Capella University
Course Catalog 2003-2004

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January 2004

Graduate and Undergraduate programs
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School of Human Services
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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
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 twenty-first 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 and became a member of the North Central Association.

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. In January 2004, Capella began offering full four-year bachelor's programs in both the Schools of Business and Technology.

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 course room.

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 and a member of the North Central Association of Colleges and Schools (NCA), 30 N. LaSalle Street, Suite 2400, Chicago, IL 60602-5204, (312) 263-0456, www.ncahigherlearningcommission.org.
General Overview

Academic Program Options
Capella University offers Bachelor of Science (BS), Master of Science (MS), Master of Business Administration (MBA), Doctor of Philosophy (PhD), and Doctor of Psychology (PsyD) 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 master's 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 into their iGuide account at www.capella.edu.
- Alumni Center – Alumni benefit from networking opportunities, professional employment information, discounted courses, selected 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.
- 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.

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### Computer Requirements

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<td>E-mail Client</td>
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<td>Unique email address</td>
<td>(5+ MB of email storage)</td>
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<td>(not shared by others in learners’ family or company)</td>
<td>(HTML email capabilities)</td>
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<td><strong>Software</strong></td>
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<td>MS Word 97, 98 or 2000 or XP AntiVirus software</td>
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<td></td>
<td></td>
<td>QuickTime 6</td>
</tr>
<tr>
<td><strong>Peripherals</strong></td>
<td>Speakers</td>
<td>Speakers</td>
</tr>
<tr>
<td></td>
<td>Sound Card</td>
<td>Sound Card</td>
</tr>
<tr>
<td></td>
<td>Video Card capable of 800x600 pixel resolution</td>
<td>Video Card capable of 1024x768 pixel resolution</td>
</tr>
</tbody>
</table>

#### PC

<table>
<thead>
<tr>
<th>Minimum Requirements</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processor</td>
<td>Pentium 500 MHz</td>
</tr>
<tr>
<td>RAM</td>
<td>64 MB</td>
</tr>
<tr>
<td>Browser <em>(only 1 needed)</em></td>
<td>MS Internet Explorer 5.0</td>
</tr>
<tr>
<td></td>
<td>Netscape Communicator 6.0</td>
</tr>
<tr>
<td></td>
<td>AOL 5</td>
</tr>
<tr>
<td></td>
<td>MS Internet Explorer 6.0</td>
</tr>
</tbody>
</table>

#### MACINTOSH

<table>
<thead>
<tr>
<th>Minimum Requirements</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processor</td>
<td>G3 500 MHz</td>
</tr>
<tr>
<td>RAM</td>
<td>128 MB</td>
</tr>
<tr>
<td>Browser <em>(only 1 needed)</em></td>
<td>MS Internet Explorer 6</td>
</tr>
<tr>
<td></td>
<td>Netscape Communicator 6.0</td>
</tr>
<tr>
<td></td>
<td>Netscape Navigator 7 on OS X 10.2.3</td>
</tr>
</tbody>
</table>

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

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THE SCHOOL OF TECHNOLOGY REQUIREMENTS

- Backup storage, such as a zip drive or writable 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.

<table>
<thead>
<tr>
<th>Capella Degree</th>
<th>Minimum cumulative grade point average (GPA) on a 4.0 scale from each previous institution</th>
<th>Minimum Level of Education Completed</th>
<th>Admissions Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>3.0</td>
<td>Master’s degree from a regionally accredited institution OR an internationally recognized institution</td>
<td>School of Education PhD in Leadership for K-12 Programs: 3 years of licensed teaching experience required</td>
</tr>
<tr>
<td>PsyD</td>
<td>3.0</td>
<td>Master’s degree from a regionally accredited institution OR an internationally recognized institution</td>
<td>School of Psychology PsyD applicants to the clinical and counseling psychology specializations: minimum of three years professional work experience in the field of psychology</td>
</tr>
<tr>
<td>MS</td>
<td>2.7</td>
<td>Bachelor’s degree from a regionally accredited institution OR an internationally recognized institution</td>
<td>School of Education MS in Leadership for K-12 Programs: three years of licensed teaching experience required</td>
</tr>
<tr>
<td>MBA</td>
<td>2.7</td>
<td>Bachelor’s degree from a regionally accredited institution OR an internationally recognized institution</td>
<td></td>
</tr>
<tr>
<td>BS</td>
<td>2.75 high school</td>
<td>High School Diploma</td>
<td>Must be at least 25 years of age and have at least three years of work experience. In addition, learners must have completed three years of high school math, and four years of high school English</td>
</tr>
<tr>
<td></td>
<td>2.75 high school and college/university</td>
<td>High School Diploma and one to 44 quarter credits of prior college/university course work from a regionally accredited institution OR an internationally recognized institution</td>
<td>Must be at least 25 years of age and have at least three years of work experience. In addition, learners must have completed three years of high school math, and four years of high school English</td>
</tr>
<tr>
<td></td>
<td>2.50 college/university</td>
<td>45-89 quarter credits of prior college or university course work from a regionally accredited institution OR an internationally recognized institution</td>
<td>Must be at least 25 years of age and have at least three years of work experience</td>
</tr>
<tr>
<td></td>
<td>2.0 college/university</td>
<td>90 or more quarter credits of prior college or university course work from a regionally accredited institution OR an internationally recognized institution</td>
<td></td>
</tr>
<tr>
<td>Post Master’s Certificate</td>
<td>3.0</td>
<td>Master’s degree from a regionally accredited institution OR an internationally recognized institution</td>
<td>School of Education post master’s certificate in Leadership for K-12 Programs: three years of licensed teaching experience required</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>School of Psychology’s post master’s certificate programs: Master’s degree in psychology required</td>
</tr>
<tr>
<td>Post Baccalaureate Certificate</td>
<td>2.7</td>
<td>Bachelor’s degree from a regionally accredited institution OR an internationally recognized institution</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Certificate</td>
<td>2.0</td>
<td>Completion of 45 quarter credits of undergraduate course work from a regionally accredited institution OR an internationally recognized institution</td>
<td>School of Technology: two to three years work experience in a business or information technology field requiring written communications</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>School</th>
<th>eAdmission Application Components</th>
<th>Acknowledgement Agreement</th>
<th>Official Transcript from previous institutions</th>
<th>Letters of Recommendation</th>
<th>Acknowledgement Form</th>
<th>Teaching Experience Form</th>
<th>Faculty Interview</th>
<th>International Applicants Proof of English Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Technology</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Education</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Human Services</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Psychology</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
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 will 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 area of study in the specialization or area of study. Upon successful completion of the provisional requirement, the learner’s provisional admission status will be removed.

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 bachelor’s 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 program 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 information on iGuide.

Petition for Credit for Graduate Studies
Capella provides master’s 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 petition 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 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) or an associate’s degree plus an additional 48 upper division quarter credits toward the bachelor’s degree.

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 master’s degree, 12 quarter credits (four courses) toward the MBA, and up to 48 quarter credits (12 courses) toward the PhD.

Applicants to the Harold Abel 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 master’s and PsyD, and up to 50 quarter credits (10 courses) toward the PhD.

Applicants to the School of Education Leadership in K-12 Programs post master’s certificate with previous post master’s 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 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 prerequisites 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

<table>
<thead>
<tr>
<th>ACADEMIC DEADLINES</th>
<th>SUMMER QUARTER 2003</th>
<th>FALL QUARTER 2003</th>
<th>WINTER QUARTER 2004</th>
<th>SPRING QUARTER 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>July</td>
<td>August</td>
<td>September</td>
<td>October</td>
</tr>
<tr>
<td>Course Registration Starts</td>
<td>4/10/03</td>
<td>4/10/03</td>
<td>4/10/03</td>
<td>7/10/03</td>
</tr>
<tr>
<td>Quarter and Monthly Start Courses Begin (8 AM CT)</td>
<td>7/7/03</td>
<td>8/4/03</td>
<td>9/1/03</td>
<td>10/6/03</td>
</tr>
<tr>
<td>Quarter and Monthly Start Course Registration Ends</td>
<td>7/9/03</td>
<td>8/6/03</td>
<td>9/3/03</td>
<td>10/8/03</td>
</tr>
<tr>
<td>Last Day to Drop Quarter or Monthly Start Course without “W”</td>
<td>7/18/03</td>
<td>8/15/03</td>
<td>9/12/03</td>
<td>10/17/03</td>
</tr>
<tr>
<td>Mid-quarter Courses Begin</td>
<td>8/18/03</td>
<td></td>
<td></td>
<td>11/17/03</td>
</tr>
<tr>
<td>Mid-quarter Course Registration Ends</td>
<td>8/20/03</td>
<td></td>
<td></td>
<td>11/19/03</td>
</tr>
<tr>
<td>Last Date to Drop Mid-quarter Course without “W”</td>
<td>8/29/03</td>
<td></td>
<td></td>
<td>11/28/03</td>
</tr>
<tr>
<td>Last Date to Drop a Course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

| 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 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.
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.
Course Drop
A learner may drop a course during the first twelve calendar days of the course without academic penalty. A drop during this time does not appear on the transcript or affect grade point average. If a learner drops a course on or after the thirteenth (13th) calendar day of the course through the midpoint of the course (sixth week for twelve-week courses, fourth week for eight-week courses, third week for six-week courses), a grade of “W” will be assigned. A “W” on the learner’s transcript does not affect grade point average, but course credits will be included in attempted credits. Learners may not drop a course after the course schedule midpoint. Learners who discontinue participation in a course after the course schedule midpoint will be assigned a grade of “F.” The “F” grade affects the grade point average and is included in attempted credits.

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
Learners in the doctoral degree programs in the School of Business, School of Education, and School of Human Services may take a limited number of courses using the directed study method of course completion. Directed study courses allow learners to complete courses independently with support and direction from a faculty member.

Each school’s academic curriculum lists program and course requirements, including courses that have been designated as appropriate for directed study. A list of approved courses and other school-specific information can be found on each school’s directed study page on iGuide.

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.

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 some accredited institutions and programs.

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 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
Academic and Other University Policies, continued

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

Disenrollment, Suspension, Expulsion

Learners may be disenrolled, suspended, or expelled as outlined in the specific policies referenced in the table below. 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.

<table>
<thead>
<tr>
<th>Status</th>
<th>Related Policy or Procedure</th>
<th>Conditions for Return</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disenrolled</td>
<td>Satisfactory Academic Progress</td>
<td>Eligible to apply for readmission one year after dismissal.</td>
<td>Enrollment Services</td>
</tr>
<tr>
<td>Non-Enrollment</td>
<td></td>
<td>If more than three consecutive quarters of non-enrollment, then eligible to apply for readmission.</td>
<td>Enrollment Services</td>
</tr>
<tr>
<td>Special Business Office Hold</td>
<td>Eligible to return when account paid in full. Three or fewer consecutive quarters of non-enrollment.</td>
<td>University Services</td>
<td></td>
</tr>
<tr>
<td>Suspended</td>
<td>Academic Honesty; Comportment; Discrimination and Harassment, Inappropriate Behavior</td>
<td>As specified in official university notification to learners.</td>
<td>University Services</td>
</tr>
<tr>
<td>Expelled</td>
<td>Academic Honesty; Comportment; Discrimination and Harassment, Inappropriate Behavior</td>
<td>Not eligible for readmission.</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>
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.

Grades are submitted by the faculty within ten business days after the course requirements are completed. Notification of grades is sent to learners via email from University Services within ten business days after they are submitted by the faculty to the University.

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.

- 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.

In order to be graded on an “S” (Satisfactory) and “NS” (Not Satisfactory) basis in a 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.
Academic and Other University Policies, continued

- 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, dissertation, and select internship and practicum 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 or earned credits. When learners complete all course components, the grade will be changed to either “S” or “NS,” or the appropriate letter grade.
- A grade of “NG” (No Credit) is assigned to doctoral comprehensive examination, dissertation, and select internship and practicum 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 or earned credits and does not affect the total credits on the transcript.

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 and only affects the total credits on the transcript.

<table>
<thead>
<tr>
<th>Grade Value Summary</th>
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<tr>
<td>Grading Scale</td>
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<td></td>
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<td>B</td>
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<td>C</td>
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<tr>
<td>PC</td>
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<tr>
<td>T</td>
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<tr>
<td>VR</td>
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</tbody>
</table>

Counts as attempted credits: YES, NO
Counts as earned credits: YES, NO
Included in total credits: YES, NO
Included in GPA: YES, NO
Defaults To: F, NS, NO
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’ GPA. 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 honors 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: 3.750-3.849
- 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 approved to register for Dissertation Research IV 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.
Academic and Other University Policies, continued

• 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 with the exception of a degree in psychology.

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 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 Arkansas Learners
If a complaint cannot be resolved after exhausting the institution's problem resolution procedure, the learner may file a complaint with the Arkansas Higher Education Coordinating Board, 114 E. Capitol, Little Rock, AR, 72201-3918; (501) 371-2065.

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.

For Wisconsin Learners
If a complaint cannot be resolved after exhausting the institution's problem resolution procedure, the learner may file a complaint with the Wisconsin Educational Approval Board, 30 W. Mifflin St., 9th Floor, Madison, WI, 53707-8896; (608) 266-1354.

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 master's 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 master's learners, the residential colloquia are outcomes-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 learners' programs. Doctoral learners in Clinical and Counseling Psychology and master's learners in Specialist Certificate in School Psychology 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).

Master's learners in the counselor education programs in the School of Human Services take two 10-day residencies. In the Harold Abel School of Psychology, master's learners in the clinically-focused programs take three one-week master's 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. Psychology master's 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 master's learners take the second colloquium around the midpoint 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. Psychology master's 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 master's learners, prior to supervised field training (practicum) or the capstone project. Since the final 24 credits (25 in the Harold Abel School of Psychology) earned in the doctoral program are tied to the completion of the comprehensive examination 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, PsyD learners in the Harold Abel School of
Academic and Other University Policies, continued

Psychology, as well as master’s 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 Harold Abel 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 and a member of the North Central Association of Colleges and Schools (NCA), 30 N. LaSalle Street, Suite 2400, Chicago, IL 60602-5204, (312) 263-0456, www.ncahigherlearningcommission.org. The transferability of credits to other institutions is solely at the discretion of that institution.

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

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>EDUCATION</th>
<th>HUMAN SERVICES</th>
<th>PSYCHOLOGY</th>
<th>TECHNOLOGY</th>
<th>BUSINESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate and Post Baccalaureate Certificate</td>
<td>None 8</td>
<td>None 8</td>
<td>None 8</td>
<td>None 8</td>
<td>None 8</td>
</tr>
<tr>
<td>Post Master’s Certificate</td>
<td>4 16</td>
<td>4 16</td>
<td>4 16</td>
<td>4 24</td>
<td>4 24</td>
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<tr>
<td>Bachelor of Science (BS)</td>
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<tr>
<td>Master of Science (MS)</td>
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<tr>
<td>Masters in Business Administration (MBA)</td>
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<tr>
<td>Doctor of Philosophy (PhD)</td>
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<tr>
<td>Doctor of Psychology (PsyD)</td>
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</table>

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 calling 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. Third, 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 the Office of Financial Aid at the end of each academic quarter.

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

- **Bachelor’s learners** must complete a minimum of 12 quarter credits (two six-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.

- **Master’s/MBA learners** must complete a minimum of eight (8) quarter credits (two four-credit courses for master’s or two three-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 eight (8) quarter credits (two four-credit courses) in that 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) quarter credits (two four-credit courses) in that 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

**Bachelor’s, MBA, Master’s and Certificate**

Learners in bachelor’s, MBA, master’s, 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 U.S. banking account (e-check) payments are accepted. For information related to financial aid, please refer to the Financial Aid section.

**PhD and PsyD**

For doctoral learners in business, human services, and education, tuition is charged quarterly on a flat rate, not on a per course basis. New doctoral learners who enter the program after the beginning of a quarter pay prorated tuition for that quarter. Doctoral 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, and paper checks will be charged for the three-month period in which their course applies. 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](http://www.capella.edu). See applicable schools’ degree programs.

<table>
<thead>
<tr>
<th><strong>ALL PROGRAMS</strong></th>
<th><strong>BUSINESS</strong></th>
<th><strong>TECHNOLOGY</strong></th>
<th><strong>EDUCATION</strong></th>
<th><strong>HUMAN SERVICES</strong></th>
<th><strong>PSYCHOLOGY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee (non-refundable)</td>
<td>$50</td>
<td>$50</td>
<td>$50</td>
<td>$50</td>
<td>$50</td>
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<td>International Application Fee – includes International transcript evaluation (non-refundable)</td>
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<td>$150</td>
<td>$150</td>
<td>$150</td>
<td>$150</td>
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<tr>
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<th><strong>BUSINESS</strong></th>
<th><strong>TECHNOLOGY</strong></th>
<th><strong>EDUCATION</strong></th>
<th><strong>HUMAN SERVICES</strong></th>
<th><strong>PSYCHOLOGY</strong></th>
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<tbody>
<tr>
<td>Petition for Credit Per Course (non-refundable)</td>
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<td></td>
</tr>
<tr>
<td>Tuition Per 6-Credit Course</td>
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<td>BS Graduation Fee</td>
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<table>
<thead>
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<th><strong>BUSINESS</strong></th>
<th><strong>TECHNOLOGY</strong></th>
<th><strong>EDUCATION</strong></th>
<th><strong>HUMAN SERVICES</strong></th>
<th><strong>PSYCHOLOGY</strong></th>
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<tr>
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<td>MBA Graduation Fee</td>
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<table>
<thead>
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<th><strong>BUSINESS</strong></th>
<th><strong>TECHNOLOGY</strong></th>
<th><strong>EDUCATION</strong></th>
<th><strong>HUMAN SERVICES</strong></th>
<th><strong>PSYCHOLOGY</strong></th>
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</thead>
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<tr>
<td>Petition for Credit Per Course (non-refundable)</td>
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<tr>
<td>Tuition Per 4-Credit Course</td>
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<td>$1,275</td>
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<tr>
<td>Tuition Per 5-Credit Course</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Residential Colloquium Per Week*</td>
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<td>$1,350</td>
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<td>MS Graduation Fee</td>
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<th><strong>TECHNOLOGY</strong></th>
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<td>Tuition Per 5-Credit Course</td>
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<tr>
<td>Residential Colloquium per week*</td>
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<td>PhD Graduation Fee</td>
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<table>
<thead>
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<th><strong>DOCTOR OF PSYCHOLOGY (PSYD) PROGRAM</strong></th>
<th><strong>BUSINESS</strong></th>
<th><strong>TECHNOLOGY</strong></th>
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</thead>
<tbody>
<tr>
<td>Tuition Per 5-Credit Course</td>
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<tr>
<td>Year-in-Residence — Weekend-in-Residence (9)*</td>
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<td>Year-in-Residence — Extended Seminars (2 weeks)*</td>
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<tr>
<td>PsyD Graduation Fee</td>
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<td></td>
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<td>$450</td>
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<th><strong>CERTIFICATE PROGRAM</strong></th>
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<th><strong>PSYCHOLOGY</strong></th>
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</thead>
<tbody>
<tr>
<td>Tuition Per Undergraduate Course</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Per Graduate Course</td>
<td>$1,630</td>
<td>$1,275</td>
<td>$1,275</td>
<td>$1,445</td>
<td></td>
</tr>
</tbody>
</table>

* Learners are responsible for food, travel and lodging for all residential colloquia and year-in-residency.
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, 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 tuition accommodation amount equal to $500 per quarter. This does not apply to learners in the Harold Abel School of Psychology.

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 specific 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
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.

Doctoral learners in business, human services, and education will have their tuition refunded according to the refund schedule in this section based on the last course dropped during a given term.

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**:
  - 5 business days: 100% refund
  - 10 business days: 80% refund
  - 15 business days: 60% refund
  - 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 Georgia 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.)

<table>
<thead>
<tr>
<th>% of Total Tuition Refund</th>
<th>Calendar Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day - 5%</td>
<td>95%</td>
</tr>
<tr>
<td>6% - 10%</td>
<td>90%</td>
</tr>
<tr>
<td>11% - 25%</td>
<td>75%</td>
</tr>
<tr>
<td>26% - 50%</td>
<td>50%</td>
</tr>
<tr>
<td>51% +</td>
<td>No refund</td>
</tr>
</tbody>
</table>

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.

Georgia 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-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.)

<table>
<thead>
<tr>
<th>% of Total Calendar Days</th>
<th>Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th day - 9%</td>
<td>90%</td>
</tr>
<tr>
<td>10% - 19%</td>
<td>80%</td>
</tr>
<tr>
<td>20% - 29%</td>
<td>70%</td>
</tr>
<tr>
<td>30% - 39%</td>
<td>60%</td>
</tr>
<tr>
<td>40% - 49%</td>
<td>50%</td>
</tr>
<tr>
<td>50% - 59%</td>
<td>40%</td>
</tr>
<tr>
<td>60% +</td>
<td>No refund</td>
</tr>
</tbody>
</table>

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.

Financial aid recipients who completely withdraw from their program or drop all of their courses prior to the 60% point of a term are subject to the Federal Return of Title IV Funds 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 domestic U.S. applicants is $50. The fee for international applicants is $150, which includes $100 for international academic review.

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.
School of Business

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 master's program prepares learners to advance their leadership role within their field by solving real-world problems through the application of theory and practice. The master's 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 program integrates the mastery of business fundamentals with practical application in a rich, interactive learning environment that will enhance learners' personal and organizational effectiveness in their chosen specialization.

Our bachelor's 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.

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.

General Education in the Bachelor of Science Degree
The philosophy supporting Capella University's general education program flows directly from the institution's mission, educational philosophy, and learning model.

As an institution providing high quality degree programs for adults who seek to maximize their personal and professional potential, Capella University believes that adult learners need active, engaging, challenging, and relevant learning in order to experience the immediate impact of their learning on their personal and professional lives. The Capella Way of Learning is embodied within the general education curriculum through an emphasis on developing the measurable knowledge, skills, and abilities that serve as the foundation of success within all programs of study and throughout life, have immediate impact, and provide an effective and efficient path to the improvement of the learners' personal and professional lives. In concert with the course work in a learners' field of study, this curriculum further aims to develop reflective practitioners at the bachelor's level—learners who use analytical and relational skills to continuously improve their practice through action, reflection, and adaptation.

At Capella University, the general education program is structured around the development of knowledge and skills within seven core areas.

1. Communication: Capella learners will develop the communication skills necessary to effectively use the English language to communicate both verbally and in written form. In addition, they will learn to read, write, speak, and listen critically.

2. Critical Thinking: Capella learners will develop the thinking skills necessary to critically evaluate information, integrate differing points of view, and establish a reasoned course of action for effectively solving problems. These critical thinking skills will be reinforced in program courses through the inclusion of the Ten Thinking Habits of Mind, Heart, and Imagination: Complementary

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Thinking, Connected Seeing, Collaborative Teamwork, Constructing Meaning, Conceptual Clarity, Communicating Effectively, Courageous Action, Caring Empathy, Conversational Reflection, and Continuous Learning.

3. Ethical and Social Responsibility: Capella learners will develop an understanding of the ethical dimensions of their personal and professional lives. Through reflection on their own values and positions, as well as those of others, they will learn what it means to be a socially responsible citizen in today’s world and develop the ability to appropriately exercise that citizenship.

4. Fine Arts and Humanities: Capella learners will develop an understanding of the arts and humanities as an expression of human culture, and through the critical analysis of works of art, literature, and philosophy, they will develop the ability to form their own aesthetic judgments.

5. Mathematical and Logical Reasoning: Capella learners will develop an understanding of mathematical and logical reasoning, and the ability to use mathematics and logic to address problems in their personal and professional lives.

6. Natural Science: Capella learners will develop an understanding of the scientific methods used to study phenomena in the natural sciences, and an appreciation of the role scientific inquiry plays in addressing the critical issues facing today’s world.

7. Social Science: Capella learners will develop an understanding of the scientific methods used to study human behavior and interaction, and knowledge of the predominant theories resulting from this study.

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.

<table>
<thead>
<tr>
<th>Specializations</th>
<th>Degree Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>PhD, MS, MBA, BS</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>PhD, MS, BS, Certificate</td>
</tr>
<tr>
<td>Information Technology Management</td>
<td>PhD, MS, Certificate</td>
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<tr>
<td>Leadership</td>
<td>PhD, MS, Certificate</td>
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<tr>
<td>E-Business</td>
<td>BS</td>
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<tr>
<td>Management and Leadership</td>
<td>BS</td>
</tr>
<tr>
<td>Marketing and Sales</td>
<td>BS</td>
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</tbody>
</table>
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 colloquia sessions, related to time and program credit completion. See Residential Colloquia in Academic and Other University Policies.

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 OM7080 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 colloquia sessions, related to time and program credit completion. See Residential Colloquia in Academic and Other University Policies.

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 OM7080 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

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

* 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 colloquia sessions, related to time and program credit completion. See Residential Colloquia in Academic and Other University Policies.

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
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

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 colloquia sessions, related to time and program credit completion. See Residential Colloquia in Academic and Other University Policies.

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
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
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
OM8012 Strategy

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

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
OM8012 Strategy

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

* 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 master’s program in Organization and Management may choose a general master’s 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
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
OM5040 Strategic Planning

Five Specialization Courses 20 quarter credits
OM5210 Human Resource Management
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
OM5040 Strategic Planning

Five Specialization Courses 20 quarter credits
OM7060 Strategic Information Technology Management
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

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
OM5040 Strategic Planning

Five Specialization Courses 20 quarter credits
OM5110 Leadership
OM5120 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

* 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA9010</td>
<td>Professional Effectiveness: Stretch, Impact, Reposition</td>
</tr>
<tr>
<td>MBA9020</td>
<td>Leading for Results</td>
</tr>
</tbody>
</table>

Seven Business Core Courses 21 quarter credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA9110</td>
<td>Marketing and Brand Management</td>
</tr>
<tr>
<td>MBA9120</td>
<td>Sales and Customer Relationship Management</td>
</tr>
<tr>
<td>MBA9130</td>
<td>Operations and Process Management</td>
</tr>
<tr>
<td>MBA9140</td>
<td>Financial Management</td>
</tr>
<tr>
<td>MBA9150</td>
<td>Strategy</td>
</tr>
<tr>
<td>MBA9160</td>
<td>Managing Information Assets and Technology</td>
</tr>
<tr>
<td>MBA9170</td>
<td>Regulatory and Ethical Environment of Business</td>
</tr>
</tbody>
</table>

Six Professional Effectiveness Core Courses 18 quarter credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA9210</td>
<td>Building Relationships</td>
</tr>
<tr>
<td>MBA9220</td>
<td>Developing and Coaching Others</td>
</tr>
<tr>
<td>MBA9230</td>
<td>Leading Teams</td>
</tr>
<tr>
<td>MBA9240</td>
<td>Facilitating Change</td>
</tr>
<tr>
<td>MBA9250</td>
<td>Leveraging Workplace Diversity</td>
</tr>
<tr>
<td>MBA9260</td>
<td>Negotiating for Results</td>
</tr>
</tbody>
</table>

One Capstone Course 3 quarter credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>MBA9300</td>
<td>Judgment, Planning and Action</td>
</tr>
</tbody>
</table>

Total 48 quarter credits

Bachelor of Science (BS) in Business

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS3004</td>
<td>Developing Your Business Perspective</td>
</tr>
<tr>
<td>BUS3005</td>
<td>Undergraduate Learner Success Lab (non-credit)</td>
</tr>
<tr>
<td>BUS3010</td>
<td>Fundamentals of Management and Leadership</td>
</tr>
<tr>
<td>BUS3020</td>
<td>Fundamentals of E-Business</td>
</tr>
<tr>
<td>BUS3030</td>
<td>Fundamentals of Marketing and Sales</td>
</tr>
<tr>
<td>BUS3040</td>
<td>Fundamentals of Human Resource Management</td>
</tr>
<tr>
<td>BUS3050</td>
<td>Fundamentals of Organizational Communication</td>
</tr>
<tr>
<td>BUS3060</td>
<td>Fundamentals of Finance and Accounting</td>
</tr>
<tr>
<td>BUS4801</td>
<td>Ethics and Enterprise</td>
</tr>
<tr>
<td>BUS4802</td>
<td>Change Management</td>
</tr>
</tbody>
</table>

Ten Elective Courses 60 quarter credits

Select any ten additional undergraduate courses, at least five of which must be undergraduate business courses.

Two Capstone Courses 12 quarter credits

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>BUS4991</td>
<td>Integrated Action Learning I – Project Planning and Action Learning Plan</td>
</tr>
<tr>
<td>BUS4992</td>
<td>Integrated Action Learning II – Project Completion and Final Report</td>
</tr>
</tbody>
</table>

Ten General Education Courses 60 quarter credits

Select ten courses as indicated from among the categories listed below:

- Communication (select two courses)
- Ethical and Social Responsibility (select one course)
- Fine Arts and Humanities (select two courses)
- Mathematical and Logical Reasoning (select one course)

Recommended: MAT2000 - Introductory Statistics

Natural Science (select two courses)

Social Science (select two courses)

Recommended: ECO1000 - Principles of Economics

Recommended: PSY1000 - Introduction to Psychology

Total 186 quarter credits

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

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<td>BUS3030</td>
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<td>BUS3040</td>
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<tr>
<td>BUS4802</td>
<td>Change Management</td>
</tr>
</tbody>
</table>

Three Specialization Courses 18 quarter credits

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BUS4803</td>
<td>Compensation and Benefits Management</td>
</tr>
<tr>
<td>BUS4804</td>
<td>Legal Issues in Human Resource Management</td>
</tr>
<tr>
<td>BUS4805</td>
<td>Recruitment, Retention and Development</td>
</tr>
</tbody>
</table>

Seven Elective Courses 42 quarter credits

Select seven additional undergraduate courses, at least two of which must be undergraduate business courses.

Six Core Courses + Lab 54 quarter credits

Three Specialization Courses 18 quarter credits

Ten General Education Courses 60 quarter credits

Select ten courses as indicated from among the categories listed below:

- Communication (select two courses)
- Ethical and Social Responsibility (select one course)
- Fine Arts and Humanities (select two courses)
- Mathematical and Logical Reasoning (select one course)

Recommended: MAT2000 - Introductory Statistics

Natural Science (select two courses)

Social Science (select two courses)

Recommended: ECO1000 - Principles of Economics

Recommended: PSY1000 - Introduction to Psychology

Total 186 quarter credits

* Denotes courses that have required prerequisite(s). Refer to the course descriptions for further detail.
School of Business Degree Programs, continued

Bachelor's in Business, continued

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

Seven Elective Courses 42 quarter credits
Select seven additional undergraduate courses, at least two of which must be undergraduate business courses.

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

Ten General Education Courses 60 quarter credits
Select ten courses as indicated from among the categories listed below:
Communication
(select two courses)
Ethical and Social Responsibility
(select one course)
Fine Arts and Humanities
(select two courses)
Mathematical and Logical Reasoning
(select one course)

Recommended: MAT2000 - Introductory Statistics
Natural Science
(select two courses)
Social Science
(select two courses)

Recommended: ECO1000 - Principles of Economics
Recommended: PSY1000 - Introduction to Psychology

Total 186 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

Seven Elective Courses 42 quarter credits
Select seven additional undergraduate courses, at least two of which must be undergraduate business courses.

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

Ten General Education Courses 60 quarter credits
Select ten courses as indicated from among the categories listed below:
Communication
(select two courses)
Ethical and Social Responsibility
(select one course)
Fine Arts and Humanities
(select two courses)
Mathematical and Logical Reasoning
(select one course)

Recommended: MAT2000 - Introductory Statistics
Natural Science
(select two courses)
Social Science
(select two courses)

Recommended: ECO1000 - Principles of Economics
Recommended: PSY1000 - Introduction to Psychology

Total 186 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

Seven Elective Courses 42 quarter credits
Select seven additional undergraduate courses, at least two of which must be undergraduate business courses.

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

Ten General Education Courses 60 quarter credits
Select ten courses as indicated from among the categories listed below:
Communication
(select two courses)
Ethical and Social Responsibility
(select one course)
Fine Arts and Humanities
(select two courses)
Mathematical and Logical Reasoning
(select one course)

Recommended: MAT2000 - Introductory Statistics
Natural Science
(select two courses)
Social Science
(select two courses)

Recommended: ECO1000 - Principles of Economics
Recommended: PSY1000 - Introduction to Psychology

Total 186 quarter credits

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

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

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
OM7080 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
School of Education

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

<table>
<thead>
<tr>
<th>Specializations</th>
<th>Degree Programs</th>
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<tbody>
<tr>
<td>Leadership for K-12 Programs</td>
<td>PhD, MS, Certificate</td>
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<tr>
<td>Leadership for Higher Education</td>
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<td>Advanced K-12 Teaching</td>
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<td>Postsecondary and Adult Education</td>
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<td>Professional Studies in Education</td>
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<td>Teaching Online</td>
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<td>Instructional Design for Online Learning</td>
<td>PhD, MS, Certificate</td>
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<tr>
<td>Curriculum and Instruction with Technology Focus</td>
<td>MS</td>
</tr>
<tr>
<td>Training and Performance Improvement</td>
<td>PhD, MS, Certificate</td>
</tr>
</tbody>
</table>
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 colloquia sessions, related to time and program credit completion. See Residential Colloquia in Academic and Other University Policies.

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
ED8114 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 OR ED8991 The Minnesota K–12 Principalship

Two Internship Courses 8 quarter credits

Choose one sequence:

ED7901 Internship for Educational Administration I AND ED7902 * Internship for Educational Administration II

OR

ED790 Internship for the Superintendent I AND ED7904 * Internship for the Superintendent II

OR

ED8921 Internship in Minnesota Educational Administration I AND ED8922 * Internship in Minnesota Educational Administration II

OR

ED8923 Internship in the Minnesota Superintendent I AND ED8924 * Internship in the Minnesota Superintendent II

Twelve Elective Courses 48 quarter credits

Recommended electives:

ED7543 The Superintendency (required for those seeking superintendent license)
ED8910 The Minnesota Superintendency
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 Educational Institutions: Topics and Trends
ED824 The Climate and Structure of the Learning Environment
ED853 Elementary School Administration OR ED854 Secondary School Administration
ED7901 Internship for Educational Administration I AND ED7902 * Internship for Educational Administration II

OR

ED7903 Internship for the Superintendency I AND ED7904 * Internship for the Superintendency II

OR

ED8921 Internship in Minnesota Educational Administration I AND ED8922 * Internship in Minnesota Educational Administration II

OR

ED8923 Internship in the Minnesota Superintendent I AND ED8924 * Internship in the Minnesota Superintendent II

HS8400 School-Community Relations
PSY8710 Principles of Organizational Psychology

Or choose any graduate level course.

Total 120 quarter credits

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 colloquia sessions, related to time and program credit completion. See Residential Colloquia in Academic and Other University Policies.

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 Educational Institutions: 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
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:

ED7543 The Superintendency (required for K–12 principal licensure must take both ED853 and ED854).

Learners seeking principal licensure in Minnesota must take ED8911.

Learners seeking endorsement for the Minnesota Superintendency must take ED8910.

Learners seeking endorsement for the superintendency in all states except Minnesota must take ED7543.

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.

Total 120 quarter credits

* Denotes courses that have required prerequisite(s). Refer to the course descriptions for further detail.
School of Education Degree Programs, continued

PhD Specializations, continued

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 colloquia sessions, related to time and program credit completion. See Residential Colloquia in Academic and Other University Policies.

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 The Future of Educational Institutions: 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
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 Curricular Development
HS8402 Teacher-Student Behavior Management
HS8403 Social Skills for At-Risk Students
Or choose any graduate level course.

Total  120 quarter credits

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 colloquia sessions, related to time and program credit completion. See Residential Colloquia in Academic and Other University Policies.

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 The Future of Educational Institutions: 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
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

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

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 colloquia sessions, related to time and program credit completion. See Residential Colloquia in Academic and Other University Policies.

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 The Future of Educational Institutions: 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

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
**PhD Specializations, continued**

### 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 colloquia sessions, related to time and program credit completion. See Residential Colloquia in Academic and Other University Policies.

**Thirteen Core Courses + Lab 52 quarter credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ED8004</td>
<td>Societal and Cultural Change</td>
</tr>
<tr>
<td>ED8005</td>
<td>Doctoral Learner Success Lab (non-credit)</td>
</tr>
<tr>
<td>ED7504</td>
<td>Leadership for Instructional Design</td>
</tr>
<tr>
<td>ED7620</td>
<td>Theoretical Basis of Instructional Design</td>
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<tr>
<td>ED815</td>
<td>The Future of Educational Institutions: Topics and Trends</td>
</tr>
<tr>
<td>ED8111</td>
<td>The Historical and Social Foundations of Education</td>
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<tr>
<td>ED851</td>
<td>Principles of Learning and Instructional Design</td>
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<tr>
<td>ED852</td>
<td>Ethics and Social Responsibility in Distance Education</td>
</tr>
<tr>
<td>ED8113</td>
<td>Advanced Study in Research Methods</td>
</tr>
<tr>
<td>ED9994</td>
<td>* Doctoral Comprehensive Examination I</td>
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<tr>
<td>ED9995</td>
<td>* Doctoral Comprehensive Examination II</td>
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<tr>
<td>ED9996</td>
<td>* Dissertation Research I</td>
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<tr>
<td>ED9997</td>
<td>* Dissertation Research II</td>
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<tr>
<td>ED9998</td>
<td>* Dissertation Research III</td>
</tr>
<tr>
<td>ED9999</td>
<td>* Dissertation Research IV</td>
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</tbody>
</table>

**Five Specialization Courses 20 quarter credits**

Choose from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ED7210</td>
<td>The Delivery of Distance Education</td>
</tr>
<tr>
<td>ED7211</td>
<td>* Designing Online Instruction</td>
</tr>
<tr>
<td>ED722</td>
<td>Interface Design</td>
</tr>
<tr>
<td>ED724</td>
<td>Project Management for Multimedia Development</td>
</tr>
<tr>
<td>ED7503</td>
<td>Instructional Media Tools</td>
</tr>
<tr>
<td>ED7505</td>
<td>Evaluation and Assessment of Instructional Design</td>
</tr>
<tr>
<td>ED846</td>
<td>* Instructional Design for Distance Learning</td>
</tr>
</tbody>
</table>

**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

* Choose any graduate level course.

**Total 120 quarter credits**

### 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 colloquia sessions, related to time and program credit completion. See Residential Colloquia in Academic and Other University Policies.

**Four Specialization Courses 16 quarter credits**

Choose from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ED830</td>
<td>Coaching for High Performance</td>
</tr>
<tr>
<td>ED839</td>
<td>International Aspects of Adult Education</td>
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<tr>
<td>ED851</td>
<td>Principles of Learning and Instructional Design</td>
</tr>
<tr>
<td>ED7641</td>
<td>Needs Assessment: Models and Procedures</td>
</tr>
<tr>
<td>ED7652</td>
<td>Evaluating Training and Performance Improvement</td>
</tr>
<tr>
<td>ED7662</td>
<td>Designing Training and Performance Solutions</td>
</tr>
<tr>
<td>ED7672</td>
<td>Delivery Systems for Training and Performance Improvement</td>
</tr>
</tbody>
</table>

**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**

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* Denotes courses that have required prerequisite(s). Refer to the course descriptions for further detail.
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 nationally 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
ED854  Secondary School Administration

Two Internship Courses 8 quarter credits
Choose one sequence:
ED7901  Internship for Educational Administration I  AND  ED7902  Internship for Educational Administration II
OR
ED7903  Internship for the Superintendency I  AND  ED7904  Internship for the Superintendency II

One Elective Course 4 quarter credits
Choose from the following courses:
ED7542  The Politics of K–12 Education
ED7545  Special Education Administration
ED7892  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

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 Educational Institutions: 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
ED7892  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

Total 48 quarter credits

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

Learners seeking licensure in states 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.

Learners seeking Capella endorsement for K–12 principal licensure must take both ED853 and ED854.
**Master’s 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**

- ED6004 Societal and Cultural Change (non-credit)
- ED5005 Master’s Learner Success Lab (non-credit)
- ED5006 Survey of Research Methodology (non-credit)
- ED5990 Integrative Project
- ED7701 Educational Philosophy and Change
- ED8111 The Historical and Social Foundations of Education

**Five Elective Courses 8 quarter credits**

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

**Total 48 quarter credits**

**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 (non-credit)
- ED5005 Master’s Learner Success Lab (non-credit)
- ED5006 Survey of Research Methodology (non-credit)
- 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
- 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

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

**Five Elective Courses 20 quarter credits**

- ED829 Theory and Methods of Educating Adults

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

**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

**Master’s 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**

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**Instructional Design for Online Learning**

The master’s 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
  - ED7700  Learning Theory and the Educational Process

- **Three Elective Courses  8 quarter credits**

**Recommended electives:**
- 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

**Total  48 quarter credits**

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**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**
  - ED7704  Reflective Professional Development Planning and Action Research
  - ED7705*  Curriculum Design with Technology
  - ED7707*  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  The 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**

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**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  5 quarter credits**

**Five Specialization Courses  20 quarter credits**

**Recommended Electives:**
- ED7210  The 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**

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**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.
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
ED721 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 exclusively for learners with three years licensed teaching experience seeking principal and/or superintendent licensure in Minnesota. The State’s requirements for licensure are the most rigorous in the nation. The course work, 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
ED8114 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
ED8910 The Minnesota Superintendency
ED8911 The Minnesota K-12 Principalship
ED8912 The Historical and Social Foundations of Education
ED7541 Teacher Supervision and Evaluation

Two Internship Courses 8 quarter credits
Choose one sequence:
ED8921 Internship in Minnesota Educational Administration I AND
ED8922 Internship in Minnesota Educational Administration II
OR
ED8923 Internship in the Minnesota Superintendent I AND
ED8924 Internship in the Minnesota Superintendent II

Total 48 quarter credits

Learners who have completed this post master’s certificate may transfer up to 48 post master’s degree credits and 48 post master’s certificate credits into the Capella doctoral program in Leadership for K-12 Programs. Learners who transfer the maximum 96 credits will be required to complete, at a minimum, two additional residential colloquia and all comprehensive examination and dissertation courses. Learners who elected ED814 in their certificate program will also be required to take ED8113 to complete the doctoral program.

Learners who wish to add endorsements to an existing license must do additional field work. 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 (MN, 3512.0210, Subp. 3.).

For principalship licensure, learners completing ED8921 and ED8922 must include 320 hours of supervised field experience.

For superintendent licensure, learners completing ED8923 and ED8924 must include 320 hours of supervised field experience.
School of Human Services

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 counselor education 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

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<th>Specializations</th>
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<td>Counseling Studies</td>
<td>PhD, MS</td>
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<td>Health Care Administration</td>
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<td>Management of Non-Profit Agencies</td>
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<td>Addictions Counseling</td>
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<td>Diversity Studies</td>
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<td>Marriage and Family Services</td>
<td>Certificate</td>
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<td>Professional Counseling</td>
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<td>Social Work</td>
<td>Certificate</td>
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<tr>
<td>Urban School Services</td>
<td>Certificate</td>
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</tbody>
</table>
# 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 colloquia sessions, related to time and program credit completion. See Residential Colloquia in Academic and Other University Policies.

**Fifteen Core Courses + Lab  60 quarter credits**
- HS8004 Advanced Research in Adult Development and Behavior (non-credit)
- HS8005 Doctoral Learner Success Lab (non-credit)
- HS8006 Fundamentals to Social Science
- HS8007 Advanced Theory and Research in Criminal Justice
- HS8008 Criminal Justice Theories
- HS8009 Criminal Justice Research
- HS8010 Criminal Justice: A Sociological Primer
- HS8011 Biographical and Behavioral
- HS8012 Advanced Qualitative Research Methods
- HS8013 Advanced Study in Research Methods
- HS8014 Diversity in the Workplace
- HS8015 Professional and Scientific Ethics
- HS8016 Social Systems
- HS8017 Scope of Human Services
- HS8018 Quantitative Research Methods in the Human Services
- HS8019 Advanced Qualitative Research Methods
- HS8020 Issues in Police-Community Relations
- HS8021 Race/Culture in Criminal Justice
- HS8022 Criminal Behavior: A Sociological
- HS8023 Understanding Criminology
- HS8024 Current Research on Violent Behavior
- HS8025 Deviance: The Interactionist Perspective
- HS8026 Correlates of Crime
- HS8027 The Penal System: Its Role in the U.S. Society
- HS8028 Applied/Clinical Sociology Services
- HS8029 Seven Elective Courses  28 quarter credits
- HS8030 Human Sexuality
- HS8031 Forensic Counseling
- HS8032 Advanced Theory and Research in Counseling Studies
- HS8033 Contemporary Issues in Counseling Studies
- HS8034 Seven Elective Courses  28 quarter credits

*Total  120 quarter credits*

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### 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 colloquia sessions, related to time and program credit completion. See Residential Colloquia in Academic and Other University Policies.

**Fourteen Core Courses + Lab  56 quarter credits**
- HS8004 Advanced Research in Adult Development and Behavior
- HS8005 Doctoral Learner Success Lab (non-credit)
- HS8011 Biographical and Behavioral
- HS8012 Advanced Qualitative Research Methods
- HS8013 Advanced Study in Research Methods
- HS8014 Diversity in the Workplace
- HS8015 Professional and Scientific Ethics
- HS8016 Social Systems
- HS8017 Scope of Human Services
- HS8018 Quantitative Research Methods in the Human Services
- HS8019 Advanced Qualitative Research Methods
- HS8020 Issues in Police-Community Relations
- HS8021 Race/Culture in Criminal Justice
- HS8022 Criminal Behavior: A Sociological
- HS8023 Understanding Criminology
- HS8024 Current Research on Violent Behavior
- HS8025 Deviance: The Interactionist Perspective
- HS8026 Correlates of Crime
- HS8027 The Penal System: Its Role in the U.S. Society
- HS8028 Applied/Clinical Sociology Services
- HS8029 Seven Elective Courses  28 quarter credits

*Total  120 quarter credits*

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### 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 colloquia sessions, related to time and program credit completion. See Residential Colloquia in Academic and Other University Policies.

**Sixteen Core Courses + Lab  64 quarter credits**
- HS8004 Advanced Research in Adult Development and Behavior (non-credit)
- HS8011 Biographical and Behavioral
- HS8012 Advanced Qualitative Research Methods
- HS8013 Advanced Study in Research Methods
- HS8014 Diversity in the Workplace
- HS8015 Professional and Scientific Ethics
- HS8016 Social Systems
- HS8017 Scope of Human Services
- HS8018 Quantitative Research Methods in the Human Services
- HS8019 Advanced Qualitative Research Methods
- HS8020 Issues in Police-Community Relations
- HS8021 Race/Culture in Criminal Justice
- HS8022 Criminal Behavior: A Sociological
- HS8023 Understanding Criminology
- HS8024 Current Research on Violent Behavior
- HS8025 Deviance: The Interactionist Perspective
- HS8026 Correlates of Crime
- HS8027 The Penal System: Its Role in the U.S. Society
- HS8028 Applied/Clinical Sociology Services
- HS8029 Seven Elective Courses  28 quarter credits

*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 colloquia sessions, related to time and program credit completion. See Residential Colloquia in Academic and Other University Policies.

Fifteen Core Courses + Lab 60 quarter credits
HS8004 Advanced Research in Adult Development and Behavior (non-credit)
HS8005 Doctoral Learner Success Lab
HS8111 Quantitative Research Methods in the Human Services
HS8112 Advanced Qualitative Research Methods
HS8114 Operations in Health Care Systems
HS8116 Managing Human Capital in Health Care Environments
HS8117 Financial Analysis in Health Care Systems
HS8117 Strategic Management of Health Care Reimbursement Systems
HS8118 Health Policies Analysis and Strategy
HS8119 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 colloquia sessions, related to time and program credit completion. See Residential Colloquia in Academic and Other University Policies.

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
HS8994 * Doctoral Comprehensive Examination I
HS8995 * Doctoral Comprehensive Examination II
HS8996 * Dissertation Research I
HS8997 * Dissertation Research II
HS8998 * Dissertation Research III
HS8999 * 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 colloquia sessions, related to time and program credit completion. See Residential Colloquia in Academic and Other University Policies.

Fifteen 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
HS8107 Professional and Scientific Ethics
HS8108 Diversity in the Workplace
HS8994 * Doctoral Comprehensive Examination I
HS8995 * Doctoral Comprehensive Examination II
HS8996 * Dissertation Research I
HS8997 * Dissertation Research II
HS8998 * Dissertation Research III
HS8999 * Dissertation Research IV

Eight Specialization Courses 32 quarter credits
HS8103 Principles and Practice of Social Work
HS8102 History of Social Welfare
HS876 Methods of Family Research
HS845 Grief and Bereavement
HS853 Prevention and Causes of Child Abuse
HS852 Human Services Development and Behavior
HS7891 Role and Function of Boards and CEO’s
HS7892 * Dissertation Research I
HS7893 * Dissertation Research II
HS7894 * Dissertation Research III
HS7895 * Dissertation Research IV

Eight Elective Courses 32 quarter credits
Choose any graduate level course(s).

Total 120 quarter credits

* 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>HS5004</td>
<td>Survey of Research in Human Development and Behavior</td>
</tr>
<tr>
<td>HS5005</td>
<td>Master's Learner Success Lab (non-credit)</td>
</tr>
<tr>
<td>HS5006</td>
<td>Survey of Research Methodology</td>
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<tr>
<td>HS5990*</td>
<td>Integrative Project</td>
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<td>HS815</td>
<td>Professional and Scientific Ethics</td>
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<td>HS817</td>
<td>Social Systems</td>
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<tr>
<td>HS818</td>
<td>Scope of Human Services</td>
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<tr>
<td>HS834</td>
<td>Ethnic and Cultural Awareness</td>
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</tbody>
</table>

**Five Elective Courses**  
20 quarter credits

<table>
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<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>HS823</td>
<td>Philosophy of Social Work</td>
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<td>HS827</td>
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<td>HS836</td>
<td>Utilization of Community Resources</td>
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<td>HS840</td>
<td>Counseling and Guidance with Children</td>
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<td>HS850</td>
<td>Mind/Body Healing Practices</td>
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<td>HS854</td>
<td>Child and Adolescent Counseling</td>
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<td>HS866</td>
<td>Compulsive Behavior and the Disturbance of the Self</td>
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<td>HS869</td>
<td>Families, Systems, and Healthcare</td>
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<td>HS870</td>
<td>Transpersonal Counseling and Psychotherapy</td>
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<td>HS875</td>
<td>Family Systems Approach to Compulsive and Addictive Behavior</td>
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<td>HS878</td>
<td>The Family in Social Context</td>
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<td>HS879</td>
<td>Life Planning and Career Developments</td>
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<td>HS881</td>
<td>Health in the Workplace</td>
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<td>HS886</td>
<td>Health Care Communication</td>
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<tr>
<td>HS899</td>
<td>Special Topics in Human Services</td>
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</tbody>
</table>

**Total**  
48 quarter credits

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**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

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<td>HS5004</td>
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<td>HS5005</td>
<td>Master's Learner Success Lab (non-credit)</td>
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<td>HS5006</td>
<td>Survey of Research Methodology</td>
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<td>HS5990*</td>
<td>Integrative Project</td>
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<td>HS8101</td>
<td>Social Change and Public Policy</td>
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<tr>
<td>HS8211</td>
<td>Practice of Probation, Parole and Community Corrections</td>
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<tr>
<td>HS8212</td>
<td>History of the Juvenile Criminal Justice System</td>
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<tr>
<td>HS827</td>
<td>Juvenile Delinquency</td>
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<tr>
<td>HS834</td>
<td>Ethnic and Cultural Awareness</td>
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<td>HS883</td>
<td>Adult Criminal Justice System</td>
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**Three Elective Courses**  
12 quarter credits

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<td>HS875</td>
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<td>HS901</td>
<td>Supervised Practicum</td>
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</tbody>
</table>

**Total**  
48 quarter credits

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**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

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

**Two Elective Courses**  
8 quarter credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>HS840</td>
<td>Counseling and Guidance with Children</td>
</tr>
<tr>
<td>HS848</td>
<td>Health Care Counseling</td>
</tr>
<tr>
<td>HS853</td>
<td>Prevention and Causes of Child Abuse</td>
</tr>
<tr>
<td>HS858</td>
<td>Mental Health and Aging</td>
</tr>
<tr>
<td>HS861</td>
<td>Dual Diagnosis</td>
</tr>
<tr>
<td>HS866</td>
<td>Compulsive Behavior and Disturbance of the Self</td>
</tr>
<tr>
<td>HS875</td>
<td>Family Systems Approach to Addictive Behaviors</td>
</tr>
<tr>
<td>HS899</td>
<td>Special Topics in Human Services</td>
</tr>
</tbody>
</table>

**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

Master’s 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
HS5006  Master’s Learner Success Lab (non-credit)
HS5100  Health Care Management
HS5101  Health Care Finance
HS5990  Integrative Project
HS8801  Health Care and the Law

Three Elective Courses  12 quarter credits
HS5500  Multi-Cultural Issues in Health Care
HS5501  Health Informatics
HS7500  Quality Improvement and Organizational Performance in Health Care
HS817  Social Systems
HS818  Scope of Human Services
HS8300  Diversity in the Workplace
HS8381  Health in the Workplace
HS884  Stress Management in Organizations
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)

Three Elective Courses  12 quarter credits
HS5006  Survey of Research Methodology
HS817  Social Systems
HS5990  Integrative Project

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 public and private 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

Three Elective Courses  12 quarter credits
HS835  Aging and Death
HS845  Grief and Bereavement
HS853  Prevention and Causes of Child Abuse

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 lifecycle 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
HS817  Social Systems
HS818  Scope of Human Services
HS823  Philosophy of Social Work
HS834  Ethnic and Cultural Awareness
HS836  Utilization of Community Resources
HS839  Adult Criminal Justice System
HS893  Management of Human Service Agencies
HS899  Special Topics in Human Services
HS821  Practice of Probation, Parole and Community Corrections

Total  48 quarter credits

* Denotes courses that have required prerequisite(s). Refer to the course descriptions for further detail.
Master’s Specializations, continued

**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 help 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 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 (2 quarter credits)
- HS506 * Survey of Research Methodology (2 quarter credits)
- HS5107 * Principles of Psychopathology: Diagnosis and Treatment (2 quarter credits)
- HS5106 * Assessment, Tests, and Measures (2 quarter credits)
- HS5982 * Integrative Project (4 quarter credits)
- HS814 * Theories of Personality (2 quarter credits)
- HS815 * Professional and Scientific Ethics (2 quarter credits)
- HS821 * Mental Health Counseling (2 quarter credits)
- HS834 * Ethnic and Cultural Awareness (2 quarter credits)
- HS839 * Theories of Psychotherapy (2 quarter credits)
- HS841 * Group Counseling and Psychotherapy (2 quarter credits)
- HS852 * Personal Growth Seminar (2 quarter credits)
- HS879 * Life Planning and Career Development (2 quarter credits)

**Total** 92 quarter credits

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Capella University does not, and cannot, guarantee licensure. These programs are intended to prepare the learner to sit for a typical state’s licensure exam. Attainment of state license is the learner’s responsibility. Each learner must determine the requirements of each state in which the learner seeks to be licensed and is responsible for compliance with those requirements.
School of Human Services Degree Programs, continued

Master’s Specializations, continued

Clinical Experience
Master of Science degree learners enrolled in the Mental Health Counseling and Marital, Couple, and Family Counseling/Therapy specializations complete 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 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.

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
HS893 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
HS886 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 Organizations
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
HS107 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
HS103 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
HS400 School-Community Relations
HS402 Teacher-Student Behavior Management
HS403 Social Skills for At-Risk Students
Total 16 quarter credits
Harold Abel School of Psychology

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 that you want while meeting national standards within organized psychology.

One may choose to study in the professional track areas of clinical, counseling, or school psychology. Master's degrees are offered in each of these areas, and one can also study for the Doctor of Psychology (PsyD) degree in the areas of clinical or counseling psychology. Our doctoral curriculum has been constructed to ensure that the academic areas required of APA-accredited programs are covered, and that award of the PsyD represents a clear recognition that we are committed to training practitioner psychologists within the scholar-practitioner model. While no school of psychology can guarantee that its graduates will become licensed psychologists, these programs are intended to prepare learners for that opportunity.

Alternatively, one may choose to study in the academic track areas of educational, industrial/organizational, sport, and general psychology. Master's degrees are offered in each of these areas, and one may also study for the Doctor of Philosophy (PhD) degree with specializations in educational, industrial/organizational, and general psychology. These programs are designed to provide an outstanding education in fields of psychology that play 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 Harold Abel 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 the learner 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 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.

Dr. Bruce Weiss, PhD
Executive Director
About the Harold Abel School of Psychology

School Mission Statement
The mission of the Harold Abel School of Psychology is to educate and train adult learners to apply psychological principles to improve the quality of life. Psychology practitioners provide assistance to individuals, groups, and families. In addition, graduates in all areas of study can 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 that requires learners to apply theoretical and research knowledge to practice. The competency-based educational model is taught by skilled psychological professionals 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 Psychology (PsyD)
The Harold Abel School of Psychology provides a Doctor of Psychology (PsyD) degree to learners in clinical psychology and counseling psychology. Graduates from these two professional track programs will be prepared to apply proficiencies in assessment, intervention, consultation, supervision, and evaluation. These programs are designed for those individuals interested in becoming practitioner psychologists.

The Doctor of Psychology (PsyD) degree represents the recognition of advanced preparation for professional practice. Professional practice requires the incorporation of scientific knowledge and use of methods of scientific inquiry in the application of psychological interventions. These professional activities include a broad range of services such as psychotherapy, psychological assessment, consultation, and supervision. A familiar parallel example is a medical doctor who holds the Doctor of Medicine (MD) degree and practices medicine.

Doctor of Philosophy (PhD)
The Harold Abel School of Psychology provides a Doctor of Philosophy (PhD) degree to learners in educational, industrial/organizational, and general psychology. Graduates from these three academic track programs will be able to apply psychological principles in areas such as teaching, administration, research, consultation, coaching, management, and leadership.

The Doctor of Philosophy (PhD) degree represents the recognition for advanced academic preparation focusing on research and scholarship in a particular discipline of study. The research and scholarship can be used in the practical application of psychological principles and knowledge in a broad range of areas such as education, business, public policy, sports, and social issues. A familiar parallel example is a microbiologist who holds a PhD in microbiology and does medical research exploring cures for cancer.

Master of Science (MS)
The Master's degree 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 programs require residency and field experiences that provide opportunity for the application of knowledge and skills learned in the online courses. These programs without residency requirements focus more heavily on the academic aspect of psychology, rather than the practice. The Master of Science program in all areas of study prepare learners to enter a doctoral program.

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

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<thead>
<tr>
<th>Professional Track Programs</th>
<th>Degree Programs</th>
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<tbody>
<tr>
<td>Clinical Psychology</td>
<td>PsyD, MS</td>
</tr>
<tr>
<td>Counseling Psychology</td>
<td>PsyD, MS</td>
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<tr>
<td>School Psychology</td>
<td>MS, Specialist Certificate</td>
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<tr>
<th>Academic Track Programs</th>
<th>Degree Programs</th>
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<tbody>
<tr>
<td>Educational Psychology</td>
<td>PhD, MS</td>
</tr>
<tr>
<td>General Psychology</td>
<td>PhD, MS</td>
</tr>
<tr>
<td>Industrial/Organizational Psychology</td>
<td>PhD, MS, Certificate</td>
</tr>
<tr>
<td>Sport Psychology</td>
<td>MS, Certificate</td>
</tr>
</tbody>
</table>
Harold Abel School of Psychology Degree Programs

Doctor of Psychology (PsyD) Specializations

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 Requirement(s):
- Clinical PsyD learners start their program only in the first month of the quarter and complete PSY7021 and PSY7022 before other courses.
- Up to 15 quarter credits (three courses) may be transferred to the PsyD program.
- Three academic years of full-time enrollment (at least nine quarters with ten or more credits), of which two academic years must be in the Harold Abel School of Psychology at Capella University.
- 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 Requirement(s):
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
PSY7658 * Advanced Research Methods
PSY8090 Counseling Theories
PSY8093 Professional Standards and Ethics of Counseling
PSY8160 Strategies for Career and Life Planning
PSY8220 * Advanced Psychopathology
PSY8230 * Psychological Testing
PSY8240 * Advanced Psychological Testing
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 psychology courses in the Harold Abel School of Psychology.
Comprehensive Examination 5 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 Requirement(s):
- Counseling PsyD learners start their program only in the first month of the quarter and complete PSY7021 and PSY7022 before other courses.
- Up to 15 quarter credits (three courses) may be transferred to the PsyD.
- Three academic years of full-time enrollment (at least nine quarters with ten or more credits), of which two academic years must be in the Harold Abel School of Psychology at Capella University.
- 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 Requirement(s):
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)
PSY8090 Counseling Theories
PSY8093 Professional Standards and Ethics of Counseling
PSY8160 Strategies for Career and Life Planning
PSY8220 * Advanced Psychopathology
PSY8230 * Psychological Testing
PSY8240 * Advanced Psychological Testing
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 psychology courses in the Harold Abel School of Psychology.
Comprehensive Examination 5 quarter credits
PSY9301 * Dissertation Research I
PSY9302 * Dissertation Research II
PSY9303 * Dissertation Research III
PSY9304 * Dissertation Research IV
Total 145 quarter credits

* Denotes courses that have required prerequisite(s). Refer to the course descriptions for further detail.
Harold Abel School of Psychology Degree Programs, continued

Doctor of Philosophy (PhD) Specializations

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY7021</td>
<td>Foundations of Psychology – Doctoral Learners</td>
<td>8 quarter credits</td>
</tr>
<tr>
<td>PSY7022</td>
<td>Doctoral Learner Success Lab (non-credit)</td>
<td>2 quarter credits</td>
</tr>
<tr>
<td>PSY7210</td>
<td>Life Span Development</td>
<td>8 quarter credits</td>
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<tr>
<td>PSY7240</td>
<td>Adult Psychology</td>
<td>7 quarter credits</td>
</tr>
<tr>
<td>PSY7410</td>
<td>Psychology of Learning</td>
<td>5 quarter credits</td>
</tr>
<tr>
<td>PSY7421</td>
<td>Cognitive/Affective Psychology</td>
<td>5 quarter credits</td>
</tr>
<tr>
<td>PSY7520</td>
<td>Social Psychology</td>
<td>4 quarter credits</td>
</tr>
<tr>
<td>PSY7540</td>
<td>Multicultural Perspectives in Human Behavior</td>
<td>2 quarter credits</td>
</tr>
<tr>
<td>PSY7610</td>
<td>Tests and Measurements</td>
<td>2 quarter credits</td>
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<td>PSY7625</td>
<td>Advanced Inferential Statistics</td>
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<td>PSY7630</td>
<td>Qualitative Analysis</td>
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<td>PSY7656</td>
<td>Advanced Research Methods</td>
<td>2 quarter credits</td>
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<tr>
<td>PSY8110</td>
<td>Teaching Psychology</td>
<td>2 quarter credits</td>
</tr>
<tr>
<td>PSY8140</td>
<td>Mentoring Psychological Research</td>
<td>2 quarter credits</td>
</tr>
<tr>
<td>PSY8330</td>
<td>Ethics and Standards of Professional Practice</td>
<td>2 quarter credits</td>
</tr>
</tbody>
</table>

Five Elective Courses 25 quarter credits

Choose from the graduate level courses, excluding 8000 level testing courses, practicum, and internship.

Comprehensive Examination 5 quarter credits

Seven Elective Courses 35 quarter credits

Doctor of Philosophy (PhD) 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 7021</td>
<td>Foundations of Psychology – Doctoral Learners</td>
<td>8 quarter credits</td>
</tr>
<tr>
<td>PSY7022</td>
<td>Doctoral Learner Success Lab (non-credit)</td>
<td>2 quarter credits</td>
</tr>
<tr>
<td>PSY7240</td>
<td>Adult Psychology</td>
<td>7 quarter credits</td>
</tr>
<tr>
<td>PSY7310</td>
<td>Biological Basis of Behavior</td>
<td>5 quarter credits</td>
</tr>
<tr>
<td>PSY7421</td>
<td>Cognitive/Affective Psychology</td>
<td>5 quarter credits</td>
</tr>
<tr>
<td>PSY7520</td>
<td>Social Psychology</td>
<td>4 quarter credits</td>
</tr>
<tr>
<td>PSY7530</td>
<td>Group Psychology</td>
<td>2 quarter credits</td>
</tr>
<tr>
<td>PSY7610</td>
<td>Tests and Measurements</td>
<td>2 quarter credits</td>
</tr>
<tr>
<td>PSY7620</td>
<td>Inferential Statistics</td>
<td>2 quarter credits</td>
</tr>
<tr>
<td>PSY7656</td>
<td>Advanced Research Methods</td>
<td>2 quarter credits</td>
</tr>
<tr>
<td>PSY8330</td>
<td>Ethics and Standards of Professional Practice</td>
<td>2 quarter credits</td>
</tr>
<tr>
<td>PSY8710</td>
<td>Principles of Organizational Psychology</td>
<td>2 quarter credits</td>
</tr>
<tr>
<td>PSY8720</td>
<td>Psychology of Leadership</td>
<td>2 quarter credits</td>
</tr>
<tr>
<td>PSY8730</td>
<td>Consultation Psychology</td>
<td>2 quarter credits</td>
</tr>
<tr>
<td>PSY8740</td>
<td>Personnel Psychology</td>
<td>2 quarter credits</td>
</tr>
<tr>
<td>PSY8750</td>
<td>Managing Psychological Services</td>
<td>2 quarter credits</td>
</tr>
<tr>
<td>PSY8765</td>
<td>Testing and Assessment in Workplace Psychology</td>
<td>2 quarter credits</td>
</tr>
</tbody>
</table>

Three Elective Courses 15 quarter credits

Choose from the graduate level courses in the Harold Abel School of Psychology, excluding 8000 level testing courses, practicum, and internship. (However, learners in the industrial/organizational specialization may take PSY8765.)

Eight Required Courses + Lab 90 quarter credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY9301</td>
<td>Dissertation Research I</td>
<td>10 quarter credits</td>
</tr>
<tr>
<td>PSY9302</td>
<td>Dissertation Research II</td>
<td>10 quarter credits</td>
</tr>
<tr>
<td>PSY9303</td>
<td>Dissertation Research III</td>
<td>10 quarter credits</td>
</tr>
<tr>
<td>PSY9304</td>
<td>Dissertation Research IV</td>
<td>10 quarter credits</td>
</tr>
</tbody>
</table>

Total 120 quarter credits

General Psychology

General Psychology is offered to those learners who wish a great deal of 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. Learners in general psychology can concentrate in areas such as addictions, family, health, and sport psychology or can use their electives to form an individualized program of studies.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY7021</td>
<td>Foundations of Psychology – Doctoral Learners</td>
<td>5 quarter credits</td>
</tr>
<tr>
<td>PSY7022</td>
<td>Doctoral Learner Success Lab (non-credit)</td>
<td>4 quarter credits</td>
</tr>
<tr>
<td>PSY7110</td>
<td>History and Systems of Psychology</td>
<td>4 quarter credits</td>
</tr>
<tr>
<td>PSY7210</td>
<td>Life Span Development</td>
<td>3 quarter credits</td>
</tr>
<tr>
<td>PSY7421</td>
<td>Cognitive/Affective Psychology</td>
<td>3 quarter credits</td>
</tr>
<tr>
<td>PSY7510</td>
<td>Psychology of Personality</td>
<td>3 quarter credits</td>
</tr>
<tr>
<td>PSY7520</td>
<td>Social Psychology</td>
<td>3 quarter credits</td>
</tr>
<tr>
<td>PSY7540</td>
<td>Multicultural Perspectives in Human Behavior</td>
<td>3 quarter credits</td>
</tr>
<tr>
<td>PSY7610</td>
<td>Tests and Measurements</td>
<td>3 quarter credits</td>
</tr>
<tr>
<td>PSY7625</td>
<td>Advanced Inferential Statistics</td>
<td>3 quarter credits</td>
</tr>
<tr>
<td>PSY7630</td>
<td>Qualitative Analysis</td>
<td>3 quarter credits</td>
</tr>
<tr>
<td>PSY8765</td>
<td>Advanced Research Methods</td>
<td>3 quarter credits</td>
</tr>
<tr>
<td>PSY8830</td>
<td>Ethics and Standards of Professional Practice</td>
<td>3 quarter credits</td>
</tr>
</tbody>
</table>

Seven Elective Courses 35 quarter credits

Choose from graduate level courses, excluding 8000 level psychology testing courses, practicum, and internship.

Comprehensive Examination 5 quarter credits

Total 120 quarter credits

* Denotes courses that have required prerequisite(s). Refer to the course descriptions for further detail.
Master of Science (MS) Specializations

**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 or counseling, and these degree requirements do not prepare graduates for licensure as psychologists.

**Residency Requirement(s):**

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

**Field Training Requirement(s):**

Minimum of 600 total practicum hours; see the following section on Field Training for more details.

<table>
<thead>
<tr>
<th>Twelve Required Courses + Lab</th>
<th>60 quarter credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY701 Foundations of Psychology – Master’s Learners</td>
<td></td>
</tr>
<tr>
<td>PSY702 Master’s Learner Success Lab (non-credit)</td>
<td></td>
</tr>
<tr>
<td>PSY7210 Lifespan Development</td>
<td></td>
</tr>
<tr>
<td>PSY7310 Biological Basis of Behavior</td>
<td></td>
</tr>
<tr>
<td>PSY7542 Ethics and Multicultural Issues</td>
<td></td>
</tr>
<tr>
<td>PSY7610 Tests and Measurements</td>
<td></td>
</tr>
<tr>
<td>PSY7620 Inferential Statistics</td>
<td></td>
</tr>
<tr>
<td>PSY7650 Research Methods</td>
<td></td>
</tr>
<tr>
<td>PSY8210 Principles of Psychopathology</td>
<td></td>
</tr>
<tr>
<td>PSY8230 * Psychological Testing</td>
<td></td>
</tr>
<tr>
<td>PSY8312 Clinical Interventions</td>
<td></td>
</tr>
<tr>
<td>PSY8391 * Master’s Practicum I</td>
<td></td>
</tr>
<tr>
<td>PSY8393 * Master’s Practicum II</td>
<td></td>
</tr>
<tr>
<td><strong>Research Proficiency</strong></td>
<td>5 quarter credits</td>
</tr>
<tr>
<td>PSY9150 * Master’s Final Project</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>65 quarter credits</td>
</tr>
</tbody>
</table>

**Counseling Psychology**

Master’s learners admitted to counseling psychology typically intend to pursue a doctoral degree. Some master’s 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 Requirement(s):**

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

**Field Training Requirement(s):**

Minimum of 600 total practicum hours; see the following section on Field Training for more details.

<table>
<thead>
<tr>
<th>Thirteen Required Courses + Lab</th>
<th>65 quarter credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY701 Foundations of Psychology – Master’s Learners</td>
<td></td>
</tr>
<tr>
<td>PSY7012 Master’s Learner Success Lab (non-credit)</td>
<td></td>
</tr>
<tr>
<td>PSY7210 Lifespan Development</td>
<td></td>
</tr>
<tr>
<td>PSY7542 Ethics and Multicultural Issues</td>
<td></td>
</tr>
<tr>
<td>PSY7610 Tests and Measurements</td>
<td></td>
</tr>
<tr>
<td>PSY7620 Inferential Statistics</td>
<td></td>
</tr>
<tr>
<td>PSY7650 Research Methods</td>
<td></td>
</tr>
<tr>
<td>PSY8090 Counseling Theories</td>
<td></td>
</tr>
<tr>
<td>PSY8091 Group Counseling</td>
<td></td>
</tr>
<tr>
<td>PSY8092 Counseling Skills and Procedures</td>
<td></td>
</tr>
<tr>
<td>PSY8210 Principles of Psychopathology</td>
<td></td>
</tr>
<tr>
<td>PSY8230 * Psychological Testing</td>
<td></td>
</tr>
<tr>
<td>PSY8391 * Master’s Practicum I</td>
<td></td>
</tr>
<tr>
<td>PSY8393 * Master’s Practicum II</td>
<td></td>
</tr>
<tr>
<td><strong>Research Proficiency</strong></td>
<td>5 quarter credits</td>
</tr>
<tr>
<td>PSY9150 * Master’s Final Project</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>70 quarter credits</td>
</tr>
</tbody>
</table>

**Educational Psychology**

Learners pursuing this master’s degree 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

<table>
<thead>
<tr>
<th>Ten Required Courses + Lab</th>
<th>50 quarter credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY701 Foundations of Psychology – Master’s Learners</td>
<td></td>
</tr>
<tr>
<td>PSY7012 Master’s Learner Success Lab (non-credit)</td>
<td></td>
</tr>
<tr>
<td>PSY7210 Lifespan Development</td>
<td></td>
</tr>
<tr>
<td>PSY7410 Psychology of Learning</td>
<td></td>
</tr>
<tr>
<td>PSY7421 Cognitive/Affective Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY7520 Social Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY7540 Multicultural Perspectives in Human Behavior</td>
<td></td>
</tr>
<tr>
<td>PSY7610 Tests and Measurements</td>
<td></td>
</tr>
<tr>
<td>PSY7620 Inferential Statistics</td>
<td></td>
</tr>
<tr>
<td>PSY7630 Qualitative Analysis</td>
<td></td>
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<tr>
<td>PSY7650 Research Methods</td>
<td></td>
</tr>
<tr>
<td><strong>Two Elective Courses</strong></td>
<td>10 quarter credits</td>
</tr>
<tr>
<td>Choose from the graduate level courses in the Harold Abel School of Psychology, excluding 8000 level testing courses, practicum, and internship</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research Proficiency</th>
<th>5 quarter credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY9101 * Master’s Integrative Project</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>65 quarter credits</td>
</tr>
</tbody>
</table>

* Denotes courses that have required prerequisite(s). Refer to the course descriptions for further detail.
Harold Abel School of Psychology Degree Programs, continued

**Master's 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

<table>
<thead>
<tr>
<th>Courses + Lab</th>
<th>Quarter Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY701</td>
<td>Foundations of Psychology – Master’s Learners</td>
</tr>
<tr>
<td>PSY702</td>
<td>Master’s Learner Success Lab (non-credit)</td>
</tr>
<tr>
<td>PSY7110</td>
<td>History and Systems of Psychology</td>
</tr>
<tr>
<td>PSY7210</td>
<td>Lifespan Development</td>
</tr>
<tr>
<td>PSY7410</td>
<td>Psychology of Learning</td>
</tr>
<tr>
<td>PSY7610</td>
<td>Tests and Measurements</td>
</tr>
<tr>
<td>PSY7650</td>
<td>Research Methods</td>
</tr>
<tr>
<td>PSY7660</td>
<td>Inferential Statistics</td>
</tr>
<tr>
<td>PSY8710</td>
<td>Principles of Organizational Psychology</td>
</tr>
<tr>
<td>PSY8720</td>
<td>Psychology of Leadership</td>
</tr>
<tr>
<td>PSY8730</td>
<td>Consultation Psychology</td>
</tr>
<tr>
<td>PSY8740</td>
<td>Personnel Psychology</td>
</tr>
</tbody>
</table>

**One Elective Course** 5 quarter credits

Choose from the graduate level courses in the Harold Abel School of Psychology, excluding 8000 level testing courses, practicum, and internship. (However, learners in the industrial/organizational specialization may take PSY7665.)

**Research Proficiency** 5 quarter credits

**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 degree programs and Specialist Certificate in School Psychology. Completion of the master’s 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 1; see the following section on Academic Residencies for more details.

#### Thirteen Required Courses + Lab 65 quarter credits

<table>
<thead>
<tr>
<th>Courses + Lab</th>
<th>Quarter Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY701</td>
<td>Foundations of Psychology – Master’s Learners</td>
</tr>
<tr>
<td>PSY702</td>
<td>Master’s Learner Success Lab (non-credit)</td>
</tr>
<tr>
<td>PSY7210</td>
<td>Lifespan Development</td>
</tr>
<tr>
<td>PSY7220</td>
<td>Child and Adolescent Psychology</td>
</tr>
<tr>
<td>PSY7421</td>
<td>Cognitive/Affective Psychology</td>
</tr>
<tr>
<td>PSY7540</td>
<td>Multicultural Perspectives in Human Behavior</td>
</tr>
<tr>
<td>PSY7610</td>
<td>Tests and Measurements</td>
</tr>
<tr>
<td>PSY7612</td>
<td>Functional Based Assessment</td>
</tr>
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<td>PSY7620</td>
<td>Inferential Statistics</td>
</tr>
<tr>
<td>PSY7650</td>
<td>Research Methods</td>
</tr>
<tr>
<td>PSY8231</td>
<td>Psychological Assessments for School Psychologists I</td>
</tr>
<tr>
<td>PSY8331</td>
<td>Principles of School Psychology</td>
</tr>
<tr>
<td>PSY8332</td>
<td>Advanced Methods in School Psychology</td>
</tr>
<tr>
<td>PSY8333</td>
<td>Consultation and Collaboration in the Schools</td>
</tr>
<tr>
<td>PSY8337</td>
<td>Legal and Ethical Issues in the School</td>
</tr>
</tbody>
</table>

**Research Proficiency** 5 quarter credits

<table>
<thead>
<tr>
<th>Courses + Lab</th>
<th>Quarter Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY9150</td>
<td>Master’s Final Project</td>
</tr>
</tbody>
</table>

**Total** 70 quarter credits

### Specialist Certificate in School Psychology

This certificate is designed for graduates of the master’s 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.

**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

<table>
<thead>
<tr>
<th>Courses + Lab</th>
<th>Quarter Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY7310</td>
<td>Biological Basis of Behavior</td>
</tr>
<tr>
<td>PSY8150</td>
<td>Learning Disabilities in the Classroom</td>
</tr>
<tr>
<td>PSY8210</td>
<td>Principles of Psychopathology</td>
</tr>
<tr>
<td>PSY8232</td>
<td>Psychological Assessments for School Psychologists II</td>
</tr>
<tr>
<td>PSY8332</td>
<td>Advanced Methods in School Psychology</td>
</tr>
<tr>
<td>PSY8336</td>
<td>Organization and Operation of the School</td>
</tr>
<tr>
<td>PSY8383</td>
<td>School Psychology Practicum</td>
</tr>
</tbody>
</table>

**Internship** 15 quarter credits

<table>
<thead>
<tr>
<th>Courses + Lab</th>
<th>Quarter Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY8385</td>
<td>School Psychology Internship I</td>
</tr>
<tr>
<td>PSY8386</td>
<td>School Psychology Internship II</td>
</tr>
<tr>
<td>PSY8387</td>
<td>School Psychology Internship III</td>
</tr>
</tbody>
</table>

**Total** 50 quarter credits

### 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.

**Residency Requirement(s):** None

#### Eleven Required

<table>
<thead>
<tr>
<th>Courses + Lab</th>
<th>Quarter Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY701</td>
<td>Foundations of Psychology – Master’s Learners</td>
</tr>
<tr>
<td>PSY702</td>
<td>Master’s Learner Success Lab (non-credit)</td>
</tr>
</tbody>
</table>

**Total** 55 quarter credits

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* Denotes courses that have required prerequisite(s). Refer to the course descriptions for further detail.
Master's Specializations, continued

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 Harold Abel School of Psychology, excluding 8000 level testing courses, 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 master's 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 degree and Specialist Certificate in School Psychology will have completed a 120 quarter credit program of study in School Psychology.

Minimum Educational Requirement(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.

Field Training Requirement(s):
Minimum of 600 total practicum hours and 1200 internship hours; see the following section on Field Training for more details.

Seven Required Courses 35 quarter credits
PSY7310 Biological Basis of Behavior
PSY8150 Learning Disabilities in the Classroom
PSY9210 Principles of Psychopathology
PSY9232 * Psychological Assessments for School Psychologists II
PSY8332 Advanced Methods in School Psychology
PSY8336 Organization and Operation of the School Psychology 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 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.

Minimum 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 OR
PSY7530 Group Psychology OR
PSY8720 Psychology of Leadership OR
PSY8730 Consultation Psychology OR
PSY8760 Strategies for Career and Life Planning OR
PSY8790 Workplace Safety and Health Psychology
PSY8790 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 OR
PSY7530 Group Psychology OR
PSY8720 Psychology of Leadership OR
PSY8730 Consultation Psychology OR
PSY7650 Research Methods OR
PSY8710 Principles of Organizational Psychology OR
PSY8765 * Testing and Assessment in Workplace Psychology OR
PSY8765 Compensation and Benefits Planning Psychology
One Elective Course 5 quarter credits
Choose from the graduate level courses in the Harold Abel School of Psychology, excluding other 8000 level testing courses, practicum, and internship.
Total 30 quarter credits

Executive Development
Six Required Courses 30 quarter credits
PSY7240 Adult Psychology OR
PSY8760 Strategies for Career and Life Planning OR
PSY7530 Group Psychology OR
PSY8770 Performance Enhancement and Motivation OR
PSY8710 Principles of Organizational Psychology OR
PSY8720 Psychology of Leadership OR
PSY8730 Consultation Psychology OR
PSY8765 * Testing and Assessment in Workplace Psychology OR
Total 30 quarter credits

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

**Minimum 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 Harold Abel School of Psychology, excluding 8000 level testing courses, practicum, and internship

**Total** 30 quarter credits

**Academic Residencies**
The Harold Abel School of Psychology (HASOP) offers residencies that supplement course work and help learners to develop their professional 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 both doctoral programs and in the clinically oriented master’s degree program including clinical, counseling, and school psychology. The Harold Abel School of Psychology has two types of residency requirements: the master’s and PhD Residential Colloquia and the Year-in-Residence for all PsyD learners and learners in the master’s specialist certificate in School Psychology.

**Master’s and PhD Residential Colloquia**
This is a requirement for:
- PhD in the Educational, Industrial/Organizational, and General Psychology (the academic track).
- Master’s in Clinical and Counseling Psychology.
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 master’s learners take all three tracks prior to starting their master’s final projects. We recommend 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 course work, 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 PhD colloquia:
- **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

For the doctoral learners in the academic track programs, 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. School-specific topics including issues in psychology; ethics, diversity, and multicultural issues; trends in psychology; and others will be covered at the colloquia.

Master’s learners at colloquia address skills training and practice in areas of counseling skills (individual and group), assessment, ethics, diversity, and cultural specific issues and interventions. These workshops or labs function as the “practice labs” associated with specialization course work in the learners’ respective program area. The three tracks are cumulative rather than sequential – learners will typically repeat the same learning and practice activities over the course of the three tracks, achieving approximately 60 hours of training and practice in each skill set required for success in the practicum.

At all 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 their individual learning plans and assess academic progress.

**Clinical and Counseling Year-in-Residence**
This is a requirement for the PsyD 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 Manual, 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 the year-in-residence.
  - At least 100 additional hours of informal face-to-face meetings with other psychologists and psychology learners (both inside and outside of HASOP), 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 HASOP, but should take place outside the formally scheduled events and meetings of the residency year.
The clinical and counseling 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 independent 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 neuro-psychological 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 a significant part in determining the learner’s readiness for the 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 learner’s 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 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 (for master's and specialist certificate learners in school psychology)

School Psychology learners enrolled after July 1, 2003, complete either Part I (for master’s learners) or Part II (for School Psychology Specialist Certificate learners) of the full school year-in-residence. Each group of learners takes about one-half of this full year of residency. Learners seeking licensure as school psychologists will typically take both the master’s degree and the specialist certificate, which means they will take both portions of the school year-in-residence. The school year-in-residence, like that of the clinical and counseling psychology specializations, has two two-week extended seminars (at the beginning of Part I and at the end of Part II), and seven weekends-in-residence in between.

However, as currently designed, the full school year-in-residence is divided into two parts, the first part for the master’s learners, the second for the specialist certificate learners. The breakdown is as follows:

A. Master’s learners in School Psychology complete Part I of the school psychology year-in-residence. The requirements of Part I include:

- No fewer than 240 hours of face-to-face contact with faculty and learners in School Psychology over a period not to exceed six months (typically June through December), including attendance at:
  - The school year-in-residence extended seminar I, a two-week residency (Psy-R 6340), typically in June of the year, followed by;
  - The first four of the weekends-in-residence (Psy-R 6341 – 6344, typically offered August through November).
- Completion of a portfolio review, which will be conducted by the chair, the mentor, and at least one other faculty member in School Psychology; the portfolio for the master’s learner will be considered an integral part of the learner’s demonstration of readiness for graduation from the master’s program.

In addition, master’s learners must complete all outcome documentation and obtain approval from the director 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. The requirements of Part II include:

- No fewer than 210 hours of contact over a six-month period, typically between January and June, including attendance at:
  - Three school psychology weekends-in-residence (Psy-R 6345 through 6347, typically offered during winter quarter);
  - The school year-in-residence extended seminar II (Psy-R 6350, typically offered in June).
- Complete the certificate portfolio review at the extended seminar II;
- Certificate learners must complete all outcome documentation and obtain approval from the director of residence and training, the chair of the school psychology program, and their mentors.

Parts I and II of the school psychology year-in-residence should not be confused with either the practicum or the internship requirements. All 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 specialist certificate learners will complete the School Psychology internship. Typically, the School Psychology internship is taken after the year-in-residence is completed.

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 6310 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 second year (Psy-R 6310 for clinical; Psy-R 6330 for counseling) typically in June.
- Completion of the portfolio review and approval of the director 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, PsyD 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). These requirements are described in the Field Training section (following).
Harold Abel School of Psychology Degree Programs, continued

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 to search for appropriate training experiences.

To assist learners, the Field Training Office has developed a practicum-internship manual 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 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; 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 manual. Learners must follow the guidelines and the application process stated in the practicum-internship manual.

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 manual. Learners must follow the guidelines and the application process stated in the practicum-internship manual. 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 manual.

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

Master's in Clinical and Counseling Psychology
Practicum
• Approved practicum application
• A minimum of 600 contact hours and the course work 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
• Learner deemed internship-ready.
• Approved internship application.
• Full-time site placement with a minimum of 1200 contact hours and the online course work 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

From the Executive Director

The relationship between business and technology has evolved significantly over the past decade. 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 continues to be strong 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 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 the 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 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 that provides working professionals with relevant, competency-based, innovative learning experiences. The School of Technology 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 master's 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 a real-world challenge.

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 master’s 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 a 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 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 bachelor's 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 bachelor’s degree that validates their professional status, and a portfolio of course work that demonstrates their mastery of the latest software, Web tools, and other applications.

General Education in the Bachelor of Science Degree
The philosophy supporting Capella University's general education program flows directly from the institution’s mission, educational philosophy, and learning model. As an institution providing high quality degree programs for adults who seek to maximize their personal and professional potential, Capella University believes that adult learners need active, engaging, challenging, and relevant learning in order to experience the immediate impact of their learning on their personal and professional lives. The Capella Way of Learning is embodied within the general education curriculum through an emphasis on developing the measurable knowledge, skills, and abilities that serve as the foundation of success within all programs of study and throughout life, have immediate impact, and provide an effective and efficient path to the improvement of learners' personal and professional lives. In concert with the course work in a learners field of study, this curriculum further aims to develop reflective practitioners at the bachelor’s level—learners who use analytical and relational skills to continuously improve their practice through action, reflection, and adaptation.

At Capella University, the general education program is structured around the
development of knowledge and skills within seven core areas.

1. Communication: Capella learners will develop the communication skills necessary to effectively use the English language to communicate both verbally and in written form. In addition, they will learn to read, write, speak, and listen critically.

2. Critical Thinking: Capella learners will develop the thinking skills necessary to critically evaluate information, integrate differing points of view, and establish a reasoned course of action for effectively solving problems. These critical thinking skills will be reinforced in program courses through the inclusion of the Ten Thinking Habits of Mind, Heart, and Imagination: Complementary Thinking, Connected Seeing, Collaborative Teamwork, Constructing Meaning, Conceptual Clarity, Communicating Effectively, Courageous Action, Caring Empathy, Conversational Reflection, and Continuous Learning.

3. Ethical and Social Responsibility: Capella learners will develop an understanding of the ethical dimensions of their personal and professional lives. Through reflection on their own values and positions, as well as those of others, they will learn what it means to be a socially responsible citizen in today’s world and develop the ability to appropriately exercise that citizenship.

4. Fine Arts and Humanities: Capella learners will develop an understanding of the arts and humanities as an expression of human culture, and through the critical analysis of works of art, literature, and philosophy, they will develop the ability to form their own aesthetic judgments.

5. Mathematical and Logical Reasoning: Capella learners will develop an understanding of mathematical and logical reasoning, and the ability to use mathematics and logic to address problems in their personal and professional lives.

6. Natural Science: Capella learners will develop an understanding of the scientific methods used to study phenomena in the natural sciences, and an appreciation of the role scientific inquiry plays in addressing the critical issues facing today’s world.

7. Social Science: Capella learners will develop an understanding of the scientific methods used to study human behavior and interaction and knowledge of the predominant theories resulting from this study.

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 two to three 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

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<th>Specializations</th>
<th>Degree Programs</th>
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<tr>
<td>Information Security</td>
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<tr>
<td>Network Architecture and Design</td>
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<td>Project Management and Leadership</td>
<td>MS</td>
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<tr>
<td>System Design and Programming</td>
<td>MS</td>
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<tr>
<td>Graphics and Multimedia</td>
<td>BS, Certificate</td>
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<tr>
<td>Network Technology</td>
<td>BS, Certificate</td>
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<tr>
<td>Project Management</td>
<td>BS</td>
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<tr>
<td>Web Application Development</td>
<td>BS, Certificate</td>
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<tr>
<td>Foundations in Information Technology</td>
<td>Certificate</td>
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<tr>
<td>Information System Quality Assurance</td>
<td>Certificate</td>
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<tr>
<td>Web Application Project Management</td>
<td>Certificate</td>
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<tr>
<td>Web Application Security</td>
<td>Certificate</td>
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</tbody>
</table>
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 bachelor’s 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

Total 48 quarter credits

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 and Application
- TS5520 Operation System Theory and Practice
- 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
- TS5533 Special Topics in Technology

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 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

Total 48 quarter credits

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
Master’s 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

<table>
<thead>
<tr>
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<tr>
<td>TS5004</td>
<td>Technical Communications</td>
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<td>TS5005</td>
<td>Master’s Learner Success Lab (non-credit)</td>
</tr>
<tr>
<td>TS5110</td>
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<td>Enterprise Application Testing</td>
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<td>TS5990</td>
<td>Integrative Project</td>
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**Five Specialization Courses**  20 quarter credits

Choose five of the following courses:

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<td>TS5508</td>
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<td>TS5509</td>
<td>Legal Considerations in Information Technology</td>
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<td>TS5510</td>
<td>Ethical Considerations in Technology Applications</td>
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<td>TS5516</td>
<td>Client Server Architecture and Design</td>
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<td>TS5517</td>
<td>Network Enterprise Architecture and Design</td>
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<tr>
<td>TS5518</td>
<td>Advanced Network Technology - Routing</td>
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<td>TS5521</td>
<td>Advanced Network Technology - Switching</td>
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<td>TS5522</td>
<td>Advanced Network Technology - Remote Access</td>
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<tr>
<td>TS5523</td>
<td>Advanced Network Technology - Troubleshooting</td>
</tr>
<tr>
<td>TS5599</td>
<td>Special Topics in Technology OR</td>
</tr>
</tbody>
</table>

Choose two, 2-credit intensive study courses in place of one, 4-credit specialization course:

<table>
<thead>
<tr>
<th>Course ID</th>
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**Total**  48 quarter credits

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**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

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TS5004</td>
<td>Technical Communications</td>
</tr>
<tr>
<td>TS5005</td>
<td>Master’s Learner Success Lab (non-credit)</td>
</tr>
<tr>
<td>TS5110</td>
<td>Enterprise System and Application Development</td>
</tr>
<tr>
<td>TS5120</td>
<td>Project Management for Technology Professionals</td>
</tr>
<tr>
<td>TS5130</td>
<td>System Development Theory and Practice</td>
</tr>
<tr>
<td>TS5140</td>
<td>System Usability Analysis and Design</td>
</tr>
<tr>
<td>TS5150</td>
<td>Enterprise Application Testing</td>
</tr>
<tr>
<td>TS5990</td>
<td>Integrative Project</td>
</tr>
</tbody>
</table>

**Five Specialization Courses**  20 quarter credits

Choose five of the following courses:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TS5500</td>
<td>Systems Analysis and Design</td>
</tr>
<tr>
<td>TS5508</td>
<td>Enterprise System Security</td>
</tr>
<tr>
<td>TS5509</td>
<td>Legal Considerations in Information Technology</td>
</tr>
<tr>
<td>TS5510</td>
<td>Ethical Considerations in Technology Applications</td>
</tr>
<tr>
<td>TS5511</td>
<td>Organizational Impacts to Technology Adoption</td>
</tr>
<tr>
<td>TS5512</td>
<td>Enterprise System Integration</td>
</tr>
<tr>
<td>TS5524</td>
<td>Advanced Project Management</td>
</tr>
<tr>
<td>TS5525</td>
<td>Project Risk Management</td>
</tr>
<tr>
<td>TS5526</td>
<td>Leadership and Human Resource Management</td>
</tr>
<tr>
<td>TS5527</td>
<td>Procurement Management</td>
</tr>
<tr>
<td>TS5528</td>
<td>Project Integration Management</td>
</tr>
<tr>
<td>TS5599</td>
<td>Special Topics in Technology OR</td>
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</tbody>
</table>

Choose two, 2-credit intensive study courses in place of one, 4-credit specialization course:

<table>
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<tr>
<th>Course ID</th>
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<tbody>
<tr>
<td>TS5230</td>
<td>Evolving Legal Issues for IT Professionals</td>
</tr>
<tr>
<td>TS5270</td>
<td>Cyber Threats to Enterprise Security</td>
</tr>
</tbody>
</table>

**Total**  48 quarter credits

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**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

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TS5004</td>
<td>Technical Communications</td>
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<tr>
<td>TS5005</td>
<td>Master’s Learner Success Lab (non-credit)</td>
</tr>
<tr>
<td>TS5110</td>
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<tr>
<td>TS5120</td>
<td>Project Management for Technology Professionals</td>
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<td>TS5150</td>
<td>Enterprise Application Testing</td>
</tr>
<tr>
<td>TS5990</td>
<td>Integrative Project</td>
</tr>
</tbody>
</table>

**Five Specialization Courses**  20 quarter credits

Choose five of the following courses:

<table>
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<tr>
<th>Course ID</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TS5500</td>
<td>Systems Analysis and Design</td>
</tr>
<tr>
<td>TS5501</td>
<td>Database Analysis and Design</td>
</tr>
<tr>
<td>TS5502</td>
<td>Programming Strategies</td>
</tr>
<tr>
<td>TS5503</td>
<td>Advanced Enterprise System Development</td>
</tr>
<tr>
<td>TS5504</td>
<td>Wireless Web Design and Development</td>
</tr>
<tr>
<td>TS5505</td>
<td>Object Oriented Design and Development</td>
</tr>
<tr>
<td>TS5506</td>
<td>Graphics and Multimedia</td>
</tr>
<tr>
<td>TS5510</td>
<td>Ethical Considerations in Technology Applications</td>
</tr>
<tr>
<td>TS5512</td>
<td>Enterprise System Integration</td>
</tr>
<tr>
<td>TS5513</td>
<td>Advanced Programming Strategies</td>
</tr>
<tr>
<td>TS5515</td>
<td>Advanced Wireless and Mobile Development</td>
</tr>
<tr>
<td>TS5516</td>
<td>Client Server Architecture and Design</td>
</tr>
<tr>
<td>TS5517</td>
<td>Network Enterprise Architecture and Design</td>
</tr>
<tr>
<td>TS5520</td>
<td>Operating System Theory and Application</td>
</tr>
<tr>
<td>TS5529</td>
<td>Component Development-Java Framework</td>
</tr>
<tr>
<td>TS5530</td>
<td>Component Development-Microsoft Framework</td>
</tr>
<tr>
<td>TS5599</td>
<td>Special Topics in Technology OR</td>
</tr>
</tbody>
</table>

Choose two, 2-credit intensive study courses in place of one, 4-credit specialization course:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>TS5250</td>
<td>Overview of the eXtensible Markup Language (XML)</td>
</tr>
<tr>
<td>TS5280</td>
<td>Advanced Java Practicum</td>
</tr>
</tbody>
</table>
School of Technology Degree Programs, continued

Bachelor of Science (BS) in Technology

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TS3004</td>
<td>Communicating in New Media</td>
</tr>
<tr>
<td>TS3005</td>
<td>Undergraduate Learner Success Lab (non-credit)</td>
</tr>
<tr>
<td>TS3100</td>
<td>Fundamentals of Web Application Development</td>
</tr>
<tr>
<td>TS3110</td>
<td>Fundamentals of E-Business</td>
</tr>
<tr>
<td>TS3120</td>
<td>Fundamentals of Project Management</td>
</tr>
<tr>
<td>TS3130</td>
<td>Fundamentals of Database Systems</td>
</tr>
<tr>
<td>TS3140</td>
<td>Fundamentals of Software Development</td>
</tr>
<tr>
<td>TS3150</td>
<td>Fundamentals of Network Systems</td>
</tr>
<tr>
<td>TS3160</td>
<td>Ethical and Human Side of Information Technology</td>
</tr>
</tbody>
</table>

Eleven Elective Courses 66 quarter credits

Select eleven additional undergraduate courses, at least six of which must be selected from the list below:

- TS4010: Presentation Layer: Client Side Programming
- TS4011: Application Layer: Server Side Programming
- TS4012: Advanced Server Side Programming
- TS4030: Project Estimation and Budgeting
- TS4031: Risk Management in Information System Development
- TS4032: Motivating IT Professionals
- TS4040: Network Administration
- TS4041: Advanced Network Administration
- TS4042: Network Design
- TS4050: Vector Graphics Animation
- TS4051: Web Graphics Animation
- TS4052: Image Processing
- 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

Ten General Education Courses 60 quarter credits

Select ten courses as indicated from among the categories listed below:

- Communication (select two courses)
- Ethical and Social Responsibility (select one course)
- Fine Arts and Humanities (select two courses)
- Mathematical and Logical Reasoning (select one course)
- Natural Science (select two course)
- Social Science (select two courses)

Total 186 quarter credits

Bachelor of Science (BS) Specializations

Graphics and Multimedia

As Web-enabled applications become more common, 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 Software Development
- 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

Eight Elective Courses 48 quarter credits

Select eight additional undergraduate courses, at least three of which must be undergraduate technology courses. The following three courses are recommended.

- TS4801: Information Systems Analysis and Design
- TS4802: System Assurance - Quality and Testing
- TS4810: Web Design

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
Bachelor’s Specializations, continued

Ten General Education Courses 60 quarter credits
Select ten courses as indicated from among the categories listed below:
- Communication (select two courses)
- Ethical and Social Responsibility (select one course)
- Fine Arts and Humanities (select two courses)
- Mathematical and Logical Reasoning (select two courses)
- Natural Science (select two course)
- Social Science (select two courses)
Total 186 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, CompTIA, 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 Software Development
- 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

Eight Elective Courses 48 quarter credits
Select eight additional undergraduate courses, at least three of which must be undergraduate technology courses. The following three courses are recommended.
- TS4803 System Assurance Security
- TS4813 Operating Systems
- TS4815 Introduction to Telecommunications

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

Ten General Education Courses 60 quarter credits
Select ten courses as indicated from among the categories listed below:
- Communication (select two courses)
- Ethical and Social Responsibility (select one course)
- Fine Arts and Humanities (select two courses)
- Mathematical and Logical Reasoning (select one course)
- Natural Science (select two course)
- Social Science (select two courses)
Total 186 quarter credits

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 Software Development
- 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

Eight Elective Courses 48 quarter credits
Select eight additional undergraduate courses, at least three of which must be undergraduate technology courses. The following three courses are recommended.
- TS4802 System Assurance Quality and Testing
- TS4806 Future of Information Technology
- TS4807 Legal Issues in Information Technology

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

Ten General Education Courses 60 quarter credits
Select ten courses as indicated from among the categories listed below:
- Communication (select two courses)
- Ethical and Social Responsibility (select one course)
- Fine Arts and Humanities (select two courses)
- Mathematical and Logical Reasoning (select one course)
- Natural Science (select two course)
- Social Science (select two courses)
Total 186 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 JavaBeans, 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 Software Development
- TS3150 Fundamentals of Network Systems
- TS3160 Ethical and Human Side of Information Technology
### Bachelor's Specializations, continued

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TS3120</td>
<td>Fundamentals of Project Management</td>
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<td>TS3130</td>
<td>Fundamentals of Database Systems</td>
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<tr>
<td>TS3140</td>
<td>Fundamentals of Software Development</td>
</tr>
<tr>
<td>TS3150</td>
<td>Fundamentals of Network Systems</td>
</tr>
<tr>
<td>TS3160</td>
<td>Ethical and Human Side of Information Technology</td>
</tr>
</tbody>
</table>

#### 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.

<table>
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<tr>
<td>TS3140</td>
<td>Fundamentals of Software Development</td>
</tr>
<tr>
<td>TS3150</td>
<td>Fundamentals of Network Systems</td>
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</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TS3100</td>
<td>Fundamentals of Web Application Development</td>
</tr>
<tr>
<td>TS4050</td>
<td>Vector Graphics Animation</td>
</tr>
<tr>
<td>TS4051</td>
<td>Web Graphics Production</td>
</tr>
<tr>
<td>TS4052</td>
<td>Image Processing</td>
</tr>
<tr>
<td>TS4810</td>
<td>Web Design</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TS3120</td>
<td>Fundamentals of Project Management</td>
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<tr>
<td>TS4802</td>
<td>System Assurance Quality and Testing</td>
</tr>
<tr>
<td>TS4811</td>
<td>Object Oriented Programming in Java</td>
</tr>
<tr>
<td>TS4812</td>
<td>Advanced Java Programming</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>TS3150</td>
<td>Fundamentals of Network Systems</td>
</tr>
<tr>
<td>TS4040</td>
<td>Network Administration</td>
</tr>
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<td>TS4041</td>
<td>Advanced Network Administration</td>
</tr>
<tr>
<td>TS4042</td>
<td>Network Design</td>
</tr>
<tr>
<td>TS4803</td>
<td>System Assurance Security</td>
</tr>
</tbody>
</table>

**Total**

<table>
<thead>
<tr>
<th>Quarter Credits</th>
<th>186 quarter credits</th>
</tr>
</thead>
</table>

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### Information System Quality Assurance

- Five Required Courses: 30 quarter credits
  - TS3120: Fundamentals of Project Management
  - TS4802: System Assurance Quality and Testing
  - TS3140: Fundamentals of Software Development
  - TS3100: Fundamentals of Web Application Development
  - TS3130: Fundamentals of Database Systems
  - TS3140: Fundamentals of Software Development

**Total**

<table>
<thead>
<tr>
<th>Quarter Credits</th>
<th>30 quarter credits</th>
</tr>
</thead>
</table>

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### Network Technology

- 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**

<table>
<thead>
<tr>
<th>Quarter Credits</th>
<th>30 quarter credits</th>
</tr>
</thead>
</table>

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Undergraduate Certificates, continued

Web Application Development
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  
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 opportunities 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  
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 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  
TS3100 Fundamentals of Web Application Development  
TS3140 Fundamentals of Software Development  
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
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.

General Education Courses

COMMUNICATION

ENG1000 – English Composition (6 quarter credits). This course provides an introduction to writing with an emphasis on exposition, including learning research techniques and writing in a variety of forms. Particular attention is given to increasing learners’ effectiveness in organizing and developing topics, thinking critically, and revising for clarity of purpose, readability, and style.

SPC2000 – Intercultural Communication (6 quarter credits). This course explores cultural differences and their implications for communication, including differences in values, norms, social interaction, and code systems.

ETHICAL AND SOCIAL RESPONSIBILITY

PHI2000 - Ethics (6 quarter credits). The course explores major philosophical approaches to evaluating moral actions and then applies them to contemporary issues. Learners will reflect on their own moral beliefs and the ways in which these beliefs influence and inform their moral judgments and behavior.

FINE ARTS AND HUMANITIES

ART2000 - Art History Survey (6 quarter credits). This course provides a survey of art of the Western world from prehistoric to modern times. Activities include exploration of museums or galleries, analysis of art and buildings, and examination of art in everyday life.

HUM1000 - Introduction to the Humanities (6 quarter credits). This course provides a broad-based introduction to the humanities, including topics within philosophy, religion, literature, and the arts. Emphasis will be placed on developing an understanding of the interrelatedness of these fields and how together they reflect culture, values, and the human condition.

PHI1000 - Introduction to Philosophy (6 quarter credits). This course introduces students to philosophical vocabulary, and to typical philosophical questions (such as how we know, if we can have certain knowledge, if there are universal moral principles, the nature of the mind, etc.). Learners are challenged to think critically, and develop an understanding of what it means to view the world philosophically.

MATHEMATICAL AND LOGICAL REASONING

MAT1000 - Applied Algebra (6 quarter credits). This course introduces the concepts of linear, exponential, logarithmic, and other models with an emphasis on applications to the social and natural sciences, business, and everyday life.

MAT2000 - Introductory Statistics (6 quarter credits). This course covers the basic concepts of elementary statistics, including descriptive statistics, methods of counting, probability distributions, approximations, estimation, and hypothesis testing. Emphasis will be placed on the application of these methods to real world problems.

NATURAL SCIENCE

BIO1000 - Human Biology (6 quarter credits). This course provides an introduction to basic biological principles with a human perspective. Areas addressed include the molecular and cellular basis of life, genetics, organ systems, and human impact on the environment.

CHM1000 - Chemistry for ChangingTimes (6 quarter credits). This course provides a broad introduction to basic chemistry and basic risk analysis. These concepts are applied to ecological, environmental, health, nuclear, and medical concerns, with an emphasis on understanding the impact of chemistry in society. There is no lab associated with the course.

NSC1000 - Natural Science Survey (6 quarter credits). This course provides a broad introduction to basic nature of science and some of the major concepts of biology, chemistry, earth science, and physics. Course work will address experimentation and measurement as a means of understanding natural phenomena and their applicability to our life and environment.

PHY1000 - Introduction to Astronomy (6 quarter credits). This course provides an overview of our solar system, stars, and galaxies. The development of scientific thought is traced from early civilization to the present day.

SOCIAL SCIENCE

ECO1000 - Principles of Economics (6 quarter credits). This course provides an overview of micro and macroeconomics. Topics covered include the theory of the household, firm, market structures, and income distribution, national income analysis, monetary and fiscal policy, and international trade. Elementary economic theory is applied to current economic problems and market policy.

PSY1000 - Introduction to Psychology (6 quarter credits). This course provides an introduction to the basic principles of psychology and the scientific methods that psychologists employ. A variety of topics, including the brain, learning and memory, personality, social influence, child and lifespan development, and psychopathology will be addressed. The application of psychological concepts to everyday situations is emphasized.

SOC1000 - Introduction to Human Society (6 quarter credits). This course explores questions such as “What is society?” and “How does it make us who we are?” The manner in which society offers insights into discovering the world and one’s place in it is discussed, with an emphasis on developing an understanding of culture, social structure, institutions, and our interactions with each other.

School of Business Courses

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 bachelor’s 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 businesses. It focuses on dissecting 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 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

BUS4024 - 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

BUS4030 - 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 role 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

BUS4031 - Legal Issues in Human Resource 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

BUS4033 - Customer Psychology and Marketing Relations (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). 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

BUS4040 - Compensation and Benefits 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
Undergraduate Course Descriptions, continued

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. 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. 

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.

School of Technology Courses

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 and TS3005 must be taken concurrently by bachelor’s 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 Software Development (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 Java and UML is used to introduce 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 human matters related to information technology. Cannot be fulfilled by transfer.

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
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 discussed. 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. 

**Prerequisite(s):** TS3100

**TS4801 - 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.

**Prerequisite(s):** TS4803

**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. Prerequisite(s): TS3140 or programming knowledge.

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. 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.

TS4817 - 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.

School of Education Courses

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 rollout. The course provides insight 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 the history of colleges, universities, and other educational institutions, with an emphasis on 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 explores 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 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 - Internshin 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.

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). Master’s 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, 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.

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. 

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 surveys the major instructional design theories that are applicable to adult education. Learners will follow a process that includes the perspectives of Lindeman, Knowles, Friere and Bergevin and current theorists including Appsf, Knox, Brookfield. Based on readings and learner’s experience in adult education, the learner will develop and defend their own philosophy of adult education.

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 Superintendentcy (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 superintendentcy 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, facility 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, active 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, ED7705, and ED7706 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 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 materials, 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.

ED7901 - Internship for Educational Administration I (4 quarter credits). Internship in Educational Administration-II is the first of two consecutive courses that provide learners with the academic and field experiences that are prerequisites to superintendent licensure in most states. In this internship, learners will create, sign, and begin to fulfill a contract with a site supervisor based on Capella's Leadership for K-12 Programs outcomes and competencies. To earn credit for ED7901, learners must also successfully complete ED7902 the following quarter. The courses must be taken back-to-back. If learners take ED7903 this quarter, they must register for ED7904 next quarter. Because this is a single 320-hour internship taken over two quarters, learners will receive an IP grade (in progress) if they successfully complete their work in ED7903. The instructor will convert the IP to a letter grade and also assign a letter grade for work in ED7904 at the conclusion of that course. Learners will receive the same grade for each quarter. That is, when they've completed both ED7903 and ED7904, their transcript will show two identical four-credit grades.

ED7902 - Internship for Educational Administration II (4 quarter credits). Internship in Educational Administration-II is the conclusion of the two-quarter principal internship. In this four-credit course learners will complete their log of hours, their portfolio, and their competency-based internship contract. Learners must take ED7901 the quarter immediately prior to the quarter in which they take ED7902. If learners successfully complete ED7901, the instructor will assign a grade of IP (in progress). At the completion of ED7902, the instructor will convert that IP to a grade identical to that being assigned to work in ED7901. This is a single 320-hour internship experience, so the instructor and field experience site supervisor look at the learner's performance in total, rather than quarter by quarter. Thus, the learner's transcript will show two identical four-credit quarter course grades which reflect their assessment of the total internship experience. Prerequisite(s): ED7901.
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 impact 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 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. Cannot be fulfilled by transfer.

ED8910 - The Minnesota Superintendency (4 quarter credits). This course prepares learners aspiring to licensure as Minnesota superintendents. Minnesota’s superintendents are licensed on the basis of eight competencies spelled out in statute and the course touches on each. In addition, the course addresses issues such as law and finance that are unique to Minnesota superintendents. Cannot be fulfilled by transfer.

ED8911 - The Minnesota K-12 Principalship (4 quarter credits). This course prepares learners aspiring to licensure as Minnesota principals. Minnesota’s licensure is K-12, thus the course touches on the critical aspects of the principalship at the elementary, middle and senior high levels. The course addresses the state’s 21 principal competencies, especially those (such as law and finance) that are unique to Minnesota. Cannot be fulfilled by transfer.

ED8921 - Internship in Minnesota Educational Administration I (4 quarter credits). The Internship in Minnesota Educational Administration I is the first of two consecutive courses that provide learners with the academic and field experiences that are prerequisites to Minnesota principal licensure. The competencies addressed will be available in the Media Center and are specified in Minnesota law. To earn credit for ED8921, learners must also successfully complete ED8922 the following quarter. The courses must be taken back-to-back. If learners take ED8921 this quarter, they must register for ED8922 next quarter. Because Minnesota requires a single 320-hour internship, a portfolio of the entire internship experience, and a site supervisor’s validation of the entire internship experience, learners will receive an IP grade (in progress) after successfully completing ED8923. The instructor will convert the IP to a letter grade and also assign a letter grade for work in ED8924 at the conclusion of that course. Because this single internship is two courses in length, learners will receive the same grade for each quarter. That is, when ED8923 and ED8924 are successfully completed, the transcript will show two identical four-credit grades.

ED8922 - Internship in Minnesota Educational Administration II (4 quarter credits). The Internship in Minnesota Educational Administration II is the conclusion of the two-quarter Minnesota principal internship. In this four-credit course learners will complete their log of hours, their portfolio, and their competency-based internship contract. Learners must take ED8923 the quarter immediately prior to the quarter in which they take ED8924. If learners successfully complete ED8923, the instructor will assign a grade of IP (in progress). At the completion of this course, ED8924, the instructor will convert the IP to a grade identical to that being assigned to work in ED8923. Minnesota’s is a single 320-hour internship experience, so the instructor and field experience site supervisor look at the learner’s performance in total, rather than quarter by quarter. Thus, the transcript will show two identical four-credit quarter course grades which reflect their assessment of the total internship experience. Prerequisite(s): ED8923

ED9050 - Special Topics in Leadership for K-12 Programs (4 quarter credits). This course provides learners an opportunity to study specific or innovative areas of interest within the Leadership for K-12 Programs specialization. Learners propose then develop appropriate course topics not covered in the specialization’s elective offerings. Directed Study, PhD only.

ED9051 - Special Topics in Leadership for Higher Education (4 quarter credits). This course provides learners an opportunity to study specific or innovative areas of interest within the Leadership in Higher Education specialization. Learners propose then develop appropriate topics not covered in the specialization’s elective offerings. Directed Study, PhD only.

ED9052 - Special Topics in Professional Studies in Education (4 quarter credits). This course provides learners an opportunity to study specific or innovative areas of interest within the Professional Studies in Education specialization. Directed Study, PhD only.

ED9053 - Special Topics in Advanced K-12 Teaching (4 quarter credits). This course provides learners an opportunity to study specific or innovative areas of interest within the Advanced K-12 Teaching Specialization. Directed Study, PhD only.
ED9054 - Special Topics in Post-Secondary & Adult Education (4 quarter credits). This course provides learners an opportunity to study specific or innovative areas of interest within the Postsecondary & Adult Education Specialization. Directed Study, PhD only.

ED9055 - Special Topics in Teaching Online (4 quarter credits). This course provides learners an opportunity to study specific or innovative areas of interest within the area of training and performance improvement. Learners propose appropriate course topics that are not covered in any of the electives. Directed Study, PhD only.

ED9056 - Special Topics in Training & Performance Improvement (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. Learners propose appropriate course topics that are not covered in any of the electives. Directed Study, PhD only.

ED9058 - Special Topics in 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. Learners propose appropriate course topics that are not covered in any of the electives. Directed Study, PhD only.

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.

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.

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.

School of Human Services Courses

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.

HS501 - 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
etiologies, 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.

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 covered 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.

HS846 - 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.

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 included consider: 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 spirituality-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 mainstream 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.

HS887 - 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 policy while carrying out administrative decisions and policies. Boards of public and private companies are represented in the analysis, including legal liabilities and responsibilities.

HS889 - 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 course work 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 master’s 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
master’s 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, capitalization, per-case or per-diagnosis payment, how these are packaged by third party-payers, 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 and analysis and interpretation of non-profit organizational financial statements, rather than producing them. Topics include basic accounting principles, financial statements composition, financial equation, 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, research, and development, 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 Informatics (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.

HS5900 - Counselor Education Pre-Practicum Course I (4 quarter credits). This online course should be taken with HS-R5900 -Counselor Education Pre-Practicum Laboratory I. The twelve-
HS5901 - Counselor Education Pre-Practicum Course II (4 quarter credits). This online course should be taken with HS-R5901: Counselor Education Pre-Practicum Laboratory II. The twelve-week online course reinforces laboratory skills development including academic assignments and online discussion. The course focuses on advanced therapeutic relationships and 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. It integrates effective theories and practices of individual and family systems counseling relevant to mental health counselors and mental health counselors/therapists. Prerequisites: HS-R5900 and HS5900.

HS5990 - Integrative Project for Human Services Learners (4 quarter credits). Master's 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 mastery, 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 course work.

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, 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 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.

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 the role and function of present-day social work practices with individuals, families, and organizations.

HS8104 - Epistemology 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.

HS8105 - 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.

HS8106 - 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.

HS8107 - 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.

HS8108 - Quantitative Research Methods in the Human Services (4 quarter credits). This course examines 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. Cannot be fulfilled by transfer.

HS8109 - 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. Cannot be fulfilled by transfer.

HS8110 - 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.

HS8111 - 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 entry 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.

HS8112 - Financial Analysis in 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). Life style, 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 legal decisions in the justice system for different 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 assessed as a problem manifested in the behavior of the individual, but also as a pattern of behavior 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.

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.
The course has been designed to help learners develop a thorough understanding of criminal justice system definitions 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. The 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 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 therapy 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.

HS8404 - 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.

HS8403 - 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 and 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 covers 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.

HS8402 - 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 addressed and evaluative research on health care systems and services are analyzed.

HS8504 - Law and Health Care Administration (4 quarter credits). This 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, payers, 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 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 scarce 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 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 the 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, anti trust, cost containment, staffing, fraud, 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.

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
This is the third course in the sequence of HS9033 - Clinical Internship Section III (4 quarter credits). Prerequisite(s): HS9031. This course includes 100 hours of clinical field experience and all degree course 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 progressing in the following courses: HS9060, HS9091. (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 course work.

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

HS9050 - Special Topics Criminal Justice (4 quarter credits). This course provides an opportunity to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the Criminal Justice curriculum. Using the special topics course format, each element of a directed study course focuses on the specific subject matter identified by the learner and approved by the course tutor. The course guide template is used to construct the course.

HS9051 - Special Topics in Health Care Administration (4 quarter credits). This course provides an opportunity to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the Health Care Administration curriculum. Using the special topics course format, each element of a directed study course focuses on the specific subject matter identified by the learner and approved by the learner and approved by the course tutor. The course guide template is used to construct the course.

HS9052 - Special Topics in General Human Services (4 quarter credits). This course provides an opportunity to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the General Human Services curriculum. Using the special topics course format, each element of a directed study course focuses on the specific subject matter identified by the learner and approved by the course tutor. The course guide template is used to construct the course.

HS9053 - Special Topics in Counseling Studies (4 quarter credits). This course provides an opportunity to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the Counseling Studies curriculum. Using the special topics course format, each element of a directed study course focuses on the specific subject matter identified by the learner and approved by the course tutor. The course guide template is used to construct the course.

HS9054 - Special Topics in Management of Non-Profit Agencies (4 quarter credits). This course provides an opportunity to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the Management of Non-Profit Agencies curriculum. Using the special topics course format, each element of a directed study course focuses on the specific subject matter identified by the learner and approved by the course tutor. The course guide template is used to construct the course.

HS9055 - Special Topics in Social Work and Community Services (4 quarter credits). This course provides an opportunity to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the Social Work and Community Services curriculum. Using the special topics course format, each element of a directed study course focuses on the specific subject matter identified by the learner and approved by the course tutor. The course guide template is used to construct the course.

HS9094 - Doctoral Comprehensive Examination 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.

HS9095 - Doctoral Comprehensive Examination II (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): HS9996. Cannot be fulfilled by transfer.

HS9096 - 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.

HS9097 - Dissertation Research II (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 schedule and pass your Proposal Completion Conference with your mentor and committee. Prerequisite(s): HS9996. Cannot be fulfilled by transfer.

HS9098 - 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 schedule and pass your Proposal Completion Conference with your mentor and committee. Prerequisite(s): HS9997. Cannot be fulfilled by transfer.

HS9099 - 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.
Graduate Course Descriptions, continued

Changes have been made in the MBA program. Click here to see addendum.

School of Business - MBA Courses

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 CoachingSM 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 financial 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 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.**

**School of Business - Organizational Management Courses**

OMS004 - 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...
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dynamics, as well as touch on the implications of diversity and multiculturalism. OM5004 and OM5005 must be taken concurrently by master’s 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.

OM520 - 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 group and systems level impact necessary to create and maintain high levels of excellence in organization. Learners work with course faculty to refine the basic skills necessary for professional writing. 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 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. Prerequisite(s): OM7020

OM7024 - Customer Satisfaction Management (4 quarter credits). This course investigates the theoretical and practical foundations of customer satisfaction. Service quality, customer loyalty, expectations, service environment, and other topics are examined in the context of their relationship to customer satisfaction. The focus of this course is on understanding the impact of customer satisfaction on organizational performance in a variety of industries. Prerequisite(s): OM7020

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. Prerequisite(s): OM7040

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. Prerequisite(s): OM7020

OM7070 - Entrepreneurship (4 quarter credits). This course provides an overview of fundamental management and marketing practices essential to successful entrepreneurial development.

OM7072 - Consulting and the Consultant (4 quarter credits). This course examines the process and the practice of consulting. Relationships, needs analysis, marketing and the providing of services are among the topics that will be addressed.

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.

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. Learners can take up to four separate topics, each counting as four quarter credits. Available online only.

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

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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 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.

OM8450 - Theory of Organizational Improvement (4 quarter credits). This course examines historical, contemporary, and emerging theories of organizational improvement. Continuous improvement, balanced scorecard, Malcolm Baldrige and other relevant theories may be addressed. The focus of this course is on understanding the theoretical foundations of these improvement philosophies and on recognizing their impact on organizational outcomes.

OM8451 - Process Analysis (4 quarter credits). This course examines various approaches to measuring and assessing process and business outcomes. Statistical process control, process capability analysis, design of experiments and other relevant measurement approaches may be addressed. The focus of this course is on developing an appreciation for the variety of approaches to organizational measurement, on understanding appropriate applications, and in measuring the outcomes of planned change initiatives. Prerequisite(s): OM7080. 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.

OM9050 - Special Topics in Information Technology Management (4 quarter credits). This course provides an opportunity to engage in an in-depth study within the area of information technology management. Theory, research, and application of subject matter are constructed to focus on specific subject matter using the special topics course format. Learners propose course topics not covered in the elective offerings of this specialization and develop content with course tutor approval. PhD learners only: to be completed in a directed-study format.

OM9051 - Special Topics in Leadership (4 quarter credits). This course provides an opportunity to engage in an in-depth study within the area of
This course Management (4 quarter credits). OM9052 - Special Topics in Human Resource subject matter are constructed to focus on specific leadership. Theory, research, and application of 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.

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.

Harold Abel School of Psychology Courses

PSY5000 - 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.

PSY5055 - 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.

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 master's learners in their first quarter. Cannot be fulfilled by transfer.
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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 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. Cannot be fulfilled by transfer.

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 psychosocial 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 judgment. The course examines the organization of the perceptual world into a unified and hierarchical pattern of belief, attitudes, and expectancies. These
This course examines the 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. Prerequisites(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. Prerequisites(s): PSY7620. Cannot be fulfilled by transfer.

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. Prerequisites(s): PSY7650. Cannot be fulfilled by transfer.

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, 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 the role of the psychologist as a writer 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. Cannot be fulfilled by transfer.

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 experience. 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. Cannot be fulfilled by transfer.

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 is restricted to learners in the clinical, counseling, or school psychology specializations only. There is a residency requirement associated with this course. Test kits will be provided, and a limited supply are available for rental at psytestkits@capella.edu. Learners are required to obtain the test kits from another source if none are available to rent through Capella. Cannot be fulfilled by transfer.

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. This course is restricted to learners in the clinical, counseling, or school psychology specializations only. There is a residency requirement associated with this course. Test kits will be required, and a limited supply are available for rental at psytestkits@capella.edu. Learners are required to obtain the test kits from another source if none are available to rent through Capella. Cannot be fulfilled by transfer.

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. This course is restricted to learners in the clinical, counseling, or school psychology specializations only. There is a residency requirement associated with this course. Test kits will be required, and a limited supply are available for rental at psytestkits@capella.edu. Learners are required to obtain the test kits from another source if none are available to rent through Capella. Cannot be fulfilled by transfer.
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 is restricted to learners in the clinical, counseling, or school psychology specializations only. There is a residency requirement associated with this course. Test kits will be required, and a limited supply are available for rental at psytestkits@capella.edu. Learners are required to obtain the test kits from another source if none are available to rent through Capella. Cannot be fulfilled by transfer.

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. This course is restricted to learners in the clinical, counseling, or school psychology specializations only. There is a residency requirement associated with this course. Test kits will be required, and a limited supply are available for rental at psytestkits@capella.edu. Learners are required to obtain the test kits from another source if none are available to rent through Capella. Cannot be fulfilled by transfer.

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 mediacion 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. Cannot be fulfilled by transfer.

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 communalise 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.

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 methods 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
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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.

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, PSY8222, PSY8332, PSY8336, PSY8337, and approval of the practicum application by the director of training. Refer to the current practicum-internship manual for further details. Cannot be fulfilled by transfer.

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 manual for further details. Cannot be fulfilled by transfer.

PSY8386 - School Psychology Internship II (5 quarter credits). This course is a continuation of the previous quarter of internship, PSY8385. Prerequisite(s): PSY8385. Cannot be fulfilled by transfer.

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. Cannot be fulfilled by transfer.

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 manual for further details. Cannot be fulfilled by transfer.

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 manual for further details. Cannot be fulfilled by transfer.

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. Cannot be fulfilled by transfer.

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. Cannot be fulfilled by transfer.

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. Prerequisite(s): Completion of PSY8393. Cannot be fulfilled by transfer.

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. Cannot be fulfilled by transfer.

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 manual for further details. Cannot be fulfilled by transfer.

PSY8402 - Internship II (5 quarter credits). This course is a continuation of the previous quarter of internship, PSY8401. Prerequisite(s): PSY8401. Cannot be fulfilled by transfer.

PSY8403 - Internship III (5 quarter credits). This course is a continuation of the previous quarter of internship, PSY8402. Prerequisite(s): PSY8401 and PSY8402. Cannot be fulfilled by transfer.

PSY8404 - Internship IV (5 quarter credits). This course is a continuation of the previous quarter of internship, PSY8403. Prerequisite(s): PSY8401, PSY8402, and PSY8403. Cannot be fulfilled by transfer.
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 in 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, development, 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 illnesses 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 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. Prerequisites:

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.

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.

PSY8890 - Independent Readings (5 quarter credits). In-depth reading and critical analysis into specific topics in sport 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. Cannot be fulfilled by transfer.

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. Cannot be fulfilled by transfer.

PSY9301 - Dissertation Research I (5 quarter credits). Learners begin to demonstrate proficiency in independent research in a selected area of psychology by preparing the dissertation proposal. Learners gain approval 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 PSY9300. Cannot be fulfilled by transfer.

PSY9302 - Dissertation Research II (5 quarter credits). Learners continue to demonstrate proficiency in independent research in a selected area of psychology by writing and defending the dissertation proposal. Learners gain approval of the Results chapter of the dissertation manuscript while enrolled in this course. Conduct of the study including data collection and analysis are part of the course work activities leading to drafting the Results chapter. Prerequisite(s): All courses completed, plus PSY9301 and PSY9302. Cannot be fulfilled by transfer.

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 work activities leading to drafting the Results chapter. Prerequisite(s): All courses completed, plus PSY9301, PSY9302 and PSY9303. Cannot be fulfilled by transfer.

School of Technology Courses

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 resume, 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.
Graduate Course Descriptions, continued

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 will 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.

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. Prerequisites: Learners should have a good knowledge of networking concepts OR have taken IT3000 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. Prerequisites: 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 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.

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++, Smalltalk or Visual Basic. 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
Graduate Course Descriptions, continued

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

TS5514 - Advanced Graphics and Multimedia (4 quarter credits). This course builds competencies for developing Web sites containing more complex, interactive and interesting multimedia features by integrating theory with practice. This course assumes experience in web site design and with multi-media tools like Flash, Fireworks, and Photoshop. This course will extend the learner’s capability of using these techniques and tools through the development of a business quality Web site. Learners will be able to use the theory behind vector graphic and image manipulation to more effectively utilize these techniques. Vector graphic techniques will be utilized to pre-process images for use in Flash supported Web pages. Learners will import several types of multi-media artworks into Flash to create interesting animated web pages. Learners will learn how to create interactive movies that let the user control aspects of the movie presentation. Learners will be encouraged to explore other areas of computer graphics and multimedia technology as they relate to Web site development. Learners are required to take TS5506 before taking this course or have significant experience in Web site development including experience with Flash, Fireworks, Photoshop and other image processing tools.

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 (WTAI). 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 worlds. 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 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 multi-protocol 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.

**TSS526 - 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.

**TSS527 - 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.

**TSS528 - 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.

**TSS529 - 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 and 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 component developer for J2EE platform certification and the enterprise architect for J2EE technology certification.

**Prerequisite(s):** TSS503 and TSS513

**TSS530 - 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 impact on 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):** TSS503

**TSS531 - 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.

**TSS532 - 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.

**TSS599 – 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.

**TSS990 – 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 TSS990 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 course work while learners are immersed in their core course work.
Graduate Course Descriptions, continued

Colloquia and Residencies, continued

COL-R823 - 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.

HS-R5900 - Counselor Education Pre-Practicum Laboratory. This first pre-practicum residency focuses on initial development of counselor education clinical proficiencies: therapeutic relationship skills, therapeutic assessment, therapeutic intervention, and ethical and legal standards. It integrates effective theories and practices of individual and family systems counseling methods relevant to mental health counselors and marital, couple, and family counselors/therapists. Prerequisites: HS500, HD501, HS834, HS814, HS877, HS815, HS107, HS5106, HS821, HS841, and HS871. The pre-practicum residency has a companion academic online course HS9500.

HS-R5901 - Counselor Education Pre-Practicum Laboratory II. This residency focuses on advanced development of counselor education clinical proficiencies: therapeutic relationship skills, therapeutic assessment, therapeutic intervention, ethical and legal standards, and program evaluation and supervision. It integrates effective theories and practices of individual and family systems counseling relevant to mental health counselors, and marital, couple, and family counselors/therapists. Prerequisites: HS5900: Counselor Education Pre-Practicum Course I. The pre-practicum residency has a companion academic online course HS9501.

Harold Abel School of Psychology Academic Residencies

Academic residencies are required of all psychology PsyD learners, master's 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 master's learners in school psychology 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 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 Harold Abel School of Psychology, Capella University, and to 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 PsyD learners in the counseling specialization.

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 Harold Abel 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 PsyD 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 master's 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 Harold Abel 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 master's learners in the school psychology specialization.
The School
Extended Seminar II (Weeks 1 and 2).

PSY-R6350 - School Psychology Year-in-Residence
Colloquia and Residencies, continued

PSY-R6061 - Psychology PhD Colloquium Track I.
Through the residential colloquia, Capella learners gain a stronger sense of academic community by networking and discussing course work, 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 course work, 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 course work, 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
(Harold Abel 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.

PSYS001 - 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.

PSYS003 - 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 families. Understand the role of culture, gender, and ethnicity associated with early, middle and later stages of the stepfamilies’ blending process.

PSYS011 - 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.

PSYS013 - 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.

PSYS021 - 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...
Graduate Course Descriptions, continued

Continuing Education, continued

medical problems. Some of the interventions to be covered are psychotropic medication, relaxation training, self-help groups, health promotion, nutritional interventions, and “alternative” treatments.

PSYS5030 - 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.

PSYS5032 - 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.

PSYS5040 - 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.

PSYS5050 - 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.

PSYS5051 - 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.

PSYS5062 - 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.

PSYS5101 - On-line Teaching and Training in Professional Psychology (15 CE credits). This course offers an introduction to the pedagogy of on-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.

PSYS5102 - 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.

PSYS5104 - 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): PSYS101

PSYS5405 - 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.

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): PSYS101

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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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The Board of Directors provides oversight and guidance to Capella University in its policies and programs. The majority of members of the Board of Directors are professionals external to the University; the Board's composition ensures its independence.

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Christina Newell

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Frankfort, KY 40601-8204
(502) 573-1555

Minnesota Higher Education Services Office
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
(651) 642-0533

Capella University is registered with the Minnesota Higher Education Services Office. Registration is not an endorsement of the institution. Registration does not mean that credits earned at the institution can be transferred to other institutions or that the quality of the educational programs would meet the standards of every student, educational institution, or employer.

Washington Higher Education Coordinating Board
P. O. Box 43430
Olympia, WA 98504-3430
(360) 753-7800

Capella University is authorized by the Washington Higher Education Coordinating Board and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until March 4, 2005 and authorizes Capella University to advertise and recruit for the following degree programs: Bachelor of Science in Business; Master of Business Administration; Master of Science in Organization and Management; Doctor of Philosophy in Organization and Management; Master of Science in Education, Doctor of Philosophy in Education; Master of Science in Human Services; Doctor of Philosophy in Human Services; Master of Science in Psychology; Doctor of Philosophy in Psychology; Doctor of Psychology; Bachelor of Science in Information Technology; and Master of Science in Information Technology. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the board at P. O. Box 43430, Olympia, WA 98504-3430, (360) 753-7869.

Wisconsin Educational Approval Board
30 W. Mifflin St., 9th Floor
Madison, WI 53707-8696
(608) 266-1354

Rights to Change Requirements

Neither the Capella University catalog, nor any of the information and requirements contained, constitute a contract or create any contractual commitments between Capella University and any student, any prospective student, or any third party. The information and program requirements contained in this Capella University catalog are regularly updated and are subject to change without notice. All updates to the catalog will be posted on Capella’s Web site.
Please note the following changes and additions that have been made to your 2003-2004 University Catalog:

**MBA9170 Regulatory and Ethical Environment**

**MBA9160 Managing Information Assets and**

**MBA9150 Strategy**

**MBA9140 Financial Management**

**MBA9130 Operations and Process Management**

**MBA9110 Marketing and Brand Management**

Seven Business Core Courses 21 quarter credits

**Two Foundation Courses 6 quarter credits**

Taken first and in sequence:

**MBA9010 Professional Effectiveness: Stretch, Impact, Reposition**

**MBA9020 Leading for Results**

**Five Business Core Courses 15 quarter credits**

**Four Professional Effectiveness Core Courses 12 quarter credits**

**MBA9110 Marketing and Brand Management**

**MBA9130 Operations and Process Management**

**MBA9140 Financial Management**

**MBA9150 Strategy**

**MBA9160 Managing Information Assets and Technology**

Four Specialization Courses 12 quarter credits

**MBA9210 Building Relationships**

**MBA9230 Leading Teams**

**MBA9240 Facilitating Change**

**MBA9260 Negotiating for Results**

One Capstone Course 3 quarter credits

**MBA9300 MBA Capstone:** Judgment, Planning, and Action

Total 48 quarter credits

Under **Master of Business Administration (MBA)**, the following two new specializations have been added:

**Finance**

Learners in the finance specialization are interested in moving into middle and senior financial management positions in their organizations. In preparation for this expanded responsibility, learners will acquire the strategic perspective required to interact effectively with their peers in the broader organization and with senior management. The course work in this specialization helps learners round out their knowledge of financial management and enhances their skills and business acumen.

**Two Foundation Courses 6 quarter credits**

Taken first and in sequence:

**MBA9010 Professional Effectiveness: Stretch, Impact, Reposition**

**MBA9020 Leading for Results**

**Five Business Core Courses 15 quarter credits**

**MBA9110 Marketing and Brand Management**

**MBA9130 Operations and Process Management**

**MBA9140 Financial Management**

**MBA9150 Strategy**

**MBA9160 Managing Information Assets and Technology**

Four Specialization Courses 12 quarter credits

**MBA9210 Building Relationships**

**MBA9230 Leading Teams**

**MBA9240 Facilitating Change**

**MBA9260 Negotiating for Results**

One Capstone Course 3 quarter credits

**MBA9300 MBA Capstone:** Judgment, Planning, and Action

Total 48 quarter credits

**Marketing**

Learners in the marketing specialization are interested in moving into middle and senior marketing management positions in their organizations. In preparation for this expanded responsibility, learners will acquire the strategic perspective required to interact effectively with their peers in the broader organization and with senior management. The course work in this specialization helps learners round out their knowledge of marketing management and enhances their skills and business acumen.

**Two Foundation Courses 6 quarter credits**

Taken first and in sequence:

**MBA9010 Professional Effectiveness: Stretch, Impact, Reposition**

**MBA9020 Leading for Results**

**Five Business Core Courses 15 quarter credits**

**MBA9110 Marketing and Brand Management**

**MBA9130 Operations and Process Management**

**MBA9140 Financial Management**

**MBA9150 Strategy**

**MBA9160 Managing Information Assets and Technology**

Four Specialization Courses 12 quarter credits

**MBA9210 Building Relationships**

**MBA9230 Leading Teams**

**MBA9240 Facilitating Change**

**MBA9260 Negotiating for Results**

One Capstone Course 3 quarter credits

**MBA9300 MBA Capstone:** Judgment, Planning, and Action

Total 48 quarter credits

* Denotes courses that have required prerequisite(s). Refer to the course descriptions for further detail.
The following new courses have been added under School of Business - MBA Courses:

MBA9112 - Market Research (3 quarter credits).
How does market research help managers make better decisions regarding target markets; product features, and positioning, pricing, promotion, and new product introductions?
This course addresses survey research techniques, research design, secondary/primary data collection, data analysis, and ethical implications of marketing research activities. Learners examine methods for gathering and analyzing data and learn how to apply techniques to contemporary marketing problems, market research projects, and effective decision making. **Prerequisite(s): MBA9110**

MBA9114 - Consumer Behavior (3 quarter credits).
What impact do economic, psychological, and socio-cultural factors have on consumer behavior and the consumer decision process? How do these factors impact management decisions?
This course explores critical contemporary issues related to consumer buying behavior and perceptions, consumer motivation, market behavior, and product reaction, and socio-cultural influences that affect consumer behavior and the consumer decision process. Learners discuss the ethical implications of decisions related to consumer behavior and decisions and examine how economic, psychological, and socio-cultural influences impact managerial decisions. **Prerequisite(s): MBA9110 and MBA9112**

MBA9116 - New Product Design and Development (3 quarter credits).
This course presents a framework for product planning, implementation and evaluation, and new product introductions. The course addresses the new product development process — from idea generation to commercialization. Learners are introduced to basic concepts and tools to help them understand this process from a managerial perspective. Emphasis is placed on the process as it relates to the manager in his or her role as a product manager. **Prerequisite(s): MBA9110**

MBA9118 - International Marketing (3 quarter credits).
What are the challenges of entering and operating effectively in foreign markets? How are decisions made regarding international marketing objectives and strategies?
This course addresses the marketing challenges related to selling products or services in foreign markets. Topics include the impact of cultural differences; variations in market structure; methods of distribution; and issues related to the adaptation of products, pricing, and communications strategy. Learners examine the ethical implications of decisions, identify and synthesize the forces that shape the global business/marketing environment, examine the unique challenges of marketing products and services internationally, and identify issues in their own organization or industry. **Prerequisite(s): MBA9110**

MBA9142 - Advanced Finance (3 quarter credits).
What are the key practices that will result in effective utilization of an organization’s financial resources?
This course extends the competencies developed in MBA9140, which focuses on the basic theories and techniques related to the acquisition of, accounting for, and allocation of an organization’s financial resources. This course takes a deeper look at existing theories and emerging topics in the field. Learners gain additional insights and techniques for examining financial risk, return and the capital asset pricing model; dividend policy; financing flexibility; valuation of securities; derivatives and risk management; and capital structure. Learners apply their knowledge to real-world business concerns and issues within their work environment. **Prerequisite(s): MBA9140**

MBA9144 - International Financial Management (3 quarter credits).
This course exposes learners to international financial management and reporting techniques. It emphasizes international financial statement analysis (an overview) and detailed case analysis and interpretation. Learners examine a multinational capital budgeting process and review cost of capital and long-term financing strategies, including an assessment of financial markets used by international firms. Topics covered include exchange rate systems, methods of government interventions, direct foreign investment, country risk analysis, and global strategy in the context of international finance. Learners apply their knowledge in realistic business situations and synthesize relevant techniques into sound recommendations and conclusions. **Prerequisite(s): MBA9140**

MBA9146 - Investment and Portfolio Management (3 quarter credits).
What are the theories, strategies, and techniques used by successful investment and portfolio managers to construct and manage the corporate portfolio?
This course examines the securities market, the various types of investment securities, and the risk-return characteristic of each. Emphasis is on tools used by professional money managers for managing investment alternatives, including global opportunities. Learners apply investment theories to the management of corporate portfolios; evaluate corporate investment and portfolio management strategies; analyze and evaluate methods of portfolio construction and management; and analyze current theories, strategies, and methods for their application to global opportunities. **Prerequisite(s): MBA9140**

MBA9148 - Corporate Finance Analysis and Decisions (3 quarter credits).
How do corporations create value for shareholders by transforming inputs such as human labor, raw materials, and technology into more highly valued outputs?
This course examines the principles of financial administration, with applications to problems of financial analysis and control, and planning by firms under changing economic conditions. Learners conduct financial analyses, evaluate a corporation’s financial planning and control functions, and assess the ability of corporations to create wealth. Learners discuss the impact of financing decisions on real asset valuation; managerial incentives; and corporate strategy including mergers/acquisitions, corporate restructuring, real options, and the use of derivatives and other financing tools, on deal structure. **Prerequisite(s): MBA9140**

MBA9310 - Marketing Capstone: Judgment, Planning, and Action (3 quarter credits).
This is an integrative course for learners completing the MBA Marketing specialization. The outcome is for learners to synthesize and integrate the learning experiences acquired in marketing and to evaluate the research and current topics relative to this specialization. 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 plans. Techniques used to accomplish these goals may vary. **Prerequisite(s): Completion of all MBA required courses and Marketing specialization electives. Cannot be fulfilled by transfer.**

MBA9340 - Finance Capstone: Judgment, Planning, and Action (3 quarter credits).
This is an integrative course for learners completing the MBA Finance specialization. The outcome is for learners to synthesize and integrate the learning experiences acquired in finance and to evaluate the research and current topics relative to this specialization. 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 plans. Techniques used to accomplish these goals may vary. **Prerequisite(s): Completion of all MBA required courses and Finance specialization electives. Cannot be fulfilled by transfer.**

The course title for MBA9300 now reads MBA9300 - MBA Capstone: Judgment, Planning, and Action.