Business
Education
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Capella
UNIVERSITY
Education. Reborn.℠

Capella University
Course Catalog 2003-2004

Volume 03-04, No. 1
July 2003

Graduate and Undergraduate programs

School of Business

School of Education

School of Human Services

Harold Abel School of Psychology

School of Technology

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A Message from the President
Welcome to Capella University

Many of our learners initially choose Capella University because it is an accredited, online university. Our 24/7 class "schedule" allows learners to attend classes at an accredited university without sacrificing their work or their family commitments. But after one course, their reasons for attending Capella University change.

Our learners talk about feeling personally transformed by the learning experience at Capella. What they find in the courserooms is an active and engaging learning community that invites them to include their own knowledge and experience and to profit from the knowledge of others. They tell us that interaction with faculty and professional peers from around the world has increased the breadth and depth of their knowledge and enhanced their own critical thinking skills. At Capella, learners discover a learning experience where academic content relates specifically to the learners' own professions and professional goals, and where they can apply the knowledge and experience gained immediately in their work.

Our learners and graduates tell us that we have "redefined higher education" by providing support services that minimize logistical hurdles. The day-to-day details associated with higher education are minimized by online access to services that include academic advising, course registration, financial aid resources, and the Johns Hopkins Library System.

We tell our learners that the Capella Way is what higher education should be for working adults. Thank you for joining us.

Michael J. Offerman, EdD
President, Capella University

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President, Capella University

About Capella University

Mission Statement

The mission of Capella University is to extend access to high quality bachelor's, master's, doctoral, and certificate programs for adults who seek to maximize their personal and professional potential. This mission is fulfilled through innovative programs that are responsive to the needs of adult learners and involve active, engaging, challenging, and relevant learning experiences offered in a variety of delivery modes.

Educational Philosophy

Capella University has a passionate commitment to providing its learners with a profound learning experience. This commitment provides the base for the Capella Way of Learning. The Capella Way involves the delivery of relevant and practical knowledge, the use of varied learning approaches to allow for different learning styles and strengths, inclusion of the learners' knowledge and experiences in the learning exchange, and places limited demands on learners to come together in the same time and place. The Capella Way is characterized by active learning involving teamwork and collaboration, creation of learning communities, and the provision of excellent learner support services. The goal of the Capella Way is to provide learners with knowledge and skills that have immediate impact, an efficient path to improve their professional value, and an intimate and profound learning experience.

University History

In 1992, Stephen Shank, former CEO of Tonka Corporation, provided the vision, leadership, and initial funding for the incorporation of a distance-learning institution. Looking for a business opportunity for the 21st century, Mr. Shank observed that adults were underserved by traditional universities. Attending classes was difficult or impossible for working adults due to employment and family obligations and traditional curriculum did not correspond with the professional goals of mature adults. He envisioned a barrier-free university that people could attend from remote locations—like their own homes—at their convenience.

In 1993, Dr. Harold Abel, an experienced leader in higher education and former president of three universities, joined Mr. Shank to serve as founding president and academic leader of Capella.

Dr. Abel assembled premier faculty, built graduate curricula, and guided the University toward academic accreditation. In 1997, during the presidency of Dr. Bruce Francis, Capella achieved accreditation by The Higher Learning Commission of the North Central Association of Colleges and Schools.

The University, initially called "The Graduate School of America" (TGSA), offered master's and doctoral degree programs in management, education, and human services. Two years after accreditation, TGSA became Capella University and within three years the Schools of Business, Education, Human Services, Psychology, and Technology were established. In addition to certificate, master's, and doctoral degrees across five schools, Capella launched bachelor's completion programs in the Schools of Business and Technology in 2001.

The idea of accessible education for adults has grown into a vigorous and viable university with more than 80 specializations and degree programs. The quality leader in online education, Capella's competency-based educational model provides learners with theoretical knowledge as well as the professional skills that correspond with real-world practice. Experienced scholar/practitioners from throughout the country bring high academic standards and industry-intelligence to each courseroom.

Capella's interactive learning experience has helped over 7,000 learners and alumni achieve educational and professional goals. It is a place where people have been awakened and transformed by knowledge, interaction, and success. Today, Capella is a national leader in defining academic quality in an online environment, and is one of the fastest growing e-learning institutions in the world.

Affirmative Action

Capella University is an affirmative action employer.

Ownership of University

Capella University is wholly owned by Capella Education Company, a Minnesota corporation.

Institutional Accreditations

Capella University is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools (NCA), 30 N. LaSalle St., Suite 2400, Chicago, IL 60602-2504.

General Overview

Academic Program Options

Capella University offers upper division degree completion Bachelor of Science (BS), Master of Science (MS), Master of Business Administration (MBA), and Doctor of Philosophy (PhD) degrees.

Course Formats

Courses are offered online and in directed study (independent study) formats. Online courses typically are twelve weeks in length. Any learner may register for an online course. Directed study courses are available only to doctoral learners in the Schools of Business, Education, and Human Services. In the directed study courses, learners work one-on-one with a faculty tutor. Additional details and requirements related to each of these course formats can be found in the Academic and Other University Policies section of this catalog, or on iGuide at www.capella.edu.

Capella's Commitment to the Learners' Success

Capella University is committed to helping learners succeed. To that end, the University has developed a unique combination of course work and support services intended to facilitate a strong start for learners. The following are some of the things new learners can expect:

- **Online Orientation.**
- **An outstanding first course that sets the stage for the rest of their program.**
- **Learner Success Lab.** Taken in conjunction with their first course, learners receive the information and guidance they need to be successful and connect to the Capella community. Learners assess various skills, including writing, computer, and time management. The results of these assessments provide learners and Capella with guidance in determining the most appropriate path for them to follow to ensure success. The final outcome of the lab is the approval of a degree completion plan (DCP) where learners

chart their paths to the successful completion of their degrees.

Capella's academic advisors and faculty strive to provide the environment and support necessary for a successful learning experience.

Residential Colloquia

All doctoral programs, clinically-focused MS programs, and some post master's certificate programs require learners to attend residential colloquia offered in various locations. Colloquia provide opportunities for learners to become familiar with Capella's resources, learn research methodology, and prepare for navigating the comprehensive and dissertation process.

It is through these face-to-face encounters that learners further participate in Capella's learning community by networking, discussing course work, projects, and research issues with other learners and faculty. Capella hopes that the sense of community developed during residential colloquia will endure throughout the program and become an essential part of the learners' success experience. Additional details regarding the colloquium content and requirements can be found on iGuide.

Learner Support Services

For day-to-day needs, Capella's learner support services are available online through iGuide, via email, and through toll-free calls within the United States.

- **iGuide** – iGuide makes it easy for learners to access Capella's services in one convenient place. It's an individualized, instant interface where learners can register for classes, apply for financial assistance, view a transcript, and access a variety of other convenient services. iGuide can be found at www.capella.edu.

- **University Services** – If questions concerning registration, courses, access, financial aid, billing, or technical problems are not answered in iGuide, University Services staff are available to

assist at **1-888-CAPELLA (227-3552), option 7** or by emailing University Services.

- **Academic Advisors** – Academic advisors work with learners to orient them to Capella so they feel comfortable in their new learning environment. Advisors guide learners as they create a degree completion plan (DCP) and provide assistance while enrolled at Capella. Academic advisors' contact information can be found through iGuide's Advising and Resources section.

- **Academic Records** – The Office of Academic Records maintains academic records as learners progress through their courses and degree programs at Capella University. Their mission is to provide accurate, up to date transcript information whenever it is needed. Learners may request official transcripts, and view and print their unofficial transcripts any time by logging in to their iGuide account at www.capella.edu.

- **Alumni Center** – Alumni benefit from networking opportunities, professional employment information, discounted courses, continued use of library resources, and the opportunity for free attendance at education industry trade shows where Capella is exhibiting.

- **Bookstore** – Textbooks and software may be purchased through the bookstore accessible through iGuide.

- **Enrollment Services** – Enrollment service directors guide applicants step-by-step through the admissions and enrollment processes. Call **1-888-CAPELLA (227-3552), option 8**.

- **Faculty Mentor** – Doctoral learners work with a faculty mentor who assists them in the development and completion of the comprehensives and dissertation. The faculty mentor also advises learners on course selection, success strategies, and professional issues.

General Overview, continued

- **Financial Aid** – Financial aid counselors can help learners explore all options for financing their education. The Capella online financial aid center is the source of information for federal loans, special aid programs, and employer tuition reimbursement. See the finances section on iGuide for more information or call **1-888-CAPELLA (227-3552), option 7**.

- **Learner Accounts** – The learner accounts team is responsible for ensuring accurate, timely billing of learners' accounts for tuition costs, employee reimbursement, and financial aid disbursements. Questions about statements or billing activity may be answered by calling University Services at **1-888-CAPELLA (227-3552), option 7** or by emailing Learner Accounts.

- **Learner Ambassadors** – Learner ambassadors are selected Capella learners who have agreed to help others succeed at Capella. Learners may make contact with a learner ambassador through iGuide.

- **Library** – Capella provides access to the Capella University Library, an online university research library, through a cooperative arrangement with Johns Hopkins University. Services include access to specialized library databases, electronic books, hard copy books, and other library resources. In addition, a research librarian is available to help acquire articles, books, and documents unavailable through other sources. The library is accessible through iGuide's Advising and Resources section. Learners can get assistance using the library by sending an email to the Capella librarian or by calling the librarian at **1-888-375-8221.**

- **Technical Support** – Learners experiencing technical issues, computer questions, or problems, may call **1-888-CAPELLA (227-3552), option 7** or email University Services.

- **Writing Support** – Writing is the primary form of communication at Capella. To improve and assure effective communication, Capella provides seminars, writing courses, online tutoring, and a collection of writing tips and techniques through the online Academic Success Center in iGuide's Advising and Resources section.

Computer Requirements

All Learners	Minimum Requirements	Recommended
Internet Connection	56K Modem	Broadband
Email Capabilities	E-mail Client Unique email address (not shared by others in learners' family or company)	MS Outlook or Outlook Express (5+ MB of email storage) (HTML email capabilities)
Software	Word Processor	MS Word 97, 98 or 2000 or XP AntiVirus software
Plug-–ins (Free Downloads)	Adobe Acrobat Reader 4 *(www.adobe.com)* Flash Player 6 Shockwave Player 8 *(www.macromedia.com)* QuickTime 5 *(www.apple.com)*	Adobe Acrobat Reader 5 Shockwave Player 8.5 Real Player 8 Windows Media Player 9 QuickTime 6
Peripherals	Speakers Sound Card Video Card capable of 800x600 pixel resolution	Speakers Sound Card Video Card capable of 1024x768 pixel resolution

PC	Minimum Requirements	Recommended
Processor	Pentium 500 MHz	Pentium 1GHz
RAM	64 MB	128 MB
Browser *(only 1 needed)*	MS Internet Explorer 5.0 Netscape Communicator 6.0 AOL 5	MS Internet Explorer 6.0

MACINTOSH	Minimum Requirements	Recommended
Processor	G3 500 MHz	G4 800 MHz
RAM	128 MB	256 MB
Browser *(only 1 needed)*	MS Internet Explorer 6 Netscape Communicator 6.0	Netscape Navigator 7 on OS X 10.2.3

• Specific courses or programs may have particular requirements.   • AntiVirus software and firewalls may require adjustment to access certain features.

THE SCHOOL OF TECHNOLOGY REQUIREMENTS

• Backup storage, such as a zip drive or writeable CD-ROM.   • 3 GB of hard disk space.

Admissions Policies

Admissions Requirements

Capella University has established criteria for admission as outlined below. Meeting the minimum requirements does not guarantee admission. Applicants accepted provisionally are granted full admission when specific conditions have been met.

Capella Degree	Minimum grade point average (GPA) *on a 4.0 scale from each previous institution*	Minimum Level of Education Completed	Admissions Requirements
PhD	3.0	Master's degree from a regionally accredited institution **OR** an internationally recognized institution	School of Education PhD in Leadership for K-12 Programs: 3 years of licensed teaching experience required
			School of Psychology PhD applicants to the clinical counseling psychology specialization: minimum of 3 years professional work experience in the field of psychology
MS	2.7	Bachelor's degree from a regionally accredited institution **OR** an internationally recognized institution	School of Education MS in Leadership for K-12 Programs: 3 years of licensed teaching experience required
MBA	2.7	Bachelor's degree from a regionally accredited institution **OR** an internationally recognized institution	
BS	2.0	Associate's degree **OR** a minimum of 90 quarter credits (60 semester credits) of lower division undergraduate course work from a regionally accredited institution **OR** an internationally recognized institution	
		Completion of general education requirements which include at least 6 quarter credits in each of the areas of communications, math and science, social science, and humanities, as part of an overall requirement of 45 total general education credits	
		Provisional admittance may be granted for prospects with 60-89 quarter credits and those missing general education requirements	
Post Master's Certificate	3.0	Master's degree from a regionally accredited institution **OR** an internationally recognized institution	School of Education post master's certificate in Leadership for K-12 Programs: 3 years of licensed teaching experience required
			School of Psychology's post master's certificate programs: Master's degree in psychology required
Post Baccalaureate Certificate	2.7	Bachelor's degree from a regionally accredited institution **OR** an internationally recognized institution	
Undergraduate Certificate	2.0	Completion of 45 quarter credits of lower division undergraduate course work from a regionally accredited institution **OR** an internationally recognized institution	School of Technology: 2-3 years work experience in a business or information technology field requiring written communications

Admissions Components

Applicants apply for admission using Capella's online application tool, eAdmissions. Through eAdmissions applicants pay the application fee(s) and provide demographic information, professional history, academic history, and a goal statement. Additional materials are required as outlined below.

School	eAdmission Application Components	Acknowledgement Agreement	Official Transcript from previous institutions	Letters of Recommendation	Acknowledgement Form	Teaching Experience Form	Faculty Interview	International Applicants: Proof of English Equivalency
Business	✓	✓	✓					✓
Technology	✓	✓	✓					✓
Education	✓	✓	✓		✓	Leadership for K-12 Programs – 3 years licensed teaching experience required		✓
Human Services	✓	✓	✓	Mental Health Counseling and Marital, Couple and Family Counseling/Therapy specializations only	✓		Mental Health Counseling and Marital, Couple and Family Counseling/Therapy specializations only	✓
Psychology	✓	✓	✓	✓	✓		PhD applicants for Clinical Psychology, and Counseling Psychology; Certificate applicants for Specialist Certificate in School Psychology only	✓

Admissions Policies, continued

Admission Decisions

Offer of Admission

Once all materials have been received, a final application decision is made and applicants are offered full admission, provisional admission, or are denied admission.

Full Admission

The applicant is offered admission to the school. All admission requirements have been met at time of decision. This offer of admission is valid for 90 days. Failure to start the program within that period may result in rescinding the offer of admission.

Pending Admission

Applicants who have not submitted all required admission materials may be granted pending admission. In order for pending admission to be granted, however, there must be some evidence that the academic requirements have been met. For example, pending admission may be granted on the strength of a learner's copy of a transcript or a letter from an institutional registrar indicating that a degree has been earned. Learners admitted in this category have 60 days from their program start date to submit all required documentation and are allowed to register for their second quarter only upon completion of their application. Failure to complete the application may result in the learner being disenrolled from the University.

Provisional Admission

Applicants who do not meet entrance requirements may be granted provisional admission if evidence from other criteria provides strong support for the applicant's capacity to succeed and benefit from study in the specialization or area of study. Upon successful completion of the provisional requirement, the learner's provisional admission status will be removed.

Undergraduate applicants may be granted provisional admission if it is determined that their transfer credits meet or exceed 60 quarter credits (40 semester credits) but fall below the minimum requirement of 90 quarter credits (60 semester credits), or if the general education requirements have not been completed. Provisionally admitted learners may register for Capella University courses but must complete the additional required credits from Capella University or another accredited institution and submit official transcripts before graduation from Capella University.

Provisional admission may apply to MS learners in the School of Technology, requiring them to complete the foundational courses prior to full admission into the master's program. MS learners without sufficient IT knowledge and experience may be required to successfully complete one or more of the following courses:

TS3100 - Fundamentals of Web Application Development

TS3130 - Fundamentals of Database Systems

TS3140 - Fundamentals of Programming

TS3150 - Fundamentals of Network Systems

Applicants who lack skills in all four fundamental areas may be asked to complete the Foundations in Information Technology certificate prior to enrolling in the MS program.

Denial of Admission

The Admissions Committee has the authority to recommend to the Executive Director that an applicant be denied admission to the school. In the event of denial of admission, the applicant has the right to appeal this decision to the Executive Director or designate.

International Applicants

International applicants must have attended an internationally recognized institution. Applicants for whom English is a second language must provide evidence of English proficiency. To demonstrate fluency, Capella requires a score of at least 550 on the written version of TOEFL (Test of English as a Foreign Language) or at least 213 on the computer version, with a score of 4.0 or higher on the TWE (Test of Written English).

Prior Learning Assessment

Capella University recognizes the past professional accomplishments of our learners and offers a number of alternatives for additional credit.

CLEP/DANTES

Capella accepts credit from national testing programs, which are reviewed by ACE toward lower division requirements. Learners meeting the credit-granting score standard will earn the credits in the appropriate general education curriculum area or receive credits toward the additional lower division requirement. Credit by exam will not be accepted as transfer credit toward upper division requirements. Learners are limited to fulfilling 50% of their lower division requirements with credit by exams.

The College-Level Examination Program® (CLEP) allows learners to earn undergraduate credit by examination for knowledge they may have gained through independent study, professional development, or non-credit adult courses. Depending on the exam subject, a satisfactory score can result in the awarding of three to 12 credits.

Capella also grants undergraduate credit for successfully completing military Defense Activity for Non-traditional Education Support (DANTES) exams and DSSTs (DANTES Subject Standardized Tests).

ACE

Capella grants the maximum undergraduate credit recommended by the American Council on Education (ACE) for military training, college-level course work, corporate training programs, and business related certifications.

Petition for Credit for Undergraduates

Capella provides BS learners an opportunity to petition for credit for evidence of previous learning using the following guidelines:

1. The combination of transferred courses and petitioned courses cannot exceed 8 courses (48 credits) of the 96 required upper-division credits.

2. Learners must prepare a separate petition document for each course they are petitioning for credit.

3. The petition for credit processing fee per course of $300 is non-refundable.

For details regarding the petition process, contact the Office of Enrollment Services by calling **1-888-CAPELLA (227-3552), option 8**, or see additional petition for credit information on iGuide.

Petition for Credit for Graduate Studies

Capella provides MS learners in the School of Technology an opportunity to petition for credit as evidence of previous learning using the following guidelines. Further information on petition for credit is available on iGuide.

1. The combination of transferred courses and petitioned courses cannot exceed 5 courses.

2. Learners must prepare a separate petition document for each course they are petitioning for credit.

3. The petition for credit processing fee per course of $300 is non-refundable.

A petition process is also available for selected courses in the School of Business.

Once credit has been accepted by Capella through the petition process at the master's level, the credit will also be accepted into Capella doctoral programs. Each school will determine how that transfer credit is applied to program requirements.

Transfer of Credit

Credits Earned at Prior Institutions

All transcripts received from regionally accredited or internationally recognized institutions will be reviewed as part of the admissions process. Capella will admit and accept transfer of credit from some non-regionally accredited institutions based on alternate accreditations.

Course numbers under 100 indicate remedial courses and are not accepted for collegiate lower division credit.

Credits from prior learning assessment issued by other universities such as petition for credit courses, portfolio assessments, or credit by exam are not accepted as transfer credit at Capella University.

Courses taken at other institutions may not be transferred into certificate programs, except for the post master's certificate in Leadership for K-12 Programs.

Capella schools reserve the right to limit the number of courses transferred in toward specific degree requirements.

Applicants with previous undergraduate course work with a grade of "C" or better from a regionally accredited or internationally recognized school may transfer 90 quarter credits (60 semester credits) of lower division courses or an associate's degree plus an additional 48 upper division quarter credits toward the BS.

Applicants with previous graduate course work with a grade of "B" or better from a regionally accredited or internationally recognized school may transfer up to 12 quarter credits (three courses) toward the MS, 12 quarter credits (four courses) toward the MBA, and up to 48 quarter credits (12 courses) toward the PhD.

Applicants applying to the School of Psychology with previous graduate course work with a grade of "B" or better from a regionally accredited or internationally recognized school may transfer up to 15 quarter credits (three courses) toward the MS, and up to 50 quarter credits (10 courses) toward the PhD.

Applicants applying to the Leadership in K-12 Programs School of Education post master's certificate with previous post master's coursework with a grade of "B" or better from a regionally accredited or internationally recognized school may transfer up to 12 quarter credits (three courses) toward the post master's certificate program.

Credits Earned at Capella as a Non-degree Learner

Learners may enroll in up to three courses for which they meet the pre-requirements without being admitted to a degree or certificate program at Capella University. These courses (no more than three) may be considered for transfer into an established degree program if the learner is later admitted to a program. Transfer of credit decisions are based on applicability to the program and are made by the school. As transfer credits, these credits count against the limit on the number of credits learners may transfer into their degree program.

Credits Earned at Capella as a Certificate Learner

Learners completing a certificate at Capella and later enrolling in a degree program may transfer all relevant courses into the degree program. Distribution of these credits in fulfilling degree requirements is established by each school. These credits do not count against the limit on the number of credits learners may transfer into their degree program.

Many Capella certificates include the same basic or introductory course. Learners earning multiple certificates may not apply a single course to more than one certificate.

Truth in Information

If unexplained discrepancies appear between statements or documents provided to Capella University as a part of admissions materials and information otherwise obtained, applicants may be rejected for admission, admission may be revoked, or learners may be dismissed.

Academic and Other University Policies

Academic Calendar

ACADEMIC DEADLINES	SUMMER QUARTER 2003			FALL QUARTER 2003			WINTER QUARTER 2004			SPRING QUARTER 2004		
	July	August	September	October	November	December	January	February	March	April	May	June
Course Registration Starts	**4/10/03**	4/10/03	4/10/03	**7/10/03**	7/10/03	7/10/03	**10/9/03**	10/9/03	10/9/03	**1/8/04**	1/8/04	1/8/04
Quarter and Monthly Start Courses Begin (8 AM CT)	**7/7/03**	8/4/03	9/1/03	**10/6/03**	11/3/03	12/1/03	**1/5/04**	2/2/04	3/1/04	**4/5/04**	5/3/04	6/7/04
Quarter and Monthly Start Course Registration Ends	**7/9/03**	8/6/03	9/3/03	**10/8/03**	11/5/03	12/3/03	**1/7/04**	2/4/04	3/3/04	**4/7/04**	5/5/04	6/9/04
Last Day to Drop Quarter or Monthly Start Course without "W"	**7/18/03**	8/15/03	9/12/03	**10/17/03**	11/14/03	12/12/03	**1/16/04**	2/13/04	3/12/04	**4/16/04**	5/14/04	6/18/04
Mid-quarter Courses Begin		8/18/03			11/17/03			2/16/04			5/17/04	
Mid-quarter Course Registration Ends		8/20/03			11/19/03			2/18/04			5/19/04	
Last Date to Drop Mid-quarter Course without "W"		8/29/03			11/28/03			2/27/04			5/28/04	
Last Date to Drop a Course	**Midpoint of the course: 6th week for 12–week courses; 4th week for 8–week courses; 3rd week for 6–week courses**											

FINANCIAL DEADLINES — **See specific refund policy for Georgia and Wisconsin residents in the Tuitions and Fees section.**

	July	August	September	October	November	December	January	February	March	April	May	June
Last Day to Drop Quarter and Monthly Start Course with 100% Refund	**7/11/03**	8/8/03	9/5/03	**10/10/03**	11/7/03	12/5/03	**1/9/04**	2/6/04	3/5/04	**4/9/04**	5/7/04	6/11/04
Last Day to Drop Quarter and Monthly Start Course with 80% Refund	**7/18/03**	8/15/03	9/12/03	**10/17/03**	11/14/03	12/12/03	**1/16/04**	2/13/04	3/12/04	**4/16/04**	5/14/04	6/18/04
Last Day to Drop Quarter and Monthly Start Course with 60% Refund	**7/25/03**	8/22/03	9/19/03	**10/24/03**	11/21/03	12/19/03	**1/23/04**	2/20/04	3/19/04	**4/23/04**	5/21/04	6/25/04
Last Day to Drop Mid-quarter Course with 100% Refund		8/22/03			11/21/03			2/20/04			5/21/04	
Last Day to Drop Mid-quarter Course with 80% Refund		8/29/03			11/28/03			2/27/04			5/28/04	
Last Day to Drop Mid-quarter Course with 60% Refund		9/5/03			12/5/03			3/5/04			6/4/04	

NOTE: All courses starting on dates other than the quarter start, monthly start, or mid-quarter start dates are not directly represented in this chart. For such courses, the following deadlines apply: 1) the last date to drop without a "W" for all courses is on the 12th calendar day of the course. 2) the last date to drop all courses is the midpoint of the course. The last date to drop with a 100% refund for all courses is on the 5th calendar day of the course. Stated refund dates apply to online learners only.

Academic Freedom

Capella University is committed to freedom of expression and inquiry, and strives to promote an atmosphere in which rigorous academic dialogue is maintained, while respect for collegiality, common etiquette, and diversity is embraced.

Academic Honesty

Capella University considers academic honesty one of its highest values. Learners are expected to be the sole authors of their work. Learners should never represent the work or ideas of someone else as their own. Use of another's ideas must be accompanied by specific citation and reference. The disciplinary consequences of plagiarism and other forms of academic dishonesty include non-acceptance of work submitted, written reprimands or other disciplinary action, and possible dismissal. Similarly, due to the ease of accessing information via the Internet and the expected integration of learning concepts with practical application, Capella extends the concept of academic integrity to include issues of copyright and trademark violation as well as misuse or misappropriation of company-owned and protected materials.

Plagiarism is the theft of someone else's ideas and work. Whether learners copy verbatim or simply rephrase the ideas of another without properly acknowledging the source, the theft is the same. In the preparation of work submitted to meet course requirements, whether a draft or a final version of a paper or project, learners must take great care to distinguish their own ideas and language from information derived from sources. Sources that should be acknowledged include published primary and secondary materials, electronic media, and information and opinions gained directly from other people. Additional information on academic honesty can be found on iGuide.

Academic Records (Privacy and Record Retention)

Capella University grants learners their full rights as provided by the Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA protects learners' privacy and provides learners with the right to inspect and review their education records. Disclosure of rights provided by FERPA at Capella University can also be found in iGuide. Questions regarding FERPA should be addressed to the registrar.

Definition of an Academic Record

An academic record is defined as a record, electronic or otherwise, that is directly related to a learner and is maintained by Capella University or a party acting for the University, except for the following:

a) Those portions of a record that contain information regarding other learners;

b) Medical and psychological records that are maintained only in connection with provision of treatment to the learners;

c) Records that contain information related to persons after said persons are no longer learners at the University;

d) Employment records of persons used only for purposes related to employment, unless said persons are employed at the University because of their status as learners;

e) Records created by and kept in sole possession of an individual staff member that are not accessible to any other individual except a substitute.

Right to Inspect and Review

Learners have the right to inspect and review their education records within 45 days of the day the University receives a request for review. Learners should submit written requests that identify the record(s) they wish to inspect. The registrar will make arrangements for access and notify the learners how the records may be inspected. If learners have an overdue financial obligation to the University or

are subject to disciplinary action, they may inspect and review their academic records, but not receive a copy of any records or direct that a copy of their transcript be sent to another person.

The University is not required to permit inspection and review of the following records:

a) Financial information submitted by the learners' parents.

b) Confidential letters and recommendations for which learners have waived their right of access.

Right to Request Amendment

Learners have the right to request the amendment of their education records where they believe information is inaccurate or misleading. Learners seeking amendment of an education record should write the registrar, clearly identifying the part of the record they want amended, and specifying why it is inaccurate or misleading. If the University decides not to amend the record as requested by learners, the University will notify the learners of the decision and advise the learners of their right to a hearing regarding the request for amendment. Learners whose request for amendment is denied following a hearing have the right to place in their academic record a statement setting forth the reason for disagreeing with the decision. Additional information regarding the hearing procedures will be provided to learners when notification is provided of the decision to deny the request for an amendment of the learners' academic records.

Disclosure of Personally Identifiable Information

The University shall obtain the learners' written consent before disclosing personally identifiable information from learners' education records except for:

a) Disclosure to school officials with legitimate educational interests;

b) Directory information.

Academic and Other University Policies, continued

School officials are persons employed by the University in administrative, supervisory, academic or research, or support staff positions, academic advisors, mentors, tutors, persons or companies with whom the University has contracted, persons serving on the board of directors, learners serving on an official committee (such as a disciplinary or grievance committee), or persons assisting other school officials in performing their tasks. School officials have a legitimate educational interest if officials need to review education records in order to fulfill their professional responsibility. Upon request, the University discloses education records without consent to officials of another school in which learners seek or intend to enroll.

Capella University defines directory information as the following:

- Learner name
- State or country of residence
- Email address
- Field of study
- Degrees received
- Dates of attendance

Learners may restrict the disclosure of directory information by completing and submitting the appropriate online form available on iGuide. Capella University annually advises learners of this option, and its repercussions, as part of its annual FERPA notification.

External Requests
The University maintains a record of external requests for learners' education records, except for directory information, and of the disposition of the requests. The University may disclose academic records to authorized agencies and appropriate institutions as specified in the FERPA policy found on iGuide.

Retention of Academic Records
Academic records may not be destroyed or otherwise disposed of without authority of the University's approved records retention schedule under the supervision of the registrar. The retention schedule provides authorized retention periods for the records they describe and grants authorization to dispose of academic records upon the expiration of the applicable retention period.

Complaints
Learners have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Capella University to comply with the requirements of the Family Education Rights and Privacy Act of 1974.

The name and address of the Office that administers Family Educational Rights and Privacy Act is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, S.W.
Washington, DC 20202-4605

Comportment in Public Discussion and Human Interactions
Capella University is committed to open, frank, and insightful dialogue in all of its courses, residencies, and other venues of interaction and communication. Diversity has many manifestations, including diversity of thought, opinion, and values. Capella University expects all members of its community to be respectful of diverse perspectives and to refrain from making inappropriate, demeaning, or harassing comments in course discussions and personal interactions, including electronic communications. Conduct in public discussions and human interactions should be guided by common sense, collegiality, and basic etiquette. Violations of the University's comportment policy may result in disciplinary action. Additional information on comportment can be found on iGuide.

Consensual Relationships
Capella University seeks to maintain a professional educational environment. Actions of faculty members, staff, and academic administrators that are unprofessional or appear to be unprofessional are inconsistent with the University's educational mission. It is essential that those in a position of authority or power not abuse, nor appear to abuse, the authority or power with which they are entrusted.

Faculty, staff, and administrators shall not engage in consensual relationships with learners whenever an individual has a professional "position of authority" or "power differential" with respect to learners in such matters as teaching a course, facilitating a residential colloquium, or in otherwise evaluating, supervising, mentoring, or advising learners as part of academic activities.

A violation of this policy will result in disciplinary action. Should a consensual relationship develop, or appear likely to develop, while the faculty member, staff person, or administrator is in a position of authority, the individual shall terminate the position of authority and disclose the matter to his or her supervisor.

Learners who feel that they are being invited or expected to participate in a relationship in violation of this policy should immediately report that matter to the executive director of the school. All reports will be promptly investigated and appropriate action will be taken. No learners making a good faith report will be subject to retaliation. Additional information regarding the policy on consensual relationships can be found on iGuide.

Contact Information for Learners
Learners are responsible for keeping their contact information accurate and up-to-date. Learners' information may be updated at any time on iGuide or via University Services. The primary form of official communication from Capella University is through email. Learners are required to maintain active email addresses with Capella to ensure receipt of important communications.

Continuous Enrollment

Degree-seeking learners are expected to maintain continuous enrollment until all requirements are fulfilled. This status can be maintained as follows:

- Capella University operates on a **July 1 through June 30** calendar year. Four quarters of course offerings are scheduled each year.

- BS, MS, MBA and Psychology PhD learners are expected to participate in at least three of the four quarters per year. Individual learners may select one quarter of inactivity each year but cannot take two consecutive quarters off, even if the quarters are in different academic years.

- PhD learners in Business, Education and Human Services may select one quarter of inactivity during their program. Additional periods of inactivity are granted at the discretion of the School Executive Director's Office.

- Learners must notify the University of their intent to take a quarter off in advance of the quarter start. Learners who fail to maintain continuous enrollment will be disenrolled from the University. Information on continuous enrollment can be found on iGuide.

Course Formats

Online Courses

Capella University is committed to offering high-quality academic programs. Essential to high quality is the necessity of fostering an interactive teaching and learning environment. High quality online courses are constructed around an interactive model of communication in which faculty and learners actively contribute to one another's learning through critical dialogue, integrative learning, collaborative learning, and regular faculty feedback regarding learners' knowledge acquisition, skill building, and attainment of the intended course outcomes. Successful participation in an online course requires active, not passive, participation by learners.

Directed Study Courses

Directed study is offered for doctoral learners only within the established quarter calendar schedule, with starts scheduled only for the first day of a quarter. Learners matriculating after July 1, 2003 will be allowed to take up to 25 percent of their Capella course work in the directed study format. The School of Psychology does not offer directed study courses.

Course learning plans must be negotiated before the quarter start to assure that learners have maximum calendar time to complete the course. If a directed study course has not been completed by the end of the quarter in which it was begun, learners receive an Incomplete. If the course is not completed by the end of the following quarter, a grade of either "F" or "NS" is entered on the transcript and an "F" affects the learners' grade point average. Directed study learners must follow the established University policy for enrolling, dropping, or withdrawing.

Course Load

Learners may not register for more than three concurrent courses. Exceptions may be granted by the academic advisor or faculty mentor, or executive director.

Description of Credit Awarded

Capella University operates on the quarter system so all courses, including transfer courses, are awarded credit based on quarter equivalency. Learners are awarded credit for successful completion of courses at Capella and by transferring course work from an accredited institution. Transfer credit is assessed from an official transcript from the transfer institution; if the transfer institution operates on a semester system, the credits will be converted by the University to quarter credits. There are a maximum number of credits that will be accepted in transfer by the University; this number varies by school and degree. Transfer courses assessed to fill requirements must meet the criteria

established by the Provost. See Transfer of Credit section for more information.

Continuing Education Credits

Capella University is approved by the American Psychological Association to offer continuing education for psychologists. Capella University maintains responsibility for the programs. Courses that provide this education are offered by The Harold Abel School of Psychology and are awarded CE credits rather than quarter credit. The number of CE credits awarded is indicated with the course descriptions and will not appear on the learners' academic transcripts. A certificate of completion is available from the school.

Disability Accommodations

Capella University is committed to extending access to adult learners and acknowledges that some adult learners have special accommodation needs. Capella University recognizes and fulfills its obligation to provide reasonable accommodations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws.

Documentation of the disability is required from an appropriate professional and learners must make a written request for accommodations. The University's ADA coordinator will review this information, seek additional information through interactive discussion with the learner and if necessary, evaluate available and reasonable accommodations, and notify faculty of needed accommodations. Learners who have a disability and would like to request reasonable academic accommodations, should go to iGuide's Policies and Procedures for Learners with Disabilities section for more information.

Discrimination, Harassment and Assault

Capella University prohibits and will not tolerate discriminatory practices or the harassment or assault of any members of the

Academic and Other University Policies, continued

University community and prohibits all forms of discrimination in its activities and programs. Capella University supports federal and state laws which prohibit discrimination against any person because of race, color, religion, national origin, age, sex, disability, sexual orientation, marital status, or status with regard to public assistance. Harassment is a type of discrimination. Sexual harassment of learners is prohibited under Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. Procedures for addressing discrimination, harassment, and assault can be found on iGuide.

Discrimination – Discrimination is the segregation or separation of individuals based on race, gender, age, ethnicity, religion, national origin, disability, sexual orientation, marital status, status with regard to public assistance, or any other characteristic protected under applicable federal, state, or local law. Discriminatory practices include any instances of differential treatment or behavior that interferes with learners' full participation in this university community.

Harassment – Harassment encompasses any behavior that is unwanted resulting in a hostile environment including conduct that has the purpose or effect of interfering with the individual's academic performance, or of causing one to feel intimidated from expressing their perspectives.

Sexual Harassment – Sexual harassment is a form of unlawful discrimination and is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that unreasonably interferes with learners' academic performance.

Assault – Assault is the commission of an act with the intent to cause fear in another of immediate bodily harm or death, or the intentional infliction or attempt to inflict bodily harm upon another. Sexual assault is forced sexual activity without the expressed consent of both parties.

Dissertation and Thesis Publishing

Capella University requires all doctoral learners to publish dissertations written in partial fulfillment of their doctorate degree and all applicable master's degree learners to publish theses written in partial fulfillment of their master's degree. The objectives of this policy are to:

- Empower the University to disseminate new knowledge and increase the availability of our learners' research to scholars.
- Provide learners with the opportunity to publish and understand issues associated with publishing.
- Preserve our learners' dissertations and theses electronically in a secure venue.

To achieve these objectives, all learners must agree to the following in order for their dissertations and theses to fulfill degree requirements.

Capella University shall have a perpetual, royalty-free, right:

- To make copies and distribute the dissertations and theses as part of Capella University's normal dissertation/thesis review process;

Disenrollment, Suspension, Expulsion

Learners may be disenrolled, suspended or expelled as outlined in the specific policies referenced in the table below. A more complete description of these policies is presented in this catalog under Academic and Other University Policies. Learners who are disenrolled or suspended are eligible to return when stated conditions have been met. Learners who are expelled are not eligible for readmission.

Status	Related Policy or Procedure	Conditions for Return	Contact
Disenrolled	Satisfactory Academic Progress	Eligible to apply for readmission one year after dismissal.	Enrollment Services
	Continuous Enrollment	If three or fewer consecutive quarters of non-enrollment, then no conditions.	Three or fewer consecutive quarters of non-enrollment: University Services
		If more than three consecutive quarters of non-enrollment, then eligible to apply for re-admission.	More than three consecutive quarters of non-enrollment:Enrollment Services
	Special Business Office Hold	Eligible to return when account paid in full.	Three or fewer consecutive quarters of non-enrollment: University Services
		Eligible to return when account paid in full.	More than three consecutive quarters of non-enrollment: Enrollment Services
Suspended	Academic Honesty; Comportment; Discrimination and Harassment, Inappropriate Behavior	As specified in official university notification to learners.	University Services
Expelled	Academic Honesty; Comportment; Discrimination and Harassment, Inappropriate Behavior	Not eligible for readmission.	Not applicable

- To place a copy of the dissertations and theses on Capella University's Web site or archived Proquest/UMI;

- To make the dissertations and theses available, including providing copies, if requested, to accreditors, regulators, and other outside groups who ask to review the dissertations and theses; and

- To do anything else with respect to the dissertations and theses that is required by law, regulation, or accreditors; and

- Subject to the learners' advance approval, which shall not be unreasonably withheld or delayed, Capella University shall have the right to publish the dissertations and theses.

Capella University strongly encourages learners to include a copyright notice on their dissertations and theses, and to register their dissertations and theses with the United States Copyright Office.

Drug and Alcohol Policy

Capella University is committed to providing a learning environment free of alcohol abuse, illegal use of alcohol and other illegal drugs, and abuse of prescribed drugs/substances that is associated with impaired performance. The unlawful possession, use, or distribution of illicit drugs and alcohol by individuals on property owned, leased, or rented by Capella University, or as part of any of the activities of the University, is strictly prohibited. The use of alcohol by learners of drinking age on property owned, leased, or rented by Capella University, or as part of any of the activities of the University, is prohibited, unless part of a University sponsored event or otherwise approved in writing by the Provost. Conduct in violation of this policy will subject violators to one or more of the following sanctions:

- Issuance of a formal warning

- Placement on probationary status

- Suspension

- Expulsion from the University

Capella will report all offenses to the appropriate law enforcement authorities.

Additional drug and alcohol policy information can be found on iGuide.

Grades

Grades are provided for all courses taken at Capella University. Letter grades are the default grades. As an exception to the default grades, learners may request and receive a Satisfactory/Not Satisfactory grade in the Schools of Business, Education, and Human Services. The Schools of Psychology and Technology do not use grades of Satisfactory/ Not Satisfactory.

Grading Procedures

The University offers online courses and directed study courses. Online courses follow syllabi. Directed studies follow course learning plans (CLP) that incorporate specific requirements and are based on curriculum guides. The University grading policy applies to both online courses and directed study.

Letter Grades

- **A grade of "A"** is assigned to courses in which the learners demonstrate both high involvement and substantive course participation and submit materials that exceed the instructor's expectations described in the syllabi or course learning plan (CLP). A grade of "A" is awarded four (4) quality points toward the learner's GPA.

- **A grade of "B"** is assigned to courses in which learners demonstrate both active and knowledgeable course participation and submit materials that meet instructor's expectations described in the syllabi or course learning plan (CLP). A grade of "B" is awarded three (3) quality points toward the learner's GPA.

- **A grade of "C"** is assigned to courses in which learners demonstrate both adequate and competent course participation and submit materials that minimally meet the instructors' expectations described in the

course syllabi or course learning plan (CLP). A grade of "C" is awarded two (2) quality points toward the learner's GPA.

- **A grade of "D"** is assigned to undergraduate courses in which learners demonstrate limited course participation and/or submit materials that marginally meet the instructors' expectations described in the course syllabi. A grade of "D" is awarded one (1) quality point toward the learner's GPA. **The grade of "D" is for undergraduate level learners only.**

- **A grade of "I" (Incomplete)** may be granted by a faculty member at the request of learners who have met all participation requirements and completed all assignments except the final paper or project. A grade of "I" is not awarded quality points and is not included in learners' GPAs. Incompletes are included as attempted credits but not as earned credits. When learners complete the final papers/projects prior to the end of the following quarter, the grades will be changed to the appropriate letter grades ("A", "B", etc.) and will be awarded the corresponding quality points. If the final papers/projects are not completed prior to the end of the following quarter, learners will be assigned a final grade of "F."

- **A grade of "F"** is assigned to courses in which learners demonstrate limited, minimal, or no course participation and/or submit materials that do not meet the instructor's expectations described in the syllabi or course learning plan (CLP). It is also used for learners who had been assigned an "I", but did not meet all the course requirements by the end of the following quarter. A grade of "F" is awarded zero (0) quality points and affects the learner's GPA. It counts toward attempted credits but not earned credits.

"S" Grading Scale

In order to be graded on an "S" (Satisfactory) and "NS" (Not Satisfactory) basis in a

Academic and Other University Policies, continued

course in which such grading is permitted, learners in online courses must make a request in writing to instructors within the first week of the course.

In directed study courses, learners may request to be graded on an "S" and "NS" basis when the course learning plan (CLP) is submitted.

- **A grade of "S" (Satisfactory)** is assigned to courses in which learners demonstrate both active and knowledgeable course participation and submit materials that meet the instructor's expectations described in the course syllabi or CLP. The "S" grade is equivalent to a letter grade of "B" or better. It is not awarded quality points and is not included in the learner's GPA. It counts toward attempted and earned credits.

- **A grade of "IS" (Incomplete)** may be requested by learners who have met all participation requirements and completed all assignments except the final papers or projects. A grade of "IS" is not awarded quality points and is not included in the learner's GPA. It counts toward attempted credits but not earned credits. When learners complete the final papers/projects prior to the end of the following quarter the grade will be changed to an "S." If the final papers/projects are not completed prior to the end of the following quarter, learners will receive final grades of "NS."

- **A grade of "NS" (Not Satisfactory)** is assigned to courses in which learners demonstrate limited, minimal, or no course participation and/or submit materials that do not meet the instructors' expectations described in the syllabi or course learning plan (CLP). It is also assigned to courses in which learners have been assigned an "IS" but do not meet all the course requirements by the end of the following quarter. It is not awarded quality points and is not included in the learner's GPA. It counts toward attempted credits but not earned credits.

- **A grade of "IP" (In Progress)** is assigned to doctoral comprehensive examination or dissertation courses in cases where learners require additional quarters in which to complete all components of the course. A grade of "IP" is not awarded quality points and is not included in the learner's GPA. "IP" grades do not count toward attempted credits nor earned credits. When learners complete all course components, the grade will be changed to "S."

- **A grade of "NG" (No Grade)** is assigned to doctoral comprehensive examination or dissertation courses for all course registrations subsequent to the initial registration. A grade of "NG" is not awarded quality points and is not included in the learner's GPA. It does not count toward attempted nor earned credits and

does not affect the total credits on the transcript.

Grades Common to Both Scales

- **A grade of "W" (Withdrawal)** is assigned to courses which learners drop from the thirteenth (13th) calendar day of the course through the midpoint of the course (6th week for twelve-week courses, 4th week for eight-week courses, 3rd week for six-week courses).

- **A grade of "HM" (Military Hold)** is assigned to courses during which learners have been called to active military duty and serves as a placeholder for the learner until they return to the course. A grade of "HM" is not awarded quality points and is not included in the learner's GPA. It does not count toward attempted nor earned credits.

Grade Value Summary

Grading Scale	Quality points	Counts as attempted credits	Counts as earned credits	Included in total credits	Included in GPA	Defaults To
LETTER GRADE:						
A	4	YES	YES	YES	YES	
B	3	YES	YES	YES	YES	
C	2	YES	YES	YES	YES	
D	1	YES	YES	YES	YES	
F	0	YES	NO	NO	YES	
I		YES	NO	NO	NO	F
"S" GRADING SCALE:						
S		YES	YES	YES	NO	
IS		YES	NO	NO	NO	NS
NS		YES	NO	NO	NO	
IP		NO	NO	NO	NO	
NG		NO	NO	NO	NO	
GRADES COMMON TO BOTH SCALES:						
W		YES	NO	NO	NO	
HM		NO	NO	NO	NO	
OTHER GRADES:						
PC		NO	NO	YES	NO	
T		NO	NO	YES	NO	
VR		NO	NO	NO	NO	

Other Grades

- **A grade of "PC" (Petition for Credit)** is assigned to courses for which learners successfully petition a school for credit of previous work experience. A grade of "PC" is not awarded quality points and is not included in the learner's GPA. It does not count toward attempted nor earned credits and only affects the total credits on the transcript.

- **A grade of "T" (Transfer)** is assigned to courses which are taken at another institution but are accepted for credit at Capella. A grade of "T" is not awarded quality points and is not included in the learner's GPA. It does not count toward attempted nor earned credits and only affects the total credits on the transcript.

- **A grade of "VR" (Verified Residency)** is assigned to courses in which learners have attended and met a residency requirement. A grade of "VR" is not awarded quality points and is not included in the learner's GPA. It does not count toward attempted nor earned credits.

Note: *The grade of "NC" (No Credit) was assigned to courses prior to April 1, 2003. A grade of "NC" is not awarded quality points and is not included in the learners' GPAs. It counts toward attempted credits but not earned credits.*

Grades in Repeated Courses

When a course is repeated by the learner, the highest grade earned is substituted in the credit and GPA computations. A course can only be repeated one time.

Grade Appeals

The grade appeal process has been established by the University and is available on iGuide. If learners choose to appeal a grade, appeals must take place during the quarter following the completion of the course.

Learners who feel that a grade has been assigned capriciously should first confer with the faculty member. If the problem cannot be resolved, a written petition is sent to the Executive Director. The complete procedure for grade appeal can be found on iGuide.

Graduation and Commencement

Requirements

Graduation requirements are specified in the catalog in effect at the time learners matriculate into their degree program. The degree completion plan (DCP) is completed by learners in the first course and outlines the specific courses learners plan to take to complete their degree requirements as well as the quarter in which they plan to take each course. Upon completion of all academic requirements, learners are eligible for graduation. Academic requirements include successful completion of all course(s) and residency requirements stated in the catalog, as well as completion of the minimum number of quarters required for their program with a current Capella GPA of 3.0 for graduate learners and 2.0 for undergraduate learners.

Undergraduate Honors

Capella University seeks to recognize the superior accomplishments of its learners. Learners at the bachelor's level may be eligible to graduate with honors based on attaining the following grade point averages:

> **Graduation with Honor:**
> Cum Laude: 3.500-3.749

> **Graduation with High Honor:**
> Magna Cum Laude: 3.7500-3.849

> **Graduation with Highest Honor:**
> Summa Cum Laude: 3.850 or better

This distinction will be noted on the learner's transcript and diploma. Honors will be determined at the time of graduation and will consider only academic work done at Capella. In order to qualify for these honors, the following requirements must be met:

- No class taken under S/NS option

- No incompletes

- No grade lower than a C

- No course may be repeated

Application to Graduate

Only undergraduate or master's learners enrolled in their final courses, or doctoral learners in dissertation form and style review are eligible to apply for graduation. The application for graduation is completed online via iGuide. A graduation audit is completed at the time learners apply to graduate. If learners have completed all academic requirements for graduation, their degree will be conferred. If learners are currently enrolled in the final courses necessary to complete their academic requirements, the Office of Academic Records will certify the learners for graduation and give them the opportunity to apply to participate in the next commencement ceremony.

Application for Certificate

Certificate learners are eligible to apply for their certificates once they are enrolled in the final course(s) required for their program. The application for receipt of the certificate is completed online via iGuide. Certificate recipients are not eligible to participate in the commencement ceremony.

Commencement

Graduation and commencement are not the same. Learners graduate at the time their degree is conferred and this conferral date appears on their transcript. Commencement is the ceremony that celebrates the awarding of the degree. Participation in the commencement ceremony is optional. All degree recipients who have graduated since the last commencement ceremony and learners who are currently certified for graduation are eligible to participate. Learners who plan to participate must complete the commencement application and order academic regalia to wear during the ceremony.

Academic and Other University Policies, continued

Intellectual Property

Capella University respects intellectual property rights, and expects and requires that Capella University learners do so also. To ensure that faculty, learners and Capella University live up to this standard, Capella University has adopted this policy regarding intellectual property and the use of confidential information in course work:

- Learners will generally continue to own all of their intellectual property in their course work. This includes, for example, copyrights in written work and patents for inventions. There may, however, be exceptions to this general principle that will be addressed on a case-by-case basis (e.g., when learners are working on faculty sponsored research where participation is contingent upon the learners assigning certain of their intellectual property rights and/or maintaining certain information as a trade secret of Capella University or of the faculty member). Further, as is set forth in the section, Dissertation and Thesis Publishing, learners must grant Capella University limited rights to dissertations and theses.

- In accordance with Capella University's educational privacy policy, learners may not violate other parties' rights in connection with their course work. For example, plagiarism or other forms of copyright infringement are forbidden, as is the disclosure of another party's confidential information or trade secrets.

- To ensure that Capella University continues to respect learners' rights, as a matter of policy, Capella University and faculty members may not and will not accept information from learners under an obligation of confidentiality. Types of information that could be subject to confidentiality requirements include information obtained from an employer, unpatented inventions, and information obtained pursuant to a nondisclosure agreement. Information that is subject to an obligation of confidentiality may not be used in any part of the Capella University learning process, including but not limited to Web postings, materials prepared for a course, dissertation work, and comprehensive exams.

- Of course, to the degree that applicable laws or regulations provide for confidentiality, such as in connection with certain learners' records and financial aid, Capella University will abide by such laws or regulations.

- Faculty members do not have authority to modify this policy. Capella University therefore recommends that prior to disclosing any information to faculty members, learners ensure that the information being disclosed is not the confidential information of a third party. Learners should apply for patent protection for any patentable inventions and advise the faculty member to whom information is disclosed of the patent application and the scope thereof.

Leave of Absence

Under exceptional circumstances learners may be granted an official leave of absence from the University. In order to be granted a leave, learners must provide evidence that circumstances beyond their control prohibit their continued attendance and that they expect to return to the University. No more than one leave per 12-month period can be granted and leaves cannot exceed 180 days in length. The start and end dates of official leaves of absence must coincide with the start and end of quarters. For further information on leave of absence see iGuide.

Limitations of Registrations with a Single Faculty Member

To maximize doctoral learners' exposure to faculty diversity in theory, practice, ideas and values, doctoral learners must select at least five different course instructors and can utilize one course instructor for no more than five courses.

Multiple Degree Program Enrollments

Learners may not pursue more than one Capella degree program concurrently. Certificates may be completed at the same time that learners are enrolled in a degree program.

Problem Resolution

Capella University strives to assure that fair treatment occurs in the resolution of disputes between learners and University employees and contractors. The commitment includes impartial examination of the facts, prompt decisions, and appeal processes for review as outlined in the procedures section of this policy. Additional information on problem resolution can be found on iGuide.

For Arizona Learners

If a complaint cannot be resolved after exhausting the institution's problem resolution procedure, the learner may file a complaint with the Arizona State Board for Private Postsecondary Education, 1400 W. Washington, Room 260, Phoenix, AZ 85007, (602) 542-5709. Learners must contact the state board for further details.

For Georgia Learners

If a complaint cannot be resolved after exhausting the institution's problem resolution procedure, the learner may file a complaint with the Georgia Nonpublic Postsecondary Education Commission, 2189 Northlake Parkway, Building 10, Suite 100, Tucker, GA 30084-4113, (770) 414-3235. Learners must contact the Commission for further details.

Professional Licensure and Certification

Capella University offers academic programs leading to advanced degrees in a number of fields for which professional practice requires licensure or certification by state, local, or

professional boards. However, because the licensing or certification standards vary, Capella University makes no representation, warranty, or guarantees that successful completion of the course of study will permit the learner to obtain licensure or certification. Learners who enroll in a Capella University degree program, in a field for which professional practice requires any type of licensure or certification, are solely responsible for determining and complying with state, local or professional licensure and certification requirements. These learners are also responsible for taking the steps necessary to satisfy those requirements. Capella University requires all learners in these programs to sign a form of Acknowledgment and Understanding of the Curriculum as part of the admission process in which the learners agree it is their responsibility to understand and to comply with licensing and certification laws and regulations. Additional information on professional licensure and certification can be found on iGuide.

Research at Capella University

Capella University recognizes its institutional responsibility to respect and protect the rights of individuals involved as human participants in research. All learners, faculty, and staff who undertake research studies that grow out of their affiliation with the University are required to obtain institutional approval prior to undertaking the research. Persons who propose research designed to develop or contribute to generalizable knowledge are expected to submit applications to their respective schools to determine if they involve the use of human participants without potential harm.

The University's Institutional Review Board (IRB) is charged with the responsibility to assess all research proposals involving potential harm to human participants related to psychological, social, or physical

risks greater than those normally encountered. To that end, it delegates to each school the authority and responsibility to conduct the first review to determine whether the application involves potential harm or not. The IRB process is intended to safeguard the welfare of the participants without causing undue obstruction to the research. In addition, the University's IRB reviews all requests to use Capella's learners, faculty, or staff as participants in proposed research studies.

Additional information on IRB can be found on iGuide.

Residential Colloquia

Residential Colloquia and the Year-in-Residence

Capella University requires academic residency experiences for all doctoral programs, clinically-focused MS programs, and some post master's certificate programs. Residencies enable face-to-face contact among faculty and learners, and provide skills training for learners preparing for clinically-focused careers in human services or psychology. Taken by most doctoral and clinically-focused MS learners, the residential colloquia are outcome-based, sequenced, and aligned with the developmental needs of the learners. The colloquia foster community building and provide knowledge and skill development that will support success in the learners' programs. Doctoral learners in clinical and counseling psychology, and specialist certificate learners take the year-in-residence rather than residential colloquia.

Residencies should be completed at the appropriate time in a learner's program of study. All learners should identify and account for all academic residency requirements by working closely with their advisor. Doctoral learners should include the residential colloquia (or year-in-residence) in their degree completion plan (DCP).

MS learners in the clinically-focused programs in the School of Human Services take two 10-day residencies. In the School of Psychology, MS learners in the clinically-focused programs take three one-week MS colloquia, typically offered simultaneously with the residential colloquia for doctoral learners.

Post master's certificate learners in Leadership for K-12 Programs in the School of Education take one one-week colloquium.

In general, residencies (except the year-in-residence) should be coordinated with length of time in the program and (for doctoral learners) credit completion. Learners are responsible for managing their schedules and obligations so they can participate in a timely and appropriate manner.

Track 1 is taken within the first year of enrollment (or before transferring in and completing 56 credits). However, all learners are strongly encouraged to complete Track 1 within the first quarter of enrollment, because this track focuses on critical success skills and provides an introduction to Capella-specific resources, policies, and procedures. MS Learners receive specific clinically-focused skills training at residencies.

Track 2 is taken in the second year (or within 57-72 doctoral credits of course work) while learners are immersed in their core course work. Psychology MS learners take the second colloquium around the mid-point of their programs. This residency week provides learners with the opportunity to apply the theories, techniques, and skills they've developed in their core course work. For doctoral learners, equally as important in this stage of learning are the principles associated with intermediate and advanced research methodologies. MS learners practice more advanced clinically-focused skills.

Track 3 is taken by doctoral learners in the third year (or between 73-96 credits), and for psychology MS learners, prior to field

Academic and Other University Policies, continued

supervised training (practicum) or the capstone project. Since the final 24 credits (25 in School of Psychology) earned in the doctoral program are tied to the completion of the Comprehensives and Dissertation, Track 3 prepares learners for their comprehensive questions and for completing their dissertation.

Psychology Year-in-Residence

As part of an increasingly interpersonal and face-to-face training experience, PhD learners in the School of Psychology clinical or counseling specializations, as well as MS and specialist certificate learners in school psychology, take the year-in-residence (rather than the residential colloquia), typically during their second year of enrollment. The details of this requirement are outlined in the School of Psychology section on residencies.

Satisfactory Academic Progress

Capella University requires all learners to make satisfactory progress in their academic programs. Satisfactory academic progress is determined through two measures—grade point average (GPA) and course completion rate.

The GPA measure requires that learners maintain a cumulative grade point average of 3.0 or better for graduate work and 2.0 or better for undergraduate work. The completion rate for satisfactory academic progress requires that undergraduates complete a minimum of two (2) out of every three (3) attempted credits. Graduate learners are required to complete a minimum of one (1) out of every two (2) attempted credits. Undergraduates cumulative attempted quarter credits may not exceed 150% of the program requirements as described in the catalog. Learners who exceed this limit will no longer be eligible for financial aid.

Academic progress will be measured four times each academic year. Learners' academic progress is measured after the first two quarters of attendance at the university. Grades such as W, I, NS, and NC, will be calculated in the quantitative measure, but do not impact the learner's GPA. Repeated courses will be counted as attempted credits.

Initially, learners who do not meet either measure are placed on probation for two (2) terms, during that time learners will be eligible for financial aid. All other financial aid restrictions apply. At the end of that probationary period, learners will have an additional two (2) terms of attendance to continue without financial aid. At the end of these four (4) terms of probation, learners who are not making satisfactory academic progress will be disenrolled from the University.

Financial aid eligibility will be reinstated when learners meet the cumulative standards for satisfactory academic progress. Learners may appeal the loss of financial aid or disenrollment from the University.

Capella reserves the right to withhold financial aid and/or dismiss from the University learners who register for courses but make no progress for two or more consecutive terms.

Time Limits for Degrees and Certificates

Capella University has established minimum and maximum enrollment periods for its programs. Learners may not complete their respective programs in a shorter time period than the minimum listed and they may not take longer to complete the program than the maximum.

See chart below.

Transferability of Capella Credits

Capella University is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). The transferability of credits to other institutions is solely at the discretion of that institution.

Time Limits (in Quarters) for Completion of Degrees and Certificates

PROGRAM	EDUCATION		HUMAN SERVICES		PSYCHOLOGY		TECHNOLOGY		BUSINESS	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
Undergraduate and Post Baccalaureate Certificate	None	8	None	8	None	8	None	8	None	8
Post Master's Certificate	4	16			4	16				
Bachelor of Science (BS)							4	24	4	24
Master of Science (MS)	4	16	4	16	4	16	4	16	4	16
Masters in Business Administration (MBA)									4	12
Doctor of Philosophy (PhD)	8	28	8	28	8	28			8	28

Capella University adheres to maximum time limits for certificate and degree completion unless specifically waived for extenuating reasons by the Executive Director of the school involved. Minimum time limits may not be waived.

Financial Aid

Capella University offers assistance to those who would like to secure educational funding to help finance their academic program. Learners can find out more about financial aid by contacting the financial aid office at **1-888-CAPELLA (227-3552), option 7,** or by visiting the Capella Web site section, Financial Aid.

Satisfactory Academic Progress Policy for Financial Aid

Federal and state laws require learners to make satisfactory academic progress during their period of enrollment to remain eligible for financial aid. In compliance with federal and state regulations, Capella University has established policies for all learners regarding satisfactory academic progress, academic probation, academic progress review, and the appeals process. These policies are described in detail in the previous catalog section and within the Academic Policies and Procedures section found on iGuide.

Scholarships

Capella has three scholarship options available. Capella offers the Robert Ford Scholarship, and has scholarships available to learners from organizations such as the National Science Foundation. Thirdly, free scholarship search engines are available on iGuide. This scholarship information can be found on the Capella Web site section, Scholarship and Fellowship Programs.

Veterans' Educational Benefits

Capella University is approved by the Minnesota State Approving Agency for veterans' educational benefits. Eligible learners may apply for benefits by calling the Veterans Administration Office for assistance at 1-800-827-1000. The original application should be mailed to Capella University's Office of Academic Records. With respect to these benefits, Capella University's program is considered

independent study and **payments are made only after completion of individual courses, as reported to the VA by Academic Records at the end of each academic quarter.**

To receive veterans' educational benefits learners must meet the following credits based upon program of study:

BS learners must complete a minimum of 12 quarter credits (two 6-credit undergraduate level courses) in that quarter. The date of course completion is determined by the last day of the quarter. Those who do not complete at least 12 credits per quarter will not be entitled to receive full-time benefits for that quarter.

MS/MBA learners must complete a minimum of eight (8) quarter credits (two four-credit courses for MS or two 3-credit courses for the MBA) in that quarter. Those who do not complete the required credits per quarter will not be entitled to receive full-time benefits for that quarter.

PhD learners must complete a minimum of four (4) credits during each quarter to qualify for full-time benefits. The date of course completion is determined by the last day of the quarter.

Graduate Certificate learners must complete a minimum of eight (8) credits per quarter to qualify for full-time benefits. The date of course completion is determined by the last day of the quarter.

In order to receive veterans' education benefits, all post high school transcripts must be submitted to the Office of Enrollment Services prior to enrollment.

Learners who fail to satisfy the requirements for veteran's educational benefits are personally responsible for tuition payments.

Additional information for veterans can be found on the Capella University Web site section, U.S. Armed Forces.

Capella reserves the right to change these requirements if there are changes in the structure of a particular program.

Undergraduate certificate learners are currently not eligible for veterans' educational benefits.

Tuition and Fees

Tuition

BS, MBA, MS and Certificate

Learners in BS, MBA, MS, and certificate programs pay tuition on a course-by-course basis. Payment is due at the time of course registration. American Express, Discover, MasterCard, Visa, wire transfer, paper checks and e-check (electronic payment via checking account) are accepted. For information related to financial aid, please refer to the Financial Aid section.

PhD

For PhD learners in business, human services, and education, tuition is charged quarterly on a flat rate, not on a per course basis. New PhD learners who enter the program after the beginning of a quarter pay prorated tuition for that quarter. PhD learners may choose a yearly prepayment option. Learners wanting more information on yearly prepayment should contact University Services at **1-888-CAPELLA (227-3552), option 7**. Payment is due prior to the start of the quarter or month with which charges are associated. American Express, Discover, MasterCard, Visa, wire transfer, paper checks, and e-check (electronic payment via checking account) are accepted. For information related to financial aid, please refer to the Financial Aid section.

Psychology doctoral learners pay tuition on a course-by-course basis.

Tuition and Fees

The following charges are in effect as of the date this catalog was printed and are subject to change. For current pricing visit the Capella University Web site at www.capella.edu. See applicable schools' degree programs.

	BUSINESS	TECHNOLOGY	EDUCATION	HUMAN SERVICES	PSYCHOLOGY
ALL PROGRAMS					
Application Fee (non-refundable)	$50	$50	$50	$50	$50
International Application Fee – includes International transcript evaluation (non-refundable)	$150	$150	$150	$150	$150
BACHELOR OF SCIENCE (BS) PROGRAM					
Petition for Credit Per Course (non-refundable)	$300	$300			
Tuition Per 6-Credit Course	$1,500	$1,500			
BS Graduation Fee	$250	$250			
MASTER OF BUSINESS ADMINISTRATION (MBA) PROGRAM					
Tuition Per 3-Credit Course	$1,575				
MBA Graduation Fee	$350				
MASTER OF SCIENCE (MS) PROGRAM					
Petition for Credit Per Course (non-refundable)	$300	$300			
Tuition Per 4-Credit Course	$1,630	$1,630	$1,275	$1,275	
Tuition Per 5-Credit Course					$1,445
Residential Colloquium per week*				$1,350	$1,350
MS Graduation Fee	$350	$350	$350	$350	$350
DOCTOR OF PHILOSOPHY (PHD) PROGRAM					
Quarterly Tuition	$3,570		$3,570	$3,570	
Tuition Per 5-Credit Course					$1,735
Residential Colloquium per week*	$1,350		$1,350	$1,350	$1,350
Year-in-Residency — Weekend-in-Residence (9)					$1,700
Year-in-Residency — Extended Seminars (2 weeks)					$2,700
PhD Graduation Fee	$450		$450	$450	$450
CERTIFICATE PROGRAM					
Tuition Per Undergraduate Course		$1,500			
Tuition Per Graduate Course	$1,630		$1,275	$1,275	$1,445

* Learners are responsible for food, travel and lodging for all residential colloquia.

Sustaining Tuition

While it is anticipated that doctoral learners will complete their program in four years (on average), accommodation is made for those who take longer to complete their final project (comprehensive paper, integrative project, or dissertation).

To be considered for tuition accommodation, doctoral learners must have completed four full years of active enrollment and have completed all course work (the comprehensive paper, the research proposal and the dissertation are not required to be completed). Learners meeting these criteria will be charged a sustaining tuition amount equal to $500 per quarter.

Employer Reimbursement

Learners receiving tuition assistance from their employers must arrange for payment of their tuition to Capella prior to the start of their course(s). This policy does not currently affect learners receiving veteran's assistance, active Armed Forces learners, or learners whose employers arrange for a direct invoice from Capella. Direct bill invoicing must be completed prior to the start of the course and when no grade is required by the employer.

Special Business Office Hold

All learners with a past due balance from the prior quarter greater than $1,000 will be placed on Special Business Office Hold (SBOH). While on SBOH, learners will not be granted access to University activities, personnel or services; including advisors, mentors, courses, library, or any other services of the University. Access will be restored and billing will resume when the account balance is current.

Tuition Refunds

PhD Learners

PhD learners who completely withdraw from Capella University or their doctoral program have their tuition refunded on a prorated basis. Psychology doctoral learners should refer to the course drop and program withdrawal for MS learners for their refund policy.

For PhD learners who graduate, tuition will be prorated to reflect the actual graduation date. The tuition refund schedule is determined by the time elapsed from quarter or course start date.

PhD learners in the Schools of Business, Education, or Human Services who drop a course do not receive a refund.

BS/MBA/MS Learners

Learners who completely withdraw from Capella University or an individual course will have their tuition refunded according to the refund schedule in this section The application fee of $50 ($150 for international) is non-refundable.

There are no refunds for books or supplies.

Refund Schedule

The following schedule applies to learners residing in locations other than Wisconsin or Georgia:

Withdrawal or Drop Date From the Class Start Date	Tuition Refund
5 business days	100%
10 business days	80%
15 business days	60%
Remainder of the term	No refund

Georgia Residents Refund Policy

The refund policy applicable to Georgia students is the Capella University institutional refund policy or the following minimum refund policy as stipulated by Georgia law, whichever is more favorable to the learner.

Prior to beginning classes, the applicant receives a full refund of all monies if he or she requests it within three (3) business days after making a payment to Capella University.

A learner who withdraws or is disenrolled after the start date of a course, but before 50% of the course term has passed, is entitled to a pro rata refund as follows. (All percentages are based on the total number of calendar days in the course.)

% of Total Calendar Days	Tuition Refund
1 day - 5%	95%
6% - 10%	90%
11% - 25%	75%
26% - 50%	50%
51% +	No refund

As part of this policy, Capella University may retain an administrative fee of no more than $150. This administrative cost may be in addition to the percentage of tuition, which may be retained by the institution as provided above.

Learners should notify Capella if they wish to withdraw from a program or drop a course. Refunds are calculated by the date notification is received from the learner, unless the learner immediately contacts Capella requesting an earlier withdrawal date and providing acceptable verification that no academically significant interaction occurred after the requested date. Capella University issues the appropriate refund in full to the learner within a maximum of thirty (30) days of notification. All or a portion of the refund will be used to pay grants, loans, scholarships or other financial aid in conformity with federal and state laws.

Wisconsin Residents Refund Policy

Regulations in the State of Wisconsin require Capella University to apply a separate refund policy to Wisconsin learners. Refund credits will be processed in two steps. Each may be reflected on separate days and/or separate monthly statements. Capella's refund will be recorded first, and Wisconsin's refund (if applicable) will be recorded as a second line item. All refunds will be applied within forty (40) days of the withdrawal date. The policy is as follows:

Learners residing in Wisconsin will receive a full refund of all tuition money paid if they withdraw from a course within a three-

Tuition and Fees, continued

business-day cancellation period from the course start date.

Learners who withdraw or are disenrolled after the start date of a course, but before 60% of the course term has passed, are entitled to a pro rata refund as follows. (All percentages are based on the total number of calendar days in the course.)

% of Total Calendar Days	Tuition Refund
4th day - 9%	90%
10% - 19%	80%
20% - 29%	70%
30% - 39%	60%
40% - 49%	50%
50% - 59%	40%
60% +	No refund

As part of the percentage breakdown, Capella may retain a one-time administrative fee of no more than $100. Learners will receive the tuition credit within 40 days of withdrawal date.

Learners must notify the institution by phone or in writing of their intention to withdraw from courses. The effective date of the withdrawals will be the date notifications are received by the institution. All or a portion of refunds will be used to pay grants, loans, scholarships, or other financial aid in conformity with federal and state law.

Refund Procedure for Financial Aid Recipients

Learners receiving financial aid should contact the Office of Financial Aid before canceling enrollment and requesting a refund. They may be required to pay back all or part of the financial aid award prior to receiving any refund from Capella University.

All refund requests must be made in writing. Postmark dates will determine the date of the request. Financial aid recipients who completely withdraw from a course or a program prior to the 60% point of a term are subject to the Federal Return of Title IV

Fund policy regulations for any federal aid not earned. Details of actual refund calculations are available upon request from the Office of Financial Aid. Financial aid funds will be returned to the appropriate agency in the following order:

• Unsubsidized Federal Stafford Loans

• Subsidized Federal Stafford Loans

The amount of the refund is in direct correlation to the learners' approved withdrawal date as determined by the Office of Academic Records. If learners withdraw from Capella and have received financial aid, specific requirements will be followed. These can be found on the Capella University Web site at tuition refund procedure.

Fees

Application Fees

Applicants must complete the online payment section of the application. Credit card or U.S. banking account (e-check) payment is required with the online application.

The amount of the application fee will be automatically determined based on information provided. The fee for international applicants is $150, which includes $100 for international academic review. The fee for domestic U.S. applicants is $50.

All application fees are nonrefundable.

Official Transcript Fee

Learners in good standing may request copies of an official transcript for a fee of $5. Requests can be made via iGuide or learners may contact University Services at **1-888-CAPELLA (227-3552), option 7**. Capella University reserves the right to withhold an official transcript of learners who are not in good financial standing with the institution.

Residential Colloquium Fee

This fee is paid for each colloquium attended by the learners. Learners are responsible for food, travel, and lodging for all colloquia and commencement.

School of Business

Shelley R. Robbins, PhD
Executive Director

From the Executive Director

Welcome to the School of Business. The competitive environment for business is continually and rapidly changing, and Capella University's School of Business provides you, the adult working professional, with the competencies and leadership skills you need to be an effective professional in this global business environment. Our curriculum and courses are designed to have an immediate impact on your work, no matter where you are in your professional career.

The School of Business has created an innovative set of programs that support an integrated approach to solving important business problems. We want to prepare reflective, ethical, and responsible leaders who can thrive in and shape the changing global, multicultural, and complex organizational environments in which we work. Our focus is on redefining management education for adult learners.

The School of Business faculty are scholar-practitioners who have both academic and business experience. With deep knowledge and passion for their subject areas, their ability to link theory, research, and practice, and their experience working with business professionals, they are there to support you in achieving your personal goals, and transforming your lives and your careers. We aim to create a rewarding and intimate learning experience with measurable results, immediate impact, and increased professional value for our learners.

Shelley R. Robbins, PhD
Executive Director

About the School of Business

Mission Statement

The mission of the Capella University School of Business is to provide cutting-edge management and leadership education which transforms the personal and professional effectiveness of adult working professionals, enabling them to achieve their career goals. Our competency-based, online degree programs help learners to have both immediate and long-term impact in their work. We provide learners with the framework and skills to identify solutions to resolve complex organizational problems using an ethical and socially responsible approach.

Degree Programs

Doctor of Philosophy (PhD)

The Organization and Management PhD program prepares today's emerging scholar-practitioners, enabling them to advance the fields of business, management, and leadership through the integration of theory, original research, and practice. The program teaches learners to develop and apply cutting-edge theories to current and complex organizational applications. Doctoral learners will learn how to employ the best management theories, research practices, and social science principles within the context of their profession.

Master of Science (MS)

The Organization and Management MS program prepares learners to advance their leadership role within their field by solving real-world problems through the application of theory and practice. The MS degree equips experienced professionals, leadership experts, and management educators with the specialized knowledge, management skills, and strategic business focus they need to confront the challenges inherent in managing today's complex organizations.

Master of Business Administration (MBA)

The mission of the Master of Business Administration degree is to turn experienced managers into effective leaders. The MBA degree focus is on practical content, relevant skills, and job related behaviors that are critical for success in today's competitive environment. Additionally, the learning experience blends a supportive coaching process, individualized assessments, and self-reflection, with the rigor of academic standards and a deep commitment to adult-centered learning. The faculty and coaches who support the curriculum are experienced scholars and practitioners who are committed to learner success.

Bachelor of Science (BS)

The School of Business bachelor's degree completion program integrates the mastery of business fundamentals with practical application in a rich, interactive learning environment that will enhance learners' abilities to impact personal and organizational effectiveness in their chosen specialization.

Our BS in Business curriculum focuses not only on providing a sound grounding in management and leadership, human resource management, e-business, and sales and marketing, but also provides an integrated approach to the enterprise, preparing learners to work in collaboration with diverse workgroups and functional areas. Throughout the curriculum there is an emphasis on developing key Professional Thinking Habits for business professionals, such as critical thinking, ethical decision-making, collaboration and other strategic skills in addition to functional expertise.

Certificates

Certificates earned from the Capella University School of Business are designed to provide an opportunity for business professionals to gain new knowledge and skills through concentrated graduate-level programs of study in the area of interest.

Undergraduate General Education

The bachelor's degree program provides a comprehensive set of general education courses for learners who have not yet completed that aspect of their program. Capella University believes that every educated adult should possess a breadth of knowledge which includes general education foundation areas such as: communications, math/science, social sciences, and humanities. This breadth of knowledge is essential for adults to develop the intellectual, behavioral, and moral principles needed to be participants and contributors to the larger society.

The University expresses this commitment through its adult learner-centered educational philosophy and its engagement of learners in learning processes requiring the development of problem solving, critical thinking, and integration skills.

The undergraduate program is specifically committed to fostering these guiding principles through its professional practice and incorporating the following Professional Thinking Habits throughout the curriculum:

- **Complementary Thinking** – Explore and integrate multiple points of view.

- **Connected Seeing** – View reality as an interdependent system of things, ideas, and relationships.

- **Collaborative Teamwork** – Accomplish common purpose by integrating personal initiative and group cohesion.

- **Constructing Meaning** – Acquire and synthesize diverse sources of knowledge to enrich understanding.

- **Conceptual Clarity** – Express thoughts, ideas, and concepts by interpreting the known, the unknown, and the unknowable.

- **Communicating Effectively** – Practice effective professional communication styles to inform, influence, and promote interaction.

- **Courageous Action** – Make well supported decisions and take action in ambiguous situations.

- **Caring Empathy** – Nurture relationships with others by promoting unity, valuing individual perspectives, and practicing ethics.

- **Conversational Reflection** – Reflect on professional practices through prior experiences, critical evaluation, and learning conversations.

- **Continuous Learning** – Value every experience as an opportunity for continuous lifetime learning.

Professional/National Affiliations or Accreditations

Capella University is a chapter member of **Sigma Beta Delta**, a business honorary society. Membership is open to learners in undergraduate and graduate business programs who meet stated requirements for academic achievement.

Specializations offered in the School of Business

Specializations	Degree Programs
General	PhD, MS, MBA, BS
Human Resource Management	PhD, MS, BS, Certificate
Information Technology Management	PhD, MS, Certificate
Leadership	PhD, MS, Certificate
E-Business	BS
Management and Leadership	BS
Marketing and Sales	BS

School of Business Degree Programs

Doctor of Philosophy (PhD) in Organization and Management

General Program

Learners in the general program may select courses and electives from one or more specializations, provided that they meet the general requirements for the program and any prerequisites for the courses. It is expected that the electives learners choose will provide a coherent foundation for their research in an organizational or management topic of their choosing. General management electives are offered in areas such as finance, marketing, and operations to provide a context for further study and research beyond the areas of HR management, IT management, and leadership. Completing the PhD in the general program will prepare learners to lead, consult, or teach in the field of management from an informed, strategic viewpoint, creating practical solutions to real-world problems.

Residency requirement(s):

Three one-week residential colloquium sessions, one per year for three years.

Seven Core Courses + Lab   28 quarter credits

OM8004	Managing and Organizing People
OM8005	Doctoral Learner Success Lab (non-credit)
OM8010	Principles of Organization Theory and Practice
OM8012	Strategy
OM7020	Marketing Strategy and Practice
OM7040	Accounting and Financial Management
OM7050	Ethics and Social Responsibility *OR*
OM7060	Strategic Information Technology Management
OM7080	Statistical Research Techniques

Three Research Courses   12 quarter credits

OM8021	*	Management Theory Creation
OM8022	*	Survey of Applied Research Methods
OM8025	*	Advanced Qualitative Research *OR*
OM8026	*	Applied Multivariate Modeling

Two Doctoral Seminars   8 quarter credits

Choose any two online doctoral seminars from Leadership, Information Technology, or Human Resource Management specializations.

Eleven Elective Courses   44 quarter credits

Choose from any 7000 or 8000-level Organization and Management courses listed in the graduate course descriptions. Learners may select up to two graduate-level electives from another Capella school.

One Professional Practice Course   4 quarter credits

OM8910	*	Teaching Practice Seminar *OR*
OM8920	*	Leadership Practice Seminar *OR*
OM8930	*	Consulting Practice Seminar

Six Comprehensive and Dissertation Courses   24 quarter credits

OM9994	*	Doctoral Comprehensive Examination I
OM9995	*	Doctoral Comprehensive Examination II
OM9996	*	Dissertation Research I
OM9997	*	Dissertation Research II
OM9998	*	Dissertation Research III
OM9999	*	Dissertation Research IV
Total		**120 quarter credits**

Human Resource Management

The curriculum in the HRM specialization provides learners with the leading theories and practices for human resource management in a complex and global business environment. Learners will receive training as scholar-practitioners conducting and applying research across a wide spectrum of HR topics. Completing the PhD in this specialization will prepare learners to lead, consult, or teach in the field of HR management from an informed, strategic viewpoint, creating practical solutions to real-world problems.

Residency requirement(s):

Three one-week residential colloquium sessions, one per year for three years.

Seven Core Courses + Lab   28 quarter credits

OM8004	Managing and Organizing People
OM8005	Doctoral Learner Success Lab (non-credit)
OM8010	Principles of Organization Theory and Practice
OM8012	Strategy
OM7020	Marketing Strategy and Practice
OM7040	Accounting and Financial Management
OM7050	Ethics and Social Responsibility *OR*
OM7060	Strategic Information Technology Management
OM7080	Statistical Research Techniques

Three Research Courses   12 quarter credits

OM8021	*	Management Theory Creation
OM8022	*	Survey of Applied Research Methods
OM8025	*	Advanced Qualitative Research *OR*
OM8026	*	Applied Multivariate Modeling

Two Doctoral Seminars   8 quarter credits

OM8201	Theories of Executive Human Resource Management
OM8202	The HR Executive as Strategic Partner

Three Specialization Courses   12 quarter credits

OM7120	Diversity and Culture in the Workplace
OM7130	Conflict Management and Negotiation
OM7140	Succession Planning
OM7220	Organization Structure and Design
OM7230	Human Resource Development
OM7240	Compensation and Reward Strategies
OM7250	Recruitment, Selection, and Assessment
OM7260	Human Resource Information Systems

Eight Elective Courses   32 quarter credits

Choose from any 7000 or 8000-level Organization and Management courses listed in the graduate course descriptions. Learners may select up to two graduate-level electives from another Capella school.

One Professional Practice Course   4 quarter credits

OM8910	*	Teaching Practice Seminar *OR*
OM8920	*	Leadership Practice Seminar *OR*
OM8930	*	Consulting Practice Seminar

Six Comprehensive and Dissertation Courses   24 quarter credits

OM9994	*	Doctoral Comprehensive Examination I
OM9995	*	Doctoral Comprehensive Examination II
OM9996	*	Dissertation Research I
OM9997	*	Dissertation Research II
OM9998	*	Dissertation Research III
OM9999	*	Dissertation Research IV
Total		**120 quarter credits**

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* Denotes courses that have required prerequisite(s). Refer to the course descriptions for further detail.

PhD Specializations, continued

Information Technology Management

The IT Management specialization investigates the contemporary theories and practices that today's organizations are using to gain a strategic advantage through the deployment of information technology. Learners develop the process skills and subject matter knowledge needed to excel as scholar-practitioners and leaders in this growing field. This specialization equips learners with the tools needed to address complex problems in the planning, development, and management of information technology in the fast moving environment of modern organizations. Completing the PhD in this specialization will prepare learners to lead, consult, or teach in the field of IT management from an informed, strategic viewpoint, creating practical solutions to real-world problems.

Residency Requirement(s):

Three one-week residential colloquium sessions, one per year for three years.

Seven Core Courses + Lab	28 quarter credits
OM8004	Managing and Organizing People
OM8005	Doctoral Learner Success Lab (non-credit)
OM8010	Principles of Organization Theory and Practice
OM8012	Strategy
OM7020	Marketing Strategy and Practice
OM7040	Accounting and Financial Management
OM7050	Ethics and Social Responsibility *OR*
OM7060	Strategic Information Technology Management
OM7080	Statistical Research Techniques

Three Research Courses	12 quarter credits
OM8021 *	Management Theory Creation
OM8022 *	Survey of Applied Research Methods
OM8025 *	Advanced Qualitative Research *OR*
OM8026 *	Applied Multivariate Modeling

Two Doctoral Seminars	8 quarter credits
OM8301	Survey of Research Literature in Information Technology Management Infrastructure
OM8302	Survey of Research Literature in Information Technology Planning and Delivery

Three Specialization Courses	12 quarter credits
OM7315	Advances in Information Technology
OM7320	System Planning and Delivery
OM7330	Project Planning, Management, and Financial Control
OM7340	Managing IT Professionals
OM7350	Software Engineering Management
OM7360	Knowledge Management
OM7399	Topics in IT Management

Eight Elective Courses	32 quarter credits

Choose from any 7000 or 8000-level Organization and Management courses listed in the graduate course descriptions. Learners may select up to two graduate-level electives from another Capella school.

One Professional Practice Course	4 quarter credits
OM8910 *	Teaching Practice Seminar *OR*
OM8920 *	Leadership Practice Seminar *OR*
OM8930 *	Consulting Practice Seminar

Six Comprehensive and Dissertation Courses	24 quarter credits
OM9994 *	Doctoral Comprehensive Examination I
OM9995 *	Doctoral Comprehensive Examination II
OM9996 *	Dissertation Research I
OM9997 *	Dissertation Research II
OM9998 *	Dissertation Research III
OM9999 *	Dissertation Research IV
Total	**120 quarter credits**

Leadership

This specialization prepares the leaders of today's complex organizations by exploring and applying cutting-edge leadership theory and its application to the challenges facing the scholar-practitioner. Completing the PhD in this specialization will prepare learners to lead, consult, or teach in the field of leadership from an informed, strategic viewpoint, creating practical solutions to real-world problems.

Residency Requirement(s):

Three one-week residential colloquium sessions, one per year for three years.

Seven Core Courses + Lab	28 quarter credits
OM8004	Managing and Organizing People
OM8005	Doctoral Learner Success Lab (non-credit)
OM8010	Principles of Organization Theory
OM8012	Strategy
OM7020	Marketing Strategy and Practice
OM7040	Accounting and Financial Management
OM7050	Ethics and Social Responsibility *OR*
OM7060	Strategic Information Technology Management
OM7080	Statistical Research Techniques

Three Research Courses	12 quarter credits
OM8021 *	Management Theory Creation
OM8022 *	Survey of Applied Research Methods
OM8025 *	Advanced Qualitative Research *OR*
OM8026 *	Applied Multivariate Modeling

Two Doctoral Seminars	8 quarter credits
OM8101	Theories of Leadership
OM8102	Leading at the Top: The Upper Echelon

Three Specialization Courses	20 quarter credits
OM7120	Diversity and Culture in the Workplace
OM7130	Conflict Management and Negotiation
OM7140	Succession Planning
OM7150	Leading the High Performance Organization
OM7160	Leading for Transformational Change
OM7170	The Developing Leader

Eight Elective Courses	32 quarter credits

Choose from any 7000 or 8000-level Organization and Management courses listed in the graduate course descriptions. Learners may select up to two graduate-level electives from another Capella school.

One Professional Practice Course	4 quarter credits
OM8910 *	Teaching Practice Seminar *OR*
OM8920 *	Leadership Practice Seminar *OR*
OM8930 *	Consulting Practice Seminar

Six Comprehensive and Dissertation Courses	24 quarter credits
OM9994 *	Doctoral Comprehensive Examination I
OM9995 *	Doctoral Comprehensive Examination II
OM9996 *	Dissertation Research I
OM9997 *	Dissertation Research II
OM9998 *	Dissertation Research III
OM9999 *	Dissertation Research IV
Total	**120 quarter credits**

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* Denotes courses that have required prerequisite(s). Refer to the course descriptions for further detail.

School of Business Degree Programs, continued

Master of Science (MS) in Organization and Management

General Program

Learners in the MS program in Organization and Management may choose a general MS program, which can include elective courses from any of the areas of specialization offered. General management electives are offered in areas such as finance, marketing, and operations to provide a context for developing management expertise beyond the areas of HR management, IT management, and leadership. Completing the general program will prepare learners to take on leadership or consulting roles within the fields of business or management.

Six Core Courses + Lab		24 quarter credits
OM5004	People at Work	
OM5005	Master's Learner Success Lab (non-credit)	
OM7020	Marketing Strategy and Practice	
OM7040	Accounting and Financial Management	
OM7050	Ethics and Social Responsibility	
OM5020	Data Analysis and Decision Making for Managers	
OM5040	Strategic Planning	

Five Elective Courses	20 quarter credits

Choose from any 5000 or 7000-level Organization and Management courses listed in the graduate course descriptions.

One Integrative Course		4 quarter credits
OM5990 *	Integrative Project: Organizational Leadership and Change Management	
Total		**48 quarter credits**

Human Resource Management

The HR Management specialization targets mid-level managers who aspire to HR executive leadership roles in the organization. The course work prepares a leader to solve real-world human resource challenges from a strategic perspective. Throughout the curriculum learners enhance their human resource management skills and knowledge and acquire the tools needed to become strategic business partners with their peers and senior managers in their organizations.

Six Core Courses + Lab		24 quarter credits
OM5004	People at Work	
OM5005	Master's Learner Success Lab (non-credit)	
OM7020	Marketing Strategy and Practice	
OM7040	Accounting and Financial Management	
OM7050	Ethics and Social Responsibility	
OM5020	Data Analysis and Decision Making for Managers	
OM5040	Strategic Planning	

Five Specialization Courses	20 quarter credits
OM5210	Human Resource Management

Choose four from the following:

OM5110	Leadership
OM7120	Diversity and Culture in the Workplace
OM7130	Conflict Management and Negotiation
OM7140	Succession Planning
OM7220	Organization Structure and Design
OM7230	Human Resource Development
OM7240	Compensation and Reward Strategies
OM7250	Recruitment, Selection, and Assessment
OM7260	Human Resource Information Systems

One Integrative Course		4 quarter credits
OM5990 *	Integrative Project: Organizational Leadership and Change Management	
Total		**48 quarter credits**

Information Technology Management

Master's learners in this specialization are interested in moving beyond roles as individual contributors or first-level supervisors to middle and senior management positions in IT organizations. To take on this expanded responsibility, they need to acquire the strategic business perspective required to interact effectively both with their peers in the broader organization, and with senior management; round out their understanding of information technology and how they condition the use of systems within organizations; master the fundamental processes through which organizations effectively deploy information systems; and master the particular challenges involved in managing IT functions and staff.

The Information Technology Management specialization assumes that learners come to the program with a fundamental understanding of IT and it equips them with the additional skills they need to manage complex IT organizations.

Six Core Courses + Lab		24 quarter credits
OM5004	People at Work	
OM5005	Master's Learner Success Lab (non-credit)	
OM7020	Marketing Strategy and Practice	
OM7040	Accounting and Financial Management	
OM7050	Ethics and Social Responsibility	
OM5020	Data Analysis and Decision Making for Managers	
OM5040	Strategic Planning	

Five Specialization Courses	20 quarter credits
OM7060	Strategic Information Technology Management

Choose four from the following:

OM7315	Advances in Information Technology
OM7320	System Planning and Delivery
OM7330	Project Planning, Management, and Financial Control
OM7340	Managing IT Professionals
OM7350	Software Engineering Management
OM7360	Knowledge Management
OM7399	Topics in IT Management

One Integrative Course		4 quarter credits
OM5990 *	Integrative Project: Organizational Leadership and Change Management	
Total		**48 quarter credits**

Leadership

This specialization introduces learners to diverse techniques that successful leaders deploy in leading and managing today's global, high velocity organizations. Course content directly impacts mid-career professionals interested in leading in government, for-profit and not-for-profit organizations through assessment, skill-building and the review of applicable theories available to them as managers. Completing this specialization will prepare learners to take on leadership or management roles within a variety of businesses and organizations.

Six Core Courses + Lab		24 quarter credits
OM5004	People at Work	
OM5005	Master's Learner Success Lab (non-credit)	
OM7020	Marketing Strategy and Practice	
OM7040	Accounting and Financial Management	
OM7050	Ethics and Social Responsibility	
OM5020	Data Analysis and Decision Making for Managers	
OM5040	Strategic Planning	

Five Specialization Courses	20 quarter credits
OM5110	Leadership

Choose four from the following:

OM7120	Diversity and Culture in the Workplace
OM7130	Conflict Management and Negotiation
OM7140	Succession Planning
OM7150	Leading the High Performance Organization
OM7160	Leading For Transformational Change
OM7170	The Developing Leader

One Integrative Course		4 quarter credits
OM5990 *	Integrative Project: Organizational Leadership and Change Management	
Total		**48 quarter credits**

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* Denotes courses that have required prerequisite(s). Refer to the course descriptions for further detail.

Master of Business Administration (MBA)

Capella's MBA program responds directly to the needs of the marketplace with an integrated curriculum focusing on core business knowledge and professional effectiveness competencies. The program builds essential skills required to achieve long-term business results. MBA learners are challenged to stretch beyond what is expected and are given impact assignments that can be immediately applied in the workplace. Learners create and develop a blueprint and portfolio of skills for how to be an effective leader. Because of the transforming nature of this MBA curriculum, learners are better prepared to reposition themselves for success in their careers.

Professional Effectiveness Coaching ℠
Capella's MBA Professional Effectiveness Coaching process helps learners focus on the areas where they need to stretch to become more effective managers, apply what they've learned to impact their current job, and reposition themselves to advance toward future goals. Learners have the option to establish a relationship with a professional coach who will help facilitate this growth process through quarterly one-on-one coaching sessions.

Two Foundation Courses   6 quarter credits
Taken first and in sequence:

MBA9010	Professional Effectiveness: Stretch, Impact, Reposition
MBA9020	Leading for Results

Seven Business Core Courses   21 quarter credits

MBA9110	Marketing and Brand Management
MBA9120	Sales and Customer Relationship Management
MBA9130	Operations and Process Management
MBA9140	Financial Management
MBA9150	Strategy
MBA9160	Managing Information Assets and Technology
MBA9170	Regulatory and Ethical Environment of Business

**Six Professional Effectiveness
Core Courses   18 quarter credits**

MBA9210	Building Relationships
MBA9220	Developing and Coaching Others
MBA9230	Leading Teams
MBA9240	Facilitating Change
MBA9250	Leveraging Workplace Diversity
MBA9260	Negotiating for Results

One Capstone Course   3 quarter credits

MBA9300 *	Judgment, Planning and Action

Total   48 quarter credits

Bachelor of Science (BS) in Business

The BS in business is a 96-credit degree completion program. See Admissions Policies for a description of degree requirements.

General Program

Learners in the general program develop the business, interpersonal, and professional thinking skills to impact organizational effectiveness across all functional levels of organizations in manufacturing, service, professional, and government arenas. Learners select elective courses based on their individual professional needs.

Nine Core Courses + Lab   54 quarter credits

BUS3004	Developing Your Business Perspective
BUS3005	Undergraduate Learner Success Lab (non-credit)
BUS3010	Fundamentals of Management and Leadership
BUS3020	Fundamentals of E-Business
BUS3030	Fundamentals of Marketing and Sales
BUS3040	Fundamentals of Human Resource Management
BUS3050	Fundamentals of Organizational Communication
BUS3060	Fundamentals of Finance and Accounting
BUS4801	Ethics and Enterprise
BUS4802	Change Management

Five Elective Courses   30 quarter credits
Choose from any business (BUS) courses listed in the undergraduate course descriptions.

Two Capstone Courses   12 quarter credits

BUS4991 *	Integrated Action Learning I - Project Planning and Action Learning Plan
BUS4992 *	Integrated Action Learning II - Project Completion and Final Report

Total   96 quarter credits

Management and Leadership

Learners develop the management, interpersonal, and professional thinking skills to impact organizational effectiveness as leaders and managers at all levels in manufacturing, service, professional, and government arenas.

Nine Core Courses + Lab   54 quarter credits

BUS3004	Developing Your Business Perspective
BUS3005	Undergraduate Learner Success Lab (non-credit)
BUS3010	Fundamentals of Management and Leadership
BUS3020	Fundamentals of E-Business
BUS3030	Fundamentals of Marketing and Sales
BUS3040	Fundamentals of Human Resource Management
BUS3050	Fundamentals of Organizational Communication
BUS3060	Fundamentals of Finance and Accounting
BUS4801	Ethics and Enterprise
BUS4802	Change Management

Three Specialization Courses   18 quarter credits

BUS4011 *	Virtual Team Collaboration
BUS4012 *	Leadership in Organizations
BUS4013 *	Organizational Structure, Learning, and Performance

Two Elective Courses   12 quarter credits
Choose any two business (BUS) courses listed under other BS in Business specializations.

Two Capstone Courses   12 quarter credits

BUS4991 *	Integrated Action Learning I - Project Planning and Action Learning Plan
BUS4992 *	Integrated Action Learning II - Project Completion and Final Report

Total   96 quarter credits

E-Business

Learners develop the e-business, interpersonal, and professional thinking skills to lead e-business planning and execution, and impact organizational effectiveness as leaders and managers at all levels in manufacturing, service, professional, and government arenas.

Nine Core Courses + Lab   54 quarter credits

BUS3004	Developing Your Business Perspective
BUS3005	Undergraduate Learner Success Lab (non-credit)
BUS3010	Fundamentals of Management and Leadership
BUS3020	Fundamentals of E-Business
BUS3030	Fundamentals of Marketing and Sales
BUS3040	Fundamentals of Human Resource Management
BUS3050	Fundamentals of Organizational Communication
BUS3060	Fundamentals of Finance and Accounting
BUS4801	Ethics and Enterprise
BUS4802	Change Management

Three Specialization Courses   18 quarter credits

BUS4021 *	E-Business Technology Infrastructure
BUS4022 *	E-Business Technology Sourcing, Marketing and Sales
BUS4023 *	E-Business Project Implementation

Two Elective Courses   12 quarter credits
Choose any two business (BUS) courses listed under other BS in Business specializations.

Two Capstone Courses   12 quarter credits

BUS4991 *	Integrated Action Learning I - Project Planning and Action Learning Plan
BUS4992 *	Integrated Action Learning II - Project Completion and Final Report

Total   96 quarter credits

*** Denotes courses that have required prerequisite(s).
Refer to the course descriptions for further detail.**

School of Business Degree Programs, continued

BS in Business, continued

Human Resource Management

Learners develop the HR management, interpersonal, and professional thinking skills to manage talent, develop intellectual capital, work in networked relationships, deal with continuous change, and impact organizational effectiveness as HR leaders and managers at all levels in manufacturing, service, professional, and government arenas.

Nine Core Courses + Lab	54 quarter credits
BUS3004	Developing Your Business Perspective
BUS3005	Undergraduate Learner Success Lab (non-credit)
BUS3010	Fundamentals of Management and Leadership
BUS3020	Fundamentals of E-Business
BUS3030	Fundamentals of Marketing and Sales
BUS3040	Fundamentals of Human Resource Management
BUS3050	Fundamentals of Organizational Communication
BUS3060	Fundamentals of Finance and Accounting
BUS4801	Ethics and Enterprise
BUS4802	Change Management

Three Specialization Courses	18 quarter credits
BUS4043 *	Compensation and Benefits Management
BUS4044 *	Legal Issues in Human Resource Management
BUS4045 *	Recruitment, Retention and Development

Two Elective Courses	12 quarter credits

Choose any two business (BUS) courses listed under other BS in Business specializations.

Two Capstone Courses	12 quarter credits
BUS4991 *	Integrated Action Learning I - Project Planning and Action Learning Plan
BUS4992 *	Integrated Action Learning II - Project Completion and Final Report

Total	96 quarter credits

Marketing and Sales

Learners develop the marketing and sales, interpersonal, and professional thinking skills to lead customer-focused marketing and sales efforts and impact organizational effectiveness as leaders and managers at all levels in manufacturing, service, and professional arenas.

Nine Core Courses + Lab	54 quarter credits
BUS3004	Developing Your Business Perspective
BUS3005	Undergraduate Learner Success Lab (non-credit)
BUS3010	Fundamentals of Management and Leadership
BUS3020	Fundamentals of E-Business
BUS3030	Fundamentals of Marketing and Sales
BUS3040	Fundamentals of Human Resource Management
BUS3050	Fundamentals of Organizational Communication

BUS3060	Fundamentals of Finance and Accounting
BUS4801	Ethics and Enterprise
BUS4802	Change Management

Three Specialization Courses	18 quarter credits
BUS4031 *	Marketing, Sales, and Channel Management
BUS4032 *	Customer Psychology and Marketing Research
BUS4033 *	Brand Identity and Marketing Communication

Two Elective Courses	12 quarter credits

Choose any two business (BUS) courses listed under other BS in Business specializations.

Two Capstone Courses	12 quarter credits
BUS4991 *	Integrated Action Learning I - Project Planning and Action Learning Plan
BUS4992 *	Integrated Action Learning II - Project Completion and Final Report

Total	96 quarter credits

Graduate Certificates

NOTE: Certification and Certificates: an important distinction. The School of Business offers a variety of certificates. University-sponsored certificates represent an advanced course of study in a specific discipline which is intended to enhance knowledge. **However, obtaining a University-awarded certificate is not equivalent to "certification."** The term certification refers to the official mandate awarded by a state regulatory board or professional organization to an individual for a specific professional practice.

Human Resource Management

The certificate in human resource management helps human resources professionals develop a thorough understanding of the behavioral and management theories critical to mastering fundamental competencies in the field and apply them to work settings.

Four Courses	16 quarter credits
OM5210	Human Resource Management

Choose three from the following:

OM5110	Leadership
OM7120	Diversity and Culture in the Workplace
OM7130	Conflict Management and Negotiation
OM7140	Succession Planning
OM7220	Organization Structure and Design
OM7230	Human Resource Development
OM7240	Compensation and Reward Strategies
OM7250	Recruitment, Selection, and Assessment
OM7260	Human Resource Information Systems

Total	16 quarter credits

Information Technology Management

This certificate prepares managers to plan, develop, and manage information technology systems and skilled technology professionals in today's complex business environment. Business and technical professionals alike will gain new insight into how to manage technology priorities and oversee the optimization of information systems. Learners will also develop the skills to transform narrow technical initiatives into tangible, enterprise-wide goals.

Four Courses	16 quarter credits
OM7060	Strategic Information Technology Management

Choose three from the following:

OM7315	Advances in Information Technology
OM7320	System Planning and Delivery
OM7330	Project Planning, Management, and Financial Control
OM7340	Managing IT Professionals
OM7350	Software Engineering Management
OM7360	Knowledge Management
OM7399	Topics in IT Management

Total	16 quarter credits

Leadership

The certificate in leadership prepares individuals to successfully guide organizations and effectively manage the process of organizational change.

Four Courses	16 quarter credits
OM5110	Leadership

Choose three from the following:

OM7120	Diversity and Culture in the Workplace
OM7130	Conflict Management and Negotiation
OM7140	Succession Planning
OM7150	Leading the High Performance Organization
OM7160	Leading for Transformational Change
OM7170	The Developing Leader

Total	16 quarter credits

* Denotes courses that have required prerequisite(s). Refer to the course descriptions for further detail.

School of Education

James Wold, PhD
Executive Director

From the Executive Director

Welcome to the School of Education at Capella University. Our programs are about you, your needs, and the impact that you want to make in your world. Specializations in the School of Education focus on three important areas: educational leadership, teaching, and instructional technology and performance improvement.

Capella's **educational leadership specializations** prepare individuals to assume important leadership roles in K-12 and higher education. The competency-based programs are aligned with nationally recognized external standards, preparing leaders for public and private schools, community colleges, four-year institutions, the military, human service organizations, and religious organizations. By meeting the rigorous standards set forth by the Minnesota Board of School Administrators, Capella's Leadership for K-12 Programs specialization has received unconditional approval to endorse learners for Minnesota principal and superintendent licensure. This specialization has also been approved by the Arizona State Board of Education. The approvals in Minnesota and Arizona will facilitate the licensure of Capella graduates in many other states as well. Learners are responsible for contacting their state board to find out their state's licensing requirements.

Capella's **teaching specializations** support the continued growth of best practice in teaching. Our Professional Studies in Education specialization offers learners the opportunity to customize their program to meet specific career needs beyond the bachelor's degree. Our other teaching specializations—Advanced K-12 Teaching, Postsecondary and Adult Education, and Teaching Online—allow motivated educators to reach the next step in their professional careers while balancing their busy professional schedules.

Capella's **instructional technology and performance improvement specializations** allow learners to choose among three emergent options that integrate technology with learning. The Curriculum and Instruction with Technology Focus, Instructional Design for Online Learning, and Training and Performance Improvement specializations uniquely combine research and technology with a common goal—to improve performance in teaching and learning.

We are excited that you have chosen Capella University School of Education. The future is in your hands and we want to help shape that future. Our Capella Promise calls for "a passionate commitment to a profound learning experience." If you are passionate about your learning and want to make a difference in the learning of others, we welcome you to the School of Education at Capella University.

James Wold, PhD
Executive Director

About the School of Education

Mission Statement

The mission of the School of Education is to provide relevant, competency-based, innovative learning experiences that have immediate, profound, professional impact empowering learners to distinguish themselves by their contributions to the thinking and development of the organizations they serve. School of Education learners prepare for the challenges, opportunities and demands of contemporary education by engaging in programs both rigorous and relevant, programs in which learner progress is constantly assessed against recognized, respected professional standards.

Degree Programs

Doctor of Philosophy (PhD)

The School of Education's Doctor of Philosophy degree expands previous learning and fosters the critical thinking, research, and problem solving skills practicing professionals need to excel as reflective scholar-practitioners and bold, innovative, ethical leaders in a global society.

Master of Science (MS)

The School of Education's master's degree integrates current recognized theory and best practice with practical application in a collaborative environment where support and mutual achievement enhance learners' abilities to excel as practitioners in their chosen specializations.

Certificates

The School of Education's certificate programs provide learners with recognized, relevant competencies that will have an immediate positive impact on their professional lives.

Professional Licensure and Certification

Capella University offers academic programs leading to advanced degrees in a number of fields for which professional practice requires licensure or certification by state, local, or professional boards. However, because the licensing or certification standards vary, Capella University makes no representation, warranty, or guarantees that successful completion of the course of study will permit the learner to obtain licensure or certification. Learners who enroll in a Capella University degree program, in a field for which professional practice requires any type of licensure or certification, are solely responsible for determining and complying with state, local or professional licensure and certification requirements. These learners are also responsible for taking the steps necessary to satisfy those requirements. Capella University requires all learners in these programs to sign a form of Acknowledgment and Understanding of the Curriculum as part of the admission process in which the learners agree it is their responsibility to understand and to comply with licensing and certification laws and regulations. Additional information on professional licensure and certification can be found on iGuide.

Specializations offered in the School of Education

Specializations	Degree Programs
Leadership for K-12 Programs	PhD, MS, Certificate
Leadership for Higher Education	PhD, MS
Advanced K-12 Teaching	PhD, MS
Postsecondary and Adult Education	PhD, MS
Professional Studies in Education	PhD, MS
Teaching Online	MS, Certificate
Instructional Design for Online Learning	PhD, MS, Certificate
Curriculum and Instruction with Technology Focus	MS
Training and Performance Improvement	PhD, MS, Certificate

School of Education Degree Programs

Doctor of Philosophy (PhD) Specializations

Leadership for K–12 Programs

Learners with a specialization in Leadership for K-12 Programs develop the critical thinking, research, and problem solving skills educators need to excel as reflective scholar-practitioners and bold, innovative, ethical leaders in K-12 educational administration. The curriculum prepares learners to meet nationally recognized leadership standards

Residency Requirement(s):

Three one-week residential colloquium sessions, one per year for three years.

Eight Core Courses + Lab   32 quarter credits

ED8004	Societal and Cultural Change
ED8005	Doctoral Learner Success Lab (non-credit)
ED8113	Advanced Study in Research Methods
ED9994 *	Doctoral Comprehensive Examination I
ED9995 *	Doctoral Comprehensive Examination II
ED9996 *	Dissertation Research I
ED9997 *	Dissertation Research II
ED9998 *	Dissertation Research III
ED9999 *	Dissertation Research IV

Eight Specialization Courses   32 quarter credits

ED7541	Teacher Supervision and Evaluation
ED8111	The Historical and Social Foundations of Education
ED814	Evaluating the Effectiveness of the Educational Process
ED820	Principles of Educational Administration
ED822	The Funding of Educational Institutions
ED823	Education and the Law
ED825	Curriculum Development
ED853 *	Elementary School Administration *OR*
ED854 *	Secondary School Administration

One Internship Course   8 quarter credits

ED901	Internship in Educational Administration
ED903	Internship for the Superintendency

Twelve Elective Courses   48 quarter credits

Choose twelve from the following:

ED7543	The Superintendency (required for those seeking superintendent license)
ED7542	The Politics of K-12 Education
ED7545	Special Education Administration
ED7560	Innovative Leadership
ED7692	Strategies for Building Online Learning Communities
ED7819	Grantsmanship
ED815	The Future of Education: Topics and Trends
ED824	The Climate and Structure of the Learning Environment
ED853 *	Elementary School Administration *OR*
ED854 *	Secondary School Administration

ED901	Internship in Educational Administration (8 quarter credits) *OR*
ED903	Internship for the Superintendency (8 quarter credits)
HS8400	School-Community Relations
PSY8710	Principles of Organizational Psychology

Total   120 quarter credits

Learners seeking Capella endorsement for K-12 principal licensure must take both ED853 and ED854.

Learners seeking licensure in states not requiring an internship, or who already have an administrative license, may petition the school for permission to replace the internship with two courses from the elective options.

Admission to the Leadership for K-12 Programs specialization requires three years licensed teaching experience.

Leadership for Higher Education

Learners in the doctoral program in Leadership for Higher Education prepare themselves to guide postsecondary, human service, military, and religious organizations by acquiring the knowledge and skills that characterize bold, innovative, ethical leaders.

Residency Requirement(s):

Three one-week residential colloquium sessions, one per year for three years.

Eight Core Courses + Lab   32 quarter credits

ED8004	Societal and Cultural Change
ED8005	Doctoral Learner Success Lab (non-credit)
ED8113	Advanced Study in Research Methods
ED9994 *	Doctoral Comprehensive Examination I
ED9995 *	Doctoral Comprehensive Examination II
ED9996 *	Dissertation Research I
ED9997 *	Dissertation Research II
ED9998 *	Dissertation Research III
ED9999 *	Dissertation Research IV

Ten Specialization Courses   40 quarter credits

ED7540	Leadership in Higher Education
ED814	Evaluating the Effectiveness of the Educational Process
ED815	The Future of Education: Topics and Trends
ED825	Curriculum Development
ED834	Higher Ed and the Law
ED837	Funding and Managing Education Enterprises
ED840	The Politics of Higher Education
ED841	The History of Higher Education
ED855	Higher Education Administration
ED857	Personnel Administration

Twelve Elective Courses   48 quarter credits

Recommended electives:

ED7541	Teacher Supervision and Evaluation
ED7692	Strategies for Building Online Learning Communities
ED7713	Student Advising and Retention
ED7819	Grantsmanship

ED8111	The Historical and Social Foundations of Education
ED812	The Governance of Educational Institutions
ED824	Climate and Structure of Learning Environment
ED901	Internship in Educational Administration (8 quarter credits)
HS834	Ethnic and Cultural Awareness
PSY8710	Principles of Organizational Psychology

Or choose any graduate level course.

Total   120 quarter credits

Advanced K–12 Teaching

The specialization in Advanced K-12 Teaching provides master teachers with the tools needed to understand and effectively address complex issues and to conduct research in K-12 classrooms. The integration of teaching theory and application with problem-solving skills positions master teachers to excel as scholar-practitioners and leaders.

Residency Requirement(s):

Three one-week residential colloquium sessions, one per year for three years.

Ten Core Courses + Lab   40 quarter credits

ED8004	Societal and Cultural Change
ED8005	Doctoral Learner Success Lab (non-credit)
ED7701	Educational Philosophy and Change
ED815	Future of Education
ED8113	Advanced Study in Research Methods
ED9994 *	Doctoral Comprehensive Examination I
ED9995 *	Doctoral Comprehensive Examination II
ED9996 *	Dissertation Research I
ED9997 *	Dissertation Research II
ED9998 *	Dissertation Research III
ED9999 *	Dissertation Research IV

Four Specialization Courses   16 quarter credits

ED7542	The Politics of K-12 Education
ED7700	Learning Theory and the Educational Process
ED7712	Classroom Assessment in Education
ED838	Teaching and Learning with Diverse Populations

Sixteen Elective Courses   64 quarter credits

Recommended electives:

ED7580	Theory and Development of Multiple Intelligences
ED7705	Curriculum Design with Technology
ED8111	The Historical and Social Foundations of Education
ED825	Curriculum Development
HS8402	Teacher-Student Behavior Management
HS8403	Social Skills for At-Risk Students

Or choose any graduate level course.

Total   120 quarter credits

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* Denotes courses that have required prerequisite(s). Refer to the course descriptions for further detail.

School of Education Degree Programs, continued

PhD Specializations, continued

Postsecondary and Adult Education

The Postsecondary and Adult Education specialization prepares professionals in community college, college, university, corporate and other adult education environments as scholar-practitioners. This specialization equips professionals with the teaching skills, theory, and research skills to become leaders who can make significant contributions in their classrooms and educational settings.

Residency Requirement(s):

Three one-week residential colloquium sessions, one per year for three years.

Ten Core Courses + Lab	40 quarter credits
ED8004	Societal and Cultural Change
ED8005	Doctoral Learner Success Lab (non-credit)
ED7701	Educational Philosophy and Change
ED815	Future of Education
ED8113	Advanced Study in Research Methods
ED9994 *	Doctoral Comprehensive Examination I
ED9995 *	Doctoral Comprehensive Examination II
ED9996 *	Dissertation Research I
ED9997 *	Dissertation Research II
ED9998 *	Dissertation Research III
ED9999 *	Dissertation Research IV

Four Specialization Courses	16 quarter credits
ED7590	Critical Thinking in Adult Education
ED814	Evaluating the Effectiveness of the Educational Process
ED829	Theory and Methods of Educating Adults
ED838	Teaching and Learning with Diverse Populations *OR*
ED7715	Multiculturalism as a Process

Sixteen Elective Courses	64 quarter credits

Recommended electives:

ED7580	Theory and Development of Multiple Intelligences
ED7690	Critical Skills for Facilitating Online Learning
ED7691	Tools and Techniques for Online Learning
ED7692	Strategies for Building Online Learning
ED7700	Learning Theory and the Educational Process
ED7703	Student Development, Challenges and Successes
ED7711	Course Design and Development
ED7712	Classroom Assessment in Education
ED7713	Student Advising and Retention
ED7716	Faculty Leadership
ED8111	The Historical and Social Foundations of Education
ED7819	Grantsmanship
ED824	Climate and Structure of Learning Environment
ED828	Intellectual Development and Learning Styles Across the Lifespan
ED836	The Collaborative Nature of Adult Education
ED839	International Aspects of Adult Education

Or choose any graduate level course.

Total	120 quarter credits

Professional Studies in Education

Learners with a specialization in Professional Studies in Education combine prior knowledge and experience with required competencies that serve as the theoretical framework supporting their program of study. Learners select elective courses that meet their unique professional goals. This specialization is ideal for learners who want to combine a strong base of theoretical knowledge with an individualized focus to conduct research in K-12, postsecondary, and adult learning environments.

Residency Requirement(s):

Three one-week residential colloquium sessions, one per year for three years.

Ten Core Courses + Lab	40 quarter credits
ED8004	Societal and Cultural Change
ED8005	Doctoral Learner Success Lab (non-credit)
ED7701	Educational Philosophy and Change
ED815	Future of Education
ED8113	Advanced Study in Research Methods
ED9994 *	Doctoral Comprehensive Examination I
ED9995 *	Doctoral Comprehensive Examination II
ED9996 *	Dissertation Research I
ED9997 *	Dissertation Research II
ED9998 *	Dissertation Research III
ED9999 *	Dissertation Research IV

Two Specialization Courses	8 quarter credits
ED7700	Learning Theory and the Educational Process *OR*
ED829	Theory and Methods of Educating Adults
ED7712	Classroom Assessment in Education *OR*
ED814	Evaluating the Effectiveness of the Educational Process

Eighteen Elective Courses	72 quarter credits

Choose any graduate level course.

Total	120 quarter credits

Instructional Design for Online Learning

The PhD specialization in Instructional Design for Online Learning prepares professionals to lead and manage instructional challenges in a variety of online settings in educational institutions, corporations, the military, healthcare and government agencies. This comprehensive course of study gives equal importance to design and delivery of adult instruction. This specialization prepares learners to practice the application of instructional design theory to real world problems.

Residency Requirement(s):

Three one-week residential colloquium sessions, one per year for three years.

Thirteen Core Courses + Lab	52 quarter credits
ED8004	Societal and Cultural Change
ED8005	Doctoral Learner Success Lab (non-credit)
ED7504	Leadership for Instructional Design
ED7620	Theoretical Basis of Instructional Design
ED815	The Future of Educational Institutions: Topics and Trends *OR*
ED8111	The Historical and Social Foundations of Education
ED851	Principles of Learning and Instructional Design
ED852	Ethics and Social Responsibility in Distance Education
ED8113	Advanced Study in Research Methods
ED9994 *	Doctoral Comprehensive Examination I
ED9995 *	Doctoral Comprehensive Examination II
ED9996 *	Dissertation Research I
ED9997 *	Dissertation Research II
ED9998 *	Dissertation Research III
ED9999 *	Dissertation Research IV

Five Specialization Courses	20 quarter credits

Choose from the following :

ED7210	The Delivery of Distance Education
ED7211 *	Designing Online Instruction
ED722	Interface Design
ED724	Project Management for Multimedia Development
ED7503	Instructional Media Tools
ED7505	Evaluation and Assessment of Instructional Design
ED846 *	Instructional Design for Distance Learning

Twelve Elective Courses	48 quarter credits

Recommended courses:

ED7212	Administration and Leadership of Distance Education Programs
ED7580	Theory and Development of Multiple Intelligences
ED7691	Tools and Techniques for Online Learning
ED7692	Strategies for Building Online Learning Communities
ED7641	Needs Assessment: Model and Procedures

The following electives are available for PhD learners as directed study:

ED7493	Internship for Instructional Design for Online Learning
ED7494	Special Topics for Instructional Design for Online Learning
ED7495	Research Strategies and Methodologies for Online Learning
ED7496 *	Advanced Instructional Design
ED7497 *	Storyboarding for Instructional Design
ED7499 *	Needs Analysis for Instructional Design
ED7693	Curriculum Development for Online Learning

Or choose any graduate level course.

Total	120 quarter credits

* Denotes courses that have required prerequisite(s). Refer to the course descriptions for further detail.

PhD Specializations, continued

Training and Performance Improvement

The Doctor of Philosophy in Education with a specialization in Training and Performance Improvement is designed for experienced career professionals who wish to advance to leadership roles such as chief learning officer, training director, professor or manager of learning and performance improvement. Required courses like Managing Training and Performance Improvement will broaden and deepen the learner's understanding of both strategic and tactical issues that are important to the success of any performance improvement intervention. The entire doctoral experience is designed to help create reflective scholar-practitioners and innovative thinkers with advanced skills in critical thinking, research, and problem solving. The curriculum is based on ASTD's Human Performance Improvement model.

Residency Requirement(s):

Three one-week residential colloquium sessions, one per year for three years.

Fourteen Core Courses + Lab   56 quarter credits

ED8004	Societal and Cultural Change
ED8005	Doctoral Learner Success Lab (non-credit)
ED502	Survey of Human Resource Development Research
ED7210	The Delivery of Distance Education
ED7530	A Historical Perspective and Philosophy of Adult Education
ED7631	Introduction to Training and Performance Systems
ED7674	Managing Training and Performance Improvement
ED7673	The Future of Corporate and Technical Training: Topics and Trends
ED8113	Advanced Study in Research Methods
ED9994 *	Doctoral Comprehensive Examination I
ED9995 *	Doctoral Comprehensive Examination II
ED9996 *	Dissertation Research I
ED9997 *	Dissertation Research II
ED9998 *	Dissertation Research III
ED9999 *	Dissertation Research IV

Four Specialization Courses   16 quarter credits

Choose from the following:

ED830	Coaching for High Performance
ED839	International Aspects of Adult Education
ED851	Principles of Learning and Instructional Design
ED7641	Needs Assessment: Models and Procedures
ED7652	Evaluating Training and Performance Improvement Systems
ED7662	Designing Training and Performance Solutions
ED7672	Delivery Systems for Training and Performance Improvement

Elective Courses   48 quarter credits

Choose any graduate level course. Internship courses may be selected to fulfill up to 8 quarter credits of the elective requirement.

Total   120 quarter credits

Master of Science (MS) Specializations

Leadership for K–12 Programs

Learners in Capella's masters program in K-12 Leadership are introduced to the theory and best practice they will need to demonstrate to excel in the demanding, exciting, fast-paced world of K-12 educational administration. The curriculum prepares learners to meet naturally recognized leadership standards.

Three Core Courses + Lab   12 quarter credits

ED5004	Societal and Cultural Change
ED5005	Master's Learner Success Lab (non-credit)
ED5006	Survey of Research Methodology
ED5990	Integrative Project

Six Specialization Courses   24 quarter credits

ED7541	Teacher Supervision and Evaluation
ED8111	The Historical and Social Foundations of Education
ED820	Principles of Educational Administration
ED822	The Funding of Educational Institutions
ED823	Education and the Law
ED853	Elementary School Administration *OR*
ED854	Secondary School Administration

One Internship Course   8 quarter credits

ED901	Internship in Educational Administration
ED903	Internship for the Superintendency

One Elective Course   4 quarter credits

Choose from the following courses:

ED7542	The Politics of K-12 Education
ED7545	Special Education Administration
ED7692	Strategies for Building Online Learning Communities
ED812	The Governance of Educational Institutions
ED814	Evaluating the Effectiveness of the Educational Process
ED818	The Future of Teaching and Learning: Issues for the Educational Leader
ED824	Climate and Structure of Learning Environment
ED825	Curriculum Development
ED853	Elementary School Administration
ED854	Secondary School Administration
ED857	Personnel Administration

Total   48 quarter credits

Learners seeking Capella endorsement for K-12 principal licensure must take both ED853 and ED854.

Learners seeking licensure in states not requiring an internship may petition the Faculty Director for permission to replace the internship with two courses from the elective course options.

The focus of the integrative project for Leadership in K-12 Programs will be "No Child Left Behind" legislation.

Admission to the Leadership for K-12 Programs specialization requires three years licensed teaching experience.

Leadership for Higher Education

The masters program for Leadership for Higher Education integrates current, recognized theory and best practice with practical application—the basis of Capella's scholar practitioner model—to prepare learners to excel as leaders in postsecondary, human service, military, and religious organizations.

Three Core Courses + Lab   12 quarter credits

ED5004	Societal and Cultural Change
ED5005	Master's Learner Success Lab (non-credit)
ED5006	Survey of Research Methodology
ED5990	Integrative Project

Eight Specialization Courses   32 quarter credits

ED7540	Leadership in Higher Education
ED815	The Future of Education: Topics and Trends
ED834	Higher Ed and the Law
ED837	Funding and Managing Education Enterprises
ED840	The Politics of Higher Education
ED841	The History of Higher Education
ED855	Higher Education Administration
ED857	Personnel Administration

One Elective Course   4 quarter credits

Recommended electives:

ED7541	Teacher Supervision and Evaluation
ED7692	Strategies for Building Online Learning Communities
ED7819	Grantsmanship
ED8111	The Historical and Social Foundations of Education
ED814	Evaluating the Effectiveness of the Educational Process
ED824	The Climate and Structure of the Learning Environment
ED825	Curriculum Development
ED901	Internship in Educational Administration (8 quarter credits)

Or choose any graduate level course.

Total   48 quarter credits

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* Denotes courses that have required prerequisite(s). Refer to the course descriptions for further detail.

School of Education Degree Programs, continued

MS Specializations, continued

Advanced K–12 Teaching

The specialization in Advanced K-12 Teaching integrates current teaching theory and best practices with practical application to prepare mid-career teachers with prior teaching experience to excel as master teachers. The program culminates with a capstone experience, the integrative project.

Five Core Courses + Lab   20 quarter credits

ED5004	Societal and Cultural Change
ED5005	Master's Learner Success Lab (non-credit)
ED5006	Survey of Research Methodology
ED5990	Integrative Project
ED7701	Educational Philosophy and Change
ED8111	The Historical and Social Foundations of Education

Five Specialization Courses   20 quarter credits

ED7700	Learning Theory and the Educational Process

Choose four from the following courses:

ED7580	Theory and Development of Multiple Intelligences
ED7712	Classroom Assessment in Education
ED825	Curriculum Development
ED814	Evaluating the Effectiveness of the Educational Process
ED838	Teaching and Learning with Diverse Populations

Two Elective Courses   8 quarter credits

Recommended electives:

ED7690	Critical Skills for Facilitating Online Learning
ED7542	The Politics of K-12 Education
ED7691	Tools and Techniques for Online Learning
ED7692	Strategies for Building Online Learning
ED815	The Future of Education: Topics and Trends
HS8402	Teacher-Student Behavior Management
HS8403	Social Skills for At-Risk Students

Or choose any graduate level course.

Total   48 quarter credits

The focus of the integrative project for Advanced K-12 Teaching will be "No Child Left Behind" legislation.

Postsecondary and Adult Education

The specialization in Postsecondary and Adult Education is designed for mid-career professionals in community college, college, university, corporate and other adult education environments who wish to enhance their teaching skills by integrating current theory and reflective practice within adult educational settings.

Five Core Courses + Lab   20 quarter credits

ED5004	Societal and Cultural Change
ED5005	Master's Learner Success Lab (non-credit)
ED5006	Survey of Research Methodology
ED5990	Integrative Project
ED7701	Educational Philosophy and Change
ED8111	The Historical and Social Foundations of Education

Five Specialization Courses   20 quarter credits

ED7700	Learning Theory and the Educational Process
ED829	Theory and Methods of Educating Adults

Choose three from the following courses:

ED7590	Critical Thinking in Adult Education
ED814	Evaluating the Effectiveness of the Educational Process
ED828	Intellectual Development and Learning Styles across the Lifespan
ED836	The Collaborative Nature of Adult Education
ED838	Teaching and Learning with Diverse Populations

Two Elective Courses   8 quarter credits

Recommended electives:

ED7580	Theory and Development of Multiple Intelligences
ED7690	Critical Skills for Facilitating Online Learning
ED7691	Tools and Techniques for Online Learning
ED7692	Strategies for Building Online Learning
ED7703	Student Development, Challenges and Successes
ED7711	Course Design and Development
ED7713	Student Advising and Retention
ED7716	Faculty Leadership
ED815	The Future of Education: Topics and Trends
ED824	Climate and Structure of Learning Environment
ED839	International Aspects of Adult Education

Or choose any graduate level course.

Total   48 quarter credits

Professional Studies in Education

The specialization in Professional Studies in Education prepares learners to excel as faculty members in a variety of educational environments. After mastering a general set of required competencies that build upon previous knowledge and experience, learners select elective competencies that meet their unique educational and professional goals.

Five Core Courses + Lab   20 quarter credits

ED5004	Societal and Cultural Change
ED5005	Master's Learner Success Lab (non-credit)
ED5006	Survey of Research Methodology
ED5990	Integrative Project
ED7701	Educational Philosophy and Change
ED8111	The Historical and Social Foundations of Education

Two Specialization Courses   8 quarter credits

ED814	Evaluating the Effectiveness of the Educational Process *OR*
ED7712	Classroom Assessment in Education
ED7700	Learning Theory and the Educational Process *OR*
ED829	Theory and Methods for Educating Adults

Five Elective Courses   20 quarter credits

Choose any graduate level course.

Total   48 quarter credits

Teaching Online

This specialization incorporates leading educational theory and research with the skills and knowledge required in the online environment. Learners will develop online facilitation skills, strategies for building and sustaining online communities, and become equipped with the skills to develop online curriculum. This specialization is ideal for the mid-career educator who wishes to focus on online teaching.

Six Core Courses + Lab   24 quarter credits

ED5004	Societal and Cultural Change
ED5005	Master's Learner Success Lab (non-credit)
ED5006	Survey of Research Methodology
ED5990	Integrative Project
ED7701	Educational Philosophy and Change
ED8111	The Historical and Social Foundations of Education
ED7700	Learning Theory and the Educational Process *OR*
ED829	Theory and Methods of Educating Adults

*** Denotes courses that have required prerequisite(s).
Refer to the course descriptions for further detail.**

MS Specializations, continued

Five Specialization Courses	**20 quarter credits**
ED7690	Critical Skills for Facilitating Online Learning
ED7692	Strategies for Building Online Learning Communities
ED7693	Curriculum Development for Online Learning
ED7699	Practical Applications for Online Teaching
ED852	Ethics and Social Responsibility in Distance Education

One Elective Course	**4 quarter credits**

Recommended Electives:

ED7691	Tools and Techniques for Online Learning
ED814	Evaluating the Effectiveness of the Educational Process
ED7712	Classroom Assessment in Education

Or choose any graduate level course.

Total	**48 quarter credits**

Instructional Design for Online Learning

The MS specialization in Instructional Design for Online Learning prepares professionals working in educational institutions, corporations, the military, healthcare and government agencies to achieve a high level of competency in instructional design in order to advance their careers and serve their organizations. The course work prepares instructional designers to solve real world problems based on theory and practice in the field.

Five Core Courses + Lab	**20 quarter credits**
ED5004	Societal and Cultural Change
ED5005	Master's Learner Success Lab (non-credit)
ED5006	Survey of Research Methodology
ED5990	Integrative Project
ED815	The Future of Educational Institutions: Topics and Trends **OR**
ED8111	The Historical and Social Foundations of Education
ED851	Principles of Learning and Instructional Design

Five Specialization Courses	**20 quarter credits**

Choose from the following:

ED7210	The Delivery of Distance Education
ED7211 *	Designing Online Instruction
ED722	Interface Design
ED724	Project Management for Multimedia Development
ED7503	Instructional Media Tools
ED7504	Leadership for Instructional Design
ED7505	Evaluation and Assessment of Instructional Design
ED7620	Theoretical Basis of Instructional Design
ED846 *	Instructional Design for Distance Learning
ED852	Ethics and Social Responsibilities in Distance Education

Two Elective Courses	**8 quarter credits**

Choose any graduate level course.

Total	**48 quarter credits**

Curriculum and Instruction with Technology Focus

The specialization in Curriculum and Instruction with Technology Focus prepares P-12 educators as reflective practitioners who apply technology in the design of innovative curriculum and instructional models. Collaborative, project-based lessons provide applications of the internet and interactive multimedia for success-based student learning. Self-assessment of technology competencies through web-based professional portfolio planning is a critical component of this program.

Five Core Courses + Lab	**20 quarter credits**
ED5004	Societal and Cultural Change
ED5005	Master's Learner Success Lab (non-credit)
ED5006	Survey of Research Methodology
ED5990	Integrative Project
ED7700	Learning Theory and the Educational Process
ED814	Evaluating the Effectiveness in the Educational Process

Five Specialization Courses	**20 quarter credits**

Taken first and in sequence:

ED7704	Reflective Professional Development Planning and Action Research
ED7705 *	Curriculum Design with Technology

Taken in any order:

ED7706 *	Multimedia for Teaching and Learning
ED7707 *	Instructional Models and Assessment Strategies
ED7708 *	The Internet for Teaching and Learning

Two Elective Courses	**8 quarter credits**

Recommended electives:

ED7210	Delivery of Distance Education
ED7400	Technology Strategies for Brain-Based Learning
ED7580	Theory and Development of Multiple Intelligences
ED7591	Different Ways of Learning
ED7690	Critical Skills for Facilitating Online Learning
ED7691	Tools and Techniques for Online Learning
ED7692	Strategies for Building Online Learning Communities
ED7716	Faculty Leadership
ED7715	Multiculturalism as a Process
ED838	Teaching and Learning with Diverse Populations

Or choose any graduate level course.

Total	**48 quarter credits**

Training and Performance Improvement

The Master's in Education with a specialization in Training and Performance Improvement is intended for professionals in roles that include training specialists, career counselors, instructional designers, sales trainers, adult educators and performance improvement consultants. Through courses such as Needs Assessment: Models and Procedures, learners will obtain an in-depth understanding of and ability to apply human performance technology in order to improve organizational productivity. The curriculum will also help learners to clarify and define their career purpose and professional strengths. Frequent interactions with experienced faculty and peer professionals will deepen the learners' grasp of recognized theory and best practices, while preparing them for more challenging job responsibilities. The curriculum is based on ASTD's Human Performance Improvement model.

Five Core Courses + Lab	**20 quarter credits**
ED5004	Societal and Cultural Change
ED5005	Master's Learner Success Lab (non-credit)
ED5006	Survey of Research Methodology
ED5990	Integrative Project
ED7631	Introduction to Training and Performance Systems *(Prerequisite for specialization)*
ED7673	The Future of Corporate and Technical Training: Issues and Trends

Five Specialization Courses	**20 quarter credits**
ED7641	Needs Assessment: Models and Procedures
ED7652	Evaluating Training and Performance Improvement Systems
ED7662	Designing Training and Performance Solutions
ED7672	Delivery Systems for Training and Performance Improvement

Choose one from the following:

ED502	Survey of Human Resource Development Research
ED7210	The Delivery of Distance Education
ED7530	A Historical Perspective and Philosophy of Adult Education
ED7674	Managing Training and Performance Improvement
ED828	Intellectual Development and Learning Styles Across the Lifespan
ED830	Coaching for High Performance

Two Elective Courses	**8 quarter credits**

Choose any graduate level course.

Total	**48 quarter credits**

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* Denotes courses that have required prerequisite(s). Refer to the course descriptions for further detail.

School of Education Degree Programs, continued

Certificates

Teaching Online

The courses in this certificate focus directly on various aspects of teaching online, including facilitation skills, curriculum design, community building strategies, and application of online theory. This certificate prepares teachers to teach online courses.

Four Courses	16 quarter credits
ED7690	Critical Skills for Facilitating Online Learning
ED7692	Strategies for Building Online Learning Communities
ED7693	Curriculum Development for Online Learning
ED7699	Practical Applications for Online Teaching
Total	**16 quarter credits**

Instructional Design for Online Learning

This certificate is designed to provide instructional design professionals with immediate skills and knowledge for direct application to projects in a wide range of online settings within corporate organizations or educational institutions.

Four Courses	16 quarter credits
ED851	Principles of Learning and Instructional Design

Choose three from the following courses:

ED722	Interface Design
ED724	Project Management for Multimedia Development
ED7211 *	Designing Online Instruction
ED7503	Instructional Media Tools
ED7504	Leadership for Instructional Design
ED7505	Evaluation and Assessment of Instructional Design
Total	**16 quarter credits**

Training and Performance Improvement

The Certificate in Training and Performance Improvement is designed for individuals in the roles of training coordinator, educational specialist, training and development specialist, team coordinator and instructional designer. Learners receive an in-depth introduction to the Human Performance Improvement model of business, performance and cause analysis; and intervention design, implementation and evaluation. Recipients of this certificate program obtain practical knowledge and skills that can be immediately applied to the resolution of a wide range of workplace training and performance improvement challenges.

Five Courses	20 quarter credits
ED7631	Introduction to Training and Performance Systems
ED7641	Needs Assessment: Models and Procedures
ED7652	Evaluating Training and Performance Improvement Systems
ED7662	Designing Training and Performance Solutions
ED7672	Delivery Systems for Training and Performance Improvement
Total	**20 quarter credits**

Leadership for K-12 Programs Post Master's Certificate

This post master's certificate is designed for learners seeking principal and/or superintendent licensure in Minnesota. The State's requirements for licensure are the most rigorous in the nation. The coursework, internship and residential colloquia deliver Minnesota's 21 principal and eight superintendent competencies to prepare learners to qualify for licensure and to succeed in K-12 administration.

Residency Requirement(s):
One one-week colloquium session

Two Core Courses + Lab	8 quarter credits
ED8004	Societal and Cultural Change
ED8005	Doctoral Learner Success Lab (non-credit)
ED8113	Advanced Study in Research Methods **OR**
ED814	Evaluating the Effectiveness of the Educational Process

Eight Specialization Courses	32 quarter credits
ED820	The Principles of Educational Administration
ED822	The Funding of Educational Institutions
ED823	Education and the Law
ED825	Curriculum Development
ED853	Elementary School Administration
ED854	Secondary School Administration
ED8111	The Historical and Social Foundations of Education
ED7541	Teacher Supervision and Evaluation

One Internship Course	8 quarter credits
ED901	Internship in Educational Administration **OR**
ED903	Internship for the Superintendency
Total	**48 quarter credits**

Learners who wish to add endorsements to an existing license must do additional fieldwork. To expand an elementary or secondary license to K-12, learners need to complete a second, 200-hour internship. To add a principal endorsement to a superintendent endorsement (or vice versa), the internship is 320 hours (MR, 3512.0200, Subp. 3.). In addition, learners who seek the superintendent's license must take an additional course, (ED7543 The Superintendency).

For principalship licensure, learners completing ED901 must include 320 hours of supervised field experience.

For superintendency licensure, learners completing ED903 must include 320 hours of supervised field experience.

School of Human Services

Pamela Patrick, PhD
Executive Director

From the Executive Director

As one of the founding schools at Capella University, the School of Human Services continues to design and offer advanced programs of academic study and real world experience needed by today's professionals.

The school provides graduate study in eight areas of specialization including Master of Science study in two areas of clinical counseling specializations. Our "leading edge" programs are designed to prepare professionals to make an impact on the social problems and issues that confront contemporary society. The challenges faced by our social institutions, communities, organizations, and families are complex, demand attention, and require increased human resource commitment for workable solutions to be found. To be an effective agent of social change, professionals confronting these problems need advanced education that deliberately and constructively prepares them for this role.

Acquisition of graduate education is part of a change process that impacts society. Adults who seek advanced education have a vision that guides them to push beyond personal limits and to pursue goals that, at times, seem unattainable. In Capella University's distance education learning environment that is supportive, stimulating, and sensitive to diversity and multiculturalism, individual goals for graduate education can be achieved. Such an environment makes dreams come true, a vision for a better society a possibility, and individual academic accomplishment a reality.

I welcome you to Capella University and to the School of Human Services. We are committed to the mission of guiding you through your educational journey and making your graduate degree dream a reality.

Pamela Patrick, PhD
Executive Director

About the School of Human Services

Mission Statement

The Capella University School of Human Services mission is to impact social change within specific professional areas of practice as well as within American social systems. To accomplish this mission, the School provides highly relevant graduate education to adult learners in clinical and non-clinical areas of human service delivery. Graduates of the School of Human Services degree programs implement this mission by applying academic knowledge and expertise in a variety of institutional, agency, community, and educational settings.

Degree Programs

Doctor of Philosophy (PhD)

The Capella University School of Human Services Doctor of Philosophy degree program mission is based on the scholar-practitioner model that guides graduates in the acquisition and application of advanced theory, research, critical thinking, and leadership proficiencies necessary to affect social change.

Master of Science (MS)

The Capella University School of Human Services Master of Science degree program mission is to prepare graduates to assume positions as agents of social change and leadership as they enter the profession or discipline.

Certificates

The Capella University School of Human Services Certificate program mission is to provide concentrated discipline specific knowledge that is directly applicable to human services professionals.

Professional Licensure and Certification

Capella University offers academic programs leading to advanced degrees in a number of fields for which professional practice requires licensure or certification by state, local, or professional boards. However, because the licensing or certification standards vary, Capella University makes no representation, warranty, or guarantees that successful completion of the course of study will permit the learner to obtain licensure or certification. Learners who enroll in a Capella University degree program, in a field for which professional practice requires any type of licensure or certification, are solely responsible for determining and complying with state, local or professional licensure and certification requirements. These learners are also responsible for taking the steps necessary to satisfy those requirements. Capella University requires all learners in these programs to sign a form of Acknowledgment and Understanding of the Curriculum as part of the admission process in which the learners agree it is their responsibility to understand and to comply with licensing and certification laws and regulations. Additional information on professional licensure and certification can be found on iGuide.

Specializations offered in the School of Human Services

Specializations	Degree Programs
General Program	PhD, MS
Criminal Justice	PhD, MS, Certificate
Counseling Studies	PhD, MS
Health Care Administration	PhD, MS, Certificate
Management of Non-Profit Agencies	PhD, MS, Certificate
Marital, Couple, and Family Counseling/Therapy	MS
Mental Health Counseling	MS
Social Work and Community Services	PhD, MS, Certificate
Addictions Counseling	Certificate
Diversity Studies	Certificate
Marriage and Family Services	Certificate
Professional Counseling	Certificate
Social Work	Certificate
Urban School Services	Certificate

School of Human Services Degree Programs

Doctor of Philosophy (PhD) Specializations

General Human Services

The specialization in General Human Services provides optimal opportunity to construct a program of studies that meets the needs of the human services professionals. Included in this specialization is required course work that provides a foundation upon which a distinctive program of studies can be positioned. Emphasis is on the acquisition of advanced academic skill sets that prepare the graduate to teach, consult, and contribute to diverse professions and disciplines.

Residency Requirement(s):

Three one-week residential colloquium sessions, one per year for three years.

Fifteen Core Courses + Lab	**60 quarter credits**
HS8004	Advanced Research in Adult Development and Behavior
HS8005	Doctoral Learner Success Lab (non-credit)
HS811	Biological Basis of Behavior
HS815	Professional and Scientific Ethics
HS817	Social Systems
HS818	Scope of Human Services
HS8111	Quantitative Research Methods in the Human Services
HS8112	Advanced Qualitative Research Methods
HS8113	Advanced Study in Research Methods
HS8300	Diversity in the Workplace
HS9994 *	Doctoral Comprehensive Examination I
HS9995 *	Doctoral Comprehensive Examination II
HS9996 *	Dissertation Research I
HS9997 *	Dissertation Research II
HS9998 *	Dissertation Research III
HS9999 *	Dissertation Research IV

Fifteen Elective Courses	**60 quarter credits**

Choose any graduate level course(s).

Total	**120 quarter credits**

Criminal Justice

The specialization in Criminal Justice prepares professionals to understand and effectively address the complex issues surrounding criminal behavior, prevention and intervention programming, and development of public policy strategies at the community, state, and national levels. This is designed for professionals with a master's degree in human services, psychology, or a related social sciences field, the PhD with a specialization in Criminal Justice is ideal for learners who desire advanced study and research in the field and wish to advance their careers to academic, supervisory or administrative levels. Graduates are prepared for leadership, research, and consulting positions that will make an impact on systems of criminal justice.

Residency Requirement(s):

Three one-week residential colloquium sessions, one per year for three years.

Fourteen Core Courses + Lab	**56 quarter credits**
HS8004	Advanced Research in Adult Development and Behavior
HS8005	Doctoral Learner Success Lab (non-credit)
HS811	Biological Basis of Behavior
HS8106	Epistemology of Practice Knowledge
HS8100	Fundamentals to Social Science Research
HS8370	The Criminal Mind
HS8111	Quantitative Research Methods in the Human Services
HS8112	Advanced Qualitative Research Methods
HS8113	Advanced Study in Research Methods
HS9994 *	Doctoral Comprehensive Examination I
HS9995 *	Doctoral Comprehensive Examination II
HS9996 *	Dissertation Research I
HS9997 *	Dissertation Research II
HS9998 *	Dissertation Research III
HS9999 *	Dissertation Research IV

Nine Specialization Courses	**36 quarter credits**
HS8210	Issues in Police-Community Relations
HS8371	Race/Culture in Criminal Justice
HS8372	Criminal Behavior: A Sociological Primus
HS8373	Understanding Criminology
HS8374	Current Research on Violent Behavior
HS8375	Deviance: The Interactionist Perspective
HS8376	Correlates of Crime
HS8377	The Penal System: Its Role in the U.S. Society
HS847	Applied/Clinical Sociology Services

Seven Elective Courses	**28 quarter credits**

Choose any graduate level course(s).

Total	**120 quarter credits**

Counseling Studies

The specialization in Counseling Studies offers doctoral preparation for human services professionals who seek career advancement within the counseling professions. The Counseling Studies specialization is ideal for licensed counseling professionals and those who seek positions in educational, consultative and leadership roles in agency, institutional, public, or private human services settings. This specialization is **not** designed to meet licensure requirements for the counseling professions.

Residency Requirement(s):

Three one-week residential colloquium sessions, one per year for three years.

Sixteen Core Courses + Lab	**64 quarter credits**
HS8004	Advanced Research in Adult Development and Behavior
HS8005	Doctoral Learner Success Lab (non-credit)
HS831	Psychopathology: Assessment and Treatment
HS839	Theories of Psychotherapy
HS841	Group Counseling and Psychotherapy
HS854	Child and Adolescent Counseling
HS878	Family in the Social Context
HS879	Life Planning and Career Development
HS8111	Quantitative Research Methods in the Human Services
HS8112	Advanced Qualitative Research Methods
HS8113	Advanced Study in Research Methods
HS9994 *	Doctoral Comprehensive Examination I
HS9995 *	Doctoral Comprehensive Examination II
HS9996 *	Dissertation Research I
HS9997 *	Dissertation Research II
HS9998 *	Dissertation Research III
HS9999 *	Dissertation Research IV

Seven Specialization Courses	**28 quarter credits**
HS825	Human Sexuality
HS845	Grief and Bereavement Counseling
HS864	Contemporary Issues in Compulsive and Addictive Behaviors
HS870	Transpersonal Counseling and Psychotherapy
HS8200	Forensic Counseling
HS8500	Advanced Theory and Research in Counseling Studies
HS8501	Contemporary Issues in Counseling Studies

Seven Elective Courses	**28 quarter credits**

Choose any graduate level course(s).

Total	**120 quarter credits**

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* Denotes courses that have required prerequisite(s). Refer to the course descriptions for further detail.

School of Human Services Degree Programs, continued

PhD Specializations, continued

Health Care Administration

The specialization in Health Care Administration includes advanced course work and research that is based on the scholar-practitioner model emphasizing critical analysis of theory, research, and practice within the health care field. Designed for experienced professionals with a master's degree in health care services, business, public administration, or a related field, this PhD specialization is ideal for learners who seek doctoral preparation for roles as researchers, educators, administrators, or consultants.

Residency Requirement(s):

Three one-week residential colloquium sessions, one per year for three years.

Fifteen Core Courses + Lab   60 quarter credits

HS8004	Advanced Research in Adult Development and Behavior
HS8005	Doctoral Learner Success Lab (non-credit)
HS8111	Quantitative Research Methods in the Human Services
HS8112	Advanced Qualitative Research Methods
HS8114	Operations in Health Care Systems
HS8115	Managing Human Capital in Health Care Environments
HS8116	Financial Analysis in the Health Care Systems
HS8117	Strategic Management of Health Care Reimbursement Systems
HS8118	Health Policies Analysis and Strategy
HS8113	Advanced Study in Research Methods
HS9994 *	Doctoral Comprehensive Examination I
HS9995 *	Doctoral Comprehensive Examination II
HS9996 *	Dissertation Research I
HS9997 *	Dissertation Research II
HS9998 *	Dissertation Research III
HS9999 *	Dissertation Research IV

Seven Specialization Courses   28 quarter credits

HS8502	Health Care Strategic Planning and Management
HS8503	Health Systems Analysis and Evaluation
HS8504	Law and Health Care Administration
HS8505	Ethic and Decision Making in Health Care
HS8506	Leading Organizational Change in Health Care Systems
HS8507	Management of Marketing in Health Care
HS7500	Quality Improvement and Organizational Performance in Health Care

Eight Elective Courses   32 quarter credits

Choose any graduate level course(s).

Total   120 quarter credits

Management of Non–Profit Agencies

The specialization in Management of Non–Profit Agencies is designed for professionals with a master's degree in human services, counseling, business, administration, or related fields. This specialization offers advanced study and research in order to lead non-profit agencies. Included in this specialization is course work that addresses contemporary issues impacting the non-profit agency such as financial management, marketing, public policy, advocacy, and human resource management. Graduates of this program are prepared to assume leadership positions within non-profit agencies, serve as consultants, and fulfill roles as educators.

Residency Requirement(s):

Three one-week residential colloquium sessions, one per year for three years.

Fifteen Core Courses + Lab   60 quarter credits

HS8004	Advanced Research in Adult Development and Behavior
HS8005	Doctoral Learner Success Lab (non-credit)
HS8107	Marketing and Public Relations for Non-Profit
HS8108	Financial Analysis and Reporting for Non-Profit Executives
HS8109	Non-Profit Public Policy and Advocacy
HS8111	Quantitative Research Methods in the Human Services
HS8112	Advanced Qualitative Research Methods
HS8113	Advanced Study in Research Methods
HS893	Management of Human Service Agencies
HS889	Role and Function of Boards and CEO's
HS9994 *	Doctoral Comprehensive Examination I
HS9995 *	Doctoral Comprehensive Examination II
HS9996 *	Dissertation Research I
HS9997 *	Dissertation Research II
HS9998 *	Dissertation Research III
HS9999 *	Dissertation Research IV

Seven Specialization Courses   28 quarter credits

HS7501	Fundraising Strategies for Non-Profit Organizations
HS7502	Grant Proposal Development and Administration
HS8508	Ethics for Non-Profit Executives
HS8509	Law and Non-Profit Organizations
HS8510	Integration of Community Outreach and Non-Profit Programming
HS8511	Resource Management in Non-Profit Organizations
HS8512	Organizational Assessment and Program Evaluation in Non-Profit Organizations

Eight Elective Courses   32 quarter credits

Choose any graduate level course(s).

Total   120 quarter credits

Social Work and Community Services

The specialization in Social Work and Community Services is designed for individuals who have a master's degree in sociology, social work, or a related field. Learners may be licensed clinical social workers or licensed professional counselors, who wish to teach, pursue advanced research, administer programs or supervise clinicians. This specialization provides advanced study of contemporary issues impacting social work and community services as well as preparation to assume leadership roles as social change agents at community, state and national levels. Additionally, graduates are prepared to teach, engage in research, and provide consultation services within the field. This specialization is **not** designed to meet licensure requirements for the social work professions.

Residency Requirement(s):

Three one-week residential colloquium sessions, one per year for three years.

Fourteen Core Courses + Lab   56 quarter credits

HS8004	Advanced Research in Adult Development and Behavior
HS8005	Doctoral Learner Success Lab (non-credit)
HS8106	Epistemology of Practice Knowledge
HS8100	Fundamentals to Social Science Research
HS8111	Quantitative Research Methods in the Human Services
HS8112	Advanced Qualitative Research Methods
HS8113	Advanced Study in Research Methods
HS815	Professional and Scientific Ethics
HS8300	Diversity in the Workplace
HS9994 *	Doctoral Comprehensive Examination I
HS9995 *	Doctoral Comprehensive Examination II
HS9996 *	Dissertation Research I
HS9997 *	Dissertation Research II
HS9998 *	Dissertation Research III
HS9999 *	Dissertation Research IV

Eight Specialization Courses   32 quarter credits

HS811	Biological Basis of Behavior
HS813	Social Influences of Behavior
HS845	Grief and Bereavement
HS847	Applied/Clinical Sociology Services
HS853	Prevention and Causes of Child Abuse
HS876	Methods of Family Research
HS8102	History of Social Welfare
HS8103	Principles and Practice of Social Work

Eight Elective Courses   32 quarter credits

Choose any graduate level course(s).

Total   120 quarter credits

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* Denotes courses that have required prerequisite(s). Refer to the course descriptions for further detail.

Master of Science (MS) Specializations

General Human Services

The specialization in General Human Services is designed for professionals seeking advanced graduate education in a flexible, inclusive academic curriculum. Included in this specialization is required course work that provides a foundation upon which a distinctive program of studies can be positioned. Learners are provided the maximum level of elective courses so that course selection may be based on personal areas of interest, unique professional areas of concentration, and traditional as well as contemporary areas of study and research within the human services field.

Seven Core Courses + Lab   28 quarter credits

HS5004	Survey of Research in Human Development and Behavior
HS5005	Master's Learner Success Lab (non-credit)
HS5006	Survey of Research Methodology
HS5990 *	Integrative Project
HS815	Professional and Scientific Ethics
HS817	Social Systems
HS818	Scope of Human Services
HS834	Ethnic and Cultural Awareness

Five Elective Courses   20 quarter credits

HS823	Philosophy of Social Work
HS827	Juvenile Delinquency
HS836	Utilization of Community Resources
HS840	Counseling and Guidance with Children
HS850	Mind/Body Healing Practices
HS854	Child and Adolescent Counseling
HS866	Compulsive Behavior and the Disturbance of the Self
HS869	Families, Systems, and Healthcare
HS870	Transpersonal Counseling and Psychotherapy
HS875	Family Systems Approach to Compulsive and Addictive Behavior
HS878	The Family in Social Context
HS879	Life Planning and Career Developments
HS881	Health in the Workplace
HS886	Health Care Communication
HS899	Special Topics in Human Services
Total	**48 quarter credits**

Criminal Justice

The specialization in Criminal Justice prepares professionals to understand and effectively address the complex issues surrounding criminal behavior. This is designed for caseworkers, probation and parole officers, juvenile specialists, law enforcement professionals, and federal government agents who wish to advance their careers in corrections, criminal justice or the judicial system. The criminal justice course work emphasizes acquisition of knowledge, leadership, and research that prepare professionals to impact social change.

Nine Core Courses + Lab   36 quarter credits

HS5004	Survey of Research in Human Development and Behavior
HS5005	Master's Learner Success Lab (non-credit)
HS5006	Survey of Research Methodology
HS5990 *	Integrative Project
HS8101	Social Change and Public Policy
HS8211	Practice of Probation, Parole and Community Corrections
HS8212	History of the Juvenile Criminal Justice System
HS827	Juvenile Delinquency
HS834	Ethnic and Cultural Awareness
HS883	Adult Criminal Justice System

Three Elective Courses   12 quarter credits

HS813	Social Influences of Behavior
HS817	Social Systems
HS818	Scope of Human Services
HS836	Utilization of Community Resources
HS853	Prevention and Causes of Child Abuse
HS854	Child and Adolescent Counseling
HS861	Dual Diagnosis Problems
HS866	Compulsive Behavior and Disturbance of the Self
HS875	Family System Approach to Compulsions and Addictions
HS899	Special Topics in Human Services
HS901	Supervised Practicum
Total	**48 quarter credits**

Counseling Studies

The specialization in Counseling Studies is designed for professionals in the counseling, psychology or sociology fields who wish to advance in their field, and for those wishing to enter the human services profession. Graduates with this specialization pursue career opportunities in public or private human services settings or continue into the doctoral program. The Counseling Studies specialization is **not** designed to meet licensure requirements for the counseling professions.

Ten Core Courses + Lab   40 quarter credits

HS5004	Survey of Research in Human Development and Behavior
HS5005	Master's Learner Success Lab (non-credit)
HS5006	Survey of Research Methodology
HS5990 *	Integrative Project
HS814	Theories of Personality
HS815	Professional and Scientific Ethics
HS818	Scope of Human Services
HS821	Mental Health Counseling
HS834	Ethnic and Cultural Awareness
HS837	Counseling and Guidance with Diverse Populations
HS838	Counselor as Scientist-Practitioner

Two Elective Courses   8 quarter credits

HS840	Counseling and Guidance with Children
HS848	Health Care Counseling
HS853	Prevention and Causes of Child Abuse
HS858	Mental Health and Aging
HS861	Dual Diagnosis
HS866	Compulsive Behavior and Disturbance of the Self
HS875	Family Systems Approach to Addictive Behaviors
HS899	Special Topics in Human Services
Total	**48 quarter credits**

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* Denotes courses that have required prerequisite(s). Refer to the course descriptions for further detail.

School of Human Services Degree Programs, continued

MS Specializations, continued

Health Care Administration

The specialization in Health Care Administration prepares health care professionals including administrators, nurses, analysts, care givers, and researchers to successfully manage and lead health care organizations. The Health Care Administration specialization focuses on the mastery of fundamental health care knowledge needed to serve as change agents and to strengthen the delivery of services to consumers.

Nine Core Courses + Lab   36 quarter credits

HS5004	Survey of Research in Human Development and Behavior
HS5005	Master's Learner Success Lab (non-credit)
HS5006	Survey of Research Methodology
HS5100	Health Care Management
HS5101	Health Care Finance
HS5990 *	Integrative Project
HS880	Contexts and Models of Health
HS885	Managed Care and Health Services
HS886	Health Care Communication: Providers and Receivers
HS8801	Health Care and the Law

Three Elective Courses   12 quarter credits

HS5500	Multi-Cultural Issues in Health Care
HS5501	Health Infomatics
HS7500	Quality Improvement and Organizational Performance in Health Care
HS817	Social Systems
HS818	Scope of Human Services
HS8300	Diversity in the Workplace
HS848	Health Care Counseling
HS849	Health Advocacy in the Community
HS8800	Long Term Care
HS881	Health in the Workplace
HS884	Stress Management in Organizations
HS893	Management of Human Service Agencies
HS889	Role and Function of Boards and CEO's
HS899	Special Topics in Human Services
Total	**48 quarter credits**

Management of Non–Profit Agencies

The specialization in Management of Non-Profit Agencies is designed for professionals including mental health workers, social service workers, health care professionals, employment specialists, and case workers who wish to move into administrative or supervisory positions. Included in this specialization is course work that addresses contemporary issues impacting the non-profit agency such as financial management, grant writing, advocacy, and human resource management. This specialization prepares graduates to assume leadership roles in non-profit agencies.

Nine Core Courses + Lab   36 quarter credits

HS5004	Survey of Research in Human Development and Behavior
HS5005	Master's Learner Success Lab (non-credit)

HS5006	Survey of Research Methodology
HS817	Social Systems
HS5990 *	Integrative Project
HS8300	Diversity in the Workplace
HS5102	Non-Profit Organization and Management
HS5103	Strategic Planning for Non-Profit Organizations
HS5104	Accounting and Economics for Non-Profit Management
HS5105	Human Resources and Volunteer Management of Non-Profit

Three Elective Courses   12 quarter credits

HS5500	Multi-Cultural Issues in Health Care
HS5502	Non-Profit Entrepreneurship
HS7501	Fundraising Strategies for Non-Profit Organizations
HS7502	Grant Proposal Development and Administration
HS818	Scope of Human Services
HS836	Utilization of Community Resources
HS849	Health Advocacy in the Community
HS8801	Health Care and the Law
HS881	Health in the Workplace
HS884	Stress Management in Organizations
HS886	Health Care Communication
HS889	Role and Function of Boards and CEO's
HS893	Management of Human Service Agencies
HS899	Special Topics in Human Services
Total	**48 quarter credits**

Social Work and Community Services

The specialization in Social Work and Community Services is designed for professionals in the human services field at entry levels who wish to advance their careers. Graduates of this specialization are prepared to assume leadership roles in social and community service agencies in both private and publicly funded agencies and organizations. This specialization is **not** designed to meet licensure requirements for the social work professions.

Nine Core Courses + Lab   36 quarter credits

HS5004	Survey of Research in Human Development and Behavior
HS5005	Master's Learner Success Lab (non-credit)
HS5006	Survey of Research Methodology
HS5990 *	Integrative Project
HS8101	Social Change and Public Policy
HS8102	History of Social Welfare
HS818	Scope of Human Services
HS823	Philosophy of Social Work
HS834	Ethnic and Cultural Awareness
HS836	Utilization of Community Resources

Three Elective Courses   12 quarter credits

HS835	Aging and Death
HS845	Grief and Bereavement
HS853	Prevention and Causes of Child Abuse

HS866	Compulsive Behavior and Disturbance of the Self
HS869	Families, Systems, and Healthcare
HS878	Family in the Social Context
HS879	Life Planning and Career Development
HS883	Adult Criminal Justice System
HS893	Management of Human Services Agencies
HS899	Special Topics in Human Services
HS8211	Practice of Probation, Parole and Community Corrections
HS8300	Diversity in the Workplace
Total	**48 quarter credits**

Marital, Couple, and Family Counseling/Therapy

The mission of the Marital, Couple, and Family Counseling/Therapy specialization is to prepare qualified adult learners to assume positions as counselor professionals in agency, community, and private practice settings. Learners receive academic preparation in family systems and life cycle dynamics as well as clinical training designed to instill high standards for professional practice based on established counselor ethical standards of practice and sensitivity to the complex family systems needs of a multicultural and ethnically diverse society. To accomplish this goal:

- Faculty use a family systems approach to educate and prepare counseling practitioners. Learners are prepared to use knowledge about human development and behavior and to apply principles of family development, marital relations, and family dynamics as counselor professionals

- Learners are also prepared with the range of experiences typically associated with application for licensure or certification within the profession

The primary goal of the specialization in Marital, Couple, and Family Counseling/Therapy is to prepare competent professional practitioners to provide systems-based approaches to counseling individuals, families, and couples. The expected impact of this program is the improved access to professionals who address family issues, problems, and dynamics for parents, children, adolescents, and the elderly.

This specialization contains course work and clinical experience; **see Clinical Experience.**

Residency Requirement(s):

Two 10-day residencies

Fourteen Core Courses   52 quarter credits

HS500	MS Program Completion Strategies in Human Services (Required first course) (2 quarter credits)
HD501	Survey of Research in Human Development and Behavior
HS5006	Survey of Research Methodology
HS5107	Principles of Psychopathology: Diagnosis and Treatment

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* Denotes courses that have required prerequisite(s). Refer to the course descriptions for further detail.

MS Specializations, continued

HS5106	Assessment, Tests, and Measures
HS5992 *	Integrative Project (2 quarter credits)
HS814	Theories of Personality
HS815	Professional and Scientific Ethics
HS821	Mental Health Counseling
HS834	Ethnic and Cultural Awareness
HS839	Theories of Psychotherapy
HS841	Group Counseling and Psychotherapy
HS852	Personal Growth Seminar
HS879	Life Planning and Career Development

Four Specialization Courses   16 quarter credits

HS854	Child and Adolescent Counseling
HS872	Marriage and Marital Therapy
HS876	Methods of Family Research
HS877	Family Therapy Theory and Methods

Six Clinical Courses   24 quarter credits

All courses below require a 12-week online course plus the residency and field training requirements listed.

HS9000 *	Clinical Laboratory (4 quarter credits plus 10 day residency)
HS9001 *	Clinical Laboratory (4 quarter credits plus 10 day residency)
HS9002 *	Clinical Practicum (4 quarter credits plus 100 contact hours)
HS9031 *	Clinical Internship I (4 quarter credits plus 300 contact hours)
HS9032 *	Clinical Internship II (4 quarter credits plus 300 contact hours)
HS9033 *	Clinical Internship III (4 quarter credits plus 300 contact hours)

Total   92 quarter credits

Mental Health Counseling

The mission of the Mental Health Counseling specialization is to advance the skills of qualified adult learners to assume positions as mental health counselors in institutional, community, and private practice settings. Learners receive academic preparation designed to impart theoretical, research, and practice knowledge appropriate to the counselor professional role in contemporary society. Clinical training and experience components of the program provide practical learning opportunities that instill high standards for ethical standards of practice and sensitivity to the complex mental health needs of a multicultural and diverse society. To accomplish this goal:

• Faculty incorporate knowledge and experience in individual and group counseling methods to prepare practitioners competent to address contemporary mental health needs

• Learners are prepared to apply expertise in psychological development, interpersonal relations, professional ethics and standards of practice, and clinical psychopathology

• Learners are prepared with the range of experiences associated with application for licensure or certification within the profession

The primary goal of the specialization in Mental Health Counseling is to prepare competent mental health counselor professionals to provide care to the expanding population of consumers in need of such services. Through completion of this course work and clinical experience, increased access to well-prepared professionals is accomplished and increased direct services are made available to individuals, families, and groups in an increasingly diverse and multicultural society.

This specialization contains course work and clinical experience; **see Clinical Experience.**

Residency Requirement(s):

Two 10-day residencies

Fourteen Core Courses   52 quarter credits

HS500	MS Program Completion Strategies in Human Services (Required first course) (2 quarter credits)
HD501	Survey of Research in Human Development and Behavior
HS5006	Survey of Research Methodology
HS5107	Principles of Psychopathology: Diagnosis and Treatment
HS5106	Assessment, Tests, and Measures
HS5992 *	Integrative Project (2 quarter credits)
HS814	Theories of Personality
HS815	Professional and Scientific Ethics
HS821	Mental Health Counseling
HS834	Ethnic and Cultural Awareness
HS839	Theories of Psychotherapy
HS841	Group Counseling and Psychotherapy
HS852	Personal Growth Seminar
HS879	Life Planning and Career Development

Four Specialization Courses   16 quarter credits

HS5108	Foundations of Addictive and Compulsive Behavior
HS849	Health Advocacy in the Community
HS869	Families, Systems, and Healthcare
HS871	Marriage and Family Systems

Six Clinical Courses   24 quarter credits

All courses below require a 12-week online course plus the residency and field training requirements listed.

HS9000 *	Clinical Laboratory (4 quarter credits plus 10 day residency)
HS9001 *	Clinical Laboratory (4 quarter credits plus 10 day residency)
HS9002 *	Clinical Practicum (4 quarter credits plus 100 contact hours)
HS9031 *	Clinical Internship I (4 quarter credits plus 300 contact hours)
HS9032 *	Clinical Internship II (4 quarter credits plus 300 contact hours)
HS9033 *	Clinical Internship III (4 quarter credits plus 300 contact hours)

Total   92 quarter credits

Clinical Experience

Master of Science degree learners enrolled in the Mental Health Counseling, and Marital, Couple, and Family Counseling/Therapy specializations complete six clinical courses as a requirement of their specialization. The clinical experience consists of online courses and supervised laboratory practice/client interactions as follows:

The Clinical Laboratories (HS9000 and HS9001) are online courses combined with corresponding two 10-day residencies (60 contact hours each). The residencies provide clinical skills development coordinated with an online course.

The Practicum (HS9002) is an online course and 100 hour clinical experience. Skills learned and practiced in the clinical residencies are applied to a mental health setting where the practicum is completed.

The Clinical Internship (HS9031, HS9032, and HS9033) consists of three online courses that accompany the internship. Each internship experience has a 300-hour hands-on learning experience at an agency/program that provides agreed upon clinical learning experiences as an intensive field experience. The internship represents a significant time of learning and applying clinical proficiencies that is critical to the provision of mental health counseling, and marital, couple, and family counseling/therapy services.

Learners should consult the School of Human Services practicum-internship handbook for details about the clinical experience.

School of Human Services Degree Programs, continued

Certificates

Addictions Counseling

The certificate in Addictions Counseling is designed for professionals in agencies or in private practice who want to build their knowledge related to substance abuse, addictions and compulsive behaviors.

Four Courses		16 quarter credits
HS864	Contemporary Issues in Compulsive and Addictive Behavior Treatment	
HS865	Group Therapy and Compulsive and Addictive Behavior	
HS866	Compulsive Behavior and Disturbance of the Self	
HS867	Intervention with Compulsive and Addictive Behavior	
Total		**16 quarter credits**

Criminal Justice

The certificate in Criminal Justice is designed for professionals who want to increase their knowledge in human services as it relates to the criminal justice system. The certificate addresses key issues and concepts in juvenile delinquency, the juvenile and adult criminal justice system, and forensic counseling.

Four Courses		16 quarter credits
HS827	Juvenile Delinquency	
HS883	Adult Criminal Justice System	
HS8200	Forensic Counseling	
HS8212	History of the Juvenile Criminal Justice System	
Total		**16 quarter credits**

Diversity Studies

The certificate in Diversity Studies is designed for professionals who desire greater understanding of the ethnic, gender and cultural demographic changes underway that are impacting and will continue to impact industry, schools, military, government, and other sectors of American society.

ED838	Teaching and Learning with Diverse Populations
HS834	Ethnic and Cultural Awareness
HS8300	Diversity in the Workplace
HS837	Counseling and Guidance with Diverse Populations
Total	**16 quarter credits**

Health Care Administration

The certificate in Health Care Administration is designed for professionals who want to increase their knowledge in the social, philosophical, economic and administrative aspects of health care administration, including managed care and workplace health.

Four Courses		16 quarter credits
HS869	Families, Systems, and Healthcare	
HS880	Contexts and Models of Health	
HS881	Health in the Workplace	
HS885	Managed Care and the Health Services Industry	
Total		**16 quarter credits**

Management of Non–Profit Agencies

The certificate in Management of Non-Profit Agencies provides professionals with a foundation of knowledge required to manage non-profit agencies today. The certificate addresses leadership issues, organizational behavior, and financial management.

Four Courses		16 quarter credits
HS889	Role and Function of Boards and CEO's	
HS5103	Strategic Planning for Non-Profit Organizations	
HS5102	Non-Profit Organization and Management	
HS7502	Grant Proposal Development and Administration	
Total		**16 quarter credits**

Marriage and Family Services

The certificate in Marriage and Family Services is designed for human services professionals and therapists who want to increase their knowledge and capabilities in marital and family therapy.

Four Courses		16 quarter credits
HS871	Marriage and Family Systems	
HS872	Marriage and Marital Therapy	
HS876	Methods of Family Research	
HS877	Family Therapy: Theories and Methods	
Total		**16 quarter credits**

Professional Counseling

The certificate in Professional Counseling is designed for professionals who want to develop knowledge of assessment and treatment of mental health issues.

Four Courses		16 quarter credits
HS814	Theories of Personality	
HS815	Professional and Scientific Ethics	
HS821	Mental Health Counseling	
HS5107	Principles of Psychopathology: Diagnosis and Treatment	
Total		**16 quarter credits**

Social and Community Services

The certificate in Social and Community Services is designed for professionals who desire greater knowledge in the fundamentals of social and community services.

Four Courses		16 quarter credits
HS823	Philosophy of Social Work	
HS836	Utilization of Community Resources	
HS847	Applied/Clinical Sociology	
HS878	Family in the Social Context	
Total		**16 quarter credits**

Social Work

The certificate in Social Work is designed for professionals who desire greater preparation and knowledge in the fundamentals of social work.

Four Courses		16 quarter credits
HS8100	Fundamentals to Social Science Research	
HS8101	Social Change and Public Policy	
HS8102	History of Social Welfare	
HS8103	Principles and Practices of Social Work	
Total		**16 quarter credits**

Urban School Services

The certificate in Urban School Services is designed for professionals who desire to obtain general knowledge, necessary to be successful with poor, minority, and streetwise children and adolescents who populate the majority of our inner-city schools and neighborhoods.

Four Courses		16 quarter credits
HS840	Counseling and Guidance with Children	
HS8400	School-Community Relations	
HS8402	Teacher-Student Behavior Management	
HS8403	Social Skills for At-Risk Students	
Total		**16 quarter credits**

Harold Abel School of Psychology

Bruce Weiss, PhD
Executive Director

From the Executive Director

Welcome to the Harold Abel School of Psychology at Capella University. We have designed programs in psychology to provide you with the educational experience you desire while meeting national standards within organized psychology.

One may choose to study in the professional track areas of clinical, counseling or school psychology. Masters degrees are offered in each of these areas, and one can also study for the Doctor of Philosophy (PhD) degree in clinical or counseling psychology. Our doctoral curriculum has been designed to reflect the academic areas required of APA-accredited programs.

One may also choose to study in the academic track areas of addiction, educational, family, general, health, industrial/organizational, or sport psychology. Master's and Doctor of Philosophy degrees are offered in each of these areas. These programs are designed to provide an outstanding education in fields of psychology that are playing increasingly important roles in our society. The workplace and the classroom are two crucial aspects of our culture that can benefit greatly from the participation of persons highly educated in psychological principles. These program areas are not intended to provide the necessary educational requirements for a graduate to become licensed as a practitioner psychologist, but will provide the background for individuals to apply psychological principles in many different environments. We at the School of Psychology believe that there is no limit to the range of psychosocial arenas than can benefit from the application of psychological principles and the raising of psychological consciousness.

Capella's flexible online format and supportive learning community are designed to help learners acquire new skills and competencies while maintaining other commitments. It is a model that is proving to be effective and often results in more interaction between teachers and learners, and between learners, than usually occurs in the traditional classroom. This educational model is designed to help you think critically, achieve your professional goals, and help to make an immediate impact in your world.

We are glad to have you join us in the exciting world of Capella University and the Harold Abel School of Psychology.

Bruce Weiss, PhD
Executive Director

About the Harold Abel School of Psychology

Mission Statement

The mission of the Harold Abel School of Psychology is to improve the quality of life by training and educating adult learners to be psychology practitioners providing assistance to individuals, groups, and families as well as psychologists who apply psychological principles to a wide range of psychosocial environments such as the workplace, school systems, organizations and communities. The school subscribes to a scholar-practitioner model of educating psychologists which requires learners to apply theoretical and research knowledge to practice. The competency-based educational model is taught by skilled psychological practitioners who are qualified to teach at the graduate level and are experienced in the application of their knowledge.

Harold Abel School of Psychology Degree Programs

Doctor of Philosophy (PhD)

The Harold Abel School of Psychology doctoral program endorses the scholar-practitioner model of education. As a competency-based program, each program at the PhD level has identifiable knowledge sets, academic and intellectual skills, and practice proficiencies that learners complete. Professional track programs designed for those individuals interested in seeking licensure as a psychologist require field training and residency experiences and provide opportunity for application of those proficiencies. Individuals with interests in the academic track programs develop and enhance their intellectual, academic, and practice proficiencies in areas such as teaching, administration and research.

Master of Science (MS)

The master's program in the Harold Abel School of Psychology is designed for individuals seeking an introduction to the field of psychology. Master's learners begin their socialization to the profession through basic foundation courses in psychology and contact with faculty who are also seasoned professionals in the field. Some master's specializations require residency and field experiences which provide opportunity for the application of knowledge and skills learned in the online courses. Those programs without residency requirements focus more heavily on the academic aspect of psychology, rather than the practice. Specializations prepare learners to successfully enter a doctoral program in psychology.

Certificates

The Harold Abel School of Psychology offers certificate programs that are designed to assist professionals in developing additional knowledge in psychology. However, obtaining one of these certificates is not equivalent to *certification*. The term certification refers to the official mandate awarded by a state regulatory board or professional organization to an individual for a specific professional practice.

Professional Licensure and Certification

Capella University offers academic programs leading to advanced degrees in a number of fields for which professional practice requires licensure or certification by state, local, or professional boards. However, because the licensing or certification standards vary, Capella University makes no representation, warranty, or guarantees that successful completion of the course of study will permit the learner to obtain licensure or certification. Learners who enroll in a Capella University degree program, in a field for which professional practice requires any type of licensure or certification, are solely responsible for determining and complying with state, local or professional licensure and certification requirements. These learners are also responsible for taking the steps necessary to satisfy those requirements. Capella University requires all learners in these programs to sign a form of Acknowledgment and Understanding of the Curriculum as part of the admission process in which the learners agree it is their responsibility to understand and to comply with licensing and certification laws and regulations. Additional information on professional licensure and certification can be found on iGuide.

Specializations offered in the Harold Abel School of Psychology

Specializations	Degree Programs
Addiction Psychology	PhD, MS
Clinical Psychology	PhD, MS
Counseling	PhD, MS
Educational Psychology	PhD, MS
Family Psychology	PhD, MS
General Psychology	PhD, MS
Health Psychology	PhD, MS
Industrial/Organizational Psychology	PhD, MS, Certificate
School Psychology	MS, Specialist Certificate
Sport Psychology	PhD, MS, Certificate

Harold Abel School of Psychology Degree Programs

Doctor of Philosophy (PhD) Specializations

Addiction Psychology

Doctoral graduates in this area frequently pursue careers as substance abuse program administrators, program evaluators, college/university professors, and consultants. Some graduates continue to practice under their current licenses as chemical dependency counselors or professional counselors. These degree requirements are **not** designed for licensure as a professional psychologist.

Residency Requirement(s):

Three one-week residential colloquia; see the following section on Academic Residencies for more details.

Fifteen Required

Courses + Lab		75 quarter credits
PSY7021	Foundations of Psychology – Doctoral Learners	
PSY7022	Doctoral Learner Success Lab (non-credit)	
PSY7110	History and Systems of Psychology	
PSY7230	Adolescent Psychology *OR*	
PSY7240	Adult Psychology *OR*	
PSY8810	Geriatric Psychology	
PSY7320 *	Advanced Biological Psychology	
PSY7410	Psychology of Learning *OR*	
PSY7421	Cognitive/Affective Psychology	
PSY7520	Social Psychology *OR*	
PSY7530	Group Psychology *OR*	
PSY7540	Multicultural Perspectives in Human Behavior	
PSY7610	Tests and Measurements	
PSY7625 *	Advanced Inferential Statistics *OR*	
PSY7630	Qualitative Analysis	
PSY7640	Methods of Clinical Inquiry *OR*	
PSY7656 *	Advanced Research Methods	
PSY8210	Principles of Psychopathology *OR*	
PSY8560	Principles of Family Pathology	
PSY8410	Substance Abuse Therapies	
PSY8420	Multicultural Issues in Addiction *OR*	
PSY8430	Issues and Trends in Addiction/ Compulsion Treatments	
PSY8440	Substance Abuse Program Evaluation	
PSY8510	Family Systems Theories	
PSY8620	Environmental Health and Behavior	

Four Elective Courses	20 quarter credits

Choose from the graduate level courses in the School of Psychology, excluding practicum and internship.

Comprehensive Examination	5 quarter credits
PSY8920 * Comprehensive Examination - Doctoral	

Research Proficiency	20 quarter credits
PSY9301 *	Dissertation Research I
PSY9302 *	Dissertation Research II
PSY9303 *	Dissertation Research III
PSY9304 *	Dissertation Research IV
Total	**120 quarter credits**

Clinical Psychology

Doctoral learners in clinical psychology typically plan to seek licensure as professional psychologists in their states and therefore need to be familiar with the license requirements of their state psychology boards. Some graduates pursue careers in teaching, research, program administration, or consulting.

Degree Requirements:

- Clinical PhD learners start their program only in the first month of the quarter and complete PSY7021 and PSY7022 before other courses.
- Three years of full-time enrollment (at least nine quarters with ten or more credits).
- Complete 30 credits before starting the year-in-residence.
- Full-time enrollment during year-in-residence (at least 30 credits).

Residency Requirement(s):

A year-in-residence; see the following section on Academic Residencies for more details.

Field Training Requirements:

1000 total practicum hours and 2000 pre-doctoral internship hours; see the following section on field training for more details.

Eighteen Required

Courses + Lab		90 quarter credits
PSY7021	Foundations of Psychology – Doctoral Learners	
PSY7022	Doctoral Learner Success Lab (non-credit)	
PSY7110	History and Systems of Psychology	
PSY7210	Lifespan Development	
PSY7320 *	Advanced Biological Psychology	
PSY7421	Cognitive/Affective Psychology	
PSY7520	Social Psychology	
PSY7540	Multicultural Perspectives in Human Behavior	
PSY7625 *	Advanced Inferential Statistics	
PSY7656 *	Advanced Research Methods	
PSY8220 *	Advanced Psychopathology	
PSY8230 *	Psychological Testing	
PSY8240 *	Advanced Psychological Testing	
PSY8310	Theories of Psychotherapy	
PSY8315	Research in Psychotherapy and Empirically Supported Treatments	
PSY8330	Ethics and Standards of Professional Practice	
PSY8371	Strategies of Clinical Supervision and Consultation	
PSY8392 *	Doctoral Practicum I	
PSY8394 *	Doctoral Practicum II	

Internship		20 quarter credits
PSY8401 *	Internship I	
PSY8402 *	Internship II	
PSY8403 *	Internship III	
PSY8404 *	Internship IV	

Two Elective Courses	10 quarter credits

Choose from the graduate level courses in the School of Psychology.

Comprehensive Examination	5 quarter credits
PSY8920 * Comprehensive Examination - Doctoral	

Research Proficiency	20 quarter credits
PSY9301 *	Dissertation Research I
PSY9302 *	Dissertation Research II
PSY9303 *	Dissertation Research III
PSY9304 *	Dissertation Research IV
Total	**145 quarter credits**

Counseling Psychology

Doctoral learners in counseling psychology typically intend to seek a license to practice professional psychology and must be familiar with the licensure requirements of their state psychology boards. Some graduates of this program choose to apply for licensure as a professional counselor and therefore need to be familiar with the separate licensure requirements in their states. In addition to providing counseling services to individuals and groups, graduates will be prepared to work with non-profit organizations or government agencies, to teach at the undergraduate or graduate level, to conduct program evaluations, to offer consulting services, and to provide supervision of other mental health professionals.

Degree Requirements:

- Counseling PhD learners start their program only in the first month of the quarter and complete PSY7021 and PSY7022 before other courses.
- Three years of full-time enrollment (at least nine quarters with ten or more credits).
- Complete 30 credits before starting the year-in-residence.
- Full-time enrollment during year-in-residence (at least 30 credits).

Residency Requirement(s):

A year-in-residence; see the following section on Academic Residencies for more details.

Field Training Requirements:

1000 total practicum hours and 2000 pre-doctoral internship hours; see the following section on field training for more details

Eighteen Required

Courses + Lab		90 quarter credits
PSY7021	Foundations of Psychology – Doctoral Learners	
PSY7022	Doctoral Learner Success Lab (non-credit)	
PSY7110	History and Systems of Psychology	
PSY7210	Lifespan Development	
PSY7310	Biological Basis of Behavior	
PSY7421	Cognitive/Affective Psychology	
PSY7520	Social Psychology	
PSY7540	Multicultural Perspectives in Human Behavior	
PSY7625 *	Advanced Inferential Statistics	

School of Psychology Degree Programs, continued

PhD Specializations, continued

PSY7656 * Advanced Research Methods
PSY8090   Counseling Theories
PSY8093   Professional Standards and Ethics of Counseling
PSY8220 * Advanced Psychopathology
PSY8230 * Psychological Testing
PSY8240 * Advanced Psychological Testing
PSY8371   Strategies of Clinical Supervision and Consultation
PSY8510   Family Systems Theories
PSY8392 * Doctoral Practicum I
PSY8394 * Doctoral Practicum II

Internship   20 quarter credits
PSY8401 * Internship I
PSY8402 * Internship II
PSY8403 * Internship III
PSY8404 * Internship IV

Two Elective Courses   10 quarter credits
Choose from the graduate level courses in the School of Psychology.

Comprehensive Examination   5 quarter credits
PSY8920 * Comprehensive Examination - Doctoral

Research Proficiency   20 quarter credits
PSY9301 * Dissertation Research I
PSY9302 * Dissertation Research II
PSY9303 * Dissertation Research III
PSY9304 * Dissertation Research IV

Total   145 quarter credits

Educational Psychology

Doctoral learners will acquire a broad base of information about learning, lifespan development, testing, research methods, and data analysis. Course contents include adult learning, instructional design, and computer mediated instruction, as well as the levels of child, adolescent, adult, and geriatric psychology. Learners frequently pursue careers in teaching, administration, research, or consulting. These degree requirements are **not** designed for licensure as a professional psychologist.

Residency Requirement(s):

Three one-week residential colloquia; see the following section on Academic Residencies for more details.

**Fourteen Required
Courses + Lab   70 quarter credits**
PSY7021   Foundations of Psychology – Doctoral Learners
PSY7022   Doctoral Learner Success Lab (non-credit)
PSY7210   Life Span Development
PSY7240   Adult Psychology
PSY7410   Psychology of Learning
PSY7421   Cognitive/Affective Psychology
PSY7520   Social Psychology
PSY7540   Multicultural Perspectives in Human Behavior
PSY7610   Tests and Measurements
PSY7625 * Advanced Inferential Statistics
PSY7630   Qualitative Analysis

PSY7656 * Advanced Research Methods
PSY8110   Teaching Psychology
PSY8140   Mentoring Psychological Research
PSY8330   Ethics and Standards of Professional Practice

Five Elective Courses   25 quarter credits
Choose from the graduate level courses in the School of Psychology, excluding practicum and internship.

Comprehensive Examination   5 quarter credits
PSY8920 * Comprehensive Examination – Doctoral

Research Proficiency   20 quarter credits
PSY9301 * Dissertation Research I
PSY9302 * Dissertation Research II
PSY9303 * Dissertation Research III
PSY9304 * Dissertation Research IV

Total   120 quarter credits

Family Psychology

Doctoral learners in family psychology receive advanced education in the application of psychological principles—especially systems oriented perspectives—to families. Doctoral learners frequently pursue careers as university professors, researchers, consultants, program administrators, and/or continue to practice as marriage and family therapists under their existing MFT licenses. These degree requirements are **not** designed for licensure as a professional psychologist.

Residency Requirement(s):

Three one-week residential colloquia; see the following section on Academic Residencies for more details.

**Eleven Required
Courses + Lab   55 quarter credits**
PSY7021   Foundations of Psychology – Doctoral Learners
PSY7022   Doctoral Learner Success Lab (non-credit)
PSY7210   Lifespan Development *OR*
PSY7220   Child Psychology *OR*
PSY7230   Adolescent Psychology *OR*
PSY7240   Adult Psychology *OR*
PSY8810   Geriatric Psychology
PSY7410   Psychology of Learning *OR*
PSY7421   Cognitive/Affective Psychology
PSY7520   Social Psychology *OR*
PSY7530   Group Psychology *OR*
PSY7540   Multicultural Perspectives in Human Behavior
PSY7610   Tests and Measurements
PSY7625 * Advanced Inferential Statistics *OR*
PSY7630   Qualitative Analysis
PSY7640   Methods of Clinical Inquiry *OR*
PSY7656 * Advanced Research Methods
PSY8510   Family Systems Theories
PSY8530   Family Therapy
PSY8540 * Current Issues and Methods in Family Research
PSY8560   Principles of Family Pathology

Eight Elective Courses   40 quarter credits
Choose from the graduate level courses in the School of Psychology, excluding practicum and internship.

Comprehensive Examination   5 quarter credits
PSY8920 * Comprehensive Examination – Doctoral

Research Proficiency   20 quarter credits
PSY9301 * Dissertation Research I
PSY9302 * Dissertation Research II
PSY9303 * Dissertation Research III
PSY9304 * Dissertation Research IV

Total   120 quarter credits

General Psychology

General Psychology is offered to those learners who prefer flexibility in designing and individualizing their education by selecting from a wide range of course offerings. These degree requirements are **not** designed for licensure as a professional psychologist.

Residency Requirement(s):

Three one-week residential colloquia; see the following section on Academic Residencies for more details.

**Twelve Required
Courses + Lab   60 quarter credits**
PSY7021   Foundations of Psychology – Doctoral Learners
PSY7022   Doctoral Learner Success Lab (non-credit)
PSY7110   History and Systems of Psychology
PSY7210   Life Span Development
PSY7421   Cognitive/Affective Psychology
PSY7510   Psychology of Personality
PSY7520   Social Psychology
PSY7540   Multicultural Perspectives in Human Behavior
PSY7610   Tests and Measurements
PSY7625 * Advanced Inferential Statistics
PSY7630   Qualitative Analysis
PSY7656 * Advanced Research Methods
PSY8330   Ethics and Standards of Professional Practice

Seven Elective Courses   35 quarter credits
Choose from graduate level courses, excluding practicum and internship.

Comprehensive Examination   5 quarter credits
PSY8920 * Comprehensive Examination – Doctoral

Research Proficiency   20 quarter credits
PSY9301 * Dissertation Research I
PSY9302 * Dissertation Research II
PSY9303 * Dissertation Research III
PSY9304 * Dissertation Research IV

Total   120 quarter credits

*** Denotes courses that have required prerequisite(s).
Refer to the course descriptions for further detail.**

PhD Specializations, continued

Health Psychology

Doctoral learners specializing in health psychology apply their education to the development and administration of wellness promotion and disease prevention programs in a variety of settings. Teaching health psychology at the undergraduate and graduate levels is also an option. Many health professionals engage in primary research, program evaluation, and health practice surveys. These degree requirements are **not** designed for licensure as a professional psychologist.

Residency Requirement(s):

Three one-week residential colloquia; see the following section on Academic Residencies for more details.

Fourteen Required

Courses + Lab		**70 quarter credits**
PSY7021	Foundations of Psychology – Doctoral Learners	
PSY7022	Doctoral Learner Success Lab (non-credit)	
PSY7210	Lifespan Development *OR*	
PSY7220	Child Psychology *OR*	
PSY7230	Adolescent Psychology *OR*	
PSY7240	Adult Psychology *OR*	
PSY8810	Geriatric Psychology	
PSY7410	Psychology of Learning *OR*	
PSY7421	Cognitive/Affective Psychology	
PSY7520	Social Psychology *OR*	
PSY7530	Group Psychology *OR*	
PSY7540	Multicultural Perspectives in Human Behavior	
PSY7610	Tests and Measurements	
PSY7625 *	Advanced Inferential Statistics *OR*	
PSY7630	Qualitative Analysis	
PSY7640	Methods of Clinical Inquiry *OR*	
PSY7656 *	Advanced Research Methods	
PSY8610	Principles of Health Psychology	
PSY8620	Environmental Health and Behavior	
PSY8630	Health Care Delivery	
PSY8640	Community Psychology	
PSY8650	Innovative Health Care Practices	
PSY8660	Coping with Chronic Physical Illness	
PSY8670	Cognitive/Affective Basis of Physical Illness	

Five Elective Courses	**25 quarter credits**

Choose from the graduate level courses in the School of Psychology, excluding practicum and internship.

Comprehensive Examination	**5 quarter credits**
PSY8920 *	Comprehensive Examination - Doctoral

Research Proficiency	**20 quarter credits**
PSY9301 *	Dissertation Research I
PSY9302 *	Dissertation Research II
PSY9303 *	Dissertation Research III
PSY9304 *	Dissertation Research IV
Total	**120 quarter credits**

Industrial/Organizational Psychology

The specialization in Industrial/Organizational Psychology is designed for learners interested in behavior in the workplace and other organizational settings. Learners in this specialization are interested in leadership issues, group development, organizational change strategies, motivational and performance enhancement concerns, and human resource management (including employee support services). Doctoral graduates typically pursue positions as consultants in business, government, and higher education. These degree requirements are **not** designed for licensure as a professional psychologist.

Residency Requirement(s):

Three one-week residential colloquia; see the following section on Academic Residencies for more details.

Sixteen Required

Courses + Lab		**80 quarter credits**
PSY 7021	Foundations of Psychology – Doctoral Learners	
PSY7022	Doctoral Learner Success Lab (non-credit)	
PSY7240	Adult Psychology	
PSY7310	Biological Basis of Behavior	
PSY7421	Cognitive/Affective Psychology	
PSY7520	Social Psychology	
PSY7530	Group Psychology	
PSY7610	Tests and Measurements	
PSY7620	Inferential Statistics	
PSY7656 *	Advanced Research Methods	
PSY8330	Ethics and Standards of Professional Practice	
PSY8710	Principles of Organizational Psychology	
PSY8720	Psychology of Leadership	
PSY8730	Consultation Psychology	
PSY8740	Personnel Psychology	
PSY8750	Managing Psychological Services	
PSY8765 *	Testing and Assessment in Workplace Psychology	

Three Elective Courses	**15 quarter credits**

Choose from the graduate level courses in the School of Psychology, excluding practicum and internship.

Comprehensive Examination	**5 quarter credits**
PSY8920 *	Comprehensive Examination – Doctoral

Research Proficiency	**20 quarter credits**
PSY9301 *	Dissertation Research I
PSY9302 *	Dissertation Research II
PSY9303 *	Dissertation Research III
PSY9304 *	Dissertation Research IV
Total	**120 quarter credits**

Sport Psychology

This specialization is designed for learners interested in the application of psychological principles to working with amateur and professional athletes concerning issues of performance enhancement, motivation, and stress management. A related area of interest is performance recovery following injury. Doctoral learners frequently are interested in the application of sport psychology theory and research findings to college/university teaching, working with amateur and professional teams, and administering fitness programs. Some sport psychologists consult with executives and managers regarding the application of motivation and performance enhancement principles to business and industrial settings. These degree requirements are **not** designed for licensure as a professional psychologist.

Residency Requirement(s):

Three one-week residential colloquia; see the following section on Academic Residencies for more details.

Thirteen Required

Courses + Lab		**65 quarter credits**
PSY7021	Foundations of Psychology – Doctoral Learners	
PSY7022	Doctoral Learner Success Lab (non-credit)	
PSY7210	Lifespan Development *OR*	
PSY7230	Adolescent Psychology *OR*	
PSY7240	Adult Psychology	
PSY7410	Psychology of Learning *OR*	
PSY7421	Cognitive/Affective Psychology	
PSY7520	Social Psychology *OR*	
PSY7530	Group Psychology *OR*	
PSY7540	Multicultural Perspectives in Human Behavior	
PSY7610	Tests and Measurements	
PSY7625 *	Advanced Inferential Statistics *OR*	
PSY7630	Qualitative Analysis	
PSY7640	Methods of Clinical Inquiry *OR*	
PSY7656 *	Advanced Research Methods	
PSY8840	Principles of Sport Psychology	
PSY8841	Performance Enhancement in Sport	
PSY8842	Applied Sport Psychology	
PSY8843	Exercise Psychology	
PSY8844	Psychology of Injury	
PSY8845	Current Issues in Sport Psychology	

Six Elective Courses	**30 quarter credits**

Choose from the graduate level courses in the School of Psychology, excluding practicum and internship.

Comprehensive Examination	**5 quarter credits**
PSY8920 *	Comprehensive Examination – Doctoral

Research Proficiency	**20 quarter credits**
PSY9301 *	Dissertation Research I
PSY9302 *	Dissertation Research II
PSY9303 *	Dissertation Research III
PSY9304 *	Dissertation Research IV
Total	**120 quarter credits**

* Denotes courses that have required prerequisite(s). Refer to the course descriptions for further detail.

School of Psychology Degree Programs, continued

Master of Science (MS) Specializations

Addiction Psychology

Master's learners admitted to addiction psychology typically express an interest in the treatment of addictions or other compulsive disorders. Most states regulate the practice of chemical dependency counseling and related substance abuse services. Learners are responsible for determining whether meeting these degree requirements will prepare them to apply for appropriate certification. These degree requirements are **not** intended to prepare graduates for licensure as a professional counselor or psychologist.

Residency Requirement(s): None

Nine Required Courses + Lab   45 quarter credits

PSY7011	Foundations of Psychology – Master's Learners
PSY7012	Master's Learner Success Lab (non-credit)
PSY7230	Adolescent Psychology *OR*
PSY7240	Adult Psychology *OR*
PSY8810	Geriatric Psychology
PSY7520	Social Psychology *OR*
PSY7530	Group Psychology *OR*
PSY7540	Multicultural Perspectives in Human Behavior
PSY7610	Tests and Measurements
PSY7640	Methods of Clinical Inquiry *OR*
PSY7650	Research Methods
PSY8210	Principles of Psychopathology *OR*
PSY8560	Principles of Family Pathology
PSY8330	Ethics and Standards of Professional Practice
PSY8410	Substance Abuse Therapies
PSY8420	Multicultural Issues in Addiction *OR*
PSY8430	Issues and Trends in Addiction/Compulsion Treatments

Three Elective Courses   15 quarter credits

Choose from the graduate level courses in the School of Psychology, excluding practicum and internship.

Research Proficiency   5 quarter credits

PSY9101 * Master's Integrative Project

Total   65 quarter credits

Clinical Psychology

Master's learners admitted to clinical psychology typically intend to pursue a doctoral degree Some graduates may pursue licenses as psychological assistants or technicians, and therefore need to be familiar with these licensure requirements of their state psychology boards. However, these learners will **not** be eligible for the independent practice of psychology, and these degree requirements do **not** prepare graduates for licensure as psychologists.

Residency Requirement(s):

Three one-week MS residential colloquia; see the following section on Academic Residencies for more details.

Twelve Required Courses + Lab   60 quarter credits

PSY7011	Foundations of Psychology – Master's Learners
PSY7012	Master's Learner Success Lab (non-credit)
PSY7210	Lifespan Development
PSY7310	Biological Basis of Behavior
PSY7542	Ethics and Multicultural Issues
PSY7610	Tests and Measurements
PSY7620	Inferential Statistics
PSY7650	Research Methods
PSY8210	Principles of Psychopathology
PSY8230 *	Psychological Testing
PSY8312	Clinical Interventions
PSY8391 *	Master's Practicum I
PSY8393 *	Master's Practicum II

Research Proficiency   5 quarter credits

PSY9150 * Master's Final Project

Total   65 quarter credits

Counseling Psychology

Master's learners admitted to counseling psychology typically intend to pursue a doctoral degree. Some MS graduates may pursue licenses as psychological assistants or technicians, and therefore need to be familiar with these licensure requirements of their state psychology boards. However, these learners will **not** be eligible for the independent practice of psychology or counseling, and these degree requirements do **not** prepare graduates for licensure as psychologists.

Residency Requirements:

Three one-week MS residential colloquia; see the following section on Academic Residencies for more details.

Thirteen Required Courses + Lab   65 quarter credits

PSY7011	Foundations of Psychology – Master's Learners
PSY7012	Master's Learner Success Lab (non-credit)
PSY7210	Lifespan Development
PSY7542	Ethics and Multicultural Issues
PSY7610	Tests and Measurements

PSY7620	Inferential Statistics
PSY7650	Research Methods
PSY8090	Counseling Theories
PSY8091	Group Counseling
PSY8092	Counseling Skills and Procedures
PSY8210	Principles of Psychopathology
PSY8230 *	Psychological Testing
PSY8391 *	Master's Practicum I
PSY8393 *	Master's Practicum II

Research Proficiency   5 quarter credits

PSY9150 * Master's Final Project

Total   70 quarter credits

Educational Psychology

Learners pursuing this master's frequently are planning to teach at the community college level or work with people in various levels of lifespan development from early childhood through aging adults. Learners might be interested in understanding the role of computer mediated instructional strategies in the educational process, adult learning in general, instructional design, or the stages of development at different ages. These degree requirements are **not** intended to prepare graduates for licensure as a professional counselor or psychologist.

Residency Requirement(s): None

Ten Required Courses + Lab   50 quarter credits

PSY7011	Foundations of Psychology – Master's Learners
PSY7012	Master's Learner Success Lab (non-credit)
PSY7210	Lifespan Development
PSY7410	Psychology of Learning
PSY7421	Cognitive/Affective Psychology
PSY7520	Social Psychology
PSY7540	Multicultural Perspectives in Human Behavior
PSY7610	Tests and Measurements
PSY7620	Inferential Statistics
PSY7630	Qualitative Analysis
PSY7650	Research Methods

Two Elective Courses   10 quarter credits

Choose from the graduate level courses in the School of Psychology, excluding practicum and internship.

Research Proficiency   5 quarter credits

PSY9101 * Master's Integrative Project

Total   65 quarter credits

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* Denotes courses that have required prerequisite(s). Refer to the course descriptions for further detail.

MS Specializations, continued

Family Psychology

Master's degree graduates in family psychology frequently are interested in teaching family related courses at community colleges, working as program administrators in family and child guidance clinics, or working as non-clinical workers in other settings. These degree requirements are **not** intended to prepare graduates for licensure as a professional counselor or psychologist.

Residency Requirement(s): None

Eight Required Courses + Lab   40 quarter credits

PSY7011	Foundations of Psychology – Master's Learners
PSY7012	Master's Learner Success Lab (non-credit)
PSY7210	Lifespan Development *OR*
PSY7220	Child Psychology *OR*
PSY7230	Adolescent Psychology *OR*
PSY7240	Adult Psychology *OR*
PSY8810	Geriatric Psychology
PSY7520	Social Psychology *OR*
PSY7530	Group Psychology *OR*
PSY7540	Multicultural Perspectives in Human Behavior
PSY7610	Tests and Measurements
PSY7640	Methods of Clinical Inquiry *OR*
PSY7650	Research Methods
PSY8510	Family Systems Theories
PSY8530	Family Therapy
PSY8540	Current Issues and Methods in Family Research

Four Elective Courses   20 quarter credits

Choose from the graduate level courses in the School of Psychology, excluding practicum and internship.

Research Proficiency   5 quarter credits

PSY9101 ***** Master's Integrative Project

Total   65 quarter credits

General Psychology

This area offers learners flexibility in designing and personalizing their education since some individuals enter graduate school uncertain about their professional and occupational plans. Learners can choose this course of study as an opportunity to explore the curriculum and later decide to apply to a different specialization. These degree requirements are **not** intended to prepare graduates for licensure as a professional counselor or psychologist.

Residency Requirement(s): None

Nine Required Courses + Lab   45 quarter credits

PSY7011	Foundations of Psychology – Master's Learners
PSY7012	Master's Learner Success Lab (non-credit)
PSY7210	Lifespan Development
PSY7410	Psychology of Learning
PSY7421	Cognitive/Affective Psychology
PSY7520	Social Psychology
PSY7540	Multicultural Perspectives in Human Behavior
PSY7610	Tests and Measurements
PSY7620	Inferential Statistics
PSY7650	Research Methods

Three Elective Courses   15 quarter credits

Choose from graduate level courses, excluding practicum and internship.

Research Proficiency   5 quarter credits

PSY9101 ***** Master's Integrative Project

Total   65 quarter credits

Health Psychology

Master's learners pursuing health psychology frequently are interested in the application of health psychology principles and research findings to health promotion and illness prevention programs such as those offered by public health departments and medical facilities. MS graduates may seek teaching positions at the community college level. These degree requirements are **not** intended to prepare graduates for licensure as a professional counselor or psychologist.

Residency Requirement(s): None

Eight Required Courses + Lab   40 quarter credits

PSY7011	Foundations of Psychology – Master's Learners
PSY7012	Master's Learner Success Lab (non-credit)
PSY7310	Biological Basis of Behavior
PSY7410	Psychology of Learning *OR*
PSY7421	Cognitive/Affective Psychology
PSY7610	Tests and Measurements
PSY7640	Methods of Clinical Inquiry *OR*
PSY7650	Research Methods
PSY8610	Principles of Health Psychology
PSY8620	Environmental Health and Behavior
PSY8630	Health Care Delivery

Four Elective Courses   20 quarter credits

Choose from the graduate level courses in the School of Psychology, excluding practicum and internship.

Research Proficiency   5 quarter credits

PSY9101 ***** Master's Integrative Project

Total   65 quarter credits

*** Denotes courses that have required prerequisite(s).
Refer to the course descriptions for further detail.**

School of Psychology Degree Programs, continued

MS Specializations, continued

Industrial/Organizational Psychology

Learners interested in the application of organizational behavior principles and research findings to the workplace and other organizational settings will choose this course of study. Learners use the application of leadership theories, group development, conflict management, and organizational change strategies in pursuit of entry level management positions in human resources, business services, and industry. These degree requirements are **not** intended to prepare graduates for licensure as a professional counselor or psychologist.

Residency Requirement(s): None

Eleven Required

Courses + Lab		55 quarter credits
PSY7011	Foundations of Psychology – Master's Learners	
PSY7012	Master's Learner Success Lab (non-credit)	
PSY7110	History and Systems of Psychology	
PSY7210	Lifespan Development	
PSY7410	Psychology of Learning	
PSY7610	Tests and Measurements	
PSY7650	Research Methods	
PSY7620	Inferential Statistics	
PSY8710	Principles of Organizational Psychology	
PSY8720	Psychology of Leadership	
PSY8730	Consultation Psychology	
PSY8740	Personnel Psychology	

One Elective Course   5 quarter credits

Choose from the graduate level courses in the School of Psychology, excluding practicum and internship.

Research Proficiency   5 quarter credits

PSY9101 * Master's Integrative Project

Total   65 quarter credits

School Psychology

Master's learners are typically interested in practicing as school psychologists in public and private settings. Learners who are interested in preparing to apply for state or national certification as a school psychologist will need to enroll in both the Master's and Specialist Certificate in school psychology. Completion of the MS degree alone does **not** adequately prepare learners as a school psychologist. Learners also need to know their specific state requirements to ensure these programs meet their state requirements.

Residency Requirement(s):

School Year-in-Residence, Part I; see the following section on Academic Residencies for more details.

Thirteen Required

Courses + Lab		65 quarter credits
PSY7011	Foundations of Psychology – Master's Learners	
PSY7012	Master's Learner Success Lab (non-credit)	
PSY7210	Lifespan Development	
PSY7225	Child and Adolescent Psychology	
PSY7421	Cognitive/Affective Psychology	
PSY7540	Multi Cultural Perspectives in Human Behavior	
PSY7610	Tests and Measurements	
PSY7612 *	Functional Based Assessment	
PSY7620	Inferential Statistics	
PSY7650	Research Methods	
PSY8231 *	Psychological Assessments for School Psychologists I	
PSY8331	Principles of School Psychology	
PSY8335	Consultation and Collaboration in the School	
PSY8337	Legal and Ethical issues in the School	

Research Proficiency   5 quarter credits

PSY9150 * Master's Final Project

Total   70 quarter credits

Specialist Certificate in School Psychology

This certificate is designed for graduates of the MS degree in the school psychology specialization. Those who earn the specialist certificate typically are preparing to apply for a license or a certificate to practice as a school psychologist. The 50 quarter credits required for the specialist certificate are intended to complement the master's program in school psychology. Therefore, learners who complete the master's and specialist certificate in school psychology will have completed a 120 quarter credit program of study in school psychology.

Residency Requirement(s):

School Year-in-Residence, Part II; see the following section on Academic Residencies for more details.

Seven Required Courses   35 quarter credits

PSY7310	Biological Basis of Behavior
PSY8150	Learning Disabilities in the Classroom
PSY8210	Principles of Psychopathology
PSY8232 *	Psychological Assessments for School Psychologists II
PSY8332 *	Advanced Methods in School Psychology
PSY8336	Organization and Operation of the School
PSY8383 *	School Psychology Practicum

Internship   15 quarter credits

PSY8385 *	School Psychology Internship I
PSY8386 *	School Psychology Internship II
PSY8387 *	School Psychology Internship III

Total   50 quarter credits

MS Specializations, continued

Sport Psychology

Master's learners in this area are frequently school-based coaches, physical education teachers, or individuals working in parks and recreation departments who wish to gain current theory and research knowledge associated with performance enhancement, individual and team motivation, injury recovery, and stress management as it applies to amateur athletes. Some of these learners are interested in the application of these principles to settings such as fitness/health clubs, sports camps, and resort-based wellness programs. These degree requirements are **not** intended to prepare graduates for licensure as a professional counselor or psychologist.

Eleven Required

Courses + Lab		**55 quarter credits**
PSY7011	Foundations of Psychology – Master's Learners	
PSY7012	Master's Learner Success Lab (non-credit)	
PSY7210	Lifespan Development	
PSY7310	Biological Basis of Behavior	
PSY7410	Psychology of Learning	
PSY7540	Multicultural Perspectives in Human Behavior	
PSY7610	Tests and Measurements	
PSY7620	Inferential Statistics	
PSY7650	Research Methods	
PSY8840	Principles of Sport Psychology	
PSY8841	Performance Enhancement in Sport	
PSY8842	Applied Sport Psychology	

One Elective Course   5 quarter credits

Choose from the graduate level courses in the School of Psychology, excluding practicum and internship.

Research Proficiency   5 quarter credits

PSY9101 ***** Master's Integrative Project

Total   65 quarter credits

Certificates

Specialist Certificate in School Psychology

This certificate is designed for graduates of the MS degree with a specialization in school psychology. Those who earn the specialist certificate typically are preparing to apply for a license or a certificate to practice as a school psychologist. The 50 quarter credits required for the specialist certificate are intended to complement the master's program in school psychology. Therefore, learners who complete the master's and specialist certificate in school psychology will have completed a 120 quarter credit program of study in school psychology.

Minimal Educational Requirements(s):

Master's degree in psychology

Residency Requirement(s):

School Year-in-Residence, Part II; see the following section on Academic Residencies for more details.

Seven Required Courses	**35 quarter credits**
PSY7310	Biological Basis of Behavior
PSY8150	Learning Disabilities in the Classroom
PSY8210	Principles of Psychopathology
PSY8232 *****	Psychological Assessments for School Psychologists II
PSY8332 *****	Advanced Methods in School Psychology
PSY8336	Organization and Operation of the School
PSY8383 *****	School Psychology Practicum

Internship	**15 quarter credits**
PSY8385 *****	School Psychology Internship I
PSY8386 *****	School Psychology Internship II
PSY8387 *****	School Psychology Internship III

Total   50 quarter credits

Industrial/Organizational Psychology

Industrial/Organizational Psychology offers three certificates. Each certificate provides a foundation in industrial/organizational psychology plus emphasis in a specialized area within that field. These certificates provide an opportunity for a learner to develop and expand their skills to work in the area of I/O consulting. It is important to choose the most appropriate certificate to meet one's professional needs. Because the certificates share some of the same course work, only one certificate can be awarded per individual. These certificates are **not** designed to prepare learners for a license to practice as a psychologist.

Minimal Educational Requirement(s):

Master's degree in psychology or a related field.

Executive Human Resource Management and Consultation

Six Required Courses	**30 quarter credits**
PSY7210	Lifespan Development **OR**
PSY7240	Adult Psychology
PSY7530	Group Psychology **OR**
PSY8720	Psychology of Leadership **OR**
PSY8730	Consultation Psychology
PSY8160	Strategies for Career and Life Planning **OR**
PSY8780	Psychology of Organizational Ergonomics in the Workplace **OR**
PSY8790	Workplace Safety and Health Psychology
PSY8710	Principles of Organizational Psychology
PSY8740	Personnel Psychology
PSY8765 *****	Testing and Assessment in Workplace Psychology **OR**
PSY8785	Compensation and Benefits Planning Psychology

Total   30 quarter credits

Organizational Testing and Assessment

Five Required Courses	**25 quarter credits**
PSY7210	Lifespan Development **OR**
PSY7240	Adult Psychology
PSY7530	Group Psychology **OR**
PSY8720	Psychology of Leadership **OR**
PSY8730	Consultation Psychology
PSY7650	Research Methods
PSY8710	Principles of Organizational Psychology
PSY8765 *****	Testing and Assessment in Workplace Psychology

One Elective Course   5 quarter credits

Choose from the graduate level courses in the School of Psychology, excluding practicum and internship.

Total   30 quarter credits

Executive Development

Six Required Courses	**30 quarter credits**
PSY7240	Adult Psychology **OR**
PSY8160	Strategies for Career and Life Planning
PSY7530	Group Psychology **OR**
PSY8770	Performance Enhancement and Motivation
PSY8710	Principles of Organizational Psychology
PSY8720	Psychology of Leadership
PSY8730	Consultation Psychology
PSY8765 *****	Testing and Assessment in Workplace Psychology

Total   30 quarter credits

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* Denotes courses that have required prerequisite(s). Refer to the course descriptions for further detail.

School of Psychology Degree Programs, continued

Certificates, continued

Sport Psychology

The majority of individuals pursuing this certificate, currently work in the field and expect to enhance their understanding of the application of psychological principles to work with high school, college, amateur, and/or professional athletes. This certificate is **not** designed to prepare learners for a license to practice as a psychologist.

Minimal Educational Requirement(s):
Bachelor's degree

Four Required Courses	20 quarter credits
PSY8840	Principles of Sport Psychology
PSY8841	Performance Enhancement in Sport
PSY8842	Applied Sport Psychology
PSY8843	Exercise Psychology

Two Elective Courses	10 quarter credits

Choose from the graduate level courses in the School of Psychology, excluding practicum and internship

Total	**30 quarter credits**

Academic Residencies

The Harold Abel School of Psychology offers residencies that supplement coursework and help learners to develop identities as professionals in the field of psychology. Residency is an essential component of a graduate degree in psychology at Capella University. Residencies are required in all doctoral programs, in the clinical, counseling and school psychology MS degree programs, and in the specialist certificate in school psychology. The Harold Abel School of Psychology has two types of residencies: the **residential colloquia** and the **year-in-residence.**

Residential Colloquia

This is a requirement for:

- PhD learners in Addiction, Educational, Family, General, Health, Industrial/Organizational, and Sport psychology programs.

- MS learners in Clinical and Counseling psychology programs.

The residency requirement for these programs is satisfied by attendance at three one-week colloquia (called Track 1, Track 2, and Track 3). PhD learners are required to attend one week each year for the first three years of their programs, and MS learners take all three tracks prior to starting their master's final or integrative projects. It is recommended that all learners attend the first colloquium (Track 1) within the first two quarters of enrollment.

Through the residential colloquia, Capella learners gain a stronger sense of academic community by networking and discussing coursework, projects, and research issues face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of critical thinking and integrated knowledge to professional and research issues.

The following content areas will be covered at each of the residencies:

Area 1: Developing the Scholar-practitioner

Area 2: Critical Analysis Skills

Area 3: Research Skills

Area 4: Professional Communication Skills

Area 5: Development of Learning Communities

Area 6: Psychology-specific content and offerings

These content areas will offer graded workshops—with Track 1 offering foundational workshops in the six areas; Track 2 offering intermediate workshops in the six areas; and Track 3 offering advanced workshops in the six areas. Topics including effective psychological interviews, approaches to assessment, professional issues, ethics, diversity, and trends in psychology will be covered at each of the colloquia.

In addition to formal instruction and practice, learners will have the opportunity to experience keynote addresses by Capella faculty and other experts; group sessions that allow faculty and learners to interact as a community of scholars; and individualized advising sessions with faculty to support your individual learning plan and assess academic progress.

Clinical and Counseling Psychology Year-in-Residence

This is a requirement for the PhD learners in Clinical and Counseling psychology.

The clinical and counseling year-in-residence requirement includes:

- Complete at least 30 credits (including transferred credits) prior to starting year-in-residence;

- Enroll full-time during the year (be enrolled each quarter, and take no fewer than 30 credits during the year);

- Demonstrate readiness for internship as defined in the *Residencies Handbook*, published each year;

- Complete no fewer than 1250 hours of psychological study, training, and interaction with faculty and other graduate psychology learners during the year. These hours will be broken down as follows:

  - At least 500 hours of formally scheduled face-to-face instruction with clinical or counseling psychology faculty and learners, demonstrating proficiency in assessment, intervention, efficacy evaluation, ethics and diversity, professional practice, and other competencies of clinical or counseling psychology.

  - At least 150 additional hours of informal face-to-face meetings with other psychologists and psychology learners (both inside and outside of the School of Psychology) engaging in discussion, study, research, or other scholarly activities commonly associated with doctoral training in professional psychology. These additional hours, which must be documented in a way approved by the director of residence and the executive director of the Harold Abel School of Psychology, should include:

    – At least 25 hours of informal face-to-face scholarly activities with fellow learners in the school of psychology, but should take place outside the formally scheduled events and meetings of the residency year;

    – At least 25 hours of face-to-face scholarly activities with other faculty members or practicing psychologists (who do not need to be affiliated with the school of psychology), outside the formally scheduled events and meetings of the residency year;

Academic Residencies, continued

– At least 50 hours of direct engagement in professional societies or organizations dedicated to the promotion of the profession and practice of psychology.

• At least 650 hours during the residency year of direct engagement in the scholarly study of clinical and counseling psychology. "Direct engagement in scholarly study" is defined as participation in the courseroom; course-required or course-related reading, writing, research, or skills practice; and any other activities approved by a course instructor in a psychology course in the School of Psychology.

• Successfully complete the portfolio review.

• Apply for internship through the Association of Psychology Postdoctoral and Internship Centers (APPIC) process, and complete the comprehensive examination before or in the same quarter that the APPIC application is made. (Learners must receive approval from the director of training to apply for a non-APPIC internship.)

The 500 hours of formally scheduled meetings of the year-in-residence take place over a period not to exceed 13 months, and include:

• The clinical or counseling YR Extended Seminar I in the beginning of the second year of the program (Psy-R 6300 for clinical, Psy-R 6320 for counseling) typically in June, followed by;

• Nine consecutive weekends-in-residence (Psy-R 6301 through Psy-R 6309 for clinical; Psy-R 6321 through Psy-R 6329 for counseling) typically August through March, followed by;

• The clinical or counseling YR Extended Seminar II at the end of the second year (Psy-R 6310 for clinical; Psy-R 6330 for counseling) typically in June.

• Completion of the portfolio review and approval of the directors of residence and training, the chair of the program, and the mentor.

The year-in-residence should not be confused with either the practicum or the internship requirements. In addition to the year-in-residence, PhD learners in clinical or counseling psychology will complete a practicum (a period of supervised field training separate and distinct from the year-in-residence), and the internship (a full year of supervised field experience taken **after** the year-in-residence). Prior to the internship, learners will **complete** the year-in-residence and will achieve approval of their dissertation proposal by the mentor.

The clinical and counseling psychology year-in-residence has three fundamental objectives:

1. To provide face-to-face training and practice opportunities in those clinical practice proficiencies identified as core competencies necessary to demonstrate readiness for internship and for practice. These skills are associated with the courses in individual, group, and family therapy; risk assessment and crisis intervention; advanced diagnostics and treatment planning; cognitive, achievement, adaptation, personality, and neuropsychological testing and assessment; supervision and consultation; efficacy and outcome evaluation; and ethical applications and diversity. Proficiency is developed in the areas of relationship issues, assessment abilities, intervention abilities, elements of practice, roles of the psychologist, systematic evaluation abilities (outcome and evaluation-related research), consultation and supervision, ethical applications, diversity-specific interventions, and reflective practice skills. The demonstration of practice proficiencies is oriented to a determination of the learner's readiness for internship, which is evaluated throughout the year-in-residence and summarized in the portfolio review.

2. To develop the network of relationships within the community of psychologists that promotes the learners' identification with the profession of psychology and development of an attitude of lifelong learning and reflective practice. By preparing and giving presentations, participating in workshop activities, informal social and intellectual discussions with other learners and faculty, and creating advising and mentoring opportunities with resident faculty members, learners will participate in the range of academic and intellectual activities common to departmental life in all programs in psychology.

3. To demonstrate the behaviors, attributes, and ethical characteristics congruent with the role and identity of the professional psychologist.

School Year-in-Residence Parts I and II

This is a requirement for the MS and Specialist Certificate learners in school psychology.

A. **MS learners** in school psychology complete **Part I** of the school psychology year-in-residence:

• No fewer than 240 hours of contact over a period not to exceed six months (typically June through December), including attendance at:

– The school YR Extended Seminar I, a two-week residency (Psy-R 6340), typically in June of the year, followed by;

– Four school psychology weekends-in-residence (Psy-R 6341 – 6344) typically offered August through November.

• In addition, MS learners must complete all outcome documentation and obtain approval from the directors of residence and training, the chair of the school psychology program, and their mentors.

B. **Specialist certificate learners** complete **Part II** of the school psychology year-in-residence:

• No fewer than 210 hours of contact over a six-month period between January and June, including attendance at:

– Three school psychology weekends-in-residence (Psy-R 6345 through 6347) typically offered January through March and;

– The school YR Extended Seminar II (Psy-R 6350) typically offered in June.

• In addition, certificate learners must complete all outcome documentation and obtain approval from the directors of residence and training, the chair of the school psychology program, and their mentors.

The school psychology year-in-residence should not be confused with either the practicum or the internship requirements. All specialist certificate learners in school psychology will complete at least one (and perhaps more) practicum (which is a supervised field training experience entirely distinct and separate from the year-in-residence), and an internship (three quarters of field training under external supervision taken **after** the year-in-residence).

The School Psychology Year-in-Residence, Parts I and II, three fundamental objectives:

1. To provide face-to-face training and opportunities in those school psychology practice proficiencies identified as core competencies necessary to demonstrate readiness for internship and for practice. These skills are associated with the courses required in the school psychology program. Proficiency is developed in the areas of relationship issues, assessment abilities, intervention abilities, elements of practice, roles of the psychologist, systematic evaluation abilities (outcome and evaluation-related research), consultation and supervision, ethical applications, diversity-specific interventions, and reflective practice skills. The demonstration of practice proficiencies is oriented to a determination of the learner's readiness for internship, which is evaluated throughout the year-in-residence and summarized in the portfolio review.

2. To develop the network of relationships within the community of psychologists that promotes the learners' identification with the profession of psychology and development of an attitude of lifelong learning and reflective practice. By preparing and giving presentations, participating in workshop activities and informal social and intellectual discussions with other learners and

School of Psychology Degree Programs, continued

Academic Residencies, continued

faculty, and creating advising and mentoring opportunities with resident faculty members, learners will participate in the range of academic and intellectual activities common to departmental life in all programs in psychology.

3. To demonstrate the behaviors, attributes, and ethical characteristics congruent with the role and identity of the professional psychologist.

Schedules of the Years-in-Residence

The schedules of the following year's year-in-residence will be published as early as possible by the director of residence. As currently planned, the year-in-residence begins in late June each year with the Extended Seminar I and continues through the various weekends-in-residence from August through March, concluding in the following June with the Extended Seminar II.

Field Training

Introduction to Field Training

Field training is one of the most important parts of the educational experience. Learners take the theory and skills learned in the course work and residencies and apply them in a professional setting under supervision. Given the level of importance associated with field training experiences, learners will benefit greatly from planning ahead in search for appropriate training experiences.

To assist learners, the Field Training Office has developed a practicum-internship handbook which reviews basic requirements and the application process. The director of training reviews all applications and will approve applications which meet the standards set by Capella University. Additional field training resources can be accessed on iGuide including a detailed time line to assist with the understanding of this process.

Overview of Practicum

A practicum learner is viewed as a person who is at a site to learn a new competency in the degree program. In general, a practicum is a training experience which occurs in the second or third year of the program and learners should plan on being at a site for two days a week for approximately six months while enrolled in the accompanying course(s). The first step for learners with regard to practicum is to review the practicum-internship handbook. Learners must follow the guidelines and the application process stated in the practicum-internship handbook.

Overview of Internship

Doctoral degree

The pre-doctoral internship occurs in the final years of the doctoral program and is the last opportunity for practical training prior to the granting of the degree. Internship is a full-time, on-site commitment which takes place over a calendar year and includes enrollment in the accompanying course(s). The pre-doctoral internship is viewed critically by licensing boards and future employers. All learners apply for an internship through the Association of Psychology Postdoctoral and Internship Centers (APPIC) process. APPIC is a matching service which requires minimum standards such as a commitment to training, a didactic component, and at least two interns. Internships developed outside of the APPIC process must be considered equivalent when compared to the criteria listed for APPIC. This equivalency is determined by the director of training when considering the approval of the non-APPIC internship site. Additional information about the APPIC process can be found at APPIC.org.

Specialist Certificate in School Psychology

The internship occurs after all course work for the certificate has been completed and is the last opportunity for practical training prior to the granting of the specialist certificate. Internship is a full-time, on-site commitment which takes place over one academic year and also includes enrollment in the accompanying course(s).

The first step for all learners with regard to internship is to review the practicum-internship handbook. Learners must follow the guidelines and the application process stated in the practicum-internship handbook. Learners are required to locate and arrange internship sites which must be approved by the director of training using the application in the practicum-internship handbook.

Field Training Requirements

PhD in Clinical and Counseling Psychology
Practicum
- Approved practicum application.
- A minimum of 1000 contact hours plus the online course work in PSY8392 and PSY8394.

Internship
- Approved internship application.
- Full-time site placement with a minimum of 2000 contact hours and the online coursework in PSY8401, PSY8402, PSY8403, and PSY8404. These must be completed sequentially over a one year period.
- Learners are enrolled full-time.

MS in Clinical and Counseling Psychology
Practicum
- Approved practicum application
- A minimum of 600 contact hours and the coursework in PSY8391 and PSY8393.

Internship
- Internship not required.

Specialist Certificate in School Psychology
Practicum
- Approved practicum application.
- A minimum of 600 contact hours and the course work in PSY8383.

Internship
- Approved internship application.
- Full-time site placement with a minimum of 1200 contact hours and the online coursework in PSY8385, PSY8386, and PSY8387. These courses must be completed sequentially during the internship.

Note: Field training hours and supervisor credential requirements vary across states and Canadian provinces. Learners are responsible for determining the specific licensing requirements for any state or province in which they plan to seek licensure.

School of Technology

Kurt Linberg, PhD
Executive Director

From the Executive Director

Just as the relationship between consumers and technology changed during the Internet revolution of the 1990's, so did the relationship between business and technology. Information technology is now considered an integral function within corporations, essential to everything from workplace productivity, to customer relationship management, to developing new business models. As a result, there is a high demand for IT professionals who can contribute at all levels, and apply their technology knowledge to solve organization-wide problems. Accordingly, IT has become a very popular and competitive field.

Where a two-year degree or technical certification was once all that was required, now a four-year college degree or even a graduate degree is needed to advance. The Capella University School of Technology is committed to equipping you with the skills, knowledge and credentials you need to be successful and achieve your goals in an IT career. Our degree programs, certificates and professional development courses present current technology within the context of business thinking and practice, preparing you for whatever IT-related career path you choose. Our online learning format gives you hands-on experience with the most up-to-date technologies and applications, and connects you to a worldwide learning community of IT professionals who are eager to network and share experiences. We believe that we offer a unique program that combines a strong technical emphasis with a close connection to the real world of IT practice.

Kurt Linberg, PhD
Executive Director

About the School of Technology

Mission Statement

The School of Technology carefully integrates theory with practice skills to help professionals learn the latest IT technologies as well as techniques they need to make a positive impact professionally and within greater society. The goal is to provide professionals with the skills they need to conquer both the technical and business challenges they encounter on a daily basis.

The School of Technology is one of five schools within Capella University designed to provide working professionals with relevant, competency-based, innovative learning experiences. The School of Technology is housed within the Division of Business and Technology and offers a variety of unique specializations in the areas of Web application development, project management, network technology, graphics and multimedia, and information security.

Degree Programs

Master of Science (MS) in Information Technology

The Capella University Master of Science (MS) in Information Technology degree is specifically designed to help learners master the skills and acquire the knowledge needed to advance their careers and make significant contributions through enterprise-wide systems.

The Master of Science degree program allows learners to efficiently complete their studies for a degree and focus on courses that teach the skills they need. Learners can supplement existing graduate course work by submitting their previous industry certifications and relevant IT work experience for college credit. The Petition for Credit option allows learners to move through the MS program quickly without taking courses on subjects they already know.

For the IT professional who wants to lead in the design and deployment of secure Web applications and network technologies, Capella University offers a Master of Science degree in Information Technology

with specializations in System Design and Programming, Network Architecture and Design, or Information Security. In addition, the Master of Science in Information Technology degree with a specialization in Project Management and Leadership gives learners a broader understanding of technology within the context of societal and organizational forces. The program teaches the higher-level managerial skills they would typically learn at a business school, while keeping them up-to-speed with the newest applications being used by leading corporations. Courses are taught by faculty who are leaders in the development and operation of enterprise systems. Guided by their academic advisors and faculty, learners will craft a sequence of courses building to a final project that applies their learning to the real-world challenge of their choice.

Meanwhile, interactions with fellow IT learners will expand learners' perspectives, both within their field and around the globe. They will also apply their course work to work-related Internet systems challenges in the Virtual Lab, immediately increasing their credibility and effectiveness in their jobs. By the end of the MS program, learners will have a Master of Science degree in IT that reflects advanced technical skills, and expertise in such high demand areas as programming, software engineering, Web development, database development, and network infrastructure.

Bachelor of Science (BS) in Information Technology

The School of Technology has designed an upper-division Bachelor of Science degree program that allows the learners to efficiently complete their studies for a degree, and focus on courses that teach the skills they need. Learners can supplement their associate's degree or prior college course work by submitting previous industry certifications and relevant IT work experience for college credit. The Petition

for Credit option allows learners to move through the BS program quickly without taking courses on subjects they already know.

The courses learners select will build a deep knowledge of current IT tools and practices, while preparing them to gain new certifications they may need. During the program, learners will gain hands-on access to the applications they are learning about, and get the chance to demonstrate their new skills. When they are finished, learners will have a BS degree that validates their professional status, and a portfolio of their course work that demonstrates their mastery of the latest software, Web tools, and other applications.

General Education in the Bachelor of Science Degree

Capella University's undergraduate programs seek to develop responsible individuals who combine intellectual curiosity with career competency, integrated with opportunities to broadly explore professional content within a value driven curriculum. This is accomplished through a high degree of personal attention in an intellectually stimulating distance and online learning environment.

We believe that every educated adult should possess a breadth of knowledge which includes general education foundation areas such as: communications, math/science, social sciences, and humanities. This breadth of knowledge is essential for adults to develop the intellectual, behavioral and moral principles needed to be participants and contributors to the larger society.

Further, we believe that it is through general education and an emphasis on the liberal arts that adult learners are set free to think independently across a broad range of ideas, to develop the ability to reason and to make informed judgments within the context of professional development.

The undergraduate program is specifically committed to fostering these guiding principles through its professional practice and incorporating the following Ten Thinking Habits of Mind, Heart, and Imagination throughout the curriculum:

- **Complementary Thinkin**g – Discover new perspectives by exploring and integrating multiple points of view

- **Connected Seeing** – View reality as an interdependent system of things, ideas, and relationships

- **Collaborative Teamwork** – Collaborate to accomplish common purpose by integrating personal initiative and group cohesion

- **Constructing Meaning** – Construct meaning by acquiring and synthesizing diverse sources of knowledge to enrich understanding

- **Conceptual Clarity** – Express thoughts, ideas, and concepts by interpreting the known, the unknown, and the unknowable

- **Communicating Effectively** – Practice effective professional communication styles to inform, influence, and promote interaction

- **Courageous Action** – Make well supported decisions and take action in ambiguous situations

- **Caring Empathy** – Nurture relationships with others by promoting unity, valuing individual perspectives, and practicing ethics

- **Conversational Reflection** – Reflect on professional practices through prior experiences, critical evaluation, and learning conversations

- **Continuous Learning** –Value every experience as an opportunity for continuous lifetime learning

Academic programs combined with the wisdom and experience of its faculty together underpin the University's

commitment to meeting the diverse and changing needs of the learner and of the larger society. The University expresses this commitment through its adult learner-centered educational philosophy and its engagement of the learners in learning processes requiring the development of problem solving, critical thinking, and integration skills.

Certificates

The School of Technology offers certificates for professionals who seek to enhance their skills and knowledge. Certificate courses can be taken on a part-or full-time basis and typically are completed within 2-3 quarters. All certificates are 30 quarter credits and may be transferred into the Capella Bachelor of Science degree program if learners later desire to pursue a degree. Those enrolled in Capella University's Bachelor of Science in Information Technology may also take the certificate courses for academic credit. The executive director of the School of Technology may approve course substitutions within a specific certificate based on learners' past experiences and learning objectives.

Professional/National Affiliations or Accreditations

Capella University is a charter member of the Society for Information Technology Education. This national organization, under the guidance of Association of Computing Machinery (ACM), Special Interest Group on IT Education (SIGITE), and the Accreditation Board for Engineering and Technology (ABET), develops accreditation guidelines and sample curriculum for IT degree programs.

Specializations offered in the School of Technology

Specializations	Degree Programs
General Information Technology	MS, BS
Information Security	MS
Network Architecture and Design	MS
Project Management and Leadership	MS
System Design and Programming	MS
Graphics and Multimedia	BS, Certificate
Network Technology	BS, Certificate
Project Management	BS
Web Application Development	BS, Certificate
Foundations in Information Technology	Certificate
Information System Quality Assurance	Certificate
Web Application Project Management	Certificate
Web Application Security	Certificate

School of Technology Degree Programs

Master of Science (MS) Program

General Degree Program

Capella University's Master of Science (MS) program in Information Technology helps working IT professionals acquire the intellectual capital and technical skills to make significant, far-reaching contributions to their organizations. It is also ideal for those with BS degrees in other fields looking to enter the IT industry at a senior contributor or managerial level.

Learners can select a specialization in Information Security, Network Architecture and Design, Project Management and Leadership, or System Design and Programming. Learners may choose to obtain greater breadth in understanding IT topics by selecting the following general program.

Seven Core Courses + Lab   28 quarter credits

TS5004	Technical Communications
TS5005	Master's Learner Success Lab (non-credit)
TS5110	Enterprise System and Application Development
TS5120	Project Management for Technology Professionals
TS5130	System Development Theory and Practice
TS5140	System Usability Analysis and Design
TS5150	Enterprise Application Testing
TS5990	Integrative Project

Five Elective Courses   20 quarter credits

Choose five from the following:

TS5500	Systems Analysis and Design
TS5501	Database Analysis and Design
TS5502	Programming Strategies
TS5503	Advanced Enterprise System Development
TS5504	Wireless Web Design and Development
TS5505	Object Oriented Design and Development
TS5506	Graphics and Multimedia
TS5507	Network Technology
TS5508	Enterprise System Security
TS5509	Legal Considerations in Information Technology
TS5510	Ethical Considerations in Technology Applications
TS5511	Organizational Impacts to Technology Adoption
TS5512	Enterprise System Integration
TS5513	Advanced Programming Strategies
TS5515	Advanced Wireless and Mobile Development
TS5516	Client Server Architecture and Design
TS5517	Network Enterprise Architecture and Design
TS5518	Advanced Network Technology-Routing
TS5520	Operation System Theory and Application
TS5521	Advanced Network Technology - Switching

TS5522	Advanced Network Technology - Remote Access
TS5523	Advanced Network Technology - Troubleshooting
TS5524	Advanced Project Management
TS5525	Project Risk Management
TS5526	Leadership and Human Resource Management
TS5527	Procurement Management
TS5528	Project Integration Management
TS5529	Component Development-Java Framework
TS5530	Component Development-Microsoft Framework
TS5531	Security Management Practices
TS5532	Secure System Development and Cryptology
TS5599	Special Topics in Technology

OR

Choose two, 2-credit intensive study courses in place of one, 4-credit elective course:

TS5230	Evolving Legal Issues for IT Professionals
TS5250	Overview of the eXtensible Markup Language (XML)
TS5270	Cyber Threats to Enterprise Security
TS5271	Network Security Solutions for the Enterprise
TS5280	Advanced Java Practicum

Total   48 quarter credits

Master of Science (MS) Specializations

Information Security

Information Technology professionals need an in-depth knowledge of emerging security threats and solutions to ensure that networks and computer systems are secure. Today, they are responsible for developing information security and disaster recovery plans that proactively protect the enterprise. This specialization prepares technical leaders to identify, develop and implement highly secure networks that will support organizational goals. It combines both technical and a policy-level course work. The curriculum was designed around the leading security certification.

Seven Core Courses + Lab   28 quarter credits

TS5004	Technical Communications
TS5005	Master's Learner Success Lab (non-credit)
TS5110	Enterprise System and Application Development
TS5120	Project Management for Technology Professionals
TS5130	System Development Theory and Practice
TS5140	System Usability Analysis and Design
TS5150	Enterprise Application Testing
TS5990	Integrative Project

Five Specialization Courses   20 quarter credits

Choose five of the following courses:

TS5507	Network Technology
TS5508	Enterprise System Security
TS5509	Legal Considerations in Information Technology
TS5510	Ethical Considerations in Technology Applications
TS5520	Operating System Theory and Application
TS5525	Project Risk Management
TS5531	Security Management Practices
TS5532	Secure System Development and Cryptology

OR

Choose two, 2-credit intensive study courses in place of one, 4-credit specialization course:

TS5270	Cyber Threats to Enterprise Security
TS5271	Network Security Solutions for the Enterprise

Total   48 quarter credits

MS Specializations, continued

Network Architecture and Design

Organizations need systems design and programming personnel, but without a secure and high performing network infrastructure, a business cannot be successful. Network professionals ensure that networks are designed and maintained to support the success of an organization. They are responsible for making the right connections for the Internet, intranets, and extranets; including designing and maintaining local area networks, and wide area networks. They are also responsible for developing and implementing the organizations information security plan and disaster recovery plan. The Network Architecture and Design specialization helps prepare technical leaders with the skills necessary to design and implement high quality networks that meet the needs of business.

Seven Core Courses + Lab   28 quarter credits

TS5004	Technical Communications
TS5005	Master's Learner Success Lab (non-credit)
TS5110	Enterprise System and Application Development
TS5120	Project Management for Technology Professionals
TS5130	System Development Theory and Practice
TS5140	System Usability Analysis and Design
TS5150	Enterprise Application Testing
TS5990	Integrative Project

Five Specialization Courses   20 quarter credits

Choose five of the following courses:

TS5507	Network Technology
TS5508	Enterprise System Security
TS5509	Legal Considerations in Information Technology
TS5510	Ethical Considerations in Technology Applications
TS5516	Client Server Architecture and Design
TS5517	Network Enterprise Architecture and Design
TS5518	Advanced Network Technology - Routing
TS5521	Advanced Network Technology - Switching
TS5522	Advanced Network Technology - Remote Access
TS5523	Advanced Network Technology - Troubleshooting
TS5599	Special Topics in Technology
	OR

Choose two, 2-credit intensive study courses in place of one, 4-credit specialization course:

TS5270	Cyber Threats to Enterprise Security
TS5271	Network Security Solutions for the Enterprise

Total   48 quarter credits

Project Management and Leadership

Information technology professionals who will be in high demand by global enterprises and entrepreneurial start-ups must be able to master project management and risk management skills. These professionals need to understand the new Internet and Web technologies, the key organizational and societal issues impacting technology and understand how to effectively motivate individuals and teams. The Project Management and Leadership specialization helps prepare technical leaders and managers with the skills necessary to successfully lead multiple technology projects that span across dispersed geographical areas.

Seven Core Courses + Lab   28 quarter credits

TS5004	Technical Communications
TS5005	Master's Learner Success Lab (non-credit)
TS5110	Enterprise System and Application Development
TS5120	Project Management for Technology Professionals
TS5130	System Development Theory and Practice
TS5140	System Usability Analysis and Design
TS5150	Enterprise Application Testing
TS5990	Integrative Project

Five Specialization Courses   20 quarter credits

Choose five of the following courses:

TS5500	Systems Analysis and Design
TS5508	Enterprise System Security
TS5509	Legal Considerations in Information Technology
TS5510	Ethical Considerations in Technology Applications
TS5511	Organizational Impacts to Technology Adoption
TS5512	Enterprise System Integration
TS5524	Advanced Project Management
TS5525	Project Risk Management
TS5526	Leadership and Human Resource Management
TS5527	Procurement Management
TS5528	Project Integration Management
TS5599	Special Topics in Technology
	OR

Choose two, 2-credit intensive study courses in place of one, 4-credit specialization course:

TS5230	Evolving Legal Issues for IT Professionals
TS5270	Cyber Threats to Enterprise Security

Total   48 quarter credits

System Design and Programming

The Internet and Web have spurred innovative ideas for new business applications, creating higher demands on technical professionals. Many companies estimate that their greatest demand for information technology professionals will fall in the area of programming, software, and engineering, Web development and database development. The System Design and Programming specialization helps prepare technical leaders with the skills necessary to design and implement high quality applications that meet the needs of business.

Seven Core Courses + Lab   28 quarter credits

TS5004	Technical Communications
TS5005	Master's Learner Success Lab (non-credit)
TS5110	Enterprise System and Application Development
TS5120	Project Management for Technology Professionals
TS5130	System Development Theory and Practice
TS5140	System Usability Analysis and Design
TS5150	Enterprise Application Testing
TS5990	Integrative Project

Five Specialization Courses   20 quarter credits

Choose five of the following courses:

TS5500	Systems Analysis and Design
TS5501	Database Analysis and Design
TS5502	Programming Strategies
TS5503	Advanced Enterprise System Development
TS5504	Wireless Web Design and Development
TS5505	Object Oriented Design and Development
TS5506	Graphics and Multimedia
TS5510	Ethical Considerations in Technology Applications
TS5512	Enterprise System Integration
TS5513	Advanced Programming Strategies
TS5515	Advanced Wireless and Mobile Development
TS5516	Client Server Architecture and Design
TS5517	Network Enterprise Architecture and Design
TS5520	Operating System Theory and Application
TS5529	Component Development-Java Framework
TS5530	Component Development-Microsoft Framework
TS5599	Special Topics in Technology
	OR

Choose two, 2-credit intensive study courses in place of one, 4-credit specialization course:

TS5250	Overview of the eXtensible Markup Language (XML)
TS5280	Advanced Java Practicum

Total   48 quarter credits

School of Technology Degree Programs, continued

Bachelor of Science (BS) Program

The BS in business is a 96-credit degree completion program. See Admissions Policies for a description of degree requirements.

General Degree

The information technology curriculum emphasizes applied uses of information technology. Learners can select a specialization in Graphics and Multimedia, Network Technology, Project Management, or Web Application Development. Learners may choose to obtain greater breadth in understanding IT topics by selecting the following general program.

Eight Core Courses + Lab	48 quarter credits
TS3004	Communicating in New Media
TS3005	Undergraduate Learner Success Lab (non-credit)
TS3100	Fundamentals of Web Application Development
TS3110	Fundamentals of E-Business
TS3120	Fundamentals of Project Management
TS3130	Fundamentals of Database Systems
TS3140	Fundamentals of Programming
TS3150	Fundamentals of Network Systems
TS3160	Ethical and Human Side of Information Technology

Three Specialization Courses	18 quarter credits

Choose three courses from these specializations:

Web Application Development

Graphics and Multimedia

Project Management

Network Technology

Three Elective Courses	18 quarter credits

Choose three of the following courses:

TS4801	Information Systems Analysis and Design
TS4802	System Assurance Quality and Testing
TS4803	System Assurance Security
TS4806	Future of Information Technology
TS4807	Legal Issues in Information Technology
TS4808	Object Oriented Analysis, Design and Programming
TS4809	Data Warehousing and Data Mining
TS4810	Web Design
TS4811	Object Oriented Programming in Java
TS4812	Advanced Java Programming
TS4813	Operating Systems
TS4814	Wireless Web Programming
TS4815	Introduction to Telecommunications
TS4816	Mobile Device Programming
TS4899	Special Topics in Information Technology (special interest alternate)

Two Capstone Courses	12 quarter credits
TS4991	Integrated Action Learning I - Project Planning and Action Learning Plan
TS4992	Integrated Action Learning II - Project Completion and Final Report
Total	**96 quarter credits**

Bachelor of Science (BS) Specializations

Graphics and Multimedia

As the world continues moving toward Web-enabled applications, significant demand exists for technically proficient professionals who can design high quality, aesthetically pleasing graphic and multimedia content. Our specialization in graphics and multimedia can help learners build the skills necessary to develop graphic-intensive content that enhances the appeal and navigability of Web sites.

While pursuing this specialization, learners will be led by trained graphic artists and experts in Web-based design. Learners will engage in a collaborative, online community that lets them receive real-time feedback on work from a variety of learner and instructor perspectives. The specialization will leave learners with a sound knowledge of the latest professional tools used for vector graphics, vector graphics animation and image processing.

Eight Core Courses + Lab	48 quarter credits
TS3004	Communicating in New Media
TS3005	Undergraduate Learner Success Lab (non-credit)
TS3100	Fundamentals of Web Application Development
TS3110	Fundamentals of E-Business
TS3120	Fundamentals of Project Management
TS3130	Fundamentals of Database Systems
TS3140	Fundamentals of Programming
TS3150	Fundamentals of Network Systems
TS3160	Ethical and Human Side of Information Technology

Three Specialization Courses	18 quarter credits
TS4050	Vector Graphics Animation
TS4051	Web Graphics Production
TS4052	Image Processing

Three Elective Courses	18 quarter credits
TS4801	Information Systems Analysis and Design
TS4802	System Assurance - Quality and Testing
TS4810	Web Design
	OR

Choose from Bachelor of Science (BS) - General Degree elective course list.

Two Capstone Courses	12 quarter credits
TS4991	Integrated Action Learning I - Project Planning and Action Learning Plan
TS4992	Integrated Action Learning II - Project Completion and Final Report
Total	**96 quarter credits**

Network Technology

Our specialization in Network Technology provides learners with the skills they need to take certification tests in the areas of network administration, network design and network security from Microsoft, Cisco and other leading technology organizations. Some key technologies will be introduced, including local and wide area networking, directory services, network security, authentication schemes, and various operating systems. Innovative software tools and Capella's advanced IT infrastructure enable simulated hands-on learning in a flexible, online environment.

Equally important, as learners work toward various in-demand certifications, our program lets learners continue acquiring the broader critical-thinking, strategic and managerial skills that last a lifetime—and make the IT professional a valuable asset to every department within an organization.

Eight Core Courses + Lab	48 quarter credits
TS3004	Communicating in New Media
TS3005	Undergraduate Learner Success Lab (non-credit)
TS3100	Fundamentals of Web Application Development
TS3110	Fundamentals of E-Business
TS3120	Fundamentals of Project Management
TS3130	Fundamentals of Database Systems
TS3140	Fundamentals of Programming
TS3150	Fundamentals of Network Systems
TS3160	Ethical and Human Side of Information Technology

Three Specialization Courses	18 quarter credits
TS4040	Network Administration
TS4041	Advanced Network Administration
TS4042	Network Design

Three Elective Courses	18 quarter credits
TS4803	System Assurance Security
TS4813	Operating Systems
TS4815	Introduction to Telecommunications
	OR

Choose from Bachelor of Science (BS) - General Degree elective course list.

Two Capstone Courses	12 quarter credits
TS4991	Integrated Action Learning I - Project Planning and Action Learning Plan
TS4992	Integrated Action Learning II - Project Completion and Final Report
Total	**96 quarter credits**

BS Specializations, continued

Project Management

The Project Management specialization focuses on developing skills that are required to effectively lead and manage a complex IT project. This specialization also allows learners to integrate information technologies, business and human interaction skills.

Learners will also be introduced to a variety of topics including assessing product requirements; establishing configuration management; understanding the impact of evolving legal and regulatory issues on a project; understanding team dynamics; and using tools for project planning, estimation, budgeting and risk management. Learners will ultimately integrate IT fundamentals, professional practice and project management specialization course work in an integrated action learning project.

Eight Core Courses + Lab	48 quarter credits
TS3004	Communicating in New Media
TS3005	Undergraduate Learner Success Lab (non-credit)
TS3100	Fundamentals of Web Application Development
TS3110	Fundamentals of E-Business
TS3120	Fundamentals of Project Management
TS3130	Fundamentals of Database Systems
TS3140	Fundamentals of Programming
TS3150	Fundamentals of Network Systems
TS3160	Ethical and Human Side of Information Technology
Three Specialization Courses	**18 quarter credits**
TS4030	Project Estimation and Budgeting
TS4031	Risk Management in Information System Development
TS4032	Motivating IT Professionals
Three Elective Courses	**18 quarter credits**
TS4802	System Assurance Quality and Testing
TS4806	Future of Information Technology
TS4807	Legal Issues in Information Technology

OR

Choose from Bachelor of Science (BS) - General Degree elective course list.

Two Capstone Courses	12 quarter credits
TS4991	Integrated Action Learning I - Project Planning and Action Learning Plan
TS4992	Integrated Action Learning II - Project Completion and Final Report
Total	**96 quarter credits**

Web Application Development

The Web Application Development specialization is appropriate for those whose goal is to create professional, high-quality, Web-based applications. This specialization focuses on the enabling technologies, but also integrates an awareness of business and human realities.

The key concepts of Web application development are emphasized so learners are prepared for the variety of development environments. Some key technologies will be introduced using the Virtual Lab Environment (VLE), including: Enterprise Java-Beans, Common Object Request Broker Architecture (CORBA), Extensible Markup Language (XML), and Open Database Connectivity (ODBC)/Java Database Connectivity (JDBC), and Application Programming Interfaces (APIs). Learners will ultimately integrate IT fundamentals, professional practice and Web application development specialization course work in an integrated action learning project.

Eight Core Courses + Lab	48 quarter credits
TS3004	Communicating in New Media
TS3005	Undergraduate Learner Success Lab (non-credit)
TS3100	Fundamentals of Web Application Development
TS3110	Fundamentals of E-Business
TS3120	Fundamentals of Project Management
TS3130	Fundamentals of Database Systems
TS3140	Fundamentals of Programming
TS3150	Fundamentals of Network Systems
TS3160	Ethical and Human Side of Information Technology
Three Specialization Courses	**18 quarter credits**
TS4010	Presentation Layer: Client Side Programming
TS4011	Application Layer: Server Side Programming
TS4012	Advanced Server Side Programming
Three Elective Courses	**18 quarter credits**
TS4802	System Assurance Quality and Testing
TS4811	Object Oriented Programming in Java
TS4812	Advanced Java Programming

OR

Choose from Bachelor of Science (BS) - General Degree elective course list.

Two Capstone Courses	12 quarter credits
TS4991	Integrated Action Learning I - Project Planning and Action Learning Plan
TS4992	Integrated Action Learning II - Project Completion and Final Report
Total	**96 quarter credits**

Undergraduate Certificates

Foundations in Information Technology

There is a growing need for many professionals in education, business, and government to become more knowledgeable about information technology. These professionals desire an understanding of the latest communication tools and techniques, Web site development, database development, Internet architecture, programming and system lifecycle development strategies, and basic network design and information security.

Five Required Courses	30 quarter credits
TS3004	Communicating in New Media
TS3005	Undergraduate Learner Success Lab (non-credit)
TS3100	Fundamentals of Web Application Development
TS3130	Fundamentals of Database Systems
TS3140	Fundamentals of Programming
TS3150	Fundamentals of Network Systems
Total	**30 quarter credits**

Graphics and Multimedia

As the world moves to Web-enabled applications, there is a large demand for people that can design aesthetically pleasing and high-quality graphic/multimedia content. The certificate in Graphics and Multimedia provides the technical professional with the skills to design and develop graphic-intensive, high quality content, which will improve the popularity of Web sites. These graphics will be developed using professional tools for vector graphics, vector animations and image processing.

Five Required Courses	30 quarter credits
TS3100	Fundamentals of Web Application Development
TS4050	Vector Graphics Animation
TS4051	Web Graphics Production
TS4052	Image Processing
TS4810	Web Design
Total	**30 quarter credits**

School of Technology Degree Programs, continued

Information System Quality Assurance

The growth of new information technology initiatives not only requires additional development personnel, but also testing and quality assurance professionals. The certificate in information system quality assurance covers proven strategies for improving the quality of an information system, including Web-based applications like business-to-business (B2B). Course work will include integrating quality assurance and testing techniques with a strong foundation in programming, analysis, and project management skills.

Five Required Courses	**30 quarter credits**
TS3120	Fundamentals of Project Management
TS4802	System Assurance Quality and Testing
TS3140	Fundamentals of Programming *OR*
TS3100	Fundamentals of Web Application Development
TS4801	Information Systems Analysis and Design *OR*
TS4808	Object Oriented Analysis, Design and Programming
TS4803	System Assurance Security *OR*
TS4807	Legal Issues in Information Technology
Total	**30 quarter credits**

Network Technology

Organizations must continue to administer and upgrade their network infrastructure to ensure continued profitability. These upgrades and ongoing technical support require the expertise of numerous information technology professionals that understand how to design and administer networks. The certificate in Network Technology provides the technical professional with the immediate skills in network administration, network design and network security.

Five Required Courses	**30 quarter credits**
TS3150	Fundamentals of Network Systems
TS4040	Network Administration
TS4041	Advanced Network Administration
TS4042	Network Design
TS4803	System Assurance Security
Total	**30 quarter credits**

Web Application Development

The explosive demand for information technology professionals has created an immediate demand for additional training and education. The certificate in Web application development includes a broad spectrum of courses dealing with major components of professional Web-based development including developmental methodologies, client and server side programming, usability engineering, testing and quality assurance.

Five Required Courses	**30 quarter credits**
TS3100	Fundamentals of Web Application Development
TS4010	Presentation Layer: Client Side Programming
TS4011	Application Layer: Server Side Programming
TS4012	Advanced Server Side Programming
TS4802	System Assurance Quality and Testing
Total	**30 quarter credits**

Web Application Project Management

The growth of information technology projects has created a huge demand for managers and leaders that understand the technology as well as understand business and human considerations. The certificate in Web application project management is designed to familiarize learners with the skills to manage and lead complicated projects, manage risk, and establish outsourcing requirements. Learners will study incremental/iterative development skills necessary for effectively motivating IT professionals including strategies for improving recruiting and retention outcomes.

Five Required Courses	**30 quarter credits**
TS3100	Fundamentals of Web Application Development
TS3120	Fundamentals of Project Management
TS3160	Ethics and Human Side of Information Technology *OR*
TS4032	Motivating IT Professionals
TS4030	Project Estimation and Budgeting
TS4031	Risk Management in Information System
Total	**30 quarter credits**

Web Application Security

There is a tremendous need for information technology professionals that can understand and effectively apply security mechanisms within their organization's information systems and Web-based applications. These professionals will be especially valuable to the success of new e-business initiatives when guarding against hackers and forms of viruses is paramount. These professionals must understand network systems, firewalls and gateways, authentication and encryption techniques, Web application development, programming and analysis.

Five Required Courses	**30 quarter credits**
TS3100	Fundamentals of Web Application Development
TS3140	Fundamentals of Programming
TS3150	Fundamentals of Network Systems
TS4801	Information Systems Analysis and Design *OR*
TS4808	Object Oriented Analysis, Design and Programming
TS4803	System Assurance Security
Total	**30 quarter credits**

Undergraduate Course Descriptions
in Numerical Order by School Prefix

The following course listing cites the most current offerings as of the time that this catalog was prepared. Capella University retains the right to withdraw, modify, or add courses to the existing list without prior notice. These general descriptions indicate the content and topics typically covered in each class. Capella and its faculty reserve the right to modify content based on the particular needs, interests, and abilities of the learner.

BUS3004 - Developing A Business Perspective (6 quarter credits). Learners gain a business perspective of what higher education can do to prepare them for careers in a constantly changing workplace. In addition, learners investigate and practice thinking habits, the new business realities that business professionals must deal with in the 21st century, and develop the research and writing skills needed for success in the undergraduate program. Throughout the course, learners analyze, synthesize, and evaluate business concepts and current topics in light of their personal and professional experiences. This course encourages all learners to broaden their perspective, participate in building a learning community, and tap into the talents and resources of the class. BUS3004 and BUS3005 must be taken concurrently by BS learners in their first quarter. ***Cannot be fulfilled by transfer.***

BUS3005 – Undergraduate Learner Success Lab (non-credit). This lab is designed to provide new undergraduate learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a degree completion plan. BUS3005 is an advisor-led course taken in the first quarter, in conjunction with BUS3004. ***Cannot be fulfilled by transfer.***

BUS3010 - Fundamentals of Management and Leadership (6 quarter credits). This course examines the five primary forces that drive contemporary business. Learners discover the implications for organizational management and collaborative leadership within a changing business climate. Teams of learners interview businesses to gain insight into the real-world demands of contemporary management and leadership.

BUS3020 - Fundamentals of E-Business (6 quarter credits). This course presents an understanding of the fundamentals of e-business, the acquisition of hands-on experience with e-business technology, an evaluation of the primary management considerations in the development process of commercial e-business systems, an assessment of the implications of an e-business initiative, and the development of an e-business technological and management plan for an enterprise.

BUS3030 - Fundamentals of Marketing and Sales (6 quarter credits). This course examines the fundamentals of marketing and sales, and the following fundamentals: market research and planning; product differentiation and positioning; marketing communications; differences between consumer and business markets; and relational marketing and sales strategy. Learners prepare a marketing and sales plan for a simple product offering and a corresponding marketing and sales strategy.

BUS3040 - Fundamentals of Human Resource Management (6 quarter credits). This course is designed to help learners develop an understanding of the fundamentals of human resource management, explore the 'human capital' perspective of employees as the principal economic asset of the enterprise, examine 'human capital' development, study how the human resource management function is evolving in different types of organizations and underscore the implications for human resource professionals. A case study to identify and understand the evolving talents, motivations, and needs of different types of employees from different generations, backgrounds, and personality types is assigned to learners.

BUS3050 - Fundamentals of Organizational Communication (6 quarter credits). This course assists learners to develop an understanding of the fundamentals of organizational communication, explore the interrelationship of organizational communication, symbols, culture, and performance, learn effective communications practices in relationships internal and external to the enterprise, and realize how they contribute to successful organizational performance. Through participation in a case study, learners experience how the interrelated organizational communication factors function in an enterprise.

BUS3060 - Fundamentals of Finance and Accounting (6 quarter credits). This course content enables learners to gain knowledge of the fundamentals of finance and accounting, understand and create the standard financial statements of a simple enterprise, and evaluate the financial condition of this simple enterprise, from the different perspectives of various financial institutions, using typical financial ratios and metrics. Learners practice reading and deciphering annual reports of more complex publicly traded enterprises to interpret explanatory footnotes, and to relate financial statements to the business performance of the enterprise.

BUS4011 - Virtual Team Collaboration (6 quarter credits). Practical communication and collaboration skills for effective participation in and leadership of teams in a virtual networked context are examined. Various forms of collaborative leadership will be examined and learners participate in collaborative leadership experiences in a virtual networked organizational setting. *Prerequisite(s): BUS3010*

BUS4012 - Leadership in Organizations (6 quarter credits). The art and science of leadership in the networked enterprise at different organizational levels and perspectives are examined. Personal characteristics of effective leaders including coaching skills, personal integrity, trustworthiness, a courageous and generous heart, and an ability to engage the active participation of others in leadership are studied. *Prerequisite(s): BUS3010*

BUS4013 - Organizational Structure, Learning, and Performance (6 quarter credits). Various types of organizational structures that influence organizational intelligence, learning ability, and practical performance of an enterprise are presented and studied. Special attention will focus on the adaptive and responsive organization and its relationship to enterprise stakeholders and environment. A collaborative case study to illustrate the interrelationship of organizational structure, learning, and performance is presented. *Prerequisite(s): BUS3010*

BUS4021 - E-Business Technology Infrastructure (6 quarter credits). Key characteristics of the Internet and related technologies are explored for their implications to development of successful e-business enterprise models. The history and future possibilities of e-business technology to provide a context for management in an evolving field are examined. An e-business technology plan for an enterprise, including scenarios on the plausible future of e-business driven by technological change, is developed. *Prerequisite(s): BUS3020*

BUS4022 - E-Business Sourcing, Marketing, and Sales (6 quarter credits). Through participation in a case study learners examine the integrated and interrelated factors involved in e-business sourcing, marketing, and sales for a new e-business initiative creating a new e-business enterprise model. E-business-enabled supply chain and logistics, marketing operations and strategy, and sales cycle and management are addressed. Learners prepare an e-business sourcing, marketing, and sales plan for an enterprise. *Prerequisite(s): BUS3020*

BUS4023 - E-Business Project Implementation (6 quarter credits). This course will help learners identify the key factors for success in the implementation of e-business projects. Learners participate in a case study to illustrate the nature of the e-business technology development process, risk management issues, and the uncertainty and surprise-filled potential of the rapidly evolving field. Special attention is given to nurturing effective working relationships with diverse stakeholders and the e-business initiative. *Prerequisite(s): BUS3020*

BUS4031 - Marketing, Sales, and Channel Management (6 quarter credits). An understanding of marketing, sales, and channel management as an integrated and interrelated process is developed. A case study that illustrates the mutual interdependencies of marketing, sales, and channel management for success in a new product launch helps learners explore both the strategic and operational aspects of marketing, sales, and channel functions. Learners prepare and present a plan for marketing, sales and channel management. *Prerequisite(s): BUS3030*

Undergraduate Course Descriptions, continued

BUS4032 - Customer Psychology and Marketing Research (6 quarter credits). In this course learners explore market research on the psychology of customers, including: Why do customers buy? What are the surface reasons of customers for buying? What are the deep needs customers are attempting to satisfy when they buy? What is the significance of customer trust and membership-in-community with the enterprise? The methodology and assumptions underlying the market research on customer psychology are examined. *Prerequisite(s): BUS3030*

BUS4033 - Brand Identity and Marketing Communications (6 quarter credits). Learners explore multiple forms of marketing communications media and messages in this course, including the hidden power of word-of-mouth marketing and the expanding media of the Internet. The over-communicated nature of the marketplace is explored for the practical significance of focusing brand identity and selecting marketing communications. *Prerequisite(s): BUS3030*

BUS4043 - Compensation and Benefits Management (6 quarter credits). This course content addresses the trends and evolution of compensation and benefits at both the strategic and operational dimensions. Evaluation of costs associated with various approaches to compensation and benefits is explored. Learners participate in a case study involving selected compensation and benefit issues and integrate their learning by preparing and presenting a compensation and benefits plan for an enterprise. *Prerequisite(s): BUS3040*

BUS4044 - Legal Issues in Human Resource Management (6 quarter credits). The primary orientation of the course is to enable learners to recognize the spirit and purpose of the legal framework of enterprise so that they can embrace compatible strategies and avoid cutting corners in the short-run, which can ultimately result in major disasters. Case studies illustrating how a minor legal issue can either be managed well or spiral into an unmanageable legal, financial, and public relations mess are studied. *Prerequisite(s): BUS3040*

BUS4045 - Recruiting, Retention, and Development (6 quarter credits). The primary focus of this course is on the characteristics and motivations of people of different backgrounds and the match between their needs and aspirations and the relevant characteristic of the employing enterprise. The practical operations of recruiting, retention, and development of employees are examined. Special attention is paid to effective performance review processes and its relationship to coaching and mentoring. *Prerequisite(s): BUS3040*

BUS4801 - Ethics and Enterprise (6 quarter credits). Learners develop the ability to recognize and exercise leadership in significant enterprise-wide ethical and human matters. Case examples and projects highlight the ethical and human dimensions of enterprise. Special attention is given to studying how commitment to social and environmental ethical responsibility can be compatible and complementary with the economic success of the enterprise and satisfaction of enterprise stakeholders.

BUS4802 - Change Management (6 quarter credits). In this course, learners gain an understanding of the knowledge and skills required to lead, facilitate, and support change management. Case studies to gain an understanding of the unfolding dynamics of planned and unplanned change in organizations are presented. Networked many-to-many communications and language change are addressed as primary resources for effective change management. Trust building, fear-containment, and broad participation in the change process receive special attention.

BUS4991 - Integrated Action Learning I - Project Planning and Action Learning Plan (6 quarter credits). This capstone course pulls together the business tools acquired during the Capella undergraduate experience to demonstrate how they are applied in today's business environment. Each learner develops an idea for a product/service and creates a company strategic plan to produce a selected product/service. *Prerequisite(s): Completion of at least 78 upper division credits. Cannot be fulfilled by transfer.*

BUS4992 - Integrated Action Learning II - Project Completion and Final Report (6 quarter credits). This capstone course continues to pull together the business tools acquired during the Capella undergraduate experience to demonstrate how they are applied in today's business environment. Each learner defines a 5-year business plan for a selected product/service. *Prerequisite(s): BUS4991. Cannot be fulfilled by transfer.*

COM3021 - Effective Group Communication (6 quarter credits). This course covers the critical role that communication plays in creating and maintaining relationships within small groups. Topics include communication as a community-building competence, the power of collaborative language and the use of symbols and rituals as transformative leadership arts. Discussions cover the potential that new networked communication technology holds for collaborative communication.

COM3022 - Effective Writing Skills (6 quarter credits). Writing skills applicable to a variety of situations in business and elsewhere are developed. Course work places equal emphasis on writing as a way of communicating with clarity and as a way of thinking with precision. Learners strengthen their ability to incorporate good grammar and good logic into their written communication through hands-on exercises including informal email writing and formal report writing.

HUM3011 - Cultures of the World (6 quarter credits). Course content focuses on the diversity of world cultures and the lessons those cultures hold for understanding one's own culture. Learners develop an eye for seeing cultures through an historic lens, recognizing patterns of change in world cultures, identify the practical implications of cultural change, and contrast the mixed pre-modern, modern and post-modern cultural influences at work in India and North America.

HUM3012 - Culture and Values Across Generations (6 quarter credits). This course helps learners identify and understand cultural fault lines and common themes found across generations. The 'generation gap' is examined for people in North America, Europe, Japan and India. Practical implications of the generation gap are compared in each culture studied, with special emphasis on technology and spirituality in these comparisons.

MNS3041 - Applied Statistics (6 quarter credits). This course examines the tools necessary to define and frame practical statistics research problems, gather data, and apply statistical methods of analysis. Exercises will develop learners' abilities to interpret statistical analysis results. Particular emphasis will be placed on critical examination of the practical significance and value of statistical analysis in a variety of situations.

MNS3042 - Introduction to Complexity Science (6 quarter credits). The primary focus of this course content is on the examination of how small forces in complex systems can cause significant outcomes. Learners review examples of fractal mathematics and simulations of complex systems. The course helps learners develop an eye for identifying and observing the workings of complexity science in real-world, everyday systems.

SOC3031 - Economic and Technological History of the 20th Century (6 quarter credits). The interwoven pattern of economic and technological development over the past century is explored. Topics of special focus include the development of the automobile in the first half of the 20th century and the development of computers in the latter half of the century. Discussions examine the social, cultural and political implications of these two economic and technological developments.

SOC3032 - Applied Sociology (6 quarter credits). An examination of the sociology of action research, specifically the close relationship between researching a sociological community and positive change in the social system under examination are presented. A special emphasis is given to the 'appreciative inquiry' of applied sociological action research methodology. Learners practice this research method by interviewing members of a social system using positive, affirming and appreciative social research questions.

TS3004 - Communicating in New Media (6 quarter credits). Learners gain an IT perspective of what higher education can do to prepare them for careers in a constantly changing workplace. In addition, learners investigate and practice thinking habits, research various IT perspectives or specializations, and practice writing skills needed for success in their program. A number of new media types are explored in this course, including collaborative and communication tools and techniques. Throughout the course, learners analyze, synthesize, and evaluate concepts and current topics in light of their personal and professional experiences. This course encourages all learners to broaden their perspective, participate in building a learning community, and tap into the talents and resources of the class.

TS3004 andTS3005 must be taken concurrently by BS and Certificate learners in their first quarter. *Cannot be fulfilled by transfer or petition.*

TS3005 - Undergraduate Learner Success Lab (non-credit). This lab is designed to provide new undergraduate learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a Degree Completion Plan or a Certificate Completion plan. TS3005 is an advisor-led course taken in the first quarter, in conjunction with TS3004, and carries no credit. *Cannot be fulfilled by transfer or petition.*

TS3100 - Fundamentals of Web Application Development (6 quarter credits). This course emphasizes Web application development fundamentals and engages the learner with the intellectual and software tools necessary for developing professional Web applications. The learner gains experience with the professional process of planning and developing prototype Web applications. The learner develops a personal web site that serves as an e-portfolio and resume of the learning performance at Capella University.

TS3110 - Fundamentals of E-Business (6 quarter credits). This course provides an understanding of e-business strategies and technologies. Through readings, class discussions, and exercises, learners gain an understanding of the factors needed to launch and succeed in business in the electronic marketplace. Learners are introduced to the following topics: creating an online business concept; assessing markets, competition and customers; assessing technical infrastructure requirements; understanding security and data privacy risks; and understanding the importance of legal and regulatory issues. Learners apply this understanding when they develop an e-business plan.

TS3120 - Fundamentals of Project Management (6 quarter credits). This course emphasizes the critical activities associated with managing and leading information technology projects. It includes vendor management, configuration management, project estimation, risk management, and managing cross-functional and multi-national teams. Case studies of information technology project successes and failures are explored. Learners build and apply a project plan during this course. Learners are also introduced to software management practices within the Software Engineering Institute's Capability Maturity Model.

TS3130 - Fundamentals of Database Systems (6 quarter credits). This course introduces database analysis, database design, and N-tiered client server database systems. Topics include database structures, data dictionaries, data analysis, and common database applications. Learners develop an application in a popular database system. Advanced discussion topics include database scripting (SQL), API interfaces, database connectivity technologies (ODBC/JDBC), and data warehousing multidimensional databases and data mining methods that extract useful information from the data warehousing. A problem-based approach using SQL is used in this course.

TS3140 - Fundamentals of Programming (6 quarter credits). This course covers the software engineering fundamentals necessary for good programming practice. Current techniques used in large-scale information system software development are introduced, including requirements analysis, functional specification, system design, implementation, testing and maintenance. A problem-based approach using practical examples is used. Learners are also introduced to software engineering practices within the Software Engineering Institute's Capability Maturity Model.

TS3150 - Fundamentals of Network Systems (6 quarter credits). This course provides an introduction to computer networks, protocols, TCP/IP and the Internet. The course also introduces network performance analysis, security issues, firewalls, SSL, digital certificates, encryption techniques, and types of authentication (strong and weak). The learners apply their knowledge in a project that is designed to give them first hand experience in building a networked application and/or analyzing and evaluating the performance of protocols and applications.

TS3160 - Ethical and Human Side of Information Technology (6 quarter credits). This course uses specific case examples and projects to explore the ethical and human dimensions of information technology within organizations and in relationships with customers, partners, and society. Learners develop the ability to recognize, to take seriously and to exercise leadership in significant ethical and human matters related to information technology. *Cannot be fulfilled by transfer.*

TS4010 - Presentation Layer: Client Side Programming (6 quarter credits). This course focuses on advanced client side programming with a basic introduction to server side programming. It is an extension of TS3100 Fundamentals of Web Application Development. Topics include dynamic HTML, JavaScript, Java Applets, cascading style sheets, design templates, and principals of user-centered design. Learners are also introduced to multimedia and plug-in functionalities. The course includes a basic introduction to CGI programming and Server Side Includes (SSI). Learners apply their knowledge of client side programming as they enhance their personal e-portfolio Web site and construct a rudimentary e-business site. *Prerequisite(s): TS3100*

TS4011 - Application Layer: Server Side Programming (6 quarter credits). This course provides the learner with the skills to build a professional web application with interfaces to an existing database. It builds upon the knowledge gained from TS3100 and TS4010. It expands upon the CGI skills touched upon in TS4010. It covers several mechanisms for interfacing a Web site with a back-end database (ASP.NET, ADO.NET, etc.), and providing dynamically created web pages to the client. The learners utilize CGI scripts to access a database. The learners also utilize an industry standard tool to interactively create a database aware Web site. The concepts of JDBC and ODBC are presented in support of these activities. Learners are introduced to mechanisms to improve performance of web applications. The learners expand the business Web site created in TS4010 interfacing it to a relational database. *Prerequisite(s): TS4010. It is suggested that TS3130 Fundamentals of Database Systems; and TS4808 Object Oriented Analysis, Design, and Programming be taken prior to this course.*

TS4012 - Advanced Server Side Programming (6 quarter credits). This course introduces the learner to more complex but also more flexible technologies supporting reusable business logic on the server. The learner is introduced to Enterprise Java Beans (EJBs), their capabilities and contexts for use. It is expected that the learner has a good knowledge of Java and is acquainted with Java Bean technology, although the concept of Java Beans will be refreshed in the class. The learner is introduced to distributed object technology. The technologies of CORBA, DCOM, and .NET are also explained and compared. The learner accesses information on a remote database to display the results of computations on this data to a client's web page using both JSP and ASP technology. The course also describes how extensible markup language (XML) is utilized by Internet agents to share information between diverse business units. *Prerequisite(s): TS4011*

TS4030 - Project Estimation and Budgeting (6 quarter credits). This course focuses on the critical aspects of planning an information technology project including estimating the effort, schedule, cost, and required quality level of the resulting IT product. Using readings, online discussions, practical exercises, and computer-based tools, learners develop skills to systematically estimate the projects that they are involved in. *Prerequisite(s): TS3120*

TS4031 - Risk Management in Information System Development (6 quarter credits). This course provides an overview of proven risk management techniques that information technology project managers and project leaders use to better meet their project estimates. Using readings, online discussions, practical exercises, and computer-based tools, learners develop skills to systematically manage project risks. *Prerequisite(s): TS3120*

TS4032 - Motivating Information Technology Professionals (6 quarter credits). This course introduces strategies for improving job satisfaction, teamwork, and creativity within the team. Through readings, case study analysis and online discussions, learners understand how to effectively motivate IT professionals. *Prerequisite(s): TS3120*

TS4040 - Network Administration (6 quarter credits). This course focuses on the latest network operating systems (NOS) concepts and tools, to administer a local area network (LAN). Topics

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include planning, installing, configuring, optimizing, securing, printing, and troubleshooting networks. Upon completion, learners will have a solid understanding of network administration practices in a productive environment. In addition, learners will be able to take one of the industry certification exams after completing this course. *Prerequisite(s): TS3150*

TS4041 Advanced Network Administration (6 quarter credits). This course is a continuation of IT4040 focusing on enterprise and wide area networks (WAN). Topics include advanced WAN concepts such as directory services, authentications, advanced connectivity issues, traffic, advanced security issues, remote access, remote management, advanced multi-protocol concepts, and monitoring network performance. Upon completion, learners will have a solid understanding of administering wide area networks. In addition, learners will be able to take one of the industry certification exams after completing this course. *Prerequisite(s): TS4040*

TS4042 - Network Design (6 quarter credits). This course focuses on the design and integration of multi-protocol networks (local area networks and wide area networks) forming an enterprise network. Designing intranets, virtual local area networks, firewalls using different Internet-working devices and media will be carefully studied based on different situations taking into consideration cost, compatibility, expandability, security, and future requirements. In addition, learners will be able to take one of the industry certification exams after completing this course. *Prerequisite(s): TS3150*

TS4050 - Vector Graphics Animation (6 quarter credits). The course will cover the basic functionality of Web animation and interactivity. You will learn to illustrate with Flash, using animation techniques and special effects. Flash files produce resizable compact full-screen navigation interfaces, technical illustrations, long-form animations, and other dazzling site effects. Flash enables Web designers to import artwork from their favorite bitmap or illustration programs, apply transparency, create morphing effects, add interactivity and sound, and animate them over time. Unlike bitmapped images that are optimized for a single resolution, vector images can adapt to multiple display sizes and resolutions. This is ideal for displaying Web sites uniformly on set-top boxes, hand-held computers, or PCs. You will learn how to embed exported Flash movies into HTML documents for play in a browser. *Prerequisite(s): TS3100*

TS4051 - Web Graphics Production (6 quarter credits). This course covers creating, editing, and animating Web graphics using bitmap and vector tools. Learners use export controls to optimize images, with advanced interactivity, and export them into Macromedia Dreamweaver and other HTML editors. Learners will be able to launch and edit Fireworks graphics from inside Dreamweaver or Macromedia Flash. Learners use tools to help them efficiently manage graphic layers, behaviors, and colors and improve Web page loading. *Prerequisite(s): TS3100*

TS4052 - Image Processing (6 quarter credits). This course is for Web designers who wish to create and have optimum control over the images used in a Web site. Learners will use Photoshop, the industry-standard program for image editing, Web site design, digital photography, collage, prepress production and fine art. Learners will be able to use the traditional bitmap image editing features combined with a new vector feature which provides control when compositing photographic pixel-based images and crisp, resolution-independent type. While the bigger focus in this course is image processing for the Web, learners will be able to use the same image for high DPI print media, such as brochures and catalogs. It is suggested that learners have access to a scanner or digital camera. *Prerequisite(s): TS3100*

TS4801 - Information Systems Analysis and Design (6 quarter credits). This course examines the process of developing an information system from conception to implementation. Although the focus is upon the traditional system development methods, alternative methods are also described. These alternative methods include object oriented, rapid application development, and joint applications development. Various systems analysis and design tools are used as part of the process.

TS4802 - System Assurance Quality and Testing (6 quarter credits). This course covers proven strategies for improving the quality of an Information System through quality assurance and testing methods. Learners review system requirements for testability, participate in simulated design and code inspections, explore testing strategies, and prepare test plans. Learners are introduced to a common list of quality characteristics and methods to obtain them. Process improvement strategies and models are also discussed.

TS4803 - System Assurance Security (6 quarter credits). This course provides additional detail on network security and information systems. This course is geared for the network administrator who must implement security strategies to protect their organization from exposure to the Internet. It also helps network designers incorporate security-conscious designs. The course presents strategies to guard against hackers and forms of viruses; describes firewalls and gateways; and explores authentication and encryption techniques. The course also covers a list of the most often used methods for attacking a network system and how to defend against them.

TS4806 - Future of Information Technology (6 quarter credits). This course is intended to acquaint you with the potential that information technology has to affect our lives in the future. The course will explore both positive and negative aspects of the future. Learners study the historical development of information technology to obtain a perspective for understanding legacy systems, for assessment of current trends and for anticipating future possibilities. This course develops strategic skills to help learners anticipate and participate in the next wave of information technology.

TS4807 - Legal Issues in Information Technology (6 quarter credits). This course provides an analysis of rapidly evolving legal issues associated with information technology and e-business. Topics include intellectual property, privacy rules, encryption regulations, and current legislative activities. This course emphasizes the technical aspects associated with these legal issues so learners can prepare for the upcoming changes in their profession. New laws may impact the design of web applications, e-business strategies, and many other IT activities.

TS4808 - Object Oriented Analysis, Design, and Programming (6 quarter credits). This course introduces object-oriented analysis and design concepts using the universal modeling language (UML) and the Java programming language. Sound practices for the design, construction, testing and debugging of object-oriented software applications are emphasized. This course also introduces patterns. A problem-based approach to object-oriented analysis and design concepts is used in this course.

TS4809 - Data Warehousing and Data Mining (6 quarter credits). This course introduces data warehousing and data mining concepts. Learners develop an understanding of the principles and techniques associated with storing large amounts of organizational data and using automatic data retrieval methods. This course also emphasizes the statistical techniques involved in data extraction. A scaled down version of a data warehousing/data mining effort will be developed in the course.

TS4810 - Web Design (6 quarter credits). This course is for people who already know the basic techniques of creating a web page and want to improve the aesthetics, design and usability of their Web site. This course specifically covers general design elements of page layout and typography as it relates to web pages. It will be assumed that the learner knows something about optimum file size for graphics, safe colors, screen size resolution as it relates to page size, system platform differences and browser differences. *Prerequisite(s): TS3100*

TS4811 - Object Oriented Programming in Java (6 quarter credits). This is an intermediate level object-oriented programming course using Java. As prerequisite, learners should have prior programming knowledge of either C or C++. Experience in other languages—Visual Basic, Smalltalk, COBOL, etc., will also be acceptable. Focus of the course will be on developing applications using the Java Software Development Kit (SDK), with numerous example programs and a course project. The course will also explore how Java relates to various features of C, C++ and C#.

TS4812 - Advanced Java Programming (6 quarter credits). This course extends the topics covered in TS4811 by covering several advanced features of Java programming. It is intended for learners who understand the fundamental Java programming concepts and who now want to explore some of the advanced Java programming topics. The

primary focus of this course is on the advanced features and libraries of the Java2 platform. ***Prerequisite(s): TS4811***

TS4813 - Operating Systems (6 quarter credits). This course is an introduction to fundamental concepts in operating systems. Topics include main memory management, virtual memory, I/O and device drivers, and secondary storage management and file systems. Practical examples using the Unix operating system will be explored, including study of process, file structures, and inter-process communication. The course will explore how key concepts are implemented in Unix compared to other leading operating systems including Windows-based and Linux.

TS4814 - Wireless Web Programming (6 quarter credits). This course provides an overview of the evolving wireless technologies and the wireless application protocol (WAP). WAP is the de facto worldwide standard for providing Internet communications and advanced telephony services on digital mobile phones pagers, personal digital assistants and other wireless terminals. Learners will use simulation software to design and debug wireless web applications using wireless markup language (WML) for Internet-enabled phones. This course will focus on the wireless application protocol (WAP), the standard currently prevalent in North America and Europe but will also touch on protocols and services used in other parts of the world.

TS4815 - Introduction to Telecommunications (6 quarter credits). This course introduces basic concepts and structural components of the telephony and voice telecommunications industry. It will introduce and explore a telecommunications platform that includes switching, wiring, and networking, as well as facilities that provide and support telecommunications. PBX switching and telecommunications are covered. In addition, the course will survey the state of convergence of communications technologies.

TS4816 - Mobile Device Programming (6 quarter credits). This course provides an overview of the tools and languages used to program native applications for mobile devices such as personal digital assistants and mobile phones. Unlike wireless web applications, native applications run directly on the device hardware and do not require wireless connectivity to operate. Examples include productivity applications such as digital forms, collaboration applications such as instant messaging and database synchronization, and entertainment applications such as games and audio/video players. While the tools used for native applications are based on the tools used for traditional programming, the differences in technical architecture and user interface design are significant. This course will cover the fundamentals of designing and building applications for mobile devices.

TS4899 - Special Topics in Information Technology (special interest alternate) (6 quarter credits). This course enables learners to propose and conduct a study of special topics of interest related to information technology. Appropriate course topics address an area of study that complements the learner's past experience and learning objectives. The course typically involves learners, working on individual learning plans, in the context of a learning community. ***Special permission is required for registration.***

TS4991 - Integrated Action Learning I - Project Planning and Action Learning Plan (6 quarter credits). This course initiates the integrated action learning project proposed by learners. Learners prepare a project plan that includes details of their project, deliverables, dates when they will be completed, and the associated learning that will be exhibited. ***Cannot be fulfilled by transfer. Note: Learners should not plan to take this course until their second to last quarter.***

TS4992 - Integrated Action Learning II - Project Completion and Final Report (6 quarter credits). This course completes the integrated action learning project proposed by learners. Learners implement their plan and record weekly status on their Web sites of their progress, issues, decisions, and learning. At the conclusion of the course, learners complete their projects and summarize their results in a final report. ***Prerequisite(s): TS4991. Cannot be fulfilled by transfer.***

Graduate Course Descriptions
in Numerical Order by School Prefix

The following course listing cites the most current offerings as of the time that this catalog was prepared. Capella University retains the right to withdraw, modify, or add courses to the existing list without prior notice. These general descriptions indicate the content and topics typically covered in each class. Capella and its faculty reserve the right to modify content based on the particular needs, interests, and abilities of the learner.

ED502 - Survey of Human Resource Development Research (4 quarter credits). In this course, learners will explore the values, purposes, methods and processes of Human Resource Development (HRD) research. The focus will be on identifying how theory and research can be practical tools to solve HRD challenges that practitioners face on a daily basis. This course is only applicable to learners enrolled in the School of Education Professional Development's Training and Development Specialization.

ED722 - Interface Design (4 quarter credits). Almost all communication in online learning is visual. For this communication to be effective, the instructional designer must consider both functionality and appeal. This includes issues such as screen layout, color, navigation, and the use of graphics and video. This course also deals with the non-visual interfaces of sound, and user input via keyboard, mouse, voice and touch. This course provides practical guidance for designing all interfaces to be effective and attractive.

ED724 - Project Management for Multimedia Development (4 quarter credits). The design and development of online multimedia courses require the coordination of a variety of people doing very different tasks. Each member of the project team has to produce what is required in a timely fashion within a prescribed budget. This course deals with a wide range of issues in project management, including budgeting and final roll out. The course provides insights and tools that will help the new instructional designer effectively manage a project.

ED812 - The Governance of Educational Institutions (4 quarter credits). This course examines models of the governance of educational institutions, including formal and informal settings as well as traditional and non-traditional models.

ED814 - Evaluating the Effectiveness of the Educational Process (4 quarter credits). This course explores a variety of evaluation techniques to examine individual educational programs or entire educational systems. It also provides theoretical frameworks upon which evaluations are based.

ED815 - The Future of Educational Institutions: Topics and Trends (4 quarter credits). Based on an examination of the formative ideas which have shaped educational institutions, this course explores both the theory and practice of changing educational institutions to meet future needs. An understanding of the philosophy of American education, as well as a knowledge of institutional change, will be necessary in this course.

ED818 - The Future of Teaching and Learning: Issues for the Educational Leader (4 quarter credits). To develop and exercise stewardship of a vision that will lead an educational institution into the future, the school leader must be aware of the rapidly increasing body of research about teaching and learning. Recent technological advances have made possible new research about the brain and how people learn. This course will examine current brain research and implications for instruction, the use of technology in the classroom, and new thinking about educational reform.

ED820 - Principles of Educational Administration (4 quarter credits). This course offers an examination of the basic principles of administrative theory and practice. Models of administration from business and public administration, as well as theoretical constructs from various disciplines are explored.

ED822 - The Funding of Educational Institutions (4 quarter credits). This course examines the many issues surrounding the funding of public education. The focus is on present and future funding patterns.

ED823 - Education and the Law (4 quarter credits). This course explores constitutional, statutory and case law as related to primary and secondary school settings. Both federal and state legislation are examined.

ED824 - Climate and Structure of the Learning Environment (4 quarter credits). This course examines theories and practices of the structure and climate of the learning environment, as well as policies and procedures of personnel management and supervision. Topics may include open classrooms, competency-based curricula, and mainstreaming learning disabled and physically challenged learners.

ED825 - Curriculum Development (4 quarter credits). This course explores implementation and assessment of curricula based on historical and theoretical perspectives. Learners may examine curricula from any educational setting.

ED828 - Intellectual Development and Learning Styles across the Lifespan (4 quarter credits). This course covers the major theories of development and learning styles and is meant as a complement to the Human Development and Behavior Foundation course. Various learning and motivation theories and how they apply to the different developmental stages are explored.

ED829 - Theory and Methods of Educating Adults (4 quarter credits). The purpose of this course is to apply adult development theory in order to develop an understanding of the roles of the facilitator and the learner in adult education; and to become skillful in the selection and use of appropriate methods, techniques and materials for achieving particular learning objectives.

ED830 - Coaching for High Performance (4 quarter credits). In this course participants learn to effectively guide individuals to improved learning, decision making and performance. Topics to be covered include: the role of coaching in organizational performance systems; several theoretical approaches and models for coaching; essential knowledge, skills and attitudes for effective coaching; assessment of client needs; and communication skills and techniques for supporting the client through personal and professional change. Through extensive work on both theory and practice, participants will become confident and effective mediators of people seeking to improve the quality of their personal or professional lives.

ED834 - Higher Education and the Law (4 quarter credits). This course explores constitutional, statutory and case law as related to higher education school settings. Both federal and state legislation are reviewed with implications for both public and private higher education institutions.

ED836 - The Collaborative Nature of Adult Education (4 quarter credits). The successful education of adults is a collaborative effort between the learner and the facilitator. This course explores such areas as the theoretical and practical changes necessary to place adult education in a collaborative mode, a partnership of learning between colleagues.

ED837 - Funding and Managing Education Enterprises (4 quarter credits). Private and public funding patterns are examined and learners explore practical fund-raising plans. Also considered is the management function which includes personnel matters as well as marketing and evaluation. Evaluation methods to assure quality and accountability are also explored.

ED838 - Teaching and Learning with Diverse Populations (4 quarter credits). This course explores teaching and learning principles and practices as applied to diverse, multicultural populations.

ED839 - International Aspects of Adult Education (4 quarter credits). This course explores adult education from an international perspective. Emphasis is on the comparative analysis of adult educational systems in terms of individual philosophy, goals and methods.

ED840 - The Politics of Higher Education (4 quarter credits). This course involves an examination of the differing and changing perceptions of the role of higher education in America. The politics of competition for resources, the expectations of consumers and providers, and the role of state and local government are examined.

ED841 - The History of Higher Education (4 quarter credits). This course examines the history of colleges, universities, and other postsecondary institutions from colonial times to the present. The focus is on the major trends in postsecondary education which reflect the needs and provide leadership in the social structure.

ED846 - Instructional Design for Distance Education (4 quarter credits). This course introduces learners to the increasing societal demands to deliver education in new and innovative ways. The course will enable learners to design instructional applications in a distance education setting. *Prerequisite(s): ED851*

ED851 - Principles of Learning and Instructional Design (4 quarter credits). This course provides an introduction to instructional design from a theory-based treatment of the instructional design process, including the design of instructional strategies.

ED852 - Ethics and Social Responsibility in Distance Education (4 quarter credits). This course analyzes, from both conceptual and applied points of views, the interaction between education and society. Through an examination of basic assumptions, attitudes and values, learners build an ethical foundation for understanding the issues and policies related to distance education.

ED853 - Elementary School Administration (4 quarter credits). This standards-based introductory course in elementary school administration considers current theories, principles and practices needed for effective elementary and middle school administration. The key role of the administrator in the success of all students and the continuous improvement of staff and programs will be a central focus of the course. Standards for school leaders form a framework for the course which examines relevant issues including governance, leadership, curriculum and instruction, staff development, community engagement, technology, use of data, and school improvement.

ED854 - Secondary School Administration (4 quarter credits). This standards based introductory course in secondary school administration considers current theories, competencies, skills, and practices needed for the effective administration of secondary schools. The key role of the administrator in the success of all students and the continuous improvement of staff and programs will be a central focus of the course. In addition to literature specific to high school reform, issues of governance, shared leadership, organizational structures, curriculum, planning, scheduling, school improvement, use of data, staff development, technology, and community engagement will be examined and discussed.

ED855 - Higher Education Administration (4 quarter credits). Analysis of Theory, policies and procedures involved in administering institutions of higher education.

ED857 - Personnel Administration (4 quarter credits). This course will address staffing, assignment, policy making, salary negotiation, grievance procedures, records, supervision and evaluation of professional and non-professional employees.

ED895 - Special Topics for Distance Education (4 quarter credits). This course provides learners an opportunity to study specific or innovative areas of interest within the area of distance education.

ED898 - Special Topics in Educational Administration (4 quarter credits). This course focuses on individualized special topics in educational administration and supervision. Learners propose appropriate course topics that are not covered in any of the above electives.

ED899 - Special Topics in Education (4 quarter credits). Learners propose appropriate course topics that are not covered in any of the electives.

ED900 - Internship in Education (4 quarter credits). As a guideline, enroll for 4 quarter credits for each 150 hours of internship experience. A journal or paper describing the internship experience is required.

ED901 - Internship in Educational Administration (8 quarter credits). This is a field-based experience involved in the activities and responsibilities related to the administrative functions to the school administrator/supervisor. A journal/portfolio along with a log of management activities describing the completed internship experience is required.

ED903 - Internship for the Superintendency (8 quarter credits). This is a field-based experience involved in the activities and responsibilities related to the administrative functions of the superintendent. As a guideline, 300 hours of field experiences must be documented. A journal/portfolio along with a log of management activities describing the completed internship experience is required.

ED5004 - Societal and Cultural Change (4 quarter credits). Understanding the impact of social and cultural differences, diversity, and change is a fundamental competency of educators. This is a foundation course for master's learners that will introduce themes that persist throughout the degree program. Societal and Cultural Change prepares learners to lead in the field of education by addressing theories of change and strategies of the change agent. A broad array of theories and readings will cover the spectrum of social change and its affect on education. As a result learners will understand the complexity of a diverse classroom population and the impact of social movements. Assessment of learning will consist of evaluation of the ability to analyze and synthesize course materials and demonstrate critical thinking. *Cannot be fulfilled by transfer.*

ED5005 - Master's Learner Success Lab (non-credit). This lab is designed to provide new Master's learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a Degree Completion Plan. ED5005 is an advisor-led course taken in the first quarter, in conjunction with ED5004, and carries no credit. *Cannot be fulfilled by transfer*.

ED5006 - Survey of Research Methodology (4 quarter credits). This course presents an overview of the general approaches to research methodology at the graduate level. It deals with the quantitative and qualitative approaches to rigorous scholarly inquiry and the major research methodologies. This course is aimed primarily at Masters level learners although PhD learners may take it as an elective.

ED5990 - Integrative Project (4 quarter credits). MS learners demonstrate proficiency in integrating learning from Required, Specialization, and Elective courses by completing an analysis of an organization or system, or the design of a new application in their professional field. This course is intended for School of Education learners.

ED7001 - Professional Writing for Graduate Learners (4 quarter credits). This course aims to refine the basic skills necessary for professional writing. Through weekly exercises, the course instructs learners in composing clear, concise, elegant, and grammatical language that reflects their personal writing style. Through short writing assignments, the course also allows learners to become more effective at explaining through description and definition. The course does not require a research paper.

ED7002 - Advanced Writing Concepts (4 quarter credits). The four distinguishing characteristics that define quality writing are organization, readability, effectiveness, and elegance. This course concentrates on the last two. Effectiveness refers to the tone of the language: passionate, but not emotional. How strongly the writer makes the argument is important. Elegance implies writing with simplicity and grace, eliminating wordiness and meaningless words, with clear and concise expression as the goal. Through discussion and written exercises, learners will develop skills in these two areas.

ED7004 - Graduate Writing for ESL/EFL Learners (4 quarter credits). This course introduces non-native speakers of English to graduate-level academic writing. Learners will develop an understanding of the assumptions and intentions that underlie advanced academic writing as it is done in the United States. Learners will develop skills in producing effective advanced academic writing including skills in combining facts and opinions from multiple sources. Learners will develop linguistic and content editing skills so that they will be able to continue to improve their own academic writing after they leave the course.

ED7210 - The Delivery of Distance Education (4 quarter credits). This course will provide discussions and experiences leading to an understanding of current delivery systems for distance education including interactive television, satellite dissemination and wireless networking.

ED7211 - Designing Online Instruction. (4 quarter credits) This course teaches the learner how to create instructorless (or self-paced) programs which are often multimedia courses or segments, usually found on CD-ROM or on Web sites. In this course attention will be paid to four areas: design, factors affecting learning, communication, and project management. In addition, the course provides a detailed examination of common instructional methodologies, such as tutorials and simulations. *Prerequisite(s): ED851*

ED7212 - Administration and Leadership of Distance Education Programs (4 quarter credits). This course provides an overview of the skills and competencies needed for the administration,

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management and leadership of distance education programs. Discussions include the management of existing distance education programs, the design and implementation of new distance education programs, and the transformation of existing distance education programs for more efficient and effective delivery.

ED7400 - Technology Strategies for Brain-Based Learning (4 quarter credits). This course focuses research on brain-based learning and provides applications for a technology-based curriculum. Course activities are presented in a project-based learning model that provides authentic experiences in brain-based learning with a discussion on specific applications for grade-level and content-specific curriculum development. Course activities include a study of assessment strategies to meet the needs of diverse learners and technology-resource planning for the design and development of a brain-based learning environment

ED7491 - Instructional Design for Health Care Programs (4 quarter credits). This course explores various instructional design methods, which can be used in health care programs. Theoretical frameworks upon which the instructional design methods are based will be addressed.

ED7493 - Internships for Instructional Design for Online Learning (4 quarter credits). Internships offer experiential opportunities for learners in the area of instructional design for online learners. A plan of action, field supervisor and written documentation are required components of the internship.

ED7494 - Special Topics for Instructional Design for Online Learning (4 quarter credits). This course provides learners an opportunity to study specific or innovative areas of interest within the area of instructional design for online learning.

ED7495 - Research Strategies and Methodologies for Online Learning (4 quarter credits). This course provides opportunities for dissertational research in the practice and delivery of online learning. Through discussion and analysis of current research studies, learners will formulate models and methodologies that may guide their own study. Quantitative and qualitative studies will be included for discussion and analysis.

ED7496 - Advanced Instructional Design (4 quarter credits). Through discussion and analysis of current practice and theory, this course will examine emerging advancements in instructional design with specific adaptations for online learning. *Prerequisite(s): ED851 or ED7211*

ED7497 - Storyboarding for Instructional Design (4 quarter credits). This course provides an opportunity for detailed examination and practice with storyboarding, a mechanism for capturing plans for the media and methods for content delivery typically used in instructorless setting. *Prerequisite(s): ED7211*

ED7499 - Needs Analysis for Instructional Design (4 quarter credits). This course provides practice with approaches to needs analysis, setting the requirements and boundaries for a set of instruction, especially as it relates to instructorless settings. *Prerequisite(s): ED851 or ED7211*

ED7503 - Instructional Media Tools (4 quarter credits). Many software programs now offer instructional designers opportunities to create innovative web-based courses. This course will provide hands-on experiences in the preview of current software with direct application of instructional media to instructional design.

ED7504 - Leadership for Instructional Design (4 quarter credits). This course will provide opportunities for instructional designers to examine the leadership and management skills necessary for effective design and delivery of web-based instruction. Through the development of a professional portfolio, instructional designers will participate in assessments that evaluate collaborative team planning, decision making, problem solving and change management.

ED7505 - Evaluation and Assessment of Instructional Design (4 quarter credits). This course will provide specific guidelines and formats for the evaluation and assessment of learning environments in a web-based format. Course activities will also provide instruction in creating effective assessment for online learning programs. *Prerequisite(s): ED851 or ED7211*

ED7530 - A Historical Perspective and Philosophy of Adult Education (4 quarter credits). This course provides an overview of major adult education theorists including Lindeman, Knowles, Friere and Bergevin and current theorists including Apps, Knox, Brookfield. Based on readings and learner's experience in adult education, the learner will develop and defend their own philosophy of adult education.

ED7540 - Leadership in Higher Education (4 quarter credits). This course provides an overview of leadership philosophies and theories as related to higher education administration with the overall goal of preparing professionals to develop decision-making structures.

ED7541 - Teacher Supervision and Evaluation (4 quarter credits). The call for higher standards and greater accountability demands a framework for teacher supervision and evaluation system that focuses on professional development and student outcomes, while ensuring quality instruction. The development of effective systems of teacher supervision and evaluation should follow a process that includes the perspectives of all stakeholders, and provides differentiated paths for evaluation.

ED7542 - The Politics of K–12 Education (4 quarter credits). The Politics of Education is an introduction to the basic analytical categories of political science as they apply to education, including the influence of federal, state, and local governments in school policy-making, school and community relations, decentralization, school finance, desegregation, affirmative action, bilingual education, technology, privatization and choice as well as teacher empowerment.

ED7543 - The Superintendency (4 quarter credits). School superintendents have complex leadership responsibilities. Those who hold the position must be among our best and brightest. Their vision and performance must focus on creating quality schools that inspire our children to become successful, caring Americans, capable of becoming contributing citizens of the world. The superintendency requires courage, creativity, energy, vision and adaptability to a myriad of issues ranging from social change, diverse student populations, demands for equity and new technologies.

ED7544 - Introduction to School Business Administration (4 quarter credits). The course provides an introduction to school business administration, providing an overview of accounting, budgeting, information technology, facilities planning and construction, purchasing and warehousing, risk management, nutrition services, maintenance/operations and transportation. Legal requirements, organization and staffing for each area are addressed.

ED7545 - Special Education Administration (4 quarter credits). For personnel administering special educational services; responsibilities of superintendents, principals, supervisors, and directors for special education, student personnel and other special programs.

ED7560 - Innovative Leadership (4 quarter credits). To successfully improve school performance, the K-12 leader must engage in a continuous process of change and transformation. Understanding the processes of change and its impact on faculty, parents, students, and community is a challenge. Through study of change and behavioral theories, leadership principles, and case studies, school leaders will build skills as effective change agents.

ED7580 - Theory and Development of Multiple Intelligences (4 quarter credits). This course uses Howard Gardner's theory of multiple intelligences as a framework to better understand creative thinking and to explore and develop teaching strategies and techniques to teach to all of the intelligences. Teachers and administrators will learn how to be more effective in working with the differences and potentials in learners.

ED7590 - Critical Thinking in Adult Education (4 quarter credits). This course provides a framework for critical inquiry and reflection in issues related to the education of adults such as andragogy, transformation, learning, self-direction, and distance education.

ED7620 - Theoretical Basis of Instructional Design (4 quarter credits). This course surveys the major instructional design theories that are applicable to training and education, delivered in a variety of ways. This provides a solid foundation for the rest of the technology-related curriculum.

ED7631 - Introduction to Training and Performance Systems (4 quarter credits). This course provides learners with an overview of the history and evolution of training systems in business and industry. Learners will develop an understanding of the important role played by traditional training

programs and other supporting and critical services such as performance management, coaching, career and organizational development. The course takes a macro or systems view of developing people and organizations. Included are numerous structured learning exercises, application activities, discussions and a final project.

ED7641 - Needs Assessment: Models and Procedures (4 quarter credits). This course surveys a variety of needs assessment models and procedures that practitioners may use to diagnose the causes of workplace performance problems. As key outcomes, learners will be able to design and develop needs assessment instruments, collect and then diagnose data in order to differentiate between a workplace performance issue that requires training solutions as opposed to one that requires another, more appropriate, non-training intervention.

ED7652 - Evaluating Training and Performance Improvement Systems (4 quarter credits). As an often neglected process, evaluation is essential for two reasons: so that courses or performance solutions can be improved and so that it can be clearly shown how a particular training intervention can improve both personal and organizational performance. This course provides learners with an understanding of measurement and evaluation theory, principles and procedures. Topics will include quantitative and qualitative measures, performance objectives, Kirkpatrick's four levels, and reporting strategies. Learners will analyze case studies, strategies for "back home" applications.

ED7662 - Designing Training and Performance Solutions (4 quarter credits). The design of training and performance solutions is both a systematic and an artful process. Alternative solutions are often possible. In this context, design is informed by multiple factors: the needs of the learner, the circumstances, the organization and the experience and savvy of the designer. In this course, learners will be exposed to learning theories, several instructional and performance design models and case studies. Learners will design performance solutions by diagnosing the results of needs assessments, specifying objectives and applying the principles and procedures of learning solution design, selecting appropriate methods and continuous evaluation.

ED7672 - Delivery Systems for Training and Performance Improvement (4 quarter credits). Today, the classroom is only one of many places where formal and informal learning takes place. This course provides learners with an overview of the operating principles and pros and cons of major instructional delivery systems, including the classroom, multi-media, computer-based instruction, distance learning and emerging systems like knowledge management, action learning and the learning organization. Using an understanding of instructional theory and application guidelines, learners will critique several intact delivery systems, and develop appropriate implementation strategies.

ED7673 - The Future of Corporate and Technical Training: Issues and Trends (4 quarter credits). With the continuing rapid changes in technology, global competition and business strategies, the field of training and performance improvement must also respond in a nimble and timely manner. This course explores those forces that are most dramatically shaping the evolution of corporate and technical training, including the recent transition to more emphasis on performance improvement methodologies.

ED7674 - Managing Training and Performance Improvement (4 quarter credits). Internet-based learning and the emergence of performance management in the field of human resource development have added importance, complexity and increased accountability to the training manager role. Participants in this course will become more prepared to meet these challenges by learning to determine priorities, assess needs, create a mission and goals, develop a budget and a marketing strategy, plan programs and performance interventions, conduct evaluations, hire and manage personnel and provide leadership.

ED7690 - Critical Skills for Facilitating Online Learning (4 quarter credits). The educator's/ trainer's role in online learning differs markedly from the traditional classroom or corporate training room, yet many of the same hallmarks of success still apply. Participants will examine online learning from a variety of perspectives, to enhance technical skills, improve success and facilitate learning.

ED7691 - Tools and Techniques for Online Learning (4 quarter credits). With new learning technologies developing daily, this course will cover opportunities for learners to engage individually and in collaborative groups. Learners will develop a mastery of tools such as interactive whiteboards, email, threaded discussions, virtual classroom software, chat rooms, and a variety of synchronous and asynchronous learning tools.

ED7692 - Strategies for Building Online Learning Communities (4 quarter credits). The virtual classroom benefits from interaction among learners. In this course, learners will develop facilitation strategies and tactics designed to nurture interaction and collaboration among online learners and guide learners in the development of effective personal learning strategies.

ED7693 - Curriculum Development for Online Learning (4 quarter credits). This course is designed for instructors and curriculum developers who develop curriculum for online instructor-led and hybrid courses. Course study will include contemporary models of curriculum design, teaching models, and learning theory. As a project-based course, curriculum development activities will include the development of a course syllabus, content, assignments and activities.

ED7699 - Practical Applications for Online Teaching and Training (4 quarter credits). Participants will apply skills, strategies and tactics from earlier courses and create a collaborative learning environment.

This course is the final requirement. It is recommended that learners complete all specialization courses prior to enrolling in this course.

ED7700 - Learning Theory and the Educational Process (4 quarter credits). Explore major and associated learning theories or concepts including intelligence, motivation and learning styles. Application of learning theory, concepts and the educational process will focus on the community college environment.

ED7701 - Educational Philosophy and Change (4 quarter credits). Learn the philosophical and educational theories as they apply to the institution of education. Based on examination of formative ideas which have shaped institutions, change issues will be explored with focus on the community college.

ED7703 - Student Development, Challenges, and Successes (4 quarter credits). This course briefly explores human development and correlated concepts as they relate to students. Course emphasis is on issues and challenges which have potential to impact on student academic success.

ED7704 - Reflective Leadership Planning and Action Research (4 quarter credits). This course focuses on a reflective process leading to an understanding of action research and the development of a web-based performance portfolio. Teachers engage in a self-assessment of technology skills and design a strategic plan to accomplish stated technology goals. Course activities are presented in a project-based learning model that provides authentic experiences in understanding a changing theoretical basis for the use of technology in curriculum and instruction. ***ED7704 is a prerequisite for ED7705, ED7706, ED7707, and ED7708. Reserved for learners in Curriculum and Instruction. Cannot be fulfilled by transfer.***

ED7705 - Curriculum Design with Technology (4 quarter credits). This course focuses on a technology-based curriculum design for the improvement of student learning. Teachers engage in grade-level and content-specific curriculum design that is responsive to current theoretical theory. Course activities are presented in a project-based learning model that provides authentic experiences in the application of technology-based curriculum for diverse learners and for the enhancement of creativity and higher-order thinking skills. Through collaborative reflection, teachers recognize the need for leadership to promote effective technology-based curriculum design in schools. ***Prerequisite(s): ED7704, ED7704, and ED7705 must be taken in sequence. Reserved for learners in Curriculum and Instruction. Cannot be fulfilled by transfer.***

ED7706 - Multimedia for Teaching and Learning (4 quarter credits). This course focuses on multimedia for technology-based curriculum and instruction. Course activities are presented in a project-based learning model that provides authentic experiences in the development of an interactive multimedia curriculum. Course projects

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include strategic planning for the management of technology resources to meet the needs of diverse learners and an examination of the ethical use of technology. *Prerequisite(s): ED7704 and ED7705. Reserved for learners in Curriculum and Instruction.*

ED7707 - Instructional Models and Assessment Strategies (4 quarter credits). This course focuses on the improvement of student learning through innovative instructional models and assessment strategies based on current theory and practice. Course activities are presented in a project-based learning model that includes the design of classroom management plans and assessment programs that meet the needs of diverse learners. Course activities include the application and management of technology resources for the implementation of instructional models and assessment strategies. *Prerequisite(s): ED7704 and ED7705. Reserved for learners in Curriculum and Instruction.*

ED7708 - The Internet for Teaching and Learning (4 quarter credits). This course focuses on a technology-based curriculum design for the improvement of student learning. Teachers engage in grade-level and content-specific curriculum design that is responsive to current theoretical theory. Course activities are presented in a project-based learning model that provides authentic experiences in the application of technology-based curriculum for diverse learners and for the enhancement of creativity and higher-order thinking skills. Through collaborative reflection, teachers recognize the need for leadership to promote effective technology-based curriculum design in schools. *Prerequisite(s): ED7704 and ED7705. Reserved for learners in Curriculum and Instruction.*

ED7711 - Course Design and Development (4 quarter credits). This course explores elements of course design as applicable to the comprehensive community college. Various models of course (instructional) design and guides for design are included. Course preparation material, instructional techniques and forms of evaluation constitute the final units of the course.

ED7712 - Classroom Assessment in Education (4 quarter credits). This course explores assessment in education. The focus of the course is formative classroom assessment techniques, purposes and applications. Program and institutional assessment within the comprehensive community college will be addressed.

ED7713 - Student Advising and Retention (4 quarter credits). This course examines the "process" of advising and retaining students including faculty role and institutional support. Various advising models, screening methods and approaches to orientation are explored to assist with retention and success of students.

ED7714 - Education Application: Theory to Practice (4 quarter credits). This course explores the application of educational theory, principles, concepts, and related perspectives to teaching and learning. Topics include: teaching models, teaching strategies

and approaches, instructional paradigms, and domains of learning. Specific application to adult learning theory is addressed. The course concludes with an exploration of the motivated, effective "teacher" in the comprehensive community college.

ED7715 - Multiculturalism as a Process (4 quarter credits). This course briefly explores multiculturalism as a process, issues with diversity and the concept of multiculturalism. The course emphasis is on multicultural and diversity issues and challenges present in the comprehensive community college.

ED7716 - Faculty Leadership (4 quarter credits). This course explores the educator as a leader. The concepts of effective leadership, followership and group dynamics will be applied to teaching/learning in the comprehensive community college.

ED7819 - Grantsmanship (4 quarter credits). This course focuses on methods and practices of obtaining funding from governments, research and philanthropic institutions and other private sources.

ED8004 - Societal and Cultural Change (4 quarter credits). Understanding the impact of social and cultural differences, diversity, and change is a fundamental competency of educators. This is a foundation course for doctoral learners that will introduce themes that persist throughout the degree program. Societal and Cultural Change prepares learners to lead in the field of education by addressing theories of change and strategies of the change agent. A broad array of theories and readings will cover the spectrum of social change and its affect on education. As a result learners will understand the complexity of a diverse classroom population and the impact of social movements. Assessment of learning will consist of the evaluation of the depth of ability to analyze, synthesize, and think critically in relation to course content and interpretation of research material. Learners will also demonstrate the ability to conceptualize original thought in relation to course content. ED8004 and ED8005 must be taken concurrently by PhD learners in their first quarter. *Cannot be fulfilled by transfer.*

ED8005 - Doctoral Learner Success Lab (non-credit). This lab is designed to provide new doctoral learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. It is specifically designed to provide doctoral learners the tools they will need to successfully complete their program and dissertation. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a Degree Completion Plan. ED8005 is an advisor-led course taken in the first quarter, in conjunction with ED8004. *Cannot be fulfilled by transfer. Available online only.*

ED8111 - The Historical and Social Foundations of Education (4 quarter credits). This course explores the ways in which educational institutions have emerged and developed, particularly in relation to societal functions and expectations.

ED8113 - Advanced Study in Research Methods (4 quarter credits). This course focuses on research methods applicable to disciplines relevant to the School of Education. Learners analyze the relevance and appropriateness of specific research methodologies in preparation for use in the dissertation.

ED9994 - Doctoral Comprehensive Examination I (4 quarter credits). This course is intended for learners who have completed all required core and advanced courses. It is designed to assist you in the development and successful completion of your comprehensive examination by supporting you as you gain approval of your comprehensive committee, formulate, and submit ten topics, and write and submit comprehensive examination papers to your committee. *Prerequisite(s): Completion of all other required course work. Cannot be fulfilled by transfer. Concurrent registration with ED9995 is allowed.*

ED9995 - Doctoral Comprehensive Examination II (4 quarter credits). This course is intended for learners who have partially completed the comprehensive examination process. It is designed to assist you as you continue to write and submit comprehensive examination papers to your committee. *Prerequisite(s): ED9994. Cannot be fulfilled by transfer. Concurrent registration with ED9994 is allowed.*

ED9996 - Dissertation Research I (4 quarter credits). This course is intended for learners who have completed all required core and advanced courses and the comprehensive examination. This course is the first of a series of four courses designed to assist you in the development and successful completion of your dissertation. The purpose of this first course is to support you in gaining approval of your dissertation committee and to create a preliminary draft of your dissertation proposal that can be approved by your faculty mentor (who serves as the chair of your Dissertation Committee). *Prerequisite(s): ED9995. Cannot be fulfilled by transfer.*

ED9997 - Dissertation Research II (4 quarter credits). This course is intended for learners who have completed a preliminary draft of their dissertation proposal. It will support you as you prepare and submit your IRB application, conduct field tests as required and approved by your committee, and complete development of your final proposal. To complete this course you will schedule and pass your Proposal Completion Conference with your mentor and committee. *Prerequisite(s): ED9996. Cannot be fulfilled by transfer.*

ED9998 - Dissertation Research III (4 quarter credits). This course is intended for learners who have successfully passed their Proposal Completion Conference. It will provide support as you conduct a **research project** that is consistent with the terms and conditions of the approved proposal. To complete this course, you will complete the collection and analysis of data and be ready to start the final writing of your dissertation chapters. *Prerequisite(s): ED9997. Cannot be fulfilled by transfer.*

ED9999 - Dissertation Research IV (4 quarter credits). Once you have completed your research project, this course will provide support as you revise earlier chapters of your dissertation (Chapters 1 -3) and prepare Chapter 4 and 5 for review and approval by your committee. A required milestone of this course will be the successful completion of the Dissertation Completion Conference with your mentor and committee. Once the Dissertation Completion conference is successfully passed, this course will guide you through the final stages of preparing your dissertation for publication. Through a step-by-step process, you will work with a facilitator to produce a professional-looking final manuscript that reflects the quality of the research effort expended and presents you, your committee, your school, and Capella University in the best possible light to the scholarly community. ***Prerequisite(s): ED9998. Cannot be fulfilled by transfer.***

HS500 - MS Program Completion Strategies in Human Services (2 quarter credits). This course is designed for new learners admitted to the online master's degree in human services and should be taken during the first quarter of enrollment. The purpose of this course is to familiarize new learners with degree requirements of their major, and with methods of online teaching used by human services instructors. Guidance on how to use their advisors most effectively, procedures for accessing library data, and information from the World Wide Web are also covered. Typically, learners will register for a second course to accompany this one. Two credits are awarded for the completion of course requirements. ***Available online only.***

HD501 - Survey of Research in Human Development and Behavior (4 quarter credits). This course reviews the major theories of human development and behavior across the entire life cycle. The developing person is the focus of inquiry and connects such areas of study as psychology, anthropology, and biology. Some of the research will approach human development from the point of view of personality theory, developmental "tasks", or "moral" development.

HS811 - Biological Bases of Behavior (4 quarter credits). This course is an introduction to the biological bases of behavior including an overview of genetic factors, functional neuroanatomy and physiology in relation to such topics as sensation, movement, motivation, emotion, sleep, learning and memory, consciousness, and abnormal behavior. These factors will be applied to contemporary issues and problems within human services.

HS812 - Cognitive-Affective Bases of Behavior (4 quarter credits). This course is an introduction to the normal and psychopathological factors of cognitive and emotional functions on behavior. These include learning, perception, imagining, language, memory, reasoning, and judging. The course examines the organization of the perceptual world into a unified and hierarchical pattern of belief, attitudes and expectancies. These dynamics will be applied to contemporary issues and problems within human services.

HS813 - Social Influences of Behavior (4 quarter credits). This course is an overview of behavior that is influenced by the presence of others, or behavior that is under the control of society. Culture and society, large and small group behavior, cross cultural factors, and interpersonal relationships will be considered. The social psychology of decision making, attitude formation, and social attribution will be reviewed and applied to contemporary issues.

HS814 - Theories of Personality (4 quarter credits). An examination of the assumptions, constructs, and processes of personality as these are expressed in the major theoretical writings. Reviewed are the psychodynamic, behavioral, structuralist, humanistic/existential, social, feminist, and cognitive theories of personality. Research on normal and abnormal constructs of personality is reviewed. Contemporary issues and problems in personality theory and types are addressed.

HS815 - Professional and Scientific Ethics (4 quarter credits). This course examines the historical origins of professional ethics, including issues affecting education, psychotherapy, law and institutional guidelines for protecting human subjects in research. Attention is given to identifying effective methods for addressing ethical dilemmas and to current ethical issues in the human services.

HS817 - Social Systems (4 quarter credits). This course is designed to review basic features and factors of social systems theory as it applies to groups, families, agencies, institutions or corporations, and government entities. It addresses problems inherent in the operation of these systems, as well as suggesting resolution of these problems from a systemic viewpoint. Additionally, the course covers issues of social policy-making and decision-making which will affect conditions of social change.

HS818 - Scope of Human Services (4 quarter credits). The Human Services Movement is in its fourth decade of development and emphasis has been on educating learners and professionals to serve a wide variety of client populations with a wide array of services. Problems encountered by human services professionals include crime and delinquency, chemical abuse and addiction, poverty, education, job training and employment, aging, mental illness, health care, physical and sexual abuse, homelessness, and issues involving marriage and the family. This course addresses problem analysis and problem-solving strategies for many of these issues.

HS821 - Mental Health Counseling (4 quarter credits). This course reviews the basic skills, methods and practices related to mental health counseling. Topics included are basic counseling skills, treatment planning, special issues in working with diverse populations, and various methods of therapeutic interventions. The course applies current theory and research to clinical practice.

HS823 - Philosophy of Social Work (4 quarter credits). This course reviews the history and development, philosophical tenets, and intervention methods of contemporary social work. Learners examine issues related to community development, social policy analysis, intermediate care systems, and improvement of social conditions.

HS825 - Human Sexuality (4 quarter credits). This course provides investigation of sexuality within the larger context of human experience. Emphasis is placed on physical and psychosexual development, frequency and significance of various types of sexual behavior and health related issues. Issues addressed are treatment of sexual problems and concerns of special and diverse populations.

HS827 - Juvenile Delinquency (4 quarter credits). This course presents investigation into the etiology, nature and extent, and treatment of juvenile delinquency in contemporary society. Various theories are reviewed and current theory and research are applied to understanding the dynamics of juvenile delinquency and current methods of intervention.

HS831 - Psychopathology: Assessment and Treatment (4 quarter credits). This course examines the assessment and treatment of various forms of psychopathology, current methods of psychological assessment, research on psychodynamics, and existing treatment methods are reviewed. The politics of mental disorders, emerging diagnoses, and other contemporary issues are addressed.

HS834 - Ethnic and Cultural Awareness (4 quarter credits). This course involves examination of ethnic and cultural issues that influence the etiology, perception, and treatment of mental illness. Topics reviewed are: needs for specialized training, needs of various special populations, the impact of racial identity on self-perception, and specialized methods of treatment.

HS835 - Aging and Death (4 quarter credits). This course examines the aging process, current issues in gerontology and dealing with death and bereavement. Current research and theory are applied to unique issues in treating medical and psychological problems with the elderly, health promotion in the elderly, and working with complicated grief.

HS836 - Utilization of Community Resources (4 quarter credits). This course investigates influences of larger social systems on human behavior and the various methods of organizing and utilizing community resources to address a variety of human service needs. Specific topics addressed are: theories of social organization, community organizing, self-help organizations, use of volunteers and the use of social policy to influence human behavior.

HS837 - Counseling and Guidance in Diverse Populations (4 quarter credits). This course examines substantive and theoretical issues concerning guidance and counseling in a variety of culturally diverse populations. Issues addressed are: the role of culture specific programming, special issues and needs of cultural subgroups, and therapeutic approaches to working with culture specific issues. Current theory and research are applied to specific clinical issues.

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HS838 - The Counselor as Scientist-Practitioner (4 quarter credits). This course presents a theoretical and practical review of ways in which counselors can demonstrate accountability in a broad range of settings. The application of scientific methods to problems of human behavior is demonstrated. Topics considered are methods of field research, program evaluation, the role of empirical validation of treatment methods, the efficacy of psychotherapeutic methods and the strengths and limitations of various methods of inquiry.

HS839 - Theories of Psychotherapy (4 quarter credits). This course provides an examination of major psychotherapy theories, procedures, and techniques. The course reviews various schools of therapeutic intervention, their philosophical tenets and therapeutic skills. Emphasis is placed on applying current theory, research and techniques to a variety of clinical problems.

HS840 - Counseling and Guidance with Children (4 quarter credits). This course presents a review of current theories, research and methods of counseling and guidance of children. Special attention is given to addressing the family relationships and their impact on the child, childhood abuse and trauma, methods of parent education and specialized techniques for working with challenging children.

HS841 - Group Counseling and Psychotherapy (4 quarter credits). This course reviews the historical development, major theories, current research and clinical procedures of group counseling and psychotherapy. Course content also includes the role of the leader and leadership styles, mechanics of co-therapy, designing special function groups, and handling of critical incidents within groups.

HS845 - Grief and Bereavement Counseling (4 quarter credits). This course investigates research on death and dying. Students examine psychological stages of dying common to all losses, symptomatology of grief, death trajectory, hospice model of treatment, and dealing with death in the family. Case consultations with dying children and parents are featured utilizing techniques of drawing therapy and storytelling which elicit, respectively, psychological material in the form of unfinished business and techniques for coping with losses of all types.

HS847 - Applied/Clinical Sociology (4 quarter credits). Clinical Sociology provides a solid grounding in sociological practice, including the application of sociological knowledge, research, and theory to intentional intervention. Whether the sociological practitioner or clinician is working with individuals or families, or designing and executing interventions to improve productivity and performance of public and private organizations, or helping to design and implement policy which could affect an entire nation, the focus in clinical sociology is important to the overall field of human services.

HS848 - Health Care Counseling (4 quarter credits). This course bridges the fields of health care and professional counseling because practitioners involved in health care have either: a) discounted the importance of mental and emotional aspects of caring for the sick, injured, or impaired; or, b) delegated those functions to nurses or para-professionals who are overburdened or unqualified to provide adequate counseling support services. This course addresses the need for professional counselors to be involved as qualified support persons in areas of injury management, chronic illnesses, terminal illness, rehabilitation and other forms of health care management.

HS849 - Health Advocacy in the Community (4 quarter credits). A major goal in human services is to develop effective change agents in communities. An extremely important issue for communities in our society is health care. Issues such as the purity of drinking water, waste disposal, clean air, health education and public safety, public and private health care plans, effects of HMO's and managed care, Medicare and Medicaid are all issues which involve health advocacy. This course addresses many of these issues.

HS850 - Mind/Body Healing Practices (4 quarter credits). This course describes the crucial role the mind plays in health and healing. It analyzes the mind/body connection in illness and wellness, investigates the concept of holistic healing, and explores alternative approaches to the promotion of a healthy mind and body. The commonly used word "holistic" refers to that approach which attempts to heal the whole person, acknowledging the importance of subjective as well as objective elements in health care. Consequently, holistic practitioners often bring many treatment strategies to bear, from the traditional to the alternative, on the health problems of their patients or clients.

HS852 - Introspective and Personal Growth Seminar (4 quarter credits). This experiential course is intended to elucidate various aspects of the learner's history and personality which are relevant to professional clinical work. The course employs a variety of methods to assist the introspective process including journaling, personal psychotherapy, self-expressive artwork, dream work, and specialized readings. Emphasis is placed on identifying personal strengths and limitations and how they may influence clinical effectiveness.

HS853 - Prevention and Causes of Child Abuse (4 quarter credits). This course explores the recognition of child abuse as a sociological problem in the United States. The social, psychological and familial causes are considered and the current prevention approaches and treatment programs are reviewed.

HS854 - Child and Adolescent Counseling (4 quarter credits). This course presents an overview of major theories and current research in the area of adolescent and child development. Biological and psychosocial factors are examined. Topics considered are normal development, the influence of trauma on development, family factors, and the influence of community and societal factors on development.

HS856 - Counseling Children with Exceptionalities (4 quarter credits). The counseling of children with physical, cognitive, communicative, emotional, and behavioral disorders are studied. Intervention techniques, including special education, counseling, and rehabilitation are examined. Special issues with gifted children are also reviewed.

HS858 - Mental Health and Aging (4 quarter credits). The dramatic increase in the population of older persons has focused attention on the well-being of older persons—their mental and physical health. This course examines mental health and aging as major psychosocial phenomena integrating biological, psychological, social and environmental perspectives and factors. Contemporary research in these areas of the mental health of the older population is explored as a function of many aspects of modern society: family life, caregivers, community and institutional care, ethnic and sociocultural differences, and urbanization.

HS861 - Dual Diagnosis Problems: Mental Illness and Addictive Disorders.(4 quarter credits). This course addresses the complexities of co-morbidity, diagnosis and treatment of clients with addictive disorders and mental illness (both Axis I and Axis II disorders). Current research and theory on the etiology and psychodynamics are reviewed as well as methods of psychotherapy and the role of pharmacotherapy. Case studies are used to illustrate course content and develop clinical acumen.

HS862 - Clinical Supervision (4 quarter credits). This course provides an overview of the theory, basic functions, and methods of clinical supervision. Some of the topics covered are: the supervisory contract and relationship, the various styles of supervision, the legal and ethical issues related to clinical supervision, methods of supervision including case consultation, video supervision, live supervision and co-therapy as supervision.

HS864 - Contemporary Issues in Compulsive and Addictive Behavior Treatment (4 quarter credits). This course reviews current development, research and trends within the addiction field. Emphasis is placed on gaining a current understanding of substantive issues in the field. Possible topics considered include: developments in psycho-pharmacologic treatment of addictions, the influences of managed care on treatment, ethics and managed care, the use of internet resources in the field, the changing role of the counselor, emerging treatment approaches, and the development of new treatments.

HS865 - Group Therapy and Compulsive and Addictive Behavior (4 quarter credits). Students in this course review a variety of theoretical orientations, relevant research findings and develop and practice a number of practical clinical skills based on a thorough understanding of group process. Topics include: group development, styles of leadership, and critical incidents in group therapy including member "acting out" (e.g., relapsing to some form of addictive or compulsive behaviors)—inter-group conflict, group transference with leaders and premature exit from the group by a member.

HS866 - Compulsive Behavior and the Disturbance of the Self: Alternatives to the Addiction Model (4 quarter credits). This course defines the nature of addictive and compulsive behavior problems, discusses the development of the addiction model and its tenets, and reviews the literature on the validity and efficacy of treatment approaches based on the addiction model. Alternatives to the addiction model are discussed including cognitive behavior therapy. An understanding of the compulsive behavior model, a psycho-dynamically oriented model, is developed and covered in detail.

HS867 - Intervention with Compulsive and Addictive Behaviors (4 quarter credits). This course reviews traditional and nontraditional approaches to treatment. Topics covered are: in and out patient treatment programming, self-help groups, utilization of community resources and "alternative treatment approaches" and the use of individual, group, and family psychotherapy. Current trends in service delivery are considered, particularly in light of ongoing changes in the health care delivery system.

HS869 - Families, Systems, and Healthcare (4 quarter credits). This course examines consequences of adequate or inadequate health care upon the family system in America. Today's families, composed of parents, grandparents, and children as well as extended family members who live in or out of the home all operate as subsystems of families where each member affects and is affected by every other family member. When health crises occur in families, then, the health care system becomes a subsystem of those families which affects each and every part of the family. This course explores information on functional and dysfunctional features of public and private health care and how they contribute to family health or dysfunction.

HS870 - Transpersonal Counseling and Psychotherapy (4 quarter credits). This course covers material that emanates from the growth of humanism to spirituality, and the impact that this movement has on therapeutic change. Topics included are: the role of spirituality in counseling, and the use of yoga meditation and prayer in counseling. Emphasis is placed upon how these theories and practices may be used to help the growing population of spiritually-oriented clients.

HS871 - Marriage and Family Systems (4 quarter credits). Families are studied as systems from a theoretical, clinical and research perspective. Emphasis is placed on family development, transitions, assessment and intervention. Systems-oriented assessment models are explored. Strategies for initial interviews, hypothesis formulation, designing a strategy for intervention, and the process of termination are covered.

HS872 - Marriage and Marital Therapy (4 quarter credits). This course is an overview of theory and research on marriage and the couple relationship in contemporary society. Topics covered include relationship development, maintenance, and termination; conflict-resolution skills; communication styles and skills; marital adjustment and assessment of interpersonal relationships; cultural variations;

and issues related to gender. Major approaches to marital therapy are reviewed.

HS875 - Family Systems Approach to Compulsive and Addictive Behavior (4 quarter credits). This course focuses on the specific issues involved in systemically-oriented treatment of the compulsive or addictive client. Issues covered are: family assessment, engaging the family in treatment, treatment planning, working with family resistance, boundary issues in family therapy and development of a cohesive clinical orientation based on current research and theory.

HS876 - Methods of Family Research (4 quarter credits). This course provides an introduction to measurement of family variables, complexities of family research design, data collection and analysis. Topics include: scales of measurement, validity and reliability, experimental and non-experimental designs and approaches to integrating clinical research and practice. Special attention is given to the unique factors in family research.

HS877 - Family Therapy Theory and Methods (4 quarter credits). This course provides a comparative study of the prominent schools of thought within the field of marriage and family therapy, their tenets, therapeutic strategies, and techniques. Structural, strategic, transgenerational, behavioral, communication, and analytical approaches to marriage and family therapy are discussed.

HS878 - The Family in Social Context (4 quarter credits). An exploration of the dynamics within families, and the systems that influence the family such as the larger society, church, school, and other societal organizations. Topics include family development, cross cultural perspectives on the family, roles and functions of the family, alternative forms of the family, and influences of social policy on the family.

HS879 - Life Planning and Career Developments (4 quarter credits). This course provides theory, research, and opportunities for application appropriate for counselors working with individuals responding to life transitions. Included are theory and research related to career and life development, improvement and transition.

HS880 - Contexts and Models of Health (4 quarter credits). This course explores the models of health and their contexts as utilized in the contemporary health industry. This is an extraordinary time in health care from aspects of policy with the devolution of power from the federal level to the states and private sectors. Learners examine the impact of changes in the new era on models of health care within the context of health delivery systems. Implications for health service administration are also addressed.

HS881 - Health in the Workplace (4 quarter credits). This course explores emerging problems and issues facing employees in government service or private business who are burdened by increasing demands for productivity coupled with decreasing health and welfare in the workplace. The current downturn in federal employment, downsizing in

industry, and rightsizing of corporations have led to increased employee complaints of discrimination, disenfranchisement, and disgruntled feelings which cause alcohol and drug usage at work, marital problems, and violence in the workplace. This course reviews the growth of Employee Assistance Programs (E.A.P.) as a method to solve these types of problems.

HS883 - Adult Criminal Justice System (4 quarter credits). This course examines the adult criminal justice system, its process and methods. Current research and theory on criminality and its treatment are reviewed. Issues such as the assessment of criminal behavior, alcohol and drug use and their relationship to criminal behavior, incarceration of the "psychopathic personality," and the treatment of the chronic, violent offender are included.

HS884 - Stress Management in Organizations (4 quarter credits). This course studies the role and management of stress in the workplace. Emphasis is placed on the management of distress and the utilization of stress management techniques to enhance performance, particularly in high stress situations. Topics covered include the psychological and physical effects of stress, methods of stress reduction and individual and organizational strategies for preventing high levels of stress.

HS885 - Managed Care and Health Services (4 quarter credits). This course provides a broad overview of managed care and is designed to examine the variety of techniques employed by this new main-stream health system in its attempt to provide quality care in an efficient and affordable manner. The learner focuses on the various delivery systems and utilization and quality management practices employed by a wide variety of organizations. Regulatory, legal and ethical issues are also explored. The course also allows the learner to consider the future of our health care system and how the world of providers, receivers, and payers may continue to change in the evolution of American medicine.

HS886 - Health Care Communication: Providers and Receivers (4 quarter credits). Effective communication is central to every aspect of the health care delivery process. This course provides a broad overview of health communication and is designed to examine current theoretical models. The material presented allows the learner to develop strategies to enhance communication between professionals, allied health personnel, patients and their families in both interpersonal and group settings, and to enable the communication process to be more functional and therapeutic.

HS889 - Role and Function of Boards and CEO's (4 quarter credits). This course addresses the roles of Boards of Directors in public and private sectors, including policy-making, representing the public, and promoting the organization. It reviews functions of Boards as they establish contracts, hire executives and general managers. The course also reviews the roles and functions of CEO's, who are commissioned to represent the organization, implement Board

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policy while carrying out administrative decisions and policies. Boards of public and private companies are represented in the analysis, including legal liabilities and responsibilities.

HS899 - Special Topics in Human Services (4 quarter credits). This course allows the learner to designate an area of study within Human Services and work with a faculty member to study that area in depth.

HS900 - Internship: Long-Term Supervised Field Experience (4 quarter credits). This is an applied experience that is broadly supervised by an on-site clinician. Emphasis is on application of principles and techniques learned in coursework and/or Practica, as well as refining organizational or counseling skills such as interviewing, assessment, intervention, documentation, and consultation. The internship may also include, but is not limited to, selected readings, case study analysis, long-term case documentation, outcome evaluations, and applied research. Includes quarterly reports, final evaluation from site supervisor, and a reflective paper. The four (4) quarter credits include up to 600 hours of experience. *Prerequisite(s): HS815 and Faculty approval. Contact the School of Human Services 6 months prior to registration for application materials.*

HS901 - Practicum: Short-Term Supervised Field Experience (4 quarter credits). This is an intensely supervised hands-on experience during which the learner practices specific and clearly agreed upon organizational or counseling skills in interviewing, assessment, intervention, documentation and consultation in a specific setting(s) relevant to the learner's chosen professional role. Includes readings, monthly reports, final evaluation from site supervisor, and a reflective paper. The four (4) quarter credits include up to 600 hours of experience, including, but not limited to, 12 hours of face-to-face site supervisor feedback for the learner. *Prerequisite(s): HS815 and Faculty approval. Contact the School of Human Services 6 months prior to registration for application materials.*

HS5004 - Survey of Research in Human Development and Behavior (4 quarter credits). This course reviews the major theories of human development and behavior across the entire lifecycle. The developing person is the focus of inquiry and connects such areas of study as psychology, anthropology, and biology. Some of the research will approach human development from the point of view of personality theory, developmental "tasks," or "moral" development. HS5004 and HS5005 must be taken concurrently by MS learners in their first quarter. *Cannot be fulfilled by transfer.*

HS5005 - Master's Learner Success Lab (non-credit). This lab is designed to provide new Master's learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and

library resources. Working with the academic advisor, learners will develop a Degree Completion Plan. HS5005 is an advisor-led course taken in the first quarter in conjunction with HS5004. *Cannot be fulfilled by transfer.*

HS5006 - Survey of Research Methodology (4 quarter credits). This course presents an overview of the general approaches to research methodology at the graduate level. It deals with the quantitative and qualitative approaches to rigorous scholarly inquiry and the major research methodologies. This course is aimed primarily at Masters level learners although PhD learners may take it as an elective.

HS5100 - Health Care Management (4 quarter credits). This course presents the foundation principles and dynamics of health care management, the health care system, and basic concepts and skills in administration. The institutional, social, and political forces in the field of health care are analyzed. Topics include fundamentals of management in health care, trends in health care financing, and contemporary issues.

HS5101 - Health Care Finance (4 quarter credits). This course addresses financial management concepts and practices and the basic economic models in health care organizations through principles of accounting and finance that have particular relevance to the health care manager. Topics include basic accounting, financial statements and ratios, evaluation of project investment decisions, break-even analysis, budgeting, cost allocation and reimbursement methodologies. Health care specific topics are reimbursement mechanisms, managed care, capitation, per-case or per-diagnosis payment, how these are packaged by third party-payors, and the effects reimbursement types have on health care provider organizations. Issues of working capital, capital budgeting and investment in relation to net present value and value added to the organization, health care organizations' ratio analysis, cost analysis, and other financial management techniques of primary importance to health care organizations are discussed.

HS5102 - Non-Profit Organization and Management (4 quarter credits). This course examines the origins, history, and societal role of non-profit organizations in the United States, including their social, political, economic, cultural, and ideological importance in American society. The magnitude, scope, and functions of the non-profit sector and its relationships with business and government are presented. Theories, general concepts and principles of organization management, governance and leadership in non-profit organizations are explored. A wide range of external forces and internal dynamics that affect non-profit organizations function are presented. The life and growth cycles of organizations is applied to non-profits. Current trends in non-profits and projections for the future are analyzed.

HS5103 - Strategic Planning for Non-Profit Organizations (4 quarter credits). Non-profit operations are viewed from a strategic perspective. The role of strategic thinking and planning in enhancing organizational effectiveness in the context of increased competition for scarce resources and the wide range of challenging issues requiring solutions is examined. Organizational missions and goals, governance, program development and structure, operational and fiscal controls, information systems and monitoring and evaluation are analyzed.

HS5104 - Accounting and Economics for the Non-Profit Manager (4 quarter credits). This course introduces the basic language, underlying concepts, and reporting methods of accounting and financial analysis which pertain to non-profit organizations. The underlying foundation is the comprehension, analysis and interpretation of non-profit organizational financial statements, rather than producing them. Topics include basic accounting principles, financial statements composition, cost accounting concepts, budgeting, discounted cash flow analysis, and ratio analysis. Additionally, economic thinking and the economist's tools, elasticity, public goods and the role of non-profit organizations in a market economy, cross-subsidization and competition, and cost-benefit analysis are presented.

HS5105 - Human Resources and Volunteer Management in Non-Profits (4 quarter credits). This course addresses the theories, concepts, practices and strategies of human resource management in the non-profit organization. Basic human resource management issues such as strategic workforce planning, hiring, training, personnel evaluation, and compensation are examined from the perspective of the non-profit organizations with their mix of paid staff and volunteers. Additionally, the impact of human resource management on the board, executive director, staff interface, volunteerism, and productivity is evaluated. Particular attention is paid to the legal responsibilities of the organization in human resource management and to the role of the Board.

HS5106 - Assessment, Tests and Measures (4 quarter credits). This course examines the assessment process and the use of tests and measures to engage in assessment activities. Theory and content of assessment, testing and measurement applicable to the counselor role are provided including: history of assessment methods, principles of test construction and standardization, interpretation of assessment measures, and strategies for use of assessment measures.

HS5107- Principles of Psychopathology: Diagnosis and Treatment (4 quarter credits). This course examines the theory, research, and application of principles of psychopathology. Included in the course are etiology of psychopathology, current methods of assessment, use of the DSM-IV-TR to diagnose mental disorders, application of psychopathology assessment to individuals,

couples, families, and groups, and intervention strategies. Contemporary issues associated with assessment and treatment of mental disorders is incorporated into the course.

HS5108 - Foundations of Addictive and Compulsive Behavior (4 quarter credits). This course examines theory and research that guides treatment for addictive and compulsive behavior disorders. Traditional and non-traditional interventions are reviewed as applied to inpatient, outpatient, and community based treatment methods for individuals, families, and groups. Assessment, diagnosis, treatment planning and evaluation, as well as emerging issues in the field, are considered.

HS5500 - Multi-Cultural Issues in Health Care (4 quarter credits). The course explores culture-specific variations as they affect health care administration and the health care delivery system. Strategies sensitive to cultural diversity and the respective positions of professional associations, regulatory agencies, and health care systems are explored and analyzed. Additionally, the processes by which culturally sensitive and linguistically specific information are incorporated into administrative policies and health outreach programs are examined.

HS5501 - Health Infomatics (4 quarter credits). This course provides a management perspective of information technology and how health care administrators can use information technology to maximize organizational performance. Topics include fundamental principles of information technology and data management and their implications for health care administrators. The use of technology, data bases and other analytical tools to structure, analyze and present information related to health care management and problem solving are explored. Strategic information systems planning, systems analysis, system design, evaluation and selection are also explored. Current applications, such as patient care, administrative and strategic decision support, managed health, health information networks and the Internet, will be examined to determine how they may be used to meet the challenges facing health care administrators today and in the future. The course also focuses on the regulatory and legal requirements for acquiring and managing health information; related technology; patient rights and the release of health information under state, federal law and the Health Insurance Portability and Accountability Act.

HS5502 - Non-Profit Entrepreneurship (4 quarter credits). Entrepreneurship lies at the foundation of the non-profit sector. This course provides an introduction to the theory and practice of entrepreneurship in the non-profit sector. The course focuses both on the creation of an innovative mission-based organization and the establishment of an innovative program or activity within an existing organization to meet a societal need. Areas of social innovation as diverse as business, environment, education, human services and government are explored. Topics include practical

information about how to identify potential opportunities, necessary skills development and competencies for creating, developing, and implementing entrepreneurship ideas; and ways of measuring the success of the entrepreneurial activity.

HS5990 - Integrative Project for Human Services Learners (4 quarter credits). MS learners demonstrate proficiency in integrating learning from Required, Specialization, and Elective courses by completing an analysis of an organization or system, or the design of a new application in their professional field. This course is intended for the School of Human Services Learners.

HS5992 - Integrative Project for Human Services Learners (2 quarter credits). The Integrative Project represents the culminating academic activity for the Online Master's Degree Learner. The Project incorporates elements of knowledge master, the ability to critique literature and/or research, synthesis of a diverse body of information, and application to an area or topic of particular interest to the Learner. The Integrative Project is taken following completion of required coursework.

HS7001 - Professional Writing for Graduate Learners (4 quarter credits). This course aims to refine the basic skills necessary for professional writing. Through weekly exercises, the course instructs learners in composing clear, concise, elegant, and grammatical language that reflects their personal writing style. Through short writing assignments, the course also allows learners to become more effective at explaining through description and definition. The course does not require a research paper.

HS7002 - Advanced Writing Concepts (4 quarter credits). The four distinguishing characteristics that define quality writing are organization, readability, effectiveness, and elegance. This course concentrates on the last two. Effectiveness refers to the tone of the language: passionate, but not emotional. How strongly the writer makes the argument is important. Elegance implies writing with simplicity and grace, eliminating wordiness and meaningless words, with clear and concise expression as the goal. Through discussion and written exercises, learners will develop skills in these two areas.

HS7004 - Graduate Writing for ESL/EFL Learners (4 quarter credits). This course introduces non-native speakers of English to graduate-level academic writing. Learners will develop an understanding of the assumptions and intentions that underlie advanced academic writing as it is done in the United States. Learners will develop skills in producing effective advanced academic writing including skills in combining facts and opinions from multiple sources. Learners will develop linguistic and content editing skills so that they will be able to continue to improve their own academic writing after they leave the course.

HS7500 - Quality Improvement and Organizational Performance in Health Care (4 quarter credits). This course analyzes the concept of quality and its application in a variety of health care arenas. Methods for measuring, benchmarking, and

assessing organizational performance along dimensions such as financial results, clinical services, utilization, productivity and the health of the community are examined. Additionally, public and private quality review mechanisms, including the joint Commission on Accreditation of Health Care Organizations, Professional Review Organizations, and Accreditation Council for Graduate Medical Education, and quality control mechanisms in managed care plans, including the National Committee for Quality Assurance and others are evaluated.

HS7501 - Fundraising Strategies for Non–Profit Organizations (4 quarter credits). This course examines a variety of strategies for securing resources for a non-profit organization such as donor research, annual giving, endowment and capital campaigns, major gifts, planned giving, social enterprise and special events. The key practices, principles and processes of fundraising are also analyzed to enable the non-profit executive to create, participate in, and manage fund development programs and staff.

HS7502 - Grant Proposal Development and Administration (4 quarter credits). Grant funding is one of the major keys to the financial survival of non-profit organizations. This course provides insights into the success strategies for grant seeking such as effective research, compelling prose, and constructive relationships and for grant making perspectives such as effective writing and proposal preparation. A comprehensive overview of private and corporate philanthropies is examined as well as other research resources including the Internet.

HS8004 - Advanced Research in Adult Human Development and Behavior (4 quarter credits). This course critically analyzes theory and research in adult development and behavior with an emphasis on contemporary research and application issues. Adult development is studied from the biological, psychological, social, and multicultural perspectives. Application to the human services professions of principles of adult development is central to this course. HS8004 and HS8005 must be taken concurrently by PhD learners in their first quarter. *Cannot be fulfilled by transfer.*

HS8005 - Doctoral Learner Success Lab (non-credit). This lab is designed to provide new doctoral learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. It is specifically designed to provide doctoral learners the tools they will need to successfully complete their program and dissertation. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a Degree Completion Plan. HS8005 is an advisor-led course taken in the first quarter, in conjunction with HS8004, and carries no credit. *Cannot be fulfilled by transfer. Available online only.*

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HS8100 - Fundamentals to Social Science Research (4 quarter credits). This course introduces to social science research, particularly in the context of human services. The overall goals of the course are twofold. First, the course will assist students to be educated consumers of research; that is, to be able to critically evaluate published research and utilize research findings in practice. Second, the course will also prepare students to design research studies in their fields of interest. Therefore, major concepts and techniques of social science research will be examined, including: problem formulation, identification of variables, literature review, research design, sampling, definition and measurement of study variables, instrument construction, and data collection and analysis.

HS8101 - Social Change and Public Policy (4 quarter credits). This course provides an introduction to social welfare policies and programs that are designed to improve the well-being and the quality of people's lives. The process of development and implementation of programs targeted to poverty, mental illness, children and families, elderly, ethnic minorities, HIV/ AIDS, and other social problems and groups will be examined. Students will also begin to acquire policy and program formation, change, and evaluation skills. Finally, the course will set the stage for how social welfare policies affect the direct practice of human service professionals and social workers. The professional role of affecting change at the public policy level and policy at the agency level will be explored.

HS8102 - History of Social Welfare (4 quarter credits). This course is an advanced historical survey of social services, public policies, social welfare and the profession of social work in the United States from the colonial era to the present. The course follows a general chronological approach of the emergence of the American welfare state and professional social services. It provides learners with a broad understanding of the historical evolution of America's response to social need, as well as an understanding of the historical emergence of social work as a helping profession. The course explores the historical social welfare experience of different groups, including women, Asian-Americans, African-Americans, Native Americans, Hispanics, citizens with disabilities, gays or lesbians, and others in the United States. Comparisons will be made to some other social welfare systems, particularly those of England, which greatly influenced early U.S. "poor laws." However, the bulk of the course emphasizes social welfare issues in the United States.

HS8103 - Principles and Practices of Social Work (4 quarter credits). This course provides learners an overview of principles, methods, and practice models for intervention and social change through work with groups and communities. It examines theoretical perspectives of group and community organizing as well as advocacy models, grassroots participation, and the empowerment of disadvantaged groups. Learners will also explore theories and methods of present-day social work practices with individuals, families, and organizations.

HS8104 - Human Behavior and the Social Environment (4 quarter credits). This course focuses on theoretical frameworks, perspectives and issues in human behavior and development, beginning with conception and ending with death. Human behavior and development are examined using a life course and social systems approach. Special emphasis is given to the person-in-the-environment, and examining behaviors during the life-cycle as a function of bio-psychosocial processes. The influence of human diversity, including factors such as culture, race, ethnicity, gender, class, socioeconomic status, religion, and sexual orientation are also examined.

HS8106 - Epistemology of Practice Knowledge (4 quarter credits). This course examines theories that guide the acquisition of knowledge within the human services professions. The methods used to develop theory within the social sciences are critically analyzed and evaluated as precursors to understanding and using the scientific method. Included in the course is the study of how theory is derived, how research methods are linked to theory, and finally, how scholar-practitioners apply the scientific method in applied ways.

HS8107 - Marketing and Public Relations for Non-Profits (4 quarter credits). The importance of establishing an integrated marketing system and the specialized aspects of marketing strategies in non-profit organizations are examined. Topics include segmentation, complimentary positioning, membership recruitment, products and services, the supply chain, and promoting intangible products whose benefits are often indirect. The roles of public relations, advertising and persuasive communication with target markets are also explored. Disciplines such as fundraising, volunteer management, and media relations are viewed from a marketing perspective, with attention given to the integration of their various techniques into a compelling marketing positioning strategies for the organization.

HS8108 - Financial Analysis and Reporting for Non-Profit Executives (4 quarter credits). Techniques and principles of financial analysis and management, including budgeting, finance and investment decision making, revenue management, internal control, and cost management for the non-profit organization are presented. Current economic thinking about the role of non-profit organizations in a market economy, cross-subsidization and competition, and cost-benefit analysis are also considered. Additionally, timely financial issues, transactions, and trends in non-profit finance are analyzed. These include innovative financing techniques, complicated organizational structures, mergers, and bankruptcy. Database and spreadsheet scenarios and sensitivity analysis of finance topics, through the use of analytical models, are used to create effective tools for financial decision making. Prior knowledge in the areas of accounting, finance, and familiarity with financial statements is expected.

HS8109 - Non-Profit Public Policy and Advocacy (4 quarter credits). This course provides a comprehensive view of the current advocacy strategies utilized by non-profit executives and advocates to advance their organizations' missions and to inform public policies and attitudes. These strategies include advocacy organizing, public education, litigation, mobilization, demonstrations, polling, research, lobbying, and working with the media. Emphasis is also placed on the ways non-profit advocates can advance their goals in the public policy process.

HS8111 - Quantitative Research Methods in the Human Services (4 quarter credits). This course emphasizes the application of research methods and designs to specific social problems encountered in human service disciplines. Topics include human subjects protection, and issues associated with measurement, development of instruments, data collection, data management, and initial phases of data analysis. SPSS (Statistical Package for the Social Sciences) will be introduced, and learners will learn how to set up a SPSS database, create variables, enter data, and perform basic descriptive statistical analysis. Methodological adaptations are considered when conducting research with special populations and in diverse human service contexts.

HS8112 - Advanced Qualitative Research Methods (4 quarter credits). This course examines qualitative designs used in research, including in-depth interviewing, case studies, participant-observations, focus groups, ethnographies, and document analysis. Specific attention will focus on the development of skills in question development, interviewing, observation, selection of sampling strategy, verification of data, and recording of data. Learners will examine the philosophical assumptions, the political and ethical issues involved in qualitative research. Qualitative software programs will be introduced, and learners will gain experience in entering data and extracting themes. Scholarly presentation and writing of qualitative findings will also be reviewed.

HS8113 - Advanced Study in Research Methods (4 quarter credits). This course focuses on research methods applicable to disciplines relevant to the School of Human Services. Learners analyze the relevance and appropriateness of specific research methodologies in preparation for use in the dissertation.

HS8114 - Operations in Health Care Systems (4 quarter credits). This course applies principles from the field of operations management science to the complex health care industry. Topics examined include formulating a competitive strategy and key management science decision area, including strategic planning, process design, quality control, and service delivery. Organizational technology and structure as well as operations and various models for organizing work, such as the matrix structure, are examined and assessed. Tools of Continuous Quality Improvement (CQI) and selected quantitative techniques used in the efficient management of health care delivery such as forecasting, queuing, inventory analysis, and linear programming are explored.

HS8115 - Managing Human Capital in Health Care Environments (4 quarter credits). This course addresses the complex theories, concepts, practices, and strategies in the management of human resources in health care organizations. Strategic workforce planning, hiring, training, personnel evaluation, and compensation are examined from the perspective of health care management as carried out from the unit level up through the executive level. Topics include recruitment, interviewing and selection; retention (including compensation and benefits); diversity; performance management; and career development. Also examined are the laws and regulations that frame human resource management including employment law and OSHA; fair employment practices; wrongful termination and privacy; National Labor Relations Act (and unions); and strikes and boycotts.

HS8116 - Financial Analysis in the Health Care Systems (4 quarter credits). This course focuses on the knowledge and skills required to conduct advanced strategic financial analyses of an organization's external environment mergers and acquisitions, capital budgeting and sources of capital, and debt and investment are examined. High-uncertainty, high-impact trends and events of importance to health care organizations are analyzed. Current issues in fraud and abuse in the health care environment are addressed. Frameworks for conducting advanced strategic financial analyses and making innovative organizational recommendations on the basis of these are presented. Scenarios of possible futures, assessing different outcomes of trends and events and identifying possible management responses are examined.

HS8117 - Strategic Management of Health Care Reimbursement Systems (4 quarter credits). This course is an in-depth examination and analysis of the current health care reimbursement policies including the full spectrum of insurances, from conventional catastrophic insurance (with or without a Medical Savings Account), through PPOS, to strictly managed Health Maintenance Organizations, and post retirement health benefits are examined. Proposed legislative changes in these reimbursement policies such as tax financing for public insurance are also explored. Strategic issues are considered for meeting government regulations for Medicare and Managed Care. Contracting and policy decisions are examined with regard to revenue impact. Decision making strategies are explored which maximize revenues while providing excellent quality care to patients.

HS8118 - Health Policies Analysis and Strategy (4 quarter credits). This course analyzes selected existent and proposed health policies from the perspectives of economic, sociological, and political theory, methodology, and models. Health care executives must be able to participate effectively in the development and analysis of policy and in the political processes within which they take place. Health care issues, strategies, and programs are the subject of comparative analysis for public and quasi public sector decision making

are evaluated. Alternative methods of policy analysis including matrix analysis, decision trees and cost-benefit analysis are examined. Additionally, the ethical dilemmas that arise in policy making and analysis are included.

HS8200 - Principles of Forensic Counseling (4 quarter credits). This course has been designed to present and describe some of the treatment techniques available to assist professionals who work with those who commit crimes and conduct delinquent behavior. The goals of Forensic Counseling are twofold: a) To assist the offender to establish a lifestyle that is personally satisfying and conforms to the rules and regulations of the larger society; and b) To protect the community from harmful activity by offenders placed under community control and supervision. These two goals are viewed as correctional work for those who work as youth counselors, guards, probation officers, juvenile aftercare supervisors, and parole officers. They are also relevant to other professionals who work with offenders such as Clinical Sociologists, Criminal Psychologists, Rehabilitation Counselors, Family Therapists, Social Workers, and Educators.

HS8210 - Issues in Police-Community Relations (4 quarter credits). This course is a study of issues in police communication and their impact on society in the context of police-community relations. The course will cover a variety of law enforcement structures in large and small communities, urban and rural areas, and suburban districts. Learners will examine resident expectations of police, sheriff, and legal systems in their local communities, particularly focusing upon disparities between relationships with the police in mainstream versus racial minority resident areas.

HS8211 - Practices of Probation, Parole and Community Corrections (4 quarter credits). This course is an investigation of the historical and current practices of non-institutional correctional practices. The course will cover education and training requirements for the community correctional officials, caseload assignments, the ratio of correction officer to released offenders, as well as policies that govern release from institutional custody to the community. It will focus upon an examination of the release of sexual offenders into local communities.

HS8212 - History of the Juvenile Criminal Justice System (4 quarter credits). This course offers an intensive study of the juvenile criminal justice system and process. Theories of causation and innovative intervention approaches, such as "drug courts", will be examined. The course will review the dramatic increase of juvenile violence and crime in American culture over the last quarter century. It will focus upon the debate between "root causes" for juvenile violence and crime versus the survivability of the children's court system.

HS8300 - Diversity in the Workplace (4 quarter credits). All CEO's, managers, supervisors, training professionals, educators must be able to effectively recruit, train, manage, and promote a culturally

diverse workforce. Unfortunately, too few managers and directors have been adequately trained to accomplish these tasks. The Hudson Institute's demographic study called WORKFORCE 2000 determined that due to increased U.S. immigration quotas and increased birthrates among minorities, workplace diversity will be an inevitable fact in 21st century America. While the demographics make an appreciation of workforce diversity a requirement, its effective management is seen as good business. It takes communication, conflict resolution, and the creation of an inclusive organizational structure for diversity in the workplace to succeed. This course helps administrators to better understand the problems to be faced and the solutions to be planned.

HS8370 - The Criminal Mind (4 quarter credits). Lifestyles, practices, and motivations of serial killers, robbers, and those who assault citizens in our communities are examined continually in the media, television, and cinema. Virtually a new sub-culture has arisen to follow the lives and habits of these perpetrators of harm and violence. This course is a review of psychosocial theories that analyze and evaluate deviant human behavior and the environment that precipitates repetitive criminal conduct. The course also is an introduction into profiling criminals and predicting criminal behavior.

HS8371 - Race/Culture in Criminal Justice (4 quarter credits). As our communities become more diverse, there is a heightened need to understand and address racial and cultural pluralism in human behavior. The Criminal Justice System, like the larger society, must reflect such a change in social attitudes. Law enforcement agents, in particular, are being monitored for their relationship with those who come from diverse backgrounds. Similarly, disproportionate rates and lengths of incarceration between racial and ethnic groups are being evaluated. This course will examine these and other issues in Correctional Practice and the Criminal Justice System.

HS8372 - Criminal Behavior: A Sociological Primus (4 quarter credits). It has become increasingly apparent in the 21st century that the traditional "get tough" policy of the past century toward crime remains inconclusive as to finding a way to deal with those who continue criminal behavior. One reason for this failure is that all too often little attention is paid to the social causes of crime. Crime rates differ both geographically and sociographically. Race, gender, social class, and age contribute to the pattern of criminal behavior and victimization. Society's response to crime is often reflected in public opinion via the news media, stronger policing, prosecution, and finally, punishment. However, in order to reduce the crime rate, crime must not only be addressed as a problem manifested in the behavior of the individual, but also as a problem of society since it is also social structure and process that impacts this outcome. Succinctly, at the root cause of criminal behavior in the U.S. may lie how the society itself is organized. Therefore, a different strategy must be imposed to understand such a seemingly intransigent problem.

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HS8373 - Understanding Criminology (4 quarter credits). This course is for learners who are interested in understanding crime as it relates to the field of criminology. It focuses on the central issue of defining crime. While many people would be content to accept a clinical definition of crime, that is, it being "behavior that violates the law," such a definition would only necessitate changing the individual's crime calculus in reducing such behavior. Modern criminologists have come to believe that crime is a more complex enterprise since they are acutely aware that what is considered a crime may also be a product outside of the individual's control. Yet, both issues are important factors in developing a better understanding of (1) why people break the law; (2) how society responds to offenders; and (3) how criminologists define crime and conceptualized these affects relative to that of the criminal. Therefore, it is important for learners in those fields of study dealing with crime to have better understanding to the how and why or "root cause" of such a trenchant issue as criminal behavior. This course is designed for learners in the fields of criminology, criminal justice, and sociology.

HS8374 - Current Research on Violent Behavior (4 quarter credits). The course has been designed to help learners develop a thorough understanding and extensive accounting in explaining "violent" behavior. It draws upon sociological and psychological perspectives as part of a coherent approach relating to those violent acts which have caused public concern. There course also focuses on the ways in which violence is defined by the criminal justice system. Definitions of the main violent offenses, including violent sexual offenses are discussed and an indication of the levels of sentencing in particular cases is provided. Finally, the course focuses on techniques used to confront offenders of violent behavior within the criminal justice system. This course is designed for learners in the fields of criminology, criminal justice, sociology, and psychology.

HS8375 - Deviance: The Interactionist Perspective (4 quarter credits). This course advances a new sociology of deviance by focusing on the issues that relate to how people stereotype one another with regard to their interest in crime. Relationships between individuals based on such stereotypes identify an important link between "crime in the streets" and "crime in the suites" and the differences between the two in eluding punishment and its consequences. Use of this perspective helps the learner to understand the interactionist approach to the course and distinction between deviance and crime, by examining deviance as a social phenomenon that consists of a set of interpretations and social reactions. This course is designed for learners in the fields of criminology, criminal justice, and sociology.

HS8376 - Correlates of Crime (4 quarter credits). One of the most perplexing problems faced by any person with a basic knowledge of statistics is the confusion of correlation with cause. Criminologists often speculate that correlation does not equal a deeper examination requires the crucial step of observing correlates and interpreting them with the help of methodological theory. It is only by building and testing theories that criminologists can begin to make sense of such correlates. This course examines social class, race, sex, and gender as correlates of crime to determine if any patterns exist for understanding their development. This course is designed for learners in the fields of criminology, criminal justice, and sociology.

HS8377 - The Penal System: Its Role in the U.S. Society (4 quarter credits). This course provides an in-depth examination of the social and historical foundation of the American correctional institution. Issues relating to structure and social processes of institutions of confinement in relation to problems of treatment and rehabilitation are its primary focus. The course includes a systemic evaluation of recidivism, general and specific deterrence, rehabilitation, incapacitation, and retribution in relation to the American correctional system. Emphasis will be placed on philosophies of punishment, sentencing strategies, the prison community, alternatives to incarceration, and various reform efforts. Critical issues facing corrections will be examined. This course is designed for learners in the fields of criminology, criminal justice, and sociology.

HS8400 - School-Community Relations (4 quarter credits). As the diversity in American K-12 classrooms has grown, it has become more difficult for classroom teachers to single handedly meet the complex and disparate needs of the children with whom they work. As a result, community and parent involvement is becoming central to the achievement of desired educational outcomes for learners, teachers, and schools. This course will explore rationales or such involvement and provide specific strategies for successfully engaging parents and a broad range of other community members in the educational process.

HS8401 - Funding Challenges for Urban Schools (4 quarter credits). Focusing on the causes for continuous marginalization of inner-city school children, this course examines educational goals, ideological rationales, the paucity of educational reform and the incumbent economic realities. It evaluates prevailing criticisms of teacher education, funding for schools, community tax bases, and political policies of School Boards. The course engages each learner's experience as a student, parent, or educator on issues such as the historical growth of community and national schools, truncated curricula, pedagogical styles of teachers matched to learning styles of students, and the preconceptions that teachers, students, and parent hold about public education.

HS8402 - Teacher-Student Behavior Management (4 quarter credits). "Discipline is a double-edged sword" was an axiom given twenty years ago in a course on classroom discipline for teachers of problem students. True then as it is today, most educators and parents still believe that in order to discipline a child the adult must possess and practice good discipline skills. This course reviews a general overall model of disciplinary philosophies, form the behavioral to the humanistic, as well as in-depth evaluations of the effectiveness of several classroom discipline techniques.

HS8403 - Social Skills for At–Risk Students (4 quarter credits). This course is designed for educators, parents, and those in the helping profession. It reviews theories from various schools of thought on the applicability of social-skills education as well as an evaluation of specific techniques for social-skills instruction. Some major issues discussed in this course could involve mainstreaming and inclusion strategies, disabled and culturally diverse students, and curriculum adaptations for special students. Learners may expect a broad philosophical inquiry coupled with case-by-case applications and techniques.

HS8500 - Advanced Theory and Research in Counseling Studies (4 quarter credits). Theory and research in the counseling professions reflects standards of practice, advances made in the social sciences, and emerging trends in identified needs of consumers. This course analyzes research methods applicable to building theory in the counseling professions, explores theory building and application, and provides opportunity for in depth critical examination of emerging research needs. Development of critical research analytic skills, as well as research design methods, are integral elements of this advanced theory and research course.

HS8501 - Contemporary Issues in Counseling Studies (4 quarter credits). The counseling professions are increasingly faced with the need to advance understanding of the role of the counselor in contemporary society and to devise research-based methods of practice that can meet existing and emerging consumer needs. This course analyzes and evaluates contemporary issues that are impacting the counseling professions such as ethical issues, compassion fatigue and burnout, the impaired professional, Internet counseling applications, multiculturalism and diversity challenges, and the role of the biological sciences on counselor role development.

HS8502 - Health Care Strategic Planning and Management (4 quarter credits). This course strategically analyzes the mission and goals of the institution, its governance, services, operational and fiscal components, market, and clients. These elements are evaluated within a strategic management framework that links planning to operations. The role of strategic thinking and planning in enhancing organizational effectiveness in the context of increased competition for health care dollars and the wide range of challenging issues requiring solutions is examined.

HS8503 - Health Systems Analysis and Evaluation (4 quarter credits). This course analyzes the structure, function, financing and management of health care systems in the United States at both micro and macro levels. It focuses on the critical issues facing the United States with emphasis on the relationships among providers, payers, and patients. The course designed to evaluate the

impact of the myriad of interdependent actors within the health care systems and for the widespread consequences of decisions in the clinical, policy and management arenas. Related evaluation measurement issues are addresses and evaluative research on health care systems and services are analyzed.

HS8504 - Law and Health Care Administration (4 quarter credits). The course analyzes the impact of law on the way health care is delivered in the U.S. The major legal principles and issues relevant to health care administration are examined such as those that affect the operational decisions of health care providers, payors, and managers and that impact development of markets for health care products and services. Topics addressed include legal and regulatory constraints imposed on the health care industry, the liability of health care providers, the rights of patients, labor relations, and administrative law for health care organizations. Legal issues relating to admission and discharge, emergency treatment, medical records and mental health treatment are also covered.

HS8505 - Ethic and Decision Making in Health Care (4 quarter credits). This course discusses substantive ethical principles and procedural methodologies by which managers can understand, analyze, and resolve ethical problems. Issues in medical ethics are explored with an emphasis on their impact on administrative policies in health care delivery organizations, including the personal and moral dilemmas they may raise for administrators. Topics include business ethics versus health care ethics, organizational philosophy and mission statements, professional codes of ethics, conflicts of interest, ethical committees, the allocation of scarce resources, informed consent, confidentiality, human experimentation, determination of death, euthanasia, suicide, abortion, the ethics of managed care, and HIV disease.

HS8506 - Leading Organizational Change in Health Care Systems (4 quarter credits). This course presents a comprehensive examination of the complex, dynamic, rapidly changing health care system in the United States. The health care system's major components and their characteristics are identified, with an emphasis on current policy issues, performance challenges and program solutions. Social, economic, and political forces that have shaped and continue to influence the health system are traced. Policy innovations designed to address performance gaps are analyzed for federal, state, and private sector programs. Potential lessons from international health care systems are also explored. Prospects for the future of U.S. health care are also discussed.

HS8507 - Management of Marketing in Health Care (4 quarter credits). This course focuses on strategic and tactical marketing issues facing health systems, physicians, and other providers. Topics include marketing tools (such as pricing, promotion, channels, consumer behavior, brand equity, and segmentation) and how to use them. Emphasis is placed on understanding branding, service line marketing, measuring marketing effectiveness, patient retention, patient satisfaction, fraud and abuse restrictions, Internet marketing and marketing tactics. Additional topics considered are: market failures in health insurance; the market power of health professionals; horizontal and vertical integration of providers; tax policy and medical savings accounts; myths and realities regarding the behavior of for-profit and not-for-profit organizations; and the theory and practice of managed competition.

HS8508 - Ethics for Non-Profit Executives (4 quarter credits). This course examines the ethical principles and methodologies by which non-profit executives can understand, analyze, and resolve ethical issues. Both conceptual and practical ethical questions and value dilemmas encountered by executives in various types of contemporary non-profit organizations are examined. Topics include personal codes of ethics, organizational philosophy and goals, conflicts of interest, ethics committees of the board, and allocation of scare resources.

HS8509 - Law and Non-Profit Organizations (4 quarter credits). This course provides an overview of the laws and regulations governing the establishment and operations of non-profit organizations. Specifically, the laws governing incorporation and tax-exempt status of non-profit organizations, and the implications of laws and statutes are explored. Additionally, the efforts of how non-profit organizations influence legislative and rule making processes are examined.

HS8510 - Integration of Community Outreach and Non-Profit Programming (4 quarter credits). This course examines the complexities between the internal and external environments of non-profit organizations and their services. Interrelationships such as alliances, joint ventures, and mergers are becoming more frequent among non-profit organizations as well as with public and for-profit organizations. The course focuses on these interactions within non-profit coalitions and the business and government sectors.

HS8511 - Resource Management in Non-Profit Organizations (4 quarter credits). The theoretical and conceptual economic models fundamental to all non-profit organizations are analyzed. Topics include resource allocation, price formation, production and costs, and economic impact analysis. Trade-offs faced by non-profits and methods for evaluating them are explored. The economic impact of non-profit organizations on the people and communities that they serve is critically analyzed.

HS8512 - Organizational Assessment and Program Evaluation in Non-Profit Organizations (4 quarter credits). This course critically analyzes the principles and techniques that non-profit managers use to assess and measure organizational effectiveness. The need for accountability is intensified for funders, major stakeholders, and the public-at-large. Activities that provide justification for the use of the financial and human resources is evaluated to ensure that non-profits gain sophistication in assessment and program evaluation techniques. The course examines how non-profit managers can use the results of assessment processes to enhance the organization's mission.

HS8800 - Long Term Care (4 quarter credits). In this course learners will examine how their profession relates to long-term care and the management of personal, social, and medical services needed by people who can no longer care for themselves due to a physical or mental chronic illness or disability. While areas of home care and assisted living facilities will be explored the primary focus of the course will be on skilled nursing facilities and the crisis facing this industry today. Subjects to be explored will include the changing long-term care scene, institutional vs. non-institutional care, financing of the system, public reimbursement, balancing cost and quality, staffing, licensure, certification, inspection and review, and the levels of care through to the role of hospice. The learner will acquire a basic understanding of both the social and medical models along this continuum of care.

HS8801 - Health Care and the Law (4 quarter credits). In this course learners will examine how their profession relates to American health care law regulating financial, bioethical, patient care and informational access issues. At the level of the patient physician relationship subjects such as malpractice, informed consent, duty to treat and right to die will be explored. Within the patient state relationship, public health laws, reproductive rights, bioethics and genetics will be examined. At the level of provider institutions and the state, areas of managed care, individual and institutional licensure, cost containment, staffing, anti trust, mental health law, Medicare, Medicaid and health care reform will be reviewed. The learner will acquire a basic understanding of how health care law and regulation applies to the world of providers, receivers and payers.

HS8900 - Non-Profit Program Development and Implementation (4 quarter credits). This course examines the theories and issues of planning, developing and implementing programs consistent with mission and goals of the non-profit organization. Topics include conducting and interpreting needs assessments, evaluating the organization and its programs, and making operational the organization's philosophy and goals.

HS8901 - International and Comparative Perspective of the Non-Profit Sector (4 quarter credits). This course explores international and comparative perspectives of the non-profit sector in Civil Societies outside of the U.S. Topics include theoretical frameworks, operations, management tools, and criteria of definition and principles of action in specific environments and cultural settings. The political and social significance of grassroots international non-profit organizations is analyzed. Principles of action applicable to Civil Society are discussed in relation to specific societal contexts.

HS8902 - Research Methods For the Non-Profit Sector (4 quarter credits). This course gives learners an advanced knowledge base of data analysis, statistical concepts, the use of computers assisted programs, and complex research designs for non-profit program planning and evaluation and quantitative techniques for problem solving.

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HS9000 - Clinical Laboratory (10 day residency) (4 quarter credits). This Clinical Laboratory is required for all learners specializing in Mental Health Counseling and Marital, Couple, and Family Counseling/Therapy. This 10 day laboratory will focus upon development of therapeutic contracts, therapeutic assessment, and execution of effective theories and practices of individual psychotherapy relevant to counselors and marriage and family therapists. The twelve-week online component is designed to prepare learners for the laboratory with assigned pre-work and completes the course with final written papers or projects. *Prerequisite(s): Mental Health learners must have completed OR be in progress with the following courses: HS815, HS821, and HS871. Marital, Couple, Family learners must have completed OR be in progress with the following courses: HS815, HS821 ,and HS877.*

HS9001 - Clinical Laboratory (10 day residency) (4 quarter credits). This Clinical Laboratory is required for all learners specializing in Mental Health Counseling and Marital, Couple, and Family Counseling/Therapy. This 10 day laboratory will focus upon special applications of individual psychotherapy for Axis-I behaviorally disordered clients, techniques for group psychotherapy for unrelated individuals, and systemically oriented therapies for couples and family groups. The twelve-week online component is designed to prepare learners for the laboratory with assigned pre-work and completes the course with final written papers or projects. *Prerequisite(s): Mental Health and Marital, Couple, Family learners must have completed OR be in progress with the following courses: HS5106, HS5107, and HS841.*

HS9002 - Clinical Practicum (100 hours) (4 quarter credits). This Clinical Practicum is required for all learners specializing in Mental Health Counseling, and Marital, Couple, and Family Counseling/Therapy who desire to seek licensure as a part of their academic program. This is an online-directed and intensely supervised, one quarter field experience during which the learner receives supervised practice in specific clinical skills in interviewing, assessment, intervention, documentation and consultation in a field setting relevant to the learner's chosen field of counseling, marriage and family therapy, or clinical social work. Field supervision contracts are negotiated, agreed upon, and monitored by the online instructor of record. Actual field supervision is conducted and evaluated by university assigned licensed supervisors in specific locations throughout the country. Learners are expected to meet face-to-face with field supervisors in monthly scheduled meetings during this one-quarter course which includes 100 hours of clinical field experience and no less than 15 hours of face-to-face contact with field supervisors. This online course will operate during Winter quarter. *Prerequisite(s): Learners must complete OR be in-progress with the following courses: HS9000, HS9001. (4 quarter credits, including 100 hours of field supervision.)*

HS9031 - Clinical Internship I (4 quarter credits). This is the first course in a sequence of three clinical internship courses in the Mental Health Counseling, Marital, Couple, and Family Counseling/Therapy specializations in the School of Human Services. This internship prepares learners with specific clinical skills in interviewing, assessment, intervention, documentation and consultation in a field setting relevant to the learner's chosen field of counseling or therapy. This course provides 300 contact hours. *Prerequisite(s): HS9000 and HS9001 and all degree coursework.*

HS9032 - Clinical Internship II (4 quarter credits). This is the second course in a sequence of the three clinical internship courses. It provides 300 additional hours of clinical field experience. *Prerequisite(s): HS9031*

HS9033 - Clinical Internship Section III (4 quarter credits). This is the third course in the sequence of three clinical internship courses. It provides 300 additional hours of clinical field experience. *Prerequisite(s): HS9032*

HS9994 - Doctoral Comprehensive Examination I (4 quarter credits). This course is intended for learners who have completed all required core and advanced courses. It is designed to assist you in the development and successful completion of your comprehensive examination by supporting you as you gain approval of your comprehensive committee, formulate, and submit ten topics, and write and submit comprehensive examination papers to your committee. *Prerequisite(s): Completion of all other required course work. Cannot be fulfilled by transfer. Concurrent registration with HS9995 is allowed.*

HS9995 - Doctoral Comprehensive Examination II (4 quarter credits). This course is intended for learners who have partially completed the comprehensive examination process. It is designed to assist you as you continue to write and submit comprehensive examination papers to your committee. *Prerequisite(s): HS9994. Cannot be fulfilled by transfer. Concurrent registration with HS9994 is allowed.*

HS9996 - Dissertation Research I (4 quarter credits). This course is intended for learners who have completed all required core and advanced courses and the comprehensive examination. This course is the first of a series of four courses designed to assist you in the development and successful completion of your dissertation. The purpose of this first course is to support you in gaining approval of your dissertation committee and to create a preliminary draft of your dissertation proposal that can be approved by your faculty mentor (who serves as the chair of your Dissertation Committee). *Prerequisite(s): HS9995. Cannot be fulfilled by transfer.*

HS9997 - Dissertation Research II (4 quarter credits). This course is intended for learners who have completed a preliminary draft of their dissertation proposal. It will support you as you prepare and submit your IRB application, conduct field tests as required and approved by your committee, and

complete development of your final proposal. To complete this course you will schedule and pass your Proposal Completion Conference with your mentor and committee. *Prerequisite(s): HS9996. Cannot be fulfilled by transfer.*

HS9998 - Dissertation Research III (4 quarter credits). This course is intended for learners who have successfully passed their Proposal Completion Conference. It will provide support as you conduct a **research project** that is consistent with the terms and conditions of the approved proposal. To complete this course, you will complete the collection and analysis of data and be ready to start the final writing of your dissertation chapters. *Prerequisite(s): HS9997. Cannot be fulfilled by transfer.*

HS9999 - Dissertation Research IV (4 quarter credits). Once you have completed your research project, this course will provide support as you revise earlier chapters of your dissertation (Chapters 1 -3) and prepare Chapter 4 and 5 for review and approval by your committee. A required milestone of this course will be the successful completion of the Dissertation Completion Conference with your mentor and committee. Once the Dissertation Completion conference is successfully passed, this course will guide you through the final stages of preparing your dissertation for publication. Through a step-by-step process, you will work with a facilitator to produce a professional-looking final manuscript that reflects the quality of the research effort expended and presents you, your committee, your school, and Capella University in the best possible light to the scholarly community. *Prerequisite(s): HS9998. Cannot be fulfilled by transfer.*

MBA9010 - Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits). In this course learners identify and prioritize their professional development goals. In turn this will help learners strategize about how to effectively manage their MBA experience so that they can stretch themselves, have a positive impact on their job, and reposition themselves for greater responsibility and influence within their organization.

This course is the first component of the Professional Effectiveness Coaching[SM] process. The course offers various assessments that can help learners identify and articulate their management skills, values, purpose, and vision. With this information in hand, learners will be in a better position to establish the goals that may help them achieve their vision. More specifically, learners will use the experiences in the course to clarify what is truly essential in their life (values), what they want their life to be about (purpose), and what they want to achieve in their life (vision). When values, purpose, and vision are aligned, it is easier to make decisions and set goals that are congruent with whom you are. *Prerequisite for all other 15 MBA required courses. Cannot be fulfilled by transfer.*

MBA9020 - Leading for Results (3 quarter credits). What behaviors are necessary to achieve effective, high impact results? In this course learners gain

knowledge of and apply the practices of leadership effectiveness to analyze and understand their personal leadership style, as well as the different styles of leadership in their organization. The focus of this course is how leaders mobilize others in their organizations to get extraordinary things done. Learners analyze their own leadership skills in terms of current strengths and areas for improvement. Learners develop measurable goals and plans for applying new behaviors in the context of a "personal best project" within their organization. Learners will also be assessing their organization's context for leadership.

The framework for leadership effectiveness established in this course forms a foundation for the Business Core and the Professional Effectiveness Core courses. *Prerequisite for the remaining 14 required courses. Cannot be fulfilled by transfer.*

MBA9110 - Marketing and Brand Management (3 quarter credits). This course presents a comprehensive approach to marketing and brand management including: marketing strategy and competitive differentiation; segmentation and targeting; the positioning levers of product, price, promotion, and distribution; and creation and management of brand.

In this course learners analyze the major decisions that marketers must make in their efforts to effectively use company resources to meet marketplace needs. Learners use commonly accepted criteria to evaluate those decisions in making sound, productive judgments. Learners are asked to analyze how the environmental variables with their unique attributes impact marketing, and how marketers must anticipate and respond to evolving changes in these variables. The course assignments and discussions are designed to challenge the learner to think strategically about the marketing process, determine how to evaluate the success or failure of the overall marketing strategy, and how to leverage learning from the course to their work environment.

MBA9120 - Sales and Customer Relationship Management (3 quarter credits). What techniques does a general manager or sales executive need to succeed with customers today? This course covers the theory and practice of strategic consultative selling, including relationship selling, solution selling, and strategic account management. Learners explore topics in sales force management, including alignment of the field organization, the use of resellers, and compensation.

The course is structured according to the five steps of consultative selling which are presented in detail: development of a personal selling philosophy and the subsequent creation of a strategy for the relationship, product, customer and sales presentation. Learners also will explore various Customer Relationship Management software applications and topics. Various roles in the selling process, such as the buyer, the sales manager and of course the salesperson, will be investigated.

MBA9130 - Operations and Process Management (3 quarter credits). How can an organization most effectively create and deliver its product or service? This course presents tools and techniques for effective process and supply chain selection, design, planning and control.

Today's organizations are constantly challenged by ever changing strategic issues and directions. Competitive organizations look for ways to succeed in the 21st century by using new technologies to improve products and services. Effective operations and process management systems are essential to achieving continuity and success. This course helps learners apply the principles and techniques of process-based management as a foundation for continuous improvement. Learners explore how to design, develop and manage effective operations management tools that are required to detect and fix problems quickly. Learners identify, discuss and practice how to apply measures of operational performance that support organizational growth, innovation, and market leadership. As a result, learners are better prepared to respond to changes in market demand.

MBA9140 - Financial Management (3 quarter credits). What are the key practices that will result in effective utilization of an organization's financial resources? This course will provide basic theories and techniques related to the acquisition of, accounting for, and allocation of an organization's financial resources.

Financial management represents a critical business function within all organizations. In today's fast-paced global environment, employees need to recognize and understand key financial and risk-management systems to ensure alignment with long-term strategic directions. Along with a comprehensive overview of these processes, learners identify and apply basic financial management theories and techniques to support the effective acquisition and allocation of their organization's financial resources, and how to apply their knowledge of finance management practices to real-world business concerns and issues within their work environment.

MBA9150 - Strategy (3 quarter credits). How does an organization create sustainable competitive advantage? This course will cover tools and techniques for competitive analysis, strategic planning, and strategy implementation.

Organizations that thrive in today's competitive environment are lead by managers who develop a strategy that shapes how their companies conduct business and generate profits. A company's strategy provides a roadmap for competitive advantage by outlining how the organization will establish a market position, allocate resources and conduct business, and generate and serve customers. A carefully developed business strategy guides decisions and actions that take place throughout a company and build it into a cohesive unit that competes successfully.

In this course learners gain knowledge of the tools and concepts needed to develop a business strategy, including macro environmental scanning,

industry and competitive analysis, value chain analysis, SWOT analysis, identification of critical success factors and driving forces, and development of strategic alternatives and recommendations. Throughout the course learners apply these tools and concepts as they develop a strategic profile for a company that is described in a detailed case study.

MBA9160 - Managing Information Assets and Technology (3 quarter credits). What are the processes an organization can apply to proactively manage information using technology? This course will address the use of information, knowledge and technology as a strategic asset.

In today's competitive business environment an organization's strategic adeptness and responsiveness are strengthened by its ability to effectively manage information assets and leading edge technology. Conducting business effectively is increasingly intertwined with current and emerging communication technologies. In this course, learners gain knowledge in how to proactively manage information as a strategic asset, and recognize how to use appropriate technologies by applying new skills and knowledge. Learners will understand the importance of monitoring and adjusting their organization's communication processes and principles. Overall, this course is about learning how to leverage available information technology and communication assets to the realization of an organization's business goals.

MBA9170 - Regulatory and Ethical Environment of Business (3 quarter credits). What environmental elements must be monitored for an organization to be successful as we start the 21st century? In this course, learners examine the key components of the business environment, and about ethical choices with regard to corporate decisions.

In today's business world, legal and regulatory environments directly impact an organization's strategic operation and performance. Environmental controls reflect a series of ever changing issues that are frequently reviewed, revised or eliminated. Successful leaders understand the need to regularly monitor these issues and their business implications. The emphasis in this course is on current regulatory environments and their impact on organizational directions. Learners analyze and discuss how current trends in business ethics can help them make socially responsible and strategically sound decisions.

MBA9210 - Building Relationships (3 quarter credits). What does it take to work effectively with and through others? This course presents tools and techniques to help the learner influence others, build relationships, inspire trust, and manage conflict.

We are more persuasive when people trust our credibility. In addition to using business and technical skills, one of the most effective ways to achieve personal and organizational goals is by understanding how to work effectively with others. By building positive relationships, leaders develop

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and sustain strategic alignments within the organization. In this course, learners examine various tools and techniques to motivate and inspire others. They will gain knowledge in how to recognize and use important interpersonal skills to expand their circle of influence and manage conflict.

MBA9220 - Developing and Coaching Others (3 quarter credits). How can a manager make the best use of his/her human resources? In this course learners examine how to effectively match people's talents to jobs and coach, develop, and grow strengths of others.

A critical part of the leader's role is to ensure that an organization is capitalizing on the collective capacity of its intellectual capital. To that end, the leader must coach and develop talent to ensure that followers are aligned with the vision, values, and strategy of the organization. From an organizational perspective, coaching and developing is about mobilizing talent. The effective leader is able to articulate vision, establish and communicate strategic objectives, and identify the individual and collective capabilities needed to drive toward results. To mobilize talent effectively, the leader uses coaching and development skills to obtain and retain the right employees, recognize the strengths and developmental needs of others, and provide development opportunities, while encouraging responsibility for self-development.

MBA9230 - Leading Teams (3 quarter credits). How can a manager create effective project and work teams? In this course learners gain knowledge of techniques and models for building and leading effective teams.

Through reading, discussion, participation, research, and analysis, learners develop a consistent conceptual grounding in team dynamics theory and application and examine what makes teams effective at the individual, group, and organizational levels. The development of team collaboration skills are a critical aspect of this course. Learners are asked to synthesize their understanding of team theory and practice by completing assigned readings and discussion questions. Learners apply their understanding of teams by assessing their organization's use of teams and the overall effectiveness of team support systems. Learners are asked to accept the personal challenge to research and recommend strategies and best practices to better align a critical team organizational support system in their organization.

Learners practice important team processes of problem-solving, decision-making, project management and conflict management in a virtual environment by completing specific course assignments.

MBA9240 - Facilitating Change (3 quarter credits). What processes are most effective for leading and managing long-term organizational change and innovation and creating a collaborative high performance workplace? This course presents theories and models for leading and facilitating organizational change.

Maintaining a competitive advantage in today's global economy requires an ongoing commitment to change and innovation. New demands accelerate the need to assume different roles, responsibilities and attitudes to achieve organizational goals. In this course, learners recognize how to translate theory into practice by identifying and applying effective change management techniques. Learners develop collaborative processes that support forward movement within their work environment. By using these processes, learners will help themselves and their employees make important transitions more effectively for the organization.

MBA9250 - Leveraging Workplace Diversity (3 quarter credits). What are the best ways for managers to leverage individual and cultural diversity and create a workplace that promotes ethical and respectful interpersonal relationships? In this course, learners will explore the models and tools for creating an effective and respectful work environment.

Different perspectives increase an organization's ability to respond creatively. Individual and cultural diversity within today's workplace ensures a continuing source of fresh ideas and insights. A diverse workforce represents multiple opportunities to leverage differences into strengths. This course emphasizes the importance of encouraging the expression of diverse people and their ideas. Learners gain knowledge in how to use models and tools to promote ethical and respectful interpersonal relationships that support the free flow of ideas. Learners develop practical skills and hands-on techniques to effectively support and manage diversity, recognize the importance of organizational diversity and why it is inextricably linked to business success, and establish a framework to promote an ongoing and respectful exchange of information.

MBA9260 - Negotiating for Results (3 quarter credits). What are the effective strategies for negotiations? In this course learners gain insight into how to create effective negotiations with employees, customers and partners.

The purpose of this course is to help learners understand the theories and processes of negotiation so that they can negotiate successfully in a variety of settings. The course offers a practical exploration of the major concepts and theories of bargaining and negotiation and examines the dynamics of interpersonal and inter-group conflict and its resolution. The course is designed to be relevant to the broad spectrum of problems faced by managers and professionals.

Learners will have a chance to understand more about their own negotiating preferences and the consequences of the choices they make. In addition, learners will be asked to accept and offer feedback on the negotiation behavior that they demonstrate and observe. Equally important will be opportunities for learners to formulate their own perspectives about negotiation and extract insights from their own experiences to guide them in future negotiations.

MBA9300 - Judgment, Planning, and Action (3 quarter credits). This course is a capstone MBA impact project. It will focus on the implementation of a project that incorporates the skills necessary for analyzing issues, thinking creatively and strategically, using sound judgment, and establishing and executing plans. ***Prerequisite(s): Completion of all required MBA courses. Cannot be fulfilled by transfer.***

OM5004 - People at Work (4 quarter credits). This course covers a broad array of topics relating to managing and organizing "people at work". Learners will evaluate and discuss classic theories of organizational behavior, including theories of power and politics, leadership and power, interpersonal behavior, group and team dynamics, as well as touch on the implications of diversity and multiculturalism. OM5004 and OM5005 must be taken concurrently by MS learners in their first quarter. ***Cannot be fulfilled by transfer.***

OM5005 - Master's Learner Success Lab (non-credit). This lab is designed to provide new Master's learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a degree completion plan. OM5005 is an advisor-led course taken in the first quarter in conjunction with OM5004. ***Cannot be fulfilled by transfer.***

OM5020 - Data Analysis and Decision Making for Managers (4 quarter credits). This course integrates applied data analysis with practical management science models using intuition, logic and problem solving skills for managerial decision making. Topics include statistics, probability, forecasting, optimization and simulation models as well as decision making under uncertainty.

OM5040 - Strategic Planning (4 quarter credits). This course examines practices, methodology and theories of business strategy. It reviews theoretical models and the development of plans for assessing strategic capabilities.

OM5110 - Leadership (4 quarter credits). This course explores leadership from a personal, group and systems level impact necessary to create and maintain high levels of excellence in organizations. Learners evaluate virtual, customized, and global workplaces, leadership behaviors appropriate for the business environment, and leadership theories for their influences on the bottom-line needs of the organization.

OM5210 - Human Resource Management (4 quarter credits). This course provides a broad overview of human resource management strategies and processes. Topics include the strategic and operational aspects of human resource management functions, roles, and practices.

OM5990 - Integrative Project: Organizational Leadership and Change Management (4 quarter credits). The Integrative Project is designed to apply learning from the program to a professional setting. Learners work with course faculty to develop and implement a comprehensive integrative project in their field of study. *Prerequisite(s): Completion of all required MS course work. Cannot be fulfilled by transfer.*

OM7001 - Professional Writing for Graduate Learners (4 quarter credits). This course aims to refine the basic skills necessary for professional writing. Through weekly exercises, the course instructs learners in composing clear, concise, elegant, and grammatical language that reflects their personal writing style. Through short writing assignments, the course also allows learners to become more effective at explaining through description and definition. The course does not require a research paper.

OM7002 - Advanced Writing Concepts (4 quarter credits). The four distinguishing characteristics that define quality writing are organization, readability, effectiveness, and elegance. This course concentrates on the last two. Effectiveness refers to the tone of the language: passionate, but not emotional. How strongly the writer makes the argument is important. Elegance implies writing with simplicity and grace, eliminating wordiness and meaningless words, with clear and concise expression as the goal. Through discussion and written exercises, learners will develop skills in these two areas.

OM7004 - Graduate Writing for ESL/EFL Learners (4 quarter credits). This course introduces non-native speakers of English to graduate-level academic writing. Learners will develop an understanding of the assumptions and intentions that underlie advanced academic writing as it is done in the United States. Learners will develop skills in producing effective advanced academic writing including skills in combining facts and opinions from multiple sources. Learners will develop linguistic and content editing skills so that they will be able to continue to improve their own academic writing after they leave the course.

OM7020 - Marketing Strategy and Practice (4 quarter credits). This course presents a systematic analysis of the factors that influence marketing strategy. Marketing theory is used to evaluate opportunities, identify market segments, and to formulate appropriate strategies. While this course has a theoretical focus, attention is also given to the development of good marketing practices.

OM7021 - Advanced Marketing Management (4 quarter credits). This course examines the application of the marketing concept in the development of a product or service from conception to launch.

OM7030 - Global Business Issues and Strategies (4 quarter credits). This course provides an overview of the key issues in leading and managing the global enterprise.

OM7035 - Applied Business Economics (4 quarter credits). This course is a survey of macroeconomics and microeconomics. Current developments in the economy, inflation, unemployment, resource allocation, market structures and competition, and the relationship of economic policy to business may be examined.

OM7040 - Accounting and Financial Management (4 quarter credits). This course addresses accounting and financial concepts and their applications to the management of an organization, and presents a framework for financial decisions in organizations.

OM7041 - Finance (4 quarter credits). This course emphasizes and develops an understanding of financial concepts and major decision areas related to the financial management of business.

OM7050 - Ethics and Social Responsibility (4 quarter credits). This course examines ethical behavior in organizations and the role of business in society.

OM7055 - Operations Management (4 quarter credits). This course addresses concepts and methods to support the management of operations in both service and manufacturing environments.

OM7060 - Strategic Information Technology Management (4 quarter credits). This course covers the strategic perspective for aligning competitive strategy, core competencies, and information systems. It examines both factors and processes that affect the successful use of information technology to support the organization's strategy.

OM7065 - E-Business Strategy and Management (4 quarter credits). This course is designed to create an understanding of the interactive forces of technology, society and change that influence ways people live, work, and meet their needs for products, services and community.

OM7070 - Entrepreneurship (4 quarter credits). This course provides an overview of fundamental management and marketing practices essential to successful entrepreneurial development.

OM7080 - Statistical Research Techniques (4 quarter credits). This course addresses fundamental data skills and analytical capabilities needed for graduate-level research. The focus is on reviewing published research using basic statistical techniques, applying SPSS to conduct similar analyses, and determining the appropriate techniques for a given situation. It covers data exploration and analysis, sampling, t-tests, analysis of variance, correlation and regression, and selected nonparametric tests. Available online only.

OM7120 - Diversity and Culture in the Workplace (4 quarter credits). This course focuses on diversity and issues of the multicultural workforce. Learners evaluate categories of difference, compare and contrast how culture and diversity each impact the individual, organization, and society and evaluate how similarities and differences affect human development and potential.

OM7130 - Conflict Management and Negotiation (4 quarter credits). This course explores current theories and techniques for conflict management and negotiation for today's complex, global and multi-cultural organizations. Learners evaluate interpersonal, group, and system conflict and negotiation theories appropriate to the workplace.

OM7140 - Succession Planning (4 quarter credits). Organizations must prepare for the consistent flow of leadership required to lead in today's competitive global marketplace. This course addresses the role of the executive as architect of the succession planning process.

OM7150 - Leading the High Performance Organization (4 quarter credits). This course introduces the broad array of organizational planning and implementation strategies necessary for leading and managing in today's complex, global business environment. Alignment of culture, leadership, strategy, structure and implementation strategies are covered.

OM7160 - Leading for Transformational Change (4 quarter credits). The constant nature of change requires the leaders of organizations to master change management theories, techniques and strategies for planned, integrated and results-oriented change. This course focuses on transformational change through leadership, and how transformation occurs at the systems, group and individual level.

OM7170 - The Developing Leader (4 quarter credits). This course is intended to create impact and results for learners in leadership through assessment and development of their own leadership skills. Leaders develop their own leadership profile through assessment and reflective exercises designed to increase awareness, resulting in a tailored leadership development plan.

OM7220 - Organization Structure and Design (4 quarter credits). This course provides the theory and tools to enable learners to analyze, evaluate, and design organizational structures.

OM7230 - Human Resource Development (4 quarter credits). This course focuses on creating a direct line between job behaviors of the individuals and the bottom line. Learners enhance their ability to strategically align performance goals with performance measures.

OM7240 - Compensation and Reward Strategies (4 quarter credits). This course focuses on the complex variety of pay structures within an organization and the relationship of those pay structures to organizational performance. Compensation and reward management tools of job analysis, job descriptions, job evaluation and performance management are discussed for their ability to direct organizational assets to high impact activities.

OM7250 - Recruitment, Selection and Assessment (4 quarter credits). This course provides an overview of the theory and practice of assessment and selection of job applicants, including the analysis of skills and assessment of abilities, interest, and aptitudes.

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OM7260 - Human Resource Information Systems (4 quarter credits). This course provides an overview of the strategic uses of information technology in human resource management. Topics include the use of information technology for the management of human assets to include recruiting, assessment, performance management, and training.

OM7315 - Advances in Information Technology (4 quarter credits). This course examines emerging information technologies, their potential impact on the organization, and strategies for planning and managing them. Topics include new programming paradigms, universal networking, advanced computer architectures, new generation database management systems, and self-repairing systems.

OM7320 - System Planning and Delivery (4 quarter credits). This course addresses the management of the end-to-end process of aligning information technology with organizational goals, planning IT initiatives, and delivering infrastructure and application systems to support those goals. Topics include strategic information system planning, development of programs to implement the strategic plan, and specific approaches to delivering system integration programs.

OM7330 - Project Planning, Management, and Financial Control (4 quarter credits). This course covers the skills needed to manage large, complex IT projects and programs. It addresses stakeholder analysis; building partnerships with user constituencies; project and program organization; planning, estimation, and budgeting; monitoring, control, and problem resolution; change management; and financial analysis and reporting.

OM7340 - Managing IT Professionals (4 quarter credits). This course examines the particular issues of managing information technology professionals including analysts, developers, technical specialists, and infrastructure support personnel. This course covers contemporary management practices and techniques regarding IT staff acquisition, development, motivation, retention, and assessment, and examines the challenges of organizing effective virtual work teams.

OM7350 - Software Engineering Management (4 quarter credits). The course covers methods and models for managing the development process of software systems. Topics include quantitative models of the software lifecycle; cost effectiveness; uncertainty and risk analysis; planning and modeling a software project; software cost estimation; software engineering metrics; and software project documentation.

OM7360 - Knowledge Management (4 quarter credits). This course examines the relationship between knowledge management and information technology and its extensions for the innovative and strategic management paradigms of the future. Topics include the analysis of knowledge management as an organizational strategy along with its characteristics, development, and implementation.

OM7399 - Topics in IT Management (4 quarter credits). This course offers a rotating selection of specific topics of interest to IT management. Potential topics such as entrepreneurship, Intellectual property management, negotiating with vendors, offshore outsourcing, and public policy related to IT may be offered. Course may be repeated for credit.

OM8004 - Managing and Organizing People (4 quarter credits). This course explores the theoretical assumptions of a wide array of organizational behavior issues and challenges which arise when managing and leading in organizations. The course prepares PhD learners for doctoral research related to organization behavior literature and theory. *Cannot be fulfilled by transfer. Available online only.*

OM8005 - Doctoral Learner Success Lab (non-credit). This lab is designed to provide new doctoral learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. It is specifically designed to provide doctoral learners the tools they will need to successfully complete their program and dissertation. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a Degree Completion Plan. OM8005 is an advisor-led course taken in the first quarter, in conjunction with OM8004. *Cannot be fulfilled by transfer. Available online only.*

OM8010 - Principles of Organization Theory and Practice (4 quarter credits). This course examines developments in organization theory, exploring organizations as rational, natural and open systems. The course prepares PhD learners to synthesize and integrate organizational theory. *Cannot be fulfilled by transfer. Available online only.*

OM8012 - Strategy (4 quarter credits). This course examines the theories which are relevant to effective strategy development and implementation, preparing the learner to operate as a strategic thought-leader in today's complex, global business environment. *Cannot be fulfilled by transfer. Available online only.*

OM8021 - Management Theory Creation (4 quarter credits). This course examines the philosophical and methodological approaches to advancing theory in organization and management. Topics include both the researcher's ontological and epistemological views and the fundamental constructs of theory building. *Prerequisite(s): OM7080 or equivalent. Available online only.*

OM8022 - Survey of Applied Research Methods (4 quarter credits). This course presents an overview of the general approaches to research methodology for doctoral-level research. Learners investigate the quantitative, qualitative and mixed methodology approaches to rigorous scholarly inquiry in their field. Emphasis is placed on reliability, validity, dependability and ethical considerations for developing dissertation designs. Learners analyze the relevance and appropriateness of specific research methodologies for use in their dissertation. *Prerequisite(s): OM7080 and OM8021. Cannot be fulfilled by transfer. Available online only.*

OM8025 - Advanced Qualitative Research (4 quarter credits). This course covers qualitative inquiry and methods appropriate for organization research designs and data analysis. Topics include data collection and bounding, data analysis and coding, and drawing and verifying conclusions from data. *Prerequisite(s): OM7080, OM8021 and OM8022. Cannot be fulfilled by transfer. Available online only.*

OM8026 - Applied Multivariate Modeling (4 quarter credits). This course will review, critique, and apply models appropriate to organizational research designs with topics such as General Linear Model (multiple regression, ANOVA, MANOVA, ANCOVA); canonical correlations; principle components; factor analysis; and multi-dimensional scaling. Nonparametric alternatives to statistical tests will be examined. Data analysis and interpretation software for quantitative data will be explored. *Prerequisite(s): OM7080, OM8021 and OM8022. Cannot be fulfilled by transfer. Available online only.*

OM8099 - Topics in Applied Quantitative and Qualitative Research (4 quarter credits). A rotating selection of advanced topics will be offered. Potential topics include systems and case study designs; experimental and quasi-experimental designs; survey sampling designs and instrumentation validation; nonparametric inferential models; advanced general linear modeling; grounded theory. Course may be repeated for credit. *Prerequisite(s): OM7080, OM8021, OM8022, OM8025 or OM8026. Available online only.*

OM8101 - Doctoral Seminar. Theories of Leadership (4 quarter credits). This course explores the numerous theories of leadership which inform research and practice. Research articles explore foundational tenants of leadership theory, creating a compare and contrast of the theories for their impact on organizations, leaders and followers. *Cannot be fulfilled by transfer. Available online only.*

OM8102 - Doctoral Seminar. Leading at the Top: The Upper Echelon (4 quarter credits). This course explores the dynamic environment of leading at the top of the organization. The relationship of the leader to the executive board, the market, communication techniques and tools of communication, as well as knowledge management are among the topics addressed. *Cannot be fulfilled by transfer. Available online only.*

OM8201 - Doctoral Seminar. Theories of Executive Human Resource Management (4 quarter credits). This course explores current trends in human resource research and the numerous theories of human resource management. Research articles compare and contrast theories for their impact on the human asset management of the organization. *Cannot be fulfilled by transfer. Available online only.*

OM8202 - Doctoral Seminar. The HR Executive as Strategic Partner (4 quarter credits). This course explores the linkage between the strategic architecture of human asset management and organizational strategy. Learners investigate how the careful crafting of human resource policy and practice create optimum resource utilization for exceptional organizational effectiveness. *Cannot be fulfilled by transfer. Available online only.*

OM8301- Doctoral Seminar. Survey of Research Literature in Information Technology Management Infrastructure (4 quarter credits). This course reviews the IT Management research literature focusing on research related to managing the process of selecting, deploying, and operating information technology within organizations. This focus includes both components of information technology and the human resources that support them. *Cannot be fulfilled by transfer. Available online only.*

OM8302 - Doctoral Seminar. Survey of Research Literature in Information Technology Planning and Delivery (4 quarter credits). This course reviews the IT Management research literature focusing on the process of applying information technology to the support of organizational goals. This includes organizational alignment, strategic system planning, and the application system delivery process. *Cannot be fulfilled by transfer. Available online only.*

OM8910 - Teaching Practice Seminar (4 quarter credits). This seminar covers the practice fundamentals for professionals choosing to prepare themselves for a teaching career in management education. Syllabus and course development, online and classroom instruction, as well as the fundamentals of human development in the classroom are explored. *Prerequisite(s): Completion of program core courses. Cannot be fulfilled by transfer. Available online only.*

OM8920 - Leadership Practice Seminar (4 quarter credits). This seminar covers the practice fundamentals for professionals choosing to prepare themselves for an executive leadership role. The frameworks of the strategic thought-leader of the organization are explored, preparing learners for the role, activities and leadership realities of the top leadership in today's complex and diverse organizations. *Prerequisite(s): Completion of program core courses. Cannot be fulfilled by transfer. Available online only.*

OM8930 - Consulting Practice Seminar (4 quarter credits). This seminar covers the practice fundamentals of professionals choosing to prepare themselves for an executive consulting leadership role. The role of consultant, organizational assessment, intervention planning, intervention execution, measurement and consultant exit strategies are reviewed, preparing the learner for executive consulting practice. *Prerequisite(s): Completion of program core courses. Cannot be fulfilled by transfer. Available online only.*

OM8999 - Special Topics in Organization and Management (4 quarter credits). Learners propose appropriate course topics that address a specific issue or problem in the field. Proposals must be submitted to the Mentor for approval. PhD learners only: to be completed in a directed-study format.

OM9994 - Doctoral Comprehensive Examination I (4 quarter credits). This course is intended for learners who have completed all required core and advanced courses. It is designed to assist you in the development and successful completion of your comprehensive examination by supporting you as you gain approval of your comprehensive committee, formulate, and submit ten topics, and write and submit comprehensive examination papers to your committee. *Prerequisite(s): Completion of all other required course work. Cannot be fulfilled by transfer. Concurrent registration with OM9995 is allowed.*

OM9995 - Doctoral Comprehensive Examination II (4 quarter credits). This course is intended for learners who have partially completed the comprehensive examination process. It is designed to assist you as you continue to write and submit comprehensive examination papers to your committee. *Prerequisite(s): OM9994. Cannot be fulfilled by transfer. Concurrent registration with OM9994 is allowed.*

OM9996 - Dissertation Research I (4 quarter credits). This course is intended for learners who have completed all required core and advanced courses and the comprehensive examination. This course is the first of a series of four courses designed to assist you in the development and successful completion of your dissertation. The purpose of this first course is to support you in gaining approval of your dissertation committee and to create a preliminary draft of your dissertation proposal that can be approved by your faculty mentor (who serves as the chair of your Dissertation Committee). *Prerequisite(s): OM9995. Cannot be fulfilled by transfer.*

OM9997 - Dissertation Research II (4 quarter credits). This course is intended for learners who have completed a preliminary draft of their dissertation proposal. It will support you as you prepare and submit your IRB application, conduct field tests as required and approved by your committee, and complete development of your final proposal. To complete this course you will schedule and pass your Proposal Completion Conference with your mentor and committee. *Prerequisite(s): OM9996. Cannot be fulfilled by transfer.*

OM9998 - Dissertation Research III (4 quarter credits). This course is intended for learners who have successfully passed their Proposal Completion Conference. It will provide support as you conduct a **research project** that is consistent with the terms and conditions of the approved proposal. To complete this course, you will complete the collection and analysis of data and be ready to start the final writing of your dissertation chapters. *Prerequisite(s): OM9997. Cannot be fulfilled by transfer.*

OM9999 - Dissertation Research IV (4 quarter credits). Once you have completed your research project, this course will provide support as you revise earlier chapters of your dissertation (Chapters 1 -3) and prepare Chapter 4 and 5 for review and approval by your committee. A required milestone of this course will be the successful completion of the Dissertation Completion Conference with your mentor and committee. Once the Dissertation Completion conference is successfully passed, this course will guide you through the final stages of preparing your dissertation for publication. Through a step-by-step process, you will work with a facilitator to produce a professional-looking final manuscript that reflects the quality of the research effort expended and presents you, your committee, your school, and Capella University in the best possible light to the scholarly community. *Prerequisite(s): OM9998. Cannot be fulfilled by transfer.*

PSY5500 - The Basics of Tests and Measurements (3 quarter credits). Examine the selection, administration, and interpretation of tests and measurements and their application to your professional situation. Explore psychometric properties; reporting methods; paper and pencil personality tests; ability and special aptitude tests; special application inventories; and ethical considerations of testing.

PSY5505 - Using the Myers-Briggs Type Indicator in Business and Consulting (3 quarter credits). Learn how to effectively use the Myers-Briggs Type Indicator in a variety of applied settings, such as team building, clinical, work place, career counseling, conflict management, and marital enhancement. Review the nature and measures of this instrument, the theory and research supporting it, and relevant ethical issues. Learn how to apply findings in various settings.

PSY5510 - Emerging Issues in Professional Ethics (3 quarter credits). Reviews the ethical principles to which mental health providers adhere, and discusses related trends, current issues, and practical suggestions for ethical practice. Issues discussed will include dual role behavior, the impaired colleague, reducing professional risk, incorporating individual differences into professional practice, and ethical supervision.

PSY5520 - The Business Side of Private Practice (3 quarter credits). This course will review current trends and marketplace factors influencing psychologists in private practice. Topics to be covered include defining one's professional identity, designing an effective practice, marketing your practice, legal and ethical issues related to practice management, and strategies for managing your practice.

PSY5525 - Understanding ADD/ADHD (3 quarter credits). DSM-IV diagnostic criteria for ADD/ADHD will be examined, along with various diagnostic tools such as the Conners Parent Rating Scale. Various models of ADD/ADHD and theories of its causation will be examined. The principles of drug management, parent training, classroom

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interventions, behavioral contracting, and self-monitoring will be presented as they relate to the treatment of ADD/ADHD.

PSY7001 - Professional Writing for Graduate Learners (4 quarter credits). This course aims to refine the basic skills necessary for professional writing. Through weekly exercises, the course instructs learners in composing clear, concise, elegant, and grammatical language that reflects their personal writing style. Through short writing assignments, the course also allows learners to become more effective at explaining through description and definition. The course does not require a research paper.

PSY7002 - Advanced Writing Concepts (4 quarter credits). The four distinguishing characteristics that define quality writing are organization, readability, effectiveness, and elegance. This course concentrates on the last two. Effectiveness refers to the tone of the language: passionate, but not emotional. How strongly the writer makes the argument is important. Elegance implies writing with simplicity and grace, eliminating wordiness and meaningless words, with clear and concise expression as the goal. Through discussion and written exercises, learners will develop skills in these two areas.

PSY7004 - Graduate Writing for ESL/EFL Learners (4 quarter credits). This course introduces non-native speakers of English to graduate-level academic writing. Learners will develop an understanding of the assumptions and intentions that underlie advanced academic writing as it is done in the United States. Learners will develop skills in producing effective advanced academic writing including skills in combining facts and opinions from multiple sources. Learners will develop linguistic and content editing skills so that they will be able to continue to improve their own academic writing after they leave the course.

PSY7011 - Foundations of Psychology – Master's Learners (5 quarter credits). Learners describe professional roles, organizations, licensure requirements and codes of ethics in the field of psychology. Learners identify and describe their choice of study in psychology and the educational steps necessary to accomplish their goal. PSY7011 and PSY7012 must be taken concurrently by MS learners in their first quarter. *Cannot be fulfilled by transfer.*

PSY7012 - Master's Learner Success Lab (non-credit). This lab is designed to provide new Master's learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a degree completion plan. PSY7012 is an advisor-led course taken in the first quarter in conjunction with PSY7011, and carries no credit. *Cannot be fulfilled by transfer.*

PSY7021 - Foundations of Psychology – Doctoral Learners (5 quarter credits). This introductory course requires the articulation of a professional identity based on doctoral level training in psychology. Learners describe professional roles, organizations, licensure requirements and codes of ethics in the field of psychology. Learners identify and articulate their choice of study in psychology and the educational steps necessary to accomplish their goal. PSY7021 and PSY7022 must be taken concurrently by PhD learners in their first quarter. *Cannot be fulfilled by transfer.*

PSY7022 - Doctoral Learner Success Lab (non-credit). This lab is designed to provide new doctoral learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. It is specifically designed to provide doctoral learners the tools they will need to successfully complete their program and dissertation. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a Degree Completion Plan. PSY7022 is an advisor-led course taken in the first quarter, in conjunction with PSY7021, and carries no credit. *Cannot be fulfilled by transfer.*

PSY7050 - Writing Skills for Psychology Learners (5 quarter credits). This course aims to refine the basic skills necessary for professional writing. Through weekly exercises, the course instructs learners in composing clear, concise, technical, and grammatical language that reflects their personal writing style. Through short writing assignments, the course also prepares learners to construct paragraphs using established methods of development, such as definition, description, classification, and process. The course does not require a research project or paper.

PSY7110 - History and Systems of Psychology (5 quarter credits). This course examines historical and contemporary schools of psychology with an emphasis on key contributors to the discipline. Paradigmatic approaches (e.g., behavioral, cognitive, psychoanalytic, humanistic, etc.) are analyzed in relation to the cultural context existing in the United States at the close of the twentieth century. Special emphasis is given to systems of psychology that have emerged in response to radical and rapid social changes experienced since mid-twentieth century and to implications of those systems for professional practice.

PSY7210 - Lifespan Development (5 quarter credits). A comprehensive survey of contemporary and classical theory and research related to physical, cognitive, psychological, and social development throughout the lifespan. Particular attention will be given to topics in the areas of human development that have applications for psychologists working in clinical, educational, and organizational settings.

PSY7220 - Child Psychology (5 quarter credits). An overview of major theories and current research in child development. Biological and psycho-social factors will be examined. Topics to be considered are normal development, the role of attachment processes, influence of trauma on development, family factors, and the influence of community and societal factors on child development.

PSY7225 - Child and Adolescent Psychology (5 quarter credits). This course focuses on the study of children and adolescents from infancy through adolescence. Learners apply in-depth knowledge of the physical, cognitive and psychosocial development of this age group to school related functioning. Learners examine all major stages of life from prenatal to adolescence focusing on development as the progressive reorganization of psychological functioning. These developmental factors are examined within the context of a child's home, school, culture, and community. Learners will integrate the cognitive, emotional, and social process within these developmental stages.

PSY7230 - Adolescent Psychology (5 quarter credits). An overview of major theories and current research in the area of adolescent development and behavior. Biological and psychosocial factors will be examined. Topics to be considered are normal development, the influence of trauma on development, family factors, peer influences, and the influence of school, community, and societal factors on development. Prevention and treatment of behavioral problems will be considered.

PSY7240 - Adult Psychology (5 quarter credits). An analysis of major contemporary theories and research on continuity and change during the period of maturity, from the end of the dependency of childhood to the beginning of the dependency of old age. Application of current theory and research to the workplace, family and social relationships, and psychological changes to the self will be explored.

PSY7310 - Biological Basis of Behavior (5 quarter credits). Introduction to the biological basis of behavior including an overview of genetic factors, functional neuroanatomy, and physiology in relation to such topics as sensation, movement, motivation, emotion, sleep, learning and memory, consciousness, and abnormal behavior. Special attention will be given to the relationship between brain functions and behavioral disorders (e.g., addictions, eating disorders, effects of chronic stress, learning disorders, sexual dysfunctions, sleep disorders, and mood disorders).

PSY7320 - Advanced Biological Psychology (5 quarter credits). An examination of the biological factors related to psychopathology. Special emphasis will be given to research problems and methods currently being explored in biological psychology. Topics to be covered are the role of genetic factors in psychopathology, the influence of physical and emotional trauma on brain function, biological considerations in treatment planning, addictive phenomenon, and other clinically relevant subjects. *Prerequisite(s): PSY7310*

PSY7330 - Psychopharmacology (5 quarter credits). This course explores the behavioral and therapeutic effects of psychoactive drugs. It includes topics such as synaptic transmission, behavioral role of specific neuromodulatory systems, pharmacological treatment of mental and neurological disorders, addiction, and the various side effects of psychoactive drugs. Attention will be given to drug effects on learning, creativity, memory, sleep, perception, and sexual functioning. The efficacy of treating patients with a combination of psychotherapy and psychotropic medication for a number of diagnosed mental disorders will be examined, including depression, bi-polar disorder, anxiety, obsessive compulsive behavior, schizophrenia, and childhood disorders. *Prerequisite(s): PSY7310*

PSY7340 - Human Sexuality (5 quarter credits). An investigation of sexuality within the larger context of human experience and individual development. Emphasis is placed on physical and psychosexual development; frequency and significance of various types of sexual behavior; health related issues; and the application of scientific information to sexual issues and problems. Issues to be addressed are sexual deviation, sexual inadequacy, treatment of sexual problems, and concerns of special and diverse populations.

PSY7410 - Psychology of Learning (5 quarter credits). Classical areas of learning theory are surveyed, including instrumental and classical conditioning paradigms, habituation, reinforcement variables, stimulus generalization and transfer, and memory. Current theory, relevant research, and application to clinical, educational, and organizational settings are also reviewed in this course.

PSY7421 - Cognitive/Affective Psychology (5 quarter credits). Introduction to the normal and psychopathological factors of cognitive and emotional functions on behavior. These include learning, perception, imagining, language, memory, reasoning, affective processes, and judging. The course examines the organization of the perceptual world into a unified and hierarchical pattern of belief, attitudes, and expectancies. These dynamics will be applied to contemporary issues and psychological problems in human behavior.

PSY7510 - Psychology of Personality (5 quarter credits). An examination of the assumptions, constructs, and processes of personality as these are expressed in the major theoretical writings. Reviewed are the psychodynamic, behavioral, structuralist, humanistic, existentialist, socialist, feminist, and cognitive theories of personality. Research on normal and abnormal constructs of personality will be reviewed. Contemporary issues and problems in personality theory and types will be addressed.

PSY7520 - Social Psychology (5 quarter credits). Overviews behavior that is influenced by the presence of others, or behavior that is under the control of society. Interpersonal relationships, social cognition, social inference, emotion, and personality will be considered. The social psychology of decision making, attitude formation, and social

attribution will be reviewed and applied to contemporary issues. Application of social psychological theory and research will be applied to various clinical, educational, and organizational settings.

PSY7530 - Group Psychology (5 quarter credits). Considers influence processes important in group settings, including conformity, rejection of deviant group members, and minority member influence. Also reviews research on stages of group development, the formation of group norms, communication among group members, group decision making, leadership, and group productivity.

PSY7540 - Multicultural Perspectives in Human Behavior (5 quarter credits). An examination of substantive and theoretical issues concerning the application of psychological principles in a variety of culturally diverse populations. Issues to be addressed are the role of culture-specific programming, special issues and needs of cultural subgroups, and psychological approaches to working with culture-specific issues. Current theory and research will be applied to specific clinical, educational, and organizational issues.

PSY7542 - Ethics and Multicultural Issues (5 quarter credits). This course examines the substantive theoretical issues regarding the application of psychological principles in an ethically and culturally sensitive fashion. Learners will address the role of culture specific programming and special issues and needs of cultural subgroups. Learners will evaluate recent research and theory surrounding the issues of cultural diversity and psychological concepts. Learners will assess situations in which ethical dilemmas are identified with strategies for their resolution.

PSY7610 - Tests and Measurements (5 quarter credits). Introduction to the general area of mental measurement. Theory and content of measuring devices in the fields of intelligence, interests, personality, and special aptitudes will be reviewed. Includes an analysis of the psychometric procedures used to develop and validate educational and psychological instruments. Attention will be given to the appropriate applications of each type of methodology. Specific techniques used to facilitate proper interpretation of test scores such as percentiles, standard errors of measurement, validity and reliability indices, and standard scores will be discussed. The professional standards for test development and use will also be covered. Ethical and legal considerations of testing and research with human participants as set forth by the American Psychological Association (APA) are also considered as a part of this course.

PSY7612 - Functional Based Assessment (5 quarter credits). Learners will apply functional behavior assessments in the development of behavioral support plans. Learners gain knowledge and experience in working collaboratively with others to design strategies that help students who exhibit challenging behaviors to be more successful in school. Learners will apply various strategies including the implementation of

environmental supports and skills training, as well as behavioral interventions. *Prerequisite(s): PSY7610*

PSY7620 - Inferential Statistics (5 quarter credits). Application of parametric statistical procedures to psychological research and the strengths and limitations of conducting quantitative studies. Sampling issues, experimental design, and concerns of internal validity will be examined. Tests of difference between and among groups and correlation will be studied. This course may involve the use of software in the analysis of data sets provided by the instructor.

PSY7625 - Advanced Inferential Statistics (5 quarter credits). Multivariate analysis including step-wise and multilinear regression are examined in this course. Learners are expected to demonstrate proficiency in the use of software packages appropriate to dissertation level research. *Prerequisite(s): PSY7620*

PSY7630 - Qualitative Analysis (5 quarter credits). This course covers qualitative methods appropriate to content of phenomenological, observational, and ethnological research. Emphasis will be given to such methods as case studies, interviews, narrative journals, and field surveys. Data analysis techniques for qualitative data will be covered.

PSY7640 - Methods of Clinical Inquiry (5 quarter credits). This course presents a theoretical and practical review of ways in which psychologists can demonstrate accountability in a broad range of settings. The application of scientific methods to problems of human behavior will be demonstrated. Topics considered are methods of field research, program evaluation, the role of empirical validation of treatment methods, and the strengths and limitations of various methods of inquiry.

PSY7650 - Research Methods (5 quarter credits). A review of behavioral science research designs and methods appropriate for applied psychologists. Topics include philosophy of science, ethical issues in research with human subjects, hypothesis formulation, experimental and quasi-experimental designs, measurement, descriptive designs, and the analysis and interpretation of data. Application of research methods to clinical, organizational, and educational settings will be emphasized. Application of the skills gained in the course will be applied to learners' dissertation and other research projects.

PSY7656 - Advanced Research Methods (5 quarter credits). This course addresses advanced issues of research design and methodological consideration in the selection and execution of a research proposal. Relationship between problem formulation, hypothesis testing, sampling, data collection and data analysis are covered in detail. The final project for this course is a research paper that may be applicable to a dissertation proposal. *Prerequisite(s): PSY7650*

PSY8090 - Counseling Theories (5 quarter credits). This course offers learners an overview of major theories of counseling, the assumptions that underlie these theories as well as the historical and cultural context in which they developed. In addition, the course will explore the specific techniques,

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research, limitations, and ethical issues associated with these theories. Finally, learners will have the opportunity to develop their integrative understanding of these theories.

PSY8091 - Group Counseling (5 quarter credits). This course explores the theories and techniques that underlie the use of the group format in counseling. The course will examine the dynamics of group facilitation, therapeutic movement within groups, and group development. Additional topics include the use of groups across the intervention spectrum (prevention to tertiary), issues specific to particular populations, and integration of developmental theory within group counseling and co-facilitation.

PSY8092 - Counseling Skills and Procedures (5 quarter credits). This course focuses on the specific skills that underlie the counseling relationship. From the development of the therapeutic alliance through termination, counseling relies on the intentional use of skills to promote client growth and development. This course provides an introduction into the basic skills and core conditions associated with effective counseling practice. This course is paired with a residential component intended to assist learners in achieving behavioral proficiency in the skills. The residential component will involve the use of role-playing and other simulation techniques to provide feedback to learners.

PSY8093 - Professional Standards and Ethics of Counseling (5 quarter credits). Through the use of case examples, learners will explore the application of professional and personal codes of the ethics to the practice of counseling. Ethical guidelines applicable to the multiple professional roles associated with counseling will be explored. Strategies and methods for identifying ethical conflicts and the appropriate professional response will be emphasized.

PSY8110 - Teaching Psychology (5 quarter credits). This course will review traditional and current methods of formulating objectives of instructions; examination of student characteristics which affect learning; discussion of basic learning processes; analysis of instructional variables which affect learning; selection of instructional methods, technologies, and materials; evaluation of learning outcomes; and evaluation of the instructional methods and systems appropriate to teaching psychology courses.

PSY8120 - Computer-Mediated Instruction/Learning (5 quarter credits). Theory and applications of computer software to improve learning, productivity, and personal satisfaction in information processing and cognitive tasks. Human information processing models and cognitive theories will provide a theoretical basis for how to facilitate complex human learning. Applications to local access networks and distance learning will be considered. Current online instructional resources will be examined.

PSY8130 - Adult Learner in the Classroom (5 quarter credits). This course reviews the special issues related to education of adult populations in traditional and distance education programming. Topics covered include learning styles, tenets of adult education, curriculum considerations in design of adult education, implementing advanced technological methods, and the various uses of emerging technological developments.

PSY8140 - Mentoring Psychological Research (5 quarter credits). Covers the psychologist's role in teaching of research design, execution, analysis of data, and interpretation of results. Attention will be given to writing skills necessary for preparation of publication-ready manuscripts. Emphasis is on the collaborative and consultative roles necessary for successful adult learning.

PSY8150 - Learning Disabilities in the Classroom (5 quarter credits). This course provides an introduction to the topic of learning disabilities in the classroom. Theoretical perspectives, characteristics, etiology, assessment, and remediation of learning disabilities will be examined. Learners will be introduced to recent trends and research related to identification and educational treatment practices. Concomitant exceptionalities, diversity, service delivery models, and teaching strategies will also be explored.

PSY8160 - Strategies for Career and Life Planning (5 quarter credits). This course presents a survey of current methods and criteria used in career development, placement, and follow-up. Attention will be given to career entry, mid-career transition, and special needs of handicapped and disadvantaged populations. Application of current theory and research to clinical, educational, and organizational settings will be considered.

PSY8170 - Principles of Instructional Design (5 quarter credits). Application of learning principles and cognitive information processes to the acquisition of classroom educational outcomes. Emphasis is given to the design of instructional strategies that meet the educational learning needs of individual students.

PSY8182 - Field Experience in Educational Psychology (5 quarter credits). The purpose of this supervised field experience is to permit learners to gain experience in three areas of higher education: (a) teaching, (b) research, and (c) administration. This field experience will consist of at least 100 hours. The required course participation will provide the equivalent of 30 of those hours. In addition, ten hours will be in each of the three areas of experience under the supervision of a professor holding a doctoral degree in psychology. The remaining 40 hours will be distributed among the three areas so that most hours will be spent in the area of least previous experience held by the learner. *Prerequisite(s): all required courses completed at the 7000 level, plus PSY8110, PSY8130, and PSY8330.*

PSY8210 - Principles of Psychopathology (5 quarter credits). An examination of the assessment and treatment of various forms of psychopathology.

The etiology of psychopathology, current methods of psychological assessment, research on psychodynamics, and existing treatment methods will be reviewed. The politics of mental disorders, emerging diagnoses, and other contemporary issues will be addressed.

PSY8220 - Advanced Psychopathology (5 quarter credits). This course will examine theory and research associated with major psychological disorders and will emphasize the transition from concepts and terminology of DSM-IV to actual clinical situations. Learners will examine in depth the concepts of psychopathology with an emphasis on areas related to the learners' practice emphasis. In particular, learners will familiarize themselves with applications of theoretical concepts in a clinical setting. Additional topics include: the controversy of "empirically validated" treatments, the interplay of social and biological factors in etiology and treatment, and review of Axis I and II disorders. *Prerequisite(s): PSY8210*

PSY8230 - Psychological Testing (5 quarter credits). This course covers the administration of psychological tests and behavioral measures associated with the assessment of cognitive and intellectual functioning, special aptitudes, functioning, and achievement. Learners enrolled in this course will be expected to be proficient, at the conclusion of the course, in the administration and scoring of instruments to assess the above behavioral domains, and to appropriately report the findings of such assessments to lay and professional audiences. Ethical and professional standards in the use of psychological tests are also covered. Learners enrolled in this course are expected to either purchase or gain access to the use of standard and commonly used tests of cognitive function, adaptive functioning, and achievement. *Prerequisite(s): PSY7610. This course has a required residency.*

PSY8231 - Psychological Assessments for School Psychologists I (5 quarter credits). Learners demonstrate mastery of the diagnostic issues important in individual assessment of a multi-culturally diverse population of school age children, using norm-referenced assessment tools, including intelligence (verbal and non-verbal), achievement, adaptive behavior, and curriculum based measures. Learners will synthesize norm-referenced assessment with observational assessments to create psychological reports appropriate to the audience. Specific measures covered include the WISC III (or WISC IV), Wechsler Individual Achievement Test (WIAT II), Universal Test of Non-Verbal Intelligence (UNIT), and the Beery Developmental Test of Visual- Motor Integration (Beery VMI). *Prerequisite(s): PSY7610*

PSY8232 - Psychological Assessments for School Psychologists II (5 quarter credits). Learners demonstrate mastery of the diagnostic issues important in the social-emotional functioning and personality assessment of a multi-culturally diverse population of school age children. Learners will conduct clinical interviews and behavioral observations as well as synthesize and interpret

data from teacher, parent, and self-report behavior rating scales, as well as objective and projective techniques. Learners will score, interpret and integrate the results to make recommendations and write psychological reports. *Prerequisite(s): PSY7610, PSY8231*

PSY8240 - Advanced Psychological Testing (5 quarter credits). The course covers the administration of such measures of psychosocial functioning as the MMPI-2, the MMPI-A, and related measures of personality. The use of these instruments in assessing psychopathology and for treatment planning is a major focus of this course. The assimilation of psycho-social measures with cognitive and achievement measures to achieve a comprehensive appraisal of the individual in a social context is an important goal of the course. Preparation of psychological reports and the consultation process are emphasized. Learners enrolled in this course are expected to purchase or acquire access to MMPI-2 or the MMPI-A and related measures of psycho-social functioning. *Prerequisite(s): PSY7610, PSY8230. This course has a required residency.*

PSY8251 - Neuropsychological Assessments (5 quarter credits). Current theory, methods and research in neuropsychological assessment of mental disorders. Administration of test batteries and preparation of psychological reports are required in this course. *Prerequisite(s): PSY7610, PSY8230, PSY8240*

PSY8310 - Theories of Psychotherapy (5 quarter credits). This course involves discussion and elaboration of the major schools of psychotherapy, their underlying assumptions and clinical techniques, and methods of intervention. The application of these theories and techniques to the change of human behavior and the analysis of clinical cases for treatment planning will be covered. Client-therapist process issues, treatment outcome considerations, current research supporting the efficacy of treatment methods, and ethical issues will be considered.

PSY8311 - Group Psychotherapy (5 quarter credits). This course reviews the historical development, major theories, current research, and clinical procedures of group counseling and psychotherapy. Course content includes the role of the leader and leadership styles, mechanics of co-therapy, group development, methods of group intervention, designing special function groups, and handling of critical incidents within groups. Emphasis will be placed on developing clinical competence by applying theory and research to the group experience.

PSY8312 - Clinical Interventions (5 quarter credits). This course reviews the basic issues and skills necessary to function in a clinical setting. The course begins with an exploration of one's motivations for working in the psychology profession. The course previews basic psychotherapy skills such as warmth, empathy, concreteness, confrontation, motivational interviewing, treatment planning, case management, and clinical documentation. *This course has a required residency.*

PSY8315 - Research in Psychotherapy and Empirically Supported Treatments (5 quarter credits). This course reviews the research and research methods used to understand the complex dynamics of psychopathology and psychotherapy. Attention will be given to the application of scientific thinking to clinical questions. Demonstration of treatment efficacy, clinical epistemology, myths of psychotherapy, empirical treatments, and difficulties with measurement of psychological variables will be covered.

PSY8330 - Ethics and Standards of Professional Practice (5 quarter credits). This course examines the historical origins of professional ethics, including issues affecting education, psychotherapy, law, and institutional guidelines for protecting human participants in research. The current standards of practice for professional psychology will be reviewed. Attention will be given to identifying effective methods for addressing ethical dilemmas and to current ethical issues in professional psychology.

PSY8331 - Principles of School Psychology (5 quarter credits). This course examines the practice of school psychology, its history and current trends. Attention is given to how school psychologists are part of the school organization and participate as members of the educational team. Legal, social, and professional considerations influencing the work of the school psychologist are also considered. The application of psychological research and theory in the context of the practice of school psychology will be reviewed.

PSY8332 - Advanced Methods in School Psychology (5 quarter credits). This course explores the major areas that practicing school psychologists will encounter. Special emphasis is placed on social functioning including violence in the schools. Anger control management, peer mediation and the teaching of social skills are topics that will assist school psychologists in dealing with current needs and concerns. Other topics to be covered are: HIV-AIDS, ADHD, autism, Asperger's syndrome, retardation, Down's syndrome, visual and auditory disabilities, retention, talented and gifted, pre-school, and school phobia. Issues of privacy, confidentiality, and ethics will also be examined.

PSY8335 - Consultation and Collaboration in the School (5 quarter credits). This course examines the optimal approaches within the school setting for effective consultation and collaboration. Learners will synthesize results of assessments and formulate effective ways to communicate with parents, school administrators and teachers, and other support service providers. Learners will demonstrate the ability to facilitate understanding of assessment outcomes and implementation of interventions.

PSY8336 - Organization and Operation of the School (5 quarter credits). Learners demonstrate a mastery of general education, special education, and other educational and related services that School Psychologists need in order to work in schools. Learners will undertake a systems analysis

of schools and other settings to propose how best to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

PSY8337 - Legal and Ethical Issues in the School (5 quarter credits). Learners will apply legal and ethical guidelines to various situations encountered in the practice of school psychology. Learners will incorporate important issues such as privacy, informed consent, confidentiality, record keeping, ethical and legal issues into psycho-educational assessments, and school related interventions. Learners will identify ethical considerations involved when faced with testing in school settings.

PSY8340 - Psychology and the Law (5 quarter credits). Psychology is viewed and evaluated as an analytic tool within the legal system. The relevance of psychological methods, theory, and empirical findings for such issues as copyright, deterrence, human responsibility, desegregation, discrimination, privacy, rights of mental patients, and jury dynamics. Emphasis is on the accurate application of scientific method within the legal process.

PSY8350 - Techniques of Forensic Practice (5 quarter credits). A survey of the current techniques of forensic practice. Included are forensic testing, expert witness techniques, reporting forensic findings, and mental-health law. Current standards of professional practice and ethical issues will be reviewed.

PSY8360 - Current Issues and Trends in Forensic Practice (5 quarter credits). This course is an analysis of the current issues within forensic psychology. It includes eye-witness identification, legal decision-making, forensic assessment and reporting, criminal defenses, profiling, polygraphy, risk assessment, jury composition, scientific jury selection, and other selected topics of interest to both the psychological and legal fields. Emphasis will be placed on the application of scientific methods to forensic situations.

PSY8371 - Strategies of Clinical Supervision and Consultation (5 quarter credits). This course provides a theoretical overview of the theory, basic functions, and methods of clinical supervision. Some of the topics to be covered are: the supervisory contract and relationship, the various styles of supervision, the legal and ethical issues related to clinical supervision, and methods of supervision including case consultation, video supervision, live supervision, and co-therapy as supervision. A review of the research on supervision will be included and these findings will be applied to the delivery of supervisory services. Learners will be encouraged to develop their own theory and approach to clinical supervision.

PSY8380 - Issues and Challenges of Supervision (5 quarter credits). This course addresses the special clinical issues, emerging theoretical and research trends, and ethical and legal concerns involved with various models of clinical supervision. The course will focus on developing the identity and orientation of the clinical supervisor.

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PSY8383 - School Psychology Practicum (5 quarter credits). This course is the initial field training opportunity for learners to demonstrate, under appropriate supervision, the development and practice of specific skills in school psychology. Learners will apply and continue to develop knowledge in assessment, intervention techniques, community consultation and applied research with the opportunity to gain hands-on knowledge about the role of a school psychologist, how schools work, and observing and participating in professional activities. The supervisor will evaluate and address the performance of practice outlined by professional standards of the field to evaluate preparedness for internship. The practicum must consist of no less than 600 hours at a site selected by the learner and approved by the training department. *Prerequisite(s): PSY7310, PSY8150, PSY8210, PSY8232, PSY8332, PSY8336, PSY8337, and approval of the practicum application by the Director of Training. Refer to the current practicum-internship handbook for further details.*

PSY8385 - School Psychology Internship I (5 quarter credits). This course runs parallel to and compliments the intensive, supervised field training experience which assures completion of activities necessary in becoming a competent professional school psychologist. The purpose is the integration and application of skills that address the competencies of professional practice outlined by professional standards in the field. The internship provides supervision as well as formative and summative performance-based evaluation of the intern's work. The internship requires at least 1200 hours with a minimum of 600 hours in schools, full-time over one academic year. *Prerequisite(s): All courses must be completed including practicum (PSY8383) and approval of the internship application by the Director of Training. Refer to the current practicum-internship handbook for further details.*

PSY8386 - School Psychology Internship II (5 quarter credits). This course is a continuation of the previous quarter of internship, PSY8385. *Prerequisite(s): PSY8385*

PSY8387 - School Psychology Internship III (5 quarter credits). This course is a continuation of the previous two quarters of internship, PSY8385 and PSY8386. *Prerequisite(s): PSY8385, PSY8386*

PSY8391 - Masters Practicum I (5 quarter credits). Supervised training in psychological testing, interviewing, assessment, intervention techniques, community consultation, and applied research in a setting selected by the learner and approved by the Director of Training. The online course emphasizes increased awareness of the learner's clinical strengths and limitations, psychological assessment and rudimentary understanding of DSM-IV, introduction to treatment planning, case documentation, ethical issues, and working with specific clinical populations. *Prerequisite(s): All required courses completed, and approval of the practicum application by the Director of Training. Refer to the current practicum-internship handbook for further details.*

PSY8392 - Doctoral Practicum I (5 quarter credits). Supervised training in psychological testing, interviewing, assessment, intervention techniques, community consultation and applied research in a setting selected by the learner and approved by the Director of Training. The online course emphasizes increased awareness of the learner's clinical strengths and limitations, psychological assessment and rudimentary understanding of DSM-IV, introduction to treatment planning, case documentation, ethical issues, and working with specific clinical populations. *Prerequisite(s): All required courses completed and approval of the practicum application by the Director of Training. Refer to the current practicum-internship handbook for further details.*

PSY8393 - Masters Practicum II (5 quarter credits). Continued supervised training in professional psychological issues with particular emphasis on DSM-IV Axis I. The online seminar between the instructor and enrolled learners provides the opportunity for in-depth examination of various psychopathological conditions in addition to the field supervision experience. *Prerequisite(s): Completion of PSY8391.*

PSY8394 - Doctoral Practicum II (5 quarter credits). Continued supervised training in professional psychological issues with particular emphasis on DSM-IV Axis I conditions. The online seminar between the instructor and enrolled learners provides the opportunity for in-depth examination of various psychopathological conditions in addition to the field supervision experience. *Prerequisite(s): Completion of PSY8392.*

PSY8395 - Masters Practicum III (5 quarter credits). Continued supervised training in professional psychological issues with particular emphasis on DSM-IV Axis II conditions, V codes, and other psychosocial concerns. The online seminar between the instructor and enrolled learners provides the opportunity for in-depth examination of various psychopathological conditions in addition to the field supervision experience. This course is designed for learners whose state regulatory or licensure boards require more than two academic quarters of practicum or those learners who have an ongoing desire to extend their field training. *Prerequisite(s): Completion of PSY8393.*

PSY8396 - Doctoral Practicum III (5 quarter credits). Continued supervised training in professional psychological issues with particular emphasis on DSM-IV Axis II conditions, V codes, and other psychosocial concerns. The online seminar between the instructor and enrolled learners provides the opportunity for in-depth examination of various psychopathological conditions in addition to the field supervision experience. This course is designed for learners whose state regulatory or licensure boards require more than two academic quarters of practicum or those learners who have an ongoing desire to extend their field training. *Prerequisite(s): Completion of PSY8394.*

PSY8401 - Internship I (5 quarter credits). An intensive, closely-supervised experience working with a broad range of clients in various institutions and settings. Emphasis is on the application of psychological principles and techniques learned in academic courses, development of diagnostic and clinical skills, and clarification of one's personal strengths and limitations as a clinician. *Prerequisite(s): All courses completed, including practicum course(s) and approval of the internship application by the Director of Training. Refer to the current practicum-internship handbook for further details.*

PSY8402 - Internship II (5 quarter credits). This course is a continuation of the previous quarter of internship, PSY8401. *Prerequisite(s): PSY8401*

PSY8403 - Internship III (5 quarter credits). This course is a continuation of the previous quarter of internship, PSY8402. *Prerequisite(s): PSY8401 and PSY8402*

PSY8404 - Internship IV (5 quarter credits). This course is a continuation of the previous quarter of internship, PSY8403. *Prerequisite(s): PSY8401, PSY8402, and PSY8403*

PSY8410 - Substance Abuse Therapies (5 quarter credits). A review of traditional and nontraditional approaches to treatment. Topics to be covered are: in and out-patient treatment programming, self-help groups, utilization of community resources and alternative treatment approaches and the use of individual, group, and family psychotherapy. Current trends in service delivery will be considered, particularly in light of ongoing changes in the health care delivery system.

PSY8420 - Multicultural Issues in Addiction (5 quarter credits). This course involves examination of ethnic and cultural issues that influence the etiology, perception, and treatment of compulsive and addictive behavior problems. Topics to be considered are: the need for specialized treatments and training, the needs of various special populations, the impact of racial identity on self-perception, and culture-specific methods of treatment. Emphasis will be placed on the application of scientific research and theory to clinical work.

PSY8430 - Issues and Trends in Addiction/Compulsion Treatments (5 quarter credits). This course reviews current developments, research, and trends within the addiction field. Emphasis will be placed on gaining a current understanding of substantive issues in the field. Possible topics to be considered are: developments in psycho-pharmacological treatment of addictions, the influences of managed care on treatment, ethics, the use of internet resources in the field, the changing role of the counselor, and emerging treatment approaches.

PSY8440 - Substance Abuse Program Evaluation (5 quarter credits). This course will cover various methods appropriate for field experimentation and program evaluation. Topics will include quasi-experimental designs, sampling procedures, and issues associated with program evaluation. Ethical issues related to field research will also be covered.

PSY8450 - Compulsive Behavior and the Disturbance of the Self (5 quarter credits). This course defines the nature of addictive and compulsive behavior problems, discusses the development of the addiction model and its tenets, and reviews the literature regarding the validity and efficacy of treatment approaches based on the addiction model. Alternatives to the addiction model will be discussed, including cognitive behavior therapy. An understanding of the Compulsive Behavior model, a psychodynamically oriented model, will be developed and covered in detail.

PSY8460 - Dual Diagnosis in Mental and Addictive Disorders (5 quarter credits). This course addresses the complexities of comorbidity, diagnosis, and treatment of clients with various addictive disorders and mental illness (both Axis I and Axis II disorders). Current research and theory on the etiology, psychodynamics, and treatment will be reviewed, as well as specific methods of psychotherapy and the role of pharmacotherapy. Case studies will be used to illustrate course content and develop clinical skills. Emphasis will be placed on the application of scientific research to the clinical and programmatic settings.

PSY8510 - Family Systems Theories (5 quarter credits). Families will be studied as systems from a theoretical, clinical, and research perspective. Emphasis will be on family development, family transitions, assessment, and intervention. Systems oriented assessment models will be explored. Strategies for initial interviews, hypothesis formulation, designing a strategy for intervention, and the process of termination will be covered.

PSY8520 - Couples Therapy (5 quarter credits). An overview of theory and research on marriage and the couple relationship in contemporary society. Topics covered include relationship development, maintenance, and termination; conflict-resolution skills; communication styles and skills; couple adjustment and assessment of interpersonal relationships; cultural variations; and issues related to gender. Major approaches to couple therapy will be reviewed.

PSY8530 - Family Therapy (5 quarter credits). This course is an analysis and comparative study of the prominent schools of thought within the field of family psychology, their tenets, therapeutic strategies, and techniques. Structural, strategic, transgenerational, behavioral, communication, and analytical approaches to family therapy will be discussed.

PSY8540 - Current Issues and Methods in Family Research (5 quarter credits). This course provides an overview of measurement of family variables, complexities of family research design, data collection, and analysis. Topics include: current scales of measurement, validity and reliability, experimental and non-experimental designs, and approaches to integrating clinical research and practice. Special attention will be given to the current factors in family research. ***Prerequisite(s): PSY8510 or PSY8530***

PSY8550 - Bereavement and Loss Therapy (5 quarter credits). This course covers the process and impediments to dealing with expected and traumatic losses. Topics considered are the phases of bereavement, special issues involved with suicide survivorship, coping with loss following chronic illness, the role of emotion in the grief process, and the clinical methods of bereavement treatment. Current theory, relevant research, and application to clinical, educational, and organizational settings are considered in this course.

PSY8560 - Principles of Family Pathology (5 quarter credits). This course offers a conceptualization of pathology based on a family systems model. The understanding of the etiology and maintenance of pathology will be understood as a function of family interaction and family structure rather than of individual dynamics. Topics to be considered are styles of family interaction, family boundaries, family roles, and the family life cycle.

PSY8570 - Family Systems Approach to Addictive Behavior Problems (5 quarter credits). This course reviews current theory and research on family dynamics and treatment methods of addictive and compulsive behavior problems. A variety of theoretical approaches to treatment will be covered including the disease model, brief therapy, structural/strategic therapy, and psychoanalytically oriented treatment. Special topics to be included are: the role of the family in the etiology, maintenance, and treatment of various problems; emerging approaches to family interventions; the role of self-help groups in family intervention; and special ethical issues related to family treatment of addictive and compulsive problems.

PSY8610 - Principles of Health Psychology (5 quarter credits). This course is a review of behavioral and biomedical theory and research with the objective of understanding the contributions of psychological factors to the prevention, diagnosis, and treatment of disease and illness. Topics include psychosocial factors contributing to health and disease, health promotion, mind-body relationships, and psychological approaches to the prevention and treatment of physical illness. Cognitive and behavioral interventions for health related problems and the collaborative roles of medical specialists and psychologists will be emphasized.

PSY8620 - Environmental Health and Behavior (5 quarter credits). This course examines the emerging literature supporting the capacity for self-control in managing personal health care. Emphasis will be given to relationships between nutrition, exercise, and wellness. Psychoneuroimmunology and the use of autogenic techniques to treat somatoform disorders will be examined. Behavior medicine and the role of the psychologist in the health care setting will be explored.

PSY8630 - Health Care Delivery (5 quarter credits). An examination of the role of the psychologist as a health care provider within managed health care. Consultative and collaborative roles for the

psychologist will be reviewed. Working in an integrated and interdisciplinary team environment will be explored along with alternative health care delivery models.

PSY8640 - Community Psychology (5 quarter credits). This course addresses the role of the psychologist as an agent of change in the community. Attention will be given to the social change strategies community-oriented psychologists can use in facilitating community improvements and alleviating adverse social conditions. Legal, social policy, medical, familial, and psychological viewpoints will be considered in the analysis of community problems and their prevention. Topics considered are child abuse, delinquency, crime, poverty, powerlessness, inadequate social support, and forms of discrimination.

PSY8650 - Innovative Health Care Practices (5 quarter credits). This course examines the emerging trends in health practices. Topics to be considered are integrating spiritual resources into treatment, "alternative" therapies, current issues in mind/body relationships, and the impact of managed care in the delivery of psychological services. Emphasis will be given to interdisciplinary practice and collaborative relationships.

PSY8660 - Coping with Chronic Physical Illness (5 quarter credits). This course examines the psychological impact of a variety of medical conditions and their bio-psycho-social etiologies and treatments. Emphasis is placed on the role of the interdisciplinary team in treatment planning and implementation. Pain syndromes such as headaches, back pain, gastrointestinal disorders, and auto-immune diseases are covered. Other chronic diseases will also be examined.

PSY8670 - Cognitive/Affective Basis of Physical Illness (5 quarter credits). This course emphasizes the assessment and treatment of psychosomatic conditions from a cognitive/affective perspective. Assessment and treatment interventions from this perspective are applied to patients with acute and chronic conditions housed both in medical care facilities and treated as out-patients. The use of self-instruction strategies, relaxation techniques, imagery, meditation, hypnosis, and other stress management strategies are reviewed.

PSY8710 - Principles of Organizational Psychology (5 quarter credits). This course reviews theories and research on psychological issues relevant to organizational behavior. Topics include: job satisfaction; testing and performance assessment; organizational communication; training and consultation; equipment and environmental design; group decision making; performance monitoring; and incentive motivation. Ethical considerations of leadership in modern organizations are also addressed.

PSY8720 - Psychology of Leadership (5 quarter credits). Current theory on leadership, relevant research, and case studies will provide a comprehensive review of the various models of leadership. Applications to clinical, educational, and organizational settings are also reviewed in

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this course. Special topics include team building, leading groups, styles of leadership and multicultural issues related to leadership. Learners will develop their own theory of leadership based on synthesis of the course material.

PSY8730 - Consultation Psychology (5 quarter credits). The various roles of consultants, current theory of consultation, ethical considerations, relevant research, and the consultant-client relationship are covered in this course. Psychologists' contributions to clinical, educational, and organizational settings are reviewed in this course. Discussion of critical incidents and cases will be part of the course. Learners will be encouraged to develop a plan to identify and market to appropriate potential clients for consultation.

PSY8734 - Workplace Violence and Sexual Harassment (5 quarter credits). This course covers the most recent legal updates concerning workplace violence and sexual harassment. Additional issues will include: assessment of potentially violent employees, dispelling myths surrounding violence and harassment in the workplace, familiarization with policies and procedures to deal with these issues, and understanding the general management impact of these phenomena.

PSY8735 - Managing Problem Personnel (EAP Issues) (5 quarter credits). This course examines the tests and interventions used to address employees' needs when psychological problems or substance abuse issues are evident. Psychopharmacological and psychotherapeutic treatments, as well as issues of confidentiality, will be addressed.

PSY8740 - Personnel Psychology (5 quarter credits). Introduces problems and research relevant to personnel issues in organizations. Topics include: individual differences; selection of personnel; test theory; performance appraisal; equal employment opportunity legislation, regulation, and litigation; and assessing bias in selection. Application of theory and research to corporate and educational settings will be emphasized.

PSY8750 - Managing Psychological Services (5 quarter credits). This course will address some of the challenges that face practitioners in psychology over the next decade. We will investigate and study issues such as managed care; diversified group practice, including new client populations; ethical conflicts in psychology; contemporary legal challenges such as suicidal or violent clients, risk management, and expert witness testimony; psychological record-keeping; marketing psychological services; and contemporary business practices in professional psychology. Learners will be encouraged to develop a plan for professional growth and development.

PSY8760 - Vocational Psychology (5 quarter credits). A comprehensive review of major theories and research in vocational psychology and implications for the work of the counseling and consulting psychologist. Vocational Psychology combines an individual's vocational attainment, preparation, and career development. This course is designed to study an individual's occupational behavior, occupational choice, and motivational development surrounding work choice patterns. It is designed for the work of the I/O practitioner, I/O psychologist, and career counselor, and combines I/O psychology with vocational counseling. Vocational counseling is a facilitative process for individuals who are making career choices, career transitions, and seeking occupational attainment.

PSY8765 - Testing and Assessment in Workplace Psychology (5 quarter credits). A review of theories and research methods specifically geared to workplace psychology and consultation assessment methods including: employee and organizational assessment, psychometric testing, pre-employment testing, vocational and career assessment, workplace performance assessment, and quantitative and qualitative principles specifically designed for research in the workplace. This course is geared to the I/O psychologist, professional consultant, human resources manager, and other professionals involved in workplace testing, assessment, methods, and interventions. *Prerequisite(s): PSY7610*

PSY8770 - Performance Enhancement and Motivation (5 quarter credits). Concepts and methods in the study of motivation of employees; determinants of employee attitudes and job satisfaction; and the various methods of modification of attitudes and morale in corporate and educational settings. Specific methods for optimizing performance at the executive and managerial levels will be addressed.

PSY8780 - Psychology of Organizational Ergonomics in the Workplace (5 quarter credits). The study of the interface between individuals, workplace design, and their work environments. Topics include ergonomics as responsive to social change in industry, computerization, human-computer interaction, automation, and information display. Specific approaches to work design include anthropometry, biomechanics, and physiological considerations in the work environment.

PSY8785 - Compensation and Benefits Planning Psychology (5 quarter credits). This course emphasizes workplace compensation issues and benefits planning. Current trends in compensation issues, the process of job evaluation, establishing pay rates, and conducting salary surveys are covered. Employee benefit planning, employee insurance services, retirement planning, workplace options, and flexible workplace programs are also addressed.

PSY8790 - Workplace Safety and Health Psychology (5 quarter credits). This course addresses contemporary employee safety and health issues in the workplace. Topics include OSHA awareness, management's commitment to a safe work environment, conducting safety surveys, preventing accidents, and health problems associated with work and occupational stress.

PSY8810 - Geriatric Psychology (5 quarter credits). Age-related cognitive and personality changes in the elderly are examined, along with an analysis of the causes and mechanisms of aging. Content includes interpersonal relationships between the aged individual and significant others (especially family members), and the importance of these relationships for further development and aging. Psychological interventions appropriate to the treatment of disorders of the elderly, and current research supporting the treatment of cognitive dysfunction of the aged are also explored. The characteristics of successful aging will be reviewed.

PSY8820 - Research in the Aging Process (5 quarter credits). A comprehensive review of past and current research, as well as research methods and trends in the area of aging. Content includes biological factors, cognitive and personality change, interpersonal and family relationships, spiritual concerns, and relevant medical factors. Attention will be given to factors which facilitate successful negotiation of age-related issues. Learners will examine aspects of human aging both in contemporary American society and cross-cultural and ethnic perspectives.

PSY8840 - Principles of Sport Psychology (5 quarter credits). This course overviews the field of sport psychology. It will cover a broad range of topics that will be investigated in greater detail in additional courses. Topics include personality, attention, anxiety and arousal, arousal adjustment strategies, cognitive-behavioral intervention, causal attribution, motivation, self-confidence, psychology, and social issues of sport. The learner will leave this course with an eclectic understanding of sport psychology.

PSY8841 - Performance Enhancement in Sports (5 quarter credits). Performance enhancement is the most common issue dealt with by sport psychologists. How to increase an individual's performance through mental strategies in the arena of sport is a critical factor in the success of an athlete. This course will examine the mechanisms by which athletes can exceed their perceived physical limitations. Strategies such as visualization, meditation, hypnosis, autogenic training, biofeedback, and progressive relaxation will be examined.

PSY8842 - Applied Sport Psychology (5 quarter credits). This course will take the theoretical concepts learned in PSY8840 and demonstrate their practical application to the field of sport psychology. The focus of this course is on how the sport psychologist interacts with individuals within a sport context. How to provide effective professional guidance in the areas of learning, motivation, and social interaction will be examined, as will mental training for performance enhancement. Issues such as referrals, drug abuse, burnout, injury, and termination from athletics will be explored.

PSY8843 - Exercise Psychology (5 quarter credits). Covers all psychological aspects related to exercise. Theoretical foundation of why people exercise, exercise adherence, personality factors in exercise, and the psychological effects of exercise will be investigated. In addition, applied issues such as motivation, cognitive and behavioral change strategies, leadership, and counseling in exercise will be addressed.

PSY8844 - Psychology of Injury (5 quarter credits). This course will examine the effects of the injured athlete. The psychological factors of injury from athlete, coach, physician, and sport psychologist's points of view will all be investigated. The behavioral risk factors, injury prevention, and over-training will be studied as a means of prevention. Injury assessment and the management of injury treatment from assessment to recovery will be a central focus, which will also include the biomedical issues of injury. The course will also cover the interaction of the sport psychologist and the sport medicine team.

PSY8845 - Current Issues in Sport Psychology (5 quarter credits). In-depth reading and critical analysis into current issues in sport psychology. The content of this course examines in-depth current research and theoretical directions in the field of sport psychology.

PSY8920 - Comprehensive Examination - Doctoral (5 quarter credits). Learners demonstrate mastery of the subject matter supporting the doctoral learner's specialization through the preparation of six scholarly papers. Papers approved by the Comprehensive Examination Committee demonstrate mastery of the theoretical, research, and best practice literature in the learner's specialization. This course may be taken prior to practicum. *Prerequisite(s): All required core courses completed.*

PSY8990 - Independent Readings (5 quarter credits). In-depth reading and critical analysis into specific topic areas in psychology under the guidance of the course instructor. May only be taken once.

PSY9101 - Master's Integrative Project (5 quarter credits). This capstone project provides learners in the academic track programs an opportunity to demonstrate mastery of knowledge, scholarship and research proficiencies in the identified field of psychology. *Prerequisite(s): All courses completed.*

PSY9150 - Master's Final Project (5 quarter credits). This capstone project provides learners in the professional track programs an opportunity to demonstrate mastery of knowledge, scholarship and practice proficiencies in the identified field of Psychology. *Prerequisite(s): All courses completed.*

PSY9301 - Dissertation Research I (5 quarter credits). Learners begin to demonstrate proficiency in independent research in a selected area of psychology during this first of four courses. Learners gain approval of their Dissertation Committee while enrolled in PSY9301. A preliminary draft of the learner's dissertation proposal is approved by the Committee Chair by the end of this course. *Prerequisite(s): All courses completed.*

PSY9302 - Dissertation Research II (5 quarter credits). Learners continue to demonstrate proficiency in independent research in a selected area of psychology during this second of four courses. Learners gain approval of the final draft of their dissertation proposal, receive IRB approval of their Human Participant in Research application, and pass the Proposal Completion Conference Call

while enrolled in this course. *Prerequisite(s): All courses completed plus PSY9301.*

PSY9303 - Dissertation Research III (5 quarter credits). Learners continue to demonstrate proficiency in independent research in a selected area of psychology during this third of four courses. Learners gain Dissertation Committee approval of the Results chapter of the dissertation while enrolled in this course. Conduct of the study including data collection and analysis are part of the course room activities leading to drafting the Results chapter. *Prerequisite(s): All courses completed, plus PSY9301 and PSY9302.*

PSY9304 - Dissertation Research IV (5 quarter credits). Learners continue to demonstrate proficiency in independent research in a selected area of psychology during this fourth of four courses. Learners gain Dissertation Committee approval of the final chapter and the complete dissertation manuscript while enrolled in this course. The final course requirement is passing the Dissertation Completion Conference Call. *Prerequisite(s): All courses completed, plus PSY9301, PSY9302 and PSY9303.*

TS5004 - Technical Communications (4 quarter credits). This course provides the necessary skills for communicating technical information to various stakeholders in your organization including customers, users, managers, and peers. The course focuses on the fundamentals of technical communication in the electronic workplace, emphasizing clarity and organization. Learners engage in exercises that focus on technical writing, editing, and online communication, and apply their skills across a broad range of activities, including the preparation of an effective resumé, writing a technical report, developing professional development plans and writing a proposal. Techniques presented are intended to help learners develop an appreciation for format and content. This course will also prepare learners for project documentation requirements throughout their program, as well as throughout their professional careers. *This course should be taken during the first quarter of enrollment. Cannot be fulfilled by transfer or petition.*

TS5005 - Master's Learner Success Lab (non-credit). This lab is designed to provide new Master's learners with the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a Degree Completion Plan. This is an advisor-led course taken in the first quarter in conjunction with TS5004. *Cannot be fulfilled by transfer or petition.*

TS5110 - Enterprise System and Application Development (4 quarter credits). This course covers dynamic HTML, JavaScript, Java Applets, cascading style sheets, and design templates. The course also includes an introduction to CGI

programming, server side includes (SSI), and extensible markup language (XML). Learners apply their knowledge as they use a professional interactive development environment (IDE) to develop a Web application during this course showing mastery of one or more of the Internet application technologies. Prior to taking this class, learners must have fundamental knowledge of Web site development, and have a fundamental knowledge of programming.

TS5120 - Project Management for Technology Professionals (4 quarter credits). The course focuses on defining management techniques for planning, estimating, and facilitating successful enterprise Internet, intranet, and extranet application projects. Learners will define a project, develop work breakdown structures, project schedules, and determine how to coordinate the various resources. Special attention will be placed on the special skills needed to lead and manage cross-functional and multi-national teams in a virtual team environment. This course will include methods for managing new application development projects as well as the selection, installation, integration of third-party software applications. Techniques will be introduced to help keep projects on track and not degrade team motivation. In addition, planning, time management, and risk management activities will be introduced that will assist the learner throughout their program, as well as throughout their professional careers.

TS5130 - System Development Theory and Practice (4 quarter credits). This course focuses on the software engineering fundamentals that can be applied to enterprise-wide software application development. Advanced techniques for requirements analysis, functional specifications, system design, implementation, testing and maintenance are covered. Other topics to be discussed are portability, reusability, prototyping and performance measurement. As a result of this course, learners compare theory with actual practice and ultimately develop a model for developing web-based, enterprise-wide, Internet systems that can be used in their organizations. Learners must have fundamental knowledge of programming prior to taking this course.

TS5140 - System Usability Analysis and Design (4 quarter credits). This course provides an overview of the theoretical aspects of human-computer interaction and then concentrates on giving the learner practical guidelines, strategies and methods for designing successful user interfaces. User-centered design approaches are covered that can be applied to enterprise Internet applications using a personal computer desktop interface, Personal digital assistant (PDA) interface, cell phone interface, or any smart appliance interface. Local language considerations for e-Business and other enterprise Internet applications will be introduced. This course covers techniques for analyzing user needs, synthesizing user goals, and ensuring the completed application satisfies customer requirements.

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TS5150 - Enterprise Application Testing (4 quarter credits). This course will take learners through an effective, step-by-step methodology for testing enterprise Internet applications. The course will focus on mission critical aspects of e-commerce web-based applications, but the methodology can be applied to any Internet application. Learners will be introduced to the quality attributes of web-based applications including interesting content, a unique product or service at a reasonable price, and swift and reliable fulfillment. Learners will gain an appreciation for the importance of systematic testing to facilitate continuous improvement in usability, performance, security, availability and interoperability. This course will give learners the tools and knowledge to ensure their enterprise Internet application satisfies the expectations of customers.

TS5230 - Evolving Legal Issues for IT Professionals (2 quarter credits) This course focuses on legal issues surrounding computer technologies and, in particular, the challenges posed to the computer professional. Researching current events and conducting Internet searches will be utilized to facilitate discussions in an ever-changing environment. Learners will choose the area of discussion that best suits their needs for professional growth. Learners will critically analyze a legal issue and prepare a case study related to copyright and trademark issues, privacy, governmental regulation or ethics.

TS5250 - Overview of the eXtensible Markup Language (XML) (2 quarter credits). This course provides an in depth overview of the eXtensible Markup Language (XML). Understanding the mechanisms behind XML is crucial to understanding its potential and effectively managing development projects that use it. Learners will be introduced to mechanisms that will help them develop the thought processes necessary to analyze the return on investment (ROI) of using this technology on a particular project. Topics include domain standards and how XML supports these standards. Learners will focus on the types of new applications that can effectively be implemented using XML and associated technologies.

TS5270 - Cyber Threats to Enterprise Security (2 quarter credits). This course is designed for IT managers, executives, network and system administrators, and other IT professionals that need to develop a working knowledge and vocabulary for assessing their organizations risk to hackers and cyber terrorists. This course will survey the key terms and concepts necessary for enterprise security including the tools, techniques, and strategies that are most often used to break into networks and associated databases. Learners will become familiar with the basic steps that are used by these attackers. This course will provide you with a framework for assessing an organizations security risk from attackers and creating an action plan.

TS5271 - Network Security Solutions for the Enterprise (2 quarter credits). This course is designed for network designers, system administrators, and other IT professionals that need to develop strategies and countermeasures for the various cyber threats to an enterprise network. This course will discuss current network security solutions to protect the organization from exposure internally (attacks from within) and externally (Internet). Specific strategies to guard against the most common intrusion will be discussed including firewalls, gateways, and proxy servers. Authentication and encryption techniques will also be discussed. Case studies are used to better understand the impact of good security solutions. Lab exercises will be used to give learners experience with network security solutions. *Prerequisite(s): Learners should have a good knowledge of networking concepts OR have taken IT3050 Fundamentals of Network Systems prior to taking this class.*

TS5280 - Advanced Java Practicum (2 quarter credits). This course provides learners with focused practice preparing for the SUN Certified Java Programmer and a SUN Certified Java Developer examinations. Learners are expected to have at least two years of Java programming experience and some formal training in Java before taking this class. These requirements can be met by the Capella courses listed as prerequisites for this class. Since the examinations for these certifications touch on a very broad spectrum of Java knowledge and experience, this class organizes this knowledge and helps learner learners refresh this knowledge to focus on topics likely to be included in the exams. Learners will also complete a Java application demonstrating mastery of GUI development (Swing), network interfaces (RMI), database usage (JDBC) and interfacing with existing code to prepare for the programming portion of the developer certification. *Prerequisite(s): TS5513. Undergraduate learners may also take this course upon completing TS4812.*

TS5500 - Systems Analysis and Design (4 quarter credits). This course examines the process of analyzing and designing enterprise- wide systems. Although the focus is upon the traditional system development methods, alternative methods are also described. These alternative methods include object oriented, rapid application development, and joint applications development. Within the course, learners develop a variety of models including data, process, network, and object models. In addition, learners are exposed to application architectures and the design process. Various systems analysis and design tools are used as part of the process. Learners will develop skills to better understand how to specify and design systems that solve business problems and accomplish improvements in business processes.

TS5501 - Database Analysis and Design (4 quarter credits). This course introduces database analysis, database design, and N-tiered client server database systems. Topics include database structures, data dictionaries, data analysis, normalization, and common database applications. Learners develop an application in a popular database system. Advanced discussion topics include database scripting (SQL), API interfaces, database connectivity technologies (ODBC/JDBC), concurrency control, database security, and data warehousing multi-dimensional databases and data mining methods that extract useful information from the data warehousing. A problem-based approach using SQL is used in this course.

TS5502 - Programming Strategies (4 quarter credits). This course provides a foundation for the learner interested in learning Java. The course will also explore the aspects of Java that make it one of the most popular and dynamic programming environments available to the IT professional. The course is oriented toward the learner with some programming experience in C, C++, Smalltalk or Visual Basic. No previous Java experience is necessary. The course is hands-on, with numerous programming exercises to further develop programming skills. The course will cover Java programming syntax, Java concepts, data types and methods, classes and class hierarchies, Applet and application creation, Java Swing, error handling and exceptions, and introduce Java Database Connectivity (JDBC).

TS5503 - Advanced Enterprise System Development (4 quarter credits). This course extends the topics covered in TS5110 by covering several mechanisms for interfacing with back-end databases to provide dynamically created web content to web browsers. This course covers Active Server Pages (ASP) and introduces Java Server Pages (JSP) and more advanced technologies supporting reusable business logic on the server. Enterprise Java Beans (EJBs) capabilities and contexts for use are also introduced. Distributed object technology and the technologies of CORBA and DCOM are also explained and compared. The course also describes how extensible markup language (XML) is utilized for spontaneous data exchange between two Internet applications. In addition, this course covers mechanisms to improve performance of Internet applications. *Prerequisite(s): TS5110, TS5501, TS5502 or equivalent Java experience.*

TS5504 - Wireless Web Design and Development (4 quarter credits). This course provides an overview of the evolving wireless technologies and the Wireless Application Protocol (WAP). WAP is the de facto worldwide standard for providing Internet communications and advanced telephony services on digital mobile phones pagers, personal digital assistants and other wireless terminals. Learners will use simulation software to design and debug wireless web applications using wireless markup language (WML) or handheld device markup language (HDML) for Internet-enabled phones. This course provides an introduction to related technologies and includes an overview of mobile telephony architecture.

TS5505 - Object Oriented Design and Development (4 quarter credits). This course introduces object oriented analysis and design concepts using the Universal Modeling Language (UML) and the Java programming language. Sound practices for the design, construction, testing and debugging of object-oriented software applications are emphasized. Specific attention is given to the use of use cases as a means of describing behavioral

software requirements. This course also introduces patterns and object oriented architectures. A problem-based approach to object-oriented analysis and design concepts is used in this course.

TS5506 - Graphics and Multimedia (4 quarter credits). The course introduces graphics and multimedia technologies, as learners create a Web interactive animation project. Activities include illustrating with Flash, using animation techniques and special effects. Flash files produce resizable compact full-screen navigation interfaces, technical illustrations, long-form animations, and other dazzling site effects. Flash enables Web designers to import artwork from their favorite bitmap or illustration programs, apply transparency, create morphing effects, add interactivity and sound, and animate them over time. Unlike bitmapped images that are optimized for a single resolution, vector images can adapt to multiple display sizes and resolutions. This is ideal for displaying Web sites uniformly on set-top boxes, hand-held computers, or PCs. This course will also cover how to embed exported Flash movies into HTML documents for play in a browser. *Prerequisite(s): TS5110*

TS5507 - Network Technology (4 quarter credits). This course presents an overview of network technology. Learners consider video systems, Local Area Networks, Wide Area Networks, wireless systems, satellite communications, Internet and the World Wide Web, cable networks, and voice and data communications. Learners will also be introduced to Frame Relay, DSL, ATM, SONET, and the OSI Model. The course will focus on understanding the impact of network technologies on the performance of web-based applications, including security, privacy, and reliability. Learners completing this course will develop competencies associated with the Cisco certified network associate (CCNA) certification.

TS5508 - Enterprise System Security (4 quarter credits). This course provides an overview of network security and information systems. This course is geared for the Information Technology professional tasked with establishing security strategies to protect their organization from exposure to the Internet, or the IT professional that needs to design applications that enable data security, privacy, and confidentiality. The course presents strategies to guard against hackers and forms of viruses; describes firewalls and gateways; and explores authentication and encryption techniques. The course also covers a list of the most often used methods for attacking a network system and how to defend against them. Case studies are used to better understand the impact of poor security on an enterprise.

TS5509 - Legal Considerations in Information Technology (4 quarter credits). This course focuses on the legal issues surrounding computer technologies and, in particular the challenges posed to information technology professionals by the growth of the Internet and the Web. Topics include intellectual property issues such as copyright and trademark issues, privacy,

governmental regulation and ethics. Learners will analyze a variety of problem-based scenarios to develop an understanding of their legal responsibilities as computer professionals.

TS5510 - Ethical Considerations in Technology Applications (4 quarter credits). This course uses specific case examples and projects to explore the ethical and human dimensions of Information Technology within organizations and in relationships with customers, partners, and society. Human factors in information technology will be studied considering technologist's impact in the work place and their responsibilities regarding the decision making process.

TS5511 - Organizational Impacts to Technology Adoption (5 quarter credits). This course examines integration of technology with business and organizational realities, highlighting areas of leadership, business models, organizational change, roles and responsibilities, and organizational norms. Learners begin to understand the organizational/business requirements necessary to develop technology and to be able to more effectively lead the development and adoption of new enterprise-wide systems within the organization. IT professionals must understand the organizational aspects as they architect/develop new IT systems or they run the risk of developing systems that will never be adopted. This course focuses on managing a technology that already exists. Through a case study method, this course incorporates an analysis of organizational culture, an important first step in the technology adoption process.

TS5512 - Enterprise System Integration (4 quarter credits). This course surveys the critical technology tips and strategies for integrating large enterprise systems. The course will provide a rich blend of research knowledge and practical experience from respected consultants and IT professionals. The course will provide the learner with a number of effective solutions to real-world problems associated with system integration technologies and methodologies. The course will focus on the importance of aligning strategies, processes, and information technologies; as well as understanding current and future architecture frameworks.

TS5513 - Advanced Programming Strategies (4 quarter credits). This course extends the topics discussed in TS5502 by covering several advanced features of Java programming. It is intended for learners who understand the fundamental Java programming concepts and who now want to explore some of the advanced Java programming topics. The primary focus of this course is on the advanced features and libraries of the Java2 platform. This knowledge is essential to programming in the application server environment. The learner will be able to create a client-server Java application utilizing remote method invocation (RMI) and a Swing based applet interface. *Prerequisite(s): TS5502*

TS5515 - Advanced Wireless and Mobile Development (4 quarter credits). Mobile Web interfaces are maturing and becoming readily more available. This course emphasizes how aspects of

web technology (XML, XHTML, and JSP) are used to support interactive wireless web applications. The wireless application protocol (WAP) will be presented in detail including current news on latest changes to this developing industry standard. Learners will explore how web markup language (WML) and WMLScript are utilized to create an interactive Web telephony application (WTA). The use of Web transport layer security (WTLS) and its importance in developing secure wireless application will be explored. The remainder of the class will be devoted to server side support of wireless applications. Aspects of Servlet/JSP that are relevant to WAP will be explored, particularly the unique support for session management. The learner will use XSLT to transform XML documents into WML to create WAP supported web pages. Learners will work through a number of computer labs to reinforce the above concepts. *Prerequisite(s): TS5503 and TS5504*

TS5516 - Client Server Architecture and Design (4 quarter credits). This course focuses on the networking concepts and skills necessary to plan, install, configure and manage a local area network (LAN). Other topics covered in this course include security, printing, and troubleshooting. Upon completion, learners will have a solid understanding of network administration at the LAN level. In addition, learners will be able to take one of the industry certification exams. Basic understanding of networking concepts is required prior to taking this course.

TS5517 - Network Enterprise Architecture and Design (4 quarter credits). This course is a continuation of TS5516 focusing on the enterprise network. Topics in this course include designing Wide Area Networks (WANs), Directory Services, connectivity issues and procedures, remote access, network traffic management, network security and monitoring multi-protocol wide area networks. Upon completion, learners will have a solid understanding of network administration at the WAN. In addition, learners will be able to take one of the industry certification exams.

TS5518 - Advanced Network Technology – Routing (4 quarter credits). This course is a continuation of TS5507 focusing on designing wide area networks at the advanced level while focusing on planning and configuring large scalable networks based on multi-protocol Internet works. Upon completion, learners will have a solid understanding of implementing, designing, and configuring large scalable networks using queuing, tunneling, route distribution, route maps, BGP, EIGRP, OSPF, and route summarization. In addition, learners will be able to take one of the industry certification exams. It is recommended that learners are certified as a Cisco Certified Network Associate (CCNA) prior to registering for this course.

TS5520 - Operation System Theory and Application (4 quarter credits). This course provides the learner with a sound foundation in operation system principles. The concepts of resource management, scheduling, and concurrency management and device management will be covered. Also the

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mechanisms used to support network interfaces including interfaces to the Internet and LANs will be introduced. The concepts of administering an operating system will also be touched upon to provide an understanding of user access and operating system security. Finally, the concept of operating system performance issues will be discussed to provide an understanding of the importance of operating system configuration upon application performance. Examples will be provided both from Unix-based and Windows-based operating systems. At the conclusion of the course, learners will be able to compare how each system implements the key concepts listed above to be able to determine the applicability of the system to an operational environment.

TS5521 - Advanced Network Technology – Switching (4 quarter credits). This course is a continuation of TS5507 and focuses on advanced multiplayer switching technologies and techniques that are used by some of the major telecommunication companies to provide advanced switch configuration, Spanning Tree Protocol (STP) implementation and Virtual Private Networks (VLANs). In addition, learners will be able to take one of the industry certification exams. It is recommended that learners are certified as a Cisco Certified Network Associate (CCNA) prior to registering for this course.

TS5522 - Advanced Network Technology – Remote Access (4 quarter credits). This course is a continuation of the TS5507 and focuses on the advanced technologies and techniques that are being used to plan, design, implement, configure, and monitor remote access and dial-up techniques to provide remote connectivity using PPP, ISDN, Frame Relay, and authentication. In addition, learners will be able to take one of the industry certification exams. It is recommended that learners are certified as a Cisco Certified Network Associate (CCNA) prior to registering for this course.

TS5523 - Advanced Network Technology – Troubleshooting (4 quarter credits). This course is a continuation of the TS5507 and focuses on the advanced troubleshooting skills and techniques that are used on large scalable and multi-protocol internet works. Special emphasis will be applied on troubleshooting Ethernet, Token Ring, routing, routed, ISDN, PPP, Frame Relay, VLAN and WANs networks and protocols. In addition, learners will be able to take one of the industry certification exams. It is recommended that learners are certified as a Cisco Certified Network Associate (CCNA) prior to registering for this course.

TS5524 - Advanced Project Management (4 quarter credits). This course focuses on advanced project management topics and techniques for successful IT projects. An initial assessment of the learner's project management competencies and skills will be conducted along with the establishment of a professional development plan. The course will provide an in-depth look at scope, time, cost and quality management based upon a real-world case-study scenario. Attention will be paid to the process of Joint Project Planning

sessions to increase the effectiveness of project planning. Learners will discover the importance of properly recruiting, organizing and managing the project team. Techniques will be discussed to help keep projects on track through proper monitoring, control and closeout methods. The course will provide tools that the project manager may use throughout their professional careers.

TS5525 - Project Risk Management (4 quarter credits). This course addresses the important elements of risk management, including: risk planning, identifying risk, quantifying risk, impact analysis, development of appropriate responses and risk control. Learners will gain an appreciation of the systematic process of identifying, analyzing and appropriately responding of project risk. The course will look at the probability and consequences of maximizing positive events and minimizing the probability and consequences of negative impacting events. Learners will have a better understanding of risk and how to appropriately apply it to projects.

TS5526 - Leadership and Human Resource Management (4 quarter credits). This course focuses on organizational planning, staff acquisition and team development, which includes assigning project roles, responsibilities, and reporting relationships, staffing, motivation, leadership, team development and conflict resolution. Learners will gain an understanding of the processes required to make effective use of people and resources on a project. The relationship between human resource management and project management will be explored along with how it relates to the project life cycle. Techniques will be covered regarding interfacing with project stakeholders, designing effective organizational structures, dealing with conflict on projects, communication and managing stress. Practical self-assessment exercises will be used to determine learners' communication, conflict resolution and leadership styles in addition to power orientation, personality type and motivation to manage.

TS5527 - Procurement Management (4 quarter credits). This course presents the major processes used in project procurement management, including: planning, solicitation, source selection, contract administration and contract closeout. Each area of the procurement process will be reviewed sequentially and salient points discussed. Procurement management will be considered from the perspective of the buyer and seller relationship, which includes the processes required to obtain goods and services based upon project scope. Other project management areas that relate to procurement management will be discussed.

TS5528- Project Integration Management (4 quarter credits). This course introduces the learner to key components for project integration management and the processes required to ensure that elements of a project are properly coordinated. Learners will be challenged to look for ways to bring project excellence to their projects. The role of the project manager as an integrator will be discussed along with the tradeoffs among

competing objectives and alternatives. The need for a project management strategy and an understanding of stakeholder identification and analysis will be discussed. The importance of a comprehensive approach to change control will be reviewed and highlighted. Learners will gain an understanding of overall project management, including successful project implementation, systems thinking, problem solving, and the skills, roles, and expectations of project managers.

TS5529 - Component Development – Java Framework (4 quarter credits). This course introduces the key concepts supporting Web enterprise component development through an examination of the key features of Java 2 Enterprise Edition (J2EE), a framework for developing reusable and portable enterprise components. Learners study the architecture of J2EE to understand key components for creating applications. Learners will create a servlet based application supported by an industry standard application server utilizing a JSP based user interface. Learners will understand how XML is used to configure an enterprise component application and explore the main types of EJBs and when an where to use them. The concepts of security relative to enterprise components will also be discussed. Learners completing this course will develop competencies associated with the Sun certified Web component developer for J2EE platform certification and the enterprise architect for J2EE technology certification. *Prerequisite(s): TS5503 and TS5513*

TS5530 - Component Development – Microsoft Framework (4 quarter credits). This course will examine the architecture of .NET and also explore how applications utilize this architecture to create .NET enabled applications. The Microsoft .NET technology will become the backbone of Microsoft's network solutions and development environment. Migration from COM to .NET will be discussed including its enhanced support for the object oriented programming model. Also, the impact of .NET on current Microsoft technologies will be explored. .NET Web Services will be presented clarifying its role in supporting Web application development. Learners gain experience with ASP.NET to create a .NET enabled Web application. C# examples will be presented in light of its support for .NET. *Prerequisite(s): TS5503*

TS5531 - Security Management Practices (4 quarter credits). This course, which includes aspects from the disciplines of networking, database management and project management, will enable IT professionals to identify, develop, and implement security policies for an information system and its physical environment (i.e network interface). Essential to this is operations security. Legal and investigative concepts regarding information security will be discussed as well as the necessity for network and physical security. This class will cover proactive practices including Business Continuity Planning (BCP) and Disaster Recovery Planning in order to maintain information integrity. It also explores areas of Operations Security.

TS5532 - Secure System Development and Cryptology (4 quarter credits). Applications and the operating systems supporting them must be designed securely to protect access to enterprise data. Communications between these systems also must occur securely to prevent unauthorized access to the data or corruptions of the data. This course will explore the key concepts of operating system and application design from the perspective of security and emphasize the importance of securing database access. It will also illustrate the importance of software development and maintenance processes that impact security. Further, this course analyzes how Cryptography addresses the principles, means, and methods of disguising information to ensure its integrity, confidentiality, and authenticity. *Prerequisite(s): Learners should understand basic algorithm construction.*

TS5599 – Special Topics in Technology (4 quarter credits). This course enables learners to propose and conduct a study of special topics of interest related to information technology. appropriate course topics address an area of study that complement the learner's past experience and learning objectives. The results of the study must exhibit a graduate-level mastery of the topic area. Special permission is required for registration.

TS5990 – Integrative Project (4 quarter credits). This course enables learners to demonstrate proficiency in integrating learning from their course work at Capella University. Learners prepare a project plan that includes proposed topic area, deliverables, dates when they will be completed, and the associated learning that will be exhibited. Upon approval from their instructor, the learner then executes their project plan. The learner will record weekly status on their progress, issues, key decisions, and learning. At the conclusion of the course, learners complete their projects and summarize their results on their Capella University Web sites. Learners should plan to take TS5990 during their last quarter. *Cannot be fulfilled by transfer.*

Colloquia and Residencies

COL-R5921 - MS Colloquium Track I. The first MS Residential Colloquium is the initial track of the residency sequence and will be completed within the first two quarters of enrollment.

COL-R5922 - MS Colloquium Track II . The second Colloquia will be taken approximately during the second year of enrollment respectively (MS learners completing in fewer than three years can take their Colloquia more closely together).

COL-R5923 - MS Colloquium Track III. The third Colloquia will be taken approximately during the third year of enrollment respectively (MS learners completing in fewer than three years can take their Colloquia more closely together).

COL-R8921- PhD Colloquium Track I. Track 1 is taken before transferring in and completing 56 credits. Learners are strongly encouraged to complete this week within the first quarter of enrollment.

COL-R8922 - PhD Colloquium Track II. Track 2 is taken within 57-72 credits of coursework while learners are immersed in their core coursework.

COL-R8923 - PhD Colloquium Track III. Track 3 is taken between the completion of 73-96 credits. Since the final 24 credits earned in the doctoral program are tied to the completion of the Comps and Dissertation, Track 3 prepares learners for their comp questions, for completing their Dissertation and for life after graduation.

School of Psychology Academic Residencies
Academic residencies are required of all psychology PhD learners, MS learners in clinical, counseling and school psychology, and learners in the Specialist Certificate in school psychology. There is no credit attached to the residencies.

PSY-R6300 - Clinical Psychology Year-in-Residence Extended Seminar I (Weeks 1 and 2). The Clinical Year-in-Residence, for Clinical PhD learners only, begins with the Opening Weekend (see Psy-R 6301), and the first two-week Extended Seminar. The Extended Seminar provides learning resources and experiences that support training needs in clinical psychology and fulfill residency requirements. The Extended Seminar includes a variety of formal and informal activities designed to orient and socialize learners to the School of Psychology, Capella University, and to clinical psychology. They provide a stimulating learning environment, and help learners to think critically. The Extended Seminar plays an important role in socializing learners into the profession of psychology. The Extended Seminar offers plenary presentations and lectures; small labs designed to offer training in basic individual interviewing skills and empirically supported treatments and in psychological testing skills. There are opportunities for individual mentoring and advising, specialization and school meetings, social and networking activities, and other interactive learning activities. Learners and faculty have the opportunity to hear guest speakers, attend evening programs, and engage in social activities. Development of the learner's cohort (which remains together for the remainder of the year-in-residence) begins at the Extended Seminar. Computer labs and library facilities are available to learners. This residency is taken by all PhD learners in the clinical specialization.

PSY-R6310 - Clinical Psychology Year-in-Residence Extended Seminar II (Weeks 1 and 2). The Clinical Year-in-Residence closes with the second two-week Extended Seminar, held after Psy-R 6309. This Extended Seminar continues developing the learners' professional identity as clinical psychologists. In addition to plenary presentations and lectures, the learners in the year-in-residence make short professional presentations to their peers, continue training in empirically supported assessment and treatment approaches, and present their portfolios to a committee of the clinical faculty. Successful presentation of their portfolio (the record of their achievements in the School of Psychology to date) is required for passing the year-in-residence, and must be completed before making application for internship. Computer labs and library facilities are available to learners. There are workshops in comprehensives, dissertation research, and internship. This residency is taken by all PhD learners in the clinical specialization.

PSY-R6320 - Counseling Psychology Year-in-Residence Extended Seminar I (Weeks 1 and 2). The Counseling Year-in-Residence, for counseling PhD learners only, begins with the Opening Weekend (see Psy-R 6321), and the first two-week Extended Seminar. The Extended Seminar provides learning resources and experiences that support training needs in counseling psychology and fulfill residency requirements. The Extended Seminar includes a variety of formal and informal activities designed to orient and socialize learners to the School of Psychology, Capella University, and to counseling psychology. They provide a stimulating learning environment, and help learners to think critically. The Extended Seminar plays an important role in socializing learners into the profession of psychology. The Extended Seminar offers plenary presentations and lectures; small labs designed to offer training in basic individual interviewing skills and empirically supported treatments and in psychological testing skills. There are opportunities for individual mentoring and advising, specialization and school meetings, social and networking activities, and other interactive learning activities. Learners and faculty have the opportunity to hear guest speakers, attend evening programs, and engage in social activities. Development of the learner's cohort (which remains together for the remainder of the year-in-residence) begins at the Extended Seminar. Computer labs and library facilities are available to learners. This residency is taken by all PhD learners in the counseling specialization.

Graduate Course Descriptions, continued

Colloquia and Residencies, continued

PSY-R6330 - Counseling Psychology Year-in-Residence Extended Seminar II (Weeks 1 and 2). The Counseling Year-in-Residence closes with the second two-week Extended Seminar, held after Psy-R 6329. This Extended Seminar continues developing the learners' professional identity as counseling psychologists. In addition to attending plenary presentations and lectures, the learners in the year-in-residence make short professional presentations to their peers, continue training in empirically supported assessment and treatment approaches, and present their portfolios to a committee of the clinical faculty. Successful presentation of their portfolio (the record of their achievements in the School of Psychology to date) is required for passing the year-in-residence, and must be completed before making application for internship. Computer labs and library facilities are available to learners. There are workshops in comprehensives, dissertation research, and internship. This residency is taken by all PhD learners in the counseling specialization.

PSY-R6340 - School Psychology Year-in-Residence Extended Seminar I (Weeks 1 and 2). The School Year-in-Residence, for MS learners in school psychology only, begins with the Opening Weekend (see Psy-R 6341), and the first two-week Extended Seminar. The Extended Seminar provides learning resources and experiences that support training needs in school psychology and fulfill residency requirements. The Extended Seminar includes a variety of formal and informal activities designed to orient and socialize learners to the School of Psychology, Capella University, and to school psychology. They provide a stimulating learning environment, and help learners to think critically. The Extended Seminar plays an important role in socializing learners into the profession of psychology. The Extended Seminar offers plenary presentations and lectures; small labs designed to offer training in basic individual interviewing skills and empirically supported treatments and in psychological testing skills. There are opportunities for individual mentoring and advising, specialization and school meetings, social and networking activities, and other interactive learning activities. Learners and faculty have the opportunity to hear guest speakers, attend evening programs, and engage in social activities. Development of the learner's cohort (which remains together for the remainder of the year-in-residence) begins at the Extended Seminar. Computer labs and library facilities are available to learners. This residency is taken by all MS learners in the school psychology specialization.

PSY-R6350 - School Psychology Year-in-Residence Extended Seminar II (Weeks 1 and 2). The School Year-in-Residence closes with the second two-week Extended Seminar, held after Psy-R 6349. This Extended Seminar continues developing the learners' professional identity as school psychologists. In addition to plenary presentations and lectures, the learners in the year-in-residence make short professional presentations to their peers, continue training in empirically supported

assessment and treatment approaches, and present their portfolios to a committee of the school psychology faculty. Successful presentation of their portfolio (the record of their achievements in the School of Psychology to date) is required for passing the year-in-residence, and must be completed before making application for internship. Computer labs and library facilities are available to learners. This residency is taken by all Specialist Certificate learners in school psychology.

PSY-R6061 - Psychology PhD Colloquium Track I. Through the residential colloquia, Capella learners gain a stronger sense of academic community by networking and discussing coursework, projects, and research issues face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of critical thinking and integrates knowledge to professional and research issues. Track one offers basic or introductory workshops in the following six content areas. Area 1: Developing the Scholar-Practitioner. Area 2: Critical Analysis Skills. Area 3: Research Skills. Area 4: Professional Communication Skills. Area 5: Development of Learning Communities. Area 6: Psychology specific content and offerings.

PSY-R6062 - Psychology PhD Colloquium Track II. Through the residential colloquia, Capella learners gain a stronger sense of academic community by networking and discussing coursework, projects, and research issues face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of critical thinking and integrates knowledge to professional and research issues. Track two offers intermediate workshops in the following six content areas. Area 1: Developing the Scholar-Practitioner. Area 2: Critical Analysis Skills. Area 3: Research Skills. Area 4: Professional Communication Skills. Area 5: Development of Learning Communities. Area 6: Psychology specific content and offerings.

PSY-R6063 - Psychology PhD Colloquium Track III. Through the residential colloquia, Capella learners gain a stronger sense of academic community by networking and discussing coursework, projects, and research issues face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of critical thinking and integrates knowledge to professional and research issues. Track three offers advanced workshops in the following six content areas. Area 1: Developing the Scholar-Practitioner. Area 2: Critical Analysis Skills. Area 3: Research Skills. Area 4: Professional Communication Skills. Area 5: Development of Learning Communities. Area 6: Psychology specific content and offerings.

PSY-R6161 - Psychology MS Colloquium Track I. Through the residential colloquia, Capella learners gain a stronger sense of academic community by networking and discussing coursework, projects, and research issues face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of critical thinking and integrates knowledge to professional and practice issues. Track one offers

basic or introductory workshops in the following content areas: effective interviewing skills and skills in psychological assessment (administration and scoring of Wechsler series).

PSY-R6162 - Psychology MS Colloquium Track II. Through the residential colloquia, Capella learners gain a stronger sense of academic community by networking and discussing coursework, projects, and research issues face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of critical thinking and integrates knowledge to professional and research issues. Track two offers intermediate workshops in the following content areas: counseling and psychotherapy interventions; psychological testing skills (including tests of achievement and adaptive functioning); and group counseling skills

PSY-R6163 - Psychology MS Colloquium Track III. Through the residential colloquia, Capella learners gain a stronger sense of academic community by networking and discussing coursework, projects, and research issues face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of critical thinking and integrates knowledge to professional and research issues. Track three offers advanced workshops in the following content areas: psychological assessment skills (including test selection and interpretation); and ethical applications and solutions.

Continuing Education Courses (School of Psychology)

Continuing Education Credits: Capella University is approved by the American Psychological Association to offer continuing education for psychologists. Capella University maintains responsibility for the programs. Courses which provide this education are offered by The Harold Abel School of Psychology and are awarded CE credit rather than quarter credit. The number of CE credits awarded is indicated with the course descriptions and will not appear on the learners' academic transcripts. A certificate of completion is available from the school.

PSY5001 - Parenting Skills for Busy Professionals (15 CE credits). Develop effective parenting skills based on current theory and research. Explore the needs of children and adolescents, the components of effective parenting, styles of communication, practical skills necessary for healthy relating to children and teens, and ways of building parent self-confidence. This course is appropriate for parents, educators, teachers and counselors.

PSY5003 - Stepfamilies in Therapy: Systemic Interventions with Children, Families and Adults (15 CE credits). In the next 20 years, it is estimated that more children will be living in nontraditional households, many of which will include blended

Continuing Education, continued

families. Understand the role of culture, gender, and ethnicity associated with early, middle and later stages of the stepfamilies' blending process.

PSY5011 - Coaching Skills: Helping Others to Be More Effective (15 CE credits). Professional coaching is part counseling, consulting, and training. Explore this emerging profession-philosophy, theory and techniques, and ethical issues. Learn how to develop a coaching practice in various settings.

PSY5013 - Sport Psychology – Performance Enhancement and Leadership Skills (10 CE credits). The growing field of sport psychology provides practice opportunities for many clinicians looking to expand their professional niche. This course provides an overview of the field of sport psychology and the ways in which principles of leadership training and performance enhancement can be adapted to this area.

PSY5021 - Mind/Body Psychology (15 CE credits). This course will review the complex but fascinating relationships between mind and body. How these dynamic relationships interact to impact physical and emotional health will be explored. Topics to be covered include: the role of stress in disease, including chronic and traumatic stress; the role and function of somatic symptoms and the various theories to interpret these symptoms; depression and its biological and psychological precursors and the various treatments for depression; and the role of psychological interventions for treatment of medical problems. Some of the interventions to be covered are psychotropic medication, relaxation training, self-help groups, health promotion, nutritional interventions, and "alternative" treatments.

PSY5030 - Methadone Maintenance Treatment (15 CE credits). Methadone is a controversial medication used to treat opiate addiction. In this course you will gain a better understanding of the development, use and future of methadone maintenance treatment, the pros and cons of its use, and how your own practice can be affected by this medication. Practitioners involved in the treatment of addictions need to be fully aware of why methadone is used and how it can be an adjunct to traditional therapies.

PSY5032 - Relapse Prevention – Substance Abuse Interventions for Sustained Abstinence (15 CE credits). Relapse is a common phenomenon in addiction treatment and a large percentage of those currently in treatment will relapse within one year. Given the magnitude of the problem, clinicians need to understand the latest research explaining failures to sustain abstinence. Treatments to prevent relapse will be thoroughly covered. Through this course, you will understand why relapse prevention is different from a general primary treatment approach. You will become familiar with current relapse models and how they apply to your own practice.

PSY5040 - Developing a Rural Mental Health Practice (15 CE credits). Rural mental health practices contain challenges unique to the setting. This course helps the clinician quickly assimilate into the rural setting and establish a successful practice. Clinicians will learn how sensitivity to social mores and values in a particular community can be used to gain faster acceptance. Gain the necessary understanding of social and professional boundary issues that will help avoid complicated ethical issues often stemming from dual relationships. Finally, the course explains how to establish the collaborative relationships that result in a stable and consistent referral base.

PSY5050 - Forensic Examiners: Specialty Guidelines Defining the Ethics, Roles, and Boundaries (15 CE credits). Conducting forensic evaluations requires specialized knowledge regarding ethical issues, the clinician's role in the courtroom, and the need for clear professional boundaries. In the past several years, ethics boards have received an increased number of complaints against psychologists and other clinicians regarding their testimony in the courtroom. This course provides the necessary guidelines to conduct effective forensic evaluations and addresses the potential pitfalls faced by all forensic evaluators as they conduct their assessments and prepare their reports.

PSY5051 - Emerging Issues in Professional Ethics (15 CE credits). This course reviews the ethical principles to which mental health providers adhere and discusses related trends, current issues, and practical suggestions for ethical practice. Issues discussed will include dual relationships, the impaired colleague, professional risk management, incorporation of individual differences into professional practice, sensitivity to diversity issues, and the ethics of supervision.

PSY5062 - Diversity Issues: Effective Clinical Work with Patients from other Cultures and Ethnic Backgrounds (15 CE credits). America is becoming an increasingly diverse society. As a result, providers of mental health services will be called upon to treat individuals from a wide range of cultural and ethnic backgrounds. This course emphasizes the need for cultural sensitivity when providing therapeutic services. Issues to be addressed include the role of culture-specific programming, special issues and needs of cultural subgroups, and psychological approaches to working with culture-specific issues.

PSY5101 - On-line Teaching and Training in Professional Psychology (15 CE credits). This course offers an introduction to the pedagogy of 0n-line teaching in adult graduate education in an on-line format. Issues related to the impact of technology on the academy, the role of a faculty member, and the relationship between faculty and learners will be explored. Learners will also explore how their own approach to teaching can be transferred to the on-line environment.

PSY5102 - Mentoring Graduate Students in Professional Psychology (15 CE credits). This course explores how technology impacts the relationship between faculty mentors and adult learners in graduate school. Through the understanding and application of adult developmental theory, learners in this course explore strategies to help mentees maintain the motivation necessary to meet their educational and professional goals. Specific focus is placed on working with mentees through the comprehensive examination and dissertation process at a distance.

PSY5104 - Competency-Based Curriculum Development in Professional Psychology (15 CE credits). By taking this course, learners will gain the skills needed to develop on-line courses using a competency-based model. The thoughtful integration of competence, course goals, and learning objectives with course readings and activities helps ensure success in any learning environment, but is essential to success in adult, graduate distance education programs in professional psychology. Learners will have the opportunity to develop the overall curricular design of a course, as well as completing all aspects of at least one instructional unit. *Prerequisite(s): PSY5101*

PSY5105 - Experience in Online Graduate Teaching in Professional Psychology (15 CE credits). The opportunity to teach online, under the tutelage of an experienced faculty member, is central to developing skills as an online graduate faculty member. Learners in this course will be paired with experienced faculty and be given the opportunity to team-teach sections of courses over a five week period. Through working with their faculty tutors and participating in the course discussion, learners will gain first-hand knowledge of the effectiveness of their online teaching styles as well as experience at being mentored at a distance. *Prerequisite(s): PSY5101*

PSY5405 - Using the Myers-Briggs Type Indicator in Business and Consulting (15 CE credits). This course will review the interpretation of the subtypes of the Myers-Briggs, the theory and research supporting this instrument, and relevant ethical issues. Learn how to effectively use the Myers-Briggs Type Indicator in a variety of applied settings including: team building, work place and career counseling, leadership evaluations, and conflict management.

Governance

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The administration of Capella University is committed to excellence in all aspects of the school. Along with an enthusiasm for working with adult learners, they bring many years of experience in designing and delivering higher education programs.

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Joseph Mitzel, JD
Nancy Olson, MA

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Adams, Katherine, BA, St. Olaf College; MS, Winona State University

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Addo, Archie, BS, South Bank University, London, UK; MS, Somerset University, UK; PhD, Nova Southeastern University

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Akins, William, BA, San Francisco State University; MS, Kansas State University

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Almasude, Joanna, BA, Ohio University, Athens; MA, Ohio University, Athens

Alpert, Ron, BA, The Evergreen State College; MIM, Thunderbird, The American Graduate School of International Management

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Backlund, Greg, BS, Iowa State University; MS, Pepperdine University

Bail, David, BA, University of Cincinnati; MBA, University of Phoenix

Bailey, Barbara, BBA, Georgia State University; MS, Georgia State University; PhD, Georgia State University

Balch, David, BS, California State University, Los Angeles; MBA, Pepperdine University; PhD, United States International University

Ballinger, Marcia, BS, University of Minnesota; MA, University of Minnesota; PhD, Capella University

Banescu, B. Chris, BS, New York University; JD, Southwestern University School of Law

Bangert, Arthur, BA, Kent State University; MS, Youngstown State University; EdD, University of South Dakota; EdS, University of Nebraska-Kearney

Bann, Cheryl, BA, University of Minnesota; BS, University of Minnesota; MBA, University of St. Thomas

Barker, Gwen, BS, University of Wisconsin-River Falls; MBA, University of Minnesota, Twin Cities

Baron, Augustine, BA, Loyola University – New Orleans; MA, University Of Illinois – Urbana-Champaign; PsyD, University of Illinois – Urbana-Champaign

Barron, Jamie, BS, University of Pittsburgh; MEd, Indiana University of Pennsylvania; EdD, Indiana University of Pennsylvania

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Barton, Brian, BS, University of Michigan; MBA, University of Michigan

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Bayer, Sam, BS, University of Florida; PhD, University of Florida

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Beekman, Carl, BS, Indiana University – Terre Haute; MS, Indiana University; PhD, Union Institute

Bechtold, Brigid, BA, College of Saint Benedict; MA, St. Cloud State University; MA, The Fielding Graduate Institute; PhD, The Fielding Graduate Institute

Behrend, Rebecca, BA, Gustavus Adolphus College; MDiv, Moravian Theological Seminary; MSE, University of Wisconsin; PhD, Walden University

Bemker, Mary, BS, Indiana University; BS, Spalding College; MS, Indiana University; PsyS, Spalding University; MS, University of Alabama – Birmingham; DSN, University of Alabama – Birmingham

Bender, Eugene, BA, Brooklyn College; MSW, Columbia University; EdD, Jewish Theological Seminary of America

Bender, Sharon, BA, Thomas Edison State College; MS, ISIM University; MBA, ISIM University; PhD, Capella University

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Biehl, Richard, CSQE; BA, Binghamton University; MS, Walden University; PhD, Walden University,

Billingsley, Gayle, BA, Loyola Marymount University; PhD, Walden University

Bine, David, BA, University of Minnesota

Bird, Douglas, BS, University of Wisconsin; MS, Gannon University; PhD, Capella University

Bly-Turner, Margaret, BS, University of New York State; MPssc, Pennsylvania State University; PhD, Oklahoma State University

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Bor, Aaron, BS, Drexel University; MA, University of Denver – Denver; EdD, University of Northern Colorado – Greeley

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