2005 University Catalog
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Undergraduate and Graduate Programs

School of Undergraduate Studies
School of Business and Technology
School of Education
School of Human Services
Harold Abel School of Psychology

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A Message from the President

Welcome to Capella University

Initially, many of our learners choose Capella University because it is an accredited, online university in which a 24/7 class "schedule" allows adults to attend classes without sacrificing work or family commitments.

But after one course, their reasons for attending Capella University change. Our learners talk about the quality and energy of 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 critical thinking skills. At Capella, learners discover academic content that relates specifically to their own professions and professional goals, and knowledge that has immediate application to their work.

At Capella University, we provide an array of online services to minimize time spent on the day-to-day details associated with higher education. Our learners have convenient online access to registration, financial aid, and support from academic advisors, as well as Capella University Library services in collaboration with Johns Hopkins University.

We believe that Capella University delivers the quality, convenience, and impact that working adults expect from higher education.

Thanks for joining us.

Michael J. Offerman, EdD
President
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's educational philosophy focuses on developing scholar-practitioners through learning that incorporates both theoretical knowledge and relevant experience. Learners synthesize scholarship with practical application appropriate to their level—as reflective-practitioners at the baccalaureate level, as practitioner-scholars at the master’s level, and as scholar-practitioners at the doctoral level. Capella University faculty are themselves scholar-practitioners or as appropriate, practitioner-scholars. They guide and facilitate learner growth and development through dissemination of knowledge and the formation of learning communities. They promote active learning and they model what it means to be scholar-practitioners and life-long learners. Capella’s philosophy also emphasizes collaboration: learners with their peers and learners with faculty. Learners and faculty reflect together on their experiences, build and apply knowledge, participate in communities of learning, and make theoretical and practical contributions in their fields.

University History
In 1992, Stephen Shank, former CEO of Tonka Corporation, provided the vision, leadership, and a portion of the initial funding for the incorporation of a distance-learning institution. Mr. Shank observed that adults were underserved by traditional universities for several reasons. Most significantly, attending classes is difficult or impossible for working adults due to employment and family obligations, and traditional curriculum often does 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 a former president of three universities, joined Mr. Shank to serve as founding president and academic leader of Capella. Dr. Abel assembled a 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.

Capella University, initially named 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 went on to establish the Schools of Business, Education, Human Services, Psychology, and Technology. Today, Capella University offers certificates and bachelor’s, master’s, and doctoral degrees across five schools.

In 2001, Dr. Michael Offerman, formerly a leader within the University of Wisconsin system, became president of Capella University. During Dr. Offerman’s tenure, Capella has made learner success the strategic initiative for the university by emphasizing academic program quality as well as academic advising and learner support services.

A major milestone achieved during his presidency occurred in 2003, when The Higher Learning Commission of the North Central Association granted Capella permission to offer a full four-year bachelor’s program.

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 graduate certificates, the Bachelor of Science (BS), Master of Science (MS), Master of Business Administration (MBA), Doctor of Philosophy (PhD), and Doctor of Psychology (PsyD).

Course Formats
Courses are offered online and in directed study formats. Online courses are typically 12 weeks in length. Designated directed study courses are available only to doctoral learners in the Schools of Business and Technology, Education, and Human Services. Directed study courses, in which learners work one-to-one with a faculty tutor, are offered quarterly. 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.

Academic Residencies
All doctoral programs, clinically-focused master’s programs, and some post-master’s certificate programs require learners to attend academic residencies, either colloquia or the year-in-residence, offered in various locations. Colloquia provide opportunities for learners to become familiar with Capella University’s resources, to learn research methodologies, and to prepare for navigating the comprehensive examination and dissertation process.

It is through these face-to-face encounters that learners further participate in Capella’s learning community by networking and 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 a successful learner experience. Additional details regarding colloquia content and requirements can be found on iGuide.

Capella’s Commitment to Learner 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. New learners can expect the following support:

- **Online Orientation.**
  - An outstanding FirstCourse that sets the stage for the rest of the learner’s program.
  - **Learner Success Lab.** Taken in conjunction with FirstCourse, learners receive the information and guidance they need to be successful and connect to the Capella community.
  - Learners assess their skills, including writing, computer, and time management skills. The results of these self evaluations help determine the most appropriate path for learners to follow to ensure success. The final outcome of the lab is the approval of a degree completion plan (DCP) in which learners chart their path to the successful completion of their degree.
  - Capella’s academic advisors and faculty strive to provide the environment and support necessary for a successful learning experience.

Learner Services
For day-to-day needs, Capella’s learner support services are available online through iGuide, via e-mail, and through toll-free calls within the United States.

- **iGuide** – iGuide allows learners to access Capella’s services in one convenient place. Learners can register for classes, apply for financial assistance, view an unofficial transcript, and access a variety of other convenient services including the university Learner Handbook. 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 on iGuide, University Services staff are available to assist at 1-888-CAPELLA (227-3552), option 2, or by e-mailing University Services at universityservices@capella.edu.

- **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 further academic and administrative assistance while enrolled at Capella. Academic advisor contact information can be found on iGuide’s Advising and Resources section.

- **Academic Records** – Academic Records maintains the records of learners as they progress through their courses and degree programs at Capella University. Its mission is to provide confidential, accurate academic records. Learners may request official transcripts and view and print their unofficial transcripts any time through the Records and Transcripts section on iGuide.

- **Alumni Center** – Alumni benefit from networking opportunities, professional employment information and career services, an alumni newsletter, alumni grants, discounted courses, selected use of library resources, and the opportunity for free attendance at education industry trade shows where Capella is exhibiting. Further information on the Alumni Center can be found on iGuide.

- **Bookstore** – Textbooks and software may be purchased through the bookstore, accessible through iGuide.
• Career Center – Career Center services are designed to help learners successfully navigate the career planning and development process as they pursue and complete their degrees. While the Career Center does not guarantee employment upon degree completion or provide placement services, it does provide career counseling, job search advising, and career management support to all learners. The Career Center staff interacts with learners via e-mail and telephone to assist with career-related activities such as resume and cover letter development, interview preparation, effective job search implementation, and career advancement efforts. iGuide Career Center resources are helpful to learners in gathering occupational information and trends, accessing job postings, and networking with learners and alumni in their field. For more information about resources and services, visit the Career Center on iGuide and use the “Ask a Career Counselor” e-mail service to connect with a counselor.

• Disability Services – Capella University recognizes and fulfills its obligations under the Americans with Disabilities Act (ADA) of 1990, the Rehabilitation Act of 1973, and similar state laws. Capella University is committed to providing reasonable accommodations to qualified disabled learners in university programs and activities. Learners can get more information by e-mailing Disability Services at disabilityservices@capella.edu.

• Enrollment Services – Capella University’s Enrollment Services team assists prospective learners from the point of initial inquiry through the application, admissions, and enrollment phases. Call 1-888-CAPELLA (227-3552), option 3 for assistance.

• Faculty Mentor – Doctoral learners work with a faculty mentor who assists them in the development and completion of the comprehensive examination and dissertation. The faculty mentor also advises learners on course selection, success strategies, and professional issues. Faculty mentor information can be found in iGuide’s Advising and Resources section.

• Financial Aid – Financial aid counselors help learners explore all options for financing their education. The Capella online financial aid center is the best source of information for federal loans, veteran’s benefits, special aid programs, and employer tuition reimbursement. See the Finances section on iGuide for more information, or call University Services at 1-888-CAPELLA (227-3552), option 2, or e-mail University Services at universityservices@capella.edu.

• Learner Accounts – The learner accounts team is responsible for ensuring accurate, timely billing of learner accounts for tuition, employer reimbursement, and financial aid disbursements. For questions about statements or billing, call University Services at 1-888-CAPELLA (227-3552), option 2, or e-mail University Services at universityservices@capella.edu.

• Library – Capella University has partnered with the Sheridan Library System at Johns Hopkins University to provide a full range of academic library resources and services in an online environment. The Capella University Library Web site provides access to thousands of full-text articles, citations, abstracts, technical reports, and electronic books (e-books). Learners may also request books, copies of articles, and other resources held by university libraries nationwide. In addition, Capella reference librarians are available to assist learners and faculty with research questions, to help learners use library databases effectively, and to teach learners to successfully navigate the library Web site. The library is accessible through iGuide’s Advising and Resources section. Learners may contact a reference librarian by sending an e-mail to capella@jhpersonallibrarian.org or by calling 1-888-373-8221. Please see Capella’s InterLibrary Loan policy in the Academic and Other University Policies section of this catalog or on iGuide.

• Writing Program – To help learners improve their written communication skills, Capella offers a variety of writing resources. These include writing courses, online tutoring, and an array of guidelines and references in the Writing Support section of the Academic Success Center on iGuide. The Writing Program also offers face-to-face writing instruction at colloquia in writing-focused sessions and one-on-one consultations with writing faculty in the Mobile Writing Center.
# Computer Requirements

Please review these requirements carefully; computer hardware, software, and the Internet connection are the primary means of participating in courses and thus are significant contributors to academic success.

**Internet connection:** Capella University’s technical support staff strongly recommends a broadband (cable modem or DSL) Internet connection. While not required, subscribing to a broadband connection may be the most important investment learners can make to improve their online learning experience.

### All Learners Minimum Recommended

<table>
<thead>
<tr>
<th>Internet Connection</th>
<th>56K modem</th>
<th>Broadband (cable or DSL)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>E-mail Capabilities</th>
<th>E-mail client Unique e-mail address (not shared by others in a family or company)</th>
<th>Microsoft® Outlook® or Outlook Express 5+ MB of e-mail storage HTML e-mail capabilities</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Hardware</th>
<th>20 GB of hard disk space</th>
<th>30 GB of hard disk space</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Software*</th>
<th>Macintosh® MS Word 98 or higher PC: MS Word 2000 or higher Anti-virus software</th>
<th>Macintosh® MS Office 98 or higher PC: MS Office 2000 or higher Symantec Norton AntiVirus Software</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Plug-ins** (free downloads)</th>
<th>Windows Media Player 8® Adobe Acrobat® Reader 6 Flash Player 7 Java 1.4.2</th>
<th>Windows Media Player 9</th>
</tr>
</thead>
</table>

| Peripherals | Video card and monitor display capable of 800x600 pixel resolution Speakers Sound card |
|---------------------|-------------------------------------------------|-------------------------|

| Video card and monitor display capable of 1024x768 pixel resolution |
|---------------------|-------------------------------------------------|

** Specific courses or programs may have additional requirements.
* Pop-up blockers will impede the ability to use Capella’s online resources.
++ Capella University provides Computer Check-up, a learner tool for verifying and correcting browser settings, including plug-ins.

### PC*

<table>
<thead>
<tr>
<th>Processor</th>
<th>1 GHz</th>
<th>2 GHz</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Operating System</th>
<th>Windows® 2000/Windows ME</th>
<th>Windows XP</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>RAM</th>
<th>256 MB</th>
<th>512 MB</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Browser ** (only 1 needed)</th>
<th>Microsoft Internet Explorer 6.0 Netscape 6.2</th>
<th>Microsoft Internet Explorer 6.0.2 Netscape 7.1</th>
</tr>
</thead>
</table>

### Macintosh®

<table>
<thead>
<tr>
<th>Processor</th>
<th>G3 800 MHz</th>
<th>G4 1.25 GHz</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Operating System</th>
<th>OS X (10.2)</th>
<th>OS X (10.3)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>RAM</th>
<th>256 MB</th>
<th>512 MB</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Browser ** (only 1 needed)</th>
<th>Microsoft Internet Explorer 5.1 (OS 9) and 5.2 (OS X 10.2)</th>
<th>Microsoft Internet Explorer 5.1 (OS 9, OS X 10.1) and 5.2 (OS X 10.3)</th>
</tr>
</thead>
</table>

= Capella recommends that new learners use/purchase a computer with the recommended standards listed above at the beginning of their program and that learners review these technical standards on a regular basis.
++ While other browsers and platforms may perform adequately, Capella cannot provide technical support for browsers other than those listed above.

### Information Technology courses also require:

- Backup storage such as a zip drive or a rewritable CD-ROM.
- * 30 GB of hard disk space.

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Macintosh is a trademark of Apple Computer, Inc.
Microsoft, PowerPoint, Outlook, and Windows are registered trademarks of Microsoft Corporation in the United States and/or other countries.
Symantec Norton AntiVirus software is a registered trademark of Symantec Corporation.
# Admissions Policies

## Admissions Requirements

Capella University was founded with a commitment to extend access to high quality higher education. To achieve this goal, Capella University admits applicants who have received the appropriate qualifying degree or course work from accredited institutions or programs with a qualifying grade point average. In addition, applicants must articulate educational goals appropriate for the program to which they have applied and must meet additional program-specific admission requirements as outlined below.

<table>
<thead>
<tr>
<th>Capella degree</th>
<th>Minimum cumulative grade point average (on a 4.0 scale)</th>
<th>Minimum level of education completed</th>
<th>Admissions requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS</td>
<td>2.25 High school</td>
<td>High school diploma or equivalent, and 0-22 quarter credits of prior college/university course work from a college/university accredited by a U.S. Department of Education-recognized accrediting agency, OR an internationally recognized institution.</td>
<td>Applicants must be at least 25 years of age. (This age requirement is waived for active duty military applicants.)</td>
</tr>
<tr>
<td></td>
<td>2.25 College/University</td>
<td>23-89 quarter credits of prior college/university course work from a college/university accredited by a U.S. Department of Education-recognized accrediting agency, OR an internationally recognized institution.</td>
<td>Applicants must be at least 25 years of age. (This age requirement is waived for active duty military applicants.)</td>
</tr>
<tr>
<td></td>
<td>2.00 College/University</td>
<td>90 or more quarter credits of prior college/university course work from a college/university accredited by a U.S. Department of Education-recognized accrediting agency, OR an internationally recognized institution.</td>
<td></td>
</tr>
</tbody>
</table>

Graduate Certificate 2.70 College/University Bachelor’s degree from a college/university accredited by a U.S. Department of Education-recognized accrediting agency, OR an internationally recognized institution.

MS 2.70 College/University Bachelor’s degree from a college/university accredited by a U.S. Department of Education-recognized accrediting agency, OR an internationally recognized institution.

MBA 2.70 College/University Bachelor’s degree from a college/university accredited by a U.S. Department of Education-recognized accrediting agency, OR an internationally recognized institution.

Post-master’s Certificate 3.00 College/University Master’s degree from a college/university accredited by a U.S. Department of Education-recognized accrediting agency, OR an internationally recognized institution.

PhD 3.00 College/University Master’s degree from a college/university accredited by a U.S. Department of Education-recognized accrediting agency, OR an internationally recognized institution.

PsyD 3.00 College/University Master’s degree from a college/university accredited by a U.S. Department of Education-recognized accrediting agency, OR an internationally recognized institution.

Exceptions to the requirements for graduate programs may be granted by the manager of admissions, upon the recommendation of a school executive director. No exceptions to the requirements for undergraduate degree programs will be made.
Admissions Components

Applicants to Capella University use the 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.

Admissions Decisions

Offer of Admission
Once all materials have been received, a final application decision is made and applicants are offered full admission, conditional admission, or are denied admission. Applicants receive notification via e-mail for all conditional admission decisions and via mail for full and denied admission decisions.

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.

Conditional Admission
Applicants who have not submitted all required admission materials may be granted conditional admission and matriculate into their program. In order for conditional admission to be granted, however, there must be some evidence that the academic requirements have been met. For example, conditional 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. Conditional admission is not permitted for undergraduate programs.

Denial of Admission
The Admissions Committee has the authority to recommend to a school’s 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 school designee.

International Applicants
International applicants must have attended an internationally recognized institution. Applicants for whom English is not a first language must provide evidence of English proficiency. To demonstrate English proficiency, applicants are required to submit a Test of English as a Foreign Language (TOEFL) score. A TOEFL score of 550 or higher on the written exam or a score of 213 on the computerized exam,
Admissions Policies, continued

with a score of 4.0 or higher on the Test of Written English (TWE), is required for admission.

International applicants residing outside the United States, Canada, Guam, Puerto Rico, or the Virgin Islands are not eligible for acceptance into programs requiring supervised clinical internships or practica within the Schools of Human Services and Psychology.

Readiness Assessment

Instead of using assessments prior to admission (such as standardized tests), Capella University requires that all learners initiate their study in FirstCourse, which incorporates assessments of writing skills, critical thinking, computer usage, and other relevant indicators of success. Capella’s goal in FirstCourse is to identify areas of support that learners may require to best ensure success in their program. In cases where it is determined that learners do not have the skills and knowledge sets to succeed even with support, or where additional development might better prepare them to succeed, learners will not be allowed to continue in their academic program at Capella.

Equal Opportunity and Nondiscrimination

Capella University prohibits and will not tolerate discriminatory practices and pledges to seek out and minimize all forms of discrimination in all of its activities and programs. The university supports federal and state legislation that prohibits discrimination against any person based on race, color, creed, religion, sex, national origin, age, marital status, disability, sexual orientation, or status with regard to public assistance. Harassment is a type of discrimination and is, therefore, prohibited.

Further, it is the university’s policy to assure equal opportunity to all persons with disabilities, disabled veterans, and veterans of the Vietnam era. The university complies with Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964 and regulations, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

Credit for Prior Learning

Capella University recognizes the fact that significant and meaningful learning occurs throughout a learner’s life and in a variety of contexts. The university awards credit for learning that has been achieved outside of the university classroom through the following processes: nationally recognized examination programs; American Council on Education (ACE) recommended credits for military training, corporate training, and business related certifications; and petition for credit.

The total number of credits awarded toward a Capella master’s degree or MBA through transfer and petition cannot exceed 20 credits. The total number of credits awarded toward a Capella bachelor’s degree cannot exceed 75% of the total degree credit requirements. At least 25% of the total degree credit requirements must be earned through the completion of upper-division Capella courses. For more details, please see Credit for Prior Learning under the Academic and Other University Policies section.

Transfer of Credit

Credit Earned at Other Institutions

All transcripts received from regionally accredited or internationally recognized institutions will be reviewed as part of the admissions process. Capella will review and may accept the transfer of credit from some non-regionally accredited institutions or programs with alternate national, professional, or specialized accreditation recognized by the U.S. Secretary of Education, the Council for Higher Education Accreditation (CHEA), or by the Council on Postsecondary Accreditation (COPA) or Commission on Recognition of Postsecondary Accreditations (CORPA).

Transfer credit from a non-regionally accredited institution or program will be reviewed on an individual basis.

To be considered for transfer credit, course work must be from an institution or program that received accreditation prior to the student’s separation from the institution. Transfer credit will be considered if an institution or program had provisional accreditation at the time that the learner separated from the institution.

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

International transfer credits will be reviewed by a third party evaluator for a review of their equivalency to U.S. courses or degrees. Both an official transcript (or equivalent) and a diploma, if a degree has been awarded, must be submitted for the evaluation to be conducted.

Maximum Transfer Credit

The following information provides guidance on the maximum number of credits that can be transferred into a degree program at Capella University.

Outside of the United States, Canada, Guam, Puerto Rico, and the Virgin Islands, transfer credit will not exceed 20 credits.

Outside of the United States, Canada, Guam, Puerto Rico, and the Virgin Islands, transfer credit will not exceed 20 credits.
Undergraduate Credit
Applicants with previous undergraduate course work from institutions meeting Capella’s qualifications for transfer credit as defined above may only be awarded transfer credit for course work completed with a grade of “C” (or equivalent) or better.

Learners must complete a minimum of 36% of their upper-division courses at Capella University.

Only three quarter credit hours of physical education will be accepted for transfer credit.

Graduate Credit
Schools of Business and Technology, Education, and Human Services
Applicants with previous graduate course work from institutions meeting Capella’s qualifications for transfer credit as defined above may transfer up to a maximum of 12 quarter credits toward a master’s degree or MBA and up to a maximum of 48 quarter credits toward a PhD. Only course work completed with a grade of “B” (or equivalent) or better will be evaluated for transfer credit.

School of Education applicants to the leadership in educational administration post-master’s certificate program with previous post-master’s course work from institutions meeting Capella’s qualifications for transfer credit as defined above may transfer up to 12 quarter credits toward the post-master’s certificate. Only course work completed with a grade of “B” (or equivalent) or better will be evaluated for transfer credit.

Harold Abel School of Psychology
Applicants with previous graduate course work from institutions meeting Capella’s qualifications for transfer credit as defined above may transfer a maximum of 15 quarter credits toward a master’s or PsyD, and up to a maximum of 50 quarter credits toward a PhD. Only course work completed with a grade of “B” (or equivalent) or better will be evaluated for transfer credit.

Transfer credit articulation or alliance agreements approved by the university president may provide exceptions to these maximum transfer credit guidelines.

Appeal of Transfer Credit Evaluation
Learners have the right to appeal their transfer credit evaluation to the manager of the Office of Admissions. If not resolved, the incident will be forwarded to the Office of the Registrar for consideration. All decisions rendered by the registrar are final.

Transfer Credit Exceptions
Developmental, vocational, or remedial course work will not be accepted for transfer credit.

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

Courses taken at other institutions will not be accepted for transfer credit to Capella certificate programs, except for the School of Education’s leadership in educational administration post-master’s certificate program.

In order to maintain currency and quality in Capella’s academic programs, courses that were completed prior to ten years from the date of application will not be accepted for transfer credit to the Harold Abel School of Psychology.

Application of Capella Credits
Learners may apply previously earned Capella course credits toward a new Capella certificate, specialization, or degree. During the admission process, course credits previously earned at Capella will be evaluated for applicability to a new certificate, specialization, or degree.

Applying credits earned at Capella as a non-degree learner: Learners may apply course credits from no more than three Capella courses taken as a non-degree learner to a certificate or degree.

Applying credits earned at Capella as a certificate learner: Course credits earned toward a Capella certificate may be applied to a subsequent degree, provided that the courses fulfill requirements for the degree. However, learners who have completed a certificate may not apply course credits earned toward that certificate to a second certificate, even if they meet requirements for the second certificate.

Applying credits earned at Capella as a bachelor’s learner: Bachelor’s degree learners changing their specialization may apply previously earned Capella undergraduate course credits to their new undergraduate specialization provided that the courses fulfill specific requirements for the new specialization. However, learners who have completed a bachelor’s degree may not apply any of the course credits earned toward that degree to a second bachelor’s degree, even if they meet requirements for the second bachelor’s degree.

Applying credits earned at Capella as a master’s learner: Master’s degree learners changing their specialization may apply previously earned Capella graduate course credits to their new specialization provided that the courses fulfill specific requirements for the new specialization. However, learners who have completed a Capella master’s degree may not apply any of the course credits earned toward that degree to a second master’s degree, even if they meet requirements for the second master’s degree.

Applying credits earned at Capella as a doctoral learner: Doctoral degree learners changing their specialization may apply previously earned Capella graduate course credits to their new specialization provided that the courses fulfill specific requirements for the new specialization. However, learners who have completed a Capella doctoral degree may not apply any of the course credits earned toward that degree to a subsequent doctoral degree, provided that the courses fulfill specific requirements for the doctoral degree.
Applying credits earned at Capella as a doctoral learner: Doctoral degree learners changing their specialization or degree may apply previously earned Capella graduate course credits to their new specialization or degree, provided that the courses fulfill specific requirements for the new specialization or degree. However, learners who have completed a Capella doctoral degree may not apply any of the course credits earned toward that degree to a second doctoral degree or specialization, even if they meet requirements for the second doctoral degree or specialization.

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 disenrolled.
## Academic and Other University Policies

### Academic Calendar

<table>
<thead>
<tr>
<th>ACADEMIC DEADLINES</th>
<th>SUMMER QUARTER 2005</th>
<th>FALL QUARTER 2005</th>
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<tbody>
<tr>
<td></td>
<td>July</td>
<td>August</td>
</tr>
<tr>
<td>Course Registration Starts (1 AM Central Time)</td>
<td>4/7/05</td>
<td>4/7/05</td>
</tr>
<tr>
<td>Quarter and Monthly Start Courses Begin (8 AM Central Time)</td>
<td>7/5/05</td>
<td>8/1/05</td>
</tr>
<tr>
<td>Quarter and Monthly Start Course Registration Ends (11:59 PM Central Time)</td>
<td>7/7/05</td>
<td>8/3/05</td>
</tr>
<tr>
<td>Last Day to Drop Course Without &quot;W&quot;</td>
<td>7/16/05</td>
<td>8/12/05</td>
</tr>
<tr>
<td>Midquarter Courses Begin</td>
<td>8/15/05</td>
<td>11/14/05</td>
</tr>
<tr>
<td>Midquarter Course Registration Ends</td>
<td>8/17/05</td>
<td>11/16/05</td>
</tr>
<tr>
<td>Last Date to Drop Midquarter Course Without &quot;W&quot;</td>
<td>8/26/05</td>
<td>11/25/05</td>
</tr>
<tr>
<td>Last Date to Drop a Course</td>
<td>60th calendar day for 12-week courses</td>
<td>30th calendar day for 6-week courses</td>
</tr>
<tr>
<td>End of Quarter</td>
<td>9/23/05</td>
<td>10/21/05</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
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<tbody>
<tr>
<td>Last Day to Drop Quarter and Monthly Start Course with 100% Refund (by 11:59 PM Central Time)</td>
<td>7/9/05</td>
<td>8/5/05</td>
<td>9/10/05</td>
<td>10/7/05</td>
<td>11/11/05</td>
<td>12/9/05</td>
</tr>
<tr>
<td>Last Day to Drop Quarter and Monthly Start Course with 80% Refund (by 11:59 PM Central Time)</td>
<td>7/16/05</td>
<td>8/12/05</td>
<td>9/17/05</td>
<td>10/14/05</td>
<td>11/18/05</td>
<td>12/16/05</td>
</tr>
<tr>
<td>Last Day to Drop Quarter and Monthly Start Course with 60% Refund (by 11:59 PM Central Time)</td>
<td>7/23/05</td>
<td>8/19/05</td>
<td>9/24/05</td>
<td>10/21/05</td>
<td>11/25/05</td>
<td>12/23/05</td>
</tr>
<tr>
<td>Last Day to Drop Midquarter Course with 100% Refund</td>
<td>8/19/05</td>
<td>11/18/05</td>
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<tr>
<td>Last Day to Drop Midquarter Course with 80% Refund</td>
<td>8/26/05</td>
<td>11/25/05</td>
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<tr>
<td>Last Day to Drop Midquarter Course with 60% Refund</td>
<td>9/2/05</td>
<td>12/2/05</td>
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**NOTE:** All courses starting on dates other than the quarter start, monthly start, or midquarter start dates are not directly represented in this chart. For each course, 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 with a 100% refund for all courses is on the 5th calendar day of the course.
Academic and Other University Policies, continued

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, civility, and diversity is embraced.

Academic Honesty
Learners are expected to be the sole authors of their work. Use of another’s ideas must be accompanied by specific citation and reference. In addition, learners may not submit the same work for credit in more than one course. The disciplinary consequences of plagiarism and other forms of academic dishonesty include one or more of the following: non-acceptance of work submitted, a failing grade in the course, written reprimands or other disciplinary action, and possible dismissal. Similarly, due to the ease of accessing information via the Internet and the integration of learning concepts with practical application, Capella University 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.

A computer program, marketing plan, PowerPoint® presentation, course postings, or other similar forms of work products written to satisfy a course requirement are, like a paper, expected to be the original work of the learner submitting it. Copying documentation from another learner or from any other source without proper citation is a form of academic dishonesty, as is deriving a final work product substantially from the work of another. Learners must assume that collaboration in the completion of written assignments is prohibited unless explicitly permitted by the instructor. Learners must acknowledge any collaboration and its extent in all submitted course work. Learners are subject to disciplinary action if they submit as their own work a paper purchased from a term paper company or downloaded from the Internet.

The Publication Manual of the American Psychological Association (APA) is helpful in assessing what must be referenced and how work must be cited. In order to avoid any instances that may be construed as plagiarism, learners should consult this guide to identify the proper citation format. Procedures and additional information regarding academic honesty can be found on iGuide.

Academic or Education Records (Privacy and Record Retention)
Capella University grants learners 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 on iGuide. Questions regarding FERPA should be addressed to the registrar.

Definition of an Education Record
An education record is defined as a record, electronic or hard copy, that is directly related to a learner and is maintained by Capella University or a party acting for the university.

At Capella University, education records include the following:

a) Records relating to a learner that are (1) created or maintained by a physician, psychiatrist, psychologist, or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; (2) used solely in connection with providing treatment to learners; and (3) not disclosed to anyone other than individuals providing such treatment, so long as the records can be personally reviewed by a physician or other appropriate professional of the learner’s choice. “Treatment” in this context does not include remedial educational activities or activities that are part of the program of instruction at the institution.

b) Institutional records that contain only information related to a learner after he or she is no longer a learner at the institution, (e.g., information gathered on the accomplishments of alumni).

c) Official correspondence to or from a learner pertaining to his or her academic progress, advising, financial status, learning disability records, physical disability records, academic dishonesty records, and disciplinary and learner conduct records.

Education records do not include the following:

Records relating to individuals who are employed by the institution that are made and maintained in the normal course of business, that are related exclusively to individuals in their capacity as employees, and that are not used for any other purpose.

d) Records and notes of instructional, supervisory, administrative, and certain educational personnel that are the sole possession of the maker and are not accessible or revealed to any other individual except a substitute who performs the duties of the individual who makes the records and/or notes on a temporary basis.
Right to Inspect and Review
Learners have the right to inspect and review their education records within 45 days of the day the university receives a request for review. Learners should submit written requests that identify the record(s) they wish to inspect. The registrar will make arrangements for access and notify the learners how the records may be inspected. If learners have an undue financial obligation to the university or are subject to disciplinary action, they may inspect and review their education records, but not receive a copy of any records or direct that a copy of their transcript be sent to another person.

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

- Those portions of a record that contain information regarding other learners;
- Financial information submitted by a learner’s parents;
- Confidential letters and recommendations for which learners have waived their right of access.

Right to Request Amendment
Learners have the right to request the amendment of their education records where they believe information is inaccurate or misleading. Learners seeking amendment of an education record should write the registrar, clearly identifying the part of the record they want amended, and specifying why it is inaccurate or misleading. If the university decides not to amend the record as requested by learners, the university will notify the learners of the decision and advise the learners of their right to a hearing regarding the request for amendment. Learners whose request for amendment is denied following a hearing have the right to place in their education 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 learner’s education records.

Disclosure of Personally Identifiable Information
The university shall obtain the learner’s written consent before disclosing personally identifiable information from a learner’s education records except for:

- Disclosure to school officials with legitimate educational interests;
- 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 when they need to review education records in order to fulfill their professional responsibilities. Upon request, the university discloses education records without consent to officials of other schools in which learners seek or intend to enroll.

Information contained in a learner’s education record that generally would not be considered harmful or an invasion of privacy if disclosed to outside organizations is considered directory information. Directory information may be released without learner consent upon request by any individual or agency. Capella University defines directory information as the following:

- Learner name.
- School affiliation.
- Class level (freshman, sophomore, junior, senior, graduate, or year in program).
- Enrollment status (full-time or part-time).

FERPA provides learners the right to withhold disclosure of their directory information. Learners are encouraged to consider carefully the ramifications of withholding directory information. Without subsequent written consent from the learner, withholding the disclosure of directory information will prohibit the university from publishing the learner’s name in commencement programs, completing employer verifications, and complying with other common requests for directory information.

Learners wishing to restrict the disclosure of their directory information must complete and submit the Directory Information Disclosure form on Learner 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 education records to authorized agencies and appropriate institutions as specified in the FERPA policy found on iGuide.

Retention of Education Records
Education records may not be destroyed or otherwise disposed of without authorization from the university’s approved records retention schedule under the supervision of the registrar. The retention schedule provides authorized retention periods for the
Academic and Other University Policies, continued

For all degree program changes, learners must apply for admission to the new school or program. The application fee is waived for degree program change applications. Learners who are approved for admission to a new school and/or program must meet the program requirements in effect at the time they are admitted to the new program and/or school.

Learners will receive new course and credit evaluations (CCE), advisor and/or mentor assignments, and will need to document new degree completion plans (DCP). Additionally, learners are expected to take the appropriate FirstCourse affiliated with the new school and program. The accompanying Learner Success Lab may be waived if a learner has successfully completed a Capella Learner Success Lab during his or her previous program.

Change of Specialization
Learners may apply to change their field of study at Capella at any point in their program studies. A field of study change relates to any change in specialization within a program. Learners may not pursue more than one specialization concurrently. The change, if accepted, becomes effective at the start of the next academic quarter. Learners will remain enrolled in any current courses unless they initiate a course drop process. That process is governed by the Course Drop policy.

Exceptions to this policy may be granted in extenuating circumstances, upon the recommendation of a school executive director.

Change of Certificate Program
Learners may apply to change their certificate program at any point in their program studies. A learner may change to a certificate program within the current school or in a different school. This change, if approved, becomes effective for the learner at the start of the next academic quarter. Learners will remain enrolled in any current courses unless they initiate a course drop process. That process is governed by the Course Drop policy.

For all certificate program changes, learners must apply for admission to the new program. The application fee is waived for certificate program change applications. Learners who are approved for admission to a certificate program must meet the program requirements in effect at the time they are admitted to the new certificate program.

Learners applying to the School of Education leadership in educational administration post-master’s certificate program will receive new course and credit evaluations (CCE). All other certificate program change applicants will not receive a new CCE.

Learners changing their certificate program will receive new advisor and/or mentor assignments and will need to document new degree completion plans (DCP).

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, or 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 their 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 current. Learner information may be updated at any time on iGuide or via University Services. The primary form of official communication from Capella University is through e-mail. Learners are required to maintain active e-mail addresses. To ensure receipt of important communications, learners should make sure that spam filters are set to receive e-mail from Capella University.

Course Drop

A learner may drop a course during the first 12 calendar days of the course without academic penalty. A course drop during this time does not appear on the learner’s transcript and does not affect grade point average.

A learner may drop a course on or after the 13th calendar day of the course through the last day to drop a course.

• The last day to drop a six-week course is the 30th calendar day of the course.
• The last day to drop a 12-week course is the 60th calendar day of the course.

The following consequences will apply to a learner who drops between the 13th calendar day of the course and the last day to drop:

• The learner will receive a grade of “W” for the course.
• The grade of “W” will appear on the learner’s transcript.
• The grade of “W” does not affect grade point average, but course credits will be included in attempted credits when monitoring satisfactory academic progress (see Capella’s Satisfactory Academic Progress policy).

Learners may not drop a course after 11:59 pm Central Time on the 59th calendar day of the course or after 11:59 pm Central Time on the 59th calendar day of a six-week course.

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 Schools of Business and Technology, Education, and Human Services may take a limited number of courses in the directed study format. 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 are allowed to take up to 25% 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 executive director or school designee.

Credit for Prior Learning

Capella University recognizes the fact that significant and meaningful learning occurs throughout a learner’s life and in a variety of contexts. When that learning is relevant to the knowledge, skills, and competencies to be developed in a degree program, learners have the opportunity to document their learning and be awarded appropriate credit toward the completion of their degree program.
Capella University awards credit for learning that has been achieved outside of the university classroom through the following three processes: nationally recognized examination programs, American Council on Education (ACE) recommended credits for military training, corporate training, and business related certifications, and petition for credit.

The total number of credits awarded toward a Capella bachelor’s degree through the transfer process, national examinations, ACE recommended credits, and petition for credit cannot exceed 75% of the total degree credit requirements. At least 25% of the total degree credit requirements must be earned through the completion of upper-division Capella courses.

**Nationally Recognized Examination Programs**

1. **Advanced Placement (AP) Exams:** Scores of 3 or above on AP exams are awarded six quarter credits. When applicable, these credits will be counted toward the completion of general education requirements and lower-division electives.

2. **International Baccalaureate (IB) Exams:** Learners who have earned an IB diploma with composite scores of 30 or higher will be awarded 12 quarter credits for each higher level exam, and three quarter credit hours for each standard level exam. Learners who participated in an IB program but did not receive an IB diploma, or received a composite score lower than 30 will be awarded 12 quarter credits for each higher level exam on which they scored 5 or higher. When applicable, these credits will be counted toward the completion of general education requirements.

3. **College-Level Examination Program (CLEP) Exams:** Credit will be awarded for the successful completion of CLEP exams as outlined by ACE recommendations. When applicable, these credits will be counted toward the completion of general education requirements.

4. **Defense Activity for Non-Traditional Education Support (DANTES) Exams:** Credit will be awarded for the successful completion of DANTES exams as outlined by ACE recommendations. When applicable, these credits will be counted toward the completion of general education requirements. A maximum of 45 examination credits may be applied toward a Capella bachelor’s degree.

ACE Recommended Credits

Capella grants credit for learning obtained through military training, college-level course work, corporate training programs, and business related certifications that have been reviewed and recommended for credit by ACE. The maximum credit recommended by ACE will be awarded for all ACE reviewed training and course work.

**Petition for Credit**

As a competency-based institution, Capella also allows learners to petition for credit. Through a detailed petition process, learners must demonstrate that they have mastered the competencies of one or more specific Capella courses. If mastery of the competencies is successfully demonstrated, learners are granted credit for the Capella course(s).

**Petition for Credit for Undergraduate Learners**

Bachelor’s learners may fulfill no more than 30 lower-division credits and 48 upper-division credits through the petition process. Petitioned credits may not be used to fulfill the 60 credits of general education requirements.

Capella University grants credit for prior learning using the following guidelines:

1. The combination of transferred credits and petitioned credits cannot exceed 20 credits in total.
2. Learners must prepare a separate petition document for each course they are petitioning for credit.
3. The petition for credit processing fee of $325 per course is non-refundable.

**Petition for Credit for Graduate Learners**

At the graduate level, Capella currently grants credit for prior learning for a limited number of courses within the School of Business and Technology. MS and MBA learners may petition for credit as evidence of previous learning using the following guidelines:

1. The combination of transferred credits and petitioned credits cannot exceed 20 credits in total.
2. Learners must prepare a separate petition document for each course they are petitioning for credit.
3. The petition for credit processing fee of $325 per course is non-refundable.

Graduate learners may fulfill no more than 20 credits of their required program-specific course work through petitioned credits.

For details regarding the petition process, contact the Office of Enrollment Services by calling 1-888-CAPELLA (227-3552), option 3, or see additional petition for credit information on iGuide.

**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 policy for more information.

Disability Accommodation
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 (ADA) of 1990, 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, will seek additional information through interactive discussion with the learner, and if necessary, will evaluate available and reasonable accommodations and notify faculty of necessary accommodations. Learners who have a disability and would like to request reasonable academic accommodations should go to iGuide’s Disability Services section for more information.

DISMISSAL FROM THE UNIVERSITY POLICY
Learners may be disenrolled, suspended, or expelled as outlined in the specific policies or procedures 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></td>
<td>Non-registration (for three consecutive quarters)</td>
<td>Eligible to apply for readmission.</td>
<td>Enrollment Services</td>
</tr>
<tr>
<td></td>
<td>Special Business Office Hold</td>
<td>If three consecutive quarters of non-registration, eligible to return when account paid in full.</td>
<td>University Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If more than three consecutive quarters of non-registration, eligible to apply for readmission when account paid in full.</td>
<td>Enrollment Services</td>
</tr>
<tr>
<td></td>
<td>Conditional Admission</td>
<td>Eligible to apply for readmission when all required documents are submitted.</td>
<td>Enrollment Services</td>
</tr>
<tr>
<td>Suspended</td>
<td>Academic Honesty; Learner Code of Conduct; Discrimination and Harassment; Drug and Alcohol</td>
<td>Dependent on stated conditions specified at the time of the suspension by the university official(s) assigning the suspension.</td>
<td>University Services</td>
</tr>
<tr>
<td>Expelled</td>
<td>Academic Honesty; Learner Code of Conduct; Discrimination and Harassment; Drug and Alcohol</td>
<td>Not eligible for readmission.</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

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 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
Academic and Other University Policies, continued

conduct that has the purpose or effect of interfering with the individual’s academic performance, or of causing learners to feel intimidated about 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 Publishing

Capella University requires all doctoral learners to publish a dissertation written in partial fulfillment of their doctoral degree. The objectives of this policy are to:

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

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

Capella University shall have a perpetual, royalty-free, right to the following activities:

- Place copies of the dissertations on Capella University’s Web site or archived Proquest/UMI.
- Make any other use with respect to the dissertations that is required by law, regulation, or accreditors.
- Subject to the learner’s advance approval, which shall not be unreasonably withheld or delayed, Capella University shall have the right to publish dissertations. Capella University strongly encourages learners to include a copyright notice on their dissertations and to register their dissertations with the United States Copyright Office.

Drug and Alcohol Policy

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

- Issuance of a formal warning.
- Placement on probationary status.
- Suspension.
- Expulsion from the university.

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

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

Grading Policies

Grading

Grades are awarded for all courses taken at Capella University. Letter grades are the default grading option for most courses. Learners registered for courses offered by the Schools of Business and Technology, Education, and Human Services may request the Satisfactory/Not Satisfactory grading option within 12 calendar days from the course start as an alternative to the letter grading scale. Grading scales for each course are predetermined by the school’s administration. Psychology and information technology degree programs do not use Satisfactory/Not Satisfactory grades except in Learner Success Labs and for the School of Psychology; in practicum and internship courses and in comprehensive examination and dissertation courses. The S/NS grading option is not available for learners taking OM8000-level courses. No courses in the School of Undergraduate Studies may be taken with a Satisfactory/Not Satisfactory grade.

The university offers online and directed study courses. Online courses follow syllabi while directed study courses follow course guides. The university’s grading policy applies to both online and directed study courses. Grades are evaluated against the instructor’s expectations and defined course requirements, which include both course participation and assignments.

- A grade of “A” is awarded for course work that exceeds the instructor’s expectations as defined in the course syllabus or course guide. A grade of “A” earns four quality points toward the learner’s GPA.
- A grade of “B” is awarded for course work that meets the instructor’s expectations as defined in the course syllabus or course guide. A grade of “B” earns three quality points toward the learner’s GPA.
• A grade of “C” is awarded for course work that minimally meets the instructor’s expectations as defined in the course syllabus or course guide. A grade of “C” earns two quality points toward the learner’s GPA.

• A grade of “D” is awarded for undergraduate course work that marginally meets the instructor’s expectations as defined in the course syllabus. A grade of “D” earns one quality point toward the learner’s GPA. The grade of “D” is for undergraduate level courses only and may not be awarded for graduate level course work.

• A grade of “I” (Incomplete) may be granted by the instructor. Final work must be completed by the end of the following quarter or earlier, if so directed by the instructor. A grade of “I” is not awarded quality points and is not included in a learner’s GPA. Incompletes are included as attempted credits but not as earned credits. When a learner completes the final paper or project prior to the stated deadline, the grade will be changed to the appropriate letter grade (“A”, “B”, etc.) and will earn the corresponding quality points. If the final paper or project is not completed prior to the stated deadline, a learner will be awarded a final grade of “F”.

• A grade of “IP” is awarded for course work that does not meet the instructor’s expectations as described in the course syllabus or course guide. It is also used for learners who had been assigned an “I” but did not meet all of the course requirements by the end of the following quarter. A grade of “IP” earns zero quality points and affects the learner’s GPA. It counts toward attempted credits but not earned credits.

• A grade of “S” (Satisfactory) is awarded for course work that meets the instructor’s expectations as defined in the course syllabus or course guide for those courses in which the learner has received approval to be graded on the S/NS scale. The “S” grade is equivalent to a letter grade of “B” or better. It does not earn quality points and is not included in the learner’s GPA. It counts toward attempted and earned credits.

• A grade of “IS” (Incomplete – S/NS scale) may be granted by the instructor if the learner has received approval to be graded on the S/NS scale. Final work must be completed by the end of the following quarter or earlier, if so directed by the instructor. A grade of “IS” does not earn quality points and is not included in the learner’s GPA. It counts toward attempted credits but not earned credits. If the learner completes the final paper or project prior to the stated deadline the grade will be changed to an “S.” If the final paper or project is not completed prior to the stated deadline, the learner will receive a final grade of “NS.”

• A grade of “NS” (Not Satisfactory) is awarded for course work that does not meet the instructor’s expectations as defined in the syllabus or course guide for those courses in which the learner has received approval to be graded on the S/NS scale. It is also used for learners who had been assigned an “I” but did not meet all of the course requirements by the end of the following quarter. A grade of “NS” does not earn quality points and is not included in the learner’s GPA. It counts toward attempted credits but not earned credits.

• A grade of “IP” is awarded for course work that does not meet the instructor’s expectations as described in the course syllabus or course guide. It is also used for learners who had been assigned an “I” but did not meet all of the course requirements by the end of the following quarter. A grade of “IP” earns zero quality points and affects the learner’s GPA. It counts toward attempted credits but not earned credits.

• A grade of “NG” does not earn quality points and is not included in the learner’s GPA. It does not count toward attempted or earned credits. A grade of “NG” does not earn 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.

• A grade of “W” (Withdrawal) is awarded when a learner drops a course prior to the final date at which learners may drop courses without academic consequences as defined in the Course Drop policy. A grade of “W” 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 “HM” (Military Hold) is awarded when a learner is called to active military duty and serves as a placeholder for the learner until he or she returns to the course. A grade of “HM” is not awarded quality points and is not included in the learner’s GPA. It does not count toward attempted credits but not earned credits.

• A grade of “PC” (Petition for Credit) is awarded when a learner successfully petitions a school for credit for learning and competencies gained from previous work or educational experiences. A grade of “PC” does not earn quality points and is not included in the learner’s GPA. It does not count toward attempted or earned credits and only affects the total credits on the transcript.
A grade of “T” (Transfer) is awarded for courses that are taken at another institution and are accepted for credit at Capella University. A grade of “T” does not earn quality points and is not included in the learner’s GPA. It does not count toward attempted or earned credits and only affects the total credits on the transcript.

A grade of “VR” (Verified Residency) is awarded for residency courses for which learners have met attendance and all other residency requirements. A grade of “VR” does not count toward attempted or earned credits.

Note: The grades of “NC” (No Credit) and “NP” (Non-participation) were assigned to courses taken prior to April 1, 2003. Grades of “NC” and “NP” do not earn quality points and are not included in a learner’s GPA. They count toward attempted credits but not earned credits.

Grades are submitted by the faculty within seven calendar days after the final day of the course. Notification of grades is sent to learners from University Services via e-mail within seven calendar days after they are submitted to the university by the instructor.

In order to be graded on the S/NS scale in a course in which such grading is permitted, learners must notify Capella within the first 12 calendar days of the course. Approval for the alternate grading option is granted by school administrators.

Repeating Courses
Learners are permitted to repeat a course they have already completed (and to which a final grade has been assigned) only once. This restriction does not apply to courses from which a learner has withdrawn and received a “W” on his/her transcript.

When a course is repeated, the grade used for the credit and GPA calculations will be the higher of the two grades earned. Both enrollments in the course will appear on the transcript and both will be used to evaluate the learner’s completion percentage for evaluation of satisfactory academic progress. If a course to be considered a repeat of a previous course, the learner must complete the identical course as defined by the title and course number. If a course title or number is changed, the new course designated by the school as the original course’s equivalent will be considered an identical course for purposes of this policy.

If a course is discontinued, it will no longer be possible to repeat the course. The school may approve course substitutions to be used in lieu of repeating a course to fulfill graduation requirements for the content area, but the credit and GPA computations for both courses will be included in the cumulative statistics.

## Appealing a Grade
The assessment of a learner’s academic performance is one of the major professional responsibilities of faculty members and is solely and properly their responsibility. It is essential for the standards of the academic programs at Capella University and the integrity of the degrees conferred by this university that the professional judgments of faculty members not be subject to pressures or other interference from any source.

Learners at Capella University may appeal a grade no later than 60 days after receipt of the grade that the learner believes is in error as a result of instructor capriciousness.

Capricious grading is limited to one or more of the following criteria:

1. The assignment of a grade to a particular learner on some basis other than performance in the course.

<table>
<thead>
<tr>
<th>GRADE VALUE SUMMARY</th>
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</thead>
<tbody>
<tr>
<td><strong>Grading scale</strong></td>
</tr>
<tr>
<td>A</td>
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<td>B</td>
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<td>C</td>
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<td>D</td>
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<td>PC</td>
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<tr>
<td>T</td>
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<tr>
<td>VR</td>
</tr>
</tbody>
</table>
2. The assignment of a grade to a particular learner by more exacting or demanding standards than those applied to other learners in that course.

3. The assignment of a grade that is a substantial departure from the faculty member’s established criteria.

Learners who feel that a grade has been assigned capriciously should first confer with the faculty member. If the problem cannot be resolved, learners may petition the school. The complete procedure for appealing a grade can be found in the catalog.

Graduation Requirements and Commencement

Graduation requirements are specified in the catalog in effect at the time learners matriculate to their degree programs. The degree completion plan (DCP) is completed by learners in FirstCourse 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 with a cumulative Capella GPA of 3.0 for graduate learners and 2.0 for undergraduate learners.

Undergraduate Academic Honors

Capella University seeks to recognize the superior accomplishments of its learners. Learners at the bachelor’s level are 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 official transcript at the time the degree is conferred and will also be on the diploma. Honors will be determined at the time of graduation and will be based solely on 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 grade lower than a “C.”
- No incompletes.

Application to Graduate

Undergraduate or master’s learners enrolled in their final term’s 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 a learner has completed all academic requirements for graduation, the degree will be conferred on the last day of the month in which all academic requirements have been met. If the application to graduate is submitted after the academic requirements have been met the degree will be conferred on the last day of the month in which the application to graduate was received. Learners graduate at the time their degree is conferred and this conferral date appears on their official transcripts.

Note: Capella reserves the right to withhold the official transcript of learners who are not in good financial standing with the institution.

Application to Receive Certificate

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

Commencement

Commencement is the ceremony that celebrates the awarding of the degree. Participation in the commencement ceremony is optional for those who are eligible to participate. Learners who plan to participate must complete the application for graduation, complete the application for commencement, and order academic regalia to wear during the ceremony. For more information on commencement, please see the graduation page on iGuide.

Intellectual Property

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

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

**Interlibrary Loans**

Capella University Library (CUL) borrows printed materials from other libraries for current Capella University learners, faculty, and staff.

The following items are not available through interlibrary loan:
- Required textbooks
- Dissertations
- Reference books
- Entire issues or several articles from the same journal
- Non-academic related items (such as books on a best seller list or books on hobbies)
- Media: videos, films, CDs

Learners are limited to borrowing 25 interlibrary loan items per quarter.

Fulfillment of interlibrary loan requests submitted by learners outside of the continental United States will be handled on a case-by-case basis. Capella University Library may provide a table of contents of the book for review and selection of specific chapters in lieu of sending the book.

The loan period is determined by the lending library. Capella University does not control the loan period. Books must be returned promptly in order to sufficiently meet demand for materials. If a book is recalled, the book must be returned immediately even if the original loan period has not yet expired.

If a book is returned at any time between 7 and 60 days of the due date, accumulated charges will be applied. Interlibrary loan requests will be processed when all charges are paid.

All charges are irrecoverable.

**Book Recalls**

On occasion, a lending library will recall a book from a Capella learner in order to sufficiently meet demand for materials. If a book is recalled, the book must be returned immediately even if the original loan period has not yet expired.

The following penalties will be applied for recalled items that are not returned promptly:

<table>
<thead>
<tr>
<th>Calendar Days Following Recall Notice</th>
<th>Penalties and Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 - Fine of $1.00/day begins</td>
<td>Fine of $1.00/day begins on the seventh calendar day</td>
</tr>
<tr>
<td></td>
<td>- Future interlibrary loan requests will not be processed</td>
</tr>
<tr>
<td>30 - In addition to the accumulated</td>
<td>- In addition to the accumulated fine, a $60 processing fee will be assessed on the 30th calendar day</td>
</tr>
<tr>
<td>fine, a $60 processing fee will be</td>
<td>- Replacement charges as determined by the lending library will also be assessed</td>
</tr>
<tr>
<td>assessed on the 30th calendar day.</td>
<td>- Charges will be applied to the learner's account</td>
</tr>
<tr>
<td>60 - Future interlibrary loan requests</td>
<td>- The book is considered lost</td>
</tr>
<tr>
<td>will not be processed.</td>
<td>- Replacement charges as determined by the lending library will also be assessed</td>
</tr>
</tbody>
</table>

**Overdue Books**

All interlibrary loan users will be subject to the following penalties for overdue and lost interlibrary loan materials:

<table>
<thead>
<tr>
<th>Calendar Days</th>
<th>Penalties and Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
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<td>- Replacement charges as determined by the lending library will also be assessed</td>
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<td>60</td>
<td>- The book is considered lost</td>
</tr>
<tr>
<td></td>
<td>- Replacement charges as determined by the lending library will also be assessed</td>
</tr>
</tbody>
</table>
If a book is returned at any time between 7 and 60 days of the recall notice, appropriate charges will be applied. Future interlibrary loan requests will be processed when all charges are paid. All charges are irreversible.

Additional information on interlibrary loans can be found on iGuide.

**Learner Code of Conduct**

Capella University is committed to providing to its learners a high quality educational experience. Capella faculty and staff play a primary role in assuring a high quality educational experience; learners play a role as well. They are responsible for conducting themselves in a manner guided by respect, collegiality, and honesty. Learner conduct that infringes on the quality of the educational experience is not acceptable; this policy describes the types of conduct that are unacceptable. Prohibited learner conduct includes, but is not limited to the following:

**Illegal Activities**

Learners may not post, transmit, promote, or distribute content that they know is illegal or could reasonably be expected to know is illegal. Conduct that violates federal, state, or local laws is prohibited.

**Theft**

Learners may not post, transmit, promote, or distribute content that violates copyright or other protected intellectual property rights. Unauthorized use of university property is prohibited. Theft or abuse of computer resources is prohibited.

**Disrespect**

Learners may not harass, threaten, or embarrass others. Learners may not post, transmit, promote, or distribute content that is racially, religiously, or ethnically offensive, or that is harmful, abusive, vulgar, sexually explicit, or otherwise potentially offensive. Learners must refrain from behavior that may be perceived as inappropriate, offensive, and unfair and must treat all other university learners, faculty, staff, and administrators with respect at all times.

**Interfering with University Activities**

Actions that interfere with, obstruct, or disrupt university courses, functions, and activities are prohibited. Inappropriate, offensive, or irrelevant course postings are prohibited.

**Dishonesty**

Learners may not intentionally provide false information, forge, alter, or falsify university documents. Learners may not misrepresent their academic record. Learners may not represent the academic work of others as their own. Learners engaging in prohibited conduct will be subject to disciplinary action, including, but not limited to course failure, probation, suspension, or expulsion.

Such sanctions may lead to additional academic and financial consequences. Learners who are unable to complete a course as a result of disciplinary actions, suspension, or expulsion are not eligible for tuition refunds.

The university reserves the right to immediately suspend a learner accused of violating this policy. This summary suspension may remain in effect until a full investigation and all disciplinary actions involving the allegations has been completed. Notification of such suspension will be provided to the learner at the time the sanction is issued. See iGuide for Learner Code of Conduct policy procedures.

**Learner Grievance**

Capella University supports the right of faculty, staff, and learners to a review of decisions made or actions taken that they consider unfair or an impediment to working and/or learning at the university. Capella University does not discriminate in its educational or employment programs, policies, practices, or procedures on the basis of race, gender, sexual orientation, color, creed, age, ethnic or national origin, disability, or veteran status. In addition, harassment related to any of these areas is prohibited. Learner claims of harassment and/or discrimination are appropriate grounds for initiating a university grievance.

Capella University will not subject learners to unfair or retaliatory action as a result of initiating a grievance. See iGuide for learner grievance procedures.

**For Arizona Learners**

If a complaint cannot be resolved after exhausting the institution’s learner grievance procedure, the learner may file a complaint with the Arizona State Board for Private Postsecondary Education, 1400 W. Washington, Room 200, Phoenix, AZ 85007, (602) 542-5709; http://appper.state.az.us. Learners must contact the state board for further details.

**For Arkansas Learners — School of Business and Technology**

If a complaint cannot be resolved after exhausting the institution’s learner grievance 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 Florida Learners**

If a complaint cannot be resolved after exhausting the institution’s learner grievance procedure, the learner may file a complaint with the Florida Commission for Independent Education, 2650 Apalachee Parkway, Tallahassee, FL 32301, (850) 245-3200. Learners must contact the Commission for further details.
For Georgia Learners
If a complaint cannot be resolved after exhausting the institution’s learner grievance 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) 414-5235. Learners must contact the Commission for further details.

For Ohio Certificate Learners
If a complaint cannot be resolved after exhausting the institution’s learner grievance procedure, the learner may file a complaint with the Ohio Board of Regents, 30 E. Broad St., 56th Floor, Columbus, OH 43215-5414, (614) 466-6000.

For Ohio Learners — School of Undergraduate Studies, School of Business and Technology Master’s and MBA Programs
If a complaint cannot be resolved after exhausting the institution’s learner grievance procedure, the learner may file a complaint with the Ohio State Board for Education Approval Board, 30 W. Mifflin St., 9th Floor, Madison, WI, 53707-8896, (608) 266-1354.

For Wisconsin Learners
If a complaint cannot be resolved after exhausting the institution’s learner grievance 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.

Leave of Absence
In order to offer learners the flexibility they need while pursuing their education, Capella University has developed an enrollment policy to allow for that flexibility while ensuring that learners have the greatest possible success in their programs. Learners who need an approved leave of absence must submit their request and receive approval before the start of the quarter for which the leave is requested and approved.

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

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 guarantee 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 the Understanding of the Curriculum form, 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.

State regulations vary regarding course requirements for professional licensure. For assistance with state-mandated course requirements for licensure, contact the appropriate school representative.

Research at Capella University
Capella University recognizes its institutional responsibility to respect and protect the rights of individuals involved as human participants/subjects 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.

The university’s Institutional Review Board (IRB) is charged with ensuring that all proposed research involving human participants/subjects or records about them will not expose human participants/subjects to the risk of psychological, social, or physical harm. The IRB process is intended to safeguard the welfare of the participants/subjects 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. To that end, the IRB delegates

Academic and Other University Policies, continued
to each school the authority and responsibility to conduct the first review to determine whether the research application involves the risk of harm. Additional information on the IRB can be found on iGuide.

Residential Colloquia
Capella University requires academic residency experiences called residential colloquia for all non-clinical doctoral programs, clinically-focused master’s programs, and some post-master’s certificate programs. 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.

Residential colloquia should be completed at the appropriate time in a learner’s program of study (see following colloquia description). All learners should identify and account for all academic residency requirements by working closely with their advisors. Doctoral learners should include the residential colloquia or year-in-residence (see following year-in-residence description) in their degree completion plans (DCPs).

In general, colloquia should be coordinated with the learner’s 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.

School of Education learners in the leadership in educational administration post-master’s certificate are only required to attend Track I. In the Harold Abel School of Psychology (HASOP), master’s learners in the clinically-focused programs take three one-week master’s colloquia (identified as “MS Colloquia”), typically offered simultaneously with the colloquia for doctoral learners.

**Track I** (the first colloquium) is taken prior to transferring in and/or completing 36 credits. However, all learners are strongly encouraged to complete Track I 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. HASOP master’s learners receive specific clinically-focused skills training at these residencies.

**Track II** (the second colloquium) is taken within 57-72 doctoral credits, while learners are immersed in their required course work. This colloquium provides learners with the opportunity to apply the theories, techniques, and skills they’ve developed to address problems in their fields of study and to prepare for the comprehensive examination.

HASOP master’s learners take the second MS colloquium around the midpoint of their programs and practice more advanced clinically-focused skills. For doctoral learners, the principles associated with intermediate and advanced research methodologies are equally important at this stage of learning.

**Track III** (the final colloquium) is taken by doctoral learners prior to completing 96 credits (95 for HASOP learners) of course work. Since the final 24 credits (30 in the Harold Abel School of Psychology) earned in the doctoral program are tied to the completion of the comprehensive examination and dissertation, Track III prepares learners for their comprehensive examination questions and for completing the dissertation. HASOP master’s learners should complete this colloquium prior to supervised field training (practicum) or the final integrative project.

**Psychology Year-in-Residence**
Doctoral learners in clinical and counseling psychology, master’s learners in school psychology, and learners working toward the specialist certificate in school psychology take the year-in-residence rather than residential colloquia.

As part of an increasingly interpersonal and face-to-face training experience, PsyD learners in the Harold Abel School of Psychology, as well as master’s and specialist certificate learners in school psychology register for the year-in-residence once they have matriculated. The details of this requirement are outlined in the Harold Abel School of Psychology section on residencies.

**School of Human Services Master’s Degree Residency — Mental Health Counseling and Marital, Couple, and Family Counseling/Therapy Specializations**
Master’s learners in the counselor education programs in the School of Human Services take two 10-day residencies, typically offered simultaneously with the colloquia and residencies for doctoral learners in summer and winter only.

**Attendance Requirements and Cancellation Fees**
Learners are required to attend an entire residency in order to be considered to have successfully completed the residency. Exceptions to the attendance requirement may be granted in cases of emergency, subject to approval by the school’s executive director or designer. If an exception is approved, the learner will be required to complete additional assignments.
Learners canceling their residency registration may be charged a cancellation fee or the full tuition of the residency, depending on when the cancellation is made. For more information about residency cancellation fees, see the Residential Colloquia Cancellation Fee policy.

Retention of Learner Work Products and Grading Records

Learners are strongly advised to retain all of their course-related work, as well as all faculty correspondence pertaining to final course grades. Should a learner appeal an assigned final course grade it is his or her responsibility to provide comprehensive documentation supporting his or her claim of capriciousness, including copies of all relevant course work products and relevant correspondence. Archived courseroom materials will be available to learners for one quarter after the end of the course. See the Retention of Learner Work Products policy on iGuide for faculty responsibilities.

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. In order to maintain satisfactory academic progress, learners must meet minimum requirements for both measures.

Undergraduate Programs

Undergraduate learners are required to maintain a cumulative grade point average of 2.0 or better and complete a minimum of two out of every three total attempted credits (67% of cumulative attempted credits). Additionally, undergraduate learners will not be eligible for federal financial aid for any courses that exceed 150% of the undergraduate program requirements as described in their catalog.

In the first quarter of attendance, undergraduate learners must complete FirstCourse and earn a grade of "C" or better. Learners who do not will be considered to be failing to achieve satisfactory academic progress and may be disenrolled.

Graduate Programs

Graduate learners are required to maintain a cumulative grade point average of 3.0 or better and complete a minimum of one out of every two total attempted credits (50% of cumulative attempted credits). Additionally, graduate learners will not be eligible for federal financial aid for any courses that exceed 200% of the graduate program requirements as described in their catalog.

In the first quarter of attendance, graduate learners must complete FirstCourse and earn a grade of "B" or better. Learners who do not will be considered to be failing to achieve satisfactory academic progress and may be disenrolled.

Academic progress is measured four times each academic year. Learners must meet minimum requirements of both cumulative GPA and total attempted credits in order to maintain satisfactory academic progress. If learners fail to achieve the standard specified above for the first quarter of attendance, they will be evaluated to determine whether they may continue in their academic program. If a learner has achieved the standard for the first quarter of attendance, academic progress is re-evaluated each subsequent quarter. Grades such as "W," "I," "NS," and "NC" are included in the course completion rate but do not impact the learner’s GPA. Repeated courses are counted as attempted credits; only the higher grade will factor into the GPA. With the exception of learners who are disenrolled for failing to meet the standard for the first quarter of attendance, learners who do not meet satisfactory academic progress requirements in any subsequent quarter are subject to academic probation.
CAPELLA UNIVERSITY

ACADEMIC AND OTHER UNIVERSITY POLICIES

Learners will be notified of their status via e-mail. There are five stages of probation, each accumulating additional restrictions (see chart).

Although a learner may be removed from academic probation during any standard review period, a learner progresses to the next stage of academic probation only after one quarter of academic activity. The learner’s current probation stage remains on record until there is activity for evaluation. When evaluation during one of the standard review periods shows that a learner on academic probation meets the satisfactory academic progress requirements, all restrictions are removed and financial aid will be reinstated, if applicable.

Capella reserves the right to withhold financial aid and/or disenroll from the university learners who register for courses and make no progress.

Learners who are withdrawn for reasons of academic probation are allowed to return to their program in the subsequent quarter although they are not able to appeal any loss of federal financial aid until they pay for one quarter of tuition using alternative funding.

Maximum Time to Completion

Capella University is committed to learner success and helping learners to make progress in their program within reasonable timeframes. In order to meet this goal and ensure that learners’ course work is current, Capella University adheres to maximum time limits for certificate and degree completion as listed in the following table. Under extenuating circumstances, exceptions may be approved by the registrar.

<table>
<thead>
<tr>
<th>Award</th>
<th>Maximum Time to Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Degree</td>
<td>7 years (28 quarters)</td>
</tr>
<tr>
<td>Graduate Certificate*</td>
<td>3 years (12 quarters)</td>
</tr>
<tr>
<td>MBA</td>
<td>4 years (16 quarters)</td>
</tr>
<tr>
<td>MS Degree**</td>
<td>4 years (16 quarters)</td>
</tr>
<tr>
<td>BS Degree</td>
<td>8 years (32 quarters)</td>
</tr>
</tbody>
</table>

* Learners enrolled in the specialist certificate in school psychology have a maximum of four years (16 quarters) to complete their program.

** Learners enrolled in the Master of Science in human services program with a specialization in marital, couple, and family counseling/therapy or with a specialization in mental health counseling have a maximum of 6 years (24 quarters) to complete their degree.

Note: These time limits may not align with financial aid eligibility requirements. Learners will not be eligible for federal financial aid for any credits that exceed 150% of their undergraduate program requirements and 200% of their graduate program requirements.

Transcripts

Learners may request transcripts on iGuide or by calling University Services at 1-888-Capella (227-3552), option 2.

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.ncahlc.org.

The transferability of credits to another institution is solely at the discretion of that institution.

Registration in Continuation Courses, Federal Financial Aid, and Satisfactory Academic Progress

Eligible doctoral learners in comprehensive examination and dissertation courses and learners in some practicum and internship courses generally receive federal financial aid for no more than two identical continuation (dash C) courses. While learners in some comprehensive examination and dissertation courses may register for more than two continuation courses, doing so means that the learner is no longer considered to be making satisfactory academic progress (SAP). The loss of federal financial aid due to registering for a third identical continuation course may be appealed by submitting a Continuation Course Appeal form to the director of financial aid. No learners will be granted federal financial aid for a fourth continuation course. See iGuide for more information on satisfactory academic progress and financial aid.

Note: This policy is currently under revision. Please see Learner iGuide for the most up-to-date policy language.
Financial Aid

Capella University offers assistance to learners 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 2, or on iGuide under Finances.

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 University Policies section found on iGuide.

Scholarships

Capella has three scholarship options available. First, Capella offers some internal scholarships to learners, such as the Robert G. Ford Human Services Scholarship and the Helene Krivosha Scholarship. Second, learners are encouraged to apply for external scholarships that are offered specifically to Capella learners, e.g., the Go the Distance Scholarship. Third, free scholarship search engines are available on iGuide.

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 (VA) Office for assistance at 1-800-827-1000. The original application should be mailed to Capella University’s Office of Financial Aid.

To receive full-time veterans’ educational benefits, learners must meet the following criteria based upon their program of study:

- Bachelor’s learners must complete a minimum of 12 quarter credits 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 learners must complete a minimum of eight quarter credits in that quarter. Learners enrolled in the MS in Education program must complete a minimum of six quarter credits in that quarter for full-time benefits.
- MBA learners must complete a minimum of six quarter credits 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.
- Doctoral learners must complete a minimum of eight quarter credits in that quarter to qualify for full-time benefits. Doctoral learners enrolled in the Harold Abel School of Psychology must complete a minimum of 10 quarter credits in that quarter to qualify for full-time benefits. The date of course completion is determined by the last day of the quarter. Doctoral learners who are in the comprehensive examination and dissertation phases of their program will be certified as full time.
- Graduate certificate learners must complete a minimum of eight quarter credits 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 Admissions Office prior to enrollment. Learners who fail to satisfy the requirements for veterans’ educational benefits are personally responsible for tuition payments.

Payment is based upon pursuit as defined by the VA. This means that Capella University will certify the day the course begins and the day the course ends as the period during which learners are pursuing education. The eligibility of benefits is based upon the number of days between the start and end of the course(s).

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

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

Undergraduate certificate learners are not eligible for veterans’ educational benefits.
Tuition and Fees

TUITION AND FEES
The following charges are in effect as of this catalog’s effective date, July 5, 2005, and are subject to change. For current pricing visit the Capella University Web site at www.capella.edu. See applicable schools’ degree programs.

<table>
<thead>
<tr>
<th>ALL PROGRAMS</th>
<th>BUSINESS</th>
<th>INFORMATION TECHNOLOGY</th>
<th>EDUCATION</th>
<th>HUMAN SERVICES</th>
<th>PSYCHOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee (non-refundable)</td>
<td>$75</td>
<td>$75</td>
<td>$75</td>
<td>$75</td>
<td>$75</td>
</tr>
<tr>
<td>International Application Fee – includes international transcript evaluation (non-refundable)</td>
<td>$175</td>
<td>$175</td>
<td>$175</td>
<td>$175</td>
<td>$175</td>
</tr>
</tbody>
</table>

**BACHELOR OF SCIENCE (BS) PROGRAM**
- Petition for Credit Per Course (non-refundable) | $325 | $325 |
- Tuition Per 6-Credit Course | $1,740 | $1,740 |
- Tuition Per 3-Credit Course | $870 | $870 |
- BS Graduation Fee | $250 | $250 |

**MASTER OF BUSINESS ADMINISTRATION (MBA) PROGRAM**
- Petition for Credit Per Course (non-refundable) | $325 |
- Tuition Per 3-Credit Course | $1,755 |
- MBA Graduation Fee | $350 |

**MASTER OF SCIENCE (MS) PROGRAM**
- Petition for Credit Per Course (non-refundable) | $325 | $325 |
- Tuition Per 6-Credit Course | $2,100 |
- Tuition Per 5-Credit Course | $1,925 | $1,925 | $1,440 | $1,440 |
- Tuition Per 4-Credit Course | $1,925 | $1,400 | $1,400 | $1,400 |
- Tuition Per 3-Credit Course | $1,050 |
- Tuition Per 2-Credit Course | $963 | $700 | $720 |
- Residential Colloquium Per Week* | $1,350 | $1,350 |
- School of Psychology Year-in-Residence — Weekends-in-Residence (4)* | $756 |
- School of Psychology Year-in-Residence — Extended Seminar (1)* | $2,700 |
- MS Graduation Fee | $350 | $350 | $350 | $350 | $350 |

**DOCTOR OF PHILOSOPHY (PhD) PROGRAM**
- Quarterly Tuition | $3,975 | $3,975 | $3,975 |
- Tuition Per 5-Credit Course | $1,950 |
- Residential Colloquium Per Week* | $1,350 | $1,350 | $1,350 |
- PhD Graduation Fee | $450 | $450 | $450 |

**DOCTOR OF PSYCHOLOGY (PsyD) PROGRAM**
- Tuition Per 5-Credit Course | $1,950 |
- Year-in-Residence — Weekends-in-Residence (9)* | $1,700 |
- Year-in-Residence — Extended Seminars (2)* | $5,400 |
- PsyD Graduation Fee | $450 |

**CERTIFICATE PROGRAM**
- Tuition Per Graduate Course | $1,925 | $1,925 | $1,400 | $1,440 | $1,625 |
- Residential Colloquium Per Week (Track I)* | $1,350 |
- School of Psychology Certificate Practicum 3-Credit Course | $975 |
- School of Psychology Certificate Practicum 2-Credit Course | $650 |
- School of Psychology Year-in-Residence — Weekends-in-Residence (3)* | $567 |
- School of Psychology Year-in-Residence — Extended Seminar (1)* | $2,700 |

* Learners are responsible for food, travel, and lodging for all residential colloquia and year-in-residence sessions. See the Academic Residencies section in this catalog for more information.
Tuition and Fees, continued

Tuition for Continuation Courses

Learning who require additional quarter(s) to complete all required components of comprehensive examination and dissertation courses, practicum courses, and internship courses should enroll in continuation courses (sometimes called dash C courses). Learners in continuation courses do not earn additional credit.

To maintain active learner status, and access to university activities, academic personnel, and services (including advisors, mentors, courses, and library), learners must register and pay for continuation courses based on their school’s regular registration, tuition, and payment schedules.

Reduced Tuition for Advanced Doctoral Learners

Capella University acknowledges that graduate education represents a major investment of time, energy, and money on the part of our learners. In a self-paced doctoral program, it is difficult to determine the overall cost because the time-to-degree completion is not fixed. While it is likely that doctoral learners will complete their program in approximately four years, some financial accommodation will be made for learners who take longer to complete their comprehensive examination and dissertation.

Doctoral learners who have completed at least four years (16 full quarters) of active enrollment in their doctoral program and have completed all degree course work (except the comprehensive examinations and the dissertation) are charged $500 per quarter (for a maximum of 12 additional quarters of enrollment) in lieu of regular tuition. This policy does not apply to learners in the Harold Abel School of Psychology.

Learners meeting these criteria qualify for this reduced tuition rate only during terms in which they enroll in the comprehensive or dissertation courses.

Quarterly enrolled as a certificate or master’s learner, and time off taken for administrative, medical, or family leave shall not count toward the minimum active enrollment period.

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 veterans’ assistance, active armed forces learners, vocational rehabilitation assistance, 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 is only an option when no specific grade is required by the employer as a condition of reimbursement.

Special Business Office Hold

All learners with an outstanding balance may be placed on special business office hold (SBOH). Learners who have not completed the financial aid process by the 10th calendar day of the quarter will be placed on SBOH. While on SBOH, learners will not be granted access to university activities, academic personnel, or services including advisors, mentors, courses, or library. Access will be restored and billing will resume when the account balance is current.

Tuition Refunds

Learning who completely withdraw from Capella University or drop one or more of their courses will have their tuition refunded according to the refund schedule in this section.

For doctoral learners who choose to withdraw from the Schools of Business and Technology, Human Services, and Education, tuition is charged quarterly on a flat rate, not on a per-course basis. Learners who completely withdraw from Capella University or drop ALL of their courses will have their tuition refunded according to the refund schedules.

There are no refunds for books, supplies, or application fees.
Tuition Refund Schedules

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

Withdrawal or Drop Date | Tuition Refund
--- | ---
Before the Start Date | Tuition refund in full to the learner within a maximum of 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.

Florida Residents Refund Policy:

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

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

A Florida learner who withdraws or is disenrolled after the start date of a course, but before 40% 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 Calendar Days</th>
<th>Florida Refund</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% - 40%</td>
<td>50%</td>
</tr>
<tr>
<td>41% +</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.

Florida learners should notify Capella if they wish to withdraw from a program or drop a course. Refunds are calculated by using the date notification is received from the learner, unless the learner immediately contacts Capella requesting an earlier withdrawal date and provides 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 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.

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 Georgia applicant receives a full refund of all monies if he or she requests it within three 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 60% 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 Calendar Days</th>
<th>Georgia Refund</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 using the date notification is received from the learner, unless the learner immediately contacts Capella requesting an earlier withdrawal date and provides 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 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:

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>Wisconsin Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 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 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.

Wisconsin learners should notify Capella if they wish to withdraw from a program or drop a course. Refunds are calculated by using the date notification is received from the learner, unless the learner immediately contacts Capella requesting an earlier withdrawal date and provides 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 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.
Tuition and Fees, continued

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 1-888-CAPELLA (227-3552), option 2, 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 learner’s approved withdrawal date as determined by 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 policy.

Learners who utilize the Minnesota SELF Loan will be subject to the Tuition Refunds policy.

Residency Tuition and Fees

Learners pay tuition for each residency they attend. Learners are responsible for their food, travel, and lodging expenses for all residencies.

Residency Cancellation Fee

Learners canceling their residency registration may be charged a cancellation fee or may be ineligible for a tuition refund, depending on when the cancellation is made. Visit the residency registration pages in iGuide for the exact dates and times of cancellation deadlines.

Timing of Cancellation Fee Refund

<table>
<thead>
<tr>
<th>Timing of Cancellation</th>
<th>Cancellation Fee</th>
<th>Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 or more days in advance of the residency</td>
<td>$0</td>
<td>100%</td>
</tr>
<tr>
<td>8 through 29 days in advance of the residency</td>
<td>$50</td>
<td>100%</td>
</tr>
<tr>
<td>3 through 7 days in advance of the residency</td>
<td>$150</td>
<td>100%</td>
</tr>
<tr>
<td>2 days or less in advance of the residency</td>
<td>$0</td>
<td>No refund</td>
</tr>
</tbody>
</table>

Other Fees

Application Fees

Applicants must complete the online payment section of the application. Credit card or U.S. bank 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 $75. The fee for international applicants is $175, which includes $100 for international academic review. All application fees are non-refundable.

Petition for Credit Fee

The petition process requires learners seeking credit for prior learning to pay a $325 evaluation fee for each petition. See the Credit for Prior Learning policy in this catalog for details and restrictions. Petition for credit fees are non-refundable.

Graduation Fee

A fee will be assessed when a learner applies for graduation. See the Tuition and Fees chart in this catalog and on iGuide.

Official Transcripts

Requests for transcripts can be made via iGuide, or learners may contact University Services at 1-888-CAPELLA (227-3552), option 2. Capella University reserves the right to withhold the official transcripts of learners who are not in good financial standing with the institution.
Capella University
School of Undergraduate Studies
From the Executive Director

I am pleased to welcome you to Capella University’s School of Undergraduate Studies. Today’s competitive work environment is rapidly changing, as are the skills necessary for career success. Programs in the School of Undergraduate Studies have an immediate and long-term impact, transforming the lives and careers of learners. Our programs and curricula also help learners expand their experience into the global community through interactive technology, broad-based discussions, and a recognition of the importance and impact of diversity and culture.

Degree programs in the School of Undergraduate Studies are designed for working adult learners who want to develop relevant skills in a variety of areas in the fields of business and information technology. Capella’s business program develops foundational knowledge and scholarship related to current issues in the specializations of business administration, finance, human resource management, management and leadership, and marketing. Learners in the information technology bachelor’s program, benefit from a relevant curriculum that addresses essential information technology competencies in project management, information security, enterprise systems integration, application development, network architecture and design, systems design and programming, and graphics multimedia specializations.

Online learning at Capella is led by experienced faculty who share their knowledge and passion for their subject areas; who link theory, research, and practice; who are active in business and information technology fields, and who support learners as they work to achieve personal goals and transform their lives and careers. The faculty and staff of the School of Undergraduate Studies are dedicated to offering a rewarding learning experience that provides professional and personal value; they join me in welcoming you.

Valerie Perkins, EdD
Executive Director
About the School of Undergraduate Studies

Mission Statement
The mission of the School of Undergraduate Studies is to create competency-based, online degree programs within a collaborative community of learners. Capella University provides an invigorating and challenging educational experience for adult working professionals and is dedicated to the development of learners' knowledge, values, and skills. The programs in the School of Undergraduate Studies are designed to have an immediate and long-term impact on learners' lives and careers through the demonstration of leadership, scholarship, and service.

Undergraduate Degree Programs

Bachelor of Science (BS) in Business
The School of Undergraduate Studies bachelor's degree program integrates the mastery of business fundamentals with practical application in a rich, interactive learning environment that enhances learners' personal and organizational effectiveness in their chosen field of study.

Capella's bachelor's degree in business curriculum focuses on providing a sound grounding in business administration, management and leadership, human resource management, finance, and marketing. The curriculum also provides an integrated approach to enterprise, preparing learners to work in collaboration with diverse work groups and functional areas.

Bachelor of Science (BS) in Information Technology
The School of Undergraduate Studies bachelor's degree program allows learners to efficiently complete their studies for a degree and focus on courses that teach the skills that will prepare them for careers in technology. The courses in information technology help learners build a deep knowledge of current IT tools and practices while preparing them to earn new certifications they may need. During the program, learners will gain hands-on access to the applications they are learning and have the opportunity 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 Requirements for the BS Degree
General education courses develop the knowledge, skills, and abilities foundational to a baccalaureate program and to more advanced study. Capella University's general education curriculum works in concert with the course work in a learner's field of study to develop reflective practitioners at the bachelor's level. Reflective-practitioners learn to use analytical and relational skills to improve their professional practices 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 develop the communication skills necessary to effectively use the English language to communicate both verbally and in written form. In addition, they learn to read, write, speak, and listen critically.
2. Critical Thinking: Capella learners 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 are reinforced throughout the program.
3. Ethical and Social Responsibility: Capella learners 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 learn what it means to be a socially responsible citizen in today's world and develop the ability to appropriately exercise that citizenship.

SPECIALIZATIONS OFFERED IN THE SCHOOL OF UNDERGRADUATE STUDIES

<table>
<thead>
<tr>
<th>Business Program</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>BS</td>
</tr>
<tr>
<td>Finance</td>
<td>BS</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>BS</td>
</tr>
<tr>
<td>Management and Leadership</td>
<td>BS</td>
</tr>
<tr>
<td>Marketing</td>
<td>BS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information Technology Program</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information Technology</td>
<td>BS</td>
</tr>
<tr>
<td>Graphics and Multimedia</td>
<td>BS</td>
</tr>
<tr>
<td>Network Technology</td>
<td>BS</td>
</tr>
<tr>
<td>Project Management</td>
<td>BS</td>
</tr>
<tr>
<td>Web Application Development</td>
<td>BS</td>
</tr>
</tbody>
</table>
4. Fine Arts and Humanities: Capella learners 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 develop the ability to form their own aesthetic judgments.

5. Mathematical and Logical Reasoning: Capella learners 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 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 develop an understanding of the scientific methods used to study human behavior and interaction and knowledge of the predominant theories resulting from this study.
School of Undergraduate Studies Degree Programs

Bachelor of Science (BS) in Business Specializations

Business Administration

Leaders in the business administration specialization 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. Leaders select elective courses based on their individual professional needs.

General Education Requirements

Choose 60 quarter credits as indicated from the following categories:

- Communication (12 quarter credits required)
  - BUS3010 Introduction to Business (3 quarter credits)
  - BUS3020 Fundamentals of E-Business (3 quarter credits)
  - BUS3030 Fundamentals of Marketing and Sales (3 quarter credits)
  - BUS3040 Fundamentals of Human Resource Management (3 quarter credits)
- Social Science (12 quarter credits required)
  - BUS3050 Fundamentals of Organizational Communication (3 quarter credits)
- Fine Arts and Humanities (12 quarter credits required)
  - BUS3060 Fundamentals of Finance and Accounting (3 quarter credits)

All courses are 6 quarter credits except as noted. Courses listed in parentheses denote prerequisites.

Specialization Courses - 48 quarter credits

Required courses:
- BUS4901 Ethics and Enterprise
- BUS4911 Virtual Team Collaboration (BUS3030)
- BUS4912 Leadership in Organizations (BUS3030)
- BUS4913 Organizational Structure, Learning, and Performance (BUS3030)
- BUS4914 Operations Management for Competitive Advantage (BUS3030)
- BUS4915 Strategic Planning and Implementation (BUS3030)
- BUS4916 Global Business Relationships (BUS3030)
- BUS4921 E-Business Technology Infrastructure (BUS3030)
- BUS4922 E-Business Sourcing, Marketing, and Sales (BUS3030)
- BUS4923 E-Business Project Implementation (BUS3030)
- BUS4931 Marketing, Sales, and Channel Management (BUS3030)
- BUS4932 Customer Psychology and Marketing Research (BUS3030)
- BUS4933 Business Identity and Marketing Communication (BUS3030)
- BUS4934 Marketing Strategy (BUS3030)
- BUS4935 Marketing Across Borders (BUS3030)
- BUS4936 Compensation and Benefits Management (BUS3040)
- BUS4937 Legal Issues in Human Resource Management (BUS3040)
- BUS4938 Recruitment, Retention, and Development (BUS3040)
- BUS4939 Employee and Labor Relations (BUS3040)
- BUS4940 Employee Training and Development (BUS3040)
- BUS4941 International HR Management Issues (BUS3040)
- BUS4942 Foundations in Finance (BUS3040)
- BUS4943 Financial Markets and Institutions (BUS4070)
- BUS4944 Analysis for Financial Management (BUS4070)
- BUS4945 Investments and Portfolio Management (BUS4070)
- BUS4946 Entrepreneurial Finance (BUS4070)
- BUS4947 Public and Nonprofit Finance (BUS4070)
- BUS4948 Issues in International Finance (BUS4070)
- BUS4949 Risk Management Strategies (BUS4070)
- BUS4950 Financial Institution Management (BUS4070)
- BUS4951 Real Estate Finance (BUS4070)
- BUS4952 Change Management

Elective Courses - 30 quarter credits

Choose 30 quarter credits of additional undergraduate courses.

Capstone Course - 4 quarter credits

To be taken during the learner’s final quarter.

BUS4993 Business Capstone Project

Total 186 quarter credits

Finance

Finance professionals help organizations find and manage the resources needed to grow, make investments and acquisitions, plan for the future, and manage existing assets. Learners in the finance specialization build the finance knowledge and skills needed to advance in the financial services industry or as a finance professional within a public or private organization. Beyond expertise in finance, learners also demonstrate the management, interpersonal, and professional thinking skills to impact organizational effectiveness across all levels of their organization. Learners select elective courses based on their individual professional needs.

General Education Requirements

Choose 40 quarter credits as indicated from the following categories:

- Communication (12 quarter credits required)
  - ENG1000 English Composition
  - ENG2000 Research Writing
- Social Science (12 quarter credits required)
  - PSY1000 Introduction to Psychology
- Fine Arts and Humanities (12 quarter credits required)
  - ART1000 Art History Survey
  - POL1000 The Politics of American Government
  - PSY1000 Introduction to Psychology

All courses are 6 quarter credits except as noted. Courses listed in parentheses denote prerequisites.

Choose 60 quarter credits as indicated from the following categories:

- Communication (12 quarter credits required)
  - BUS3010 Introduction to Business (3 quarter credits)
  - BUS3020 Fundamentals of E-Business (3 quarter credits)
  - BUS3030 Fundamentals of Marketing and Sales (3 quarter credits)
- Social Science (12 quarter credits required)
  - BUS3050 Fundamentals of Organizational Communication (3 quarter credits)
- Fine Arts and Humanities (12 quarter credits required)
  - BUS3060 Fundamentals of Finance and Accounting (3 quarter credits)

All courses are 6 quarter credits except as noted. Courses listed in parentheses denote prerequisites.

Courses listed in parentheses denote prerequisites.
Bachelor’s in Business
Specializations, continued

BUS3040 Fundamentals of Human Resource Management
BUS3050 Fundamentals of Organizational Communication
BUS3060 Fundamentals of Finance and Accounting

Specialization Courses - 48 quarter credits
BUS4070 Foundations in Finance (BUS3060)
BUS4071 Financial Markets and Institutions (BUS4070)
BUS4072 Analysis for Financial Management (BUS4070)
BUS4073 Investments and Portfolio Management (BUS4070)
BUS4091 Ethics and Enterprise

Choose 18 quarter credits from the following courses:
BUS4074 Entrepreneurial Finance (BUS4070)
BUS4075 Public and Nonprofit Finance (BUS4070)
BUS4076 Issues in International Finance (BUS4070)
BUS4077 Risk Management Strategies (BUS4070)
BUS4078 Financial Institution Management (BUS4070)
BUS4079 Real Estate Finance (BUS4070)

Elective Courses - 30 quarter credits
Choose 30 quarter credits of additional undergraduate courses.

Capstone Course - 6 quarter credits
To be taken during the learner’s final quarter.
BUS4993 Business Capstone Project

Total 186 quarter credits

Human Resource Management
The human resource professional wears many hats, and the specific duties depend upon the nature and size of the organization. Typical responsibilities may include staffing the organization, training and developing employees at all levels, maintaining a fair and equitable compensation system, developing personnel policies and procedures, and developing strategies to meet the human resource needs for the organization’s future. Learners in the human resource management specialization develop the human resource 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 human resource leaders and managers at all levels of their organizations.

Additional Program Requirements
Core Courses + Lab - 42 quarter credits
BUS3004 Developing a 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

Specialization Courses - 48 quarter credits
BUS4043 Compensation and Benefits Management (BUS3040)
BUS4044 Legal Issues in Human Resource Management (BUS3040)
BUS4045 Recruitment, Retention, and Development (BUS3040)
BUS4046 Employee and Labor Relations (BUS3040)
BUS4047 Employee Training and Development (BUS3040)
BUS4048 International HR Management Issues (BUS3040)
BUS4801 Ethics and Enterprise
BUS4802 Change Management

Elective Courses - 30 quarter credits
Choose 30 credits of additional undergraduate courses.

Capstone Course - 6 quarter credits
To be taken during the learner’s final quarter.
BUS4993 Business Capstone Project

Total 186 quarter credits

All courses are 3 quarter credits except as noted.
Courses listed in parentheses denote prerequisites.
School of Undergraduate Studies Programs, continued
Bachelor’s in Business
Specializations, continued

Management and Leadership
Management involves the coordination, implementation, promotion, supervision, and directing of the activities of individuals, organizations, and businesses. The focus of the management and leadership specialization is to develop individuals who have the skills and competencies to successfully lead people and manage organizations in a dynamic, global environment. Learners in this specialization demonstrate the management, interpersonal, and professional thinking skills to impact organizational effectiveness as leaders and managers at all levels of their organizations.

General Education Requirements
Choose 60 quarter credits as indicated from the following categories:
Communication (12 quarter credits required)
- POL1000 The Politics of American Government
- ECO1050 Microeconomics

Social Science (12 quarter credits required)
- PHY1000 Introduction to Astronomy
- CHM1000 Chemistry for Changing Times
- BIO1000 Human Biology

Natural Science (12 quarter credits required)
- MAT2050 Statistical Literacy (3 quarter credits)
- MAT2000 Introductory Statistics
- MAT1051 Pre-Calculus

Mathematical and Logical Reasoning (6 quarter credits required)
- PHI1000 Introduction to Philosophy
- HUM1000 Introduction to the Humanities
- HUM1050 World Religions (3 quarter credits)
- PHY1000 Introduction to Astronomy

Ethical and Social Responsibility (6 quarter credits)
- PHI2000 Ethics
- HUM1050 World Religions (3 quarter credits)
- HUM1000 Introduction to the Humanities
- ART2000 Art History Survey

Fine Arts and Humanities (12 quarter credits required)
- MAT1050 Applied Algebra
- MAT1051 Pre-Calculus
- MAT2000 Introductory Statistics
- MAT2050 Statistical Literacy (3 quarter credits)

Elective Courses - 30 quarter credits
Choose 30 quarter credits of additional undergraduate courses.

Capstone Course - 6 quarter credits
To be taken during the learner’s final quarter
BUS4993 Business Capstone Project

Total 186 quarter credits

Additional Program Requirements
Core Courses + Lab - 42 quarter credits
BUS5004 Developing a Business Perspective
BUS5005 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

Specialization Courses - 48 quarter credits
BUS4010 Virtual Team Collaboration (BUS3010)
BUS4012 Leadership in Organizations (BUS3010)
BUS4013 Organizational Structure, Learning, and Performance (BUS3010)
BUS4014 Operations Management for Competitive Advantage (BUS3010)
BUS4015 Strategic Planning and Implementation (BUS3010)
BUS4016 Global Business Relationships (BUS3010)
BUS4018 Ethics and Enterprise
BUS4020 Change Management

Marketing
Marketing professionals must be prepared for a diverse set of challenges from understanding the needs of the customer to managing sales and distribution operations. Because of its broad scope, marketing can also serve as a foundation from which to build a successful career in product development or general business management. Learners in this specialization may choose to focus on the fundamentals of sales and marketing or broaden their study to include a stronger emphasis on the marketing aspects of e-business. E-business has changed the way companies operate, going beyond e-commerce into layers of how organizations relate to the whole chain of enterprise, from raw materials to satisfied customers. In addition, marketing expertise, learners demonstrate the management, interpersonal, and professional thinking skills needed to impact organizational effectiveness at all levels of their organizations.

General Education Requirements
Choose 60 quarter credits as indicated from the following categories:
Communication (12 quarter credits required)
- ART2000 Art History Survey
- HUM1000 Introduction to the Humanities
- HUM1050 World Religions (3 quarter credits)
- PHY1000 Introduction to Astronomy

Marketing (non-credit)
- MAT1051 Pre-Calculus
- MAT2000 Introductory Statistics
- MAT2050 Statistical Literacy (3 quarter credits)

Elective Courses - 30 quarter credits
Choose 30 quarter credits of additional undergraduate courses.

Capstone Course - 6 quarter credits
To be taken during the learner’s final quarter
BUS4993 Business Capstone Project

Total 186 quarter credits

All courses are 6 quarter credits except as noted. Courses listed in parentheses denote prerequisites.
Bachelor's in Business
Specializations, continued

Additional Program Requirements
Core Courses + Lab - 42 quarter credits
BUS3004 Developing a 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

Specialization Courses - 48 quarter credits
BUS4022 E-Business Sourcing, Marketing, and Sales (BUS3020)
BUS4031 Marketing, Sales, and Channel Management (BUS3030)
BUS4032 Customer Psychology and Marketing Research (BUS3030)
BUS4033 Brand Identity and Marketing Communication (BUS3030)
BUS4081 Ethics and Enterprise
BUS4082 Change Management

Choose 12 quarter credits from the following courses:
BUS4021 E-Business Technology Infrastructure (BUS3020)
BUS4034 E-Business Project Implementation (BUS3020)
BUS4035 Marketing Across Borders (BUS3030)

Elective Courses - 30 quarter credits
Choose 30 quarter credits of additional undergraduate courses.

Capstone Course - 6 quarter credits
To be taken during the learner’s final quarter.
BUS4993 Business Capstone Project

Total 186 quarter credits

Bachelor of Science (BS) in Information Technology Specializations

General
In this general information technology specialization, learners explore a range of IT topics. This program of study consists of a set of core courses that cover the fundamental IT domains of networking, database, Web development, systems analysis and design, and project management. Learners have an opportunity to select a variety of more advanced IT courses that allow them to develop deeper and broader knowledge and skills in diverse IT topic areas. These areas include Web development, networking, project management, and graphics and multimedia.

General Education Requirements
Choose 60 quarter credits as indicated from the following categories:

Communication (12 quarter credits required)
ENG1000 English Composition
ENG2000 Research Writing

Mathematical and Logical Reasoning (6 quarter credits)
PHI1000 Introduction to Philosophy

Ethical and Social Responsibility (6 quarter credits required)
PHI2000 Ethics
PHI2050 Human Nature and Ethics (3 quarter credits)

Fine Arts and Humanities (12 quarter credits required)
ART2000 Art History Survey
HUM1000 Introduction to the Humanities
HUM1050 World Religions (3 quarter credits)

Mathematical and Logical Reasoning (6 quarter credits required)
MAT1050 Applied Algebra
MAT1051 Pre-Calculus
MAT2000 Introductory Statistics
MAT2050 Statistical Literacy (3 quarter credits)

Social Science (12 quarter credits required)
ECO1050 Microeconomics
PSY1000 Introduction to Psychology

Natural Science (12 quarter credits required)
BIO1000 Human Biology
CHM1000 Chemistry for Changing Times
PHY1000 Introduction to Astronomy

Additional Program Requirements
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

Specialization Courses - 48 quarter credits
Choose 42 quarter credits from the following courses:
TS4010 Presentation Layer: Client Side Programming (TS3100, TS4805)
TS4012 Advanced Server Side Programming (TS4811, TS4819, TS4820)
TS4030 Project Estimation and Budgeting (TS3120)
TS4031 Risk Management in Information System Development (TS3120)
TS4032 Motivating IT Professionals (TS3120)
TS4040 Network Administration (TS3150)
TS4041 Advanced Network Administration (TS4040)
TS4042 Network Design (TS3150)
TS4050 Vector Graphics Animation (TS3100)
TS4051 Web Graphics Animation (TS3100)
TS4052 Image Processing (TS3100)
TS4060 Managing the Project I (TS3120)
TS4061 Managing the Project II (TS4060)
TS4801 Information Systems Analysis and Design
TS4802 System Assurance Quality and Testing
TS4803 System Assurance Security
TS4804 Programming Concepts and Practices
TS4805 Future of Information Technology
TS4806 Legal Issues in Information Technology
TS4807 Security Management Practices
TS4808 Object-oriented Analysis, Design and Programming (TS3140)
TS4809 Data Warehousing and Data Mining
TS4810 Web Design (TS3100)
TS4811 Object-oriented Programming in Java (TS4805)
TS4812 Advanced Java Programming (TS4811)
TS4813 Operating Systems
TS4814 Wireless Web Programming
TS4815 Introduction to Telecommunications
TS4816 Mobile Device Programming
TS4817 Security Management Practices (TS3150)
TS4819 Application Layer: Server Side Programming (TS3130, TS4805, TS4010)
TS4820 Server Side Programming ASP.NET (TS4819)

Elective Courses - 30 quarter credits
Choose 30 quarter credits of additional undergraduate courses. The School of Undergraduate Studies recommends that 18 of these quarter credits be earned through undergraduate information technology courses.

Capstone Course - 6 quarter credits
To be taken during the learner’s final quarter.
TS4990 Integrated Action Learning Project

Total 186 quarter credits
School of Undergraduate Studies Programs, continued
Bachelor’s in Information Technology

Specializations, continued

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. The specialization in graphics and multimedia helps learners build the skills necessary to develop graphics-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 provides real-time feedback on their work from a variety of learner and instructor perspectives. The specialization leaves learners with a sound knowledge of the latest professional tools used for vector graphics, vector graphics animation, and image processing.

General Education Requirements
Choose 60 quarter credits as indicated from the following categories:

- Communication (12 quarter credits required)
- Social Science (12 quarter credits required)
- Natural Science (12 quarter credits required)
- Fine Arts and Humanities (12 quarter credits required)

Additional Program Requirements
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

Specialization Courses - 42 quarter credits
TS4050 Vector Graphics Animation (TS3100)
TS4051 Web Graphics Production (TS3100)
TS4052 Image Processing (TS3100)
TS4053 Information Systems Analysis and Design
TS4054 System Assurance Quality and Testing
TS4110 Web Design (TS3100)

Any additional 6-credit 4000-level course

Elective Courses - 30 quarter credits
Choose 30 quarter credits of additional undergraduate courses. The School of Undergraduate Studies recommends that 18 of these quarter credits be earned through undergraduate technology courses.

Capstone Course - 6 quarter credits
To be taken during the learner’s final quarter:
TS4990 Integrated Action Learning Project

Total 186 quarter credits

Network Technology
The 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 are 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, they 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.

General Education Requirements
Choose 60 quarter credits as indicated from the following categories:

- Communication (12 quarter credits required)
- Social Science (12 quarter credits required)
- Natural Science (12 quarter credits required)
- Fine Arts and Humanities (12 quarter credits required)

Additional Program Requirements
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

Specialization Courses - 42 quarter credits
TS4050 Vector Graphics Animation (TS3100)
TS4051 Web Graphics Production (TS3100)
TS4052 Image Processing (TS3100)
TS4053 Information Systems Analysis and Design
TS4054 System Assurance Quality and Testing
TS4110 Web Design (TS3100)

Any additional 6-credit 4000-level course

Elective Courses - 30 quarter credits
Choose 30 quarter credits of additional undergraduate courses. The School of Undergraduate Studies recommends that 18 of these quarter credits be earned through undergraduate technology courses.

Capstone Course - 6 quarter credits
To be taken during the learner’s final quarter:
TS4990 Integrated Action Learning Project

Total 186 quarter credits

All courses are 6 quarter credits except as noted. Courses listed in parentheses denote prerequisites.
Bachelor's in Information Technology

Specializations, continued

Additional Program Requirements

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
- TS3130 Fundamentals of Database Systems
- TS3140 Fundamentals of Software Development
- TS3150 Fundamentals of Network Systems
- TS3160 Ethical and Human Side of Information Technology

Specialization Courses - 42 quarter credits

- TS4040 Network Administration (TS3150)
- TS4041 Advanced Network Administration (TS4040)
- TS4042 Network Design (TS3150)
- TS4803 System Assurance Security
- TS4813 Operating Systems
- TS4815 Introduction to Telecommunications
- TS4830 Any additional 6-credit 4000-level course

Elective Courses - 30 quarter credits

- Choose 30 quarter credits of additional undergraduate courses. The School of Undergraduate Studies recommends that 18 of these quarter credits be earned through undergraduate information technology courses.

Capstone Course - 6 quarter credits

- To be taken during the learner’s final quarter:

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 are 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.

General Education Requirements

Choose 60 quarter credits as indicated from the following categories:

- Communication (12 quarter credits required)
  - ENG1000 English Composition
  - ENG2000 Research Writing
  - SPC2000 Intercultural Communication
  - SPC2050 Visual Design in Communications (3 quarter credits)

- Ethical and Social Responsibility (6 quarter credits required)
  - PHI2000 Ethics
  - PHI2050 Human Nature and Ethics (3 quarter credits)

- Fine Arts and Humanities (12 quarter credits required)
  - ART2000 Art History Survey
  - HUM1000 Introduction to the Humanities
  - HUM1050 World Religions (3 quarter credits)
  - PHI1000 Introduction to Philosophy
  - Mathematical and Logical Reasoning (6 quarter credits required)

- Mathematics and Scientific Reasoning (6 quarter credits required)
  - MAT1051 Pre-Calculus
  - MAT2000 Introduction to Probability
  - MAT2050 Statistical Literacy (3 quarter credits)
  - MAT2052 Probability and Statistics

- Natural Science (12 quarter credits required)
  - CHM1000 Chemistry for Change
  - PHY1000 Introduction to Astronomy

- Social Science (12 quarter credits required)
  - ECO1050 Microeconomics
  - PSY1000 Introduction to Psychology

- Political Science and Government (12 quarter credits required)
  - POL1000 The Politics of American Government

All courses are 6 quarter credits except as noted. Courses listed in parentheses denote prerequisites.
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 to prepare learners 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.

General Education Requirements

Choose 60 quarter credits as indicated from the following categories:
- Communication (12 quarter credits required)
  - ENG1000 English Composition
  - ENG2000 Research Writing
  - SPC2000 Intercultural Communication
  - SPC2050 Visual Design in Communications
- Ethical and Social Responsibility (6 quarter credits required)
  - PHI2000 Ethics
  - PHI2050 Human Nature and Ethics
- Fine Arts and Humanities (12 quarter credits required)
  - ART2000 Art History Survey
  - HUM1000 Introduction to the Humanities
  - HUM1050 World Religions
  - PHI1000 Introduction to Philosophy
- Mathematical and Logical Reasoning (6 quarter credits required)
  - MAT1503 Applied Algebra
  - MAT1551 Pre-Calculus
  - MAT2100 Introductory Statistics
  - MAT2505 Statistical Literacy
- Natural Science (12 quarter credits required)
  - BIO1000 Human Biology
  - CHM1000 Chemistry for Changing Times
  - PHY1000 Introduction to Astronomy
- Social Science (12 quarter credits required)
  - ECO1050 Microeconomics
  - PSY1000 Introduction to Psychology
  - POL1000 The Politics of American Government

All courses are 6 quarter credits except as noted. Courses listed in parentheses denote prerequisites.
Undergraduate Course Descriptions in Numerical Order by Program Prefix

The following course list is correct as of the date this catalog was prepared. These descriptions indicate specific content and topics typically covered in the course. Capella University retains the right to withdraw, modify, or add courses to the existing list without prior notice.

**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.

ENG2000 - Research Writing (6 quarter credits). This course is intended to help learners become more familiar and comfortable with the kind of writing that depends on the use of source material. Since most writing in professional or academic contexts calls in some fashion for evaluating or interpreting information provided by others, this course's main goal is to give you portable and adaptable skills that will help you uncover and critically assess sources, and then appropriately and correctly incorporate them into the professional or academic work you are writing.

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

**SPE2050 - Visual Design in Communications (3 quarter credits). This course introduces the learner to the use of visual design in communication. Fundamental concepts of graphic design and the principles of visual design will be applied through the use of online exercises, discussions, critiques, and tests. Methods to analyze visual images and their influence on communication will be explored.**

**ETHICAL AND SOCIAL RESPONSIBILITY**

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

PHI2050 - Human Nature and Ethics (3 quarter credits). This course explores human nature and ethics by attempting to answer some of the principal Western conceptions of human nature and how these conceptions of human nature give rise to and affect a number of ethical issues. Specific topics addressed by the course include the age-old human aspiration to improve human nature, the scientific view and approach to human nature, the relationship between bodies and minds (souls), how we change over the course of our lives and yet still remain “ourselves,” and the character and dignity of human beings. Assigned readings are interdisciplinary and historically range from the ancient Greeks to the twenty-first century.

**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 the various arts, philosophy, and religion. Emphasis will be placed on developing an understanding of the uniqueness as well as the interrelatedness of these fields, how they significantly shape the cultures in which they are found, and how they reflect their culture’s values and vision of the human condition.

HUM1050 - World Religions (3 quarter credits). This course introduces the wisdom traditions of the world, both East and West, including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam.

PHI1000 - Introduction to Philosophy (6 quarter credits). An inquiry into the main problems of philosophical inquiry begins with an introduction to the nature of philosophy and a logical module, which includes basic logical concepts, syllogistic reasoning, Venn diagrams, deductive reasoning, inductive reasoning, and informal fallacies. The course further explores topics in philosophy such as religion, knowledge and perspectives on truth, rationality and cognitive relativism, philosophy of mind issues including monism/dualism, personal identity and immortality, freedom of the will and determinism, theoretical and applied ethics, and the meaning of human existence.

**MATHEMATICAL AND LOGICAL REASONING**

MAT1000 - College Algebra (6 quarter credits). This course introduces the study of mathematical functions, including linear, exponential, logarithmic, and other functions with their graphical, algebraic, numerical and other properties. Emphasis is placed on applying the learned concepts to applications in the social and natural sciences, business, and everyday life.

MAT1051 - Pre-Calc (6 quarter credits). Pre-Calc introduces the formal study of elementary functions introduced in algebra. In this course, learners use technology, modeling, and problem solving skills to study and apply trigonometric and circular functions, identities and inverses, polar coordinates, complex numbers, and vectors in two and three dimensions. The course focuses on solving problems by applying multiple tools: algebraic, graphic and numeric. Quadric relations are represented in polar, rectangular, and parametric forms. Each of these topics provides a bridge to further study in calculus and other key areas including economics, business, physics, chemistry, biology, chemistry, computer science, and other natural and social sciences topics.

Prior college algebra course work or completion of Math 1050 is strongly recommended prior to enrollment in this course.

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.

MAT2050 - Statistical Literacy (3 quarter credits). This course concentrates on the application of critical thinking skills to arguments involving statistics. Emphasis will be placed on the learner as a consumer of statistics rather than a producer of statistical calculations. Course activities will focus on the interpretation, evaluation, and communication of real world situations and news stories.

**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 Changing Times (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.

PHY1000 - Introduction to Astronomy (6 quarter credits). This course covers 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**

ECO1050 - Microeconomics (6 quarter credits). The economics course focuses on the optimizing behavior of individual consumers and firms and the coordination of these individual decisions through markets. It includes the evaluation of market outcomes in terms of efficiency and fairness. Topics include the theory of the
Undergraduate Course Descriptions, continued

consumer, the theory of the firm, market structures, and market failure and the role of government. Applications to real world events are used to provide examples of principles of microeconomics.

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.

POL1000 - The Politics of American Government (6 quarter credits). This course examines the fundamental workings of the American political system, particularly how the Constitutional structure shapes American politics, and how institutions and processes connect individuals to the larger political system.

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 programs. 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 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 an academic advisor, learners will develop a degree completion plan. BUS3005 is an advisor-led course taken in the first quarter, in conjunction with BUS3004. Cannot be fulfilled by transfer.

BUS3010 - Fundamentals of Management and Leadership (6 quarter credits). This course examines the five primary forces that drive contemporary business. Learners discover the implications for organizational management and collaborative leadership within a changing business climate. Teams of learners interview businesses to gain insight into the real-world demands of contemporary management and leadership.

BUS3020 - Fundamentals of E-Business (6 quarter credits). This course presents an understanding of the fundamentals of e-business, the acquisition of hands-on experience with e-business technology, an evaluation of the primary management considerations in the development process of commercial e-business systems, an assessment of the implications of an e-business initiative, and the development of an e-business technological and management plan for an enterprise.

BUS3030 - Fundamentals of Marketing and Sales (6 quarter credits). This course examines the fundamentals of marketing and sales: 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.

BUS4012 - Leadership in Organizations (6 quarter credits). The art and science of leadership in the networked enterprise at different organizational levels and perspectives are examined. Personal characteristics of effective leaders including coaching skills, personal integrity, trustworthiness, a courageous and generous heart, and an ability to engage the active participation of others in leadership are studied. Prerequisite(s): BUS3010.

BUS4013 - Organizational Structure, Learning, and Performance (6 quarter credits). Various types of organizational structures that influence organizational intelligence, learning ability, and practical performance of an enterprise are presented and studied. Special attention will focus on the adaptive and responsive organization and its relationship to enterprise stakeholders and environment. A collaborative case study to illustrate the interrelationship of organizational structure, learning ability, and performance is presented.

BUS4014 - Operations Management for Competitive Advantage (6 quarter credits). This course surveys the field of operations management in both the service and manufacturing environments. Coverage flows from the overall strategic issues of designing products and services and making major capacity and location decisions, through the operating processes and control systems. Case studies are liberally used to demonstrate important concepts and decision-making tools.

Prerequisite(s): BUS3010.
BUS4015 - Strategic Planning and Implementation (6 quarter credits). Learners develop an understanding of strategic planning and implementation by participating in case studies and simulations of various business planning processes. Learners examine the "unforeseeable" dimension of strategic business planning. Implementation to surprising unplanned developments will be addressed as an important part of real-world strategy. Prerequisite(s): BUS3010.

BUS4016 - Global Business Relationships (6 quarter credits). In this course learners develop a broad understanding of international business by participation in selected case studies, complemented by a theory and research framework on international business. Multiple dimensions of international business will be addressed, including: cultural, business structure, finance and trade, technology and communications, political, economic, and legal. 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 is a supply chain, 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 and analyze factors involved 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 unknowns and surprise-filled potential of the rapidly evolving field. Special attention is given to nurturing effective working relationships with diverse stakeholders and the e-business initiative. Prerequisite(s): BUS3020.

BUS4031 - Marketing, Sales, and Channel Management (6 quarter credits). An understanding of marketing, sales, and channel management as an integrated and interrelated process is developed. A case study that illustrates the mutual interdependencies of marketing, sales, and channel management for success in a new product launch helps learners explore both the strategic and operational aspects of marketing, sales, and channel functions. Learners prepare and present a plan for marketing, sales, and channel management. Prerequisite(s): BUS3030.

BUS4032 - Customer Psychology and Marketing Research (6 quarter credits). In this course learners explore market research on the psychology of customers, including: Why do customers buy? What are the surface reasons of customers for buying? What are the deep needs customers are attempting to satisfy when they buy? What is the significance of customer trust and membership-in-community with the enterprise? The methodology and assumptions underlying the market research on customer psychology are examined. Prerequisite(s): BUS3030.

BUS4033 - Brand Identity and Marketing Communications (6 quarter credits). Learners explore multiple forms of marketing communications media and messages in this course, including the hidden power of word-of-mouth marketing and the expanding media of the Internet. The over-communicated nature of the marketplace is explored for the practical significance of focusing brand identity and selecting marketing communications. Prerequisite(s): BUS3030.

BUS4034 - Marketing Strategy (6 quarter credits). This course introduces and illustrates major concepts and strategies that help learners connect concepts to real-world marketing strategy situations and problems. Learners analyze the kinds of marketing information available and learn about the tools and procedures used to gather and evaluate this information, and understand the growing role of the Internet in market opportunities. Advances in information technology are discussed and the role these advances play in impacting environmental, competitive, and customer information. Prerequisite(s): BUS3030.

BUS4035 - Marketing Across Borders (6 quarter credits). This course presents an accurate picture of what is happening in the global marketplace without oversimplifying events, including coverage of the dark side of global business, especially relevant to recent events in the world. The rapidly evolving field. Special attention is given to nurturing effective working relationships with diverse stakeholders and the e-business initiative. Prerequisite(s): BUS3020.

BUS4036 - Marketing Strategy (6 quarter credits). This course presents an accurate picture of what is happening in the global marketplace without oversimplifying events, including coverage of the dark side of global business, especially relevant to recent events in the world. The rapidly evolving field. Special attention is given to nurturing effective working relationships with diverse stakeholders and the e-business initiative. Prerequisite(s): BUS3020.

BUS4037 - Marketing Across Borders (6 quarter credits). This course presents an accurate picture of what is happening in the global marketplace without oversimplifying events, including coverage of the dark side of global business, especially relevant to recent events in the world. The rapidly evolving field. Special attention is given to nurturing effective working relationships with diverse stakeholders and the e-business initiative. Prerequisite(s): BUS3020.

BUS4038 - Compensation and Benefits Management (6 quarter credits). This course 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.

BUS4039 - Legal Issues in Human Resource Management (4 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.

BUS4040 - Employee and Labor Relations (6 quarter credits). The course presents employee and labor relations as a system for striking a balance between the employment relationship goals of efficiency, equity, and voice, and between the rights of labor and management. The course places the discussion of contemporary U.S. processes into the context of underlying themes—what are the goals of labor, what are those goals being fulfilled, and are reforms needed. The course replaces the tired paradigm of “labor relations equals detailed work rules” with the dynamic paradigm of “employee and labor relations equals balancing workplace goals and rights.” Labor laws, union organizing, bargaining, dispute resolution, and contract administration are central topics while the processes are not presented as self-evidently good. These topics are placed in the broader context of the goals of the employment relationship, conflicting rights, and the environment of the twenty-first century. Prerequisite(s): BUS3040.

SCHOOL OF UNDERGRADUATE STUDIES

BUS4041 - 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.

BUS4042 - Employee and Labor Relations (6 quarter credits). The course presents employee and labor relations as a system for striking a balance between the employment relationship goals of efficiency, equity, and voice, and between the rights of labor and management. The course places the discussion of contemporary U.S. processes into the context of underlying themes—what are the goals of labor, what are those goals being fulfilled, and are reforms needed. The course replaces the tired paradigm of “labor relations equals detailed work rules” with the dynamic paradigm of “employee and labor relations equals balancing workplace goals and rights.” Labor laws, union organizing, bargaining, dispute resolution, and contract administration are central topics while the processes are not presented as self-evidently good. These topics are placed in the broader context of the goals of the employment relationship, conflicting rights, and the environment of the twenty-first century. Prerequisite(s): BUS3040.
BUS4047 - Employee Training and Development (6 quarter credits). This course covers the most up-to-date developments in training and research and in practice, including the strategic role of training and the use of new technologies in training. The course presents a real balance between research and real company practices. The course provides learners with a solid background in the fundamentals of training and development — needs assessment, transfer of training, designing a learning environment, methods, and evaluation. In addition, the role of training is broadening due to its strategic nature, the changing nature of the workplace, and availability of technology. Current topics such as strategic training and development process, e-learning, blended-learning, learning management systems, knowledge management, older workers, issues in work-life balance and work-life balance programs, and protein careers are discussed. Prerequisite(s): BUS3040.

BUS4048 - International HR Management Issues (6 quarter credits). This course provides learners with an overview of personal finance concepts, small business finance issues, and real estate financing and investments. Personal financial planning principles are discussed, including investment planning, tax planning, estate planning, retirement planning, education planning, and risk management. Small business finance concepts such as sources of capital, payroll, taxation, and forecasting are examined and analyzed. Prerequisite(s): BUS4070.

BUS4074 - Entrepreneurial Finance (6 quarter credits). This course provides learners with an overview of personal finance concepts, small business finance issues, and real estate financing and investments. Personal financial planning principles are discussed, including investment planning, tax planning, estate planning, retirement planning, education planning, and risk management. Small business finance concepts such as sources of capital, payroll, taxation, and forecasting are examined and analyzed. Prerequisite(s): BUS4070.

BUS4075 - Public and Nonprofit Finance (6 quarter credits). This course is an overview of non-corporate financial practices, techniques, and concepts. Public finance principles at all governmental and municipal levels including governmental revenues and expenditures, intergovernmental fiscal relations, public debt, and fiscal policy are discussed and evaluated. Nonprofit organization financial issues, including health care financing and nonprofit financial statements, are presented. Prerequisite(s): BUS4070.

BUS4076 - Issues in International Finance (6 quarter credits). This course covers the fundamentals of the environment of international financial management, explores the financial environment in which the multinational firm and its managers must function, and covers foreign exchange management and financial management in a multinational firm. The course emphasizes business strategy even more than accessibility so that learners are put in the role of the financial manager, making real-world decisions. Thorough information and follow-up on the effects of the Euro and Asian currency crises, as well as other special topics in international finance, are presented. Prerequisite(s): BUS4070.

BUS4077 - Risk Management Strategies (6 quarter credits). This course provides learners with a thorough and current introduction to risk management. It assists the learner in identifying, analyzing, and managing risk through insurance and alternative tools/techniques such as loss control, risk retention, and risk transfer. The course focuses on managing risk and covers insurance within this context. Concepts of risk management are presented as they apply to business and personal situations as well as international situations. Prerequisite(s): BUS4070.

BUS4078 - Financial Institution Management (6 quarter credits). This course covers the most up-to-date developments in training and research and in practice, including the strategic role of training and the use of new technologies in training. The course presents a real balance between research and real company practices. The course provides learners with a solid background in the fundamentals of training and development — needs assessment, transfer of training, designing a learning environment, methods, and evaluation. In addition, the role of training is broadening due to its strategic nature, the changing nature of the workplace, and availability of technology. Current topics such as strategic training and development process, e-learning, blended-learning, learning management systems, knowledge management, older workers, issues in work-life balance and work-life balance programs, and protein careers are discussed. Prerequisite(s): BUS3040.

BUS4079 - Real Estate Finance (6 quarter credits). This course provides learners with an overview of personal finance concepts, small business finance issues, and real estate financing and investments. Personal financial planning principles are discussed, including investment planning, tax planning, estate planning, retirement planning, education planning, and risk management. Small business finance concepts such as sources of capital, payroll, taxation, and forecasting are examined and analyzed. Prerequisite(s): BUS4070.
Information 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 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.

**TS3110 - Fundamentals of Web Application Development** (8 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 experience 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, databases, database connectivity technologies (ODBC/JDBC), and data warehousing multidimensional databases and data mining methods that extract useful information from the data warehouse. 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 practical examples is used. Learners are also introduced to software engineering practices within the Software Engineering Institute’s Capability Maturity Model.

**TS3150 - Fundamentals of Networks 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 or petition.

**TS3210 - Fundamental Database Concepts Using MS Access** (3 quarter credits). This course is designed for learners with limited or no previous database experience. Course outcomes include a solid understanding of fundamental database terms and concepts such as tables, queries, forms, and reports and their application using MS Access. TS3210 is offered the first six weeks of the quarter. This course cannot be used to fulfill any specialization requirements.

**TS3211 - Intermediate Database Concepts Using MS Access** (3 quarter credits). This course builds on the fundamental concepts from TS3210. Learners become familiar with more advanced concepts such as appropriate design considerations, normalization, data validation techniques, and customization of forms and reports. Course outcomes include the ability to design a basic database, identify and resolve problems associated with poor database design, and apply these concepts using MS Access. TS3211 is offered the second six weeks of the quarter. This course cannot be used to fulfill any specialization requirements.

**TS3220 - Fundamental Spreadsheet Concepts Using MS Excel** (3 quarter credits). This course is designed for learners with limited or no previous spreadsheet experience. Learners become familiar with spreadsheet terms and concepts and their application using MS Excel. Course outcomes include a solid understanding of fundamental spreadsheet concepts such as entering data, modifying a workbook, moving and copying data, formatting a worksheet, and creating Excel Web pages. TS3220 is offered the first six weeks of the quarter. This course cannot be used to fulfill any specialization requirements.
Undergraduate Course Descriptions, continued

TS3221 - Intermediate Spreadsheet Concepts
Using MS Excel (3 quarter credits). This course builds on the knowledge and skills from TS3220. Learners become familiar with more advanced spreadsheet concepts such as creating, formatting, editing, sorting, and filtering electronic chart items and graphics in Excel. Course outcomes include the ability to build and manage complex spreadsheet applications, to identify when a database would be more appropriate than a spreadsheet, and to apply these concepts using MS Excel. TS3321 is offered the second six weeks of the quarter. This course cannot be used to fulfill any specialization requirements.

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 principles of user-centered design. Learners are also introduced to multimedia and plug-in functionalities. The course includes a basic introduction to CGI programming and Server Side Includes (SSI). Learners apply their knowledge of client side programming as they enhance their personal e-portfolio Web site and construct a rudimentary business site.

Prerequisite(s): TS3100 and TS4005 or equivalent knowledge upon school approval.

TS4012 - Advanced Server Side Programming (6 quarter credits). This course introduces the learner to non-Microsoft Web server technologies. In particular it focuses on JSP and J2EE APIs, as these are used in the term project. The course investigates how Extensible Markup Language (XML) is utilized by Internet agents to share information based on different situations taking into account different devices and media will be carefully considered and modeled. These typically relate to the first three phases of initiating, planning, and executing the project. Using readings, online discussions, practical exercises, and computer-based tools, learners develop skills to systematically estimate the projects in which they are involved. Prerequisite(s): TS3120 or equivalent experience upon school approval.

TS4031 - Risk Management in Information System Development (6 quarter credits). This course provides an overview of proven risk management techniques that information technology project managers and project leaders use to better meet their project estimates. Using readings, online discussions, practical exercises, and computer-based tools, learners develop skills to systematically manage project risks.

Prerequisite(s): TS3120 or equivalent experience upon school approval.

TS4032 - Motivating Information Technology Professionals (6 quarter credits). This course introduces strategies for improving job satisfaction, teamwork, and creativity within the team. Through readings, case study analysis, and online discussions, learners develop skills to effectively motivate IT professionals.

Prerequisite(s): TS3120 or equivalent experience upon school approval.

TS4040 - Network Administration (6 quarter credits). This course covers the latest network operating systems (NOS) concepts and tools to administer a local area network (LAN). Topics include planning, installing, configuring, optimizing, securing, printing, and troubleshooting networks. Upon completion, learners will have a solid understanding of network administration practices in a productive environment. In addition, learners will be able to take one of the industry certification exams after completing this course. Prerequisite(s): TS3150 or equivalent experience upon school approval.

TS4041 - Advanced Network Administration (6 quarter credits). This course is a continuation of TS4040 focusing on enterprise and wide area networks (WAN). Topics include advanced WAN concepts such as directory services, authentications, advanced connectivity issues, firewalls, advanced security issues, remote access, remote management, advanced multi-protocol concepts, and monitoring network performance. Upon completion, learners will have a solid understanding of administering wide area networks. In addition, learners will be able to take one of the industry certification exams after completing this course. Prerequisite(s): TS4040 or equivalent experience upon school approval.

TS4042 - Network Design (6 quarter credits). This course focuses on the design and integration of multi-protocol networks (local area networks and wide area networks) forming an enterprise network. Designing networks, virtual local area networks, firewalls using different Internet-working devices and media will be carefully studied based on different situations taking into consideration cost, compatibility, expandability, security, and future requirements. In addition, learners will be able to take one of the industry certification exams after completing this course. Prerequisite(s): TS3120 or equivalent experience upon school approval.

TS4050 - Vector Graphics Animation (6 quarter credits). The course will cover the basic functionality of Web animation and interactivity. Learners will learn to illustrate with Flash, using animation techniques and special effects. Flash fills the gap in Flash's ability to create stand-alone applications to be run on a computer. It is suggested that learners have access to a scanner or digital camera.

Prerequisite(s): TS3100 or equivalent experience upon school approval.

TS4051 - Web Graphics Production (6 quarter credits). This course is for Web designers who wish to create and have optimum control over the images used in a Web site. Learners will use Photoshop, the industry standard program for image editing. Web designers learn digital photography, photo editing, and fine art. Learners will be able to use the traditional bitmap image editing features combined with a new vector feature which provides control when composing photographs, drawing shapes, and text. Using readings, online discussions, and practical exercises, learners will develop skills to effectively manipulate images, with advanced interactivity, and export them into Macromedia Dreamweaver and other HTML editors. Learners will be able to launch and edit Fireworks graphics from inside Dreamweaver or Macromedia Flash. Learners use tools to help them efficiently manage graphic layers, behaviors, and colors and improve Web page loading.

Prerequisite(s): TS3100 or equivalent experience upon school approval.

TS4052 - Image Processing (6 quarter credits). This course covers creating, editing, and animating Web graphics using bitmap and vector tools. Learners use export controls to optimize images, with advanced interactivity, and export them into Macromedia Dreamweaver and other HTML editors. Learners will be able to launch and edit Fireworks graphics from inside Dreamweaver or Macromedia Flash. Learners use tools to help them efficiently manage graphic layers, behaviors, and colors and improve Web page loading.

Prerequisite(s): TS3100 or equivalent experience upon school approval.

TS4053 - Risk Management in Information System Development (6 quarter credits). This course provides an overview of proven risk management techniques that information technology project managers and project leaders use to better meet their project estimates. Using readings, online discussions, practical exercises, and computer-based tools, learners develop skills to systematically manage project risks.

Prerequisite(s): TS3120 or equivalent experience upon school approval.

TS4054 - Managing the Project (6 quarter credits). This course focuses on the critical aspects of initiating, planning, and executing the project. These typically relate to the first three phases of project development and execution. This course will prepare learners to gather, assess, and integrate budget resources, schedules, and other related resources in the project planning process. Upon completion,
learn to defend against them.

Methods for attacking a network system and ways
authentication and encryption techniques. The
conscious designs. The course presents strategies
also helps network designers incorporate security-
course is geared for the network administrator
This course provides additional detail on
credits).
TS4803 - System Assurance Security (6 quarter
This course covers proven
approach to object-oriented analysis and design
also introduces patterns. A problem-based
software applications are emphasized. This course
testing and debugging of object-oriented
(UML) and the Java programming language.
This course introduces object-oriented analysis and design
concepts using the Universal Modeling Language (UML) and the Java programming language. Sound principles 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): TS2340 or programming

TS4609 - 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.

TS4801 - Information Systems Analysis and
Design (6 quarter credits). This course examines
the process of developing an information system from
conceptualization to implementation. Although the
focus is upon the traditional system development
methods, alternative methods are also described.
These alternative methods include object-oriented,
rapid application development, and joint
application development. Various systems analysis
and design tools are used as part of the process.

TS4802 - System Assurance Quality and Testing (6 quarter credits). This course covers proven
strategies for improving the quality of an
information system throughout quality assurance and
testing methods. Learners review system
requirements for testability, participate in
simulated design and code inspections, explore testing tools and techniques, and create test plans.
Learners are introduced to a common list of quality
criteria and standards used to achieve them.
Process improvement strategies and models are also
discussed.

TS4803 - System Assurance Security (6 quarter
credits). This course provides additional detail on
network security and information systems.
This course is geared for the network administrator
who must implement security strategies to protect
their organization from exposure to the Internet. It
also helps network designers incorporate security-
conscious designs. The course presents strategies
to protect against hackers and forms of viruses,
exploits data vulnerabilities, and encrypts data.

TS4804 - Programming Concepts and Practices
(6 quarter credits). This course is designed to
introduce the fundamental concepts and practices
of computer programming to those with minimum
previous programming experience. Microsoft's
Visual Basic is the tool used to explore these
programming concepts. Topics covered will include the
programming development cycle, objects, events, numbers, strings, constants,
variables, loops, input/output, functions, methods,
procedures, and data types. Learners will also be
exposed to SQL query language as they learn to
work with a database. Learners will
produce a course project using Visual Basic that

demonstrates their competencies in fundamental
programming concepts and practices.

TS4806 - Future of Information Technology
(6 quarter credits). This course is designed to
introduce learners 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
that 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 legislation and
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
courses for programmers who now want to
learn to develop object-oriented applications using Java.
The course uses the Java programming language.

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.
Undergraduate Course Descriptions, continued

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, wire, and networking, as well as facilities that provide and support telecommunications. PBX switching and telecommunications are covered. In addition, the course surveys 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 - Security Management Practices (6 quarter credits). This course covers hands-on security management practices through the study of access controls; administration, audit, and monitoring; risk, response, and recovery; cryptography; data communications; and malicious code. The focus of the course is built around the SSCP seven domains. After completing this course, a learner will be prepared to take the System Security Certified Practitioner (SSCP) certification exam. Prerequisite(s): TS3150 or equivalent experience upon school approval.

TS4819 - Application Layer: Server Side Programming ASP .NET (6 quarter credits). This course covers the basics of Web server programming, or who are weak in database skills. It uses ASP .NET, VB .NET and SQL. It builds upon the knowledge and skills gained from TS4815. Learners will learn how to develop administrative Web pages that can add/delete/update records in a remote database table. Learners will refresh their knowledge of SQL JOINs, and use it to create more complicated Web pages. They will extend their Web store to allow customers to register and create their own accounts and to accept customer orders and implement a full checkout sequence. Learners will learn more advanced ASP .NET techniques including session state and two different kinds of authentication. Learners must have taken TS4819, or have equivalent job experience with ASP .NET, VB .NET and ADO .NET and SQL. Prerequisite(s): TS4817 or equivalent experience upon school approval.

TS4820 - Server Side Programming ASP .NET (6 quarter credits). This course provides the learner with advanced skills to build a professional Web application using .NET technology. It builds upon the knowledge and skills gained from TS4819. Learners will learn how to develop an e-commerce store that can display data from a SQL server database. The project will result in a Web store that can display data from existing customer and product order tables. This course is intended for learners who have little or no previous experience with Web server programming, or who are weak in database skills. It uses ASP .NET, VB .NET and ADO.NET as the technology. Prerequisite(s): TS3130, TS4805, and TS4040, or equivalent experience upon school approval.

TS4990 - Integrated Action Learning Project (6 quarter credits). This course allows learners to apply knowledge and skills from other courses as they develop a project that benefits an organization, community, or industry. Learners prepare a proposal that includes a project description, deliverables, completion dates, and the associated learning that will be exhibited. Upon approval from the instructor, learners execute the proposal, record their progress weekly using a project tracking Web site, and produce a final project report.
Capella University
Graduate Schools
School of Business and Technology

From the Executive Director

Welcome to the School of Business and Technology. Our programs offer an integrated approach to solving contemporary issues in business and technology. In the past decade, the business and technology disciplines have coalesced: today, information technology is an integral function of business — essential to workplace productivity, customer relationship management, commerce, and the development of new business models.

In the School of Business and Technology, our high-caliber degree programs are designed to reflect the competitive and rapidly changing business environment. Programs provide opportunities to build knowledge and upgrade skills and support career success through relevant curriculum. Professionals who have profited from our approach to business and technology education include systems analysts, human resource professionals, project managers, corporate executives, corporate information officers, financial analysts, network designers, general managers, consultants, teachers, and others.

School of Business and Technology faculty bring academic credentials and industry experience to our course rooms and contribute enormously to the success of our programs. With deep knowledge and passion for their subject areas, faculty members create learning experiences that link theory and research and have immediate application to the workplace. Whether learners are at the beginning, the middle, or the peak of their careers, our faculty support their personal goals and professional evolution.

The Doctor of Philosophy in organization and management is designed to develop scholar-practitioners with the ability to teach, lead, and conduct research in a variety of organizational and academic contexts.

The Master of Science in organization and management (with specializations in information technology management, leadership, and human resource management) provides deep subject matter knowledge and professional preparation for the workplace.

The Master of Science in information technology (with specializations in project management and leadership, information security, systems design and programming, and network architecture and design) helps learners develop core information technology leadership and business skills as well as deep subject matter expertise.

The Master of Business Administration offers high-impact curriculum focused on leadership and business skills.

I am pleased to welcome you to Capella University’s School of Business and Technology. We are committed to providing a rich and rewarding learning experience and look forward to helping you celebrate the completion of your program.

Kurt R. Linberg, PhD
Executive Director
About the School of Business and Technology

Mission Statement
Our mission is to educate adult learners using highly relevant curriculum and exceptional instruction to deliver competence-based learning. Our learners’ educational experiences provide immediate impact to their jobs as well as lay the foundation for addressing challenges throughout their professional careers. Our learners participate in powerful, faculty-guided learning communities that support the sharing of experience and knowledge across industries, professions, and geographies. The School of Business and Technology is committed to continual integration of relevant theory with effective practice. In our own work and in the education of our learners, we provide and develop the necessary framework to drive meaningful solutions to complex problems. Through the development of business, research, and information technology knowledge, our learners are uniquely equipped to be exceptional problem-solvers who make a positive impact in their organizations and society.

Degree Programs

Doctor of Philosophy (PhD) in Organization and Management
The PhD in organization and management program prepares scholar-practitioners for professional teaching or organizational roles in the fast-paced, competitive, global enterprise system. Doctoral-level course work prepares men and women to utilize research and theory to make informed organizational decisions. PhD learners may pursue the general specialization or specialize in human resource management, information technology management, or leadership. Midlevel and executive managers and leaders study existing practices, investigate new management and leadership techniques, and translate theory into practice.

Master of Science (MS) in Information Technology
The Master of Science in information technology is specifically designed to help working adults acquire the skills and knowledge needed to advance their careers and make significant contributions in their organizations. For the IT professional who wants to lead in the design and deployment of secure enterprise applications and network technologies, Capella University offers a MS in information technology with specializations in system design and programming, network architecture and design, or information security. In addition, the information technology MS with a specialization in project management offers learners a broad understanding of technology used in enterprise-wide systems projects and the methods and mastery of skills necessary for disciplined project management professionals. The program helps learners acquire high-level managerial skills while familiarizing them with the newest applications being used by leading corporations. Learners also apply their course work to work-related systems challenges in the virtual lab, immediately increasing their credibility and effectiveness in their jobs.

Master of Science (MS) in Leadership
The Master of Science in leadership program is intended for working adults who wish to develop deep subject matter knowledge in specific areas of organizational practice. Learners may pursue a specialization in human resource management, information technology management, or leadership. This highly relevant and contemporary graduate program challenges and prepares learners to become effective professionals at middle and upper levels of organizational management in a variety of industries. The goal of the program is to develop graduate students who have the appropriate tools to make responsible and effective business decisions and foster innovative work environments.

Master of Science (MS) in Marketing
The Master of Science in marketing technology is specifically designed to help working adults acquire the skills and knowledge needed to advance their careers and make significant contributions in their organizations. For the IT professional who wants to lead in the development and deployment of secure enterprise applications and network technologies, Capella University offers a MS in marketing technology with specializations in system design and programming, network architecture and design, or information security. In addition, the marketing technology MS with a specialization in project management offers learners a broad understanding of technology used in enterprise-wide systems projects and the methods and mastery of skills necessary for disciplined project management professionals. The program helps learners acquire high-level managerial skills while familiarizing them with the newest applications being used by leading corporations. Learners also apply their course work to work-related systems challenges in the virtual lab, immediately increasing their credibility and effectiveness in their jobs.

Master of Business Administration (MBA)
The Master of Business Administration program is designed to meet the needs of working professionals seeking to advance their careers in management and 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 professional effectiveness process, individualized assessments, and self-reflection with a challenging curriculum and a deep commitment to adult-centered learning. The faculty that support the curriculum are experienced scholar-practitioners who are committed to learner success. Learners receive broad exposure to core business disciplines and have the option to increase the depth of their competency in either the finance or marketing specializations.

Certificates
The School of Business and Technology certificate programs provide business professionals with the opportunity to pursue new knowledge and skills through completion of a concentrated graduate-level program of study. Learners may pursue certificates in human resource management, information security, information technology management, leadership, and project management.

SPECIALIZATIONS OFFERED IN THE SCHOOL OF BUSINESS AND TECHNOLOGY

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School of Business and Technology Degree Programs

Doctor of Philosophy (PhD) in Organization and Management Specializations

Human Resource Management
The human resource management (HRM) specialization provides mid-level and executive leadership with leading theories and practices for human resource management in a complex and global business environment. Learners receive training as scholars/practitioners conducting and applying research across a wide spectrum of HRM topics. The HRM specialization within the organization and management PhD program prepares learners to lead, consult, or teach in the field of human resource management from an informed, strategic viewpoint, creating practical solutions to real-world problems.

This specialization prepares HRM executives for the role of strategic partner in leading and managing the human assets of the organization as a full business partner.

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.

Twenty-two Required Courses + Lab
88 quarter credits

Core courses:
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
OM7060 Statistical Research Techniques
OM8021 Management Theory Creation
OM8022* Survey of Applied Research Methods
OM8025* Advanced Qualitative Research OR
OM8026* Applied Multivariate Modeling OR
OM8099* Topics in Applied Quantitative and Qualitative Research
OM9101 Teaching Practice Seminar OR
OM9120 Leadership Practice Seminar OR
OM9310* Consulting Practice Seminar

Specialization courses:
Choose five from the following courses:
OM9001 Theories of Executive Human Resource Management
OM9002 The HR Executive as Strategic Partner
OM9003 Perspectives and Practices in Global HRM
OM9004 Legal Systems, Labor Relations, and Regulatory Practices
OM8005 Knowledge Management, Human Resource Information Systems, and Internet Technologies
OM8006 Human Capital Management, Acquisition, Development, and Retention

Upon completion of all required course work:
OM9984* Doctoral Comprehensive Examination I
OM9985* Doctoral Comprehensive Examination II
OM9986* Dissertation Research I
OM9987* Dissertation Research II
OM9988* Dissertation Research III
OM9989* Dissertation Research IV

Eight Elective Courses
32 quarter credits

Choose at least five courses from the 8000-level organization and management courses listed in the graduate course descriptions. Up to three 7000-level courses may be taken.

Total
120 quarter credits

Information Technology Management
The information technology (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 scholars/practitioners and leaders in the growing field. This specialization equips learners with the tools needed to pioneer innovative solutions to 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 prepares learners to lead, consult, or teach in the field of IT management from an informed, strategic viewpoint, creating practical solutions to real-world problems emerging as organizations compete in the global enterprise system.

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.

Twenty-two Required Courses + Lab
88 quarter credits

Core courses:
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
OM7060 Statistical Research Techniques
OM8021 Management Theory Creation
OM8022* Survey of Applied Research Methods
OM8025* Advanced Qualitative Research OR
OM8026* Applied Multivariate Modeling OR
OM8099* Topics in Applied Quantitative and Qualitative Research
OM9101 Teaching Practice Seminar OR
OM9120 Leadership Practice Seminar OR
OM9310* Consulting Practice Seminar

Specialization courses:
Choose at least five courses from the 8000-level organization and management courses listed in the graduate course descriptions. Up to three 7000-level courses may be taken.

OM8004 Managing and Organizing People
OM8005 Doctoral Learner Success Lab (non-credit)
OM8008 Topics in Applied Quantitative and Qualitative Research
OM8010 Principles of Organization Theory and Practice
OM8012 Strategy
OM7020 Marketing Strategy and Practice
OM7040 Accounting and Financial Management
OM7050 Ethics and Social Responsibility
OM7060 Statistical Research Techniques
OM8021 Management Theory Creation
OM8022* Survey of Applied Research Methods
OM8025* Advanced Qualitative Research OR
OM8026* Applied Multivariate Modeling OR
OM8099* Topics in Applied Quantitative and Qualitative Research
OM9101 Teaching Practice Seminar OR
OM9120 Leadership Practice Seminar OR
OM9310* Consulting Practice Seminar

Total
120 quarter credits

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

PhD in Organization and Management Specializations, continued

Leadership
The leadership specialization prepares leaders for today’s fast-paced and complex global enterprise system by exploring and applying cutting-edge leadership theory and its application to the challenges facing today’s organizations. Executive leadership, leader development, and issues on the frontier of the global economy are but a few of the topics covered in the leadership specialization. Aspiring executives and mid-level managers will benefit from the relevant topics and will be prepared to develop real-world answers to the challenges of the twenty-first century organization. This specialization prepares learners to lead, consult, or teach in the area of leadership from an informed, strategic viewpoint, creating practical solutions to real-world problems.

Residency Requirement(s):
Three one-week residential colloquia seasons related to time and program credit completion. See Residential Colloquia in Academic and Other University Policies.

Twenty-two Required Courses + Lab 88 quarter credits
Core courses:
OM8004 Managing and Organizing People
OM8005 Doctoral Learner Success Lab (non-credit)
OM8010 Principles of Organization Theory and Practice
OM8012 Strategy
OM7040 Accounting and Financial Management
OM7050 Ethics and Social Responsibility
OM7060 Statistical Research Techniques
OM8021 * Management Theory Creation
OM8022 * Survey of Applied Research Methods
OM8025 * Advanced Qualitative Research OR OM8026 * Advanced Quantitative Research
OM8099* Topics in Applied Quantitative and Qualitative Research
OM9110 * Teaching Practice Seminar OR OM9120 * Leadership Practice Seminar OR OM9130 * Consulting Practice Seminar

Specialization courses:
Choose five from the following courses:
OM8015 Theories of Leadership
OM8020 Leading at the Top: The Upper Echelon
OM8030 Global Executive/Manager Development
OM8040 Leadership: The Dark Side
OM8050 Issues on the Frontier of the Global Enterprise System
OM8060 Leading the Global Enterprise System
OM8070 Entrepreneurial Leader as Pioneer

Upon completion of all required course work:
OM9884 * Doctoral Comprehensive Examination I
OM9885 * Doctoral Comprehensive Examination II
OM9886 * Dissertation Research I
OM9887 * Dissertation Research II
OM9888 * Dissertation Research III
OM9889 * Dissertation Research IV

Eight Elective Courses 32 quarter credits
Choose at least five courses from the 8000-level organization and management courses listed in the graduate course descriptions. Up to three 7000-level courses may be taken.
Total 120 quarter credits

General
Learners in the general organization and management specialization 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 learners choose electives that provide a coherent foundation for research in an organizational and 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 human resource management, information technology management, and leadership. Completing the general PhD program prepares 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 seasons related to time and program credit completion. See Residential Colloquia in Academic and Other University Policies.

Seventeen Required Courses + Lab 68 quarter credits
Core courses:
OM8004 Managing and Organizing People
OM8005 Doctoral Learner Success Lab (non-credit)
OM8010 Principles of Organization Theory and Practice
OM8012 Strategy
OM7040 Accounting and Financial Management
OM7050 Ethics and Social Responsibility
OM7060 Statistical Research Techniques
OM8021 * Management Theory Creation
OM8022 * Survey of Applied Research Methods
OM8025 * Advanced Qualitative Research OR OM8026 * Advanced Quantitative Research
OM8099 * Topics in Applied Quantitative and Qualitative Research
OM9110 * Teaching Practice Seminar OR OM9120 * Leadership Practice Seminar OR OM9130 * Consulting Practice Seminar

Specialization courses:
Choose five from the following courses:
OM8015 Theories of Leadership
OM8020 Leading at the Top: The Upper Echelon
OM8030 Global Executive/Manager Development
OM8040 Leadership: The Dark Side
OM8050 Issues on the Frontier of the Global Enterprise System
OM8060 Leading the Global Enterprise System
OM8070 Entrepreneurial Leader as Pioneer

Upon completion of all required course work:
OM9884 * Doctoral Comprehensive Examination I
OM9885 * Doctoral Comprehensive Examination II
OM9886 * Dissertation Research I
OM9887 * Dissertation Research II
OM9888 * Dissertation Research III
OM9889 * Dissertation Research IV

Eight Elective Courses 32 quarter credits
Choose at least five courses from the 8000-level organization and management courses listed in the graduate course descriptions. Up to three 7000-level courses may be taken.
Total 120 quarter credits

Master of Science (MS) in Organization and Management Specializations

Human Resource Management
The human resource management specialization targets mid-level managers who aspire to HR executive leadership roles in the organization. The curriculum prepares learners to think critically—beyond traditional functional boundaries—and to turn strategic plans into workplace practices that deliver results. The course work also prepares learners to solve real-world human resource challenges from a strategic perspective. Learners enhance their human resource management knowledge and acquire the skills needed to become strategic business partners in their organizations.

Completion of this specialization helps position learners for a career as a human resources leader.

Twelve Required Courses + Lab 48 quarter credits
Core Courses:
OM5004 People at Work
OM5005 Master’s Learner Success Lab (non-credit)
OM5105 Marketing
OM5105 Accounting and Finance in Organizations
OM5103 Corporate Social Responsibility and Managerial Ethics
OM5105 Data Analysis and Decision Making for Managers
OM5104 Strategic Planning

Specialization courses:
OM5100 Human Resource Management

Choose four from the following courses AND the Integrative Project course:
OM5220 * Managing Diversity and Inclusion in Organizations
OM5214 * Employment Law: Legal Structures, Principles and Best Practices
OM5216 * Conflict Management and Employee Dispute Resolution
OM5218 * Managing Compensation, Benefits, and Reward Systems
OM5220 * Recruitment, Selection, and Assessment
OM5222 * Training, Development, and Succession Planning
OM5299 * Special Topics in Human Resource Management

The Integrative Project course should be taken during the learner’s final quarter.

Total 48 quarter credits
Master’s in Organization and Management
Specializations, continued

Information Technology Management

The information technology management specialization targets individuals interested in moving into middle and senior management positions in IT organizations. In preparation for this expanded responsibility, individuals acquire the strategic business perspective required to interact effectively with their peers in the broader organization and with senior management. The course work in the information technology management specialization helps individuals round out their knowledge of information technology, master the fundamental processes through which organizations effectively deploy information systems, and prepare for 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. The program of study in this specialization equips learners with the additional skills they need to manage complex IT organizations.

Twelve Required Courses + Lab 48 quarter credits

Core courses:
- OM5004  People at Work
- OM5005  Master’s Learner Success Lab (non-credit)
- OM5105  Marketing
- OM5122  Leading and Coaching Others
- OM5118  Leading Organizational Change
- OM5120  Leading and Building Teams
- OM5122  Leading and Coaching Others
- OM5199  Special Topics in Leadership
- OM5399  Strategic Information Technology Management
- OM5410  Strategic Planning
- OM5530  Corporate Social Responsibility and Managerial Ethics
- OM5535  Data Analysis and Decision Making for Managers
- OM5540  Strategic Planning
- OM5555  Master’s Learner Success Lab (non-credit)
- OM5556  People at Work

Specialization courses:
- OM5112  Leadership
- OM5310  Strategic Information Technology Management
- OM5322  System Planning and Delivery
- OM5316  Project Planning, Management, and Financial Control
- OM5318  Managing IT Professionals
- OM5399  Special Topics in IT Management
- OM5550  Corporate Systems Security
- OM5551  Security Management Practices

The Integrative Project course should be taken during the learner’s final quarter.

Total 48 quarter credits

Leadership

The leadership specialization introduces learners to diverse techniques that successful leaders deploy in leading and managing today’s complex global 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 prepares learners to take on leadership or management roles within a variety of businesses and organizations.

Twelve Required Courses + Lab 48 quarter credits

Core courses:
- OM5004  People at Work
- OM5005  Master’s Learner Success Lab (non-credit)
- OM5015  Marketing
- OM5025  Accounting and Finance in Organizations
- OM5030  Corporate Social Responsibility and Managerial Ethics
- OM5035  Data Analysis and Decision Making for Managers
- OM5040  Strategic Planning

Specialization courses:
- OM5112  Leadership
- OM5310  Strategic Information Technology Management
- OM5322  System Planning and Delivery
- OM5316  Project Planning, Management, and Financial Control
- OM5318  Managing IT Professionals
- OM5399  Special Topics in IT Management
- OM5550  Corporate Systems Security
- OM5551  Security Management Practices

The Integrative Project course should be taken during the learner’s final quarter.

Total 48 quarter credits

General

Because of unique career circumstances or objectives, some learners in organization and management may choose not to pursue a specialization. These learners may opt for a program consisting of courses from more than one area of specialization within the organization and management MS program. The general MS specialization provides a broader examination of the fields of human resource management, information technology management, and/or leadership.

Seven Required Courses + Lab 20 quarter credits

OM5004  People at Work
OM5005  Master’s Learner Success Lab (non-credit)
OM5015  Marketing
OM5025  Accounting and Finance in Organizations
OM5030  Corporate Social Responsibility and Managerial Ethics
OM5035  Data Analysis and Decision Making for Managers
OM5040  Strategic Planning

The Integrative Project course should be taken during the learner’s final quarter.

Total 48 quarter credits

Five Elective Courses 20 quarter credits

Choose up to five 5000-level organization and management courses listed in the graduate course descriptions. Learners may choose up to two approved graduate courses from other Capella University schools.

Total 48 quarter credits

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

Master of Science (MS) in Information Technology Specializations

General Information Technology
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 as 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 also choose to obtain greater breadth in understanding IT topics by selecting the following general program.

Twelve Required Courses + Lab: 48 quarter credits

Core courses:

- TSS004 Technical Communications
- TSS005 Master's Learner Success Lab (non-credit)
- TSS110 Enterprise System and Application Development OR
- TSS111 Overview of Enterprise Applications
- TSS120 Project Management for Technology Professionals
- TSS130 System Development Theory and Practice
- TSS140 System Usability Analysis and Design OR
- TSS150 Enterprise Application Testing OR
- TSS151 Quality Assurance
- TSS160 Business Foundations

Specialization courses:

Choose five from the following courses AND the Integrative Project:

- TSS500 Systems Analysis and Design
- TSS501 Database Analysis and Design
- TSS502 Programming Strategies
- TSS503* Advanced Enterprise System Development
- TSS504 Wireless Web Design and Development
- TSS505 Object-oriented Design and Development
- TSS506* Graphics and Multimedia
- TSS507 Network Technology
- TSS508 Enterprise System Security
- TSS513* Advanced Programming Strategies
- TSS514* Advanced Graphics and Multimedia
- TSS515* Advanced Wireless and Mobile Development
- TSS516 Client Server Architecture and Design
- TSS517 Network Enterprise Architecture and Design
- TSS518 Advanced Network Technology – Routing
- TSS520 Operating System Theory and Application
- TSS521* Advanced Network Technology – Switching
- TSS522* Advanced Network Technology – Remote Access
- TSS523* Advanced Network Technology – Troubleshooting
- TSS524 Advanced Project Management
- TSS525 Project Risk Management
- TSS526 Leadership and Human Resource Management
- TSS527 Procurement Management
- TSS528 Project Integration Management
- TSS529* Component Development – Java Framework
- TSS530* Component Development – Microsoft Framework
- TSS531 Security Management Practices
- TSS532 Secure System Development and Cryptology
- TSS533 Ethical and Legal Considerations in Information Technology
- TSS534 Project Portfolio Management
- TSS535* Programming Strategies – Microsoft Environment
- TSS540* Introduction to XML and Web Services
- TSS549* Special Topics in Technology OR

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

- TSS540 Evolving Legal Issues for IT Professionals
- TSS545 Overview of the Affordable Markup Language (AML)
- TSS547 Cyber Threats to Enterprise Security
- TSS548 Network Security Solutions for the Enterprise
- TSS541 Java Programmer Practicum
- TSS542* Java Developer Practicum

The Integrative Project course should be taken during the learner's final quarter.

Total 48 quarter credits

Information Security
Information technology professionals need an in-depth knowledge of emerging security threats and solutions to ensure that networks and computer systems are secure. Today, they are responsible for developing information security and disaster recovery plans that proactively protect the enterprise. This specialization prepares technology leaders to identify, develop, and implement highly secure networks that support organizational goals. It combines both technical and policy-level course work to provide information assurance (IA) skills to protect information systems by ensuring their availability, integrity, and confidentiality. The curriculum is designed around the domains of knowledge represented in the Certified Information Systems Security Professional (CISSP) certification.

Twelve Required Courses + Lab: 48 quarter credits

Core courses:

- TSS504 Technical Communications
- TSS505 Master's Learner Success Lab (non-credit)
- TSS510 Enterprise System and Application Development OR
- TSS511 Overview of Enterprise Applications
- TSS520 Project Management for Technology Professionals
- TSS525 System Development Theory and Practice
- TSS520 System Usability Analysis and Design OR
- TSS527 Cyber Threats to Enterprise Security
- TSS528 Network Security Solutions for the Enterprise
- TSS531 Java Programmer Practicum
- TSS542 Java Developer Practicum
- TSS549 Special Topics in Technology

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

- TSS532 Secure System Development and Cryptology
- TSS533 Ethical and Legal Considerations in Information Technology
- TSS534 Evolving Legal Issues for IT Professionals
- TSS545 Overview of the Affordable Markup Language (AML)
- TSS547 Cyber Threats to Enterprise Security
- TSS548 Network Security Solutions for the Enterprise
- TSS541 Java Programmer Practicum
- TSS542* Java Developer Practicum

The Integrative Project course should be taken during the learner's final quarter.

Total 48 quarter credits

* Denotes courses that have required prerequisites. Refer to the course descriptions for further detail.
Master's in Information Technology

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 organization’s information security and disaster recovery plans. The network architecture and design specialization helps provide technology leaders with the skills necessary to design and implement high-quality networks that meet the needs of business.

Core courses:
- TS5005 Master's Learner Success Lab (non-credit)
- TS510 Enterprise System and Application Development
- TS511 Overview of Enterprise Applications
- TS5120 Project Management for Technology Professionals
- TS5130 System Development Theory and Practice

Specialization courses:
- Choose five of the following courses AND the Integrative Project course:
  - TS5004 Technical Communications
  - TS5005 Master’s Learner Success Lab (non-credit)
  - TS5110 Enterprise System and Application Development
  - TS5111 Overview of Enterprise Applications
  - TS5120 Project Management for Technology Professionals

Specialization courses continued:
- Choose two, two-credit intensive study courses in place of one four-credit specialization course:
  - TS5270 Cyber Threats to Enterprise Security
  - TS5271 Network Security Solutions for the Enterprise

The Integrative Project course should be taken during the learner’s final quarter.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TS5990</td>
<td>48 quarter credits</td>
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</table>

Project Management and Leadership
Information technology professionals 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 current state of technology, the key organizational and societal issues influencing technology, and 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 dispersed geographical areas.

Twelve Required Courses + Lab: 48 quarter credits

<table>
<thead>
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<tbody>
<tr>
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<td>TS5151</td>
<td>Quality Assurance</td>
</tr>
<tr>
<td>TS5160</td>
<td>Business Foundations</td>
</tr>
</tbody>
</table>

Specialization courses:
- Choose five of the following courses AND the Integrative Project course:
  - TS5000 Systems Analysis and Design
  - TS5008 Enterprise System Security
  - TS524 Advanced Project Management
  - TS525 Project Risk Management
  - TS526 Leadership and Human Resource Management
  - TS527 Procurement Management
  - TS528 Project Integration Management
  - TS536 Ethical and Legal Considerations in Information Technology
  - TS537 Project Portfolio Management
  - TS5999* Special Topics in Technology

Total: 48 quarter credits

System Design and Programming
The Internet, Web, and related technologies (XML, Web Services, Distributed Database Systems) have become integral to today’s business applications, creating higher demands on technology professionals. Many companies estimate that their greatest demand for information technology professionals will fall in the area of systems integration, information management, software engineering, system design, and implementation efforts locally and offshore. This specialization helps prepare technology leaders with the skills necessary to design and implement high-quality applications and to utilize the components involved in that effort most effectively to meet the needs of business.

Twelve Required Courses + Lab: 48 quarter credits

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- Choose five of the following courses AND the Integrative Project course:
  - TS5000 Systems Analysis and Design
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  - TS526 Leadership and Human Resource Management
  - TS527 Procurement Management
  - TS528 Project Integration Management
  - TS536 Ethical and Legal Considerations in Information Technology
  - TS537 Project Portfolio Management
  - TS5999* Special Topics in Technology

Total: 48 quarter credits

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

Master of Business Administration (MBA) Specializations

Capella University’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 important assignments that can be immediately applied in the workplace. Learners create and develop a blueprint and portfolio of skills for being an effective leader. Because of the transformative nature of this MBA curriculum, learners are better prepared to reposition themselves for success in their careers.

Professional Effectiveness Coaching 90
Capella University’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 helps facilitate this growth process through quarterly one-on-one coaching sessions.

General
Sixteen Required Courses 48 quarter credits

First two courses taken first and in sequence:

MBA9010 Professional Effectiveness: Stretch, Impact, Reposition
MBA9020 Leading for Results
MBA9130 Operations and Process Management
MBA9140 Financial Management
MBA9150 Strategy
MBA9160 Managing Information Assets and Technology
MBA9210 Building Relationships
MBA9220 Leading Teams
MBA9240 Facilitating Change
MBA9260 Negotiating for Results

Specialization courses:
MBA9142 *Advanced Finance
MBA9144 *International Financial Management
MBA9146 *Investment and Portfolio Management
MBA9148 *Corporate Finance Analysis and Decisions

The Finance Capstone course should be taken during the learner’s final quarter.
MBA9340 *Finance Capstone: Judgment, Planning, and Action

Total 48 quarter credits

Finance

The finance specialization provides learners with current knowledge and skills in financial analysis and decision-making, preparing them for careers in finance at middle or senior management levels. Learners who select finance as their area of specialization are required to complete designated MBA core business and professional effectiveness courses that focus on leading and managing others, strategy, operations management, information technology, and marketing. The courses in the finance specialization extend the core competencies by examining theories and techniques related to corporate finance, investment and portfolio management, international finance, and emerging topics in the field.

Sixteen Required Courses 48 quarter credits

Core courses:

First two courses taken first and in sequence:

MBA9010 Professional Effectiveness: Stretch, Impact, Reposition
MBA9020 Leading for Results
MBA9110 Marketing and Brand Management
MBA9130 Operations and Process Management
MBA9140 Financial Management
MBA9150 Strategy
MBA9160 Managing Information Assets and Technology
MBA9210 Building Relationships
MBA9220 Leading Teams
MBA9240 Facilitating Change
MBA9260 Negotiating for Results

Specialization courses:
MBA9142 *Advanced Finance
MBA9144 *International Financial Management
MBA9146 *Investment and Portfolio Management
MBA9148 *Corporate Finance Analysis and Decisions

The Finance Capstone course should be taken during the learner’s final quarter.
MBA9340 *Finance Capstone: Judgment, Planning, and Action

Total 48 quarter credits

Marketing

The marketing specialization prepares learners to move into middle or senior marketing management positions within their organizations. The marketing specialization provides deeper insight into contemporary issues and examines various theories and techniques used by marketers in today’s competitive environment. The specialization extends a learner’s competencies in market research, analysis, planning, execution, and evaluation. During the capstone course, all learners synthesize and apply what they have learned into a final marketing plan. Learners who select marketing as an area of specialization are required to complete designated MBA core business and professional effectiveness courses that focus on leading and managing others, strategy, operations management, information technology, and finance.

Sixteen Required Courses 48 quarter credits

Core courses:

First two courses taken first and in sequence:

MBA9010 Professional Effectiveness: Stretch, Impact, Reposition
MBA9020 Leading for Results
MBA9110 Marketing and Brand Management
MBA9118 *International Marketing
MBA9116 *New Product Design and Development
MBA9114 *Consumer Behavior
MBA9112 *Market Research
MBA9114 *Consumer Behavior
MBA9116 *New Product Design and Development
MBA9118 *International Marketing
MBA9120 Sales and Customer Relationship Management

The Marketing Capstone course should be taken during the learner’s final quarter.
MBA9350 *Marketing Capstone: Judgment, Planning, and Action

Total 48 quarter credits

Specialization courses:
Choose four from the following courses:
MBA9112 *Market Research
MBA9114 *Consumer Behavior
MBA9116 *New Product Design and Development
MBA9118 *International Marketing
MBA9120 Sales and Customer Relationship Management

The Marketing Capstone course should be taken during the learner’s final quarter.
MBA9350 *Marketing Capstone: Judgment, Planning, and Action

Total 48 quarter credits

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

Certificates are an ideal way to update existing knowledge, gain new knowledge, and study at the graduate level. Course work completed in a certificate program may be transferred into the related Capella Master of Science specialization.

Note: Certification and Certificates — There is an important distinction between the two terms. The School of Business and Technology offers a variety of graduate 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 professionals increase their expertise in the principles and practices of the human resource function. The certificate provides the opportunity to enhance skills, knowledge, and abilities through the development of human resource competencies. By providing learners a better understanding of various human resource disciplines, the certificate prepares participants for the challenges and demands faced by human resource professionals.

Four Required Courses 16 quarter credits
OM5220 * Training, Development, and OM5222 * Recruitment, Selection, and OM5218 * Managing Compensation, Benefits, OM5214 * Employment Law: Legal Structures, OM5212 * Managing Diversity and Inclusion in

Choose three from the following courses:
OM5210 Human Resource Management OMS5212 * Managing Diversity and Inclusion in Organizations

Total 16 quarter credits

Information Technology Management

The certificate in information technology management 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 gain new insight into managing technology priorities and overseeing the optimization of information systems. Learners also develop skills to assist in transforming narrow technical initiatives into tangible, enterprise-wide goals.

Four Required Courses 16 quarter credits
OM5310 Strategic Information Technology Management
Choose three from the following courses:
OM5312 * Advances in Information Technology OMS5314 * System Planning and Delivery OMS5316 * Project Planning, Management, and Financial Control

Total 16 quarter credits

Leadership

The certificate in leadership prepares individuals to serve in leadership and mentoring roles within their organizations. Managers at all levels of the organization gain considerable insight into the challenges and complexities of leading in today’s environment. Learners have the opportunity to reflect on their own leadership styles and to develop specific leadership competencies.

Four Required Courses 16 quarter credits
OMS5112 Leadership
Choose three from the following courses:
OMS5114 * Organization Structure and Design OMS5116 * Personal Leadership Development OMS5118 * Leading Organizational Change OMS5120 * Leading and Building Teams OMS5122 * Leading and Coaching Others

Total 16 quarter credits

Professional Project Management

There is a significant need for professionals with a background in both enterprise technology and project management mastery to complete complex projects on time, on budget, and to specification. This program prepares learners who have previously earned a bachelor’s degree to manage larger projects utilizing methodology based on the Project Management Book of Knowledge (PMBOK) from the Project Management Institute. The program goes well beyond the certification in providing an opportunity to expand critical thinking skills and master project management principles through practice and interaction. This graduate certificate develops the competencies associated with the Project Management Professional certification from The Project Management Institute.

Five Required Courses 20 quarter credits
TSS524 Advanced Project Management TSS525 Project Risk Management TSS526 Leadership and Human Resource Management TSS527 Procurement Management TSS528 Project Integration Management

Total 20 quarter credits

Information Security Professional

Technology professionals with a background in both information security technology and policy-level management are in high demand in today’s organizations and corporations. This program prepares learners who have previously earned a bachelor’s degree to manage a large organization’s enterprise security based on the ten domains of the Certified Information Systems Security Professional (CISSP) certification from the International Information Systems Security Certification Consortium, Inc. (ISC)². The program moves beyond the certification by providing an opportunity to master information security principles through practice and interaction. This graduate certificate expands learners’ critical thinking skills and develops the competencies associated with the CISSP certification from (ISC)².

Five Required Courses 20 quarter credits

Total 20 quarter credits

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

From the Executive Director

Welcome to the School of Education at Capella University. Our programs are about you and the impact that you want to make in the world of K-12 education, adult and higher education, and corporate settings.

Capella’s K-12 education specializations (advanced classroom instruction, educational leadership, curriculum and instruction, and reading and literacy) prepare individuals to assume vital roles in schools, districts, and other organizations serving children and adolescents. The competency-based programs are aligned with nationally recognized external standards and are specifically designed for dedicated, licensed K-12 teachers whose futures require recognized credentials but whose lives demand convenience.

Our programs in K-12 education deliver the practical skills needed to be more successful in today’s diverse schools. Capella’s leadership in educational administration specialization has received unconditional approval to prepare learners for Minnesota principal and superintendent licensure by meeting the rigorous standards set forth by the Minnesota Board of School Administrators.

Our specialization in professional studies in education offers learners the opportunity to customize their program to meet specific career needs beyond the bachelor’s degree. The program can be designed to address current and future career requirements for individuals in the K-12 and higher education worlds.

Capella’s specializations in higher education (leadership, postsecondary and adult education, instructional design for online learning, training and performance improvement, and enrollment management) focus on career requirements for educators working as leaders and teachers in adult learning environments. The competencies learners acquire are based on current adult learning theory and are designed for professionals in community colleges, four-year colleges, and other organizations serving adult learners. The specialization in instructional design for online learning prepares professionals to lead and to manage instructional challenges in Web-based environments and places equal importance on design and delivery of adult instruction.

At Capella University you will be invigorated, challenged, and emboldened to achieve your educational goals. Your future is in your hands, and we would like to be part of that future.

James Wolf, PhD
Executive Director
About the School of Education

Mission Statement
The mission of the School of Education is to provide relevant and competency-based learning experiences that have immediate professional impact and that empower learners to distinguish themselves through their contributions to the organizations they serve. School of Education learners prepare for the challenges, opportunities, and demands of contemporary education by engaging in rigorous and relevant programs where learner progress is assessed against recognized, respected professional standards.

Degree Programs
Doctor of Philosophy (PhD)
The School of Education’s doctor of philosophy degree expands previous learning within a discipline and fosters the critical thinking, research, and problem solving skills that practicing professionals need to excel as scholar-practitioners and embodied leaders in a global society.

Master of Science (MS)
The School of Education’s master’s degree integrates recognized theory and best practices with practical application in a collaborative environment in order to enhance learners’ abilities to excel as practitioners in their chosen specializations.

Certificate
The School of Education’s post-master’s certificate program provides learners with recognized, relevant competencies that 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 guarantee 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.

As part of the admission process, Capella University requires all learners in these programs to sign an Understanding of the Curriculum form in which the learners agree that 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>Degrees and Certificate</th>
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<td>Leadership in Educational Administration</td>
<td>PhD, MS, Post-master’s Certificate</td>
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<tr>
<td>Leadership for Higher Education</td>
<td>PhD, MS</td>
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<td>Enrollment Management</td>
<td>MS</td>
</tr>
</tbody>
</table>

* Capella University will seek approval of this new specialization from the states of Alabama, Arizona, Georgia, Kentucky, Virginia, Washington, and Wisconsin. Until such approvals are granted, learners are advised that this program is not approved in these states and may not qualify them for certification or licensure. Learners should contact an enrollment counselor for current approval status in these states.
School of Education Degree Programs

Doctor of Philosophy (PhD) Specializations

Leadership in Educational Administration

Learners in the doctoral specialization in leadership in educational administration develop the knowledge, skills, and attitudes needed to meet the rigorous demands and enjoy the profound rewards of twenty-first century principalship and superintendency. The doctoral research and problem solving skills learners develop transfer to the leadership challenges of the current student achievement focused world of K-12 education. The curriculum is aligned with nationally recognized leadership standards and designed to prepare learners to be bold, innovative, ethical K-12 leaders.

Residency Requirements:
Three one-week residential colloquia sessions related to time and program credit completion. See Residential Colloquia in Academic and Other University Policies.

State regulations vary regarding course requirements for professional licensure. For assistance with state-mandated course requirements for licensure, contact the appropriate school representative.

Eighteen Required Courses + Lab 72 quarter credits
Core courses:
ED8004 Societal and Cultural Change
ED8005 Doctoral Learner Success Lab (non-credit)
ED8113 Advanced Study in Research Methods

Specialization courses:
ED7541 Teacher Supervision and Evaluation
ED8111 The Historical and Social Foundations of Education
ED814 Evaluating the Effectiveness of the Educational Process
ED820 Principles of Educational Administration
ED822 The Funding of Educational Institutions
ED823 Education and the Law
ED825 Curriculum Development
ED834 Higher Ed and the Law
ED840 The Politics of Higher Education
ED841 The History of Higher Education
ED854 Secondary School Administration
ED857 Personnel Administration
ED8910 The Minnesota Superintendency

Recommended elective courses: Choose any graduate course(s).
ED854 Secondary School Administration
ED857 Personnel Administration

Total 120 quarter credits

Leadership for Higher Education

Learners in the doctoral specialization in leadership for higher education prepare themselves to guide community colleges, universities, and other postsecondary, human service, military, and religious organizations at both the academic and executive levels. The specialization content, doctoral research, and problem solving skills learners develop transfer to their leadership challenges as department chairs, deans, provosts, presidents of these organizations. The curriculum is designed to prepare learners to be bold, innovative, ethical leaders.

Residency Requirements:
Three one-week residential colloquia sessions related to time and program credit completion. See Residential Colloquia in Academic and Other University Policies.

Eighteen Required Courses + Lab 72 quarter credits
Core courses:
ED8004 Societal and Cultural Change
ED8005 Doctoral Learner Success Lab (non-credit)
ED8113 Advanced Study in Research Methods

Recommended elective courses: Choose any graduate course(s).
ED818 The Future of Teaching and Learning: Topics and Trends
ED819 The Future of Teaching and Learning: Issues for the Educational Leader
ED834 Higher Ed and the Law
ED854 Secondary School Administration
ED857 Personnel Administration

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

Postsecondary and Adult Education

The PhD specialization in postsecondary and adult education is designed to develop and enhance skills for effective teaching in a variety of postsecondary settings and training environments, including adult education, workforce development, continuing higher education, community development, military education, and business and industry. The PhD specialization focuses on major theories of adult learning and distance education, the development of effective learning communities and environments, critical analysis and research skills, best practices in postsecondary instruction, and utilizing theory and research to enhance learning for individuals from a variety of backgrounds.

Residency Requirement(s):
Three one-week residential colloquia seasons related to time and program credit completion. See Residential Colloquia in Academic and Other University Policies.

Fourteen Required Courses + Lab 56 quarter credits

Core courses:
ED8004 Societal and Cultural Change
ED8005 Doctoral Learner Success Lab (non-credit)
ED8113 Advanced Study in Research Methods

Specialization courses:
ED7701 Educational Philosophy and Change
ED8115 The Future of Educational Institutions: Topics and Trends
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
ED9984 * Doctoral Comprehensive Examination I
ED9985 * Doctoral Comprehensive Examination II
ED9986 * Dissertation Research I
ED9987 * Dissertation Research II
ED9988 * Dissertation Research III
ED9989 * Dissertation Research IV

Sixteen Elective Courses 64 quarter credits

Recommended elective courses:
ED7580 Theory and Development of Multiple Intelligences
ED8111 The Historical and Social Foundations of Education
ED8113 Advanced Study in Research Methods
ED828 Intellectual Development and Learning Styles Across the Lifespan
ED836 The Collaborative Nature of Adult Education

Choose any graduate course(s)
Total 120 quarter credits

Instructional Design for Online Learning

The PhD specialization in instructional design for online learning prepares professionals to lead and manage instructional challenges in a variety of online settings in educational institutions, corporations, the military, health care, 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 seasons related to time and program credit completion. See Residential Colloquia in Academic and Other University Policies.

Eighteen Required Courses + Lab 72 quarter credits

Core courses:
ED8004 Societal and Cultural Change
ED8005 Doctoral Learner Success Lab (non-credit)
ED8113 Advanced Study in Research Methods

Specialization courses:
ED8115 The Future of Educational Institutions: Topics and Trends
ED8111 The Historical and Social Foundations of Education
ED851 Principles of Learning and Instructional Design
ED8210 Theoretical Basis of Instructional Design
ED832 Ethics and Social Responsibility in Distance Education
ED854 Leadership for Instructional Design
ED9984 * Doctoral Comprehensive Examination I
ED9985 * Doctoral Comprehensive Examination II
ED9986 * Dissertation Research I
ED9987 * Dissertation Research II
ED9988 * Dissertation Research III
ED9989 * Dissertation Research IV

Choose any five from the following courses:
ED2110 The Delivery of Distance Education
ED2111 Designing Online Instruction
ED722 User Interface Design
ED755 Instructional Media Tools
ED756 Instructional Design for Distance Learning
ED724 Project Management for Multimedia Development
ED755 Evaluation and Assessment of Instructional Design

Twelve Elective Courses 48 quarter credits

Recommended elective courses:
ED7212 Administration and Leadership of Distance Education Programs
ED7700 Learning Theory and Educational Process
ED7580 Theory and Development of Multiple Intelligences
ED7692 Strategies for Building Online Learning Communities
ED7441 Needs Assessment, Models, and Procedures

The following electives are available for PhD learners as directed studies:
ED7495 Research Strategies and Methodologies for Online Learning
ED7497 * Storyboarding for Instructional Design
ED7499 * Needs Analysis for Instructional Design
ED7490 Curriculum Development for Online Learning
ED7491 Internship for Instructional Design for Online Learning
ED7496 * Advanced Instructional Design
ED9058 Special Topics for Instructional Design (non-credit)
ED9988 * Dissertation Research III
ED9987 * Dissertation Research II
ED9986 * Dissertation Research I
ED9985 * Doctoral Comprehensive Examination II
ED9984 * Doctoral Comprehensive Examination I

Total 120 quarter credits

Training and Performance Improvement

The PhD 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 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 seasons related to time and program credit completion. See Residential Colloquia in Academic and Other University Policies.

Eighteen Required Courses + Lab 72 quarter credits

Core courses:
ED8004 Societal and Cultural Change
ED8005 Doctoral Learner Success Lab (non-credit)
ED8113 Advanced Study in Research Methods

Twelve Elective Courses 48 quarter credits

Recommended elective courses:
ED7212 Administration and Leadership of Distance Education Programs
ED7700 Learning Theory and Educational Process
ED7580 Theory and Development of Multiple Intelligences
ED7692 Strategies for Building Online Learning Communities
ED7441 Needs Assessment, Models, and Procedures

The following electives are available for PhD learners as directed studies:
ED7495 Research Strategies and Methodologies for Online Learning
ED7497 * Storyboarding for Instructional Design
ED7499 * Needs Analysis for Instructional Design
ED7490 Curriculum Development for Online Learning
ED7491 Internship for Instructional Design for Online Learning
ED7496 * Advanced Instructional Design
ED9058 Special Topics for Instructional Design (non-credit)
ED9988 * Dissertation Research III
ED9987 * Dissertation Research II
ED9986 * Dissertation Research I
ED9985 * Doctoral Comprehensive Examination II
ED9984 * Doctoral Comprehensive Examination I

Total 120 quarter credits

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

**Specialization courses (suggested sequence as follows):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED7631</td>
<td>Introduction to Training and Performance Systems</td>
</tr>
<tr>
<td>ED7641</td>
<td>Needs Assessment: Models and Procedures</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>
<tr>
<td>ED7675</td>
<td>Evaluating Training and Performance Improvement Systems</td>
</tr>
<tr>
<td>ED7674</td>
<td>Managing Training and Performance Improvement</td>
</tr>
<tr>
<td>ED5002</td>
<td>Survey of Human Resource Development Research</td>
</tr>
<tr>
<td>ED9984*</td>
<td>Doctoral Comprehensive Examination I</td>
</tr>
<tr>
<td>ED9985*</td>
<td>Doctoral Comprehensive Examination II</td>
</tr>
<tr>
<td>ED9986*</td>
<td>Dissertation Research I</td>
</tr>
<tr>
<td>ED9987*</td>
<td>Dissertation Research II</td>
</tr>
<tr>
<td>ED9988*</td>
<td>Dissertation Research III</td>
</tr>
<tr>
<td>ED9989*</td>
<td>Dissertation Research IV</td>
</tr>
</tbody>
</table>

Choose three from the following courses:

- ED9989 * Dissertation Research IV
- ED9988 * Dissertation Research III
- ED9987 * Dissertation Research II
- ED9986 * Dissertation Research I
- ED9985 * Doctoral Comprehensive Examination II
- ED9984 * Doctoral Comprehensive Examination I

**Elective Courses 48 quarter credits**

Choose any graduate course(s).

**Total 120 quarter credits**

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**Professional Studies in Education**

The PhD with a specialization in professional studies in education is designed for experienced career professionals such as licensed K-12 teachers, teachers in alternative programs, and adult educators in health care, the military, public and private institutions, and government agencies. This specialization provides optimal opportunity to construct a program of study that meets the unique needs of a diverse group of teachers who wish to excel in leadership as teachers and researchers. The entire doctoral experience is designed to help create scholar-practitioners with advanced skills in critical thinking, problem solving, and research.

**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.

**Twelve Required Courses + Lab 48 quarter credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED5004</td>
<td>Societal and Cultural Change</td>
</tr>
<tr>
<td>ED5005</td>
<td>Doctoral Learner Success Lab (non-credit)</td>
</tr>
<tr>
<td>ED8113</td>
<td>Advanced Study in Research Methods</td>
</tr>
<tr>
<td>ED7701</td>
<td>Educational Philosophy and Change</td>
</tr>
<tr>
<td>ED8115</td>
<td>The Future of Educational Institutions: Topics and Trends</td>
</tr>
<tr>
<td>ED7700</td>
<td>Learning Theory and the Educational Process OR</td>
</tr>
<tr>
<td>ED629</td>
<td>Theory and Methods of Educating Adults</td>
</tr>
<tr>
<td>ED7712</td>
<td>Classroom Assessment in Education OR</td>
</tr>
<tr>
<td>ED8114</td>
<td>Evaluating the Effectiveness of the Educational Process</td>
</tr>
<tr>
<td>ED9984*</td>
<td>Doctoral Comprehensive Examination I</td>
</tr>
<tr>
<td>ED9985*</td>
<td>Doctoral Comprehensive Examination II</td>
</tr>
<tr>
<td>ED9986*</td>
<td>Dissertation Research I</td>
</tr>
<tr>
<td>ED9987*</td>
<td>Dissertation Research II</td>
</tr>
<tr>
<td>ED9988*</td>
<td>Dissertation Research III</td>
</tr>
<tr>
<td>ED9989*</td>
<td>Dissertation Research IV</td>
</tr>
</tbody>
</table>

**Eighteen Elective Courses 72 quarter credits**

Choose any graduate course(s).

**Total 120 quarter credits**

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**Master of Science (MS) Specializations**

**Advanced Classroom Instruction**

Learners in the master’s specialization in advanced classroom instruction will demonstrate the research-based knowledge, skills, and attitudes of exceptional elementary and secondary classroom teachers. The curriculum is aligned with nationally recognized teaching standards and is designed to prepare learners to produce significant improvements in student achievement. Learners may customize the elective portion of their programs to meet their educational, personal, professional, and school/site needs by selecting courses from any of the specialization courses below.

**Nine Required Courses + Lab 48 quarter credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED5007</td>
<td>Foundations of Educational Leadership (6-quarter credits)</td>
</tr>
<tr>
<td>ED5005</td>
<td>Master’s Learner Success Lab (non-credit)</td>
</tr>
<tr>
<td>ED5001</td>
<td>Assessment and Improvement of Instruction</td>
</tr>
<tr>
<td>ED5000</td>
<td>Standards-Based Curriculum, Instruction, and Assessment</td>
</tr>
<tr>
<td>ED5003</td>
<td>Classroom Management Strategies</td>
</tr>
<tr>
<td>ED5004</td>
<td>Strategies for Eliminating the Achievement Gap</td>
</tr>
</tbody>
</table>

**Specialization courses:**

- ED5007 * Master’s Practicum in Advanced Classroom Instruction (6-quarter credits)
- ED5005 * Master’s Learner Success Lab (non-credit)
- ED5001 * Assessment and Improvement of Instruction
- ED5000 * Standards-Based Curriculum, Instruction, and Assessment
- ED5003 * Classroom Management Strategies
- ED5004 * Strategies for Eliminating the Achievement Gap

Learners must select at least three specialization courses from the list below:

For a focus on elementary classroom instruction, the following electives are recommended:

- ED5015 * Action Research for Teacher-Leaders
- ED5020 * Learning Theory and Instructional Practice
- ED5016 * Adult Learning and Professional Development
- ED5023 * Inquiry-Based Curriculum and Resources for Elementary Science Teachers
- ED5058 * Research and Best Practices in Mathematics Instruction

For a focus on secondary classroom instruction, the following electives are recommended:

- ED5015 * Action Research for Teacher-Leaders
- ED5016 * Adult Learning and Professional Development
- ED5028 * Technology Skills for the Virtual School Teacher
- ED5111 * Teaching Algebra for Understanding
- ED5016 * Adult Learning and Professional Development

* 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

For a focus on teacher leadership the following electives are recommended:

- ED5514 Educational Leadership for Teacher Leaders
- ED5515 Action Research for Teacher-Leaders
- ED5516 Adult Learning and Professional Development

For a focus on advanced instruction in science the following electives are recommended:

- ED5522 The Art of Planning Science Instruction
- ED5523 Inquiry-Based Curriculum and Resources for Elementary Science Teachers
- ED5524 Inquiry-Based Curriculum and Resources for Secondary Science Teachers
- ED5526 Student Assessment and Work Analysis in Science Instruction

For a focus on advanced instruction in mathematics the following electives are recommended:

- ED5506 Standards and the K-12 Mathematics Curriculum
- ED5507 The Art of Planning Mathematics Instruction
- ED5508 Research and Best Practices in Mathematics Instruction
- ED5511 Teaching Algebra for Understanding

For a focus on virtual school teaching the following electives are recommended:

- ED5528 Technology Skills for the Virtual School Teacher
- ED5529 Instructional Strategies for the Virtual School Teacher
- ED5530 Assessment Strategies for the Virtual School Teacher

Two Elective Courses 8 quarter credits

- ED5533 Curriculum Mapping: Reflection and Practice (recommended elective for all K-12 teachers.)
- OR
- Choose any graduate course(s)

Total 48 quarter credits

Admission to the advanced classroom instruction specialization requires learners to complete and submit the Capella University School of Education Certification of Teacher Licensure form located at www.capella.edu/aspscripts/schools/teacherlicensure.pdf.

Reading and Literacy

Capella University’s reading and literacy specialization is offered in partnership with the University of California, Irvine Extension. Graduates of this specialization earn a master’s degree from Capella University and a reading certificate from UC-Irvine Extension. UC-Irvine Extension’s reading certificate is state approved in California and is aligned with nationally recognized teaching standards.

The specialization is designed for licensed K-12 classroom teachers who want to enhance the reading skills of their students and to implement best practices and key instructional strategies to peers and others involved in teaching reading. Capella learners completing the reading and literacy specialization are prepared to assess student reading and provide reading instruction employing multiple modalities and learning styles based on assessment data as well as to develop, implement, and adapt the reading curriculum within and across grade levels at the school site.

The specialization courses present a host of research-based concepts, demonstrate those concepts in action, and provide opportunities to put those concepts into practice.

Thirteen Required Courses + Lab 48 quarter credits

Core courses:

- ED5501 Foundations of Educational Leadership (6 quarter credits)
- ED5505 Master’s Learner Success Lab (non-credit)
- ED5506 Assessment and Improvement of Instruction (4 quarter credits)
- ED5507 Standards-based Curriculum, Instruction, and Assessment (4 quarter credits)
- ED5508 Classroom Management Strategies (4 quarter credits)
- ED5509 Strategies for Eliminating the Achievement Gap (4 quarter credits)

One Elective Course 4 quarter credits

Choose any 4-credit graduate course.

Total 47 quarter credits

Specialization courses:

- ED5551 Developing Fluent Readers (3 quarter credits)
- ED5552 Teaching Comprehension Strategies (3 quarter credits)
- ED5553 Assessment-based Reading Instruction (3 quarter credits)
- ED5554 Socio-cultural Context of Reading Instruction (3 quarter credits)
- ED5555 Foundational Theories in Reading Instruction (3 quarter credits)
- ED5556 Reading and Literacy Practicum (3 quarter credits)*
- ED5557 Reading and Literacy Portfolio Review (3 quarter credits)*

*ED5556 and ED5557 must be taken concurrently.

Admission to the reading and literacy specialization requires learners to complete and submit the Capella University School of Education Certification of Teacher Licensure form located at www.capella.edu/aspscripts/schools/teacherlicensure.pdf.

As with all programs involving endorsement, licensure, or certification, individual states have varying requirements. Capella University cannot guarantee that licensure, endorsement, or certification will be granted. For this reason, it is important that learners interested in these programs contact the appropriate authorities in their state.

Capella University will seek approval of the new specialization from the states of Alabama, Arizona, Georgia, Kentucky, Virginia, Washington, and Wisconsin. Until such approvals are granted, learners are advised that this program is not approved in these states and may not qualify them for certification or licensure. Learners should contact an enrollment counselor for current approval status in these states.

* Denotes courses that have required prerequisite(s). Refer to the course descriptions for further detail.
Curriculum and Instruction
Learners in the master’s specialization in curriculum and instruction will develop and demonstrate the research-based knowledge, skills, and attitudes necessary for effective classroom, building, and district-level leadership in curriculum and instruction. The specialization is designed for teachers interested in teaching improvement initiatives supported by current theory and research in curriculum design and instructional models, and assessment strategies focused on increasing student achievement. Teachers participate in course discussions and activities that provide practical experiences and projects that demonstrate innovative and timely theory, research, and practice.

Ten Required Courses + Lab 44 quarter credits
Core courses:
ED5007 Foundations of Educational Leadership (6 quarter credits)
ED5005 Master’s Learner Success Lab (non-credit)
ED5501 Assessment and Improvement of Instruction
ED5500 Standards-Based Curriculum, Instruction, and Assessment
ED5503 Classroom Management Strategies
ED5504 Strategies for Eliminating the Achievement Gap
Specialization courses:
ED5533 Curriculum Mapping: Reflection and Practice
ED5534 Instruction and Assessment: Theory and Practice
ED5535 Collaboration for the Improvement of Curriculum and Instruction
ED5536 Applying Research to the Improvement of Curriculum and Instruction
ED5540 * Master’s Practicum in Curriculum and Instruction (6 quarter credits)
One Elective Course 4 quarter credits
Recommended elective courses:
ED5537 Emerging Technology and Multimedia for Curriculum and Instruction
ED5538 Curriculum and Instruction: Program Evaluation OR
Choose any graduate course.
Total 48 quarter credits

Admission to the curriculum and instruction specialization requires learners to complete and submit the Capella University School of Education Certification of Teacher Licensure form located at www.capella.edu/aspscripts/schools/TeacherLicensure.pdf.

Leadership in Educational Administration
Learners in the master’s specialization in leadership in educational administration will develop the skills, knowledge, and attitudes necessary to successfully meet the rigors and enjoy the rewards of twenty-first century elementary and secondary principalship. The curriculum prepares learners to meet nationally recognized leadership standards including those of the Interstate School Leaders Licensure Consortium (ISLLC) and to have a profound, positive impact on student achievement. This results-oriented program prepares learners to translate theory into effective leadership practice.

Eleven Required Courses + Lab 48 quarter credits
Core courses:
ED5007 Foundations of Educational Leadership (6 quarter credits)
ED5005 Master’s Learner Success Lab (non-credit)
ED5501 Assessment and Improvement of Instruction
ED5500 Standards-Based Curriculum, Instruction, and Assessment
ED5503 Classroom Management Strategies
ED5504 Strategies for Eliminating the Achievement Gap
Specialization courses:
ED 820 Principles of Educational Administration
ED822 The Funding of Educational Institutions
ED5006 Survey of Research Methodology
ED853 Secondary School Administration
ED854 Secondary School Administration OR
ED855 Higher Education Administration
ED856 * Master’s Internship in Educational Administration (6 quarter credits)
Total 48 quarter credits

Admission to the leadership in educational administration specialization requires learners to complete and submit the Capella University School of Education Certification of Teaching Experience form located at www.capella.edu/aspscripts/schools/TeachingExperience.pdf.

State regulations vary regarding course requirements for professional licensure. For assistance with state-mandated course requirements for licensure, contact the appropriate school representative.

Leaders seeking state principal licensure should determine their state’s requirements

Leaders seeking licensure in states that issue a K-12 principal license should take ED853 and ED854.

Leadership for Higher Education
The master’s specialization in leadership for higher education integrates current, recognized theory and best practices with practical application — the basis of Capella’s scholar-practitioner model — to prepare learners to excel as leaders in community colleges, universities, and other postsecondary, human service, military, and religious organizations.

Eleven Required Courses + Lab 44 quarter credits
Core courses:
ED5004 Societal and Cultural Change
ED5005 Master’s Learner Success Lab (non-credit)
ED5006 Survey of Research Methodology
Specialization courses:
ED7212 Administration and Leadership of Distance Education Programs
ED7540 Leadership in Higher Education
ED814 Evaluating the Effectiveness of the Educational Process
ED834 Higher Education 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
ED5990 * Integrative Project
One Elective Course 4 quarter credits
Recommended elective courses:
ED7541 Teacher Supervision and Evaluation
ED7692 Strategies for Building Online Learning Communities
ED7703 Student Development Challenges and Successes
ED7713 Student Advising and Retention
ED7819 Grantsmanship
ED8111 The Historical and Social Foundations of Education
ED815 The Future of Educational Institutions: Topics and Trends
ED818 The Future of Teaching and Learning: Issues for the Educational Leader
ED825 Curriculum Development
ED857 Personnel Administration
Choose any graduate course(s).
Total 48 quarter credits

* 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

Enrollment Management
Capella University’s enrollment management specialization is offered in partnership with Noel-Levitz, a nationally recognized consulting firm specializing in higher education student recruitment, financial aid, predictive modeling, and student retention. Graduates of this specialization earn a master’s degree from Capella University and certification in enrollment management—a professional certificate issued by Noel-Levitz.

Learners in this master’s specialization develop the investigative knowledge, abilities, and attributes of outstanding college and university enrollment management professionals. The curriculum prepares learners to apply best principles and practices in enrollment management.

With specialized course content based on the expertise of Noel-Levitz professionals, this specialization provides the latest tools and strategies for enrollment management. Applicable immediately to real-world higher education demands, the specialization’s curriculum focuses on effective enrollment planning, retention efforts, marketing strategies, technology applications, and strategic planning.

Eight Required Courses + Lab 32 quarter credits
Core courses:
ED5004 Societal and Cultural Change
ED5005 Master’s Learner Success Lab (non-credit)
ED5006 Survey of Research Methodology
Specialization courses:
ED7703 Student Development Challenges and Successes
ED7713 Student Advising and Retention
ED741 History of Higher Education
ED740 Leadership in Higher Education
ED055 Higher Education Administration
ED034 Higher Education and the Law
ED840 The Politics of Higher Education
ED837 Funding and Managing the Educational Enterprise
OR
Choose any graduate course(s)
Total 32-38 quarter credits

Recommended elective courses:
ED7703 Student Development Challenges and Successes
ED7713 Student Advising and Retention
ED741 History of Higher Education
ED740 Leadership in Higher Education
ED055 Higher Education Administration
ED034 Higher Education and the Law
ED840 The Politics of Higher Education
ED837 Funding and Managing the Educational Enterprise

Postsecondary and Adult Education
The master’s 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.

Ten Required Courses + Lab 40 quarter credits
Core courses:
ED5004 Societal and Cultural Change
ED5005 Master’s Learner Success Lab (non-credit)
ED5006 Survey of Research Methodology
Specialization courses:
ED7701 Educational Philosophy and Change
ED8111 The Historical and Social Foundations of Education
ED7703 Student Development Challenges and Successes
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
ED5990 * Integrative Project
Choose three from the following courses:
ED7590 Critical Thinking in Adult Education
ED814 Evaluating the Effectiveness of the Educational Process
ED828 Intellectual Development and Learning Styles across the Lifespan
ED836 The Collaborative Nature of Adult Education
ED838 Teaching and Learning with Diverse Populations
ED815 The Future of Educational Institutions: Topics and Trends
Choose any graduate course(s)
Total 48 quarter credits

Recommended elective courses:
ED7703 Student Development Challenges and Successes
ED7713 Student Advising and Retention
ED741 History of Higher Education
ED740 Leadership in Higher Education
ED055 Higher Education Administration
ED034 Higher Education and the Law
ED840 The Politics of Higher Education
ED837 Funding and Managing the Educational Enterprise

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

The master’s specialization in instructional design for online learning prepares professionals working in educational institutions, corporations, the military, health care, and government agencies to achieve a high level of competency in instructional design in order to advance their careers and serve their organizations. The coursework prepares instructional designers to solve real-world problems based on theory and practice in the field.

Ten Required Courses + Lab 40 quarter credits
Core courses:
ED5004 Societal and Cultural Change
ED5005 Master’s Learner Success Lab (non-credit)
ED5006 Survey of Research Methodology

Specialization courses:
ED5851 Principles of Learning and Instructional Design
ED5905 * Integrative Project
ED7210 The Delivery of Distance Education
ED7211 * Designing Online Instruction
ED7503 Instructional Media Tools
ED7724 Project Management for Multimedia Development
ED7751 * Evaluation and Assessment of Instructional Design
ED846 * Instructional Design for Distance Learning

Two Elective Courses 8 quarter credits
Choose any graduate course(s).

Total 40 quarter credits

Training and Performance Improvement

The master’s 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 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 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.

Ten Required Courses + Lab 40 quarter credits
Core courses:
ED5004 Societal and Cultural Change
ED5005 Master’s Learner Success Lab (non-credit)
ED5006 Survey of Research Methodology

Specialization courses (suggested sequence):
ED7631 Introduction to Training and Performance Systems (prerequisite for specialization)
ED7641 Needs Assessment: Models and Procedures
ED7662 Designing Training and Performance Solutions
ED7672 Delivery Systems for Training and Performance Improvement
ED7652 Evaluating Training and Performance Improvement Systems
ED7674 Managing Training and Performance Improvement
ED5905 * Integrative Project

Choose one from the following:
ED502 Survey of Human Resource Development Research
ED7210 The Delivery of Distance Education
ED7673 The Future of Corporate and Technical Training: Issues and Trends
ED828 Intellectual Development and Learning Styles Across the Lifespan
ED830 Coaching for High Performance

Two Elective Courses 8 quarter credits
Choose any graduate course(s).

Total 48 quarter credits

Professional Studies in Education

The master’s specialization in professional studies prepares learners to excel as teachers in a variety of environments. Included in this specialization is required coursework that builds upon previous knowledge and experience and provides a foundation upon which a distinctive program of studies can be positioned. This specialization is designed for teachers who want to focus on teaching and learning as teacher practitioners.

Seven Required Courses + Lab 28 quarter credits
Core courses:
ED5004 Societal and Cultural Change
ED5005 Master’s Learner Success Lab (non-credit)
ED5006 Survey of Research Methodology

Specialization courses:
ED7701 Educational Philosophy and Change
ED8111 The Historical and Social Foundations of Education
ED814 Evaluating the Effectiveness of the Educational Process OR
ED7712 Classroom Assessment in Education
ED7750 Learning Theory and the Educational Process OR
ED829 Theory and Methods for Educating Adults
ED5905 * Integrative Project

Five Elective Courses 20 quarter credits
Choose any graduate course(s).

Total 48 quarter credits

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

Leadership in Educational Administration 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 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.

State regulations vary regarding course requirements for professional licensure. For assistance with state-mandated course requirements for licensure, contact the appropriate school representative.

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

Twelve Required Courses + Lab 48 quarter credits

ED8004 Societal and Cultural Change
ED8005 Doctoral Learner Success Lab (non-credit)
ED8113 Advanced Study in Research Methods OR
ED814 Evaluating the Effectiveness of the Educational Process
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
ED8111 The Historical and Social Foundations of Education
ED7541 Teacher Supervision and Evaluation

Choose one internship sequence:
ED7901 Internship in Minnesota Educational Administration I AND
ED7902 Internship in Minnesota Educational Administration II
OR
ED7903 Internship in the Minnesota Superintendency I AND
ED7904 Internship in the Minnesota Superintendency II

Total 48 quarter credits

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 in Minnesota (or vice versa), the internship is 320 hours (MR, 3513.0200, Subp. 3.).

For principal licensure in Minnesota, learners completing ED9821 and ED9822 must include 320 hours of supervised field experience.

For superintendent licensure in Minnesota, learners completing ED9823 and ED9824 must include 320 hours of supervised field experience.

Learners seeking licensure in states not requiring an internship may petition the faculty director for permission to replace the internship with an elective.

Admission to the leadership in educational administration specialization requires learners to complete and submit the Capella University School of Education Certification of Teaching Experience form located at www.capella.edu/ascripts/schools/TeachingExperience.pdf.

* Denotes courses that have required prerequisite(s). Refer to the course descriptions for further detail.
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 preparation needed by today’s professionals.

The school provides graduate study in eight areas of specialization including study in a CACREP-approved mental health counseling master’s degree specialization. Our leading-edge MS and PhD 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. These challenges demand the attention and commitment of professionals who have achieved advanced graduate education. With such dedicated involvement, workable solutions to these complex issues can be found.

Acquisition of graduate education is part of a personal and professional change process that directly 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. Individual goals for graduate education can be achieved in Capella University’s distance education learning environment, which is supportive, stimulating, and sensitive to diversity and multiculturalism. Such an environment makes dreams come true, makes visions for a better society a possibility, and makes individual academic accomplishments 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 dream of earning a graduate degree 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 counselor education and contemporary areas of professional 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 competencies 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 guarantee 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.

As part of the admission process, Capella University requires all learners in these programs to sign an Understanding of the Curriculum form in which the learners agree that 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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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 study 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 study can be positioned. Emphasis is on the acquisition of advanced academic skills and competencies 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.

Sixteen Required Courses + Lab 64 quarter credits

HS8004 * Advanced Research in Adult Development and Behavior
HS8005 * Doctoral Learner Success Lab (non-credit)
HS8115 * Professional and Scientific Ethics
HS8107 * Social Systems
HS8118 * Scope of Human Services
HS8300 * Diversity in the Workplace
HS8306 * Epistemology of Practice Knowledge
HS8310 * Fundamentals of Social Science Research
HS8311 * Quantitative Research Methods in the Human Services
HS8312 * Advanced Qualitative Research Methods
HS8313 * Advanced Study in Research Methods
Specialization courses:
HS8101 * Quantitative Research Methods in the Human Services
HS8112 * Advanced Qualitative Research Methods
HS8113 * Advanced Study in Research Methods
Specialization courses:
HS8114 * Issues in Police-Community Relations
HS8107 * The Criminal Mind
HS8112 * Race/Culture in Criminal Justice
HS8120 * Criminal Behavior: A Sociological Prumo
HS8137 * Understanding Criminology
HS8134 * Current Research on Violent Behavior
HS8175 * Deviance: The Interactional Perspective
HS8190 * Correlates of Crime
HS8177 * The Penal System: Its Role in the U.S. Society
HS857 * Applied/Clinical Sociology Services
HS8984 * Doctoral Comprehensive Examination I
HS8985 * Doctoral Comprehensive Examination II
HS8986 * Dissertation Research I
HS8987 * Dissertation Research II
HS8988 * Dissertation Research III
HS8989 * Dissertation Research IV

Seven Elective Courses 28 quarter credits

Choose any graduate course(s)

Total 120 quarter credits

Criminal Justice

The specialization in criminal justice prepares professionals to understand and effectively address the complex issues surrounding criminal behavior, prevention, intervention programming, and development of public policy strategies at the community, state, and national levels. Designed for professionals with a master’s degree in human services, psychology, or a related social sciences field, the PhD in 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 impact 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.

Twenty-three Required Courses + Lab 92 quarter credits

Core courses:
HS8004 * Advanced Research in Adult Development and Behavior
HS8005 * Doctoral Learner Success Lab (non-credit)
HS864 * Contemporary Issues in Compulsive and Addictive Behavior Treatment
HS8106 * Epistemology of Practice Knowledge
HS8100 * Fundamentals of Social Science Research
HS8111 * Quantitative Research Methods in the Human Services
HS8112 * Advanced Qualitative Research Methods
HS8113 * Advanced Study in Research Methods
Specialization courses:
HS8120 * Issues in Police-Community Relations
HS8170 * The Criminal Mind
HS8117 * Race/Culture in Criminal Justice
HS8120 * Criminal Behavior: A Sociological Prumo
HS8137 * Understanding Criminology
HS8134 * Current Research on Violent Behavior
HS8175 * Deviance: The Interactional Perspective
HS8190 * Correlates of Crime
HS8177 * The Penal System: Its Role in the U.S. Society
HS857 * Applied/Clinical Sociology Services
HS8984 * Doctoral Comprehensive Examination I
HS8985 * Doctoral Comprehensive Examination II
HS8986 * Dissertation Research I
HS8987 * Dissertation Research II
HS8988 * Dissertation Research III
HS8989 * Dissertation Research IV

Seven Elective Courses 28 quarter credits

Choose any graduate course(s)

Total 120 quarter credits

Counseling Studies

The specialization in counseling studies offers doctoral preparation for human services professionals who seek career advancement within the counseling professions. The counseling studies specialization is ideal for licensed counseling professionals and those who seek positions in educational, consultative, and leadership roles in agencies, 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.

Twenty-three Required Courses + Lab 92 quarter credits

Core courses:
HS8004 * Advanced Research in Adult Development and Behavior
HS8005 * Doctoral Learner Success Lab (non-credit)
HS831 * Psychopathology: Assessment and Treatment
HS839 * Theories of Psychotherapy
HS857 * Life Planning and Career Development
HS8506 * Epistemology of Practice Knowledge
HS8100 * Fundamentals of Social Science Research
HS8111 * Quantitative Research Methods in the Human Services
HS8112 * Advanced Qualitative Research Methods
HS8113 * Advanced Study in Research Methods
Specialization courses:
HS825 * Human Sexuality
HS841 * Group Counseling and Psychotherapy
HS845 * Grief and Bereavement Counseling
HS854 * Child and Adolescent Counseling
HS858 * Mental Health and Aging
HS864 * Contemporary Issues in Compulsive and Addictive Behaviors
HS871 * Issues in Social Context
HS8921 * Contemporary Issues in Counseling Studies
HS8984 * Doctoral Comprehensive Examination I
HS8985 * Doctoral Comprehensive Examination II
HS8986 * Dissertation Research I
HS8987 * Dissertation Research II
HS8988 * Dissertation Research III
HS8989 * Dissertation Research IV

Seven Elective Courses 28 quarter credits

Choose any graduate course(s)

Total 120 quarter credits

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

**Twenty-three Required Courses + Lab**
92 quarter credits
Core courses:
HS8004 Advanced Research in Adult Development and Behavior
HS8005 Doctoral Learner Success Lab (non-credit)
HS8106 Epistemology of Practice Knowledge
HS8102 * Fundamentals of Social Science Research
HS8111 * Quantitative Research Methods in the Human Services
HS8112 * Advanced Qualitative Research Methods
HS8113 * Advanced Study in Research Methods
Specialization courses:
HS8114 Operations in Health Care Systems
HS8115 Managing Human Capital in Health Care Environments
HS8116 Financial Analysis in Health Care Systems
HS8117 Strategic Management of Health Care Reimbursement Systems
HS8118 Health Policies Analysis and Strategy
HS8202 Health Care Strategic Planning and Management
HS8503 Health Systems Analysis and Evaluation
HS8504 Law and Health Care Administration
HS8505 Ethics and Decision Making in Health Care
HS8506 Leading Organizational Change in Health Care Systems
HS7500 Quality Improvement and Organizational Performance in Health Care
HS9984 * Doctoral Comprehensive Examination I
HS9985 * Doctoral Comprehensive Examination II
HS9986 * Dissertation Research I
HS9987 * Dissertation Research II
HS9988 * Dissertation Research III
HS9989 * Dissertation Research IV

**Seven Elective Courses**
28 quarter credits
Choose any graduate course(s).
Total 120 quarter credits

**Management of Nonprofit Agencies**
The specialization in management of nonprofit 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 learning experiences necessary to effectively lead nonprofit agencies. Included in this specialization is course work that addresses contemporary issues impacting the nonprofit agency such as financial management, marketing, public policy, advocacy, and human resource management. Graduates of this program are prepared to assume leadership positions within nonprofit 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.

**Twenty-three Required Courses + Lab**
92 quarter credits
Core courses:
HS8004 Advanced Research in Adult Development and Behavior
HS8005 Doctoral Learner Success Lab (non-credit)
HS8106 Epistemology of Practice Knowledge
HS8102 * Fundamentals of Social Science Research
HS8111 * Quantitative Research Methods in the Human Services
HS8112 * Advanced Qualitative Research Methods
HS8113 * Advanced Study in Research Methods
Specialization courses:
HS993 Management of Human Service Agencies
HS899 Role and Function of Boards and CEOs
HS8107 Marketing and Public Relations for Non-Profits
HS8108 Financial Analysis and Reporting for Nonprofit Executives
HS8109 Nonprofit Public Policy and Advocacy
HS7501 Fundraising Strategies for Nonprofit Organizations
HS9992 Grant Proposal Development and Administration
HS8008 Ethics for Nonprofit Executives
HS8009 Law and Nonprofit Organizations
HS8011 Resource Management in Nonprofit Organizations
HS8012 Organizational Assessment and Program Evaluation in Nonprofit Organizations
HS9984 * Doctoral Comprehensive Examination I
HS9985 * Doctoral Comprehensive Examination II
HS9986 * Dissertation Research I
HS9987 * Dissertation Research II
HS9988 * Dissertation Research III
HS9989 * Dissertation Research IV

**Seven Elective Courses**
28 quarter credits
Choose any graduate course(s).
Total 120 quarter credits

**Social and Community Services**
The specialization in social 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.

**Twenty-three Required Courses + Lab**
88 quarter credits
Core courses:
HS9904 Advanced Research in Adult Development and Behavior
HS9905 Doctoral Learner Success Lab (non-credit)
HS8105 Professional and Scientific Ethics
HS8300 Diversity in the Workplace
HS8106 Epistemology of Practice Knowledge
HS8103 * Fundamentals of Social Science Research
HS8111 * Quantitative Research Methods in the Human Services
HS8112 * Advanced Qualitative Research Methods
HS8113 * Advanced Study in Research Methods
Specialization course:
HS8202 Social Change and Public Policy
HS8110 Social Influences of Behavior
HS845 Grief and Bereavement
HS847 Applied/Clinical Sociology Services
HS848 Grief and Bereavement
HS876 Methods of Family Research
HS893 Management of Human Service Agencies
HS9992 Grant Proposal Development and Administration
HS8008 Ethics for Nonprofit Executives
HS8009 Law and Nonprofit Organizations
HS8011 Resource Management in Nonprofit Organizations
HS8012 Organizational Assessment and Program Evaluation in Nonprofit Organizations
HS9984 * Doctoral Comprehensive Examination I
HS9985 * Doctoral Comprehensive Examination II
HS9986 * Dissertation Research I
HS9987 * Dissertation Research II
HS9988 * Dissertation Research III
HS9989 * Dissertation Research IV

**Eight Elective Courses**
32 quarter credits
Choose any graduate 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 study 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 Required 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
HS815 Professional and Scientific Ethics
HS817 Social Systems
HS818 Scope of Human Services
HS834 Ethnic and Cultural Awareness

Total 48 quarter credits

Criminal Justice
The specialization in criminal justice prepares professionals to understand and effectively address the complex issues surrounding criminal behavior. This specialization 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 prepares professionals to impact social change.

Nine Required Courses + Lab 36 quarter credits
Core courses:
HS5004 Survey of Research in Human Development and Behavior
HS5005 Master’s Learner Success Lab (non-credit)
HS834 Ethnic and Cultural Awareness
HS5006 Survey of Research Methodology

Specialization courses:
HS5990* Integrative Project
HS821 History of the Juvenile Criminal Justice System
HS827 Juvenile Delinquency
HS828 Adult Criminal Justice System

Three Elective Courses 12 quarter credits
Choose any graduate course(s):
Total 48 quarter credits

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

Ten Required Courses + Lab 40 quarter credits
Core courses:
HS5004 Survey of Research in Human Development and Behavior
HS5005 Master’s Learner Success Lab (non-credit)
HS815 Professional and Scientific Ethics
HS818 Scope of Human Services
HS834 Ethnic and Cultural Awareness
HS5006 Survey of Research Methodology

Specialization courses:
HS818 Theories of Personality
HS821 Mental Health Counseling
HS837 Counseling and Guidance in Diverse Populations
HS818 Scope of Human Services
HS834 Ethnic and Cultural Awareness
HS5005 Master’s Learner Success Lab (non-credit)
HS8212 History of the Juvenile Criminal Justice System
HS827 Juvenile Delinquency
HS828 Adult Criminal Justice System

Three Elective Courses 12 quarter credits
Choose any graduate course(s):
Total 48 quarter credits

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 Required Courses + Lab 36 quarter credits
Core courses:
HS5004 Survey of Research in Human Development and Behavior
HS5005 Master’s Learner Success Lab (non-credit)

Specialization courses:
HS5990* Integrative Project
HS827 Juvenile Delinquency
HS828 Adult Criminal Justice System
HS830 Health Care Finance
HS831 Health Care Administration
HS832 Managed Care and Health Services
HS833 Health Care Information: Providers and Receivers
HS834 Ethnic and Cultural Awareness
HS5006 Survey of Research Methodology
HS835 Health Care and the Law
HS837 Health Care and Health Policy
HS838 Health Care and the Law

Three Elective Courses 12 quarter credits
Choose any graduate course(s):
Total 48 quarter credits

Management of Nonprofit Agencies
The specialization in management of nonprofit 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 nonprofit agency such as financial management, grant writing, advocacy, and human resource management. This specialization prepares graduates to assume leadership roles in nonprofit agencies.

Nine Required Courses + Lab 36 quarter credits
Core courses:
HS5004 Survey of Research in Human Development and Behavior
HS5005 Master’s Learner Success Lab (non-credit)
HS817 Social Systems
HS830 Diversity in the Workplace
HS5006 Survey of Research Methodology

Specialization courses:
HS5101 Health Care Finance
HS5102 Nonprofit Organization and Management
HS5103 Strategic Planning for Nonprofit Organizations
HS5104 Accounting and Economics for Nonprofit Management
HS5105 Human Resources and Volunteer Management in Nonprofits
HS5990* Integrative Project

Three Elective Courses 12 quarter credits
Choose any graduate course(s):
Total 48 quarter credits

* Denotes courses that have required prerequisites. Refer to the course descriptions for further details.
School of Human Services Degree Programs, continued

Master’s Specializations, continued

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

Nine Required Courses + Lab 36 quarter credits
Core courses:
- HS5004 Survey of Research in Human Development and Behavior
- HS5005 Master’s Learner Success Lab (non-credit)
- HS618 Scope of Human Services
- HS604 Ethic and Cultural Awareness
- HS5006 Survey of Research Methodology

Specialization courses:
- HS8101 Social Change and Public Policy
- HS8102 History of Social Welfare
- HS823 Philosophy of Social Work
- HS836 Utilization of Community Resources
- HS8102 History of Social Welfare
- HS8101 Social Change and Public Policy
- HS823 Philosophy of Social Work
- HS836 Utilization of Community Resources
- HS8590 Integrative Project

Three Elective Courses 12 quarter credits
Choose any graduate course(s)
Total 48 quarter credits

Marital, Couple, and Family Counseling/Therapy
The mission of the marital, couple, and family counseling/therapy specialization is to prepare adult learners to assume positions as marital, couple, and family counselors/therapists in agency, community, and private practice settings. Learners receive family systems and life-cycle dynamics academic preparation and clinical training designed to instill high standards for professional practice based on established counselor ethics standards and sensitivity to the complex family systems needs of a multicultural and ethnically diverse society.

The primary goal is to develop the ability to apply systems-based counseling theory to services and to integrate wellness theory, as well as research, into the contemporary practice of relationship-building with families and couples.

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

Residency Requirement(s):
Two 10-day residencies (HS-R5900, HS-R5901).

Twenty-two Required Courses + Lab 88 quarter credits
Core courses:
- HS5004 Survey of Research in Human Development and Behavior
- HS5005 Master’s Learner Success Lab (non-credit)
- HS5006 Survey of Research Methodology
- HS5107 Principles of Psychopathology: Diagnoses and Treatment
- HS5106 Assessment, Tests, and Measures
- HS5104 Theories of Personality
- HS5105 Professional and Scientific Ethics
- HS621 Mental Health Counseling
- HS34 Ethic and Cultural Awareness
- HS839 Theories of Psychotherapy
- HS841 Group Counseling and Psychotherapy
- HS852 Personal Growth Seminar

All academic courses listed below are 12-week online courses. Each includes specific residency days or field experience. Learners must complete prerequisites and residency or field training requirements to be eligible to complete each course in the sequence.

HS5990 * Counselor Education Pre-Practicum Course I
HS-R5900 * Counselor Education Pre-Practicum Laboratory I
HS5991 * Counselor Education Pre-Practicum Course II
HS-R5901 * Counselor Education Pre-Practicum Laboratory II
HS9002 * Clinical Practicum I (4 quarter credits plus 100 hours field experience)
HS9031 * Clinical Internship I (4 quarter credits plus 300 hours field experience)
HS9032 * Clinical Internship II (4 quarter credits plus 300 hours field experience)
HS9033 * Clinical Internship III (4 quarter credits plus 300 hours field experience)

One Elective Course 4 quarter credits
Choose one from the following courses:
- HS576 Methods of Family Research
- HS849 Familiies, Systems, and Health Care
- HS871 Marriage and Family Systems
- HS823 Human Sexuality
- HS5108 Foundations of Addictive and Compulsive Behavior
- HS499 Health Advocacy and the Community
- HS883 Adult Criminal Justice System
- HS8102 History of the Juvenile Criminal Justice System
- HS881 Health in the Workplace
- HS5900 Diversity in the Workplace

Total 92 quarter credits

Capella University does not, and cannot, guarantee licensure. These programs are intended to prepare learners to sit for their 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.

State regulations vary regarding course requirements for professional licensure. For assistance with state-mandated course requirements for licensure, contact the appropriate school representative.

* 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 this CACREP-approved mental health counseling specialization is to prepare adult learners to assume positions as mental health counselors in institutional, community, and private practice settings. Learners receive academic preparation and clinical training designed to instill high standards for professional practice based on established ethical standards for counselors and sensitivity to the complex mental health needs of a multicultural and ethnically diverse society.

The primary goal is to develop the ability to apply varied mental health theoretical approaches and integrate wellness theory, as well as research, into the contemporary practice of mental health assessment and treatment services for individuals, groups, and families. This specialization contains course work and clinical experience; see Clinical Experience.

Residency Requirement(s):
Two 10-day residencies (HS-R5900, HS-R5901).

Twenty-two Required
Courses + Lab 80 quarter credits

Core Courses
HS5004 Survey of Research in Human Development and Behavior
HS5005 Master's Learner Success Lab (non-credit)
HS5006 Survey of Research Methodology
HS5107 Principle of Psychopathology: Diagnosis and Treatment
HS5106 Assessment, Tests, and Measures
HS5104 Theories of Personality
HS5105 Theories of Ethics
HS621 Mental Health Counseling
HS654 Ethnic and Cultural Awareness
HS609 Theories of Psychotherapy
HS641 Group Counseling and Psychotherapy
HS552 Personal Growth Seminar

All academic courses listed below are 12-week online courses. Each includes specific residency days or field experience. Learners must complete prerequisite and residency or clinical experience requirements to be eligible to complete each course in the sequence.

HS5990 * Counselor Education Pre-Practicum Course I
HS-R5900 * Counselor Education Pre-Practicum Laboratory I
HS5991 * Counselor Education Pre-Practicum Course II
HS-R5901 * Counselor Education Pre-Practicum Laboratory II
HS5992 * Clinical Practicum I (4 quarter credits plus 100 hours field experience)
HS5993 * Clinical Internship I (4 quarter credits plus 300 hours field experience)
HS5994 * Clinical Internship II (4 quarter credits plus 300 hours field experience)
HS5995 * Clinical Internship III (4 quarter credits plus 300 hours field experience)
HS5996 * Clinical Internship IV (4 quarter credits plus 300 hours field experience)

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

Specification courses:
HS879 Life Planning and Career Development
HS818 Foundations of Addictive and Compulsive Behavior
HS849 Early Childhood Counseling
HS871 Marriage and Family Systems
HS9990 * Integrative Project

One Elective Course 4 quarter credits
Choose one from the following courses:
HS762 Methods of Family Research
HS770 Family Therapy Theory and Methods
HS800 Families, Systems, and Health Care
HS804 Child and Adolescent Counseling
HS806 Marriage and Mental Therapy
HS825 Human Sexuality
HS883 Adult Criminal Justice System
HS882 History of the Juvenile Criminal Justice System
HS851 Health in the Workplace
HS830 Diversity in the Workplace
PSY420 Multicultural Issues in Addiction
PSY230 Adolescent Psychology

Total 92 quarter credits

Capella University does not, and cannot, guarantee licensure. These programs are intended to prepare learners to sit for their state’s licensure exam. Attachment 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.

State regulations vary regarding course requirements for professional licensure. For assistance with state-mandated course requirements for licensure, contact the appropriate school representative.

Clinical Experience

Master of Science 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 pre-practicum residencies (60 contact hours each). The residencies provide clinical skills development coordinated with an online course.

The Practicum (HS5900) is an online course and 100-hour clinical experience. Skills learned and practiced in the clinical residencies are applied in 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 clinical manual for details about the clinical experience.

School of Human Services
Certification Programs

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 Required 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 Behaviors

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 Required Courses 16 quarter credits
- HS827 Juvenile Delinquency
- HS831 Adult Criminal Justice System
- HS821 Principles of Probation, Parole, and Community Corrections
- 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.

Four Required Courses 16 quarter credits
- HS550 Multicultural Issues in Health Care
- HS834 Ethnic and Cultural Awareness
- HS837 Diversity in the Workplace
- HS837 Counseling and Guidance in 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 Required Courses 16 quarter credits
- HS809 Families, Systems, and Health Care
- HS810 Contexts and Models of Health
- HS811 Health in the Workplace
- HS815 Managed Care and Health Services

Total 16 quarter credits

Management of Nonprofit Agencies
The certificate in management of nonprofit agencies provides professionals with a foundation of knowledge required to manage nonprofit agencies today. The certificate addresses leadership issues, organizational behavior, and financial management.

Four Required Courses 16 quarter credits
- HS819 Role and Function of Boards and CEOs
- HS810 Strategic Planning for Nonprofit Organizations
- HS812 Nonprofit Organization and Management
- HS810 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 of marital and family therapy.

Four Required Courses 16 quarter credits
- HS871 Marriage and Family Systems
- HS872 Marriage and Marital Therapy
- HS876 Research 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 Required Courses 16 quarter credits
- HS814 Theory of Personality
- HS815 Professional and Scientific Ethics
- HS821 Mental Health Counseling
- HS817 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 Required Courses 16 quarter credits
- HS833 Philosophy of Social Work
- HS836 Utilization of Community Resources
- HS847 Applied/Clinical Sociology
- HS878 The Family in Social Context

Total 16 quarter credits

* Denotes courses that have required prerequisites. Refer to the course descriptions for further detail.
Harold Abel School of Psychology

From the Interim Co-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 the field of organized psychology.

Learners may choose to study in the professional track areas of clinical, counseling, or school psychology. Master’s specializations are offered in each of these areas. The school psychology specialization and specialist certificate are both designed to meet the standards of the National Association of School Psychologists (NASP). Learners can also study for the Doctor of Psychology (PsyD) degree in the areas of clinical psychology or counseling psychology. Capella’s doctoral curriculum has been designed so that the academic areas required of APA-accredited programs are addressed and so that award of the PsyD represents a clear recognition that we are committed to training practitioner psychologists within a 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, learners may choose to study in the academic track specializations of educational, industrial/organizational, sport, and general psychology. Master’s specializations are offered in each of these areas. Learners may also study for the Doctor of Philosophy (PhD) degree with specializations in educational, industrial/organizational, and general psychology. Capella’s psychology degree 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 crucial settings in our culture that can benefit greatly from the participation of persons highly educated in psychological principles. These academic track specializations 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 that can benefit from applying psychological principles and raising 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 effective, often resulting in more interaction between faculty and learners and among learners than usually occurs in the traditional classroom. This educational model is designed to prepare you to think critically, to achieve your professional goals, and to help you make an immediate impact in your world.

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

Jody Neuman-Aamlie, PhD, LP
Interim Co-Executive Director
About the Harold Abel School of Psychology

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 psychology 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. Training requirements are outlined by a specific set of goals, objectives, and competencies that define the practice of professional psychology. Activities completed in course work, the year-in-residence, and field training prepare learners for a career as a clinical or counseling psychologist. Professional training in these programs emphasizes the ability to form effective professional relationships, conduct assessments, and implement empirically supported interventions as well as provide consultation and supervision. In addition, the scholar-practitioner model prepares learners to conduct research and evaluate outcomes of programs and therapeutic interventions. The highest level of ethical standards and sensitivity to issues of diversity pervades every level of training. The Doctor of Psychology (PsyD) degree represents advanced preparation for professional practice that requires the incorporation of scientific knowledge and the 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.

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 tracks 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 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 specializations require residency and field experiences that provide opportunities to apply knowledge and skills learned in online courses. Those specializations without residency requirements focus more heavily on the academic aspect of psychology. The master’s program prepares learners in several areas of study to enter a doctoral program.

Certificate
The Harold Abel School of Psychology offers a specialist certificate program in school psychology that is designed to be coupled with the master’s specialization in school psychology. The master’s and specialist certificate in combination are offered to prepare graduates for certification as a school psychologist. Obtaining the specialist certificate alone 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 advanced degrees in a number of fields for which professional practice requires licensure or certification by state, local, or professional boards. However, because licensing or certification standards vary, Capella University makes no representation, warranty, or guarantee that successful completion of the course of study will permit the learner to obtain licensure or certification. Applicants 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 an Understanding of the Curriculum form as part of the admission process in which 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

Professional Track Degrees and Certificates

Academic Track

Counseling Psychology PsyD, MS
General Psychology PhD, MS
Industrial/Organizational Psychology PsyD, MS
Educational Psychology PhD, MS

Sport Psychology MS

Academic Track

School Psychology MS, Specialist Certificate

Academic Track

Professional Track Degrees and Certificates

Certificate

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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 10 or more credits, exclusion of the internship), of which two academic years must be in the Harold Abel School of Psychology at Capella University.
- PSY8230, PSY8231, PSY8333, PSY8340, PSY7540, PSY7656, PSY8301, PSY8371, and their prerequisites must be completed prior to or during the complementary weekend-in-residence (refer to the manual for general sequencing guidelines).
- Full-time enrollment during year-in-residence (at least 30 credits).

Residency Requirement(s):
- A year-in-residence; see the following section, Academic Residencies, for more details.

Field Training Requirement(s):
- 1,000 total practicum hours and 2,000 pre-doctoral internship hours; see the following section, Field Training, for more details.

Twenty-eight Required Courses + Lab 140 quarter credits

Core courses:
PSY7021 Foundations of Psychology – Doctoral Learners
PSY7022 Doctoral Learner Success Lab (non-credit)

Specialization courses:
PSY7320 Advanced Biological Psychology
PSY8301 Theories of Psychotherapy
PSY8310 Psychological Testing
PSY8315 Research in Psychotherapy and Empirically Supported Treatments
PSY8330 Ethics and Standards of Professional Practice
PSY8392 Doctoral Practicum I
PSY8394 Doctoral Practicum II
PSY8401 Internship I
PSY8402 Internship II
PSY8403 Internship III
PSY8404 Internship IV
PSY8994 Doctoral Comprehensive Examination I
PSY8995 Doctoral Comprehensive Examination II
PSY9896 Dissertation Research I
PSY9897 Dissertation Research II
PSY9898 Dissertation Research III
PSY9899 Dissertation Research IV

One Elective Course 5 quarter credits

Choose from the graduate psychology courses in the Harold Abel School of Psychology.

Total 145 quarter credits

State regulations vary regarding course requirements for professional licensure. For assistance with state-mandated course requirements for licensure, contact the appropriate school representative.

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 nonprofit 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 program.
- Three academic years of full-time enrollment (at least nine quarters with 10 or more credits, exclusion of the internship), 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, Academic Residencies, for more details.

Field Training Requirement(s):
- 1,000 total practicum hours and 2,000 pre-doctoral internship hours; see the following section, Field Training, for more details.

Twenty-eight Required Courses + Lab 140 quarter credits

Core courses:
PSY7021 Foundations of Psychology – Doctoral Learners
PSY7022 Doctoral Learner Success Lab (non-credit)

Specialization courses:
PSY8090 Counseling Theories
PSY8160 Strategies for Career and Life Planning
PSY8401 Internship I
PSY8402 Internship II
PSY8403 Internship III

One Elective Course 5 quarter credits

Choose from the graduate psychology courses in the Harold Abel School of Psychology.

Total 145 quarter credits

State regulations vary regarding course requirements for professional licensure. For assistance with state-mandated course requirements for licensure, contact the appropriate school representative.
Harold Abel School of Psychology Degree Programs, continued

Doctor of Philosophy (PhD) Specializations

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, Academic Residencies, for more details.

Twenty-two Required Courses + Lab 110 quarter credits
Core courses:  
PSY7021 Foundations of Psychology – Doctoral Learners  
PSY7022 Doctoral Learner Success Lab (non-credit)  
PSY7240 Adult Psychology  
PSY7241 Cognitive/Affective Psychology  
PSY7520 Social Psychology  
PSY7610 Tests and Measurements  
PSY7656 * Advanced Inferential Statistics  
PSY8330 Ethics and Standards of Professional Practice  
PSY8711 Principles of Industrial/Organizational Psychology  
PSY8720 Psychology of Leadership  
PSY8730 Consultation Psychology  
PSY8740 Psychology Practices in Personnel and HRM  
PSY8750 Managing Psychological Services  
PSY8765 * Testing and Assessment in Workplace Psychology  
PSY8984 * Doctoral Comprehensive Examination I  
PSY8985 * Doctoral Comprehensive Examination II  
PSY8986 * Dissertation Research I  
PSY8987 * Dissertation Research II  
PSY8988 * Dissertation Research III  
PSY8989 * Dissertation Research IV

Six Elective Courses 30 quarter credits
Choose from graduate courses, excluding 8000-level testing courses, practicum, and internship. Note: Courses without a PSY designation may be worth fewer than 3 credits; learners must carefully plan their elective courses to ensure that total credit requirements are met.

Total 120 quarter credits

Educational Psychology

Doctoral learners in educational psychology will acquire a broad base of knowledge about teaching, learning, research methods, and data analysis. Course content includes development, cognition, multicultural, and social perspectives in human behavior as well as testing and ethical standards of professional practice. Learners frequently pursue careers in higher education, corporate learning, administration, the military, research, and 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, Academic Residencies, for more details.

Twenty Required Courses + Lab 100 quarter credits
Core courses:  
PSY7021 Foundations of Psychology – Doctoral Learners  
PSY7022 Doctoral Learner Success Lab (non-credit)  
PSY7210 Lifespan Development  
PSY7421 Cognitive/Affective Psychology  
PSY7530 Group Psychology  
PSY7540 Multicultural Perspectives in Human Behavior  
PSY7600 Tests and Measurements  
PSY7625 * Advanced Inferential Statistics  
PSY7630 Ethics and Standards of Professional Practice  
PSY7710 Biological Basis of Behavior  
PSY7730 Group Psychology  
PSY7910 * Advanced Research Methods  
PSY8710 Principles of Industrial/Organizational Psychology  
PSY8720 Psychology of Leadership  
PSY8730 Consultation Psychology  
PSY8740 Psychology Practices in Personnel and HRM  
PSY8750 Managing Psychological Services  
PSY8765 * Testing and Assessment in Workplace Psychology  
PSY8984 * Doctoral Comprehensive Examination I  
PSY8985 * Doctoral Comprehensive Examination II  
PSY8986 * Dissertation Research I  
PSY8987 * Dissertation Research II  
PSY8988 * Dissertation Research III  
PSY8989 * Dissertation Research IV

Four Elective Courses 20 quarter credits
Choose from the graduate courses in the Harold Abel School of Psychology, excluding 8000-level testing courses, practicum, and internship.

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 the clinical psychology specialization typically intend to pursue a doctoral degree. Some graduates may pursue licensure as psychology assistants or technicians, and therefore need to be familiar with these licensure requirements of their state psychology boards. However, these learners will not be eligible for the independent practice of psychology, and these degree requirements do not prepare graduates for licensure as a professional counselor or psychologist.

Residency Requirement(s):
Three one-week master’s residence colloquia; see the following section, Academic Residencies, for more details.

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

Thirteen Required Courses + Lab 65 quarter credits
Core courses:
PSY7011 Foundations of Psychology – Master’s Learners
PSY7012 Master’s Learner Success Lab (non-credit)
PSY7210 Lifespan Development
PSY7342 Ethics and Multicultural Issues
PSY7610 Tests and Measurements
PSY7620 Inferential Statistics
PSY7650 Research Methods
PSY8210 Principles of Psychopathology
PSY8230 * Psychological Testing

Specialization courses:
PSY8312 Clinical Interventions
PSY8331 Principles of School Psychology
PSY8335 Consultation and Collaboration in School Settings
PSY8337 Legal and Ethical Issues in the School
PSY8352 * Master’s Final Project

Total 65 quarter credits

Counseling Psychology
Master’s learners admitted to the counseling psychology specialization typically intend to pursue a doctoral degree. Some master’s graduates may pursue licensure as psychology 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 professional counselors or psychologists.

Residency Requirement(s):
Three one-week master’s residence colloquia; see the following section, Academic Residencies, for more details.

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

Fourteen Required Courses + Lab 70 quarter credits
Core courses:
PSY7011 Foundations of Psychology – Master’s Learners
PSY7012 Master’s Learner Success Lab (non-credit)
PSY7210 Lifespan Development
PSY7342 Ethics and Multicultural Issues
PSY7610 Tests and Measurements
PSY7620 Inferential Statistics
PSY7650 Research Methods
PSY8210 Principles of Psychopathology
PSY8230 * Psychological Testing

Specialization courses:
PSY8290 Counseling Theories
PSY8291 Group Counseling
PSY8292 Counseling Skills and Procedures
PSY8293 * Master’s Practicum I
PSY8293 * Master’s Practicum II
PSY8295 * Master’s Final Project

Total 70 quarter credits

School Psychology
Master’s learners in the school psychology specialization 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 school psychology master’s specialization and the specialist certificate in school psychology. Completion of the master’s degree alone does not adequately prepare learners to be eligible to sit for a licensure or certification exam as a school psychologist. Learners also need to know their specific state requirements to ensure these programs meet those requirements.

Degree Requirement(s):
- Master’s learners are admitted and start the academic program on a quarterly basis.
- Up to 15 quarter credits (three courses) may be transferred to the MS program.
- Learners must complete the following course sequence prior to starting the year-in-residence: PSY7011 and 7012 the first quarter; PSY7342 the second quarter; PSY7210 the third quarter.
- Successfully pass annual review, which evaluates overall progress and professional development while enrolled in MS program.

Residency Requirement(s):
School Psychology Year-in-Residence, Part I; see the following section, Academic Residencies, for more details.

Fourteen Required Courses + Lab 70 quarter credits
Core courses:
PSY7011 Foundations of Psychology – Master’s Learners
PSY7012 Master’s Learner Success Lab (non-credit)
PSY7210 Lifespan Development
PSY7342 Ethics and Multicultural Issues
PSY7610 Tests and Measurements
PSY7620 Inferential Statistics
PSY7650 Research Methods
PSY7011 and 7012 the first quarter; PSY7610 the second quarter; PSY7210 the third quarter.

Specialization courses:
PSY7225 Child and Adolescent Psychology
PSY7421 Cognitive/Affective Psychology
PSY7540 Multicultural Perspectives in Human Behavior
PSY7512 * Functional Behavioral Assessment
PSY8210 Psychological Assessments for School Psychologists I
PSY8331 Principles of School Psychology
PSY8335 Consultation and Collaboration in the Schools
PSY8337 Legal and Ethical Issues in the School
PSY8352 * Master’s Final Project

Total 70 quarter credits

State regulations vary regarding course requirements for professional licensure. For assistance with state-mandated course requirements for licensure, contact the appropriate school representative.

* 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

**Specialist Certificate in School Psychology**

This certificate is designed for master’s degree graduates with a specialization in school psychology from Capella University. 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 specialization in school psychology. Therefore, learners who complete both the master’s degree and the specialist certificate in school psychology from Capella University will have completed 120 quarter credits of study.

**Degree Requirement(s):**

- Specialist certificate learners start their program only in the first month of the quarter.
- Completion of master’s degree in school psychology from Capella University.
- Learners must not transfer credit into the certificate program in order to reduce overall course work and/or program requirements. Course substitutions may be considered.
- Successfully pass comprehensive portfolio review during Year-in-Residence Part II.
- Successfully pass annual review which evaluates overall progress and professional development while enrolled in specialist certificate program.
- Complete PSY8150, PSY8232, and PSY8332 prior to beginning practicum.
- Complete all course work, residencies, and initial portfolio review prior to beginning internship.
- Completion of final, culminating portfolio review toward the end of field training, demonstrating proficiency across competency areas.

**Residency Requirement(s):**

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

**Field Training Requirement(s):**

Minimum of 350 practicum hours and 1,200 internship hours; see the following section, Field Training, for more details.

**Eleven Required Courses** 50 quarter credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY7011</td>
<td>Foundations of Psychology – Master’s Learners</td>
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<tr>
<td>PSY7021</td>
<td>Master’s Learner Success Lab (non-credit)</td>
<td>1</td>
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<tr>
<td>PSY7210</td>
<td>LifeSpan Development</td>
<td>3</td>
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<tr>
<td>PSY7410</td>
<td>Psychology of Learning</td>
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<td>PSY7421</td>
<td>Cognitive/Affective Psychology</td>
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<td>PSY7520</td>
<td>Social Psychology</td>
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<tr>
<td>PSY7540</td>
<td>Multicultural Perspectives in Human Behavior</td>
<td>3</td>
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<td>PSY7610</td>
<td>Tests and Measurements</td>
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<tr>
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<tr>
<td>PSY8387*</td>
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</tbody>
</table>

**Total** 50 quarter credits

State regulations vary regarding course requirements for professional licensure. For assistance with state-mandated course requirements for licensure, contact the appropriate school representative.

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**General Psychology**

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

**Residency Requirement(s):** None

**Ten Required Courses + Lab** 50 quarter credits

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<tr>
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</table>

**Total** 65 quarter credits

**Educational Psychology**

Learners pursuing this master’s specialization frequently are planning to teach at the community college level or work with people in various levels of educational development from early childhood through aging adulthood. Learners may explore 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

**Eleven Required Courses + Lab** 55 quarter credits

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</table>

**Total** 65 quarter credits

**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 explore 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

**Ten Required Courses + Lab** 60 quarter credits

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</tbody>
</table>

**Total** 60 quarter credits

**Specialization courses:**

- PSY7110 History and Systems of Psychology
- PSY7111 Principles of Industrial/Organizational Psychology
- PSY9220 Psychology of Leadership
- PSY9240 Consultation Psychology
- PSY9440 Psychology Practices in Personnel and HRM
- PSY9101* Master’s Integrative Project

**One Elective Course** 5 quarter credits

Choose from graduate 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 PSY9101.)

**Total** 65 quarter credits

**Notes:**

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

Sport Psychology

Master's learners in this specialization 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 learners plan to apply 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

Twelve Required Courses + Lab 60 quarter credits

Core courses:
PSY7011 Foundations of Psychology – Master's Learners
PSY7210 Lifespan Development
PSY7410 Psychology of Learning
PSY7540 Multicultural Perspectives in Human Behavior
PSY7610 Tests and Measurements
PSY7620 Inferential Statistics
PSY7650 Research Methods

Specialization courses:
PSY7310 Biological Basis of Behavior
PSY8150 Exceptional Children in the Classroom
PSY8210 Principles of Psychopathology
PSY8332 * Psychological Assessments for School Psychologists II
PSY8336 Organization and Operation of the School
PSY9101 * Master's Integrative Project

One Elective Course 5 quarter credits

Choose from graduate courses in the Harold Abel School of Psychology, excluding 8000-level testing courses, practicum, and internship.

Total 65 quarter credits

Certificate

Specialist Certificate in School Psychology

This certificate is designed for master's degree graduates with a specialization in school psychology from Capella University. 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 specialization in school psychology. Therefore, learners who complete both the master's degree and the specialist certificate in school psychology from Capella University will have completed 120 quarter credits of study.

Degree Requirement(s):

• Specialist certificate learners start their program only in the first month of the quarter.
• Complete the master's degree with the school psychology specialization from Capella University.
• Successfully pass formative portfolio review during Year-in-Residence Part I.
• Successfully pass annual review, which evaluates overall progress and professional development while enrolled in the specialist certificate program.
• Complete PSY8150, PSY8332, and PSY8336 prior to beginning practicum.
• Complete all course work, residencies, and initial portfolio review prior to beginning internship.
• Complete final, culminating portfolio review toward the end of field training, demonstrating proficiency across competency areas.
• Successfully pass annual review, which evaluates overall progress and professional development while enrolled in the specialist certificate program.

Residency Requirement(s):
School Psychology Year-in-Residence, Part II; see the following section, Academic Residencies, for more details.

Field Training Requirement(s):
Minimum of 350 practicum hours and 1,200 internship hours; see the following section, Field Training, for more details.

Eleven Required Courses 50 quarter credits

PSY7310 Biological Basis of Behavior
PSY8150 Exceptional Children in the Classroom
PSY8210 Principles of Psychopathology
PSY8332 * Psychological Assessments for School Psychologists II
PSY8336 Advanced Methods in School Psychology
PSY8338 Organisation and Operation of the School

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

State regulations vary regarding course requirements for professional licensure. For assistance with state-mandated course requirements for licensure, contact the appropriate school representative.
Harold Abel School of Psychology Degree Programs, continued

Academic Residencies

The Harold Abel School of Psychology (HASOP) offers residencies that supplement course work and help learners to develop their 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 the doctoral programs and in the clinically oriented master’s degree areas including clinical psychology, counseling psychology, and school psychology. A residency is also required for the specialist certificate in 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 degree/specialist certificate in school psychology.

To assist learners, HASOP has developed a manual that provides detailed information on the residencies.

MS and PhD Residential Colloquia

This is a requirement for:

- PhD specializations in educational psychology, industrial/organizational psychology, and general psychology.
- MS specializations in clinical psychology and counseling psychology.

The residency requirement for these programs is satisfied by attendance at three one-week colloquia (called Track I, Track II, and Track III). PhD learners are required to attend colloquia 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 I) within the first two quarters of enrollment.

Through the residential colloquia, 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 areas.

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

These content areas will offer sequenced workshops — with Track I offering foundational workshops in the six areas, Track II offering intermediate workshops in the six areas, and Track III offering advanced workshops in the six areas. School-specific topics include 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, assessment, ethics, diversity, and culture-specific issues and interventions. These workshops or labs function as the “practice labs” associated with specialization coursework. The three tracks are cumulative rather than sequential, achieving approximately 30 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—clinical and counseling specialization.

The clinical and counseling year-in-residence requires the following:

- Clinical learners: PSY8230, PSY8220, PSY8330, PSY8240, PSY7540, PSY7656, PSY8315, PSY8371, and their prerequisites must be completed prior to or during the complementary weekend-in-residence (refer to the manual).

- Counseling learners: Complete at least 30 quarter credits (including transferred credits) prior to starting the year-in-residence.

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

- Demonstrate readiness for field training.

- Complete no fewer than 1,250 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 300 hours of formalized face-to-face instruction with clinical or counseling psychology faculty and learners, demonstrating competency in assessment, intervention, efficacy evaluation, ethics and diversity, professional practice, and other areas.
  - At least 100 additional hours of informal face-to-face meetings with other psychology professionals (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 associate director of training for residency programs 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 that should take place outside the formally scheduled events and meetings of the residency year.
    - At least 25 hours of face-to-face scholarly activities with other faculty members or practicing psychologists who do not need to be affiliated with the Harold Abel School of Psychology, outside the formally scheduled events and meetings of the residency year.
    - At least 50 hours of direct engagement in professional societies or organizations dedicated to the promotion of the profession and practice of psychology.

- At least 650 hours during the residency year of direct engagement in the scholarly study of clinical psychology and counseling psychology. “Direct engagement in scholarly study” is defined as participation in the coursework; course-related or directed/required readings of books, articles, papers, or skills practice; and any other activities approved by an instructor in a psychology course in HASOP.

- Successful completion of the portfolio review.

The 500 hours of formally scheduled meetings of the year-in-residence take place over a period not to exceed 12 months and include:

- The Clinical or Counseling Year-in-Residence Opening Weekend and Extended Seminar (PSY-R6302 and PSY-R6305 for the clinical specialization and PSY-R6320 and PSY-R6321 for the counseling specialization) typically scheduled in June, followed by:
  - Eight consecutive weekends-in-residence (PSY-R6302 through PSY-R6307, for the clinical specialization and PSY-R6322 through PSY-R6327 for the counseling specialization) typically scheduled August through March, followed by:
  - At least 25 hours of informal face-to-face meetings with other psychology professionals (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 associate director of training for residency programs and the executive director of the Harold Abel School of Psychology, should include:
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    - At least 25 hours of face-to-face scholarly activities with other faculty members or practicing psychologists who do not need to be affiliated with the Harold Abel School of Psychology, outside the formally scheduled events and meetings of the residency year.
    - At least 50 hours of direct engagement in professional societies or organizations dedicated to the promotion of the profession and practice of psychology.

- At least 650 hours during the residency year of direct engagement in the scholarly study of clinical psychology and counseling psychology. “Direct engagement in scholarly study” is defined as participation in the coursework; course-related or directed/required readings of books, articles, papers, or skills practice; and any other activities approved by an instructor in a psychology course in HASOP.

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

- At least 650 hours during the residency year of direct engagement in the scholarly study of clinical psychology and counseling psychology. “Direct engagement in scholarly study” is defined as participation in the coursework; course-related or directed/required readings of books, articles, papers, or skills practice; and any other activities approved by an instructor in a psychology course in HASOP.

- Successful completion of the portfolio review.

The 500 hours of formally scheduled meetings of the year-in-residence take place over a period not to exceed 12 months and include:

- The Clinical or Counseling Year-in-Residence Opening Weekend and Extended Seminar (PSY-R6302 and PSY-R6305 for the clinical specialization and PSY-R6320 and PSY-R6321 for the counseling specialization) typically scheduled in June, followed by:
  - Eight consecutive weekends-in-residence (PSY-R6302 through PSY-R6307, for the clinical specialization and PSY-R6322 through PSY-R6327 for the counseling specialization) typically scheduled August through March, followed by:
  - At least 25 hours of informal face-to-face meetings with other psychology professionals (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 associate director of training for residency programs 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 that should take place outside the formally scheduled events and meetings of the residency year.
    - At least 25 hours of face-to-face scholarly activities with other faculty members or practicing psychologists who do not need to be affiliated with the Harold Abel School of Psychology, outside the formally scheduled events and meetings of the residency year.
    - At least 50 hours of direct engagement in professional societies or organizations dedicated to the promotion of the profession and practice of psychology.
Academic Residencies, continued

- The Clinical or Counseling Year-in-Residence final weekend-in-residence and Extended Seminar II (PSY-R6310 and PSY-R6311 for the clinical specialization and PSY-R6330 and PSY-R6331 for the counseling specialization) typically scheduled in June.
- Completion of the portfolio review and approval of the associate director of training for residency programs, the chair of the program, and the mentor.

The year-in-residency requirements should not be confused with either the practicum or the internship requirements. In addition to the year-in-residency, PsyD learners in clinical psychology or counseling psychology specializations 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). These requirements are described in the Field Training section.

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

1. To provide face-to-face training and practice opportunities for skills-development necessary to demonstrate readiness for field training 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. Competency 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 skills is a significant part of determining the learner’s readiness for field training, 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 Psychology Year-in-Residence (for master's degree and specialist certificate learners in school psychology)

The year-in-residence is the first face-to-face component of HASSOP’s training program in school psychology, to be followed by practicum and internship. The year-in-residency provides practice labs and workshops in the basic practice proficiencies of the school psychologist: assessment, ethics, intervention, interviewing, consultation, counseling, report writing, profile analysis, treatment planning and supervision skills. It also provides interactive support, convivialis, and professional development in the attitudes and behaviors appropriate to being a school psychologist and scholar-practitioner. Prerequisite(s): PSY7011, PSY7012, PSY7610, and PSY8031.

School psychology learners complete either Part I (for school psychology master’s learners) or Part II (for school psychology specialist certificate learners) of the full school psychology year-in-residence. Each group of learners takes about half of this full year of residency. Learners seeking licensure as school psychologists will typically work to earn both the master’s degree and the specialist certificate, which means they will take both portions of the school psychology year-in-residence.

The school psychology year-in-residence, like that of the doctoral 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 psychology 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 the School Psychology Year-in-Residence, Part I. 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 Psychology Year-in-Residence Extended Seminar I, a two-week residency (PSY-R6310), typically in June of the year, followed by:
  - The first four of the weekends-in-residence (PSY-R6341 – R6344, typically offered August through November).

- Completion of a portfolio review, which will be conducted by the learner’s faculty chair, 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.

B. Specialist certificate learners complete the Year-in-Residence, Part II. 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-R6345 – R6347, typically offered during spring quarter);
  - The School Psychology Year-in-Residence Extended Seminar II (PSY-R6350), typically offered in June.
- Complete the certificate portfolio review at Extended Seminar II.

- Certificate learners must complete all outcome documentation and obtain approval from the associate director of training for residency programs, the chair of the school psychology specialization, and their mentors.

The School Psychology Year-in-Residence Parts I and II should not be confused with either the practicum or the internship requirements. Learners in the specialist certificate in school psychology will complete both the school psychology practicum and an internship. These are entirely distinct from the year-in-residence.

The school psychology year-in-residence has three fundamental objectives:

1. To provide face-to-face training and practice opportunities for skills-development necessary to demonstrate readiness for field training and for practice. These skills are associated with the courses required in the school psychology specialization. Competencies are 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 competency is oriented to a determination of the learner’s readiness for field training, which is evaluated throughout the year-in-residence and summarized in the portfolio review.

2. To provide face-to-face training and practice opportunities for skills-development necessary to demonstrate readiness for field training and for practice. These skills are associated with the courses required in the school psychology specialization. Competencies are 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 competency is oriented to a determination of the learner’s readiness for field training, which is evaluated throughout the year-in-residence and summarized in the portfolio review.

3. To provide face-to-face training and practice opportunities for skills-development necessary to demonstrate readiness for field training 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. Competency 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 skills is a significant part of determining the learner’s readiness for field training, which is evaluated throughout the year-in-residence and summarized in the portfolio review.

4. 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.

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

School Psychology Year-in-Residence (for master's degree and specialist certificate learners in school psychology)

The year-in-residence is the first face-to-face component of HASSOP’s training program in school psychology, to be followed by practicum and internship. The year-in-residency provides practice labs and workshops in the basic practice proficiencies of the school psychologist: assessment, ethics, intervention, interviewing, consultation, counseling, report writing, profile analysis, treatment planning and supervision skills. It also provides interactive support, convivialis, and professional development in the attitudes and behaviors appropriate to being a school psychologist and scholar-practitioner. Prerequisite(s): PSY7011, PSY7012, PSY7610, and PSY8031.

School psychology learners complete either Part I (for school psychology master’s learners) or Part II (for school psychology specialist certificate learners) of the full school psychology year-in-residence. Each group of learners takes about half of this full year of residency. Learners seeking licensure as school psychologists will typically work to earn both the master’s degree and the specialist certificate, which means they will take both portions of the school psychology year-in-residence.

The school psychology year-in-residence, like that of the doctoral 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 psychology 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 the School Psychology Year-in-Residence, Part I. 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 Psychology Year-in-Residence Extended Seminar I, a two-week residency (PSY-R6310), typically in June of the year, followed by:
  - The first four of the weekends-in-residence (PSY-R6341 – R6344, typically offered August through November).

- Completion of a portfolio review, which will be conducted by the learner’s faculty chair, 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.

B. Specialist certificate learners complete the Year-in-Residence, Part II. 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-R6345 – R6347, typically offered during spring quarter);
  - The School Psychology Year-in-Residence Extended Seminar II (PSY-R6350), typically offered in June.
- Complete the certificate portfolio review at Extended Seminar II.

- Certificate learners must complete all outcome documentation and obtain approval from the associate director of training for residency programs, the chair of the school psychology specialization, and their mentors.

The School Psychology Year-in-Residence Parts I and II should not be confused with either the practicum or the internship requirements. Learners in the specialist certificate in school psychology will complete both the school psychology practicum and an internship. These are entirely distinct from the year-in-residence.

The school psychology year-in-residence has three fundamental objectives:

1. To provide face-to-face training and practice opportunities for skills-development necessary to demonstrate readiness for field training and for practice. These skills are associated with the courses required in the school psychology specialization. Competencies are 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 competency is oriented to a determination of the learner’s readiness for field training, which is evaluated throughout the year-in-residence and summarized in the portfolio review.
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 for HASOP learners. Learners apply the theory and skills learned in the course work and residencies 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, HASOP has developed a manual that describes basic requirements and the application process. The director of training reviews all applications and will approve applications that meet the standards set by Capella University.

Overview of Practicum
A practicum learner works at a site to learn professional practice skills. In general, a practicum is a training experience that occurs in the second or third year of the program; learners should plan on being at a site part time for approximately six months to one year while enrolled in the accompanying course(s). The first step for learners with regard to practicum is to review the current manual available on iGuide. Learners must follow the guidelines and the application process stated in the most current manual.

Overview of Internship
Doctoral degree
The pre-doctoral internship occurs in the final year of the doctoral program and is the last opportunity for practical training prior to the granting of the degree. Internship is a full-time, onsite 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 sponsors the Match Program, through which applicants are placed into available pre-doctoral internship positions. APPIC requires that minimum standards exist at the internship site, such as a commitment to training, a didactic component, and at least two interns. Additional information about the APPIC process can be found at www.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, onsite 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 manual. Learners must follow the guidelines and the application process stated in the most current manual. Learners are required to locate and arrange internship sites which must be approved by the director of training using the application in the manual.

Field Training Requirements
PsyD—clinical psychology and counseling psychology
Practicum
• Approved practicum application.
• A minimum of 1,000 hours plus the online course work in PSY8392 and PSY8394.
Internship
• Learner demonstrates readiness for internship.
• Approved internship application.
• Full-time site placement with a minimum of 2,000 hours and the online course work in PSY8401, PSY8402, PSY8403, and PSY8404. These must be completed sequentially over a one-year period.
• Learner enrolled full time.

Master's degree—clinical psychology and counseling psychology
Practicum
• Approved practicum application.
• A minimum of 600 hours and the course work in PSY8391 and PSY8393.
Internship
• Internship not available.

Specialist certificate in school psychology
Practicum
• Approved practicum application.
• Part-time site placement with a minimum of 350 hours and the course work in PSY8377 and PSY8378.
Internship
• Learner demonstrates readiness for internship.
• Approved internship application.
• Full-time site placement with a minimum of 1,200 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.
ED052 - Survey of Human Resource Development Research (4 quarter credits). In this course, learners explore the values, purposes, methods, and processes of human resource development (HRD) research. The focus is 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 training and performance improvement 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. In addition, this course addresses topics such as screen layout, color, navigation, and the use of graphics and video. The course also deals with the non-visual interfaces of sound and user input via keyboard, mouse, voice, and touch. Learners will receive practical guidance for designing effective and attractive interfaces.

ED724 - Project Management for Multimedia Development (4 quarter credits). The design and development of online multimedia courses require coordination of a variety of people doing very different tasks. Each member of the project team has to produce what is required in a timely fashion within a prescribed budget. This course deals with a wide range of issues in project management, including budgeting and final roll out. The course provides insights and tools that will help the new instructional designer effectively manage a project.

ED812 - The Governance of Educational Institutions (4 quarter credits). This course examines models of the governance of educational institutions, including formal and informal processes as well as traditional and non-traditional models.

ED814 - Evaluating the Effectiveness of the Educational Process (4 quarter credits). This course presents common terms, issues, and approaches in evaluation and provides a historical context in which to understand the evolution of program evaluation. Six major evaluation approaches are compared, as are both qualitative and quantitative evaluation methodologies. Additionally, learners apply established standards to both the process and product of program evaluation.

ED815 - The Future of Educational Institutions: Topics and Trends (4 quarter credits). Based on an examination of the formative ideas which have shaped educational institutions, this course explores both the theory and practice of changing educational institutions to meet future needs. An understanding of the philosophy of American education, as well as a knowledge of institutional change, will be necessary in this course.

ED816 - 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 examines 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.

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 provides learners with a general overview of recent and selected research on adult learning and related teaching methods. Special emphasis is placed on the unique needs of adult learners, transformational learning, and in-depth study of learning styles and strategies. Each of these is important in order for educators to understand and to successfully facilitate adult learning in the 21st century. A major premise of this course is that each educator’s own learning style and learning history influence the way he/she presents material to and works with adult learners. Therefore, the course begins with an examination of individual learning styles and preferences as a first step in helping learners to become better instructors and facilitators.

ED829 - Theory and Methods of Educating Adults (4 quarter credits). The purpose of this course is to apply adult learning theory in order to enhance understanding of the roles of the instructor and the learner in adult education to become skillful in the selection and use of appropriate methods, techniques, and materials for achieving particular learning objectives. This course explores adult development and learning from both a theoretical and a personal perspective.

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 individuals; 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 become confident and effective mediators of people seeking to improve the quality of their personal or professional lives.

ED834 - Higher Education and the Law (4 quarter credits). This course explores constitutional, statutory, and case law as related to higher education school settings. Both federal and state legislation are reviewed, along with implications for both public and private higher education institutions.

ED836 - The Collaborative Nature of Adult Education (4 quarter credits). This project-based course examines the collaborative nature of adult education through a variety of approaches related to individual learner needs and the development of individualized projects. This course emphasizes the theoretical support for adult collaboration, changing authority and power relationships in collaborative learning, best practices in designing collaborative processes, assessing collaborative projects and collaborative learning, the experiential aspect of collaboration, and the integration of collaboration in professional practice. Each learner, in consultation with the instructor, develops an action plan for collaboration that combines theory, best practices, and specific applicable strategies for designing collaboration. The final project serves as a plan or design manual for integrating collaboration or collaborative learning into a learner’s practice, professional setting, or community.

ED837 - Funding and Managing Education Enterprises (4 quarter credits). Private and public funding patterns are examined and learners explore practical funding strategies. Also considered is the management function that includes personal matters as well as marketing and evaluation. Evaluation methods to assure quality and accountability are also explored.
ED038 - Teaching and Learning with Diverse Populations (4 quarter credits). This course explores teaching and learning principles and practices as applied to diverse, multicultural populations.

ED039 - 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.

ED040 - 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 policies of competition for resources, the expectations of consumers and providers, and the role of state and local government are examined.

ED041 - 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.

ED046 - 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 enables learners to design instructional applications in a distance education setting. Prerequisites: ED5001.

ED051 - 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.

ED052 - Ethics and Social Responsibility in Distance Education (4 quarter credits). This course analyzes, from both theoretical and applied points of view, 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 problems related to distance education.

ED053 - 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.

ED054 - 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 is 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 are examined and discussed.

ED055 - Higher Education Administration (4 quarter credits). This course includes analysis of theory, policies, and procedures involved in administering institutions of higher education.

ED057 - Personnel Administration (4 quarter credits). This course addresses staffing assignment, policy making, salary negotiation, grievance procedures, records, supervision, and evaluation of professional and non-professional employees.

ED060 - 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 introduces 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 effect on education. As a result, learners 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 (4 quarter credits). This lab provides 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 (DCP). ED5005 is an advisor-led course taken in the first quarter, in conjunction with ED5004 or ED5007, 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 master’s learners, although PHD learners may take it as an elective.

ED5007 - Foundations of Educational Leadership (6 quarter credits). This introductory course, the required first course in the advanced classroom instruction, curriculum and instruction, reading and literacy, and leadership in educational administration master's specializations, focuses on the competencies essential to Capella learners who as teachers and administrators assume leadership roles in the improvement of student achievement. Learners are introduced to the concepts fundamental to their entire program including reflective practice, the role of the practitioner-scholar, critical thinking, data-driven decision making, educational leadership, and the role of instructional technology in twenty-first century education. Each of these principles is integrated throughout the program. In addition, learners are introduced to the process of building their Capella portfolio. Cannot be fulfilled by transfer.

ED5110 - Child and Adolescent Development (4 quarter credits). This course provides an exploration of child and adolescent development based on research findings, theory, and applications. The physical, cognitive, social, and emotional aspects of development are critically examined, as are issues surrounding individual differences and diversity. Learners apply course content to research and practice roles in education, framed around the activities of schools, agencies, and other settings that are directly related to the lives of children.

ED5500 - Standards-Based Curriculum, Instruction, and Assessment (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.

ED5504 - 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 introduces 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 effect on education. As a result, learners 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.

ED5505 - Master’s Learner Success Lab (4 quarter credits). This lab provides 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 (DCP). ED5505 is an advisor-led course taken in the first quarter, in conjunction with ED5504 or ED5507, and carries no credit. Cannot be fulfilled by transfer.

ED5506 - 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 learners, although PHD learners may take it as an elective.
course focuses on research-based professional teaching standards and on strategies to improve instruction, including collaborative feedback processes. Learners practice observing and assessing classroom instruction, including their own.

ED5002 - Learning Theory and Instructional Practice (4 quarter credits). This course for K-12 teachers and administrators focuses on current research in cognition, emotion, and the brain, and the implications for instructional practice. Learners apply theory by implementing strategies for recognizing differences among learners, including giftedness, and meeting learner needs through differentiated instruction.

ED5003 - Classroom Management Strategies (4 quarter credits). This course, required in the advanced classroom instruction, curriculum and instruction, leadership in educational administration, and reading and literacy master’s K-12 specializations, focuses on skills for creating classroom environments that maximize the opportunity for each student to learn. Capella learners apply current strategies for managing a wide range of diverse and challenging behaviors. This course emphasizes roles and responsibilities of teachers under The Individuals with Disabilities Education Act (IDEA), The Americans with Disabilities Act (ADA), and Section 504 legislation, including knowledge of the rights and responsibilities of students, parents, and teachers regarding success for all learners.

ED5004 - Strategies for Eliminating the Achievement Gap (4 quarter credits). This K-12 course, required of all School of Education learners in the master’s level of classroom instruction, curriculum and instruction, reading and literacy, and leadership in educational administration specializations, addresses differences in student achievement due to racial, cultural, gender, and language difference. The course focuses on current research and best practices, and on identifying those practices and instructional strategies that are most likely to eliminate achievement disparities.

ED5006 - Standards and the K-12 Mathematics Curriculum (4 quarter credits). This course examines the national, state, and local standards that shape mathematics curriculum and instruction in the K-12 classroom. Learners identify, describe, classify, and differentiate these standards and demonstrate their use in planning and implementing instruction and assessment.

ED5007 - The Art of Planning Mathematics Instruction (4 quarter credits). Learners in this K-12 course apply knowledge of students’ mathematical thinking, misconceptions about math, and developmental levels to the planning and implementation of instruction. The roles of parents and community in student learning, and the importance of cross-disciplinary connections in math instruction are examined.

ED5008 - Research and Best Practices in Mathematics Instruction (4 quarter credits). In this K-12 course, learners investigate ways to improve mathematics instruction through best practices searches, video analysis of instructional strategies, and reflection on their own teaching practice and knowledge of content. Learners gain skills in teaching key mathematics concepts in multiple ways.

ED5111 - Teaching Algebra for Understanding (4 quarter credits). Learners in this K-12 course review the algebra and algebraic functions content area, research best practices in teaching algebra, and assess and analyze student work samples. Using a variety of resources and student data, learners gain skills in planning instruction, assessments, and rubrics.

ED5113 - Middle-Level Issues (4 quarter credits). The course was designed for K-12 teachers and administrators interested in examining current research and best practice regarding middle-level organization, curriculum, and instruction. Specifically, learners address the tension between the need to balance middle-level students’ developmental and social needs with new and increasingly demanding state achievement standards.

ED5114 - Educational Leadership for Teacher-Leaders (4 quarter credits). This course for master’s and doctoral K-12 teachers and administrators provides an overview of teacher leadership skills essential for engaging in successful school change and improvement efforts. Topics of study include school culture, learning communities, master teaching, management of change processes, and the development of skills that inspire others to higher levels of performance.

ED5115 - Action Research for Teacher-Leaders (4 quarter credits). This course for K-12 teachers and administrators provides in-depth knowledge of action research as a means of classroom and school improvement. Learners acquire the skills to define and resolve problems that are barriers to student learning and engage in individual and collaborative research as a means of continuously improving learning outcomes for students.

ED5116 - Adult Learning and Professional Development (4 quarter credits). This course for K-12 teachers and administrators focuses on the development of skills needed to design and implement effective professional development for teachers. Learners use their skills as practitioner-scholars to integrate adult learning theory and current research-based best practices to plan professional development for their schools.

ED522 - The Art of Planning Science Instruction: Creating the Engaged Science Student (4 quarter credits). Learners in this K-12 course examine the key components in planning science learning experiences informed by deep knowledge of students and content-related pedagogy. Lesson study, a system for examining teaching, is introduced as a research-based model for learners as they co-plan and document actual classroom science lessons.

ED5223 - Inquiry-Based Curriculum and Resources for Elementary Science Teachers (4 quarter credits). This course explores the many facets of inquiry in elementary science education, the relationship of inquiry and content standards, and the collaborative nature of science, math, and technology. Learners critique current elementary texts and programs using National Science Foundation guidelines and explore the array of resources available to the educator-scientist.

ED5224 - Inquiry-Based Curriculum and Resources for Secondary Science Teachers (4 quarter credits). This course explores the many facets of inquiry in secondary science education, the relationship of inquiry and content standards, and the collaborative nature of science, math, and technology. Learners critique current secondary texts and programs using National Science Foundation guidelines and explore the array of resources available to the educator-scientist.

ED5226 - Student Assessment and Work Analysis in Science Instruction (4 quarter credits). Learners in this K-12 course develop multiple types of science assessments with appropriate, accompanying rubrics. Learners apply protocols for examining student work in collaborative groups and analyze data from a variety of sources to plan for future instruction and school improvement.

ED5228 - Technology Skills for the Virtual School Teacher (4 quarter credits). This course is focused on identifying and providing background in the technology necessary for effective online K-12 teaching. Descriptions and examinations of troubleshooting, software, Internet, and student reporting and evaluation resources identified by experts at the Florida Virtual School as keys to online instructional success are included.

ED5229 - Instructional Strategies for the Virtual School Teacher (4 quarter credits). This course for K-12 teachers and administrators focuses on the identification, experimentation, and application of the instructional strategies of particular interest to virtual school teachers. Strategies to personalize the student experience, to motivate, to create community, to teach to higher order thinking, and to support the diverse learning styles and needs of all learners in a virtual environment are included.

ED5230 - Assessment Strategies for the Virtual School Teacher (4 quarter credits). This course addresses the assessment challenges the K-12 virtual school teacher faces in today’s performance-based K-12 environment. The use of rubrics, alternative assessment strategies, the need to design for student choices, to provide feedback, and to provide re-submission opportunities are included in the course.
ED5531 - Communication Skills and the Virtual School Teacher (4 quarter credits). This course addresses the unique communication challenges of the K-12 virtual school teacher, including the demands of an environment both asynchronous and synchronous, the need for feedback, the management of e-mail and phone contacts, the needs for personalization and collaboration, and the importance of interactivity.

ED5532 - Social Issues and Virtual School Teaching (4 quarter credits). This course addresses the social and legal issues challenging the K-12 virtual school teacher. The legal focus is on copyright, e-mail privacy, and security issues. The social focus is on the culture of the online course room, academic integrity, and health and safety issues.

ED5533 - Curriculum Mapping: Reflection and Practice (4 quarter credits). Through reflection on a research-based professional vision for curriculum design, learners engage in curriculum development for a specific content and grade-level application. This is a required course in the curriculum and instruction master's specialization. Computer-based curriculum mapping applications will be presented.

ED5534 - Instruction and Assessment: Theory and Practice (4 quarter credits). The design of instructional models and assessment strategies to meet the diverse needs of K-12 students is the focus of this course, a requirement for the curriculum and instruction-master's specialization. Learners examine the theory and research supporting innovative instructional models and assessment strategies and develop specific content-area and grade-level applications. The course includes discussions on issues and trends related to new and emerging instructional models and assessment strategies and may include preparation of specific case studies.

ED5535 - Collaboration for the Improvement of Curriculum and Instruction (4 quarter credits). Learners in the required course in the K-12 curriculum and instruction-master's specialization engage in the act of collaboration for curriculum improvement. Collaborative skill development includes coaching and mentoring skills, team building, and communities of practice. Simulated case studies complement the practical experiences in this course.

ED5536 - Applying Research to the Improvement of Curriculum and Instruction (4 quarter credits). This course, required in the curriculum and instruction-master's specialization, encourages learners to examine current research as a basis for data-driven decision making. Learners prepare research designs within specific content and grade-level curriculum and instructional areas that, if implemented, may contribute to data-driven decision making at the school or district level.

ED5537 - Emerging Technology and Multimedia for Curriculum and Instruction (4 quarter credits). Through an examination of research and literature, learners discuss current trends and issues related to the impact of technology and multimedia on K-12 student learning. Based on a review of the literature, learners develop course projects that include the design of curriculum, instruction, and assessments enhanced through innovative technology and multimedia applications. This elective is recommended for learners in the curriculum and instruction-C&I specialization who have a particular interest in the integration of instructional technology in C&I.

ED5538 - Curriculum and Instruction: Program Evaluation (4 quarter credits). This course for K-12 teachers addresses the unique communication challenges of the K-12 virtual school teacher. The legal focus is on copyright, e-mail privacy, and security issues. The social focus is on the culture of the online course room, academic integrity, and health and safety issues.

ED5539 - Curriculum Mapping: Reflection and Practice (4 quarter credits). Through reflection on a research-based professional vision for curriculum design, learners engage in curriculum development for a specific content and grade-level application. This is a required course in the curriculum and instruction master's specialization. Computer-based curriculum mapping applications will be presented.

ED5540 - Master's Practicum in Curriculum and Instruction (6 quarter credits). The practicum is the capstone course for all learners in the curriculum and instruction specialization. The learner selects a school and a site supervisor with experience and expertise in the learner's academic interest area. The site supervisor, a Capella instructor, and the learner develop a plan to provide the learner with the substantive experiences necessary to complete and present a professional portfolio, the culminating activity in this 150-175 hour practicum. This course is not available as an elective to learners outside the master's specialization and instruction. This course cannot be taken prior to the final quarter of the program.

ED5541 - Master's Practicum in Advanced Classroom Instruction (6 quarter credits). The practicum is the capstone course for all learners in the advanced classroom instruction specialization. The learner selects a school and a site supervisor with experience and expertise in the learner's academic interest area. The site supervisor, a Capella instructor, and the learner develop a plan to provide the learner with the substantive experiences necessary to complete and present a professional portfolio, the culminating activity in this 150-175 hour practicum. This course is not available as an elective to learners outside the master's specialization in advanced classroom instruction. This course cannot be taken prior to the final quarter of the program.

ED5551 - Developing Fluent Readers (3 quarter credits). This three-credit course for K-12 teachers focuses on the competencies learners need to develop fluent reading across grade levels for speakers of English and English learners. Topics include phonemic awareness, phonological structure of English; morphological structure of English; decoding/word attack strategies; spelling; importance of extensive practice; decodable texts, skills and strategies to develop independent readers; reading rate; making inferences; and transfer of strategies from primary language reading skills to English language reading skills, and strategies and materials for struggling readers.

ED5552 - Teaching Comprehension Strategies (3 quarter credits). This three-credit course for K-12 teachers focuses on developing the knowledge and skills needed to teach reading comprehension. Topics include the development of reading comprehension; the role of academic language and of background knowledge; vocabulary development and concept formation; narrative and expository text analysis; thinking strategies (inference, summarization, predicting, questioning, clarifying); study strategies (summarizing, predicting, questioning, clarifying); independent reading of high-quality books; development of listening and reading comprehension skills; multicultural literature and informational text; scaffolding strategies for the English language learner; motivational strategies; knowledge and skills for applying literature and expository text for children and adolescents; and improving comprehension strategies.

ED5553 - Assessment-based Reading Instruction (3 quarter credits). This three-credit course for K-12 teachers addresses the competencies necessary to use effective assessment and evaluation to develop, deliver, and modify reading and writing instruction at the classroom, school, and district level. Through an examination of research and practice, learners develop course projects that include the design of assessment-based intervention programs; and using instructional technology for assessment and instruction.

ED5554 - Socio-cultural Context of Reading Instruction (3 quarter credits). This three-credit course for K-12 teachers addresses the competencies necessary for implementing assessment-based intervention strategies at early and intermediate reading levels. Learners study research-based intervention models and develop skills in effective interventions, taking into account home and community literacy practices and
accomplished related to reading and literacy. To demonstrate what they know and have completion of the reading and literacy practicum. Capella ED5557 instructor following the outcomes. The portfolio review is conducted by the demonstrates their mastery of the specialization, are taken concurrently. ED5557 is courses, the culmination of the reading and literacy Practicum Portfolio Review. These two areas. ED5557 - Reading and Literacy Practicum (3 quarter credits). Learners must have completed all course work except ED5557, Reading and Literacy Portfolio Review, before enrolling in ED5556. Reading and Literacy Practicum. These two courses, the culmination of the reading and literacy specialization, are taken concurrently. ED5556 extends the guided practice provided during the previous specialization courses by engaging learners in 45 hours of documented, measurable work in a classroom, of which a minimum of 15 hours will be observed by the mentor or practicum instructor, along with 15 hours of practicum seminars. The practicum is restricted to sites that can provide learners with balanced, comprehensive reading and language arts instruction and can ensure that each learner has diverse experiences that include teaching English language learners, beginning readers, and students with reading problems. Learners practice assessing struggling readers at two or more reading levels including the non-reader level and one or more higher levels. ED5557 - Reading and Literacy Portfolio Review (3 quarter credits). Learners must have completed all course work except ED5556, Reading and Literacy Practicum, before enrolling in ED5557, Reading and Literacy Portfolio Review. These two courses, the culmination of the reading and literacy specialization, are taken concurrently. ED5557 is the course in which master’s learners complete and present their portfolio; a document that demonstrates their mastery of the specialization outcomes. The portfolio review is conducted by the Capella ED5557 instructor following the completion of the reading and literacy practicum. As a result of this experience, learners will be able to demonstrate what they know and have accomplished related to reading and literacy ED5001 - Enrollment Management in Higher Education (4 quarter credits). This course offers a comprehensive overview of the recruitment strategies in enrollment management and introduces fundamental recruitment concepts, practices, and techniques utilized in successful enrollment management programs. The course is designed to broaden and deepen knowledge and understanding of basic concepts and best practices in enrollment management. ED5003 - Essentials of Effective Retention in Higher Education (4 quarter credits). This course provides a comprehensive overview of the fundamentals and best practices of effective student retention in higher education. In this course learners analyze and interpret a significant body of research on student retention and apply this knowledge to the enrollment management profession. ED5025 - Applying Technology to Enrollment Management (4 quarter credits). Learners are introduced to basic concepts in higher education enrollment management technology. The focus of the course is on technologies used in the effective management of enrollment in colleges and universities. Learners develop an understanding of technologies currently used in recruitment and retention, and synthesize and apply emerging technologies to the field of enrollment management. ED5067 - Financial Aid and Enrollment Management (4 quarter credits). This course explores the nature and role of financial aid in student recruitment and retention. The course is designed for those interested in applying financial aid principles and regulations to effective enrollment management strategies. Learners enrolled in this course synthesize knowledge acquired from other courses and as practitioners with financial and principles and policies. ED5069 - Communications and Marketing in Enrollment Management (4 quarter credits). This course provides a comprehensive understanding of the purpose and power of targeted communications and marketing strategies and tactics in enrollment management. Learners analyze existing communications and other marketing documents and prepare a strategic plan to improve marketing for higher education institutions.

ED5011 - Strategic Enrollment Planning (4 quarter credits). This course introduces basic concepts of strategic planning for higher education including environmental scanning, data collection and analysis, quantifying annual and long-term goals, developing enrollment management strategies, and developing and implementing action plans. Learners develop a strategic enrollment plan and learn how to tie that plan to the institution’s strategic plan. Course topics include building institutional support for the strategic enrollment management plan and mobilizing human and financial resources. This is the capstone course for the enrollment management specialization and includes the project required for the master’s degree. ED5900 - Master’s Internship in Leadership in Educational Administration (6 quarter credits). This course is the culminating experience for learners in the master’s specialization in leadership in educational administration. Learners receive six credits for completion and presentation of their portfolio based on the specialization’s 16 program outcomes and for a documented 150-175 hour internship. The field work experience is supervised by a Capella faculty member and a licensed principal at the school site. The learner selects the site supervision and site, and working with the Capella University faculty member, designs a set of experiences that will strengthen the learner’s readiness to meet the challenges of twenty-first century principalship. Prerequisite(s): Learners must complete 28 credits, or nine core and specialization courses including ED3007 before enrolling in ED5900. ED5910 - 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. The integrative project is taken following completion of required core work.

ED7002 - Advanced Writing Concepts (4 quarter credits). The four distinguishing characteristics that define quality writing are organization, readiness, effectiveness, and elegance. This course concentrates on the last two. Effectiveness refers to the tone of the language: passionate, but not emotional; empathetic but not overly self-centered. 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 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 develop an understanding of the assumptions and intentions that underlie advanced academic writing as it is practiced in the United States. Learners develop skills in producing effective advanced academic writing, including skills in combining facts and opinions from multiple sources. Learners develop linguistic and content editing skills so that they can continue to improve their own academic writing after they leave the course.

English language proficiency. Topics also include aligning ongoing assessment with reading and writing intervention programs, flexible groupings, small group and one-on-one techniques, instructional technology, scaffolding strategies, student and family support networks, and comprehension for older, struggling readers.
ED7006 - Research and Writing for Graduate Learners (4 quarter credits). This course is designed to prepare graduate learners for the rigors of academic writing. Academic writing requires a series of related critical thinking and writing skills, including: understanding the nature of academic research; developing strong arguments based on primary and secondary research; evaluating, summarizing, paraphrasing, and citing sources; drafting, revising, and editing multiple drafts of major projects; and producing clear, accurate, and error-free prose. Because this is a writing course, learners should expect to write a lot: the course includes weekly writing assignments, several short writing projects, and a research plan for a longer project. Learners submit a final portfolio at the end of the course.

ED7007 - Focused Research and Writing for Graduate Learners (4 quarter credits). In the second course of this sequence, learners refine the principles and strategies learned in ED7006 by focusing on writing in their disciplines. Learners should expect to spend a significant amount of time completing writing assignments for this course including weekly writing assignments, several short writing projects, one long writing project, and a final portfolio. Learners develop a research topic, conduct and write a short literature review, develop an argumentative essay of significant length (25-35 pages), and document sources appropriately while focusing on the critical thinking and writing skills established in ED7006. Prerequisite(s): ED7006.

ED7008 - Developing Your Writing Voice and Style (4 quarter credits). This course focuses on one of the most challenging components of academic writing: developing a voice and style that reflect excellence in scholarship (research, thinking, and communication) while maintaining individuality and style. In this course learners analyze a variety of writing samples, including writing samples of theses, in- and out-of-field examples, writers’ rhetorical choices, learn and apply an array of writing strategies that lead to improved awareness and use of voice and style; and revise writing submissions used in external coursework to demonstrate learning and understanding. Learners are strongly encouraged to take the ED7006-ED7007 course sequence before enrolling in this course.

ED7210 - The Delivery of Distance Education (4 quarter credits). This course provides discussions and experiences in understanding of current delivery systems for distance education including interactive television, satellite dissemination, and wireless networking. This course focuses on 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. This course focuses on 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. Directed study, PhD only.

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 instructional settings. Prerequisite(s): ED851 or ED7211. Directed study, PhD only.

ED7503 - Instructional Media Tools (4 quarter credits). Many software programs now offer instructional designers opportunities to create innovative Web-based courses. This course provides 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 provides opportunities for instructional designers to examine the leadership and management skills necessary for the effective design and delivery of Web-based instruction. Through the development of a professional portfolio, instructional designers 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 provides specific guidelines and formats for the evaluation and assessment of learning environments in a Web-based format. Course activities also provide instruction in creating effective assessment for online learning programs.

ED8011 - ED8012. Directed study, PhD only.

ED7540 - Leadership in Higher Education (4 quarter credits). This course provides an overview of leadership philosophies and theories as related to higher education administration and offers experiential opportunities for learners in the overall goal of preparing professionals to develop decision-making structures.

ED7541 - Teacher Supervision and Evaluation (4 quarter credits). This course provides opportunities for instructional designers to examine the leadership and management skills necessary for the effective design and delivery of Web-based instruction. Through the development of a professional portfolio, instructional designers participate in assessments that evaluate collaborative team planning, decision making, problem-solving, and change management.

ED7542 - The Politics of K-12 Education (4 quarter credits). The Politics of K-12 Education is an introduction to the basic analytical categories of political science as they apply to education,
ED793 - Curriculum Development for Online Learning (4 quarter credits). This course is designed for practitioners and those who develop curriculum for online instructor-led and hybrid courses. Course study includes contemporary models of curriculum design, teaching models, and learning theory. As a project-based course, curriculum development activities include the development of a course syllabus, content, assignments, and activities.

ED793 - Practical Applications for Online Teaching and Training (4 quarter credits). Participants apply skills, strategies, and tactics from earlier courses, and create a collaborative learning environment. It is recommended that learners complete ED793, ED793, and ED793 prior to enrolling in this course.

ED7700 - Learning Theory and the Educational Process (4 quarter credits). This course explores major learning theories (behaviorism, social learning theory, and constructivism) as well as associated concepts, including memory and motivation. Applications of these theories and concepts focus on the educational setting.

ED7701 - Educational Philosophy and Change (4 quarter credits). This course examines the philosophical foundations, ideologies, and theories that have influenced the development of American educational philosophy and practices. Learners examine, articulate, clarify, and refine their basic assumptions, and beliefs underlying their personal educational philosophy and practice.

ED7703 - Student Development, Challenges, and Successes (4 quarter credits). This course offers a comprehensive examination of the theoretical and research literature related to successful student development, developmental issues, and challenges facing U.S. college students. This course also explores the constructive-developmental theoretical claim that the epistemological, intrapersonal, and interpersonal aspects of student development are interrelated, and therefore, all three aspects should be primary goals of a college education.

ED7711 - Course Design and Development (4 quarter credits). This course explores elements of course design as applicable to the comprehensive college community. Various models of course (instructional) design and guides for design are included. Course preparation material, instructional techniques, and forms of evaluation constitute the final unit of the course.

ED7712 - Classroom Assessment in Education (4 quarter credits). The primary focus of this course is classroom assessment of individual student achievement, including alternative assessment techniques. This topic is treated as a key component of student-centered education, identifying the importance of formative and ongoing assessment of student needs, skills, and progress. A secondary focus of this course is that of classroom assessment techniques designed to collect ongoing, formative feedback for instructors to better facilitate the learning environment in their classroom.

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.

ED7716 - Faculty Leadership (4 quarter credits). This course explores the role of educator as leader from both a personal and organizational perspective. In addition, concepts of effective leadership and followership are reviewed and discussed. The focus is on educational/leadership as it applies to teaching and learning in any educational setting in higher education.

ED7719 - Internship in the Superintendency (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 in Educational Administration (4 quarter credits). Internship in Educational Administration I is the first of two consecutive courses that provide learners with the academic and field experiences that are prerequisites for principal or administrative licensure in most states. During the first of the two internship courses, learners create, sign, and begin to fulfill a contract with the site supervisor based on Capella’s leadership in educational administration outcomes and competencies. To be endorsed for principal or administrative licensure by Capella, learners must successfully complete ED7901 and ED7902 in two consecutive quarters. For purposes of licensure endorsement, the two courses constitute a single 320-hour internship experience.

ED7902 - Internship in Educational Administration II (4 quarter credits). Internship in Educational Administration II is the concluding course of the two-quarter principal or administrative internship. Learners complete a log of hours, a portfolio, and a competency-based internship contract. Learners must have taken ED7901 the quarter immediately before they enroll in ED7902 if they plan to apply for Capella’s endorsement for superintendent licensure. For purposes of licensure endorsement, the two courses constitute a single 320-hour internship experience.

ED7903 - Internship in the Superintendency II (4 quarter credits). Internship in the Superintendency II is the conclusion of the two-quarter superintendent internship. Learners complete a log of hours, a portfolio, and a competency-based internship contract. Learners must have taken ED7903 the quarter immediately before they enroll in ED7904 if they plan to apply for Capella’s endorsement for superintendent licensure. For purposes of licensure endorsement, the two courses constitute a single 320-hour internship experience.

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 introduces 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 cover the spectrum of social change and its effect on education. As a result, learners understand the complexity of a diverse classroom population and the impact of social movements. Assessment of learning consists of evaluating the extent to which learners’ ability to analyze, synthesize, and think critically in relation to course content and interpretation of research material. Learners also demonstrate the ability to conceptualize original thought in relation to course content.

ED8005 is an advisor-led course. It is recommended that learners complete ED7903 and ED7904 before they enroll in ED8005 if they plan to apply for Capella’s endorsement for superintendent licensure. The course content includes contemporary models of curriculum design, teaching models, and learning theory. As a project-based course, curriculum development activities include the development of a course syllabus, content, assignments, and activities. This course 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 develop a degree completion plan (DCP). ED8005 is an advisor-led course taken in the first quarter in conjunction with ED8010. Available online only. Cannot be fulfilled by transfer.
ED9111 - 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. The study of the historical and social foundations of education provides learners with an awareness of and context for the evolving practices of education. This course helps learners develop specific knowledge, skills, and attitudes necessary for looking at education historically and for understanding the socio-cultural forces that have made American education what it is today.

ED9113 - Directed Study in Research Methods (4 quarter credits). This course focuses on research methods applicable to disciplines relevant to the School of Education and to professional development. Learners analyze the relevance and appropriateness of specific research methodologies in preparation for use in the dissertation. Cannot be fulfilled by transfer.

ED9110 - The Minnesota Superintendency (4 quarter credits). This course prepares learners aspiring to learn 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.

ED9111 - The Minnesota K-12 Principalship (4 quarter credits). This course prepares learners aspiring to learn 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.

ED9050 - Special Topics in Leadership in Educational Administration (4 quarter credits). This course provides learners with an opportunity to study specific or innovative areas of interest within the leadership in educational administration 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 with 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 with 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 Classroom Instruction (4 quarter credits). This course provides learners with an opportunity to study specific or innovative areas of interest within the advanced classroom instruction specialization. Directed Study, PhD only.

ED9054 - Special Topics in Postsecondary and Adult Education (4 quarter credits). This course provides learners with an opportunity to study specific or innovative areas of interest within the postsecondary and adult education specialization. Directed Study, PhD only.

ED9056 - Special Topics in Training and Performance Improvement (4 quarter credits). This course provides learners with 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.

ED9058 - Special Topics in Instructional Design for Online Learning (4 quarter credits). This course provides learners with 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.

ED9094 - Doctoral Comprehensive Examination I (4 quarter credits). In the first course of the comprehensive examination and dissertation sequences, learners examine the key components in the comprehensive examination. The course includes an overview of the comprehensive examination process and the university’s expectations of academic honesty and integrity and introduces the four core themes of the examination and the evaluation criteria. Structured study groups are established and resources on the core themes are provided. Course requirements include completion of the overview and a preliminary conference call with the comprehensive examination committee and development of a schedule for the final oral examination. Grading for this course is S/NS. Prerequisite(s): All required and elective course work completed with a GPA of 3.0 or better. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.

ED9095 - Doctoral Comprehensive Examination II (4 quarter credits). Learners and their comprehensive examination committee members each develop one comprehensive examination question to address one of the four core themes. Learners write answers to the comprehensive examination questions, which are evaluated by the committee using analytical point-scale scoring rubrics. Upon passing the written examination, learners complete the comprehensive examination final oral defense conference call and are eligible for enrolling in the first dissertation course upon passing their defense. Grading for this course is S/NS. Prerequisite(s): ED9094. Cannot be fulfilled by transfer.

ED9096 - Dissertation Research I (4 quarter credits). Learners examine the key components of planning and conducting dissertation research, including the dissertation process and the roles and responsibilities of the dissertation committee, course instructor and course administrator. In addition, learners form and obtain approval on their dissertation committees, conduct a preliminary literature review, develop the dissertation prospectus, and become familiar with procedures for protecting human subjects in the research. Resources for research methodology and the IRB process are provided. Learners must complete the dissertation prospectus and the short online Collaborative IRB Training Initiative (CITI) modules in order to pass Dissertation Research I. Grading for this course is S/NS. Prerequisite(s): ED9095. Cannot be fulfilled by transfer.

ED9097 - Dissertation Research II (4 quarter credits). In this course, learners obtain committee approval on the dissertation prospectus, prepare informed consent and field testing materials, develop and validate the data collection design, plan and schedule (based on the prospectus), prepare and submit the IRB application for approval, conduct field testing to establish validity and reliability of the instrument (when appropriate), complete the dissertation prospectus conference call, and develop and complete dissertation Chapters 1 (Introduction), 2 (Literature Review), and 3 (Methodology), based on the prospectus. Resources for research designs and methodology are provided, including the dissertation manual and a template for Chapters 1, 2, and 3. Procedures for prospectus and IRB application submission and the prospectus conference call are available. Grading for this course is S/NS. Prerequisite(s): ED9096. Cannot be fulfilled by transfer.

ED9098 - Dissertation Research III (4 quarter credits). In this course, learners engage in their data collection according to the plan and schedule, develop and organize Chapter 4 (Results) draft (structure based on the research questions and methods before data collection is complete), check in data (as they come in), process and analyze the data, and finalize Chapter 4 with results. Resources for data analysis designs and interpretation are provided, including the dissertation manual and a template for Chapter 4. Grading for this course is S/NS. Prerequisite(s): ED9097. Cannot be fulfilled by transfer.

ED9099 - Dissertation Research IV (4 quarter credits). In this course, learners develop and finalize Chapter 3 (Conclusions and Recommendations), publish the final draft of all chapters (1-3), obtain approval on the dissertation manuscript, complete the final dissertation conference call, make all necessary final content changes, obtain form and style clearance, publish...
the dissertation online with UMI, and obtain clearance from Academic Records on degree audit (to verify that all required and elective program courses have been taken). Resources for writing conclusions and recommendations are provided, including the dissertation manual, a template for Chapter 5, and procedures for dissertation submission and the final conference call. Grading for this course is S/NS. Prerequisite(s): ED9988. Cannot be fulfilled by transfer.

School of Human Services Courses

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). This course is 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 view point. Additionally, the course covers issues of social policy making and decision-making that 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). The course provides investigation of sexuality within the larger context of human experience. Emphasis is placed on physiological 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 sexual and diverse populations.

HS827 - Juvenile Delinquency (4 quarter credits). This course presents investigation into the etiology, nature and extent, and treatment of juvenile delinquency in contemporary society. Various theories are reviewed, and current theory and research are applied to understanding the dynamics of juvenile delinquency and current methods of intervention.

HS831 - Psychopathology: Assessment and Treatment (4 quarter credits). This course examines the assessment and treatment of various forms of psychopathology, current methods of psychological assessment, research on psychodynamics, and existing treatment methods. 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.

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.

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 of 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 is an overview of grief and bereavement 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 allow, respectively, psychological material in the form of unfinished business and techniques for coping with losses of all types.

HS847 - Applied/Clinical Sociology (4 quarter credits). Clinical Sociology provides a solid grounding in sociological practice, including the application of sociological knowledge, research, and theory to interventional intervention. Whether the sociological practitioner or clinician is working with individuals or families, 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.

HS499 - Health Advocacy in the Community (4 quarter credits). A major goal in human services is to develop effective change agents in communities. Health care is an extremely important issue for communities in our society. 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 HMOs and managed care, and Medicare and Medicaid are all issues which involve health advocacy. This course addresses many of these issues.

HS500 - 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.

HS625 - Introspective and Personal Growth Seminar (4 quarter credits). This experiential course will review 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 on exploring how they may influence clinical effectiveness.

HS633 - Prevention and Causes of Child Abuse (4 quarter credits). This course explores the recognition of child abuse as a societal problem in the United States. The social, psychological and familial causes are considered and the current prevention approaches and treatment programs are reviewed.

HS654 - 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.

HS658 - 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 socioeconomic differences, and urbanization.

HS664 - Contemporary Issues in Compulsive and Addictive Behavior Treatment (4 quarter credits). This course reviews current development, research and trends within the addiction field. Emphasis is placed on gaining a current understanding of substantive issues in the field. Possible topics considered include developments in psycho-pharmacologic treatment of addictions, the influences of managed care on treatment, ethics and managed care, the use of Internet resources in the field, the changing role of the counselor, emerging treatment approaches, and the development of new treatments.

HS685 - 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 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., comparing to some form of addictive or compulsive behavior) inter-group conflict, group transferece with leaders and premature exit from the group by a member.

HS686 - 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 behavioral therapy. An understanding of the compulsive behavior model, a psychodynamically oriented model, is developed and covered in detail.

HS687 - Intervention with Compulsive and Addictive Behaviors (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.

HS688 - Mind/Body Healing Practices (4 quarter credits). Students are studied as systems from a theoretical, clinical and research perspective. Emphasis is placed on family development, transitions, assessment and intervention. Systems-oriented families are explored. Strategies for initial interviews, hypothesis formulation, designing a strategy for intervention, and the process of termination are covered.

HS689 - 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: marital 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.

HS690 - 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.

HS691 - 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 aims, therapeutic strategies, and techniques. Structural, strategic, transgenerational, behavioral, communication, and analytical approaches to marriage and family therapy are discussed.

HS578 - 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.

HS579 - 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 and the development of the first quarter in conjunction with HS5004.

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 increased demands for productivity coupled with decreasing health and welfare in the workplace. The current downturn in federal employment, downsizing in industry, and right-sizing of corporations have led to increased employee complaints of workplace harassment, discrimination, and disgruntled feelings which cause alcohol and drug usage at work, marital problems, and payors 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 CEOs (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 and hire executives and general managers. The course also reviews the roles and functions of CEOs, who are responsible to the board of directors to represent the organization and implement board policy while carrying out administrative decisions and policies. Boards of public and private companies are represented in the analysis, which includes legal liabilities and responsibilities.

HS893 - Management of Human Services Agencies (4 quarter credits). This course integrates the principles of management practice in nonprofit agencies. A metatheoretical model of organizational managerial effectiveness is presented as a basis for comparisons between the for-profit, public, and nonprofit sectors. Special emphasis is given to fund-raising and government resource/acquisition of support for nonprofit and charitable agencies as well as to budgeting (spending).

HS899 - Special Topics in Human Services (4 quarter credits). This course allows the learner to designate an area of study within Human Services and work with a faculty member to study that area in depth.

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 lifespan. 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.

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.

HS5110 - Health Care Management (4 quarter credits). This course presents the foundation principles and professional tools 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.

HS5111 - 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,
Organizations (4 quarter credits).

HS5103 - Strategic Planning for Nonprofit profits. Current trends in non-profits and government are presented. Theories, general concepts and principles of organization management, governance and leadership in nonprofit organizations are explored. A wide range of external forces and internal dynamics that affect nonprofit organizations are presented. The life and growth cycles of organizations are applied to nonprofits. Current trends in non-profits and projections for the future are analyzed.

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 nonprofit organization. Basic human resource management issues such as strategic workforce planning, hiring, training, personnel evaluation, and compensation are examined from the perspective of the nonprofit organization 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 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 are incorporated into the course.

HS5108 - Foundations of Addictive and Compulsive Behavior (4 quarter credits). This course examines the theory and research that guide 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.

HS5109 - Multicultural Issues in Health Care (4 quarter credits). This 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.

HS5101 - 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 law, federal law, and the Health Insurance Portability and Accountability Act.

HS5502 - Nonprofit Entrepreneurship (4 quarter credits). Entrepreneurship lies at the foundation of the nonprofit sector. This course provides an introduction to the theory and practice of entrepreneurship in the nonprofit 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 (4 quarter credits). This online course should be taken with HS-E5900 - Counselor Education Pre-practicum Laboratory I. The twelve-week online course reinforces laboratory skills development including academic assignments and online discussion. This course emphasizes 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.

HS821 - Health Management and Marital, Couple, and Family Counseling. Therapy learners must have completed or be progressing in the following courses: HS5004, HS5005, HS834, HS814, HS815, HS107, HS106, HS827, HS841, HS877 for MHC, (HS877 for MCFC/T). Cannot be fulfilled by transfer.

GRADUATE COURSE DESCRIPTIONS
HS7001 - Counselor Education Pre-practicum (Practicum) (4 quarter credits). This online course introduces students to the roles of a counselor, explores ethical considerations and the codes of ethics, and challenges students to 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 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 complete the course.

HS7002 - Advanced Writing Concepts (Practicum) (4 quarter credits). This course introduces non-native speakers of English to graduate-level academic writing, and helps them develop an understanding of the nature of academic research; developing strong arguments based on primary and secondary research; evaluating, summarizing, paraphrasing, and citing sources; drafting, revising, and editing. This course focuses on the development of clear, accurate, and error-free prose. Because this is a writing course, learners should expect to write a lot, the course includes weekly writing assignments, several writing projects, and a research plan for a longer project. Learners will submit a final portfolio at the end of the course.

HS7003 - Research and Writing for Graduate Learners (Practicum) (4 quarter credits). This course is designed to prepare graduate learners for the rigors of academic writing. This academic writing requires a series of related critical-thinking and writing skills, including understanding the nature of academic research; developing strong arguments based on primary and secondary research; evaluating, summarizing, paraphrasing, and citing sources; drafting, revising, and editing. It also includes weekly writing assignments, several writing projects, and a research plan for a longer project. Learners will submit a final portfolio at the end of the course.

HS7004 - Graduate Writing for ESL/EFL Learners (4 quarter credits). This course focuses on advanced therapeutic relationships and special applications of individual psychotherapy for Asian American individuals, families, and people who identify with other cultures. It also includes weekly writing assignments, several writing projects, and a research plan for a longer project. Learners will submit a final portfolio at the end of the course.

HS7005 - 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, clinical, service, 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, are examined. Grant funding is one of the major keys to the financial survival of nonprofit organizations. This course provides insights into the success strategies for grant-seeking such as effective research, compiling 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 along with other research resources included in the Internet.

HS7006 - Research and Writing for Graduate Learners (4 quarter credits). This course is designed to prepare graduate learners for the rigors of academic writing. This academic writing requires a series of related critical-thinking and writing skills, including understanding the nature of academic research; developing strong arguments based on primary and secondary research; evaluating, summarizing, paraphrasing, and citing sources; drafting, revising, and editing. It also includes weekly writing assignments, several writing projects, and a research plan for a longer project. Learners will submit a final portfolio at the end of the course.

HS5901 - Counselor Education Pre-practicum (Practicum) (4 quarter credits). This online course introduces students to the roles of a counselor, explores ethical considerations and the codes of ethics, and challenges students to 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 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 complete the course.

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.

HS7007 - Focused Research and Writing for Graduate Learners (4 quarter credits). In the second course of this sequence, learners refine the principles and strategies learned in HS7006 by focusing on writing in their disciplines. Learners will conduct and write a short literature review, develop an argumentative essay of significant length (25-35 pages), and document sources appropriately while focusing on the critical thinking and writing skills established in HS7006. Prerequisites: HS7006.

HS7008 - Developing Your Writing Voice and Style (4 quarter credits). This course focuses on one of the most challenging components of academic writing: developing a voice and style that reflect excellence in scholarship (research, thinking, and communication) while maintaining individuality and style. In this course learners analyze a variety of writing samples, including writing samples of their own, in order to understand the effects of writer’s rhetorical choices, and learn an array of writing strategies that lead to improved awareness of one’s voice and style. Learners then write a research plan for a longer project. Learners will submit a final portfolio at the end of the course. This course is designed to prepare graduate learners for the rigors of academic writing. This academic writing requires a series of related critical-thinking and writing skills, including understanding the nature of academic research; developing strong arguments based on primary and secondary research; evaluating, summarizing, paraphrasing, and citing sources; drafting, revising, and editing. It also includes weekly writing assignments, several writing projects, and a research plan for a longer project. Learners will submit a final portfolio at the end of the course.

HS815 - Grant Writing for Nonprofit Organizations (4 quarter credits). This course focuses on the development of clear, accurate, and error-free prose. Because this is a writing course, learners should expect to write a lot, the course includes weekly writing assignments, several writing projects, and a research plan for a longer project. Learners will submit a final portfolio at the end of the course.

HS816 - Grant Writing for Nonprofit Organizations (4 quarter credits). This course focuses on the development of clear, accurate, and error-free prose. Because this is a writing course, learners should expect to write a lot, the course includes weekly writing assignments, several writing projects, and a research plan for a longer project. Learners will submit a final portfolio at the end of the course.
provides learners with a broad understanding of United States from the colonial era to the present. welfare, and the profession of social work in the profession role of affecting policy and program formation, change, and development, interviewing, observation, selection 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. 

HS8105 - 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 bibliographic resources. Working with the academic advisor, learners will develop a Degree Completion Plan.

HS8005 is an advised course taken in the first quarter, in conjunction with HS8004, and carries no credit. Cannot be fulfilled by transfer. Available only online.

HS8100 - Fundamentals of Social Science Research (4 quarter credits). This course introduces learners to social science research, particularly in the context of human services. The overall goals of the course are two-fold: First, the course will assist learners in becoming 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 learners 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. Prerequisite(s): HS8106. Cannot be fulfilled by transfer.

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. Learners will also begin to acquire policy and program formulation, change, and evaluation skills. Finally, the course will set the stage for how social welfare policies affect the dynamic relationships between professional and social workers. The professional role of affecting change in 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 with 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 examine theories and methods of present-day social work practices with individuals, families, and organizations.

HS8104 - Epistemology of Practice Knowledge (4 quarter credits). This course examines theories that guide the acquisition of knowledge within the human services professions. The methods used to develop theory within the social sciences are critically analyzed and evaluated as precursors to developing a theory of practice. Theories of human nature and of the mind, the scientific method, and the scientific method of inquiry are evaluated. Learners will critically analyze and evaluate research methods as they affect the development of knowledge within the social sciences, including fieldwork, data collection, and analysis. Prerequisite(s): HS8103. Cannot be fulfilled by transfer.

HS8106 - Quantitative Research Methods in the Human Services (4 quarter credits). This course emphasizes the application of research methods and designs to specific social problems encountered in human service disciplines. Topics include human subjects protection, and issues associated with measurement, development, 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 an 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. Prerequisite(s): HS8106. Cannot be fulfilled by transfer.

HS8112 - Advanced Quantitative 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 in 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. Prerequisite(s): HS8111. Cannot be fulfilled by transfer.
**HS8113 - Advanced Study in Research Methods** (4 quarter credits). This course focuses on research methodologies applicable to disciplines relevant to the School of Human Services. Students analyze the relevance and appropriateness of specific research methodologies in preparation for use in the dissertation. Cannot be fulfilled by transfer.

**HS8115 - 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, key management science decision areas, 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.

**HS8116 - 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, personal evaluation, and compensation are examined from the perspective of health care management as carried out from the unit level through the executive level. Topics include recruitment, interview and selection; retention (including compensation and benefits); diversity, performance management, and the development of a culture of high performance. Also examined are the laws and regulations that frame human resource management including employment law and OSHA; fair employment practices; wrongful termination and piracy; National Labor Relations Act (and unions); and strikes and boycotts.

**HS8116 - 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 such as 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 provides 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 HMOs, 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 resources while providing excellent quality care to patients. Effective strategies to manage revenue and cost are examined. Financial planning and analysis are also included.

**HS8118 - Health Policies Analysis and Strategy** (4 quarter credits). This course explores selected existing 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 that 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 dilemma that arises in policy making and analysis are included.

**HS8119 - Issues in Police-Community Relations** (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 HMOs, 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 resources while providing excellent quality care to patients. Effective strategies to manage revenue and cost are examined. Financial planning and analysis are also included.

**HS8300 - Diversity in the Workplace** (4 quarter credits). This course analyzes selected diversity theories that arise in the environment that precipitates repetitive acts of harm and violence. This course is a review of psychosocial theories that analyze and evaluate deviant human behavior and cultural diversity in our communities are examined continually in the workplace. 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 that are faced and the solutions to be planned.

**HS8370 - The Criminal Mind** (4 quarter credits). Lifestyles, practices, and motivations of serial killers, robbers, and those who assault citizens in our communities are examined continually in the media, television, and cinema. Virtually a new subculture has arisen to follow the lives and habits of these perpetrators of harm and violence. This course is an introduction into profiling criminals and predicting criminal behavior. Additionally, the ethical dilemmas that arise in policy making and analysis are included.

This course focuses on the process of scientific method, data collection, and critical thinking in research. This course continues the development of the dissertation. Cannot be fulfilled by transfer.

**HS8371 - Race/Culture in Criminal Justice** (4 quarter credits). This course analyzes selected diversity theories that arise in the environment that precipitates repetitive acts of harm and violence. This course is a review of psychosocial theories that analyze and evaluate deviant human behavior and cultural diversity in our communities are examined continually in the workplace. 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 that are faced and the solutions to be planned.

**HS8372 - Criminal Behavior: A Sociological Analysis** (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 relationships with those who come from diverse backgrounds. Similarly, disproportionate rates and lengths of imprisonment among ethnic minority groups are being evaluated. This course is an introduction into profiling criminals and predicting criminal behavior. Additionally, the ethical dilemmas that arise in policy making and analysis are included.
HS8374 - Current Research on Violent Behavior

of such a trenchant issue as criminal behavior. This understanding to the how and why or “root cause” criminologists define crime and conceptualize (2) how society responds to offenders; and (3) how understanding of (1) why people break the law; important factors in developing a better of the individual’s control. Yet, both issues are considered a crime may also be a product outside since they are acutely aware that what is believe that crime is a more complex enterprise, geographically and sociographically. Race, gender, social class, and age contribute to the patterns of criminal behavior and victimization. Society’s response to crime is only often reflected in public opinion via the news media, stronger policing, prosecution, and finally, punishment. However, in order to reduce the crime rate, crime must not only be addressed as a problem manifested in the behavior of the individual, but also as a problem of society, once it is also social structure and process that impacts this outcome. Sincerely, the root causes of criminal behavior in the U.S. may lie within the way society itself is organized. Therefore, a different strategy must be imposed to understand such a seemingly intractable 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, “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, in which people are acutely aware that what is considered a crime may also be a product outside of the individual’s control. Yet, both issues of crime are important factors in developing a better understanding of (1) why people break the law; (2) how society responds to offenders; and (3) how crime contributes to and nuisances these affects relative to that of the criminal. Therefore, it is important for learners in those fields of study dealing with crime to have a better understanding of how and why or “root cause” of such a problem affects behavior. This course is designed for learners in the fields of criminology, criminal justice, and sociology.

HS8372 - Current Violent Behavior (4 quarter credits)

The course has been designed to help learners develop a thorough understanding of the criminal justice systems and the widespread consequences of the criminal justice system. Emphasis will be placed on social policies, population, and the critical issues facing the United States with crime and its victims. Related evaluation measurement issues discussed in this course could involve case-by-case applications and techniques.

HS8375 - Deviance: The Interactionist Perspective (4 quarter credits)

This course advances a new sociology of deviance by focusing on issues that relate to how people stereotype one another with regard to their interest in crime. Relationships between individuals based on such stereotypes identify an important link between “crime in the streets” and “crime in the suites” and the differences between the two in elucidating punishment and its consequences. Use of this interactionist approach to the course and distinctions between deviance and crime by examine 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 explanation but 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 the 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 principles 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.

HS8402 - Teacher-Student Behavior Management (4 quarter credits)

Discipline is a double-edged sword” was an axiom examined twenty years ago in a course on classroom discipline for teachers of problem students. True then as is today, most educators and parents believe that in order to discipline a child the adult must possess and practice good discipline skills. This course reviews a general overview model of disciplinary philosophies, from the behavioral to the humanistic, as well as in-depth evaluations of the effectiveness of several classroom discipline techniques.

HS8403 - Social Skills for At-Risk Students (4 quarter credits)

This course is designed for educators, parents, and those in the helping professions. 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.

HS8501 - Contemporary issues in Counseling Studies (4 quarter credits)

This course focuses on analysis and evaluation of contemporary issues that are impacting the counseling professions such as ethical issues, compassion fatigue and burnout, the impaired professional, Internet counseling applications, multi-cultural 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 focuses on strategic analysis of the mission and goals of the institution; its governance, services, operational and fiscal components, market, and clients. This course consists of 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 is explored. This course will provide a wide range of challenging issues requiring solutions is examined.

HS8503 - Health Systems Analysis and Evaluation (4 quarter credits)

This course focuses on 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, payors, and patients. The course is designed to evaluate the impact of the myriad of interdependent actors within the health care systems and the subsequent 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 focuses on analysis of the impact of law on the way health care is delivered in the U.S. The major legal principles and
issues relevant to health care administration are examined such as those that affect the operational decisions of health care providers, payors, and managers, and others 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.

**HS8501 - Ethics and Decision Making in Health Care (4 quarter credits).** This course focuses on substantive ethical principles and procedural methodologies by which managers can understand, analyze, and resolve ethical problems. Issues in medical ethics are explored with an emphasis on their impact on administrative policies in health care delivery organizations, including the personal and moral dilemmas they may raise for administrators. Topics include business ethics versus health care ethics, organizational philosophy and mission statements, professional codes of ethics, conflicts of interest, ethical committees, the allocation of scarce resources, informed consent, confidentiality, human experimentation, determination of death, euthanasia, suicide, abortion, the ethics of managed care, and HIV disease.

**HS8506 - Leading Organizational Change in Health Care Systems (4 quarter credits).** This course presents a comprehensive examination of the complex, dynamic, rapidly changing health care system in the United States. The health care system's major components and their characteristics are identified with an emphasis on current policy issues, performance challenges, and program solutions. Social, economic, and political forces that have shaped and continue to influence the health care system are traced. Policy innovations designed to address performance gaps are analyzed for federal, state, and private sector promoters. Potential lessons from international health care systems are explored. Prospects for the future of U.S. health care are also discussed.

**HS8508 - Ethics for Nonprofit Executives (4 quarter credits).** This course is an examination of the ethical principles and methodologies by which nonprofit executives can understand, analyze, and resolve ethical issues. Both conceptual and practical situations and value dilemmas encountered by executives in various types of contemporary nonprofit 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 Nonprofit Organizations (4 quarter credits).** This course provides an overview of the laws and regulations governing the establishment and operations of nonprofit organizations. Specifically, the laws governing incorporation and tax-exempt status of nonprofit organizations, and the implications of laws and statutes are explored. Additionally, the efforts of nonprofit organizations to influence legislative and rule-making processes are examined.

**HS8511 - Resource Management in Nonprofit Organizations (4 quarter credits).** The theoretical and conceptual economic models fundamental to all nonprofit 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 nonprofit organizations on the people and communities that they serve is critically analyzed.

**HS8512 - Organizational Assessment and Program Evaluation in Nonprofit Organizations (4 quarter credits).** This course focuses on critical analysis of the principles and techniques that nonprofit 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-profit gain sophistication in assessment and program evaluation techniques. The course examines how nonprofit managers can use the results of assessment processes to enhance the organization's mission.

**HS8000 - Long Term Care (4 quarter credits).** In this course learners examine how their profession relates to long-term care and the management of personal, social, and medical services needed by people who can no longer care for themselves due to a physical or mental chronic illness or disability. While issues of home care and assisted living facilities are explored, the primary focus of the course is on skilled nursing facilities and the care facing this industry today. Subjects to be explored include the changing long-term care scene, institutional vs. non-institutional care, system financing, public reimbursement, balancing cost and quality, staffing, licensure, certification, inspection and review, and the levels of care through the role of hospice. Learners acquire a basic understanding of both the social and medical models along this continuum of care.

**HS8001 - Health Care and the Law (4 quarter credits).** In this course learners 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 are 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 are reviewed. Learners acquire a basic understanding of how health care law and regulation apply to the world of providers, payors, and patients.

**HS8900 - Nonprofit Program Development and Implementation (4 quarter credits).** This course includes an examination of the theories and issues of planning, developing and implementing programs consistent with the mission and goals of the nonprofit organization. Topics include conducting and interpreting needs assessments, evaluating the organization and its programs, and making operational the organization's philosophy and goals.

**HS9002 - Clinical Practicum (100 hours) (4 quarter credits).** This clinical practicum is required for all learners specializing in mental health counseling and mental, couple, and family counseling/therapy who seek licensure as a part of their academic program. This is an online-directed and intensively supervised, one-quarter field experience during which the learner receives supervised practice in specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to the learner's chosen field of counseling or marriage and family therapy. 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 that includes 100 hours of clinical field experience and no less than 15 hours of face-to-face contact with field supervisors. Prerequisite(s): Learners must complete or be progressing in the following courses: HS5900, HS5901.

**HS9003 - Clinical Internship I (4 quarter credits).** This is the first course in a sequence of three clinical internship courses in the mental health counseling and marital, couple, and family counseling/therapy specializations in the School of Human Services. This one-quarter field experience provides 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 three clinical internship courses. It provides 300 additional hours of clinical field experience. Prerequisite(s): HS9031.

HS9033 - Clinical Internship 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 in 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 specific subject matter identified 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 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 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 Nonprofit 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 nonprofit agencies curriculum. Using the special topics course format, each element of a directed study course focuses on specific subject matter identified by the learner and approved by the course tutor. The course guide template is used to construct the course.

HS9984 - Doctoral Comprehensive Examination I (4 quarter credits). In the first course of the comprehensive examination and dissertation sequence, learners examine the key components in the comprehensive examination. The course includes an overview of the comprehensive examination process and the university's expectations of academic honesty and integrity and introduces the four core themes of the examination and the evaluation criteria. Structured study groups are established and resources on the core themes are provided. Course requirements include completion of the overview and a preliminary conference call with the comprehensive examination committee and development of a schedule for the final oral examination. Grading for this course is S/N. Prerequisite(s): All required and elective course work completed with a GPA of 3.0 or better. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.

In this course, learners develop and organize Chapter 4 (Results) draft (structure based on the research questions and methods before data collection is complete), check in data (as they come in), process and analyze the data, develop and organize Chapter 4 with results. Resources for data analysis designs and interpretation are provided, including the dissertation manual and a template for Chapters 2 (Literature Review), and 3 (Methodology), based on the prospectus. Resources for research design and methodology are provided, including the dissertation manual and a template for Chapters 1, 2, and 3. Procedures for prospectus and IRB application submission and the prospectus conference call are available. Grading for this course is S/N. Prerequisite(s): HS9987. Cannot be fulfilled by transfer.

HS9985 - Doctoral Comprehensive Examination II (4 quarter credits). Learners and their comprehensive examination committee members each develop one comprehensive examination question to address one of the four core themes. Learners write answers to the comprehensive examination questions, which are evaluated by the committee using analytical point-scale scoring rubrics. Upon passing the written examination, learners complete the comprehensive examination final oral defense conference call and are eligible for enrolling in the first dissertation course upon passing their defense. Grading for this course is S/N. Prerequisite(s): HS9984. Cannot be fulfilled by transfer.

In this course, learners examine the key components of planning and conducting dissertation research, including the dissertation process and the roles and responsibilities of the dissertation committee, course instructor and course administrator. In addition, learners form and obtain approval on their dissertation committees, conduct a preliminary literature review, develop the dissertation prospectus, and become familiar with procedures for protecting human participants’ subjects in research. Resources for research methodology and the IRB process are provided. Learners must complete the dissertation prospectus and the short online Collaborative IRB Training Initiative (CITI) modules in order to pass Dissertation Research I. Grading for this course is S/N. Prerequisite(s): HS9985. Cannot be fulfilled by transfer.

HS9986 - Dissertation Research I (4 quarter credits). In this course, learners obtain committee approval on the dissertation prospectus, prepare informed consent and field testing materials, develop and solidify the data collection design (plan and schedule based on the prospectus), prepare and submit the IRB application for approval, conduct field leading to establish validity and reliability of the instrument (when appropriate), complete the dissertation prospectus, develop and complete dissertation Chapters 1 (Introduction), 2 (Literature Review), and 3 (Methodology), based on the prospectus. Resources for research design and methodology are provided, including the dissertation manual and a template for Chapters 1, 2, and 3. Procedures for prospectus and IRB application submission and the prospectus conference call are available. Grading for this course is S/N. Prerequisite(s): HS9986. Cannot be fulfilled by transfer.

HS9987 - Dissertation Research II (4 quarter credits). In this course, learners develop and finalize Chapters 1 (Introduction), 2 (Literature Review), and 3 (Methodology) based on the prospectus. Resources for research design and methodology are provided, including the dissertation manual and a template for Chapters 1, 2, and 3. Procedures for prospectus and IRB application submission and the prospectus conference call are available. Grading for this course is S/N. Prerequisite(s): HS9987. Cannot be fulfilled by transfer.
School of Human Services
Residency Courses
HS-R5900 - Counselor Education Pre-practicum Laboratory I. This first pre-practicum residency focuses on advanced development of counselor education clinical proficiencies: therapeutic relationship skills, therapeutic assessment, therapeutic intervention, ethical and legal standards. It integrates effective theories and practices of individual and family systems counseling methods relevant to mental health counselors and mental, couple, and family counselors/therapists. Prerequisite(s): HS5004 and HS5005, HS314, HS315, HS5107, HS5106, HS821, HS841, (HS871 for MHC), (HS877 for MCFC/T). The pre-practicum residency has a companion academic online course, HS9001.

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 mental, couple, and family counselors/therapists. Prerequisite(s): HS9001 - Counselor Education Pre-practicum Course I. The pre-practicum residency has a companion academic online course, HS9001.

School of Business and Technology

MBA Courses
MBA9010 - Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits). 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 stretch 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 or petition.

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 levels of product, price, promotion, and distribution; and creation and management of brand. In this course learners make 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 working changes in those 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.

MBA9112 - Market Research (3 quarter credits). 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). 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). 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.

MBA9120 - Sales and Customer Relationship Management (3 quarter credits). 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 new tools, 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.

Graduate Course Descriptions, continued
MBA9130 - Operations and Process Management (3 quarter credits). 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 for 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). This course will provide basic theories and techniques related to the acquisition, accounting for, and allocation of an organization’s financial resources. Financial management represents a critical business function within all organizations. In today’s fast-paced global environment, employees need to recognize and understand key financial and risk-management systems to ensure alignment with long-term strategic directions. Along with a comprehensive overview of these processes, learners identify and apply basic financial management theories and techniques to support the effective acquisition and allocation of their organization’s financial resources, and how to apply their knowledge of finance management practices to real-world business concerns and issues within their work environment.

MBA9142 - Advanced Finance (3 quarter credit). 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 in-depth 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). 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 analyze current theories, strategies, and methods for their application to global opportunities. Prerequisite(s): MBA9140.

MBA9148 - Corporate Finance Analysis and Decisions (3 quarter credits). 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 merger/acquisitions, corporate restructuring, real options, and the use of derivatives and other financing tools, on deal structure. Prerequisite(s): MBA9140.

MBA9150 - Strategy (3 quarter credits). This course will cover tools and techniques for competitive analysis, strategic planning, and strategy implementation. Organizations that thrive in today’s competitive environment are led 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). 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). 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 planning. Corporate and organizational 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 ethical and business ethics can help them make socially responsible and strategically sound decisions.

MBA9210 - Building Relationships (3 quarter credits). 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 and enjoy interacting with us. 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 sell gain knowledge in how to recognize and use important interpersonal skills to expand their circle of influence and manage conflict.
MBA920 - Developing and Coaching Others (3 quarter credits). This course allows learners to examine the need for effective coaching skills to address the unique needs of today's organizations. The course is designed to help learners understand the principles of effective coaching and apply these principles to real-world situations. It covers the development of coaching skills, the importance of ongoing feedback, and the role of coaching in personal and organizational development.

MBA921 - MBA Capstone: Judgment, Planning, and Action (3 quarter credits). This course is designed to help learners evaluate and synthesize the knowledge and skills acquired throughout their MBA program. The course focuses on the integration of the knowledge and skills learners have gained in previous courses, as well as the development of skills necessary for strategic planning and action.

MBA922 - Leveraging Workplace Diversity (3 quarter credits). This course allows learners to understand the importance of diversity in the workplace and how to leverage diversity to create a more productive work environment. The course covers the theories of diversity management, the development of strategies to promote diversity, and the implementation of diversity initiatives.

MBA923 - MBA Capstone: Judgment, Planning, and Action (3 quarter credits). This course is designed to help learners evaluate and synthesize the knowledge and skills acquired throughout their MBA program. The course focuses on the integration of the knowledge and skills learners have gained in previous courses, as well as the development of skills necessary for strategic planning and action.

MBA924 - MBA Capstone: Judgment, Planning, and Action (3 quarter credits). This course is designed to help learners evaluate and synthesize the knowledge and skills acquired throughout their MBA program. The course focuses on the integration of the knowledge and skills learners have gained in previous courses, as well as the development of skills necessary for strategic planning and action.

MBA925 - MBA Capstone: Judgment, Planning, and Action (3 quarter credits). This course is designed to help learners evaluate and synthesize the knowledge and skills acquired throughout their MBA program. The course focuses on the integration of the knowledge and skills learners have gained in previous courses, as well as the development of skills necessary for strategic planning and action.

MBA926 - MBA Capstone: Judgment, Planning, and Action (3 quarter credits). This course is designed to help learners evaluate and synthesize the knowledge and skills acquired throughout their MBA program. The course focuses on the integration of the knowledge and skills learners have gained in previous courses, as well as the development of skills necessary for strategic planning and action.

MBA927 - MBA Capstone: Judgment, Planning, and Action (3 quarter credits). This course is designed to help learners evaluate and synthesize the knowledge and skills acquired throughout their MBA program. The course focuses on the integration of the knowledge and skills learners have gained in previous courses, as well as the development of skills necessary for strategic planning and action.

MBA928 - MBA Capstone: Judgment, Planning, and Action (3 quarter credits). This course is designed to help learners evaluate and synthesize the knowledge and skills acquired throughout their MBA program. The course focuses on the integration of the knowledge and skills learners have gained in previous courses, as well as the development of skills necessary for strategic planning and action.

MBA929 - MBA Capstone: Judgment, Planning, and Action (3 quarter credits). This course is designed to help learners evaluate and synthesize the knowledge and skills acquired throughout their MBA program. The course focuses on the integration of the knowledge and skills learners have gained in previous courses, as well as the development of skills necessary for strategic planning and action.

School of Business and Technology
Master’s Organization and Management Courses
OM5004 - People at Work (4 quarter credits). This course covers a broad range of topics related to managing and organizing people at work. Learners explore theories and practices of management, human resources, and organizational behavior.

OM5005 - Master’s Learner Success Lab (non-credit). This lab is designed to prepare new master’s learners for 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 them as master’s learners. It helps learners develop skills in the selection and use of tools, techniques, and library resources. Working with an 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 or petition.

OM5015 - Marketing (4 quarter credits). This course investigates a multitude of factors related to marketing in firms that produce both goods and services. The field of marketing is discussed as it relates to the development of marketing plans and strategies.
Overview of the theory and practice of leading organizational change and their applications are evaluated. The focus is on understanding and implementing alternative methods utilized in common disputes within a variety of industries. Prerequisite(s): OMS210.


This course examines the goals of the organization in its employment of human resources and its use of compensation, benefits, and reward systems in the motivation of goal-oriented behavior. This course focuses on the complex variety of pay structures within an organization and the relationship of these pay structures to organizational performance. Theory and practice relating organizational characteristics to compensation systems, strategy, design, and administration are covered. Prerequisite(s): OMS210.

OMS220 - Recruitment, Selection, and Assessment (4 quarter credits).

This course provides an in-depth examination of the talent acquisition process from workforce planning through recruitment to final selection in both the public and private sector. This course also provides an overview of the theory and practice of assessment of job applicants and how to conduct proper analysis of skills, abilities, interests, and aptitudes. Prerequisite(s): OMS210.

OMS222 - Training, Development, and Succession Planning (4 quarter credits).

This course provides an extensive study of employee training and development within organizations. Emphasis is placed on the identification of training needs, program design, choice of development methods, and evaluation of results. This course also addresses effective succession planning processes. Prerequisite(s): OMS210.

OMS229 - Special Topics in Human Resource Management (4 quarter credits).

This course provides MS learners an opportunity to pursue in-depth study within specific areas of human resource management. Alternative course delivery approaches may be utilized. Course may be repeated for credit. Prerequisite(s): OMS210. Cannot be fulfilled by transfer or petition.

OMS230 - Human Resource Management (4 quarter credits).

This course provides a broad overview of human resource management strategies and processes. Topics include the strategic and operational aspects of human resource management functions, rules, and practices. Emphasis is placed on understanding and applying human resource management practices to support them. Prerequisite(s): OMS512.

OMS2310 - Strategic Information Technology Management (4 quarter credits).

This course focuses on the complex variety of pay structures within an organization and the relationship of these pay structures to organizational performance. Theory and practice relating organizational characteristics to compensation systems, strategy, design, and administration are covered. Prerequisite(s): OMS210.

OMS251 - Accounting and Finance in Organizations (4 quarter credits).

This course is a survey of the financial aspects of organizations and how the activities of organizations are influenced by accounting measurement. The emphasis of the course is on becoming good consumers, rather than producers, of financial information. Current events will be used to reinforce and demonstrate the implications of accounting choices. Prerequisite(s): OMS5112.

OMS512 - Leading and Coaching Others (4 quarter credits).

This course analyzes the leader's role as coach in the organization. The focus is on providing the theory and models for helping leaders build relationship and develop talent in others. Prerequisite(s): OMS5112.

OMS5199 - Special Topics in Leadership (4 quarter credits).

This course provides MS learners an opportunity to pursue in-depth study within specific areas of leadership. Alternative course delivery approaches may be utilized. Course may be repeated for credit. Prerequisite(s): OMS5112. Cannot be fulfilled by transfer or petition.

OMS5210 - Human Resource Management (4 quarter credits).

This course provides a broad overview of human resource management strategies and processes. Topics include the strategic and operational aspects of human resource management functions, rules, and practices. Emphasis is placed on understanding and applying human resource management practices to support them. Prerequisite(s): OMS512.

OMS5212 - Managing Diversity and Inclusion in Organizations (4 quarter credits).

This course explores the issues of corporate culture and inclusion and how these affect the understanding and appreciation of diversity practices within an organization. The course will include an analysis of prejudices and discrimination as they exist in contemporary organizations. Interventions are formulated and implemented to champion diversity in the workplace and in the community. Prerequisite(s): OMS5210.

OMS5214 - Employment Law: Legal Structures, Compliance, and Reporting (4 quarter credits).

This course provides an in-depth examination of the talent acquisition process from workforce planning through recruitment to final selection in both the public and private sector. This course also provides an overview of the theory and practice of assessment of job applicants and how to conduct proper analysis of skills, abilities, interests, and aptitudes. Prerequisite(s): OMS210. Cannot be fulfilled by transfer or petition.

OMS5215 - Corporate Social Responsibility and Managerial Ethics (4 quarter credits).

This course focuses on the complex variety of pay structures within an organization and the relationship of these pay structures to organizational performance. Theory and practice relating organizational characteristics to compensation systems, strategy, design, and administration are covered. Prerequisite(s): OMS210.

OMS5216 - Conflict Management and Employee Dispute Resolution (4 quarter credits).

This course explores current theories and techniques for conflict management and resolution. Learners evaluate interpersonal, group, and systems conflict and negotiation theories appropriate to the workplace. The course critically evaluates alternative dispute resolution processes and procedures that help parties to a business dispute participate in a non-adversarial, collaborative search for mutually beneficial outcomes. The focus is on litigation avoidance and the alternative methods utilized in common disputes in a variety of industries. Prerequisite(s): OMS5210.

OMS5310 - Strategic Information Technology Management (4 quarter credits).

This course focuses on the complex variety of pay structures within an organization and the relationship of these pay structures to organizational performance. Theory and practice relating organizational characteristics to compensation systems, strategy, design, and administration are covered. Prerequisite(s): OMS210.

OMS5312 - Advances in Information Technology (4 quarter credits).

This course examines the learners' personal leadership attributes, characteristics, and behaviors. Personal leadership skills are examined in depth. Leaders' behaviors in the context of their responsiveness to environmental complexity and change are also analyzed. Prerequisite(s): OMS512.

OMS5313 - Organizational and Systemic Change (4 quarter credits).

This course provides an overview of the theory and practice of leading effective organizational change. Organizational strategies for motivating change and effective communication, and establishing commitment are examined in depth. Leaders' behaviors in the context of their responsiveness to environmental complexity and change are also analyzed. Prerequisite(s): OMS512.

OMS5314 - Leading and Building Teams (4 quarter credits).

This course focuses on the theory and practice of building and leading effective teams. The emphasis in this course is on building and maintaining high-performance teams and the processes necessary to support them. Prerequisite(s): OMS512.

OMS5315 - Leading and Coaching Others (4 quarter credits).

This course analyzes the leader's role as coach in the organization. The focus is on providing the theory and models for helping leaders build relationships and develop talent in others. Prerequisite(s): OMS5112.

OMS5316 - Leading and Building Teams (4 quarter credits).

This course focuses on the theory and practice of building and leading effective teams. The emphasis in this course is on building and maintaining high-performance teams and the processes necessary to support them. Prerequisite(s): OMS512.

OMS5317 - Leading and Coaching Others (4 quarter credits).

This course analyzes the leader's role as coach in the organization. The focus is on providing the theory and models for helping leaders build relationships and develop talent in others. Prerequisite(s): OMS5112.


This course examines the goals of the organization in its employment of human resources and its use of compensation, benefits, and reward systems in the motivation of goal-oriented behavior. This course focuses on the complex variety of pay structures within an organization and the relationship of these pay structures to organizational performance. Theory and practice relating organizational characteristics to compensation systems, strategy, design, and administration are covered. Prerequisite(s): OMS210.

OMS5319 - Special Topics in Human Resource Management (4 quarter credits).

This course provides MS learners an opportunity to pursue in-depth study within specific areas of human resource management. Alternative course delivery approaches may be utilized. Course may be repeated for credit. Prerequisite(s): OMS5210. Cannot be fulfilled by transfer or petition.

OMS5320 - Human Resource Management (4 quarter credits).

This course provides an in-depth examination of the talent acquisition process from workforce planning through recruitment to final selection in both the public and private sector. This course also provides an overview of the theory and practice of assessment of job applicants and how to conduct proper analysis of skills, abilities, interests, and aptitudes. Prerequisite(s): OMS210.

OMS5322 - Training, Development, and Succession Planning (4 quarter credits).

This course provides an extensive study of employee training and development within organizations. Emphasis is placed on the identification of training needs, program design, choice of development methods, and evaluation of results. This course also addresses effective succession planning processes. Prerequisite(s): OMS210.

OMS5329 - Special Topics in Human Resource Management (4 quarter credits).

This course provides MS learners an opportunity to pursue in-depth study within specific areas of human resource management. Alternative course delivery approaches may be utilized. Course may be repeated for credit. Prerequisite(s): OMS5210. Cannot be fulfilled by transfer or petition.

OMS5330 - Strategic Information Technology Management (4 quarter credits).

This course focuses on the complex variety of pay structures within an organization and the relationship of these pay structures to organizational performance. Theory and practice relating organizational characteristics to compensation systems, strategy, design, and administration are covered. Prerequisite(s): OMS210.

OMS5332 - Advances in Information Technology (4 quarter credits).

This course examines the learners' personal leadership attributes, characteristics, and behaviors. Personal leadership skills are examined in depth. Leaders' behaviors in the context of their responsiveness to environmental complexity and change are also analyzed. Prerequisite(s): OMS512.

OMS5333 - Organizational and Systemic Change (4 quarter credits).

This course provides an overview of the theory and practice of leading effective organizational change. Organizational strategies for motivating change and effective communication, and establishing commitment are examined in depth. Leaders' behaviors in the context of their responsiveness to environmental complexity and change are also analyzed. Prerequisite(s): OMS512.

OMS5334 - Leading and Building Teams (4 quarter credits).

This course focuses on the theory and practice of building and leading effective teams. The emphasis in this course is on building and maintaining high-performance teams and the processes necessary to support them. Prerequisite(s): OMS512.

OMS5335 - Leading and Coaching Others (4 quarter credits).

This course analyzes the leader's role as coach in the organization. The focus is on providing the theory and models for helping leaders build relationships and develop talent in others. Prerequisite(s): OMS5112.

OMS5336 - Leading and Building Teams (4 quarter credits).

This course focuses on the theory and practice of building and leading effective teams. The emphasis in this course is on building and maintaining high-performance teams and the processes necessary to support them. Prerequisite(s): OMS512.

OMS5337 - Leading and Coaching Others (4 quarter credits).

This course analyzes the leader's role as coach in the organization. The focus is on providing the theory and models for helping leaders build relationships and develop talent in others. Prerequisite(s): OMS5112.
Graduate Course Descriptions, continued

School of Business and Technology
Graduate-level Writing Courses

OM7002 - Advanced Writing Concepts (4 quarter credits). The four distinguishing characteristics that define quality writing are organization, readability, effectiveness, and elegance. This course concentrates on the last two. Effectiveness refers to the tone of the language: passionate, but not emotional. How strongly the writer makes the argument is important. Elegance implies writing with simplicity and grace, eliminating wordiness and meaningless words, with clear and concise expression as the goal. Through discussion and written exercises, learners will develop skills in these two areas.

OM7004 - Graduate Writing for ES/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.

OM7006 - Research and Writing for Graduate Learners (4 quarter credits). This course is designed to prepare graduate learners for the rigors of academic writing. Academic writing requires a series of related critical-thinking and writing skills, including: understanding the nature of academic research; developing strong arguments based on primary and secondary research; evaluating, summarizing, paraphrasing, and citing sources; drafting, revising, and editing multiple drafts of major projects; and producing clear, accurate, and error-free prose. Because this is a writing course, learners should expect to write a lot; the course includes weekly writing assignments, several short writing projects, and a research plan for a longer project. Learners will submit a final portfolio at the end of the course.

OM7007 - Focused Research and Writing for Graduate Learners (4 quarter credits). In the second course of this sequence, learners refine the principles and strategies learned in OM7006 by focusing on writing in their discipline. Learners should expect to spend a significant amount of time completing writing assignments for this course including weekly writing assignments, several short writing projects, one long writing project, and a final portfolio. Learners develop a research topic, conduct and write a short literature review, develop an argumentative essay of significant length (25-35 pages), and document sources appropriately while focusing on the critical thinking and writing skills established in OM7006. Prerequisite(s): OM7006.

OM7008 - Developing Your Writing Voice and Style (4 quarter credits). This course focuses on one of the most challenging components of academic writing: developing a voice and style that reflect excellence in scholarship (research, thinking, and communication) while maintaining individuality and style. In this course learners analyze a variety of writing samples, including writing samples of their own, in order to understand the effects of writers’ rhetorical choices; learn and apply an array of writing strategies that lead to improved awareness and use of voice and style; and review writing submissions used in external coursework to demonstrate learning and understanding. Learners are strongly encouraged to take the OM7006-OM7007 course sequence before enrolling in this course.

School of Business and Technology Doctoral Organization and Management Courses

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 explores the application of the marketing concept in the development of a product or service from conception to launch. Prerequisite(s): OM7020. Note: PhD learners only. To be completed in directed-study format.

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. Note: PhD learners only. To be completed in directed-study format.

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. Note: PhD learners only. To be completed in directed-study format.

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 the development of understanding of financial concepts and major decision areas related to financial management of business. Prerequisite(s): OM7040. Note: PhD learners only. To be completed in directed-study format.

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 organizational 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 how 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.

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 technique for data analysis. 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.

OM7125 - Systems Change and Transformative Practice (4 quarter credits). This course examines systems theory and its relation to individual and organizational change and transformation. Emphasis is placed on learners gaining an integrated perspective of systems theory and developing capabilities enabling strategic planning, architecting, leading, and sustaining transformation initiatives and practices within organizations.

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 applicable to the workplace.

OM8004 - Managing and Organizing People (4 quarter credits). This course examines 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. OM8004 and OM8005 must be taken concurrently by PhD learners in their first quarter. Available online only. Cannot be fulfilled by transfer.

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. Available online only. Cannot be fulfilled by transfer.

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. Available online only. Cannot be fulfilled by transfer.

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. Available online only. Cannot be fulfilled by transfer.

OM8021 - Management Theory Creation (4 quarter credits). This course explores the philosophical and methodological approaches to advancing theory in organization and management. Topics include both the researcher’s ontological and epistemological views and the fundamental constructs of theory building. Prerequisite(s): OM7080 or equivalent. Available online only.

OM8022 - Survey of Applied Research Methods (4 quarter credits). This course presents an overview of the general approaches to research methodology for doctoral-level research. Learners investigate the quantitative, qualitative and mixed methodology approaches to rigorous scholarly inquiry in their field. Emphasis is placed on reliability, validity, dependability and ethical considerations for developing dissertation designs. Learners analyze the relevance and appropriateness of specific research methodologies for use in their dissertation. Prerequisite(s): OM7080 and OM8021. Available online only. Cannot be fulfilled by transfer.

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 sampling, data analysis and coding, and drawing and verifying conclusions from data. Prerequisite(s): OM7080, OM8021 and OM8022. Available online only. Cannot be fulfilled by transfer.

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 multivariate 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. Available online only. Cannot be fulfilled by transfer.

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 studies, 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 and OM8022. Available online only.

OM8101 - Theories of Leadership (4 quarter credits). This doctoral seminar course explores the numerous theories of leadership which inform research and practice. Research articles explore foundational tenants of leadership theory, creating a comparison and contrast of the theories for their impact on organizations, leaders and followers. Available online only. Cannot be fulfilled by transfer.

OM8102 - Leading at the Top: The Upper Echelon (4 quarter credits). This doctoral seminar 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 and its impact on organizations. Available online only. Cannot be fulfilled by transfer.

OM8102 - The HR Executive as Strategic Partner (4 quarter credits). This doctoral seminar course explores the linkage between the strategic architecture of human asset management and organizational strategy. Learners investigate how the careful crafting of resource policies, and practice, create optimum resource utilization for exceptional organizational effectiveness. Available online only. Cannot be fulfilled by transfer.

OM8103 - Perspectives and Practices in Global HRM (4 quarter credits). This doctoral seminar course examines innovative human resource management theories and best practices being used in domestic and international knowledge-oriented organizations. Emphasis is placed on preparing learners to operate as HRM thought leaders within complex and dynamic 21st century business environments. Available online only. Cannot be fulfilled by transfer.

OM8204 - Legal Systems, Labor Relations, and Regulatory Practices (4 quarter credits). This doctoral seminar course examines key components of domestic and international legal systems, labor relations, and regulatory practices as they relate to organizational structure, business activities, and human capital management. Topics include law making, enforcement agencies, labor relations, legal processes, and litigation reduction and management. Available online only. Cannot be fulfilled by transfer.

OM8205 - Knowledge Management, Human Resource Information Systems, and Internet Technologies (4 quarter credits). This doctoral seminar course examines the relationship between knowledge management, human resource information systems, and internet technologies as they relate to maximization of human capital and organizational productivity. Emphasis is placed on providing learners with an integrated understanding, strategic orientation, and innovative perspective of how these systems working collectively, can enable HRM business-oriented solutions for 21st century global organizations. Available online only. Cannot be fulfilled by transfer.

OM8206 - Human Capital Management, Acquisition, Development, and Retention (4 quarter credits). This doctoral seminar course examines human capital acquisition, development, and retention from theoretical, best practices, and business results perspectives. Topics include establishing high-performance cultures, systems dynamics models, innovative compensation and reward strategies, and return-on-investment metrics. Available online only. Cannot be fulfilled by transfer.

OM8301 - Survey of Research Literature in Information Technology Planning and Delivery (4 quarter credits). This doctoral seminar course examines innovative human resource management theories and best practices being used in domestic and international knowledge-oriented organizations. Emphasis is placed on preparing learners to operate as HRM thought leaders within complex and dynamic 21st century business environments. Available online only. Cannot be fulfilled by transfer.

OM8303 - IT Executive as Strategic Partner (4 quarter credits). This doctoral seminar course explores the linkage between the strategic architecture of human asset management and organizational strategy. Learners investigate how the careful crafting of human resource policies, and practice, create optimum resource utilization for exceptional organizational effectiveness. Available online only. Cannot be fulfilled by transfer.

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.
OM9051 - 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, understanding appropriate applications, and in measuring the outcomes of planned change initiatives. Prerequisite(s): OM7000.

OM9010 - 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. Available online only. Cannot be fulfilled by transfer.

OM9020 - 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. Available online only. Cannot be fulfilled by transfer.

OM9030 - Consulting Practice Seminar (4 quarter credits). This seminar covers the practice fundamentals for 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. Available online only. Cannot be fulfilled by transfer.

OM9099 - 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 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. Prerequisite(s): OM9051. Cannot be fulfilled by transfer.

OM9051 - Special Topics in Leadership (4 quarter credits). This course provides an opportunity to engage in an in-depth study within the area of leadership. Theory, research, and application of subject matter are constructed to focus on specific subject matter using the special topics course format. Prerequisite(s): OM9050. Cannot be fulfilled by transfer.

OM9052 - Special Topics in Human Resource Management (4 quarter credits). This course provides an opportunity to engage in an in-depth study within the area of human resource management. Theory, research, and application of subject matter are constructed to focus on specific subject matter using the special topics course format. Prerequisite(s): OM9051. Cannot be fulfilled by transfer.

OM9053 - 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. Prerequisite(s): OM9051. Cannot be fulfilled by transfer.

OM9054 - 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. Prerequisite(s): OM9051. Cannot be fulfilled by transfer.

OM9055 - 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. Prerequisite(s): OM9051. Cannot be fulfilled by transfer.

OM9056 - Dissertation Research I (4 quarter credits). Learners examine the key components of planning and conducting dissertation research, including the dissertation process and the roles and responsibilities of the dissertation committee, course instructor and course administrator. In addition, learners form and obtain approval on their dissertation committees, conduct a preliminary literature review, develop the dissertation prospectus, and become familiar with procedures for protecting human participant/subjects in research. Resources for research methodology and the IRB process are provided. Learners must complete the dissertation prospectus and the short online Collaborative IRB Training Initiative (CITI) modules in order to pass Dissertation Research I. Grading for this course is S/NS. Prerequisite(s): OM9055. Cannot be fulfilled by transfer.

OM9057 - Dissertation Research II (4 quarter credits). In this course, learners obtain committee approval on the dissertation prospectus, prepare informed consent and field testing materials, develop and submit the data collection design plan and schedule (based on the prospectus), prepare and submit the IRB application for approval, conduct field testing to establish validity and reliability of the instrument (when appropriate), complete the dissertation prospectus conference call, develop and complete dissertation Chapters 1 (Introduction), 2 (Literature Review), and 3 (Methodology), based on the prospectus. Resources for research designs and methodology are provided, including the dissertation manual and a template for Chapters 1, 2, and 3. Procedures for prospectus and IRB application submission and the prospectus conference call are available. Grading for this course is S/NS. Prerequisite(s): OM9056. Cannot be fulfilled by transfer.

OM9058 - Dissertation Research III (4 quarter credits). In this course, learners engage in data collection according to the plan and schedule, develop and organize Chapter 4 (Results) draft (structure based on the research questions and methods before data collection is complete), check in data (as they come in), process and analyze the data, and finalize Chapter 4 with results. Resources for data analysis designs and interpretation are provided, including the dissertation manual and a template for Chapter 4. Grading for this course is S/NS. Prerequisite(s): OM9057. Cannot be fulfilled by transfer.

OM9988 - Dissertation Research IV (4 quarter credits). In this course, learners develop and finalize Chapter 5 (Conclusions and Recommendations), polish the final draft of all chapters (1-5), obtain approval on the dissertation manuscript, complete the final dissertation conference call, make all necessary final content changes, obtain format and style clearance, publish
the dissertation online with UMI, and obtain clearance from Academic Records on degree audit (to verify that all required and elective program courses have been taken). Resources for writing conclusions and recommendations are provided, including the dissertation manual, a template for Chapter 5, and procedures for dissertation submission and the final conference call. Grading for this course is S/N. Prerequisite(s): OM9988. Cannot be fulfilled by transfer.

Harold Abel School of Psychology

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. This course cannot be used as an elective.

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 academic writing and the expectations of readers in 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. This course cannot be used as an elective.

PSY7005 - Research and Writing for Graduate Learners (4 quarter credits). This course requires a series of related critical thinking and writing skills, including: understanding the nature of academic research; developing strong arguments based on primary and secondary research; evaluating, summarizing, paraphrasing, and citing sources; organizing ideas, drafting, revising, and editing multiple drafts of major projects; and producing clear, accurate, and error-free prose. Because this is a writing course, learners should expect to write a lot: the course includes weekly writing assignments, one long writing project, and one long writing project. Learners will submit a final portfolio at the end of the course. This course cannot be used as an elective.

PSY7007 - Focused Research and Writing for Graduate Learners (4 quarter credits). In the second course of this sequence, learners refine the principles and strategies learned in PSY7006 by focusing on writing in their discipline. Learners should expect to spend a significant amount of time completing writing assignments for this course including weekly writing assignments, several short writing projects, one long writing project, and a final portfolio. Learners develop a research topic, conduct, and write a short literature review, develop an argumentative essay of significant length (25-35 pages), and document sources appropriately while focusing on the critical thinking and writing skills established in PSY7006. Prerequisite(s): PSY7006.

PSY7008 - Developing Your Writing Voice and Style (4 quarter credits). This course focuses on one of the most challenging components of academic writing: developing a voice and style that reflect excellence in scholarship (research, thinking, and communication) while maintaining individuality and style. In this course learners analyze a variety of writing samples, including writing samples of their own, in order to understand the effects of writers’ rhetorical choices; learn and apply an array of writing strategies that lead to improved awareness and use of voice and style, and revise writing submissions used in external coursework to demonstrate learning and understanding. Prerequisite(s): Learners are strongly encouraged to take the PSY7006-PSY7007 course sequence before enrolling in this 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 and career options associated. Working with the academic advisor, learners will develop a critical thinking plan. PSY7021 and PSY7011 must be taken concurrently by master’s learners in their first quarter. Cannot be fulfilled by transfer.

PSY7012 - Doctoral 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. 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. PSY7021 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 new writing assignment and carries no credit.

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 research and theory related to physical, cognitive, neurological, and psychosocial 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 psychosocial 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 the age group to school-related functioning. Learners examine all major stages of life from prenatal to adolescence, focusing on development as the progressive reorganization of psychological functioning. These developmental factors are examined within the context of a child's home, school, culture, and community. Learners will integrate the cognitive, emotional, and social process within these developmental stages.

PSY7230 - Adolescent Psychology (5 quarter credits). This course is an overview of major theories and current research in the area of adolescent development and behavior. Learners examine biological and psychosocial factors. Topics include 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 are also considered.

PSY7300 - 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 independence of old age. Application of current theory and research to the workplace, family and social relationships, and psychological changes to the self will be considered.

PSY7310 - Biological Basis of Behavior (5 quarter credits). Introduction to the biological basis of behavior including an overview of genetic factors, functional neuromodulation, and physiology in relation to behavior; such 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, and disorders). Emphasis will be given to 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 phenomena, 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 neuroanatomical 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 social 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, bipolar disorder, anxiety, obsessive compulsive behavior, schizophrenia, and childhood disorders. Prerequisite(s): PSY7310.

PSY7340 - Human Sexuality (5 quarter credits). An investigation of sexuality within the larger context of human experience and individual development. Emphasis is placed on physical and psychosexual development; frequency and significance of various types of sexual behavior; health related issues; and the application of scientific information to sexual issues and problems. Issues to be addressed are sexual deviation, social 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 expectations. These dynamics will be applied to contemporary issues and psychological problems in human behavior.

PSY7510 - Psychology of Personality (5 quarter credits). An examination of the assumptions, constructs, and processes of personality as these are expressed in the major theoretical settings.

PSY7520 - Social Psychology (5 quarter credits). Overview of 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 are applied to various clinical, educational, and organizational settings.

PSY7530 - Group Psychology (5 quarter credits). Consider factors that influence processes 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 professional ethics and issues of cultural diversity important to professional practice. Current standards of practice for professional psychology will be reviewed emphasizing guidelines by professional organizations and state regulations. Learners will evaluate recent research and theory surrounding the issues of cultural diversity and psychological concepts. Learners will assess situations in which ethical dilemmas or diversity issues are important and strategies for addressing them.

PSY7560 - Tests and Measurements (5 quarter credits). Introduction to the general area of mental measurement. Theory and content of measuring devices used to develop and validate educational and psychological instruments.
validation of treatment methods, and the strengths and limitations of various methods of inquiry.

PSY7650 - Research Methods (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 research, and experience in working collaboratively with others to design strategies that help students who exhibit challenging behaviors to be more successful in school. Learners will apply various strategies including the implementation of environmental supports and skills training, as well as behavioral interventions. Prerequisite(s): PSY7630 or school approval.

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 conditions will be studied. This course may involve the use of software in the analysis of data sets provided by the instructor. Prerequisite(s): PSY7620. Cannot be fulfilled by transfer.

PSY7670 - Advanced (Inferential) Statistics (5 quarter credits). Multivariate analysis including step-wise and multilinear regression are examined in this course. Learners are expected to demonstrate proficiency in the use of software packages appropriate to dissertation-level research. Prerequisite(s): PSY7620. Cannot be fulfilled by transfer.

PSY7630 - Qualitative Analysis (5 quarter credits). This course covers qualitative methods appropriate to describing phenomena (empirical, observational, and ethological 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 research, and experience in working collaboratively with others to design strategies that help students who exhibit challenging behaviors to be more successful in school. Learners will apply various strategies including the implementation of environmental supports and skills training, as well as behavioral interventions. Prerequisite(s): PSY7630 or school approval.

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 conditions will be studied. This course may involve the use of software in the analysis of data sets provided by the instructor. Prerequisite(s): PSY7620. Cannot be fulfilled by transfer.

PSY7670 - Advanced (Inferential) Statistics (5 quarter credits). Multivariate analysis including step-wise and multilinear regression are examined in this course. Learners are expected to demonstrate proficiency in the use of software packages appropriate to dissertation-level research. Prerequisite(s): PSY7620. Cannot be fulfilled by transfer.

PSY7630 - Qualitative Analysis (5 quarter credits). This course covers qualitative methods appropriate to describing phenomena (empirical, observational, and ethological 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.
PSY8150 - Exceptional Children 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.

Prerequisite(s): For learners in the specialist certificate in school psychology, completion of MS in school psychology from Capella University.

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 80 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 PSY8190. Cannot be fulfilled by transfer.

PSY8210 - Principles of Psychopathology (5 quarter credits). An examination of the etiology, 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.

Prerequisite(s): PSY7610. Cannot be fulfilled by transfer.

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 learner’s practice emphasis. In particular, learners will familiarize themselves with applications of theoretical concepts in a clinical setting. Additional topics include the controversy of “empirically validated” treatments, the interplay of social and biological factors in etiology and treatment, and review of Axis I and II disorders.

Prerequisite(s): PSY8210. Learners taking this course must be enrolled in the clinical or counseling PsyD specialization or the specialist certificate in school psychology.

PSY8230 - Psychological Testing (5 quarter credits). This course covers the administration of psychological tests and behavioral measures associated with the assessment of cognitive and emotional functioning, specific 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): PSY8210. 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 is 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, scoring, and interpretation 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 psychosocial measures with cognitive and achievement measures to achieve a comprehensive assessment 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 psychosocial functioning.

Prerequisite(s): PSY8210, 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 is 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 - Psychological Assessments for School Psychologists I (5 quarter credits). Learners demonstrate mastery of the diagnostic issues related to the assessment of cognitive and emotional functioning and their associated with this course. Test kits will be required, and a limited supply is 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.

PSY8260 - 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): For learners in the specialist certificate in school psychology, completion of MS in psychology from Capella University. This course is restricted to learners in the school psychology specialization.

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.

GS1010 - General Studies (5 quarter credits). This course is restricted to learners in the clinical, counseling, or school psychology specializations only. Cannot be fulfilled by transfer.

PSY7610 - Specialized Field Experience in School Psychology (5 quarter credits). The 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.

Prerequisite(s): For learners in the specialist certificate in school psychology, completion of MS in school psychology from Capella University.
This course must be enrolled in the clinical or counseling PsyD specialization or the specialist certificate in school psychology. The primary focus of PSY8340 is to prepare learners for the advanced practical training covered in PSY 8330 and 8360, emphasizing basic theoretical, ethical, and empirical bases of forensic psychology. PSY8340 also helps learners develop beginning skill in forensic assessment methodologies. Topics include psychology’s role in the judicial system; differences between clinical and forensic psychological practice; and parameters of ethical practice in forensic psychology. Basic functions of forensic practitioners include criminal, civil, juvenile, and family law contexts and basic principles of testimony are also addressed.

Prerequisite(s): PSY8210, 8230, 8240, 8330.

PSY8350 - Techniques of Forensic Practice (5 quarter credits). The primary focus of PSY8350 is on the methodology and mechanics of performing different types of forensic activities. The course is designed to prepare learners in the methodology of forensic evaluations through a series of introductory exercises that culminate in a major forensic evaluation assignment. The course focuses further on practical applications and skill-building in different areas of forensic practice. Forensic evaluation methodologies addressed include competency to stand trial, insanity defense, child custody, fitness to parent, mitigating defenses, and recidivism. Evaluation of malingered and ethical practice guidelines are emphasized throughout.

Prerequisite(s): PSY8340.

PSY8371 - Strategies of Clinical Supervision and Consultation (5 quarter credits). This course provides an overview of the theory, basic functions, and methods of clinical supervision. Some of the topics to be covered are the supervisory contract and relationship, the various
In the second practicum course, learners spend training. It incorporates all academic and clinical integrated field experience of school psychology practicum continues the internship. Program course work culminates in the practicum ideas and information. Essentially, all previous that arise in the field as an opportunity to share much a support system for addressing concerns academic assignments and more on field-based experiences, emphasizing practical issues that ultimately independent practice. The practicum provides the first significant opportunity to apply previously learning to the acquisition of new skills, to develop broader perspectives on life of a school setting while under the guidance of an experienced school psychologist supervisor. This is the time to put newly acquired skills into practice, to apply previously learning to the acquisition of new skills, to develop broader perspectives on professional issues — and generally to prepare for the higher expectations of internship and ultimately independent practice. The practicum courses combine academic preparation and field experience, offering an opportunity to address the competencies of professional practice by transfer.

PSY8377 - School Psychology Practicum I (3 quarter credits). The school psychology practicum is the first integrated field experience of school psychology training. It incorporates all academic and clinical skills learned to date and provides the first significant opportunity to apply the skills of the school psychology practitioner in a real work setting. The full practicum experience, along with its two courses, School Psychology Practicum I and II, is conducted over two quarters for a total of 350 hours combining direct and indirect activities at the field site and in the virtual classroom. This intense experience gives the learner the opportunity to both observe and practice, to be part of the daily life of a school setting while under the guidance of an experienced school psychologist supervisor, and to synthesize these site experiences with academic knowledge from previous coursework. The school psychology program culminates in the practicum and its two courses, which are direct preparation for the internship. Prerequisite(s): All master's courses in school psychology completed as stipulated by the current manual and PSY8150, PSY8232, PSY8332, PSY8337, PSY8377.

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. Prerequisite(s): PSY8385 - School Psychology Internship I (5 quarter credits). This course runs parallel to and complements the internship, 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 supportive 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 school psychology MS and specialist certificate course and all residency courses. Final internship gives the learner the opportunity to both observe and practice, to be part of the daily life of a school setting while under the guidance of an experienced school psychologist supervisor. This is the time to put newly acquired skills into practice, to apply previously learning to the acquisition of new skills, to develop broader perspectives on professional issues — and generally to prepare for the higher expectations of internship and ultimately independent practice. The practicum provides the first significant opportunity to apply previously learning to the acquisition of new skills, to develop broader perspectives on professional issues — and generally to prepare for the higher expectations of internship and ultimately independent practice.

Enrollment restricted to those whose practicum application has been approved by the Field Training Office. Application deadline is at least one quarter prior to intended start date. Refer to the current manual for further details. Cannot be fulfilled by transfer.

PSY8386 - School Psychology Internship II (2 quarter credits). The second quarter of the school psychology practicum continues the integrated field experience of school psychology training. It incorporates all academic and clinical skills learned to date and builds on the skills and knowledge acquired in the first practicum course. In the second practicum course, learners spend less time observing their supervisor and more time practicing skills under close supervision. The full practicum experience, along with its two courses, School Psychology Practicum I and II, is conducted over two quarters for a total of 350 hours combining direct and indirect activities at the field site and in the virtual classroom. This intense experience gives the learner the opportunity to both observe and practice, to be part of the daily life of a school setting while under the guidance of an experienced school psychologist supervisor, and to synthesize these site experiences with academic knowledge from previous coursework. The school psychology program culminates in the practicum and its two courses, which are direct preparation for the internship. Prerequisite(s): All master's courses in school psychology completed as stipulated by the current manual and PSY8150, PSY8232, PSY8332, PSY8337, PSY8377.
PSY8395 - Master’s Practicum II (5 quarter credits). Continued supervised training in professional psychological issues with particular emphasis on DSM-IV Axis II conditions, V codes, and other psychological concerns. The online seminar with the instructor and enrolled learners provides the opportunity for in-depth examination appropriate to the master’s level 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): 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 psychological concerns. The online seminar with the instructor and enrolled learners provides the opportunity for in-depth examination appropriate to the doctoral level 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): PSY8393. Cannot be fulfilled by transfer.

PSY8400 - Internship (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 and approval of the internship application by the director of training. Refer to the current manual for further details. Cannot be fulfilled by transfer.

PSY8401 - Internship II (5 quarter credits). This course is a continuation of the previous quarter of internship. Prerequisite(s): PSY8400. Cannot be fulfilled by transfer.
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. Psychosomatic immunology 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. Collaborative and consultative 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 managed care, and the impact of managed care in the delivery of psychological services. Emphasis will be given to interdisciplinary practice and collaborative relationships.

**PSY8660 - Coping with Chronic Physical Illness (5 quarter credits).** This course examines the psychological impact of a variety of medical conditions and their bio-psycho-social etiologies and treatments. Emphasis is placed on the role of the interdisciplinary team in treatment planning and implementation. Pain syndromes such as headaches, back pain, gastrointestinal disorders, and auto-immune diseases are covered. Other chronic diseases will also be examined.

**PSY8670 - Cognitive/Affective Basis of Physical Illness (5 quarter credits).** This course emphasizes the assessment and treatment of psychosomatic conditions from a cognitive/affective perspective. Assessment and treatment interventions from this perspective are applied to patients with acute and chronic conditions housed both in medical care facilities and treated as out-patients. The use of self-instruction strategies, relaxation techniques, imagery, meditation, hypnosis, and other stress management strategies are reviewed.

**PSY8711 - Principles of Industrial/Organizational Psychology (5 quarter credits).** This course, in addition to covering topics related to 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 related to 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, leadership 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 to 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 psychosocial screening, treatments, as well as issues of confidentiality, will be addressed.

**PSY8740 - Psychology Practices in Personal and HRM (5 quarter credits).** Introduces problems and research relevant to personal issues in organizations. Topics include individual differences; selection of personnel; test theory; performance appraisals; and personnel management strategies. An 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 practices, 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.

**PSY8765 - Testing and Assessment in Workplace 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 industrial/organizational (I/O) psychologist, and career counselor, and combines I/O psychology and vocational counseling. Vocational counseling is a facilitative process for individuals who are making career choices, career transitions, and seeking occupational attainment.

**PSY8775 - Consultation in Workplace Psychology (5 quarter credits).** A review of theories and research methods specifically geared to workplace psychology and consultation assessment methods including employee and organizational assessment, psychometric testing, pre-employment testing, vocational and career assessment, workplace performance assessment, and quantitative and qualitative principles specifically designed for research in the workplace. This course is geared to the I/O psychologist, professional consultant, human resources manager, and other professionals involved in workplace testing, assessment, methods, and interventions. Prerequisite(s): PSY7810.

**PSY9770 - Performance Enhancement and Motivation (5 quarter credits).** Concepts and methods in the study of motivation of employees; determinants of employee attitudes and job performance.
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.

PSY9150 - Master's Final Project (5 quarter credits). This capstone project provides learners in the professional tracks 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.

PSY9984 - Doctoral Comprehensive Examination I (5 quarter credits). In the first course of the comprehensive examination process and the university’s expectations of academic honesty and integrity and introduces the four core themes of the examination and the evaluation criteria. Structured study groups are established and resources on the core themes are provided. Course requirements include completion of the overview and a preliminary conference call with the comprehensive examination committee and development of a schedule for the final oral examination. Grading for this course is S/NS. Prerequisite(s): All required and elective course work completed with a GPA of 3.0 or better. Learners must complete practicum courses prior to starting comprehensive examination courses. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.
Learners must complete the dissertation prospectus and the short online Collaborative IRB Training Initiative (CITI) modules in order to pass Dissertation Research I. Grading for this course is S/NS. Prerequisite(s): PSY9987. Cannot be fulfilled by transfer.

PSY9987 - Dissertation Research I (5 quarter credits). In this course, learners engage in data collection according to the plan and schedule, develop and organize data collection protocols, check data for quality and validity, and analyze the data. Resources for research designs and methodology are provided, including the dissertation manual and a template for Chapters 1, 2, and 3. Procedures for prospectus and IRB application submission and the prospectus conference call are available. Grading for this course is S/NS. Prerequisite(s): PSY9986. Cannot be fulfilled by transfer.

PSY9988 - Dissertation Research II (5 quarter credits). In this course, learners develop and finalize Chapters 4 (Introduction), 2 (Literature Review), and 3 (Methods). Resources for writing designs and methodology are provided, including the dissertation manual and an outline for Chapters 4, 5, and 6. Resources for research designs and methodology are provided, including the dissertation manual and a template for Chapters 4, 5, and 6. Procedures for prospectus and IRB application submission and the prospectus conference call are available. Grading for this course is S/NS. Prerequisite(s): PSY9987. Cannot be fulfilled by transfer.

Harold Abal School of Psychology

Academic Residencies

Descriptions for the clinical PsyD year-in-residence, counseling PsyD year-in-residence, and master’s school psychology year-in-residence can be found in the放手. Description for the master’s clinical and counseling colloquia and PhD colloquia can be found below.

PSY-R6161 - Psychology PhD Colloquium Track I

Through the resident 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 I offers basic or introductory workshops in the following six content areas: affective intervening skills and skills in psychological assessment (administration and scoring of Wechsler series).

PSY-R6162 - Psychology MS Colloquium Track II

Through the resident 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 II offers intermediate workshops in the following content areas: psychological assessment skills (including tests of achievement and adaptive functioning), and group counseling skills.

PSY-R6163 - Psychology MS Colloquium Track III

Through the resident 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 III offers advanced workshops in the following content areas: psychological assessment skills (including test selection and interpretation) and ethical applications and solutions.

Descriptions for the clinical PsyD year-in-residence, counseling PsyD year-in-residence, and master’s school psychology year-in-residence can be found in the放手. Description for the master’s clinical and counseling colloquia and PhD colloquia can be found below.

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School of Business and Technology
MS Information Technology Courses

**TS5004 - Technical Communications (4 quarter credits).** This course provides the necessary skills for communicating technical information to various stakeholders in organizations 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 résumé, writing a technical report, creating professional development plans and writing a proposal. Techniques presented are intended to help learners develop an appreciation for format and content. This course also prepares learners for project documentation requirements throughout their program, as well as throughout their professional careers. TS5004 and TS5003 must be taken concurrently by master's learners in their first quarter. 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 develop a degree completion plan. This is an advisor-led course taken in the first quarter in conjunction with TS5004. Cannot be fulfilled by transfer or petition.

**TS5110 - Enterprise System and Application Development (4 quarter credits).** This course covers dynamic HTML, JavaScript, Java Applets, cascading style sheets, and design templates. The course also includes an introduction to CGI programming, internal APIs, integration issues, and extensible markup language (XML). Learners apply their knowledge as they use a professional interactive development environment (IDE) to develop a Web application during this course. The course provides an overview of the components of the Web and identifies how its components are utilized by various parts of an enterprise (i.e., marketing, operations, etc.). Learners are introduced to the Web by creating a Web site with an industry standard Web development tool. Learners explore a functional, business-supporting Web site and identify the roles of key Web components (Web page, server-side script, database, etc.). Characteristics of a well-designed Web page are explored. Learners also understand the role of the standards supporting the Web (HTTP, HTML, XML, CGI). Learners are able to select the most appropriate option for hosting a Web application based on business requirements. This course is intended for learners not pursuing the System Design and Programming specialization.

**TS5120 - Project Management for Technology Professionals (4 quarter credits).** This course focuses on defining management techniques for planning, estimating, and facilitating successful enterprise Internet, intranet, and extranet application projects. Learners define a project, develop work breakdown structures, prepare project schedules, and determine how to coordinate the various resources. Special attention is devoted to the special skills needed to lead and manage cross-functional and multinational teams in a virtual team environment. This course includes methods for managing new application development projects as well as the selection, installation, and integration of third-party software applications. Techniques are introduced to help keep projects on track and enhance team motivation. In addition, planning, time management, and risk management activities are introduced that assist learners 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 management. As a result of this course, learners compare theory with actual practice and ultimately assess, evaluate, and apply software development principals or processes to a professional environment. Prior to enrolling in this course, learners should possess a working knowledge of the software development process.

**TS5140 - System Usability Analysis and Design (4 quarter credits).** This course provides an overview of the theoretical aspects of human-computer interaction and their concentration on giving learners 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 are 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 takes learners through an effective, step-by-step methodology for testing enterprise Internet applications. The course focuses on mission critical aspects of e-commerce Web-based applications, but the methodology can be applied to any Internet application. Learners are 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 gain an appreciation for the importance of systematic testing to facilitate continuous improvement in usability, performance, security, availability, and interoperability. This course gives learners the tools and knowledge to ensure their enterprise Internet application satisfies the expectations of customers. Prior to enrolling in this course, learners should have completed TS5130 or possess a working knowledge of software development processes or software engineering principals.

**TS5151 - Quality Assurance (4 quarter credits).** This course presents the practical application of quality assurance principles in technology. This course presents tools, techniques, quality improvement, and statistical processes for determining quality assurance. Real-world examples, cases, and models are examined to evaluate how to apply quality assurance in technology professions. Learners develop industry standard quality assurance processes like the Software Engineering Institute (SEI) Capability Maturity Model (CMMI) or the American Society for Quality (ASQ) Six Sigma. As a result of this course, learners are able to compare quality principles with actual practices and are ultimately able to apply these principles in technology professions and in their organizations.

**TS5160 - Business Foundations (4 quarter credits).** This course provides IT learners with a foundation of business concepts. Learners analyze organizational structures, operational processes, and financial measures, as well as key business communication concepts and techniques. Successful completion of this course helps learners better understand how IT manages and contributes to the business as a whole through the analysis and application of fundamental business processes, theories, and techniques.

**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. Reasoning...
current events and conducting Internet searches are utilized to facilitate discussions in an ever-changing environment. Learners choose the area of discussion that best suits their needs for professional growth. Learners critically analyze a legal issue and prepare a case study on 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 are introduced to mechanisms that 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 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 who need to develop a working knowledge and vocabulary for assessing their organization's risk to hackers and cyber terrorists. This course surveys 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 become familiar with the basic steps that are used by these attackers. This course provides learners with an understanding of the mechanisms behind an organization's 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 who need to develop strategies and countermeasures for network cyber threats and enterprise network. This course covers current network security solutions to protect an organization from exposure internally (attacks from within) and externally (Internet). Specific strategies to guard against the most common intruders are discussed, including firewalls, gateways, and proxy servers. Authentication and encryption techniques are also discussed. Case studies are used to better understand the impact of good security solutions. Lab exercises are used to give learners experience with network security solutions. Prior to enrolling in this course, learners should have taken TS5190 or possess a working knowledge of networking concepts.

TS5281 - Java Programmer Pratcticum (2 quarter credits). This course provides practice preparing for Sun Microsystems Certified Java Programmer examination. Since the examination for this certification touches on a very broad spectrum of Java knowledge and experience, this course organizes the required knowledge and focuses on topics likely to be included in the exam. The course also allows learners to receive and provide support as they prepare for the certification exam. Prerequisite(s): TS5502 and TS5513 or equivalent formal training in Java and a minimum of two years of Java programming experience upon school approval.

TS5282 - Java Developer Pratcticum (2 quarter credits). This course provides practice preparing for Sun Microsystems Certified Java Developer examination. Since the examination for this certification touches on a very broad spectrum of Java knowledge and experience, this course organizes the required knowledge and focuses on topics likely to be included in the exam. The course allows learners to receive and provide support as they prepare for the certification exam. Learners also complete a Java application that demonstrates mastery of GUI development, Swing, network interfaces (RMI), and database usage (JDBC) while interfacing with existing code to prepare for the programming portion of developer certification. Note: Learners must have earned Sun Java Programmer certification in order to take the Sun Java Developer certification examination. Prerequisite(s): TS5502 and TS5513 or equivalent formal training in Java and a minimum of two years of Java programming experience upon school approval.

TS5291 - Systems Analysis and Design (2 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 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 R4-tiered client server database systems. Topics include database structures, data dictionaries, data analysis, normalization, and common database applications. Learners develop an application in a popular database system. Advanced discussion topics include database scripting (SQL), API interfaces, database connectivity technologies (ODBC/JDBC), concurrency control, database security, and data warehousing multi-dimensional databases and data mining methods that extract useful information from the data warehousing. A problem-based approach using SQL is used in this course.

TS5502 - Programming Strategies (4 quarter credits). This course provides a foundation for the learner interested in learning Java. The course will also explore the aspects of Java that make it one of the most popular and dynamic programming environments available to the IT professional. The course is 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). Prerequisite(s): TS5505 or equivalent programming experience in C, C++, Visual Basic, or formal programming language upon school approval.

TS5503 - Advanced Enterprise System Development (4 quarter credits). This course extends the topics covered in TS5110 by examining several mechanisms for interfacing with back-end databases, including Rapid Application Development (RAD) techniques, to support dynamically created Web content from server-side databases. 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 Bean (EJB) capabilities and contexts for use are also introduced. Distributed object technology are also explained and compared. The course also describes how extensible markup language (XHTML) 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, TS5301, TS5502 or equivalent experience upon school approval.

TS5504 - Wireless Web Design and Development (4 quarter credits). This course covers an overview of the working 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, pages, personal digital assistants, and other wireless terminals. Learners use simulation software to design and debug wireless Web applications using wireless markup language (WML) and handheld device markup language (HDMI) for Internet-enabled phones. This course provides an introduction to related technologies and includes an overview of mobile telephony architecture.
forms of viruses, examines firewalls and gateways, who needs to design applications that enable data strategies to protect their organization from network security and information systems. This

TS5508 - Enterprise System Security (4 quarter credits). This course is geared for the information technology professional balled with establishing security strategies to protect their organization from exposure to the Internet, or the IT professional who needs to design applications that enable data security, privacy, and confidentiality. The course presents strategies to guard against hackers and forms of viruses, examines 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.

TS5513 - Advanced Programming Strategies (4 quarter credits). This course extends the topics discussed in TS5512 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 Java 2 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 client interface. Prerequisite(s): TS5502 or equivalent experience upon school approval.

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 multimedia tools like Flash, Fireworks, and Photoshop. This course extends the learner's capability of using these techniques and tools through the development of a business-quality Web site. Learners are able to use the theory behind vector graphic and image manipulation to more effectively utilize these techniques. Vector graphic techniques are utilized to pre-process images for use in Flash-supported Web pages. Learners import several types of multimedia artwork into Flash to create interesting animated Web pages. Learners create interactive movies that let the user control aspects of the movie through the development of a business-quality Web site. Learners are able to use the theory behind vector graphic and image manipulation to more effectively utilize these techniques. Vector graphic techniques are utilized to pre-process images for use in Flash-supported Web pages. Learners import several types of multimedia artwork into Flash to create interesting animated Web pages. Learners create interactive movies that let the user control aspects of the movie

TS5507 - Network Technology (4 quarter credits). This course presents an overview of network technology. Learners consider video systems, local area networks, wireless applications, Internet and the World Wide Web, Internet applications, and voice and data communications. Learners are also introduced to Frame Relay, DEL, ATM, SONET, and the Internet. Upon completion, learners have a solid understanding of the impact of networking technology on the performance of Web-based applications, including security, privacy, and reliability. Learners completing this course develop competencies associated with the Certified / Registered Network Associate (CCNA) certification.

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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 have a solid understanding of network administration at the LAN level. In addition, learners are 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 and focusing on planning and configuring large scalable networks based on multi-protocol Internet works. Upon completion, learners 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 are able to take one of the industry certification exams. Prior to enrolling in this course, learners should possess a working knowledge of networking concepts.

TS5520 - Operating System Theory and Design (4 quarter credits). This course introduces students to the fundamental concepts of operating systems. The concepts of resource management, scheduling, and concurrency management and device management are covered. The mechanisms used to support network interfaces including interfaces to the Internet and the LAN are also introduced. This course is a continuation of TS5504 and is an accelerated study of operating system concepts. It is aimed at providing an understanding of the core concepts of operating system design and analysis. The remainder of the course is devoted to server side support of wireless applications. Aspects of garbage collection that are relevant to WAP will be explored, particularly the unique support for session management. Learners use XSLT to transform XML documents into WML to create WAP supplemented Web pages. Learners work through a number of computer labs to reinforce the above concepts. Prerequisite(s): TS5503 and TS5504 or equivalent experience upon school approval.

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 explore how Web Markup Language (XML) and WMLScript are utilized to create an interactive Wireless Telephony Application (WTA). The use of Web Transport Layer Security (WTLS) and its importance in developing secure wireless application will be explored. The remainder of the course is devoted to server side support of wireless applications. Aspects of garbage collection that are relevant to WAP will be explored, particularly the unique support for session management. Learners use XSLT to transform XML documents into WML to create WAP supplemented Web pages. Learners work through a number of computer labs to reinforce the above concepts. Prerequisite(s): TS5503 and TS5504 or equivalent experience upon school approval.

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 have a solid understanding of network administration at the LAN level. In addition, learners are able to take one of the industry certification exams.

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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 and focusing on planning and configuring large scalable networks based on multi-protocol Internet works. Upon completion, learners 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 are able to take one of the industry certification exams. Prior to enrolling in this course, learners should possess a working knowledge of networking concepts.

TS5520 - Operating System Theory and Design (4 quarter credits). This course introduces students to the fundamental concepts of operating systems. The concepts of resource management, scheduling, and concurrency management and device management are covered. The mechanisms used to support network interfaces including interfaces to the Internet and the LAN are also introduced. This course is a continuation of TS5504 and is an accelerated study of operating system concepts. It is aimed at providing an understanding of the core concepts of operating system design and analysis. The remainder of the course is devoted to server side support of wireless applications. Aspects of garbage collection that are relevant to WAP will be explored, particularly the unique support for session management. Learners use XSLT to transform XML documents into WML to create WAP supplemented Web pages. Learners work through a number of computer labs to reinforce the above concepts. Prerequisite(s): TS5503 and TS5504 or equivalent experience upon school approval.
addition, learners are able to take one of the technology courses, TS5521 and TS5523. In by those in the other two advanced network explore technologies such as DSL, cable modem, authentication. The course also allows learners to connectivity using PPP, ISDN, Frame Relay, and techniques that are being used to plan, design, focusing on the advanced technologies and allows learners to build on the skills from TS5507, TS5523 - Advanced Network Technology - focusing on advanced multiplayer switching learners to build on the skills from TS5507, TS5523 - Advanced Network Technology - procurement management is considered from the contract administration, and contract closeout. This course presents the major processes including: planning, solicitation, source selection, stakeholders, designing effective organizational structures, dealing with conflict on projects, stakeholders, designing effective organizational structures, dealing with conflict on projects, stakeholders, designing effective organizational structures, dealing with conflict on projects, stakeholders, designing effective organizational structures, dealing with conflict on projects, and reporting relationships, staffing, motivation, leadership, team development, and conflict resolution. Learners 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 are explored along with how it relates to the project life cycle. Techniques are covered regarding interfacing with project stakeholders, designing effective organizational structures, dealing with conflict on projects, communication, and managing stress. Practical self-assessment exercises are used to determine learners’ communication, conflict resolution, and leadership styles in addition to power orientation, personality type, and motivation to manage. TS5527 - Procurement Management (4 quarter credits). This course presents the major processes used in project procurement management, including: planning, solicitation, source selection, contract administration, and contract closeout. Each area of the procurement process is sequenced sequentially and salient points discussed. Procurement management is considered from the perspective of the buyer and seller relationship, including the processes required to obtain goods and services based upon project scope. Other project management areas that relate to procurement management are discussed. Learners are challenged to look for ways to bring excellence to their projects. The role of the project manager as an integrator is discussed along with the trimmings among competing objectives and alternatives. The need for a project management strategy and an understanding of stakeholder identification and analysis are discussed. The importance of a comprehensive approach to change control is reviewed and highlighted. Learners gain an understanding of overall project management including successful project implementation, systems thinking, problem solving, and the skills, roles, and expectations of project managers. TS5529 - Component Development - Java Framework (4 quarter credits). This course introduces the key concepts supporting Web enterprise component development through an examination of the key features of Java 2 Enterprise Edition (J2EE), a framework for developing reusable and portable enterprise components. Learners study the architecture of J2EE to understand key components for creating applications. Learners create a service-based application supported by an industry standard application server utilizing a J2EE-based user interface. Learners understand how XML is used to configure an enterprise component application and explore the many types of EJBs and when and where to use them. The concepts of security relative to enterprise components also are discussed. Learners completing this course develop competencies associated with the Sun certified Web component developer for J2EE platform certification and the enterprise architect for J2EE technology certification. Prerequisite(s): TS5503 and TS5513 or equivalent experience upon school approval. TSS530 - Component Development - Microsoft Framework (4 quarter credits). This course examines the architecture of .NET and explores 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 is discussed including enhanced support for the object-oriented programming model. Also, the impact of .NET on current J2EE technologies is explored. .NET Web Services are presented clarifying its role in supporting Web application development. Learners gain experience with ASP.NET to create a .NET enabled Web
benefits. Enterprise including risk, cost, and strategic strategies. Various project characteristics are discussed and reviewed for their impact on the enterprise. Learners gain skills in analyzing project management from an organizational standpoint and the individuals’ responsibilities in the decision-making process.

Further, this course analyzes how cryptography addresses the principles, means, and methods of disguising information to ensure its integrity, confidentiality, and authenticity. Prior to enrolling in this course, learners should possess a working knowledge of basic algorithm construction.

This course studies project management from an organizational standpoint allowing a holistic view of IT projects across the enterprise. Learners gain skills in analyzing project proposals to best align projects with key business strategies. Various project characteristics are discussed and reviewed for their impact on the business and technology infrastructure of the enterprise including risk, cost, and strategic benefits.

This course provides an introduction to the C# language and implementing C#-based applications using the .NET Framework. The course is oriented toward the learner with some programming experience in strongly-typed languages such as C, C++, or Java. Starting with the basics of the C# language such as data types, operators, and control structures, the course migrates to an introduction to the .NET Framework. The course provides an overview of operating systems supporting them must be fulfilled by transfer or petition.

This course provides a comprehensive overview of the xTensible Markup Language (XML) and the fundamental technologies that underlie Web services. Understanding the mechanism behind XML and Web services is crucial to understanding its potential and effectively implementing these technologies. Learners create XML documents, schemas, and stylesheets for transforming XML. In addition, learners discover how to create SOAP messages and integrate services through various Web Service technologies such as WS-DL.

This course provides an introduction to XML and Web Services (4-quarter credits). This course provides learners with little prior IT knowledge to understand fundamental concepts of IT and to be prepared for future courses in their program. It is crucial to understand how business and data communications are supported through network devices and software. This course presents the basic concepts of computer networks and an overview of various methods of creating and supporting internal and external computer networks. In both areas learners are able to compare various options in Web application development and networks and select the most appropriate solution. Learners may choose or be advised to enroll in this course. Does not apply toward degree or certificate total credits.

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Colloquia and Residencies

COL-R5921 - MS Colloquium Track I. The first master’s residential colloquium is the initial track of the residency sequence and should be completed during the first two quarters of enrollment.

COL-R5922 - MS Colloquium Track II. The second colloquium will be taken approximately during the second year of enrollment (master’s learners completing in fewer than three years may take their colloquia more closely together; the second colloquium near the midpoint of their programs).

COL-R5923 - MS Colloquium Track III. The third colloquium will be taken approximately during the third year of enrollment (master’s learners completing in fewer than three years may take their colloquia more closely together).

COL-R8921 - PhD Colloquium Track I. Track I is taken before completing 56 earned and transferred credits. Learners are strongly encouraged to complete this colloquium within their first quarter of enrollment.

COL-R8922 - PhD Colloquium Track II. Track II is taken as learners are completing 57-72 credits, while they are immersed in their required course work.

COL-R8923 - PhD Colloquium Track III. Track III is taken while learners are completing 73-96 credits (for HASOP learners, 73-95 credits). Since the final 24 (or 30) credits earned in the doctoral program are tied to the completion of the comprehensive examination and dissertation, Track III prepares learners for their comprehensive examination questions, for completing their dissertations, and for life after graduation.
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- **Adams, Anjitha**, BS, Manchester College, MS, Northern State University; PsyD, Forest Institute of Professional Psychology
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<table>
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<th>Name</th>
<th>University 1</th>
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<tr>
<td>Hanson, JoAnn</td>
<td>BA, University of Wisconsin – Madison</td>
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<td>PhD, Auburn University</td>
<td>Auburn University</td>
</tr>
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<td>Garcia, John</td>
<td>BIE, University of Dayton</td>
<td>MBA, University of Dayton</td>
<td>MEd, Harris University</td>
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<tr>
<td>Helvich, Alana</td>
<td>BS, Arizona State University</td>
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<td>Troy State University</td>
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<tr>
<td>Hinson, Dan</td>
<td>BS, Elizabethtown College</td>
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<td>Southern California</td>
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<td>Kentucky - Lexington</td>
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<tr>
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<td>BA, Moravian College</td>
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<td>PhD, Arizona State University - Tempe</td>
<td>Arizona State University</td>
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<tr>
<td>Hsu, Te-Chi</td>
<td>BS, National Taiwan University - Taipei</td>
<td>EdD, University of Pennsylvania</td>
<td>PhD, Arizona State University - Tempe</td>
<td>Arizona State University</td>
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<tr>
<td>Hsu, Te-Chi</td>
<td>BS, National Taiwan University - Taipei</td>
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<tr>
<td>Hsu, Te-Chi</td>
<td>BS, National Taiwan University - Taipei</td>
<td>EdD, University of Pennsylvania</td>
<td>PhD, Arizona State University - Tempe</td>
<td>Arizona State University</td>
</tr>
</tbody>
</table>
J
Jacob, Howard R., BA, Fairleigh Dickinson University; MA, Montclair State University; PhD, Walden University
Jacob, Robert, BA, William Paterson College; MA, University of Southern California; MA, United States International University; PsyD, United States International University
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Faculty, continued
Faculty, continued

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Szostek, Lynn, BA, Missouri Valley College; MA, Antioch University; PhD, The Union Institute
Symkowio, Ken, BA, Temple University; MA, University of Hawaii; PhD, University of Hawaii
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<th>Name</th>
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<td>LaVerne University</td>
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<td>Louisiana Tech</td>
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<tr>
<td>Tungaturti, Lakshmi,</td>
<td>BA, Osmania University; MBA, University of Florida</td>
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<tr>
<td>University</td>
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<tr>
<td>University of Minnesota - Twin Cities</td>
<td>MA, University of Colorado - Boulder; MBA, Regis University</td>
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<tr>
<td>Tierney, Jerry,</td>
<td>BS, Missouri College; MBA, Missouri College; University of Minnesota - Twin Cities</td>
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<td>Tucker, Lewis,</td>
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<tr>
<td>Long Beach; PhD, Ohio State University</td>
<td>PhD, Fordham University</td>
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<tr>
<td>Tischler, James,</td>
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<td>Tischler, Barry,</td>
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<tr>
<td>Tischler, Barry,</td>
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<tr>
<td>Tischler, Barry,</td>
<td>BS, St. Cloud State University; MS, Mercy College</td>
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<tr>
<td>Tischler, Barry,</td>
<td>BS, Elon University; MS, Fordham University; University of World Economy</td>
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<tr>
<td>Tamilian, Joseph,</td>
<td>BS, NorthEastern Illinois University; MBA, Fielding Graduate Institute; PhD, Fielding Graduate Institute; MS, Fielding Graduate Institute; MBA, Fielding Graduate Institute</td>
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<tr>
<td>Tinsley, Paul,</td>
<td>BS, Florida State University; MS, Florida Atlantic University; MBA, Fordham University; University of World Economy</td>
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<tr>
<td>Trent, James,</td>
<td>BS, Midland Tennessee State University; MA, University of Missouri; PhD, University of Minnesota</td>
</tr>
<tr>
<td>Tischler, Barry,</td>
<td>BS, University of California - Los Angeles; MA, California State University - Long Beach; PhD, Ohio State University</td>
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<tr>
<td>Tucker, Lewis,</td>
<td>BS, Pennsylvania State University; MBA, Columbus University; PhD, Pennsylvania State University</td>
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<tr>
<td>Tungaturti, Lakshmi,</td>
<td>BA, Osmans University; MBA, Louisiana Tech</td>
</tr>
<tr>
<td>Turner, Teryn,</td>
<td>BS, Ohio State University; MA, Ohio State University; PhD, University of North Carolina - Chapel Hill</td>
</tr>
<tr>
<td>Tsvetkov, Stephen,</td>
<td>BS, Ohio State University; BFA, Ohio University; MA, New Mexico State University; MBA, Leavenworth University; PhD, Walden University</td>
</tr>
<tr>
<td>Taylor, Thomas,</td>
<td>BS, Florida State University; MTh, Harding Graduate School of Theology; PhD, Episcopal Institute</td>
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<tr>
<td>Taylor, Stephen,</td>
<td>BS, University of Minnesota; MS, Florida State University; PhD, Florida State University</td>
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<tr>
<td>Teel, J. Howard,</td>
<td>BS, Samford University; MDiv, Southwestern Baptist Seminary; MRE-SSt, Career School of Social Work; PhD, University of Louisville</td>
</tr>
<tr>
<td>Terlizzi, Charlene,</td>
<td>BA, Muncolien College; MA, Adler School of Professional Psychology; PsyD, Adler School of Professional Psychology</td>
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<tr>
<td>Terry, Linda,</td>
<td>BS, Goldard College; MA, Goldard College; MA, Fielding Graduate Institute; PhD, Fielding Graduate Institute</td>
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<td>Thakur, Pratik,</td>
<td>BA, University of California - Los Angeles; MA, California State University - Los Angeles; EdD, University of Southern California</td>
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<td>Tisdale, Wenchang,</td>
<td>BS, University of California - Los Angeles; MA, California State University - Los Angeles; EdD, University of Southern California</td>
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<td>Vagopoulos, Dabosh,</td>
<td>BA, University of California - Los Angeles; MA, California State University - Los Angeles; EdD, University of Southern California</td>
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<tr>
<td>Voigt, Lisa,</td>
<td>BS, University of Wisconsin - Milwaukee; MBA, Cardinal Stritch University</td>
</tr>
<tr>
<td>Volk, Ted,</td>
<td>BS, Lehigh University; MS, Lehigh University</td>
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<tr>
<td>Vono, Ber,</td>
<td>BA, United States International University; MA, United States International University; PhD, United States International University</td>
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<tr>
<td>Vucetic, Jelena,</td>
<td>BS, University of Belgrade; MS, University of Belgrade; MBA, University of Phoenix; PhD, University of Belgrade</td>
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<tr>
<td>Walker, Louise,</td>
<td>BS, Eastern Connecticut State University; MA, Central Michigan University; MA, Holy Apostles College and Seminary</td>
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<tr>
<td>Wall, April,</td>
<td>BS, Queens University - Kingston, Ontario; MSW, University of Toronto; PhD, The Universtity of Toronto</td>
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<tr>
<td>Wall, David,</td>
<td>BS, Oklahoma State University; BS, Oklahoma State University; MS, University of Tulsa; PhD, University of Tulsa</td>
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<tr>
<td>Wallace, James,</td>
<td>BS, United States Military Academy - West Point; MBA, Harvard University</td>
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<tr>
<td>Ward, Jason,</td>
<td>BS, Florida State University; MS, Florida State University; PhD, Florida State University</td>
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<tr>
<td>Warren, Stephen,</td>
<td>BS, Duke University; MS, Florida Atlantic University; PhD, Florida Atlantic University</td>
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<tr>
<td>Waters, Rhonda,</td>
<td>ME, Cambridge College; PhD, University of Phoenix</td>
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<tr>
<td>Watson, Robert,</td>
<td>BS, Brigham Young University; MBA, Indiana University</td>
</tr>
<tr>
<td>Waugh, Wendy,</td>
<td>BS, Wayne State College; BA, Wayne State College; MS, Ed; University of Nebraska - Kearney; MBA, Chadron State College; PhD, Capella University</td>
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<tr>
<td>Wayne, Richard,</td>
<td>BBA, Florida State University; MBA, University of Phoenix; PhD, Walden University</td>
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<td>Wiedersich, Larry,</td>
<td>BA, Ottawa University; MBA, University of Phoenix; PhD, Walden University</td>
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<tr>
<td>Wellington, Eric,</td>
<td>BS, Youngstown State University; MA, West Chester University; PhD, Capella University</td>
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<td>Welsh, James,</td>
<td>BS, Fordham University; ME, Beaver College; PhD, Walden University</td>
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<tr>
<td>Wenzl, Janice,</td>
<td>BA, Elmira College; MS, Florida State University - Tallahassee; PhD, Florida State University - Tallahassee</td>
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<tr>
<td>Wentz, Jan,</td>
<td>BS, Otterbein College; MA, Northern Illinois University</td>
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<tr>
<td>Whidborne, Jane,</td>
<td>BS, Florida Southern College; MS, Troy State University-Florida Region; PhD, Barry University</td>
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<tr>
<td>Whipple, Thomas,</td>
<td>BS, Eastern Michigan University; ME, Bowling Green State University; PhD, Bowling Green State University</td>
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<tr>
<td>Whitfield, John,</td>
<td>BA, St. Mary's University - San Antonio; MA, Ball State University; PhD, Bowling Green State University</td>
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<tr>
<td>Whitman, Mary,</td>
<td>BA, University of Minnesota - Duluth; MS, University of Minnesota - Duluth; DBA, University of Sarasota</td>
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<tr>
<td>Wills, Bento,</td>
<td>BS, Edison State College; ME, Edison State College; PhD, University of PIttsburgh</td>
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<tr>
<td>Wilkes, Nancy,</td>
<td>BS, St. Cloud State University; MS, Mercy College</td>
</tr>
<tr>
<td>Wilkinson, Lee,</td>
<td>BA, Syracuse University; MS, State University of New York - Edg; PhD, State University of New York - Edg; PhD, State University of New York - Edg; University of Sarasota</td>
</tr>
<tr>
<td>Williams, Julia M,</td>
<td>BS, University of Minnesota - Twin Cities; MA, University of St. Thomas</td>
</tr>
<tr>
<td>Williams, Michael,</td>
<td>BS, New England Conservatory of Music; MM, New England Conservatory of Music; MS, Fordham University; PhD, Fordham University</td>
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<tr>
<td>Williams, Texas,</td>
<td>BA, California Institute of the Arts; MBA, University of Phoenix</td>
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<tr>
<td>Williamson, Gordon,</td>
<td>BA, University of Portland; MS, Portland State University; PhD, University of Maryland</td>
</tr>
<tr>
<td>Wilson, Jena,</td>
<td>BS, Manchester College; MS, Ohio State University; PhD, University of Tennessee</td>
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<tr>
<td>Wilson, Michael,</td>
<td>BS, University of Florida; MA, University of Florida; PhD, University of Florida</td>
</tr>
<tr>
<td>Wing, Linda,</td>
<td>BS, Minnesota State University - Moorhead; MBA, University of St. Thomas; MA, Fielding Graduate Institute; PhD, Fielding Graduate Institute</td>
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<tr>
<td>Wingfield, Barry,</td>
<td>BA, Harding University; ME, Texas A&amp;M University; MA, University of Louisiana at Monroe</td>
</tr>
<tr>
<td>Winter, Lenn,</td>
<td>BS, Kansas State University; MS, Kansas State University; MDS, The University of South Florida; EdD, University of Northern Colorado</td>
</tr>
</tbody>
</table>
Faculty, continued

Wold, James, BA, St. Mary’s University; MS, University of St. Thomas; PhD, Vanderbilt University
Wold, William P., BA, St. Mary’s College; MA, College of St. Thomas; MA, St. Mary’s University
Weidner, Patricia, BA, Catholic University of America; MA, Catholic University of America; PhD, Catholic University of America
Woods, Manuel, BA, University of Minnesota; MEd, University of Hartford; PhD, University of Minnesota
Woolf, Christine, BA, Oglethorpe University; MA, University of South Florida; EdD, University of South Florida; PhD, University of South Florida
Worzell, Jennifer, MA, Bridgewater State College
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Wordell, Jennifer, Florida; PhD, University of South Florida; University of South Florida; EdS, University of South Florida; PsyD, Florida Institute of Technology
Zwingelberg, Mark, BS, University of Minnesota – Northern Illinois University – DeKalb College; MSW, University of Illinois – Chicago; PhD, Zuba, Marge Tye, Los Angeles; PhD, Walden University
Santa Barbara; MSW, University of California – Zimmermann, Sandra, Arizona – Tucson
Z
Y
Yeager, Karen, BA, University of Cincinnati; MA, Pepperdine University; PhD, Walden University
Yellen, Richard, BS, San Jose State; MBA, University of California – Los Angeles; PhD, University of Arizona – Tucson
Z
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Advisors
Adams, Jill, BS, University of Wisconsin – Twin Cities; MS, University of Wisconsin – Stout
Anderson, Julie, BS, Park University; MS, Capella University
Avery-Clapp, Jason, BA, Hamline University; MA, University of Minnesota – Twin Cities
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Dawe, Jonathan, BA, College of William and Mary; MS, Capella University
Garcon, Douglas, BSE, Cardinal Stritch University; MBA, Cardinal Stritch University
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Helm, Erin, BSEd, Northwestern University; MS, University of Wisconsin – Madison
Horii, Sarah, BA, Carthage College; MA, College of St. Scholastica
Hubler, Dawn, BA, Metropolitan State University; MA, Alfred Adler Graduate School
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Kovacic, Vera, BA, University of Minnesota – Duluth; MA, University of Minnesota – Twin Cities
Kubitz, Kelly, BA, College of St. Benedict; MA, University of Minnesota – Twin Cities
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McCaslin, Meredith, BS, Winona State University; MS, Winona State University
McNamara, Julie, BS, University of Wisconsin – River Falls; MS, Capella University
Meijs, Leslie, BAS, University of Minnesota – Duluth; MA, University of Minnesota – Twin Cities
Meyer, Sarah, BA, University of Minnesota – Twin Cities; MA, University of Minnesota – Twin Cities
Mittel, Joseph, BA, University of Notre Dame; JD, University of Minnesota – Twin Cities
Monto, Kyle, BA, Winona State University; MA, St. Mary’s University
Murphy, John, BS, University of Wisconsin – River Falls; MEd, University of Wisconsin – River Falls
Murphy, Katherine, BSEd, University of North Dakota; MA, University of North Dakota
O’Connell, Kathryn, BS, University of Wisconsin – Madison; MA, University of St. Thomas
Olson, Nancy, BA, Metropolitan State University; MA, St. Mary’s University of Minnesota
Pappas, Barbara, BS, University of Wisconsin – Stout; MS, University of Wisconsin – Stout
Pfeifer, Kathleen, BA, University of Illinois – Urbana-Champaign; MA, University of St. Thomas
Rehfeld, Rebecca, BA, Augustsburg College; MS, Capella University; PhD, Capella University
Rokicki, Lynn, BS, University of Illinois at Urbana-Champaign; MEdEd, University of Illinois at Urbana-Champaign; PhD, University of Minnesota – Twin Cities
Ryan, Melissa, BA, St. Cloud State University; MA, Roosevelt University Chicago
Schar, Jeff, BA, University of Minnesota – Twin Cities; MS, Syracuse University
Schrader, Carrie-Beth, BA, University of Minnesota – Duluth; MS, Minnesota State University – Mankato
Silver, Scott, BA, Augustsburg College; MMC, University of St. Thomas
Sniejski, Kim, BA, University of Minnesota – Twin Cities; MA, University of St. Thomas
Smith, Shannon, BA, University of Virginia; MA, University of Wisconsin – Madison; PhD, University of Wisconsin – Madison
Smith, Sidney, BA, Texas Woman’s University; MS, Mississippi College – Hattiesburg
Soderlund, Adam, BS, University of Wisconsin – Superior; MA, Minnesota State University – Mankato
Sorkel, Heather, BS, University of Wisconsin – River Falls; MA, St. Mary’s University of Minnesota
Watts, Corley, BA, Gustavus Adolphus College; MA, University of Minnesota – Twin Cities
Weidner, Sara, BS, Minnesota State University – Mankato; MA, Texas Woman’s University

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MBA Coaches

Alexander-Stearns, Cheryl, BA, University of Minnesota; Certification for Coaching, Center for Character Based Leadership

Augspurger, Richard, BS, The Ohio State University; PhD, Northwestern University; coaching certificates, DePaul University, Unilig, Inc.

Cochrane, Patrice, BS, Fairleigh Dickinson University; MBA, Fairleigh Dickinson University; Certified Coach Program – Coach Training Alliance

Cooking, Jane, BA, Goddard College; Master Certified Coach, International Coach Federation

Jeddeloh, Steven, BS, Marquette State University; MED, University of Minnesota – St. Paul; MEI, University of Minnesota – St. Paul; MA, The Fielding Institute; PhD, The Fielding Institute

Kuentz, Mary, BS, Southern Illinois University – Edwardsville; Certified Professional Co-Active Coach, The Coaches Training Institute

Lasley, Martha, BS, Mansfield University; MBA, Syracuse University; Leadership and Co-Active Coaching, The Coaches Training Institute; Executive Coaching, Corporate Coach University

Lennox, Susan, BA, Douglas College, MA, Fielding Graduate Institute, JD, Harvard Law School; Certified Focusing Trainer, The Focusing Institute

Mayer, Barbara, BA, Vanderbilt University; University of Minnesota; Professional Certificate in Individual and Organizational Coaching, Hudson Institute

Miner, Louise, BA, Bryn Mawr College, MA, Antioch New England Graduate School, Advanced Coaching Training, Malibu, Inc.; The Coaches Training Institute

Nelson-Garrison, Marcy, BA, University of Iowa, MA, St. Mary’s University of Minnesota; Certified Professional Co-Active Coach, The Coaches Training Institute

Orem, Sara, BA, University of Minnesota, MA, United Theological Seminary of the Twin Cities, MA, Fielding Graduate Institute, PhD, Fielding Graduate Institute; Certification Intern, CoachPhD.com

Rudnay, Mai, BBA, University of Wisconsin-Eau Claire, MA, Saint Mary’s University of Minnesota; Certified Professional Co-Active Coach, The Coach Training Institute

Young, Martha, BA, University of Michigan; MBA, University of Michigan; JD, University of Michigan; Coaching Certificate, Golden Coaching
State Regulatory Information

Capella University is licensed, registered, authorized, or certified in the following states:

Alabama Department of Postsecondary Education
P.O. Box 202701
Montgomery, AL 36113-2101
(334) 242-2926

Arizona Department of Education
1530 West Jefferson
Phoenix, AZ 85007
(602) 542-4291

The leadership in educational administration and school psychology specialties are conditionally approved by the Arizona Department of Education through December 2005. Capella is currently pursuing full approval.

Arizona State Board for Private Postsecondary Education
1400 W. Washington, Room 260
Phoenix, AZ 85007
(602) 542-5709
http://apptm.state.az.us

Arkansas Higher Education Coordinating Board
114 E. Capitol
Little Rock, AR 72201-3918
(501) 371-2065

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain minimum standards have been met under the rules and regulations implementing institutional certification as defined in Arkansas Code §6-61-301. The Doctor of Philosophy in Organization and Management does not meet requirements for teacher or administrator licensure in Arkansas.

Colorado Commission on Higher Education
1380 Lawrence Street, Suite 1200
Denver, CO 80203-0024
(303) 866-2723

Florida Commission for Independent Education
2650 Apalachee Parkway
Tallahassee, FL 32301
(850) 245-3235

License #2809

Georgia Nonpublic Postsecondary Education Commission
2189 Northlake Parkway
Building 10, Suite 100
Tucker, GA 30084-4113
(770) 414-3235

Illinois Board of Higher Education
431 East Adams St., Second Floor
Springfield, IL 62701-1418
(217) 752-0548

Kentucky Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601-8204
(502) 573-1555

Michigan Higher Education Services Office
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
(651) 624-0533

Capella University is registered with the Michigan 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.

Ohio Board of Regents
30 E. Broad Street, 36th Floor
Columbus, OH 43215-3414
(614) 466-4000

The following degree programs are authorized by the Ohio Board of Regents: Bachelor of Science in Business, Bachelor or Science in Information Technology, Master of Business Administration, Master of Science in Information Technology, and Master of Science in Organization and Management.

Ohio State Board of Career Colleges and Schools
35 East Gay Street, Suite 403
Columbus, OH 43215-3158
(614) 466-2752

Capella University is registered with the Ohio State Board of Career Colleges and Schools, and the undergraduate and graduate certificate programs have program authorization under the provisions of Chapter 3332 of the Ohio Revised Code and the standards, rules and regulations of the Ohio State Board of Career Colleges and Schools. Registration No. 0433-709T.

State Council of Higher Education for Virginia
James Monroe Bldg., 9th Floor
101 N. 14th Street
Richmond, VA 23219
(804) 225-2609

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

Capella University is authorized by the Washington Higher Education Coordination 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) 753-7800.

West Virginia Higher Education Policy Commission
1018 Kanawha Blvd., E., Suite 700
Charleston, WV 25301
(304) 558-2101

Wisconsin Educational Approval Board
30 W. Milwaukee St., 6th Floor
Madison, WI 53707-8995
(608) 266-1554

Rights to Change Requirements

Neither the Capella University catalog, nor any of the information and requirements contained herein, 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.
Changes to page 15 are effective July 5, 2005.

Academic Calendar

<table>
<thead>
<tr>
<th>ACADEMIC DEADLINES</th>
<th>SUMMER QUARTER 2005</th>
<th>FALL QUARTER 2005</th>
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<tr>
<td></td>
<td>July</td>
<td>August</td>
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<tr>
<td>Course Registration Starts (1 AM Central Time)</td>
<td>4/7/05</td>
<td>4/7/05</td>
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<tr>
<td>Quarter and Monthly Start Courses Begin (8 AM Central Time)</td>
<td>7/5/05</td>
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<tr>
<td>Quarter and Monthly Start Course Registration Ends (11:59 PM Central Time)</td>
<td>7/7/05</td>
<td>8/3/05</td>
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<tr>
<td>Last Day to Drop Course Without “W”</td>
<td>7/16/05</td>
<td>8/12/05</td>
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<tr>
<td>Midquarter Courses Begin</td>
<td>8/15/05</td>
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<tr>
<td>Midquarter Course Registration Ends</td>
<td>8/17/05</td>
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<tr>
<td>Last Date to Drop Midquarter Course Without “W”</td>
<td>8/26/05</td>
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<tr>
<td>Last Date to Drop a Course</td>
<td>9/23/05</td>
<td>10/21/05</td>
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FINANCIAL DEADLINES — See specific refund policy for Florida, Georgia, and Wisconsin residents in the Tuitions and Fees section.

PLEASE NOTE CHANGES TO REFUND PERCENTAGES, HIGHLIGHTED IN THE FOLLOWING TABLE.

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<th>SUMMER QUARTER 2005</th>
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<tr>
<td></td>
<td>July</td>
<td>August</td>
</tr>
<tr>
<td>Last Day to Drop Quarter and Monthly Start Course with 100% Refund (by 11:59 PM Central Time)</td>
<td>7/9/05</td>
<td>8/5/05</td>
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<tr>
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<td>8/12/05</td>
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<tr>
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<td>8/26/05</td>
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NOTE: All courses starting on dates other than the quarter start, monthly start, or midquarter 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 with a 100% refund for all courses is on the 5th calendar day of the course.