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Welcome to Capella University

Welcome to Capella University. The University Catalog is a comprehensive resource, with detailed descriptions of our schools, program, and courses. It also contains policies, procedures, and information that will be helpful throughout your educational journey.

What the catalog cannot adequately express is the power of learning experience you will find at Capella. As a member of the university community since 2001, I have been privileged to witness the educational transformation of thousands of adult learners. Many were the first in their families to participate in higher education; others surmounted personal and professional obstacles on their way to a diploma. I’m proud that Capella helped them achieve their purpose.

You will experience for yourself the power of Capella: building strong relationships with faculty, fellow learners, and advisors. Learners often tell me that Capella’s academic program is more rigorous than they could have imagined, and more rewarding than they ever dreamed.

Thanks for joining us.

Best wishes,

Michael Offerman, EdD
Interim University President
About Capella University

University Mission Statement
The mission of Capella University is to extend access to high quality bachelor’s, master’s, specialist, 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 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 such as their homes. The Graduate School of America (TGSA), eventually to become Capella University, was soon established.

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 The Graduate School of America (TGSA). 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, TGSA was accredited by The Higher Learning Commission (HLC) and became a member of the North Central Association (NCA). The university’s accreditation was reaffirmed by the HLC in 2008.

The Graduate School of America (TGSA) initially offered master’s and doctoral degree programs in Education, Human Services, and Organization and Management. Two years after receiving accreditation, TGSA became Capella University and went on to establish the schools of Business, Education, Human Services, Technology, and the Harold Abel School of Psychology, the latter named after the university’s first president. In 2001, Dr. Michael Offerman, formerly a leader within the University of Wisconsin system, became president of Capella University. Today, Capella University offers certificates and bachelor’s, master’s, specialist, and doctoral degrees across its five schools.

The undergraduate learning experience was enhanced by a reorganization of schools in 2004 to form the School of Undergraduate Studies and the School of Business and Technology in addition to the existing schools of Education, Human Services, and the Harold Abel School of Psychology. In 2009, to better meet the professional needs of its learners in public service fields, Capella formed a new school—the School of Public Service Leadership. Capella’s most recent school addition, the Harold Abel School of Social and Behavioral Sciences, was established in 2010. The former school of Human Services and the former Harold Abel School of Psychology moved into the new school as the Department of Counseling and the Department of Psychology, respectively. The new school is also home to the Department of Social Work.

In addition to its institutional accreditation with The Higher Learning Commission (HLC), Capella University has attained specialized program accreditations for several of its programs and specializations. In 2003, Capella University’s Mental Health Counseling specialization (now a degree program) received program accreditation from the American Counseling Association’s Council for Accreditation of Counseling and Related Educational Programs (CACREP), and in 2005, Capella’s Marital, Couple, and Family Counseling/Therapy specialization (now a degree program) also received CACREP accreditation. Most recently, in 2008, the Bachelor and Master of Science in Information Technology specializations in Project Management were accredited by the Project Management Institute (PMI®) Global Accreditation Center for Project Management (PMI-GAC), and in 2009, the Master of Science in School Counseling received CACREP accreditation.
About Capella University, continued

As part of its commitment to outcomes-based education, Capella University has taken a leadership role in the national higher education consumer information initiative, Transparency by Design (TbD). In 2007, Capella joined 13 other TbD member institutions in a commitment to report publicly, on a single Web site, their expected learning outcomes by degree program level, the methods used to measure their achievement and the results of those measures, as well as other information to assist higher education consumers as they decide where to pursue their education. The College Choices for Adults Web site officially launched in August 2009.

In 2009, Dr. Christopher Cassirer was appointed university president, and Kevin Gilligan joined Capella as chief executive officer of Capella Education Company. Dr. Michael Offerman, president emeritus, is currently serving as interim university president.

Institutional Accreditation

Capella University
Capella Tower
225 South Sixth Street, Ninth Floor
Minneapolis, MN 55402
1.888.CAPELLA (227.3552)
www.capella.edu

Affirmative Action

Capella University is an affirmative action employer.

Ownership of University

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

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.

Degree Options

Capella University offers graduate certificates, the Bachelor of Science (BS), Bachelor of Science in Nursing (BSN), Bachelor of Public Administration (BPA), Master of Science (MS), Master of Science in Nursing (MSN), Master of Business Administration (MBA), Master of Public Administration (MPA), Master of Public Health (MPH), Education Specialist (EdS), Doctor of Philosophy (PhD), Doctor of Business Administration (DBA), Doctor of Education (EdD), Doctor of Public Administration (DPA), Doctor of Psychology (PsyD), and Doctor of Social Work (DSW).

Course Formats

Courses are offered online and in directed study formats. Courses designated as directed study are available to doctoral learners in the schools of Business and Technology and Education and the Harold Abel School of Social and Behavioral Sciences. Directed study courses, in which learners work one-to-one with a faculty tutor, are offered quarterly. Additional details and requirements related to these course formats can be found in the University Policies section of this catalog and on iGuide.

Residencies

Most doctoral programs, clinically focused master’s programs, and post-master’s certificate programs require learners to attend residencies offered in various locations. Residencies provide opportunities for learners to become familiar with Capella University resources, develop or affirm academic skill sets, acquire clinical skill competencies, learn research methodologies, and prepare for the comprehensive examination and dissertation processes.

Through these face-to-face experiences, learners extend participation in Capella’s learning community by networking, focusing on academic success strategies, interacting with peers and faculty, and developing academic competencies that support program completion. Capella believes that the sense of community developed during residencies will endure throughout the program and become an essential part of a successful learner experience. Additional details regarding residency requirements can be found on iGuide.
About Capella University, continued

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:

- The University Orientation Seminar provides all new learners with the knowledge, skills, and advice they need to be successful in Capella’s online learning environment. Learners navigate Capella’s online courseroom, take a virtual tour of university support services, and engage in an online discussion with an orientation facilitator and other new learners.
- Learners begin with an outstanding first course that sets the stage for the rest of their program.

Learner Services

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

- **iGuide**—iGuide allows learners to access Capella’s services in one convenient place. Learners can enroll in courses, apply for financial assistance, view an unofficial transcript, and access a variety of other convenient resources, including the Learner Handbook and University Catalog. For questions or concerns regarding enrollment, courses, access, financial aid, billing, or technical problems that are not answered on iGuide, learner support associates are available to assist learners at 1.888.CAPELLA (227.3552) or LearnerSupport@capella.edu.
- **Advisors**—Academic advisors help learners make a successful transition into their program and serve as an ongoing source of support throughout their education. Advisors communicate with learners on an ongoing basis, providing academic and personal strategies and support, clarifying university procedures, tracking and discussing academic progress, and providing information about any changes that may affect learners.
- **Academic Records**—Records Processing and Operations maintains confidential, accurate academic records of learners as they progress through their program. Learners may request official transcripts and view and print their unofficial transcripts any time on iGuide.
- **Alumni Association**—Alumni benefit from networking opportunities, professional and career services, alumni grants, selected use of library resources, alumni newsletters and communications, and other opportunities to stay involved as a graduate of Capella University. More information on the Capella University Alumni Association can be found on iGuide.
- **Bookstore**—Textbooks and software may be purchased through the bookstore, which is accessible on iGuide.
- **Armed Forces and Veterans Support**—Armed Forces and Veterans Support services are available to Capella learners who are affiliated with the armed forces. Armed Forces and Veterans Support team members assist learners who are experiencing an interruption in their program due to military obligations with military leave of absence requests and answer questions about military and veterans benefits, including tuition assistance, military scholarships, GoArmyEd, MyCAA, and VA vocational rehabilitation and employment. For more information about the resources and support available to servicemembers, veterans, and their families, visit Armed Forces Support on iGuide or email Armed Forces and Veterans Support at ArmedForcesSupport@capella.edu.

Learners must submit a written request for release of their academic record to a third party. Unless otherwise specified, academic record information released to a third-party requestor includes only the official transcript, admission applications, admission decisions, the final disposition of any disciplinary actions, and changes to enrollment status.

- **Academic Success Resources**—Capella’s academic success resources help learners maximize their personal and professional potential by offering engaging opportunities through a variety of delivery modes, including math, computer, and general study skills modules; free academic tutoring; motivation and time management strategies; effective online learning and degree planning tools; and additional academic skills resources on topics such as critical thinking and reading, scholarly writing, and academic honesty. Learners can access these resources any time on iGuide.
About Capella University, continued

• **Career Center**—Career Center services are designed to help learners successfully navigate the career planning and development process as they pursue and complete their degree. Although the Career Center does not guarantee employment upon degree completion or provide placement services, it provides career counseling, job search advising, and career management support to all Capella learners and alumni. Career Center staff interacts with learners via email and telephone to assist with career-related activities such as resume, CV, and cover letter development; interview preparation; effective job search strategy; and career advancement efforts. Career Center resources are helpful to learners in gathering occupational information and trends, accessing job postings, and viewing sample job search documents. For more information about these resources and services, visit the Career Center on iGuide, and use the “Ask a Career Counselor” email feature to connect with a counselor.

• **Disability Services**—Capella University recognizes its obligations to accommodate the needs of learners with disabilities under the ADA Amendments Act of 2008, the Americans with Disabilities Act (ADA) of 1990, and the Rehabilitation Act of 1973. Capella is committed to providing reasonable accommodations to qualified learners with disabilities in university programs and activities. For more information, visit Disability Services on iGuide or email DisabilityServices@capella.edu.

• **Enrollment Services**—Capella University’s Enrollment Services team assists prospective learners from the point of initial inquiry through the application, admission, and enrollment phases. Call 1.888.CAPELLA (227.3552) for assistance.

• **Faculty and Mentors**—Learners work with faculty and mentors who assist them during important phases of their program. Faculty and mentor biographies by school can be found on iGuide.

• **Financial Aid**—Financial aid counselors help learners explore the options available for financing their education. Capella’s online financial aid resources provide learners with information about federal loans, federal undergraduate grants, military tuition assistance, veteran’s benefits, special aid programs, and employer tuition reimbursement. For more information, including the Capella Guide to Federal Financial Aid, visit Financial Aid on iGuide, call Learner Support at 1.888.CAPELLA (227.3552), or email fao@capella.edu.

• **Learner Accounts**—The Learner Accounts team is responsible for ensuring accurate, timely billing of learner accounts for tuition and fees, employer reimbursement, and financial aid disbursements. For questions about statements or billing, call Learner Support at 1.888.CAPELLA (227.3552) or email LearnerSupport@capella.edu.

• **Library**—Capella provides a full range of academic library resources and services in an online environment. The Capella University Library Web site, accessible on iGuide, 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 from university libraries nationwide. In addition, Capella reference librarians are available to assist learners and faculty with research questions, help learners use library databases effectively, and teach learners to successfully navigate the library Web site. Learners may contact a reference librarian by calling 1.888.375.8221 or emailing Librarian@capella.edu.

• **New Learner Experience Team**—Capella University’s New Learner Experience team provides support to new learners in adjusting to the Capella learning community and their degree program through the facilitation of the University Orientation Seminar. Learners may contact the New Learner Experience team by calling Learner Support at 1.888.CAPELLA (227.3552) or by visiting iGuide.

• **Office of Research and Scholarship**—Capella University’s Office of Research and Scholarship supports the Capella community to ensure all research conducted under its purview meets the highest ethical standards. Researchers can access information about research ethics and compliance, including the federal guidelines for ethical research, Capella’s Institutional Review Board (IRB) application process forms and dates, and other resources. The Office of Research and Scholarship also offers an IRB blog, “Across the Board,” accessible at http://blogs.capella.edu/theirb/. For more information, visit the Office of Research and Scholarship on iGuide or email ResearchandScholarship@capella.edu.

• **Online Writing Center**—To help learners improve their written communication skills, Capella offers a variety of writing resources, including writing courses, online tutoring, writing self-assessment tools, and writing guidelines and references. The Online Writing Center, accessible on iGuide, also offers face-to-face writing instruction at residential colloquia in school- and writing-focused sessions.
Computer Requirements

Review these requirements carefully; computer hardware, software, and an Internet connection are the primary means of participating in courses and thus are significant contributors to academic success. Capella provides learners with the opportunity to purchase Microsoft® Office, Visio®, and Project® at a significant discount (see Software Discounts in the Bookstore for exact pricing). These requirements are subject to change. The most current requirements are published on iGuide and are reflected in the Computer Check-Up tool, also available on iGuide.

Internet connection:
Capella University’s technical support staff strongly recommends a broadband (cable modem or DSL) Internet connection. Though 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**: 56KB modem
- **Recommended**: Broadband (cable or DSL)

### Email Capabilities
- Email client
- Unique email address (not shared by others in a family or company)
- Microsoft® Outlook®
  - 10+ MB of email storage
  - HTML email capabilities

### Hardware*
- 20GB of hard disk space
- 30GB of hard disk space

### Software*
- Macintosh®: MS Office 2004 or higher
  - PC: Microsoft® Office 2003 or higher
  - Anti-virus software
- PC: Microsoft® Office 2007

### Plug-ins**
- Windows® Media Player 10
- Adobe Acrobat® Reader 8
- Flash Player 9
- Java 1.6.0
- Windows® Media Player 11
- Adobe Acrobat® Reader 9
- Flash Player 10
- Java 1.6.0, 12

### Peripherals
- Video card and monitor display capable of 1024x768 resolution
- Speakers
- Sound card
- Video card and monitor display capable of 1280x1024 resolution or higher

### Processor
- PC+: 1GHz
- RECOMMENDED: 2GHz or higher

### Operating System
- Windows® XP SP2 Home
- Windows® Vista Home
- Windows® 7 Home
- Windows® XP SP3 Pro
- Windows® 7 Pro

### RAM
- 512MB
- 1GB or higher

### Browser**
- (only 1 needed)
  - Microsoft® Internet Explorer® 7.0
  - Firefox® 3.0
  - Microsoft® Internet Explorer® 8.0
  - Firefox® 3.5

### MACINTOSH*
- Processor
  - G4 1.25MHz
  - Intel 2GHz or higher

### Operating System
- OS X (10.4)
- OS X (10.6)

### RAM
- 512MB
- 1GB or higher

### Browser**
- (only 1 needed)
  - Firefox® 3.0
  - Safari® 3.0
  - Firefox® 3.5
  - Safari® 4.0

* Specific courses or programs may have additional requirements. Microsoft® Office 2007/2008 users may be required to save in 2003 formats.

** Capella University provides Computer Check-Up, a learner tool for verifying and correcting browser settings, including plug-ins.

*** Courses requiring the use of a webcam or headset will require a broadband connection with a minimum speed of 256kbps upload and 512kbps download.

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Firefox is a registered trademark of Mozilla Corporation.
# University Policies

Capella University policies apply to all Capella learners. Since some policies may be updated after publication, learners, faculty, and staff should refer to iGuide for current policies and procedures. Learners are responsible for understanding and following the most current version of all Capella University policies.

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## ADMISSION

- **2.01.01** Admission
- **2.01.02** Maximum Time to Degree Completion

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- **2.02.02** Course Enrollment
- **2.02.03** Multiple Program Enrollments
- **2.02.05** Directed Study Enrollment
- **2.02.07** Changing Degree Program, Specialization, Certificate
- **2.02.08** Leave of Absence
- **2.02.10** Separation from the University

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- **3.01.03** Academic Honors
- **3.01.04** Academic Standing
- **3.01.05** Financial Aid Satisfactory Academic Progress
- **3.01.06** Comprehensive Examination Requirements
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- **3.04.03** Transfer of Credit
- **3.04.04** Application of Capella University Credits Toward Certificate and Degree Programs
- **3.04.05** Attendance at Residencies
- **3.04.07** Grading
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- **4.02.02** Learner Code of Conduct
- **4.02.03** Learner Grievance
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- **4.02.05** Drugs and Alcohol
- **4.02.06** Consensual Relationships
- **4.02.07** Nondiscrimination

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- **4.03.02** Tuition Refunds

## ACADEMIC SERVICES

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- **4.04.02** Licensure
POLICY

1.01.08 Course Numbering
Each Capella University course is identified by a unique number consisting of three sections: a subject area up to four digits in length, a designator code if applicable, and a four-digit catalog number. These numbers are established and maintained by the Records Processing and Operations department and reflect the general subject area of the course, a specific designator code, if applicable, and a catalog number reflecting the level of the course. The catalog number reflects the following information:

Catalog Number
Each catalog number represents a unique education experience and is an indicator of the level of learning (learning outcomes) for that course, as follows:

• Numbers beginning with 1 and 2 represent lower-level undergraduate courses.
• Numbers beginning with 3 and 4 represent upper-level undergraduate courses.
• Numbers beginning with 5 and 6 represent master’s-level graduate courses.
• Numbers beginning with 7 and 8 represent doctoral-level graduate courses.
• Numbers beginning with 9 represent comprehensive examination and dissertation courses.

ADMISSION

2.01.01 Admission
Capella University was founded with a commitment to extend access to high-quality higher education and is dedicated to the success of its learners. As a part of the admission process, the university seeks to assess an applicant’s potential to succeed in its online environment. Applicants must meet the program-specific admission requirements outlined in the accompanying table to be offered admission to Capella University. Although particular emphasis is placed on the applicant’s academic history, non-academic factors may also be considered when evaluating an application for admission. Therefore, additional information and/or application materials may be requested and considered on an individual basis. Exceptions to admission requirements for graduate programs may be granted by the school dean or designee. There are no exceptions to admission requirements for the Doctor of Psychology program.

International Applicants
International applicants must have attended an internationally recognized institution. All applicants are expected to read, speak, write, and understand the English language fluently. Those whose language of instruction is not English are required to take one of the following tests: the Test of English as a Foreign Language (TOEFL), Michigan English Language Assessment Battery (MELAB), International English Language Testing System (IELTS), or the Pearson Test of English (PTE). The only exception to this requirement is reserved for learners who have earned a postsecondary degree from a U.S.-accredited university. The minimum acceptable TOEFL score established by the university for admission into all programs is 550 for the paper-based test, 213 for the computer-based test with a score of 4.0 or higher on the Test of Written English (TWE), or a score of 79 for those completing the Internet-based examination. The minimum acceptable MELAB score established by the university for admission into all programs is 80, the minimum acceptable score for the IELTS is 6.5, and the minimum acceptable PTE score is 59.

Equal Opportunity and Nondiscrimination
Capella University prohibits 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 prohibiting 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. 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, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008.

PROCEDURES

I. Application Materials
A. Graduate applicants must complete the admission application and submit an official transcript for the highest degree conferred, as well as any post-degree course work.
B. An evaluation of work history and achievements as demonstrated by a resume, statement of purpose and—when required by the program—letters of recommendation, and/or other relevant material may also be considered for applicants who do not meet minimum admission standards.

Continued on page 18
University Policies, continued

## ADMISSION COMPONENTS

<table>
<thead>
<tr>
<th>School</th>
<th>Undergraduate Studies</th>
<th>Business and Technology</th>
<th>Education</th>
<th>Public Service Leadership</th>
<th>Harold Abel School of Social and Behavioral Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgement Agreement</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Official Transcript from Previous Institution*</td>
<td>BSN RN-to-BSN Degree Completion specialization</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>International Applicants: Proof of English Equivalency</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

- **Letters of Recommendation**
  - PhD General Counselor Education and Supervision specialization; PsyD Clinical Psychology specialization; MS General Addiction Counseling, General Career Counseling, General Marriage and Family Therapy, General Mental Health Counseling, and General School Counseling specializations; MS School Psychology specialization

- **Curriculum Vitae**
  - PhD General Counselor Education and Supervision specialization

- **Writing Samples**
  - PhD General Counselor Education and Supervision specialization; PsyD Clinical Psychology specialization; MS School Psychology specialization

- **Extended Goal Statement**
  - MS General Addiction Counseling, General Career Counseling, General Marriage and Family Therapy, General Mental Health Counseling, and General School Counseling specializations

- **Faculty Interview**
  - PsyD Clinical Psychology specialization; MS School Psychology specialization

- **RN License Verification and Work Experience Acknowledgement Form**
  - BSN RN-to-BSN Degree Completion specialization

- **DBA Course Registration Acknowledgment**
  - DBA Business Intelligence, Global Operations and Supply Chain Management, and Strategy and Innovation specializations

- **Licensure Disclosure & Responsibilities Acknowledgement**
  - ✓

- **Certification of Teaching Experience Form**
  - PhD, EdS, and MS Leadership in Educational Administration specializations; PhD Special Education Leadership specialization

- **Certification of Licensed Teaching Form**
  - MS Curriculum and Instruction, Early Childhood Education, K-12 Studies in Education, Reading and Literacy, and Special Education Teaching specializations

- **Cohort Auto-Registration Form**
  - EdD Educational Leadership and Management specialization

  * Tennessee residents applying for admission to undergraduate degree programs must submit an official high school transcript as part of their application materials.
**ADMISSION REQUIREMENTS**

<table>
<thead>
<tr>
<th>Capella Degree/Certificate</th>
<th>Minimum Level of Education Completed</th>
<th>Minimum Cumulative Grade Point Average (on a 4.0 scale)</th>
<th>Additional Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS</td>
<td>High school diploma or equivalent.</td>
<td>None</td>
<td>Applicants must be at least 24 years old. (This age requirement may be waived for active military applicants, veterans, and applicants with 90 or more quarter credits of prior college/university course work.)</td>
</tr>
<tr>
<td>BSN</td>
<td>Associate's degree in nursing or diploma in nursing from an institution accredited by a U.S. Department of Education-accrediting agency or an internationally recognized institution.</td>
<td>2.00 cumulative GPA from an associate's degree or diploma granting institution.</td>
<td>Applicants must be at least 24 years old. (This age requirement may be waived for active military applicants, veterans, and applicants with 90 or more quarter credits of prior college/university course work.) Applicants to the School of Undergraduate Studies' BSN degree program must have a current, unrestricted RN license to practice in the United States and one year of licensed RN work experience.</td>
</tr>
<tr>
<td>BPA</td>
<td>High school diploma or equivalent.</td>
<td>None</td>
<td>Applicants must be at least 24 years old. (This age requirement may be waived for active military applicants, veterans, and applicants with 90 or more quarter credits of prior college/university course work.)</td>
</tr>
<tr>
<td>Post-Bachelor’s Certificate</td>
<td>Bachelor’s degree from an institution accredited by a U.S. Department of Education-accrediting agency or an internationally recognized institution.</td>
<td>2.30 cumulative GPA from a bachelor’s degree granting institution.</td>
<td></td>
</tr>
<tr>
<td>MS</td>
<td>Bachelor’s degree from an institution accredited by a U.S. Department of Education-accrediting agency or an internationally recognized institution.</td>
<td>*2.30 cumulative GPA from a bachelor’s degree granting institution.</td>
<td>Applicants to the School of Education’s MS Leadership in Educational Administration specialization must have three years of licensed teaching experience. Applicants to the Harold Abel School of Social and Behavioral Sciences’ MS in Addiction Counseling, MS in Career Counseling, MS in Marriage and Family Therapy, MS in Mental Health Counseling, and MS in School Counseling degree programs will be assessed on professionalism and academic fit to the program as determined by the school.</td>
</tr>
<tr>
<td>MSN</td>
<td>Bachelor’s degree from an institution accredited by a U.S. Department of Education-accrediting agency or an internationally recognized institution.</td>
<td>2.30 cumulative GPA from a bachelor’s degree granting institution.</td>
<td>Applicants to the School of Public Service Leadership’s MSN Nurse Educator specialization must have a current, unrestricted RN license to practice in the United States, one year of licensed RN work experience, and a bachelor’s degree in nursing. Applicants to the School of Public Service Leadership’s MSN Nurse Educator Bridge specialization must have a current, unrestricted RN license to practice in the United States, one year of licensed RN work experience, and a bachelor’s degree in a field other than nursing.</td>
</tr>
<tr>
<td>MBA</td>
<td>Bachelor’s degree from an institution accredited by a U.S. Department of Education-accrediting agency or an internationally recognized institution.</td>
<td>2.30 cumulative GPA from a bachelor’s degree granting institution.</td>
<td></td>
</tr>
<tr>
<td>MPA</td>
<td>Bachelor’s degree from an institution accredited by a U.S. Department of Education-accrediting agency or an internationally recognized institution.</td>
<td>2.30 cumulative GPA from a bachelor’s degree granting institution.</td>
<td></td>
</tr>
<tr>
<td>MPH</td>
<td>Bachelor’s degree from an institution accredited by a U.S. Department of Education-accrediting agency or an internationally recognized institution.</td>
<td>2.30 cumulative GPA from a bachelor’s degree granting institution.</td>
<td></td>
</tr>
</tbody>
</table>
### University Policies, continued

#### ADMISSION REQUIREMENTS, continued

<table>
<thead>
<tr>
<th>Capella Degree/ Certificate</th>
<th>Minimum Level of Education Completed</th>
<th>Minimum Cumulative Grade Point Average (on a 4.0 scale)</th>
<th>Additional Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Master's Certificate</td>
<td>Master's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>3.00 cumulative GPA from a master's degree granting institution.</td>
<td>Applicants to the Harold Abel School of Social and Behavioral Sciences’ Specialist Certificate in School Psychology must have a master’s degree with a specialization in School Psychology from Capella University.</td>
</tr>
<tr>
<td>EdS</td>
<td>Master's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>3.00 cumulative GPA from a master's degree granting institution.</td>
<td>Applicants to the School of Education’s EdS Leadership in Educational Administration specialization must have three years of licensed teaching experience.</td>
</tr>
<tr>
<td>PhD</td>
<td>Master's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>*3.00 cumulative GPA from a master's degree granting institution.</td>
<td>Applicants to the School of Education’s PhD Leadership in Educational Administration specialization must have three years of licensed teaching experience. Applicants to the School of Education’s PhD Nursing Education specialization must have a current license as a registered nurse and a master's degree in nursing. Applicants to the School of Education’s PhD Special Education Leadership specialization must have a master’s degree in education, a certification or license in special education, and three years of licensed teaching experience. Applicants to the Harold Abel School of Social and Behavioral Sciences’ PhD in Counselor Education and Supervision degree program must have completed a CACREP-accredited or CACREP curriculum equivalent master’s degree program. Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.</td>
</tr>
<tr>
<td>DBA</td>
<td>Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>3.00 cumulative GPA from a master’s degree granting institution.</td>
<td></td>
</tr>
<tr>
<td>EdD</td>
<td>Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>3.00 cumulative GPA from a master’s degree granting institution.</td>
<td></td>
</tr>
<tr>
<td>DPA</td>
<td>Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>3.00 cumulative GPA from a master’s degree granting institution.</td>
<td></td>
</tr>
<tr>
<td>PsyD</td>
<td>Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>3.00 cumulative GPA from a master’s degree granting institution or a combined score of 1,000 on the GRE General Exam.</td>
<td>Applicants to the Harold Abel School of Social and Behavioral Sciences’ PsyD Clinical Psychology specialization must have a master’s degree in psychology or a related field. Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.</td>
</tr>
<tr>
<td>DSW</td>
<td>Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>3.00 cumulative GPA from a master’s degree granting institution.</td>
<td>Applicants to the Harold Abel School of Social and Behavioral Sciences’ DSW degree program must have a master’s degree in social work from an institution accredited by the Council of Social Work Education (CSWE).</td>
</tr>
</tbody>
</table>

* Selected degree programs have higher GPA and/or additional admission requirements. Refer to the procedures section II of this policy and Capella’s University Catalog for more information.
University Policies, continued

2.01.01 Admission, continued

C. Truth in Information

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

II. Additional Admission Requirements

The following degree programs and specializations require additional admission requirements due to accreditation, licensing, and other determining factors.

A. Applicants to the Harold Abel School of Social and Behavioral Sciences’ PhD in Counselor Education and Supervision degree program are required to have a 3.25 minimum cumulative grade point average (GPA) from a master’s degree granting institution.

B. Applicants to the Harold Abel School of Social and Behavioral Sciences’ MS in Addiction Counseling, MS in Career Counseling, MS in Marriage and Family Therapy, MS in Mental Health Counseling, and MS in School Counseling degree programs are required to have a 2.7 minimum cumulative GPA from a bachelor’s degree granting institution.

C. Applicants to the Harold Abel School of Social and Behavioral Sciences’ MS School Psychology specialization are required to have a 3.0 minimum cumulative GPA from a bachelor’s degree granting institution.

III. Evaluation Process

The submitted information is reviewed by the Records Processing and Operations department using a specific set of guidelines. Clinical programs may also require faculty interviews of applicants. The review of all application material produces one of the following recommendations:

A. Courses meet established transfer equivalency requirements developed by the appropriate school for admission into the desired program; the institution awarding the highest degree to the applicant is appropriately accredited; and, if applicable, the grade point average (GPA) criteria are met. The application is referred to the Records Processing and Operations department for admission.

B. The application meets all criteria except for business rules. The application is referred to the school for a decision. If the school approves the application, it is referred to the Records Processing and Operations department for admission.

C. Conditional Admission

1. Applicants who have not submitted all official transcripts and any other required documents may be granted conditional admission and matriculate into their program.

2. Conditional admission is available to all applicants, with the exception of the PhD in Counselor Education and Supervision degree program and the PsyD program in the Harold Abel School of Social and Behavioral Sciences.

3. Learners granted conditional admission have until the end of the first full quarter following their program start date to submit all required documentation and are allowed to enroll in their second quarter only upon acceptance of their admission offer.

4. Failure to complete the application, submit all official transcripts and other required documents, or failure to meet admission criteria will result in the learner being administratively withdrawn from the university.

D. The application does not meet admission criteria. Admission is denied.

IV. Supervised Internships or Practica

To ensure availability, appropriate supervision, and an equivalent experience, clinical internships or practica in the following degree or certificate programs or specializations must be completed in the United States, Canada, Guam, Puerto Rico, or the Virgin Islands.

A. School of Education

1. Leadership in Educational Administration (PhD, EdS, and MS specializations)

2. K–12 Studies in Education (PhD and MS specializations)

3. Curriculum and Instruction (PhD, EdS, and MS specializations)

4. Special Education Leadership (PhD specialization)

5. Special Education Teaching (MS specialization)

6. Early Childhood Education (MS specialization)

7. Reading and Literacy (MS specialization)

8. Post-Master’s Certificate in College Teaching
University Policies, continued

B. School of Public Service Leadership
   1. Doctor of Public Administration

C. Harold Abel School of Social and Behavioral Sciences
   1. PhD in Counselor Education and Supervision
   2. MS in Addiction Counseling
   3. MS in Career Counseling
   4. MS in Marriage and Family Therapy
   5. MS in Mental Health Counseling
   6. MS in School Counseling
   7. Clinical Psychology (PsyD and MS specializations)
   8. Counseling Psychology (MS specialization)

Note: All individuals admitted to the above specializations must be eligible to work within the United States, Canada, Guam, Puerto Rico, or the Virgin Islands at the time of the internship or practicum and must agree that this experience will be completed within the United States, Canada, Guam, Puerto Rico, or the Virgin Islands. Capella University is not able to offer visas or other types of work permits; therefore, obtaining any necessary authorization is the sole responsibility of the learner.

V. Readmission

Learners who do not enroll in courses for four consecutive quarters must apply for readmission and be readmitted prior to re-enrolling. Readmitted learners must meet the program requirements effective in the catalog current at the time of readmission.

2.01.02 Maximum Time to Degree Completion

Capella University requires learners to complete all degree or certificate program requirements within specific time limits in order to be eligible to graduate. Learners who do not complete their degree or certificate program within required time limits, which are based on their degree or certificate level, will be administratively withdrawn from the university. These time limits are the outside dates for completion and do not supersede the obligation to maintain satisfactory academic progress throughout the learner’s program of study. Time limits for degree and certificate programs are outlined in this policy.

Time limits for Capella University degree and certificate programs are as follows:

<table>
<thead>
<tr>
<th>Degrees and Certificates</th>
<th>Maximum Time from Program Start Date to Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s Degree</td>
<td>8 years</td>
</tr>
<tr>
<td>Master’s Degree*</td>
<td>4 years</td>
</tr>
<tr>
<td>Graduate Certificate**</td>
<td>3 years</td>
</tr>
<tr>
<td>Education Specialist Degree</td>
<td>4 years</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>7 years</td>
</tr>
</tbody>
</table>

* Learners enrolled in the Master of Science in Education with a specialization in Special Education Teaching have a maximum of six years to complete their degree program.
* Learners enrolled in the Master of Science in Addiction Counseling, Master of Science in Career Counseling, Master of Science in Marriage and Family Therapy, Master of Science in Mental Health Counseling, or Master of Science in School Counseling have a maximum of six years to complete their degree program.
* Learners enrolled in the Master of Science in Nursing have a maximum of six years to complete their degree program.
** Learners enrolled in the Specialist Certificate in School Psychology have a maximum of four years to complete their certificate program.

PROCEDURES

I. Federal Financial Aid Impact

This is a university policy separate from financial aid policies. Therefore, the listed time limits may not align with financial aid eligibility requirements. For further information, contact a financial aid counselor or see the financial aid policies located on iGuide.

II. Advanced Doctoral Learners

A. Maximum time to completion for advanced doctoral learners in the comprehensive examination phase of their program will be monitored in conjunction with the timely and successful completion of the comprehensive examination course, as described in university policy 3.01.06 Comprehensive Examination Requirements.

B. Maximum time to completion for advanced doctoral learners in the dissertation phase of their program will be monitored in conjunction with the timely and successful completion of each of the required dissertation milestones, as described in university policy 3.01.07 Dissertation Requirements.
III. Failure to Meet Maximum Time To Completion

A. Learners will be notified via email one quarter prior to the last date of eligibility for maximum time to completion that they will be administratively withdrawn from the university unless they have a signed Degree Extension Form (DEF), granting them an exception that extends their maximum time to completion deadline.

B. Learners will be notified via email that they have been administratively withdrawn from the university effective as of the last date of their maximum time to completion.

IV. Maximum Time to Completion Extensions

A. Extension Criteria

1. Extensions requested due to change of degree or certificate program or specialization or extenuating circumstances may be approved by the faculty chair and validated by the Records Processing and Operations department. Extensions are generally limited to between two and four quarters, unless the learner’s circumstance warrants a longer period, as approved by the dean or dean’s designee.

2. Extenuating circumstance
   a. A leave of absence may qualify as an extenuating circumstance.
   b. Time spent during a military leave of absence does not count toward maximum time to completion.

B. Extension Application Process

Bachelor’s, master’s, specialist, doctoral, and certificate learners may apply for an extension by contacting their academic advisor to discuss their status.

1. Learners consult with their academic advisors to identify their remaining degree or certificate program requirements, propose a new time frame for completion if necessary, and discuss any potential financial aid impact.

2. Learners complete the Degree Extension Form (DEF) located on iGuide that reflects the new completion date based on the proposed extension.

3. Learners and their academic advisors sign the DEF and submit it to the dean’s designee for review, along with appropriate academic rationale.

C. Extension Approvals

1. The dean’s designee reviews the proposed DEF and rationale and determines if they meet the criteria for approval.

2. If the extension request is approved, the decision and rationale are filed in the learner’s official academic record.

3. If the extension request is not approved, the learner is notified that he or she will be administratively withdrawn from the university when the maximum time to completion deadline has expired.

4. The decision of the dean’s designee is final.

D. Failure to Meet DEF Terms

Learners who cannot complete their degree or certificate program within the time frame of their DEF will be administratively withdrawn from the university, with no option to appeal.

V. Change of Degree or Certificate Program and Maximum Time to Completion

Learners who change their degree or certificate program are assigned a new program start date and catalog, which institutes a new maximum time to completion.

VI. Readmission and Maximum Time to Completion

A. Readmission Eligibility

1. Learners who have discontinued from the university or who have been administratively withdrawn after four consecutive quarters of inactivity may apply for readmission at any time.

2. Learners who have been administratively withdrawn from the university as a result of not completing their degree or certificate program within the maximum time to completion deadline may apply for readmission after four full quarters.

B. Readmission Program Start Date

Learners who are readmitted are assigned a new program start date and catalog, which institutes a new maximum time to completion.
University Policies, continued

UNIVERSITY AND COURSE ENROLLMENT

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

See Academic Calendar on pages 22–23.

2.02.02 Course Enrollment
Learners’ university enrollment status is based on course enrollment. Upon course enrollment, learners agree to pay tuition and fees to Capella University as stated in university policy 4.03.01 Tuition and Fees. Learners may not enroll in more than three concurrent courses. Doctoral learners engaged in the comprehensive examination and dissertation phases of their program may only enroll in courses in the comprehensive examination and dissertation course sequence. Learners are allowed one opportunity to repeat a course they have completed for which they have been assigned a grade.

Learners who wish to cancel their course enrollment must adhere to the deadlines outlined in the academic calendar. Learners may drop a course during the first 12 calendar days of the course without academic penalty. Learners may withdraw from a course on or after the 13th calendar day of the course through the last day to withdraw from a course, as defined in this policy.

DEFINITION

Course Census Day
Course census day refers to the 12th calendar day of a course at 11:59 p.m. Central Time.

PROCEDURES

I. Enrollment

A. Learners enroll in courses using iGuide’s online course enrollment process. Some courses require a more specific enrollment process, as follows:

1. Pre-enrollment
   a. Learners work with their advisor to create a degree plan. During this process, learners may request pre-registration.
   b. Advisors create a case that will be automatically processed when enrollment for the quarter has begun.
   c. Once learners have enrolled in their courses, they will receive an auto-email confirming their enrollment has been completed.

2. Permission-based
   a. Enrollment in certain courses (e.g., practica, internships, and special topics courses) requires the consent of the appropriate school. Learners must complete the required application documents in order to enroll in practica, internships, or special topics courses.
   b. Prior to enrolling in special topics or directed study courses in the schools of Business and Technology, Public Service Leadership, or the Harold Abel School of Social and Behavioral Sciences, learners must have a course learning plan (CLP) approved by the appropriate school’s faculty leadership.
   c. If approved, the school will issue the learner a permission number for the course, and the learner may proceed with enrollment.
   d. The learner will use the permission number to enroll in the course through iGuide’s Student Center.

B. Upon course enrollment, learners agree to pay tuition and fees to Capella University as stated in university policy 4.03.01 Tuition and Fees.

C. Learners should refer to the current academic calendar available on iGuide for course enrollment dates and deadlines.

II. Concurrent Course Enrollment for Comprehensive Examination and Dissertation Learners

A. Doctoral learners enrolled in comprehensive examination and dissertation courses may only be enrolled in courses in the comprehensive examination and dissertation course sequence.

B. With the exception of internship or practicum course enrollment, doctoral learners enrolled in courses outside of the comprehensive examination and dissertation course sequence will be dropped from their other courses by school administrative staff. Learners will be informed of the administrative course drop via email.

C. Doctoral learners may request an exception from their school allowing them to take a course outside of the comprehensive examination and dissertation course sequence.

Continued on page 24
University Policies, continued

### ACADEMIC CALENDAR - 10 WEEK (EXCLUDES MBA PROGRAM)

<table>
<thead>
<tr>
<th>ACADEMIC DEADLINES</th>
<th>July</th>
<th>August</th>
<th>Mid-Aug</th>
<th>September</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Enrollment Begins</td>
<td>04-15-10</td>
<td>04-15-10</td>
<td>04-15-10</td>
<td>04-15-10</td>
</tr>
<tr>
<td>Quarterly and Monthly Start Courses Begin</td>
<td>07-12-10</td>
<td>08-09-10</td>
<td>09-13-10</td>
<td>07-15-10</td>
</tr>
<tr>
<td>Quarterly and Monthly Start Enrollment Ends</td>
<td>07-14-10</td>
<td>08-11-10</td>
<td>09-15-10</td>
<td>10-11-10</td>
</tr>
<tr>
<td>Last Day to Drop Course Without &quot;W&quot;</td>
<td>07-23-10</td>
<td>08-20-10</td>
<td>09-24-10</td>
<td>10-11-10</td>
</tr>
<tr>
<td>Midquarter Courses Begin</td>
<td>07-12-10</td>
<td>08-16-10</td>
<td></td>
<td>10-11-10</td>
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<tr>
<td>Midquarter Course Enrollment Ends</td>
<td>07-14-10</td>
<td>08-18-10</td>
<td></td>
<td>10-13-10</td>
</tr>
<tr>
<td>Last Day to Drop Midquarter Course Without &quot;W&quot;</td>
<td>07-23-10</td>
<td>08-27-10</td>
<td></td>
<td>10-22-10</td>
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<tr>
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<td>08-05-10</td>
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<td>11-04-10</td>
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<tr>
<td>Midquarter Courses End</td>
<td>08-13-10</td>
<td>09-17-10</td>
<td></td>
<td>11-12-10</td>
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<tr>
<td>Last Day to Drop Course With &quot;W&quot;</td>
<td>08-30-10</td>
<td>09-27-10</td>
<td>11-01-10</td>
<td>11-29-10</td>
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<tr>
<td>End of Quarter</td>
<td>09-17-10</td>
<td>10-15-10</td>
<td>11-19-10</td>
<td>12-17-10</td>
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<table>
<thead>
<tr>
<th>FINANCIAL DEADLINES</th>
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<tr>
<td>Last Day to Drop Quarter and Monthly Start Courses With 100% Refund</td>
<td>07-16-10</td>
<td>08-13-10</td>
<td>09-17-10</td>
<td>10-15-10</td>
</tr>
<tr>
<td>Last Day to Drop Quarter and Monthly Start Courses With 75% Refund</td>
<td>07-23-10</td>
<td>08-20-10</td>
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<td>10-22-10</td>
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<tr>
<td>Last Day to Drop Midquarter Course With 100% Refund</td>
<td>07-16-10</td>
<td>08-13-10</td>
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<td>10-15-10</td>
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<tr>
<td>Last Day to Drop Midquarter Course With 75% Refund</td>
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<td>08-27-10</td>
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<td>10-22-10</td>
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</tbody>
</table>

### MBA ACADEMIC CALENDAR - 12 WEEK

<table>
<thead>
<tr>
<th>ACADEMIC DEADLINES</th>
<th>July</th>
<th>Mid-Aug</th>
<th>September</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Enrollment Begins</td>
<td>04-15-10</td>
<td>04-15-10</td>
<td>04-15-10</td>
</tr>
<tr>
<td>Quarterly and Monthly Start Courses Begin</td>
<td>07-12-10</td>
<td>08-23-10</td>
<td>09-13-10</td>
</tr>
<tr>
<td>Quarterly and Monthly Start Enrollment Ends</td>
<td>07-14-10</td>
<td>08-25-10</td>
<td>09-15-10</td>
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<tr>
<td>Last Day to Drop Course Without &quot;W&quot;</td>
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<td>09-03-10</td>
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<tr>
<td>Last Day to Drop Course With &quot;W&quot;</td>
<td>08-10-10</td>
<td>09-21-10</td>
<td>10-12-10</td>
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<tr>
<td>End of Quarter</td>
<td>08-20-10</td>
<td>10-01-10</td>
<td>10-22-10</td>
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</table>

<table>
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<th></th>
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<td>07-23-10</td>
<td>09-03-10</td>
<td>09-24-10</td>
</tr>
</tbody>
</table>

### 2010 HOLIDAY SCHEDULE

Capella will observe the following holiday schedule in 2010. The office switchboard will be closed on the following dates:

- **Memorial Day**: Monday, May 31, 2010
- **Independence Day** (observed): Monday, July 5, 2010
- **Labor Day**: Monday, September 6, 2010
- **Thanksgiving Day**: Thursday, November 25, 2010
- **Day after Thanksgiving**: Friday, November 26, 2010
- **Christmas Eve Day** (observed): Thursday, December 23, 2010
- **Christmas Day** (observed): Friday, December 24, 2010
### University Policies, continued

**ACADEMIC CALENDAR - 10 WEEK (EXCLUDES MBA PROGRAM)**

<table>
<thead>
<tr>
<th>ACADEMIC DEADLINES</th>
<th>WINTER QUARTER 2011</th>
<th>SPRING QUARTER 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>January</td>
<td>February</td>
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<tr>
<td>Course Enrollment Begins</td>
<td>10-14-10</td>
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<tr>
<td>Quarterly and Monthly Start Courses Begin</td>
<td>01-10-11</td>
<td>02-07-11</td>
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<tr>
<td>Quarterly and Monthly Start Enrollment Ends</td>
<td>01-12-11</td>
<td>02-09-11</td>
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<tr>
<td>Last Day to Drop Course Without “W”</td>
<td>01-21-11</td>
<td>02-18-11</td>
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<tr>
<td>Midquarter Courses Begin</td>
<td>01-10-11</td>
<td>02-14-11</td>
</tr>
<tr>
<td>Midquarter Course Enrollment Ends</td>
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<tr>
<td>Last Day to Drop Midquarter Course Without “W”</td>
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<tr>
<td>Last Day to Drop Midquarter Course With “W”</td>
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<td>Midquarter Courses End</td>
<td>02-11-11</td>
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<td>Last Day to Drop Course With “W”</td>
<td>02-28-11</td>
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<tr>
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<td>03-18-11</td>
<td>04-15-11</td>
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</table>

**FINANCIAL DEADLINES**

<table>
<thead>
<tr>
<th></th>
<th>WINTER QUARTER 2011</th>
<th>SPRING QUARTER 2011</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

**MBA ACADEMIC CALENDAR - 12 WEEK**

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<tr>
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</tr>
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</tr>
<tr>
<td>Quarterly and Monthly Start Courses Begin</td>
<td>01-10-11</td>
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</tr>
<tr>
<td>Quarterly and Monthly Start Enrollment Ends</td>
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<td>02-23-11</td>
</tr>
<tr>
<td>Last Day to Drop Course Without “W”</td>
<td>01-21-11</td>
<td>03-04-11</td>
</tr>
<tr>
<td>Last Day to Drop Course With “W”</td>
<td>02-08-11</td>
<td>03-22-11</td>
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<tr>
<td>End of Quarter</td>
<td>02-18-11</td>
<td>04-01-11</td>
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**FINANCIAL DEADLINES**

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<tr>
<th></th>
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<td>Last Day to Drop Quarter and Monthly Start Courses With 75% Refund</td>
<td>01-21-11</td>
<td>03-04-11</td>
</tr>
</tbody>
</table>
University Policies, continued

2.02.02 Course Enrollment, continued

III. Course Load

A. Learners may not enroll in more than three concurrent courses.
B. Residency enrollment will not be counted toward a learner’s course load.

IV. Repeating Courses

A. Learners are allowed one opportunity to repeat a course they have completed for which they have been assigned a grade.
B. Courses from which learners withdraw and receive a Withdrawal (“W”) grade on their transcript are not considered completed courses; therefore, the single repeat restriction does not apply.
C. In exceptional circumstances, learners who wish to repeat a course more than once may request an exception to this policy. Learners must obtain written approval for the exception from the school dean or designee prior to course enrollment.
D. While federal financial aid may be used to cover the cost of the first repeat of a course, learners approved to repeat a course more than once may not use federal financial aid to cover the cost of the additional course repeats.
E. When a course is repeated, the grade considered for credit and grade point average (GPA) calculations will be the highest grade earned.
   1. Each attempt at the course appears on the transcript, and all attempts are used to evaluate the learner’s completion percentage for evaluation of financial aid satisfactory academic progress (FASAP).
   2. Only one course attempt is included in the GPA calculation.
F. For a course to be considered a repeat of a previous course, the learner must complete the same course, as defined by the title and course number. If a new course has been designated by the school as the original course’s equivalent, it will be considered an identical course for purposes of this policy. If a course is retired, it will no longer be possible to repeat the course.
G. The school may approve course substitutions in lieu of repeating a course to fulfill graduation requirements for the content area, but the credit and GPA calculations for both courses are included in the cumulative statistics.
H. Special topics courses may not be repeated.

V. Enrollment Status Based on Course Enrollment

A. Graduate Learners
   1. Graduate learners enrolled in six or more credits of Capella courses each quarter are considered to be enrolled on a full-time basis.
   2. Graduate learners enrolled in three or more but fewer than six credits of Capella courses each quarter are considered to be enrolled on a half-time basis.
   3. Doctoral learners enrolled in comprehensive examination and dissertation courses are certified as full time.

B. Undergraduate Learners
   1. Undergraduate learners enrolled in 12 or more credits of Capella courses each quarter are considered to be enrolled on a full-time basis.
   2. Undergraduate learners enrolled in six or more but fewer than 12 credits of Capella courses each quarter are considered to be enrolled on a half-time basis.

VI. Late Course Enrollment

A. Learners must request and receive permission from the appropriate school to enroll in a course between the end of open course enrollment and the eighth calendar day of the course.

B. Late Course Enrollment Process
   1. Learners may request permission to enroll in a course between the end of open course enrollment and the eighth calendar day of the course by contacting their advisor.
   2. The request is reviewed by the Records Processing and Operations department and the school in which the learner requests the late course enrollment.
   3. If approved, Capella enrolls the learner in the course, and the learner receives a course enrollment confirmation via email.

VII. Course Drop or Withdrawal

<table>
<thead>
<tr>
<th>Course Drop Period</th>
<th>Course Withdrawal Period</th>
<th>Unable to Withdraw (Late Withdrawal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 12</td>
<td>13 – 15</td>
<td>16 days – end of session</td>
</tr>
<tr>
<td>0 – 12</td>
<td>13 – 25</td>
<td>26 days – end of session</td>
</tr>
<tr>
<td>0 – 12</td>
<td>13 – 30</td>
<td>31 days – end of session</td>
</tr>
<tr>
<td>0 – 12</td>
<td>13 – 50</td>
<td>51 days – end of session</td>
</tr>
</tbody>
</table>
University Policies, continued

A. Learners canceling, dropping, or withdrawing from their course(s) are encouraged to refer to university policy 4.03.02 Tuition Refunds to determine the financial implications of their actions.

B. Advanced Doctoral Learners

Advanced doctoral learners should refer to university policies 3.01.06 Comprehensive Examination Requirements and 3.01.07 Dissertation Requirements for details pertaining to their programs.

C. Course Drop

1. Learners are responsible for executing course drops and must conduct them either online through iGuide’s Student Center or via telephone by contacting Learner Support.
2. 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 (GPA).
3. Learners should refer to university policy 4.03.02 Tuition Refunds to determine the financial implications of a course drop.

D. Course Withdrawal

1. A course withdrawal may be requested on the 13th calendar day of the course through the official last day to withdraw from a course.
2. The following consequences apply to a learner who withdraws from a course from the 13th calendar day of the course through the last day to withdraw:
   a. The learner receives a grade of “W” for the course.
   b. The grade of “W” appears on the learner’s transcript.
   c. The grade of “W” does not affect GPA, but course credits are included in attempted credits when monitoring financial aid satisfactory academic progress, as described in university policy 3.01.05 Financial Aid Satisfactory Academic Progress.
3. Once the course has been in session past the official last day to withdraw from a course, this option is no longer available to learners. Should unforeseen extenuating circumstances arise after the deadline to withdraw from a course has passed, learners may refer to section VIII of this policy for recourse.

VIII. Late Course Withdrawal

A. If unforeseen extenuating circumstances require learners to withdraw from their course(s) following the official last day to withdraw, learners may petition for a late course withdrawal to receive a Withdrawal (“W”) grade on their academic record for the course(s) by providing proper documentation of the circumstance. Such requests must be submitted prior to the end of the course. If the extenuating circumstance does not allow the learner to submit the request by the deadline, third-party documentation demonstrating this fact must be provided.

B. Learners are encouraged to discuss the situation with their instructor to determine, given the circumstances of the need for late course withdrawal, if a course withdrawal or an Incomplete (“I”) grade request best suits the situation. In instances when “I” grades are requested and approved, learners have no longer than the last day of the 10-week course of the next academic quarter (or sooner, if so noted by the instructor) to complete their course work in compliance with university policy 3.04.08 Incomplete Grades.

C. If it is determined that the learner needs to withdraw from the course, the learner should contact his or her advisor, who will initiate the request. Learners who receive federal financial aid should discuss the potential financial implications of a late course withdrawal with a financial aid counselor.

D. Extenuating circumstances may include but are not limited to the death of a family member, job-required relocation, or severe physical injury or illness. Documentation of the circumstance must be provided by parties other than the learner; for example, a death certificate, a letter from the learner’s supervisor, or a letter from the learner’s physician must accompany the request.

E. In order to be considered for a late course withdrawal accommodation, learners must be able to demonstrate ongoing participation in the course(s) in question up to the time of their documented extenuating circumstance. The case is determined based on the documentation/evidence supplied by the learner.

F. The school’s designee will review and approve or deny the request. The decision and rationale will be forwarded to the Records Processing and Operations department for validation.
University Policies, continued

G. Advising contacts learners to notify them of the denial decision. The Records Processing and Operations department emails learners to notify them of the approval decision, copying their instructors and advisors.

H. Military learners called to active duty should refer to university policy 2.02.08 Leave of Absence.

I. University policy 4.03.02 Tuition Refunds remains in effect and does not provide any financial accommodation for late course withdrawals.

J. No grades can be changed to a “W” for any previous terms.

IX. Appealing a Denied Late Course Withdrawal

A. To request an appeal of a late course withdrawal denial decision, learners must contact their advisor and provide the appropriate academic rationale.

B. The learner’s academic advisor forwards the appeal request to the appropriate school, where it is referred to the dean.

C. No later than 14 calendar days following referral of the appeal request, the dean reviews the appeal request and issues a decision.

D. The decision of the dean is final.

E. The decision and academic rationale is forwarded to the Records Processing and Operations department for validation.

F. In cases of a denial decision, learners’ academic advisors contact them to notify them of the appeal denial decision. The Records Processing and Operations department also contacts learners via email to notify them of either an appeal approval or denial decision, copying their instructors and advisors.

B. Non-Participation

1. Learners who do not complete a courseroom activity, such as an assignment or discussion question response, before the end of course census day have not satisfied the requirement for initial course participation.

2. Learners who do not satisfy the requirement for initial course participation will be dropped from the course.

3. A course drop due to failing to meet the requirement for initial course participation does not appear on the learner’s transcript and does not affect grade point average (GPA).

4. Learners who are dropped from a course for failing to satisfy the requirement for initial course participation are refunded 100 percent of the course tuition.

5. Learners who are dropped from a course for failing to satisfy the requirement for initial course participation may request a late course enrollment pursuant to section VI of this policy. If the request is approved, the learner will be charged the applicable tuition and fees.

6. Learners who request a course drop or withdrawal as described in section VII of this policy and who have not satisfied the requirement for initial course participation are refunded 100 percent of the course tuition.

7. Learners enrolled in practicum, internship, laboratory, comprehensive examination, or dissertation courses will not be dropped for failing to satisfy the requirement for initial course participation, but they will be subject to any financial aid award disbursement participation requirements.
**University Policies, continued**

### 2.02.03 Multiple Program Enrollments

Learners may not be enrolled in 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.

### 2.02.05 Directed Study Enrollment

Capella University offers learners the opportunity to complete a limited number of courses in a one-on-one directed study format. This format is primarily available to assist learners in meeting their degree requirements in those circumstances in which Capella’s existing offerings do not meet the learners’ needs. Learners who enroll in a directed study course must complete a course learning plan (CLP) with a designated faculty member, articulating course topic, competencies, and outcomes in accordance with the requirements stated in the course guide. Directed study enrollments must be approved by the school’s faculty chair. Doctoral learners may elect to utilize directed study format courses for no more than 25 percent of all course work in their required degree completion plan (DCP).

### 2.02.07 Changing Degree Program, Specialization, Certificate

Capella University learners may apply to change their degree or certificate program or specialization at any point in their studies pursuant to the procedures established to support this policy. If accepted, the change becomes effective at the start of the next academic quarter. Learners must adhere to the program requirements as listed in Capella’s *University Catalog* in effect at the time they are admitted to the new degree program.

**PROCEDURES**

#### I. Change of Degree Program

**A. Change of Degree Program Standards**

1. Prior to initiating a degree program change, learners are encouraged to consult with an academic advisor to discuss options and considerations for the change.
2. Learners may not pursue more than one Capella degree program concurrently.
3. If accepted, learners begin the new degree program at the start of the next academic quarter.

**B. Current Course Enrollment**

Learners remain enrolled in their current course(s) unless they initiate a course drop or withdrawal. The course withdrawal process is governed by university policy 2.02.02 *Course Enrollment*.

**C. Change of Degree Program Process**

1. For all degree program changes, learners must request a change to the new degree program (and new school, if necessary) using the Degree or Certificate Program Change Request Form on iGuide.
2. Application fees are waived for degree program changes.
3. Learners who are approved for a change of degree program must meet the degree program requirements listed in the *University Catalog* in effect at the time they are admitted to the new degree program.
4. Learners are expected to take the first course affiliated with their new degree program.
5. A change of degree program requires a new course and credit evaluation (CCE). Learners are responsible for documenting new degree completion plans (DCPs).

#### II. Change of Specialization

**A. Change of Specialization Standards**

1. Prior to initiating a specialization change, learners are encouraged to consult with an academic advisor to discuss options and considerations for the change.
2. Learners may not pursue more than one specialization concurrently.
3. If accepted, learners begin the new specialization at the start of the next academic quarter.

**B. Current Course Enrollment**

Learners remain enrolled in their current course(s) unless they initiate a course drop or withdrawal. The course withdrawal process is governed by university policy 2.02.02 *Course Enrollment*.

**C. Change of Specialization Process**

1. For all specialization changes, learners must request a change to the new specialization using the Change of Specialization Request Form on iGuide.
2. Application fees are waived for specialization changes.
University Policies, continued

3. Learners who are approved for a change of specialization must meet the program requirements for the new specialization listed in the University Catalog in effect at the time they are admitted to the new specialization.

4. A change of specialization requires a new course and credit evaluation (CCE). Learners are responsible for documenting new degree completion plans (DCPs).

III. Change of Certificate Program

A. Change of Certificate Program Standards

1. Prior to initiating a certificate program change, learners are encouraged to consult with an academic advisor to discuss options and considerations for the change.

2. If accepted, learners begin the new certificate program at the start of the next academic quarter.

B. Current Course Enrollment

Learners remain enrolled in their current course(s) unless they initiate a course drop or withdrawal. The course withdrawal process is governed by university policy 2.02.02 Course Enrollment.

C. Change of Certificate Program Process

1. For all certificate program changes, learners must request a change to the new certificate program using the Change of Degree or Certificate Program Request Form on iGuide.

2. Application fees are waived for certificate program change changes.

3. Learners who are approved for a change of certificate program must meet the certificate program requirements listed in the University Catalog in effect at the time they are admitted to the new certificate program.

2.02.08 Leave of Absence

Capella University learners may request a planned leave of absence from their academic program when medical conditions, military deployments, or national emergencies prevent their active enrollment and engagement in their course(s).

Under extreme circumstances, a leave of absence from an academic program may be granted for reasons other than medical conditions, military deployments, or a national emergency. Learners with loan obligations are advised to contact their lender(s) to discuss their circumstances and loan repayment status during their leave of absence.

PROCEDURES

I. General Terms for all Categories of Leave of Absence

A. Access to Services

During a leave of absence, learners have access to Learner Support services (including advising). However, access to academic services (such as academic support, the Capella University Library, or mentoring support) is not permitted.

B. Academic Standing and Financial Aid Satisfactory Academic Progress

Learners on academic probation per university policy 3.01.04 Academic Standing or on federal financial aid probation per university policy 3.01.05 Financial Aid Satisfactory Academic Progress at the time of their leave of absence will remain at the same status upon restarting a course(s) at the conclusion of the leave.

C. Catalog

Learners granted a leave of absence who restart a course(s) at the conclusion of the leave will remain under the same catalog in effect at the time the leave of absence was granted.

D. Last Day of Attendance

If learners do not re-enroll in a course(s) at the conclusion of their leave, the last day of the quarter in which the learner was enrolled in a course(s) is designated as the last date of attendance.

II. Medical Leave of Absence

A. Criteria

1. Learners may request a planned medical leave of absence for circumstances protected under the Family Medical Leave Act (FMLA).

2. Learners must be enrolled in a course(s) when requesting a medical leave of absence.

3. A medical leave of absence status is not granted retroactively.

B. Request for Medical Leave of Absence

1. Learners may request a medical leave of absence by completing and submitting the Leave of Absence Request Form on iGuide. Learners must also submit documentation from a medical provider with their request. The documentation must include a statement from the doctor certifying the need for the leave. The request will not be considered until documentation from a medical provider is submitted.
University Policies, continued

2. Medical leave of absence requests must be submitted by the close of course enrollment for the quarter in which the learner is requesting the leave. The start and end dates of the request must coincide with the start and end dates of the quarter.

3. Learners may not request a medical leave of absence for more than a total of 180 calendar days in any 12-month period.

C. Granting of Approval

Medical leave of absence requests will be reviewed by the Records Processing and Operations department. If approved and applicable, the learner will be dropped from any course(s) and/or residency(ies) in which the learner is enrolled during the period of the leave of absence.

D. Incompletes

Learners who have been issued Incomplete (“I”) grades prior to requesting a medical leave of absence must contact their course instructor(s) prior to the start of the leave. When deemed appropriate by the faculty, Capella will accommodate an incomplete grade extension for learners granted a medical leave of absence. Documentation for the incomplete grade extension must be completed and submitted prior to the start of the leave. If an incomplete grade extension is not requested and granted, the “I” grade will be converted to either a Failing (“F”) or Not Satisfactory (“NS”) grade (depending on the learner’s grading option) after the end of the following academic quarter.

E. Return from Medical Leave of Absence

Learners returning from a medical leave of absence may resume courses only at the beginning of a quarter.

III. Military Leave of Absence

A. Criteria

1. Members of the United States military, including reserve forces, may be eligible for a military leave of absence. This policy follows the guidelines established in the HEROES Act of 2003 in determining appropriate accommodations for military servicemembers who are responding to a war, national emergency, or other military operation. In accordance with the HEROES Act, Capella University provides the following accommodations to learners who experience a disruption in their program due to active military service:

   a. Learners granted a military leave of absence will be offered the option of withdrawing (resulting in a grade of “W”) from their course(s) or requesting an Incomplete (“I”) grade for any course(s) in which they were enrolled when granted the leave. Learners who withdraw from their course(s) as a result of active military duty will be offered the option of a tuition credit or appropriate refund for the course(s) they were unable to complete. Learners who request an “I” grade must get approval from the instructor(s) of their course(s) and be able to complete the required assignments independently, outside of the courseroom. Learners who request an “I” grade are not issued a tuition credit.

   b. Learners on a military leave of absence are not required to meet financial obligations to Capella while on approved leave.

   c. Time spent during a military leave of absence does not count toward the maximum time for completion of the program.

   d. Faculty will be flexible and offer accommodations to academic deadlines for learners on a military leave of absence.

   e. Capella will provide flexibility and accommodations to administrative deadlines for learners on a military leave of absence.

2. Learners must coordinate this process through Armed Forces and Veterans Support.

B. Request for Military Leave of Absence

1. Learners may request a military leave of absence by completing and submitting the Military Leave of Absence Request form on iGuide. Learners must indicate the date they are affected and the anticipated date of return. Learners must also fax one the following pieces of documentation to Armed Forces and Veterans Support at their earliest possible convenience:

   a. Deployment orders, including dates affected.

   b. An official letter from a commanding officer, including dates affected.

2. Upon receipt of the request form for a military leave of absence, Armed Forces and Veterans Support will send learners an email indicating approval or denial of the request. If the request is approved, Capella University will report the learner’s leave status to the National Student Clearinghouse.
University Policies, continued

C. Reinstatement
1. Armed Forces and Veterans Support will track learners’ anticipated date of return and will contact learners to reintegrate them into their program.
2. Upon return, learners are responsible for completing and submitting the Returning from a Military Leave of Absence form on iGuide.
3. Armed Forces and Veterans Support will then work with the learner to determine next steps in reintegrating the learner to Capella.
4. Learners returning from a military leave of absence may resume courses only at the beginning of a quarter.

IV. National Emergency Leave of Absence
A. Criteria
1. The U.S. Department of Education directs schools to provide educational and financial accommodations to learners affected by national emergencies, both at the time of the event and upon re-enrollment. Capella University provides the following accommodations to learners who experience a disruption in their program due to national emergency:
   a. Learners granted a national emergency leave of absence will be offered the option of withdrawing (resulting in a grade of “W”) from their course(s) or requesting an Incomplete (“I”) grade for any course(s) in which they were enrolled when granted the leave. Learners who withdraw from their course(s) as a result of a national emergency will be offered the option of a tuition credit or appropriate refund for the course(s) they were unable to complete. Learners who request an “I” grade must get approval from the instructor(s) of their course(s) and be able to complete the required assignments independently, outside of the courseroom. Learners who request an “I” grade are not issued a tuition credit.
   b. Learners on a national emergency leave of absence are not required to meet financial obligations to Capella while on approved leave.
   c. Time spent during a national emergency leave of absence does not count toward the maximum time for completion of the program.
   d. Faculty will be flexible and offer accommodations to academic deadlines for learners on a national emergency leave of absence.
   e. Capella will provide flexibility and accommodations to administrative deadlines for learners on a national emergency leave of absence.
B. Request for National Emergency Leave of Absence
Learners may request a national emergency leave of absence by contacting Learner Support. Learners must indicate the date they are affected and the anticipated date of return. In extreme circumstances, learners can be placed on a national emergency leave of absence in advance of contact with a Learner Support representative or course instructor(s). Learners are encouraged to contact Capella University as soon as possible.

C. Reinstatement
1. Learner Support will track the learners’ anticipated date of return and will contact learners to reintegrate them into their program. On an annual basis, Capella will contact learners on national emergency leave of absence to discuss their plans for the future.
2. Upon return, learners are responsible for completing and submitting the Return From National Emergency form on iGuide.
3. Learner Support staff will work with the learner to address incomplete course(s), if applicable, and determine next steps in reintegrating the learner to Capella. Learners cannot enroll in a new course(s) without first contacting their instructor(s) to discuss a course completion plan for or withdrawal from any “I”-designated course(s). Learners withdrawing due to a national emergency will be subject to the refund policy at the time of the disaster.
4. Learners returning from a national emergency leave of absence may resume courses only at the beginning of a quarter.

V. Other Circumstances
Capella learners requesting an interruption in their academic program for circumstances other than medical conditions, active military duty, or national emergency should follow the procedural criteria outlined for learners requesting a medical leave of absence.
University Policies, continued

2.02.10 Separation from the University

Learners may be separated from Capella University through discontinuation, administrative withdrawal, suspension, or dismissal. Separations may result from learner choice, administrative reasons, or violations of university policy. The specific procedures and conditions for separation are described in each relevant policy, as referenced in the procedure section of this policy.

Learners may request a discontinuation from the university per the procedures described in this policy. Learners who request and are granted a discontinuation from the university may be eligible for re-enrollment or readmission.

Learners who are administratively withdrawn from the university may be eligible for readmission when stated conditions have been met.

Learners who are suspended from the university may be eligible for re-enrollment or readmission when stated conditions have been met.

Learners who are dismissed from the university are not eligible for readmission.

All actions are taken as a result of a final decision, as more specifically addressed in each policy.

DEFINITIONS

Administrative Withdrawal
Administrative withdrawal is a university-initiated separation of a learner from the university.

Discontinuation
Discontinuation is a learner-initiated separation from the university.

Dismissal
Dismissal is a university-initiated permanent separation of a learner from the university.

Suspension
Suspension is a university-initiated temporary status during which a learner is denied access to the courseroom and prohibited from engaging in university activities until stated conditions have been met.

PROCEDURES

I. Relationship to Other Policies

The specific procedures and conditions for discontinuation, administrative withdrawal, suspension, or dismissal are described in the following policies:

A. Discontinuation
   2.01.02 Maximum Time to Degree Completion

B. Administrative Withdrawal
   2.01.01 Admission
   2.01.02 Maximum Time to Degree Completion
   2.02.06 Continuous Enrollment for Advanced Doctoral Learners

3.04.01 Academic Readiness
   4.02.02 Learner Code of Conduct
   4.02.04 Discrimination, Harassment, and Assault
   4.02.05 Drugs and Alcohol
   4.03.01 Tuition and Fees
   4.03.02 Tuition Refunds

C. Suspension
   3.01.04 Academic Standing
   4.02.02 Learner Code of Conduct

D. Dismissal
   3.01.01 Academic Honesty
   3.01.04 Academic Standing
   3.01.05 Financial Aid Satisfactory Academic Progress
   3.01.06 Comprehensive Examination Requirements
   3.01.07 Dissertation Requirements
   4.02.02 Learner Code of Conduct
   4.02.03 Learner Grievance
   4.02.04 Discrimination, Harassment, and Assault
   4.02.05 Drugs and Alcohol

II. Discontinuation

A. Learners may request an immediate or delayed discontinuation from the university by completing and submitting the Discontinuation Request Form located on iGuide.

B. Learners who request an immediate discontinuation from the university will be removed from all courses and subject to university policy 4.03.02 Tuition Refunds. An immediate discontinuation is effective the date of the request.
University Policies, continued

C. Learners who request a delayed discontinuation from the university will remain enrolled in all courses until the requested date of discontinuation, unless they initiate a course drop or withdrawal per university policy 2.02.02 Course Enrollment. Learners removed from courses at the requested date of discontinuation are subject to university policy 4.03.02 Tuition Refunds. Delayed discontinuations are effective the last date of the quarter.

ACADEMIC STANDARDS

3.01.01 Academic Honesty
Learners are expected to be the sole authors of their work. Use of another’s ideas must be accompanied by proper citation and reference. In addition, a learner may not submit the same or similar work for credit in more than one course. Capella extends the concept of academic integrity to include issues of copyright and trademark violation. 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.

Capella University learners, faculty, and staff all share the responsibility to promptly report any suspected violation of academic honesty.

The disciplinary consequences of plagiarism and other forms of academic dishonesty include but are not limited to non-acceptance of work submitted (an opportunity to resubmit work may be given at the discretion of the faculty member or instructor), a failing grade on the assignment, a failing grade in the course, written warning, suspension, and dismissal from the university.

DEFINITIONS

Academic Honesty
Academic honesty provides protection for intellectual property by giving proper credit for the work of other scholars and practitioners. Capella considers any submission of work not created by the learner to be a violation of this policy. This includes but is not limited to submission of work in the name of another learner; intentional misuse of quantitative data; and failure to give proper credit of borrowed material by use of citation in any submitted coursework assignments, whether in the form of a formal research paper, coursework posting, PowerPoint presentation, or any other method used to meet course requirements.

Plagiarism
Plagiarism is presenting someone else’s ideas or work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. Learners must take great care, whether in a draft or final version of a paper or project, to distinguish their own ideas and language from information acquired from outside sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained through other people.

Proper Form for References and Citations
The Publication Manual of the American Psychological Association (APA) is helpful in assessing what must be referenced and how work must be cited. To avoid any instances that may be construed as plagiarism, the learner should consult this guide to identify the proper citation format.

PROCEDURES

I. Reporting of Suspected Violation of Academic Honesty
A. Anyone may report an alleged violation of academic honesty.
B. The alleged violation should be reported verbally or in writing to the faculty member or university official responsible for the course or activity during which the alleged violation occurred.
C. The individual receiving the report of the alleged violation will bring it to the attention of the faculty member directly associated with the course or activity during which the alleged violation occurred, should the report be made to someone other than this faculty member.

II. Initial Resolution Process
Whenever possible, alleged violations of academic honesty should be resolved at the discretion of the faculty member directly associated with the course or activity during which the alleged violation occurred.
A. The faculty member responsible for the course or activity during which the alleged violation occurred will review the circumstances surrounding the alleged violation and with the learner, will determine the appropriate action.
1. The faculty member will contact the learner to notify him or her of the alleged violation.
2. The learner will be given the opportunity to explain or refute the alleged violation.
3. The faculty member will advise the learner of the next steps in the process.
University Policies, continued

B. If deemed appropriate by the faculty member, a sanction such as requiring resubmission of the assignment, receiving a failing grade on the assignment in question, or receiving a failing grade for the course may be imposed.

C. In the case of a faculty-imposed sanction, the faculty member will notify the learner in writing of the decision to impose a sanction and provide an associated rationale.

D. The faculty member will forward a copy of the decision notification and any evidence of the violation to the appropriate school designee to be filed in the learner’s official academic record.

E. The learner has the right to appeal the faculty member’s decision, as described in section III.

III. Formal Resolution Process

If the learner rejects the faculty member’s decision, if a second instance of a suspected violation occurs, or if the initial instance is blatant enough to warrant a more severe sanction, the matter will be referred to an independent review panel.

A. Upon receiving the learner’s appeal request or notification of a second suspected violation, the panel designee will acknowledge receipt of the request or notification and inform all involved parties that a formal resolution process has been initiated.

B. Within 10 calendar days of being sent notification that a formal resolution process has been initiated, all involved parties must submit information regarding the matter to the panel designee. This information must include:

1. The individual(s) against whom the alleged violation is directed.
2. A brief description of the alleged violation, including dates, times, and places.
3. Any efforts to resolve the matter during the initial resolution process.
4. The corrective action the faculty member or learner is seeking.

C. Following referral of matter, the panel will convene to review the materials and issue a decision as soon as practicable.

1. The panel will investigate all evidence supporting and/or refuting the alleged violation, the learner’s complete academic record, any further issues surrounding the alleged violation, and the school’s response.

2. The panel will provide adequate opportunity to hear from all involved parties and for each party to state his or her respective case in writing. Upon request, either party will be provided the opportunity to appear before the panel, either in person or via telephone.

3. Upon evaluation of the evidence and hearing from all involved parties, the panel will issue a decision and set forth a resolution to be implemented.

4. In cases of policy violation, the panel will determine the appropriate sanction, which may include a written warning, a failing grade on the assignment or the course, suspension, or in cases of serious and/or repeated violations, dismissal from the university.

5. The panel designee will report the panel’s decision and associated sanction to all involved parties as soon as practicable. A record of the panel’s decision and sanction will become part of the learner’s official academic record.

6. Both parties have the right to appeal the panel’s decision, as described in section IV.

IV. Formal Appeal Process

If either party chooses to appeal the panel’s decision, he or she must submit a formal, written appeal request to the director of University Learner Affairs. The appeal request must be submitted via mail or email and within 10 calendar days of being sent notification of the panel’s decision.

A. Upon receiving the appeal request, the director of University Learner Affairs will acknowledge receipt of the request and inform all involved parties that a formal appeal process has been initiated.

B. The director of University Learner Affairs will receive and review all prior evidence, records, evaluations, and faculty and panel decisions associated with the alleged violation.

C. Following the review, the director of University Learner Affairs will issue a decision and report it to all involved parties as soon as practicable. The decision will either 1) uphold the findings of the panel, 2) reverse the findings of the panel, 3) direct the panel to provide additional information, or 4) determine his or her own findings. In the event the director of University Learner Affairs requests additional information from the panel, the involved parties will be notified of a revised time frame for the determination of the grievance.
University Policies, continued

D. The decision of the director of University Learner Affairs is final.
E. A record of the final decision and all related materials will become part of the learner’s official academic record and upon request, will be made available to all Capella boards and any appropriate regulatory bodies.

3.01.03 Academic Honors

Learners at the bachelor’s level may be eligible to graduate with honors based on minimum cumulative grade point average (GPA) and other academic requirements established in this policy and procedures.

GPA Requirements
Graduation with Honors—cum Laude:
3.500–3.7499

Graduation with High Honors—Magna cum Laude:
3.7500–3.8499

Graduation with Highest Honors—summa cum Laude:
3.8500 or higher

PROCEDURES
I. Academic Requirements
A. No credit-bearing course may be taken under the satisfactory/Not satisfactory (“s”/“Ns”) option.
B. No incomplete (“i”) grades may be considered.
C. No grade may be lower than a “C.”
D. No course may be repeated.

II. Academic Honors Calculation
Honors will be determined at the time of graduation and will only include academic work completed at Capella.

III. Academic Honors Notation
This distinction will be noted on the learner’s official transcript and diploma.

3.01.04 Academic Standing

Capella University requires that all learners maintain good academic standing. Academic standing is determined by academic performance and is measured by the cumulative grade point average (GPA). In order to maintain good academic standing, learners must meet specific minimum cumulative GPA requirements based on undergraduate or graduate course work.

Requirements
Undergraduate learners are required to maintain a GPA of 2.0 or higher.

Graduate learners are required to maintain a GPA of 3.0 or higher.

Doctoral learners engaged in the comprehensive examination and dissertation phases of their program must meet additional requirements described in this policy and procedures.

Cumulative GPA is calculated separately for undergraduate and graduate course work.

Failure to maintain good academic standing may result in probation or dismissal. Learners may appeal pursuant to the procedures contained in this policy.

PROCEDURES
I. Grade Point Average (GPA) Requirements
A. Undergraduate learners are required to maintain a cumulative GPA of 2.0 or higher.
B. Graduate learners are required to maintain a cumulative GPA of 3.0 or higher.

II. Factors Impacting Academic Standing
A. Grades
No Grade (“NG”), Withdrawal (“W”), Incomplete (“I”), In Progress (“IP”), Satisfactory (“S”), and Not Satisfactory (“NS”) grades are included in the course completion ratio but do not impact the learner’s cumulative grade point average (GPA).
B. Repeated Courses
When a course is repeated, the grade considered for the credit and GPA calculations will be the higher of the two grades earned. Each attempt will be used in evaluating course completion rates. Refer to university policies 2.01.02 Maximum Time to Degree Completion, 2.02.02 Course Enrollment, 3.01.05 Financial Aid Satisfactory Academic Progress, 3.04.07 Grading, and 3.04.08 Incomplete Grades for more information.

III. Measuring Academic Standing
A. Learners must meet the minimum cumulative grade point average (GPA) requirement for their undergraduate or graduate course work.
B. Capella University measures academic standing at the end of each academic quarter.
C. Academic standing is first measured after the first full quarter of academic activity.

Examples:
Learners who initially enroll in courses during a monthly start are measured at the end of quarter two based on academic activity from their initial start date through the end of quarter two.
University Policies, continued

Learners who enroll in courses at the beginning of a quarter are measured at the end of quarter one based on academic activity from their initial start date through the end of quarter one.

D. Learners who fail to meet the minimum cumulative GPA requirement for their undergraduate or graduate course work are placed on probation or dismissal status.

E. Learners’ academic standing is measured only following quarters in which they are enrolled in one or more credit-bearing courses. Learners’ academic standing does not change following a quarter of academic inactivity.

F. Learners’ current academic status remains on their official record until there is academic activity for evaluation.

G. Learners return to Capella at the same academic status as when they departed.

H. Notification of Academic Status

Learners receive an email notification when they have been placed on probation or dismissal status. However, it is the learner’s responsibility to know these standards, and failure to receive the notification does not nullify the academic status.

I. Learners in the comprehensive examination and dissertation phases of their program are also evaluated based on the criteria described in sections VII and VIII.

IV. Probation

A. Criteria/Notification

1. Learners are placed on probation status when they fail to meet the minimum cumulative grade point average (GPA) requirement for their undergraduate or graduate course work.

2. Learners receive an email notification when they have been placed on probation stages one, two, three, four, or five. A record of the notification will become part of the learner’s official academic record.

3. Probation status cannot be appealed.

B. Probation—Stages One and Two

1. Learners placed on probation stages one or two are encouraged to work with their academic advisor in developing their plan to return to good academic standing and future academic success.

C. Probation—Stage Three

1. Learners placed on probation stage three must work with their academic advisor in developing a Learner Support Plan (LSP) for their return to good academic standing and future academic success.

2. Learners must complete and submit the LSP to their advisor.

3. Learners placed on probation stage three will be required to have an advisor-approved LSP before they are permitted to enroll in any future courses.

4. Learners placed on probation stage three will be permitted to complete the courses for the quarter in which they are currently enrolled.

D. Probation—Stages Four and Five

1. Learners placed on probation stage four or five must contact their academic advisor to review and/ or revise their LSP before they are permitted to enroll in any future courses.

2. Learners placed on probation stage four or five will be permitted to complete the courses for the quarter in which they are currently enrolled.

E. Academic Standing and LSP Extensions

1. In some circumstances, learners may be granted an LSP extension beyond probation stage five to return to good academic standing.

2. LSP extension criteria

   a. Learners must show quarterly GPA improvement.

   b. Learners must meet the following minimum cumulative quarterly GPA standards:

      i. 2.0 cumulative quarterly GPA for undergraduate learners.

      ii. 3.0 cumulative quarterly GPA for graduate learners.

   c. Learners must meet both criteria to be granted an LSP extension.
University Policies, continued

F. Reinstatement to Good Academic Standing
1. Learners placed on probation status are removed from probation when their GPA meets the requirement for their undergraduate or graduate course work.
2. Learners receive an email notification when they have been removed from probation status.
3. A record of the notification will become part of the learner’s official academic record.

V. Dismissal
A. Criteria/Notification
Learners are dismissed from the university when they fail to meet the terms of the school-approved Learner Support Plan (LSP) extension after probation stage five. Learners dismissed from the university are ineligible to enroll in any Capella course (including non-credit courses, residencies, etc.) and are ineligible for readmission to any Capella program at any time in the future.

B. Dismissal Appeal
1. Learners must appeal their dismissal status within seven calendar days of being sent notification of their dismissal.
2. Learners must complete and submit the Academic Standards Dismissal Appeal Form located on iGuide.
3. Learners must include an explanation of the extenuating circumstances surrounding their dismissal and the impact they had on their academic progress. The case is determined by the documentation/evidence supplied by the learner.
4. Learners must indicate their plan for future academic success.
5. Learners are not permitted to enroll in any Capella course (including non-credit courses, residencies, etc.) pending the outcome of their appeal.
6. The director of University Learner Affairs reviews the appeal and makes a determination.
   a. Within 10 calendar days of the receiving the appeal and all supporting documentation, the director of University Learner Affairs will email the learner to notify him or her of the decision.
   b. The decision of the director of University Learner Affairs is final.

VI. Comprehensive Examination Learners
A. Criteria
1. Learners are considered to be in good academic standing when they enter the comprehensive examination phase of their program.
2. Academic standing for learners in the comprehensive examination phase of their program is measured by the timely and successful completion of the comprehensive examination course.
3. Learners are considered out of compliance when they fail to successfully complete the comprehensive examination course, as described in university policy 3.01.06 Comprehensive Examination Requirements.
4. Learners are notified by their courseroom mentor when they fail to meet the minimum comprehensive examination course requirements.

B. Extensions
1. It is expected that learners making good academic progress will require no more than one additional quarter to complete their comprehensive examination course requirements.
2. In exceptional circumstances, learners may request to enroll in an additional continuation course with the approval of the dean of their school.

C. Dismissal
Learners who fail to meet the minimum comprehensive examination course requirements will be dismissed from the university pursuant to section V of this policy.

VII. Dissertation Learners
A. Criteria
1. Learners are considered to be in good academic standing when they enter the dissertation phase of their program.
2. Academic standing for learners in the dissertation phase of their program is measured by the timely and successful completion of each of the required dissertation milestones, as described in university policy 3.01.07 Dissertation Requirements.
3. Learners are considered out of compliance when they fail to successfully complete the dissertation milestones.
4. Learners are notified by their mentor when they fail to meet the minimum dissertation milestone requirements.
University Policies, continued

B. Extensions
1. It is expected that learners making good academic progress will require no more than two additional quarters to complete the minimum dissertation milestone requirements.
2. In exceptional circumstances, learners may request extensions pursuant to university policy 3.01.07 Dissertation Requirements.

C. Dismissal
Learners who fail to meet the minimum dissertation milestone requirements will be dismissed from the university pursuant to section V of this policy.

VIII. Recording Academic Standing
Probation and dismissal are official academic statuses. Dismissal is noted on the learner’s official academic transcript.

3.01.05 Financial Aid Satisfactory Academic Progress
Federal regulations require that all learners who are issued federal financial aid must maintain satisfactory academic progress. Learners must meet minimum requirements as described in the program requirements sections of this policy and related procedures in order to qualify for federal financial aid. Learners may only use federal financial aid for a maximum number of credits attempted for their degree program. Failure to maintain satisfactory academic progress may result in probation from or ineligibility for financial aid. Learners may appeal financial aid ineligibility pursuant to the procedures contained in this policy.

Undergraduate Degree Program Requirements
Undergraduate learners are required to maintain a cumulative grade point average (GPA) of 2.0 or better and complete a minimum of two out of every three attempted credits (completion ratio of 67 percent of cumulative attempted credits).

Additionally, undergraduate learners will not be eligible for federal financial aid for any attempted credits that exceed 150 percent of the undergraduate degree requirements described in their catalog.

Graduate Degree Program Requirements
Graduate learners are required to maintain a cumulative grade point average (GPA) of 3.0 or better and complete a minimum of one out of every two total attempted credits (completion ratio of 50 percent of cumulative attempted credits).

Additionally, graduate learners will not be eligible for federal financial aid for any attempted credits that exceed 200 percent of the graduate degree requirements described in their catalog.

Doctoral learners engaged in the comprehensive examination and dissertation phases of their program must meet additional requirements described in the procedures section of this policy.

PROCEDURES
I. Factors Impacting Financial Aid Satisfactory Academic Progress (FASAP)
A. Grades
No Grade (“NG”), Withdrawal (“W”), Incomplete (“I”), In Progress (“IP”), Satisfactory (“S”), and Not Satisfactory (“NS”) grades are included in the course completion ratio but do not impact the learner’s grade point average (GPA).

B. Repeated Courses
When a course is repeated, the grade considered for the credit and GPA calculations will be the higher of the two grades earned. Each attempt will be used in evaluating course completion rates. Refer to university policies 2.02.02 Course Enrollment, 3.04.07 Grading, and 3.04.08 Incomplete Grades for more information.

II. Measuring Satisfactory Academic Progress for Financial Aid
Satisfactory academic progress is measured for all federal financial aid learners. In addition to common measurements, there are individual measurements for learners enrolled in undergraduate programs and graduate programs, as described in sections II.B and II.C.
A. Common Measurements for All Learners
1. A learner’s academic progress may be measured only following quarters during which the learner is enrolled in one or more courses. A learner’s financial aid eligibility will not change following a quarter of academic inactivity.
2. A learner’s current status remains on record until there is academic activity for evaluation.
3. Learners whose total number of attempted credits exceeds the limit for their degree or certificate program will be denied access to federal financial aid for all future quarters. This is evaluated quarterly.
4. Grade point average (GPA) and course completion ratio are the required standards. The specific GPA and ratio standards are described in sections II.B and II.C.
5. The initial evaluation will begin after the first full quarter of activity.
University Policies, continued

Examples:
Learners who initially enroll during a monthly start will be measured at the end of quarter two based on activity from their initial start date through the end of quarter two.
Learners who enroll at the beginning of a quarter will be measured at the end of quarter one based on activity from their initial start date through the end of quarter one.

6. All requirements are thereafter evaluated for each quarter there is academic activity.

7. Transfer credits
   a. Transfer credits applied toward a learner’s degree program reduce the number of credits required for the completion of that degree program.
   b. The number of transfer credits impacts the learner’s maximum limit of earned credits required, as follows:
      i. Example: BS requires 180 earned credits; the learner transfers in 70 credits, resulting in 110 credits remaining.
      ii. In the above example, the degree program requirements are based on the number of earned credits remaining for a learner to complete his or her degree program; in this case, 110 earned credits.
      iii. The number of earned credits remaining is the basis for the maximum attempted credits calculation, as defined in sections II.B.2 and II.C.2.

8. Notification of academic status
   Learners will receive an email notification from the Financial Aid Office when they have been placed on federal financial aid probation or become ineligible for financial aid. However, it is the learner’s responsibility to know these requirements, and failure to receive the notification will not nullify the financial aid status.

B. Undergraduate Programs
   Undergraduate learners are evaluated for satisfactory academic progress on two distinct requirements.
   Learners must be in compliance with both to maintain satisfactory academic progress. These requirements are described as follows:

1. Satisfactory academic progress requirements
   a. Minimum GPA
      i. Undergraduate learners must maintain a cumulative GPA of 2.0 or better.
      ii. The cumulative GPA is calculated specifically for all undergraduate activity.
   b. Course completion ratio
      Undergraduate learners must complete a minimum of two out of every three attempted credits (completion ratio of 67 percent of cumulative attempted credits).

2. Maximum attempted credits
   Undergraduate learners are not eligible for federal financial aid for any attempted credits that exceed 150 percent of the undergraduate degree program requirements.
   a. Example: If the number of earned credits required to meet degree program requirements (after applied transfer credits) is 110, the maximum number of attempted credits allowed is 165 (110 x 150 percent).
   b. Learners will be notified by the Financial Aid Office when they are within 18 to 24 credits of exceeding the 150 percent rule.
   c. Learners will become immediately ineligible for federal financial aid once they have exceeded the 150 percent rule.

C. Graduate Programs
   Graduate learners are evaluated on two distinct requirements. Learners must be in compliance with both to maintain satisfactory academic progress. In addition, doctoral learners engaged in comprehensive examination and dissertation phases of their program must meet additional requirements.

1. Satisfactory academic progress requirements
   a. Minimum GPA
      i. Learners must maintain a cumulative GPA of 3.0 or better.
      ii. The cumulative GPA is calculated specifically for all graduate activity.
   b. Course completion ratio
      i. Learners must complete a minimum of one out of every two attempted credits (completion ratio of 50 percent of cumulative attempted credits).
      ii. The completion ratio is calculated specifically for all graduate activity.
University Policies, continued

2. Maximum attempted credits
Learners are not eligible for federal financial aid for any attempted credits that exceed 200 percent of the graduate degree program requirements.

a. Example: If the number of earned credits required to meet degree program requirements (after applied transfer credits) is 110, the maximum number of attempted credits allowed is 220 (110 x 200 percent).

b. Learners will be notified by the Financial Aid Office when they are within 16 to 20 credits of exceeding the 200 percent rule.

c. Learners will become immediately ineligible for federal financial aid once they have exceeded the 200 percent rule.

3. Advanced doctoral learners
Doctoral learners engaged in comprehensive examination and dissertation phases of their program must meet additional requirements related to timely completion of their comprehensive examination and dissertation course work as noted in university policy 3.01.04 Academic Standing.

D. Comprehensive Examination Learners
1. Learners who enter the comprehensive examination phase of their program are considered in compliance with this policy.

2. Financial aid satisfactory academic progress (FASAP) for learners in the comprehensive examination phase of their program is measured by the successful completion of the comprehensive examination course requirements within the prescribed deadlines described in university policy 3.01.04 Academic Standing.

E. Dissertation Learners
1. Learners who enter the dissertation phase of their program are considered in compliance with this policy.

2. FASAP for learners in the dissertation phase of their program is measured by the successful completion of the dissertation milestone requirements within the prescribed deadlines described in university policy 3.01.04 Academic Standing.

III. Failure to Maintain Satisfactory Academic Progress
This section applies only to learners in undergraduate and graduate programs. Advanced doctoral learners in the comprehensive examination and dissertation phases of their program are referred to section IV.

A. Federal Financial Aid Probation
1. Criteria/Notification
   a. Learners will be placed on federal financial aid probation when they fail to maintain the minimum requirements described in section II.
   b. Learners will receive an email notification from the Financial Aid Office when they have been placed on federal financial aid probation.

2. Removal of financial aid satisfactory academic progress (FASAP) probationary status
   a. Learners will be removed from federal financial aid probation upon meeting the minimum requirements described in section II.
   b. Learners will receive an email notification of this change in status from the Financial Aid Office.

B. Ineligibility for Federal Financial Aid
1. Criteria/Notification
   a. Learners will no longer be eligible for federal financial aid when they fail to maintain the minimum requirements described in section II of this policy following two consecutive quarters.
   b. Learners will receive an email notification of this change in status from the Financial Aid Office.

2. Appeal of ineligibility for federal financial aid
   a. Learners may only appeal the time period for which they are ineligible for federal financial aid.
   b. Learners must complete the Financial Aid Satisfactory Academic Progress Appeal Form located on iGuide.
   c. Learners must include an explanation of the extenuating circumstances surrounding their ineligibility and the impact they had on their academic progress. The case will be determined on the documentation/evidence supplied by the learner.
   d. Learners must indicate how they will work to improve their academic progress.
University Policies, continued

e. Learners have seven calendar days from the date the notification of their ineligibility was sent to submit their appeal. Learners who do not meet this deadline will be unable to appeal until after their next full quarter of activity.

f. The Financial Aid Satisfactory Academic Progress Appeals Committee will review the appeal and make a determination.
   i. The committee has 10 calendar days from the receipt of the appeal and all supporting documentation to make a determination and notify the learner via email.
   ii. The committee’s decision is final.

g. Appeal results
   i. Learners whose appeals are approved will be placed on federal financial aid probation and will remain eligible for federal financial aid for the current quarter. At the end of the quarter, learners will be reviewed for FASAP and will be held to the standards outlined in this policy.
   ii. Learners whose appeals are denied will be ineligible for federal financial aid (Stafford and Grad PLUS loans and/or Pell, SMART, and TEACH Grants) until they are able to meet the minimum FASAP standards. Learners whose appeals are denied must pay any outstanding tuition charges within seven calendar days of the being sent notification. Learners who do not pay any outstanding tuition charges will be withdrawn from all courses in which they are currently enrolled, and charges for the quarter will be reversed.

3. Removal of FASAP ineligibility
   a. Learners will be removed from federal financial aid ineligibility and reinstated to satisfactory academic progress upon meeting all the minimum requirements described in section II and after they have completed a quarter of activity while not receiving federal financial aid.
   b. Learners will receive an email notification of this change in status from the Financial Aid Office.

IV. Failure to Maintain Financial Aid Satisfactory Academic Progress (FASAP)—Comprehensive Examination and Dissertation Phase Learners Only

Comprehensive Examination and Dissertation Phases

A. Criteria
   Learners will be considered out of compliance with FASAP when they fail to maintain good academic standing as defined in sections II.D and II.E., and will be dismissed pursuant to university policy 3.01.04 Academic Standing.

B. Procedures
   The procedures for maintaining compliance are described in university policy 3.01.04 Academic Standing.

3.01.06 Comprehensive Examination Requirements
Capella University requires that all doctoral learners enrolled in degree programs that require a comprehensive examination successfully complete the comprehensive examination course prior to advancing to the dissertation. Learners are required to maintain good academic standing as defined in university policy 3.01.04 Academic Standing. Failure to successfully complete the comprehensive examination course in the stated time frame will result in a failing grade of Not Satisfactory (“NS”). An “NS” grade indicates failure of the comprehensive examination and failure to maintain good academic standing and may result in dismissal from the university.

DEFINITIONS

Completion of the Comprehensive Examination
A comprehensive examination course is complete when all its requirements have been reported as complete by the courseroom/faculty mentor.

Extenuating Circumstances
Extenuating circumstances refer to situations beyond the learner’s control that make it difficult or impossible to complete the required comprehensive examination course requirements on time. Generally, extenuating circumstances include those described in university policy 2.02.08 Leave of Absence, but they may also include the death of a family member, severe physical injury, or illness. Documentation of the circumstance must be provided by parties other than the learner; for example, a death certificate, or a letter from the learner’s physician.

Initial Comprehensive Examination Attempt
This term refers to a learner’s first enrollment in the comprehensive examination course, and includes the initial submission of responses to the three comprehensive examination questions and rewritten responses (if applicable).
University Policies, continued

Initial Comprehensive Examination Submission
This term refers to the learner’s first submission of responses to the three comprehensive examination questions for grading by a mentor and readers.

Retake
Learners who receive a Not Satisfactory (“NS”) grade on their initial comprehensive examination attempt have one opportunity to retake the examination, including the rewrite, per the requirements stated in the procedures section of this policy.

Rewrite
Learners who receive a “no-pass” decision for their initial comprehensive examination submission are granted the opportunity to rewrite and resubmit their responses within the allotted time frame stated in the procedures section of this policy.

PROCEDURES
I. Eligibility
Learners must successfully meet the following criteria to be eligible for enrollment in the comprehensive examination course:
A. Completion of all course work with a cumulative grade point average (GPA) of 3.0 or higher.
B. Completion of necessary practica, if applicable.
C. Completion of all residencies (for learners enrolled since 2005).

II. Continuous Enrollment
A. Once learners enroll in their comprehensive examination course and complete the first 12 days, or after they receive their comprehensive examination questions, whichever comes first, they must remain continuously enrolled until the conclusion of the dissertation phase.
B. Learners who need to request a leave of absence during the comprehensive examination phase of their program should contact their advisor.

III. Grades
A grade of Satisfactory/Not Satisfactory (“S”/“NS”) will be issued to learners who have met the comprehensive examination requirements, pursuant to university policy 3.04.07 Grading.

IV. Drop/Withdrawal
Learners who wish to drop or withdraw from their comprehensive examination course once they have enrolled must make the request by contacting their advisor, who will work with them to determine their options.
A. Drops
Learners may choose to drop their comprehensive examination course within the first 12 days of the quarter, or until they receive their comprehensive examination questions, whichever comes first.
B. Withdrawals
Under extenuating circumstances, learners may choose to withdraw from their comprehensive examination course after the first 12 days of the quarter or after they receive their comprehensive examination questions, and prior to the last official day to withdraw, or prior to the due date of their first comprehensive examination submission, whichever comes first.
1. Learners who wish to withdraw within this time frame must do so by contacting their advisor.
2. A course withdrawal is reflected as a grade of “W” on the learner’s transcript, pursuant to university policy 2.02.02 Course Enrollment.

V. Comprehensive Examination Completion Requirements
This section outlines the requirements for completing the comprehensive examination. Refer to the latest version of the Comprehensive Examination Manual, located on iGuide, for further information.
A. Time to Complete
1. Learners may start the comprehensive examination at any time prior to the last week of the course.
2. Learners who require more than one quarter to complete the comprehensive examination course may enroll in one additional quarter.
B. Receipt of Questions
Learners receive the comprehensive examination questions electronically from their courseroom/faculty mentor.
C. Writing and Submitting Responses
1. Beginning from the time the three comprehensive examination questions are sent via email, learners have 28 calendar days to complete their responses.
2. Requesting an extension due to extenuating circumstances
   a. Learners may request an extension by providing evidence of extenuating circumstances that prevented their timely completion of the comprehensive examination questions. All extension requests must be approved by the learner’s school dean or designee. Courseroom/faculty mentors are not authorized to approve extensions to the comprehensive examination. Extension requests must be received at least one business day prior to the examination deadline.
   b. The maximum extension granted is not to exceed 14 calendar days, unless otherwise approved by the dean or designee.

3. Failure to meet initial submission deadline
   Learners who do not submit their initial comprehensive examination responses by the deadline will automatically enter the 14-calendar day rewrite period. Learners who enter the rewrite period have up to 14 calendar days to submit their responses. Learners who enter the rewrite period by failing to submit their initial responses by the deadline forfeit the opportunity for a rewrite.

4. Failure to meet the rewrite submission deadline
   a. Learners who fail to submit rewritten responses to comprehensive examination questions for which they did not receive a passing grade on the initial submission by the deadline will be considered to have failed the comprehensive examination.
   b. Learners who fail the comprehensive examination will receive a Not Satisfactory ("NS") grade.

VI. Comprehensive Examination Results
   A. Learners will be notified of their comprehensive examination results within 14 calendar days of submitting their responses.
   B. To pass the comprehensive examination, two or more readers must issue a “pass” decision on each of the learner’s responses.
   C. Learners do not pass the comprehensive examination when two or more readers issue a “no pass” decision on one or more responses.
   D. Learners who do not pass their initial comprehensive examination attempt automatically enter the rewrite period, pursuant to section VII.
   E. Learners who do not pass the initial comprehensive examination submission may choose the option of not rewriting and resubmitting “no pass” answers, receiving a Not Satisfactory ("NS") grade, or completing a retake of the examination pursuant to section VIII.

VII. Rewrite Process
   A. Rewrites
      1. Learners who receive a “no-pass” on their initial comprehensive examination submission will be granted a rewrite period of 14 calendar days, beginning immediately upon being notified of the “no-pass” decision.
      2. Learners must submit rewritten responses to all comprehensive examination questions for which they received a Not Satisfactory ("NS") grade by 11:59 p.m. Central Time no later than 14 calendar days from the date of being notified of the “no-pass” decision.
   
   B. Rewrite Deferrals Due to Extenuating Circumstances
      1. Learners who are unable to complete the rewrite within the 14-calendar day time frame due to extenuating circumstances may request a deferral by completing and submitting a Rewrite Deferral Petition Form located on iGuide. Learners requesting a rewrite deferral must do so within seven calendar days of being notified of the “no-pass” decision. Learners must obtain final approval from their school’s dean or designee.
      2. Learners who receive approval for a deferred rewrite period must begin their rewrite period within 42 calendar days of being notified of the “no-pass” decision. The beginning date of the deferred rewrite period will be stated on the approval notice.
University Policies, continued

3. If the requested deferred rewrite period extends into the subsequent quarter, learners will receive an In Progress (“IP”) grade for the comprehensive examination and must enroll in a comprehensive examination extension course for the next quarter.

4. Learners completing rewrites during a deferred rewrite period will receive a new comprehensive examination question for each question they did not pass.

5. The courseroom/faculty mentor has seven calendar days from the beginning date of the deferred rewrite period to write and submit new comprehensive examination questions.

6. Learners have nine calendar days per question from the receipt of the new questions to complete and submit rewrites to their courseroom/faculty mentor no later than 11:59 p.m. Central Time on the examination deadline.

VIII. Comprehensive Examination Retake

Failure to Pass the Initial Comprehensive Examination Attempt

A. Learners who fail the initial comprehensive examination attempt will receive a Not Satisfactory (“NS”) grade.

B. Learners who fail the initial comprehensive examination attempt will have one opportunity to retake the examination. Learners may initiate this process by completing the request form located on iGuide. The following conditions will apply:

1. Learners agree to a Learning Agreement approved by the school.

2. Learners have at least one quarter to complete the Learning Agreement.

3. By following the terms of their Learning Agreements, learners will be considered to have remained continuously enrolled.

4. Learners must retake the comprehensive examination during the quarter immediately following the completion of the Learning Agreement.

5. Learners retake the examination under the same conditions as learners who are taking the examination for the first time. The same policies and procedures apply.

C. Learners who fail the comprehensive examination retake will be dismissed from the university.

IX. Final Comprehensive Examination Conference Call

A. Learners who successfully complete the comprehensive examination may progress to a final conference call as determined by the school.

B. Learners who do not pass the comprehensive examination may participate in a final conference call for additional feedback as determined by the school.

X. Appeal of Not Satisfactory (“NS”) Grade (Capricious Grading or Error)

A. Learners may appeal an “NS” grade earned as a result of their academic performance on either the initial comprehensive examination attempt or the retake, pursuant to university policy 3.04.09 Appealing a Grade.

B. Learners whose appeal of an “NS” grade for the initial comprehensive examination attempt is denied may retake the examination as described in section VIII.

C. Learners who complete a retake of the examination and receive a grade of “NS,” and whose appeal of the “NS” grade is denied, will be dismissed from the university.

XI. Appeal of Dismissal

Learners who are dismissed from the university may appeal their dismissal pursuant to university policy 3.01.04 Academic Standing.

3.01.07 Dissertation Requirements

Capella University requires that all doctoral learners enrolled in degree programs that require a dissertation successfully complete the dissertation phase of their program in order to graduate. The dissertation phase is considered complete when learners successfully meet all of the designated milestones within the time frames established by the university. Learners in the dissertation phase are required to maintain good academic standing as defined in university policy 3.01.04 Academic Standing and remain continuously enrolled. Failure to successfully complete the dissertation phase in the stated time frame will result in a failing grade of Not Satisfactory (“NS”). An “NS” grade indicates failure of the dissertation and failure to maintain good academic standing and may result in dismissal from the university.


University Policies, continued

DEFINITIONS

Dissertation Milestones

Dissertation milestones are sequenced steps in the successful production of a doctoral research project at Capella University. Completion of all of the milestones indicates the completion of the dissertation requirements and is verified by submission of the appropriate milestone completion form by the mentor. The milestones include:

1. Dissertation committee approved by the school
2. Learner completes the Collaborative Institutional Training Initiative (CITI) Program, including both basic training and special modules as required by the dissertation topic
3. Proposal approved by mentor
4. Proposal approved by dissertation committee
5. Proposal approved by school (if appropriate)
6. Institutional Review Board (IRB) application approved by university IRB
7. Proposal conference call completed
8. Chapter Four draft approved by mentor
9. Chapter Five and full dissertation approved by mentor
10. Dissertation approved by dissertation committee
11. Dissertation approved by school (if appropriate)
12. Formatting edits completed
13. Dissertation conference call completed
14. Final manuscript approved by mentor
15. Manuscript submitted for publication
16. Final dean approval

Dissertation Phase

The dissertation phase of most doctoral degree programs typically begins only after learners have successfully completed their comprehensive examination (see university policy 3.01.06 Comprehensive Examination Requirements). In the dissertation phase, successful progress is marked by the completion of dissertation milestones, which are sequenced steps in the production of a successful research project at Capella University. Completion of all milestones within the approved time frames indicates successful completion of the requirements of the dissertation phase. Learners must be enrolled in the dissertation phase of their doctoral program for a minimum of four quarters to earn the 20 required dissertation credits. Learners who need additional quarters to complete the dissertation phase may continue to be enrolled as long as they maintain good academic standing and don’t exceed the maximum time to complete (see university policies 2.01.02 Maximum Time to Degree Completion and 3.01.04 Academic Standing). For specific degree program requirements, including comprehensive and dissertation phase requirements, learners are encouraged to consult Capella’s University Catalog.

Established Time Frames

The university has established reasonable time periods for the completion of each of the dissertation milestones. These time frames reflect the average amount of time Capella learners require to complete these tasks. Learners who are unable to complete a milestone within the established time frame should follow the procedures in sections V.A., V.B., or V.C.

Extenuating Circumstances

Extenuating circumstances refer to situations beyond the learner’s control that make it difficult or impossible to complete a required dissertation milestone on time. Generally, extenuating circumstances include those described in university policy 2.02.08 Leave of Absence, but they may also include the death of a family member or severe physical injury or illness. Documentation of the circumstance must be provided by parties other than the learner; for example, a death certificate or a letter from the learner’s physician.

PROCEDURES

I. Continuous Enrollment

A. Learners enrolled in the dissertation phase must remain continuously enrolled until the conclusion of the dissertation phase.

B. Learners who need to request a leave of absence during the dissertation phase of their program should contact their advisor.

II. Grades

A grade of Required (“R”) will be issued to learners who have met the dissertation milestone requirements, pursuant to university policy 3.04.07 Grading.

III. Drop/Withdrawal

Learners who wish to drop or withdraw from their dissertation course once they have enrolled must make the request by contacting their advisor, who will work with them to determine their options.

A. Drops

Learners may choose to drop their dissertation course within the first 12 calendar days of the quarter.
University Policies, continued

B. Withdrawals

1. Under extenuating circumstances, learners may choose to withdraw from their dissertation course after the first 12 calendar days of the quarter and up to the last official day to withdraw.
   a. Learners who withdraw within this time frame must do so by contacting their advisor.
   b. A course withdrawal is reflected as a grade of “W” on the learner’s transcript, pursuant to university policy 2.02.02 Course Enrollment.

2. Learners who wish to withdraw from a dissertation course must enroll in the dissertation course from which they withdrew the following quarter.

IV. Dissertation Phase Completion Requirements

A. Learners in the dissertation phase of their program must successfully complete each of the dissertation milestone requirements listed in the table in the Dissertation Manual located on iGuide.

B. Learners will be considered noncompliant with university policy 3.01.04 Academic Standing should they fail to meet the minimum dissertation milestone requirements described in section IV.A.

C. Learners will be notified by their mentor should they fail to meet the minimum dissertation milestone requirements.

V. Request for Milestone Extension

A. Request for Initial Milestone Extension

1. Learners may request an initial milestone extension directly from their mentor up to five calendar days prior to the due date. Their request must indicate the reason for the delay, a rationale for granting the extension, and a plan of action to achieve good academic standing.

2. The mentor may grant the extension based on the agreed-upon plan.

3. Each dissertation milestone requirement will be treated separately for the purposes of this section. Any extension given for one milestone will not affect any other milestone deadline.

4. Between the time the learner is notified of the initial failure to complete a dissertation milestone requirement and the time the learner receives the extension decision, the learner will remain in good academic standing.

5. If the mentor denies the initial milestone extension, the learner will be considered noncompliant with university policy 3.01.04 Academic Standing and will be ineligible for financial aid (if applicable) and dismissed from the university.

6. Learners may appeal the initial milestone extension denial decision.
   a. Learners must submit a request to the school’s dean or designee indicating the reason for the delay, a rationale for granting the extension, and a plan of action to achieve good academic standing. The learner’s mentor must also submit his or her rationale for appealing the extension denial decision to the school’s dean or designee.

   b. Learners will receive notification of the dean or designee’s decision within seven calendar days.

   c. If the dean or designee denies the initial milestone extension and the learner is dismissed from the university, the learner may appeal the dismissal decision by following the procedures described in section V.D.

B. Request for Additional Milestone Extension

1. Learners may request an additional milestone extension from the school’s dean or designee up to five calendar days prior to the deadline. Their request must indicate the reason for the delay, a rationale for granting the additional extension, and a plan of action to achieve good academic standing. The learner’s mentor must also submit a recommendation to the school’s dean or designee, expressing his or her perspective on the request.

2. Learners will receive notification of the dean or designee’s decision within seven calendar days.

3. Each dissertation milestone requirement will be treated separately for the purposes of this section. Any extension given for one milestone will not affect any other milestone deadline.

4. Between the time the learner is notified of the second failure to complete a dissertation milestone requirement and the time the learner receives the extension decision, the learner will remain in good academic standing.

5. If the dean or designee denies the additional milestone extension, the learner will be considered noncompliant with university policy 3.01.04 Academic Standing and will be ineligible for financial aid (if applicable) and dismissed from the university.
6. Learners may appeal the dismissal decision by following the procedures described in section V.D.
7. For those learners who have received an approved extension and continue to make progress toward completing their milestone, the dean or dean’s designee may approve an additional extension pursuant to the procedures outlined in sections V.B.2 through V.B.6.

C. Dismissal
1. Learners will be dismissed from the university upon failure to meet the dissertation milestone requirements as described in section V.
2. Should they be dismissed from the university, learners will receive a notification of the change in status from the Records Processing and Operations department.
3. Learners may appeal the dismissal decision.

D. Appeal of Dismissal
Learners must appeal the dismissal decision pursuant to university policy 3.01.04 Academic Standing.

3.01.08 Academic Degree and Certificate Requirements
Academic degree and certificate requirements serve as the university standard for degree and certificate program development and learners’ degree and certificate program completion. Schools develop all degree and certificate programs and specializations to align with the requirements described in this policy.

Degree and certificate program requirements must be explicitly described, defined, and published in the University Catalog for the quarters during which those requirements are to take effect. In order to be awarded the degree or certificate for the program in which they are enrolled, Capella learners must satisfactorily fulfill all program requirements, as described in the catalog in effect at the time of their enrollment in that program.

All degree and certificate requirements must also comply with all other university policies.

Approval of Degree and Certificate Requirements
The Capella University Board of Directors reviews and approves the requirements for each academic degree and certificate level upon recommendation of the University Leadership Team (ULT). Degree and certificate program requirements are developed to ensure alignment with: 1) the academic standards of the field of study for that degree or certificate level; 2) advancements emergent in the academic discipline; 3) prevailing professional standards; and where applicable, 4) professional accreditation standards and states’ regulatory standards. These considerations will guide the development and revision of degree and certificate program requirements and will furnish the rationale for those proposed requirements that vary from the standards typical to other Capella University degree and certificate programs at an equivalent degree or certificate level.

Degree and certificate program requirements will be determined for the following categories:
- Credit totals for the degree or certificate level
- Grade point average (GPA) standards for the degree or certificate level
- Formal engagement in the scholarly community, such as online course discussions, learning cohorts, practica, and residencies
- Comprehensive assessments of learning such as portfolios, integrative projects, and comprehensive examinations
- Demonstrations and extensions of knowledge such as capstone projects, internships, and doctoral dissertations

Upon the recommendation of the ULT, the Capella University Board of Directors has established academic requirements for each degree level. Degree and certificate program requirements are described, defined, and published in the University Catalog for the quarters during which those requirements are to take effect.

Degree Program Requirements
Doctoral degree requirements: Degrees at the doctoral level typically require:
- 120 quarter credits
- a formal engagement in the scholarly community, such as the colloquium, learning cohort, or equivalent experience
- a comprehensive assessment, such as an examination or portfolio
- an original research component, such as a dissertation
- a minimum standard cumulative GPA of 3.0

Specialist degree requirements: Degrees at the specialist degree level, such as the Education Specialist degree, typically require:
- 48 quarter credits
- a formal engagement in the scholarly community
- a minimum standard cumulative GPA of 3.0
University Policies, continued

Master’s degree requirements: Degrees at the master’s level typically require:
• 48 quarter credits
• a final master’s project
• a minimum standard cumulative GPA of 3.0

Bachelor’s degree requirements: Degrees at the bachelor’s level typically require:
• 180 quarter credits, including general education requirements and a capstone course
• General education requirements fulfill the standards for the bachelor’s degree and include study in a minimum of four categories: communication, humanities, natural science and mathematics, and social science
• a minimum standard cumulative GPA of 2.0

Certificate Program Requirements
Post-master’s certificate requirements: Post-master’s certificates typically require:
• 16 quarter credits
• a minimum standard cumulative GPA of 3.0

Graduate certificate requirements: Certificates at the post-baccalaureate level typically require:
• 16 quarter credits of graduate study
• a minimum standard cumulative GPA of 3.0

Degree and Certificate Program Requirement Exceptions and Substitutions
Capella University learners are expected to complete all degree and certificate program requirements. However, in some circumstances, a learner may request to waive a requirement or substitute an alternate Capella course in place of a required course. If approved, the exception or substitution of a requirement does not affect the total number of credits required for a learner’s degree program. Requirement exceptions and substitutions are only valid for the degree or certificate program, specialization, and catalog for which they are approved.

3.01.09 Degree and Certificate Conferral
Capella University learners will be eligible for degree or certificate conferral upon successful completion of all degree or certificate program requirements pursuant to Capella’s University Catalog and this policy. Successful completion is determined by a degree audit conducted by the Records Processing and Operations department.

DEFINITIONS

Awarded
Awarded is a status in the graduation application process that indicates that all academic requirements have been completed for his or her degree or certificate to be conferred.

University Catalog
Capella’s University Catalog is the official record of requirements for Capella’s degree and certificate programs. Learners are assigned their initial catalog of record upon their admission to Capella University. Learners who begin their programs in the winter or spring quarters are assigned to the January catalog and the April addendum, and learners who begin their programs in summer or fall quarters are assigned to the July catalog and the October addendum.

Commencement
Commencement is a voluntary ceremony that recognizes the conferral of a learner’s degree. Participation in a commencement ceremony assumes the learner has completed all degree program requirements or is successfully progressing toward conferral but it does not assume degree conferral has occurred. Degrees are not issued at commencement events.

Conferral
Conferral is the issue of a degree or certificate by Capella University.

Conferral Date
Conferral date is the date upon which a learner’s degree or certificate is formally issued.

Graduation
Graduation is the successful completion of a learner’s degree program with the conferral of a degree from Capella University.
University Policies, continued

PROCEDURES

I. Degree and Certificate Conferral Requirements

A. Degree and Certificate Conferral

1. Learners complete the degree or certificate program requirements, including courses, course grade point average (GPA), credit total, residences, internships, and practica described in the relevant University Catalog.

2. Information about catalog and catalog changes is located in university policies 2.02.07 Changing Degree Program, Specialization, Certificate and 4.01.04 University Catalog.

3. Learners are encouraged to contact their advisor should they have questions about their current catalog.

II. Submitting the Graduation Application

A. Learners requesting consideration for degree or certificate conferral must submit the Graduation Application located on iGuide.

1. The learner follows the link appropriate to their degree or certificate level (e.g., BS, MS, PhD, etc.).

2. The learner provides the information requested on the form.

3. The learner submits the application.

B. The Records Processing and Operations department conducts a degree audit of the learner’s record upon receipt of the Graduation Application.

C. Upon completion of the degree audit, the Records Processing and Operations department will notify the learner of his or her graduation application status. Learner’s status will be designated as either:

1. Applied
   a. The learner has completed and submitted a Graduation Application, but has at least one course in which to enroll.
   b. The learner will be asked to reapply at a later time.

2. Approved
   a. The learner has applied for graduation, completed all academic requirements up to the final course(s), and is either enrolled in or has enrolled in the final course(s) needed to complete his or her degree or certificate program.

b. If a doctoral learner is enrolled in a degree program that requires a dissertation, the learner must have completed eight or more dissertation milestones.

c. Incomplete (“I”) or missing grades from previous quarters will prevent the learner from being issued an approved status.

d. The learner’s academic progress will be monitored. The learner will not be required to resubmit the Graduation Application.

e. Approved learners will be billed the graduation fee appropriate to their degree or certificate level.

3. Awarded

   a. The learner has applied for graduation and the Records Processing and Operations department has confirmed that all academic requirements have been completed for his or her degree or certificate to be conferred.

   b. If in a degree program, the learner’s degree will be conferred on the last day of the month in which all requirements were met.

III. Commencement

Commencement information is located on iGuide.

RESEARCH

3.03.01 Human Research Protections

All learners conducting research under the program requirements at Capella University, including all doctoral learners conducting dissertation research and all employees or agents performing research pursuant to institutionally designated authority or responsibility of Capella, are required to obtain Institutional Review Board (IRB) approval prior to beginning research-related interactions with human participants/subjects and/or their records. Research conducted outside the purview of Capella as described above is not governed by the Capella University IRB.

Capella University’s IRB is responsible for assessing all research proposals involving human participants/subjects and/or their records and protecting them from the risk of physical, psychological, social, economic, or legal harm. In the review and conduct of research involving human participants/subjects, Capella’s IRB is guided by the ethical principles set forth in the Belmont Report (i.e., respect for persons, beneficence, and justice). In addition, Capella University requires that all research conducted under its auspices be performed in accordance with Title 45 Code of Federal Regulations, Part 46 (45 CFR 46).
University Policies, continued

3.03.02 Publication of Dissertations
Capella University requires all doctoral learners to publish a dissertation written in partial fulfillment of their doctoral degree.

In relation to learner dissertations, Capella University has perpetual, royalty-free rights to the following: copying and distributing dissertations as part of Capella University’s normal dissertation review process; placing copies of dissertations on Capella University’s Web site or archiving them with the Capella-approved Web site; making the dissertations available to accrediting bodies, regulators, and other external groups who ask to review the dissertations for purposes of Capella’s business operations status; and performing any other action with respect to dissertations that is required by law, accreditation, or regulation. Further, Capella University has the right to publish dissertations, subject to learners’ advance approval; that approval must not be unreasonably withheld or delayed. The use of publication embargoes or restrictions is not permitted under this policy. Capella University strongly encourages learners to include a copyright notice on their dissertations and to register their dissertations with the United States Copyright Office.

3.03.03 Use of Confidential Information
Capella University faculty or staff members will not accept information from learners under an obligation of confidentiality, except as described in this policy’s procedures. Information that could be subject to confidentiality requirements includes but is not limited to information obtained from an employer, unpatented inventions, and information obtained pursuant to a nondisclosure agreement. Information that is subject to an obligation of confidentiality and may not be used in any part of Capella University’s learning process includes but is not limited to Web postings, materials prepared for a course, dissertation work, and comprehensive examinations.

PROCEDURES
Disclosure of Confidential Information
Faculty and staff members do not have authority to modify this policy. Therefore, Capella recommends that learners complete the following steps prior to disclosing any information to faculty members:

A. 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.
B. Obtain a release for any information that could be considered proprietary by any third party, and submit this release to the faculty or staff member or committee prior to the time of the disclosure.

3.03.05 Conflict of Interest in Research
All learners conducting research under the program requirements at Capella University, including all doctoral learners conducting dissertation research and all employees or agents performing research pursuant to institutionally designated authority or responsibility of Capella, are required to ensure that academic, financial, or other personal interests do not compromise the objectivity with which their research is designed, conducted, and reported. Institutional Review Board (IRB) committee members will not participate in the review of research protocols with which they have a conflict of interest in accordance with Title 45 Code of Federal Regulations, Part 46 (45 CFR 46), with the exception of providing information requested by the IRB.

Capella University’s IRB has established procedures to ensure that researchers’ or IRB committee members’ conflicts of interest do not impede the rights and welfare of human research participants/subjects.

ASSESSMENT, CREDITS, AND GRADING
3.04.01 Academic Readiness
To participate in Capella University programs, all learners must display academic readiness by successfully completing Capella’s first course. In addition, undergraduate learners must demonstrate fundamental writing skills and logical reasoning competence as described in the procedures contained within this policy.

DEFINITIONS
Administrative Withdrawal
Administrative withdrawal is a university-initiated separation of a learner from the university.

Concurrent Course
A concurrent course is a course that runs simultaneously, either in its entirety or partially, with another course, including first course.

PROCEDURES
I. First Course Enrollment
At the time of admission, enrollment counselors enroll learners in their required first course and discuss with them the importance of its successful completion.

II. Successful Completion of First Course
A. Undergraduate learners must receive a passing grade in first course, which requires successful completion of the Writing and Logical Reasoning assessments.
B. Learners who successfully complete first course may enroll in the next course(s) of their programs.
University Policies, continued

III. Failure to Meet Academic Readiness Standards

A. Learners who earn a grade of “F” in first course have not demonstrated the standards of academic readiness. They will be connected with academic readiness tools and will work with their academic advisor to develop a plan to strengthen areas in need of improvement. Learners will remain enrolled in their concurrent course(s) unless they initiate a course drop or withdrawal. They will not be allowed to enroll in any additional courses or continue their program until they successfully complete first course.

B. Learners who receive an Incomplete ("I") grade in first course have not demonstrated the standards of academic readiness. They will be connected with academic readiness tools and will work with their academic advisor to develop a plan to strengthen areas in need of improvement. Learners will remain enrolled in their concurrent course(s) unless they initiate a course drop or withdrawal. They will not be allowed to enroll in any additional courses or continue their program until they successfully complete first course in compliance with university policy 3.04.08 Incomplete Grades.

C. Learners who drop first course have not demonstrated the standards of academic readiness. They will not be allowed to complete courses in which they are concurrently enrolled at the time of the first course drop. They will not be allowed to enroll in any additional courses or continue their program until they successfully complete first course.

D. Learners who withdraw from first course have not demonstrated the standards of academic readiness. They will be connected with academic readiness tools and will work with their academic advisor to develop a plan to strengthen areas in need of improvement. Learners will remain enrolled in their concurrent course(s) unless they initiate a course drop or withdrawal. They will not be allowed to enroll in any additional courses or continue their program until they successfully complete first course.

E. University policy 4.03.02 Tuition Refunds remains in effect and does not provide any financial accommodation for first course failure.

IV. Second First Course Attempt

A. Learners who fail first course on their initial attempt are allowed a second first course attempt at the beginning of a quarter at their discretion.

B. Learners who drop or withdraw from first course are allowed to re-enroll in first course at the beginning of a quarter at their discretion.

C. Learners who enroll in a second first course attempt will not be allowed to enroll in any concurrent course(s).

D. Learners enroll in their second first course attempt by contacting their academic advisor.

E. Learners who change programs must complete the first course affiliated with their new school and/or program.

F. Learners who fail first course on their second attempt will be administratively withdrawn from the university.

G. Learners are responsible for meeting the guidelines of all university policies to be eligible to enroll in a second first course attempt.

V. Administrative Withdrawal Appeal Due to Extenuating Circumstances

A. Within seven calendar days of the administrative withdrawal notice being sent to the learner, he or she may appeal the administrative withdrawal decision due to extenuating circumstances occurring during the quarter of first course failure.

B. Extenuating circumstances may include but are not limited to the death of a family member, job-required relocation, or severe physical injury or illness. Documentation of the circumstance must be provided by parties other than the learner; for example, a death certificate, a letter from the learner’s supervisor, or a letter from the learner’s physician must accompany the request.

C. Learners must be able to demonstrate satisfactory, ongoing participation in the first course up to the time the extenuating circumstances occurred.

D. Upon receipt of the appeal and all supporting documentation, the school dean or designee will review the appeal and issue a decision. The dean’s decision is final.

E. If the appeal is approved, the learner may only enroll in first course. Learners will not be allowed to enroll in any additional courses or continue their program until they successfully complete first course.

F. Readmission

Learners administratively withdrawn from the university for any provision of the academic readiness policy and procedures may reapply to the university.
3.04.02 Credit for Prior Learning
As a competency-based institution, Capella allows learners to document their prior learning through Prior Learning Assessment (PLA). Capella University awards credit for learning that has been achieved outside of the university classroom through the following three assessment processes: nationally recognized examination programs such as CLEP and DANTES; American Council on Education (ACE)-recommended credits for military training, corporate training, and business-related certifications; and PLA through documentation of learning. Through PLA, learners use assessment means that are appropriate to the learning content to 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) as described in this policy and its related procedures.

DEFINITIONS

Academically Approved
Academically approved indicates approval by an appropriate combination of the Higher Learning Commission, regional accreditors, and Capella University.

Competencies
Competencies are the defined outcomes of the learning experience as determined for each course in Capella University's academic programs. Learners must demonstrate these abilities to successfully complete a course.

Lower-Division Courses
Lower-division courses are undergraduate courses at the 1000 and 2000 levels.

Prior Learning Assessment (PLA)
Prior Learning Assessment is any academically approved means of evaluating and measuring (assessing) knowledge that is accomplished prior to beginning a Capella degree program.

Some prior learning is assessed by other institutions and accepted by Capella. This type of PLA includes transfer credit from other regionally accredited institutions, ACE-recommended credit, and national examinations such as CLEP and DANTES.

If prior learning has not been assessed through an external process but includes learning accomplishments that are the same as what learners accomplish through a Capella course in their degree program, then this prior learning can be assessed through Capella’s own PLA process.

Prior Learning Documentation
Prior learning documentation is information provided by the learner verifying his or her claims of competency. It is used to perform a valid assessment of learning.

Upper-Division Courses
Upper-division courses are undergraduate courses at the 3000 and 4000 levels.

PROCEDURES

I. Prior Learning Assessment (PLA) at the Graduate Level

A. Eligibility
Capella currently grants credit for prior learning for a limited number of graduate courses. In order to document prior learning through the PLA process, a learner must:
1. Be enrolled in a degree program throughout the PLA process.
2. Verify with his or her advisor that he or she has not exceeded the credit allocation specified in section I.B.
3. Verify with his or her advisor that the courses being petitioned apply to the courses outlined in his or her degree completion plan (DCP).

B. Credit Allocation
The total number of credits awarded through the transfer and PLA processes for most degree programs cannot exceed the equivalent of five graduate courses. For a list of degree programs that accept PLA and their associated credit allocation limits, learners must refer to the Prior Learning Assessment Center located on iGuide.

C. Capella PLA
1. Learners must demonstrate they have mastered the competencies of one or more specific Capella courses. If mastery of the specific course competencies is successfully demonstrated, learners are granted credit for the Capella course(s).
2. Learners must prepare separate documentation for each course for which they are seeking credit.
3. Capella PLA fees are non-refundable. Fees per credit are located in the tuition and fees schedule.
II. Prior Learning Assessment (PLA) at the Undergraduate Level

A. Eligibility
Capella currently grants credit for prior learning for a number of undergraduate courses. In order to document prior learning through the PLA process, a learner must:
1. Be enrolled in a degree program throughout the PLA process.
2. Verify with his or her advisor that he or she has not exceeded the credit allocation specified in section II.B.
3. Verify with his or her advisor that the courses being petitioned apply to the courses outline in his or her degree completion plan (DCP).

B. Credit Allocation
1. The total number of credits awarded through the transfer process, national examinations, ACE-recommended credits, and PLA cannot exceed 75 percent of the total degree credit requirements.
2. At least 25 percent of the total degree credit requirements must be earned through the completion of upper-division Capella courses.
3. A maximum of 45 nationally recognized examination credits may be applied toward a Capella bachelor’s degree.
4. Undergraduate credit earned through documented PLA credits cannot exceed 50 percent (48 credits) of upper-division requirements and cannot exceed 50 percent (90 credits) of the total credits for the undergraduate degree.
5. Internal Capella PLA credits may not be used to fulfill the 45-credit general education requirement.

C. External Learning Assessments
1. Nationally recognized examination programs (bachelor’s degree only)
   a. Advanced Placement (AP) exams: Scores of 3 or higher on AP exams are awarded six quarter credits. When applicable, these credits are counted toward the completion of general education requirements and lower-division electives.
   b. International Baccalaureate (IB) exams:
      Learners who have earned an IB diploma with composite scores of 30 or higher are awarded 12 quarter credits for each higher-level exam and three quarter credits 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, are awarded 12 quarter credits for each higher-level exam on which they scored 5 or higher. When applicable, these credits are counted toward the completion of general education requirements.
   c. College-Level Examination Program (CLEP) exams: Credit is awarded for the successful completion of CLEP exams as outlined by ACE recommendations. When applicable, these credits are counted toward the completion of general education requirements.
   d. Defense Activity for Non-Traditional Education Support (DANTES) exams: Credit is awarded for successful completion of DANTES exams as outlined by ACE recommendations. When applicable, these credits are counted toward the completion of general education requirements.
2. ACE-recommended credits
   a. 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 the ACE.
   b. The maximum credit recommended by ACE is awarded for all ACE-reviewed training and course work.

D. Capella PLA
1. Learners must demonstrate they have mastered the competencies of one or more specific Capella courses. If mastery of the specific course competencies is successfully demonstrated, learners are granted credit for the Capella course(s).
2. Learners must prepare separate documentation for each course for which they are seeking credit.
3. Capella PLA fees are non-refundable. Fees per credit are located in the tuition and fees schedule. Residents of Washington may receive credit for prior learning by these means only in the bachelor’s and MBA programs.
3.04.03 Transfer of Credit

Capella University evaluates official transcripts from regionally accredited or internationally recognized institutions to determine acceptance of transfer credit. Capella may accept transfer 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 the Council on Postsecondary Accreditation (COPA)/Commission on Recognition of Postsecondary Accreditation (CORPA). Transfer credit from a non-regionally accredited institution or program is reviewed on a case-by-case basis. The university reserves the right to limit the number of transfer credits accepted toward the requirements of specific degree programs.

PROCEDURES

I. Transfer Credit Criteria

A. To be considered for transfer credit, course work must have been completed at an academic institution or program accredited prior to the learner’s withdrawal from the institution. Transfer credit will be considered if an institution or program had provisional accreditation at the time the learner withdrew from the institution.

B. Developmental, vocational, or remedial course work will not be accepted for transfer credit.

C. Transfer credits awarded by other universities, such as petition for credit courses, portfolio assessments, or credit by examination, will not be accepted for transfer credit.

D. Transfer credits cannot be applied to Capella certificate programs.

E. Only courses that meet the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards will be accepted for transfer to the PhD in Counselor Education and Supervision degree program.

F. In order to maintain currency and quality within academic programs, psychology courses that were completed 10 years prior to the date of application will not be accepted for transfer credit to the Harold Abel School of Social and Behavioral Sciences.

II. International Transfer Credit

International transfer credits will be reviewed by a third-party evaluator, who will assess 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 to complete the evaluation process.

III. Maximum Transfer Credit

A. Undergraduate Credit

1. Applicants with previous undergraduate course work from institutions meeting Capella’s qualifications for transfer credit may only be awarded transfer credit for course work completed with a grade of “C” (or equivalent) or better.

2. Applicants with an Associate of Arts (AA) degree granted in 1994 or later from a regionally accredited Minnesota Transfer Curriculum institution will have fulfilled the 45-quarter credit general education requirement.

3. Learners must complete a minimum of 50 percent of their upper-division courses at Capella University.

B. Graduate Credit

1. Schools of Business and Technology and Education

   a. Applicants with previous graduate course work from institutions meeting Capella’s qualifications for transfer credit may only be awarded transfer credit for course work completed with a grade of “B” (or equivalent) or better.

   b. Applicants may transfer a maximum of 12 quarter credits toward a master’s degree or MBA and a maximum of 48 quarter credits toward a PhD.

   c. EdS program applicants with previous post-master’s course work from institutions meeting Capella’s qualifications may transfer a maximum of 12 quarter credits toward an EdS.

2. School of Public Service Leadership

   a. Applicants with previous graduate course work from institutions meeting Capella’s qualifications for transfer credit may only be awarded transfer credit for course work completed with a grade of “B” (or equivalent) or better.

   b. Applicants may transfer a maximum of 12 quarter credits toward a master’s degree and a maximum of 48 quarter credits toward a PhD.

   c. Applicants may transfer a maximum of 12 quarter credits toward a DPA.
University Policies, continued

3. Harold Abel School of Social and Behavioral Sciences
   a. Applicants with previous graduate course work from institutions meeting Capella’s qualifications for transfer credit may only be awarded transfer credit for course work completed with a grade of “B” (or equivalent) or better.
   b. Counseling programs
      i. Applicants may transfer a maximum of 12 quarter credits toward a master’s degree and a maximum of 48 quarter credits toward a PhD.
      ii. Applicants to the PhD in Counselor Education and Supervision degree program transfer 60 quarter credits toward a PhD.
   c. Psychology programs
      Applicants may transfer a maximum of 15 quarter credits toward a master’s degree or PsyD and a maximum of 50 quarter credits toward a PhD.
   d. Applicants may transfer a maximum of 10 quarter credits toward a DSW.

C. Learners must complete a minimum of 50 percent of their concentration credits at Capella University.

D. Exceptions
   Transfer credit articulation or alliance agreements approved by the chief academic officer may allow exceptions to maximum transfer credit guidelines.

IV. Transfer Credit Evaluation
   A. For a current learner considering a change of degree program, the process for evaluating transfer credit may necessitate a new admission application. This process is managed by the Records Processing and Operations department, and the learner’s transcript is evaluated against the criteria of this policy.
   B. Official transcripts are required for both the learner’s transfer credit evaluation and course and credit evaluation (CCE).
   C. Transfer credit evaluations will be processed by the Records Processing and Operations department after all official transcripts from each external institution eligible for transfer credit have been received or after the end of a learner’s first academic quarter if all official transcripts from each external institution eligible for transfer credit have not been received, whichever comes first.
   D. The Records Processing and Operations department reviews the learner or applicant’s official transcript and evaluates it against the criteria of the program and this policy. The review results are transferred to a CCE, which is emailed to the learner or applicant and his or her enrollment counselor. The CCE contains a summary of the courses accepted toward the learner’s program and the transfer credit awarded for those courses.
      1. If an unofficial transcript was reviewed as part of the evaluation process, the resulting CCE is considered unofficial until the learner or applicant submits an official transcript and another evaluation is conducted. An official CCE will eventually replace the previous unofficial CCE.
      2. In most cases, a current Capella learner changing his or her degree program will receive a new advisor who specializes in the learner’s new program. The advisor will assist the learner in completing a new degree completion plan (DCP). Learners should refer to university policy 2.02.07 Changing Degree Program, Specialization, Certificate.
   E. Undergraduate Learners: Associate of Arts (AA) Evaluation
      1. Capella University will recognize learners with an AA degree granted in 1994 or later from a regionally accredited Minnesota Transfer Curriculum institution and a cumulative grade point average (GPA) of 2.0 or higher as having fulfilled the 45-quarter credit general education requirement.
      2. All other transfer evaluation policies and practices remain in effect. Courses that meet specific specialization course requirements and carry a grade of “C” or better will be accepted for transfer credit, but developmental, vocational, or remedial course work will not be accepted for transfer credit.
      3. Learners with fewer than the minimum number of credits cited above will have their courses evaluated on a course-by-course basis and therefore may not satisfy all general education requirements.
V. Appeal of Transfer Credit Evaluation

A. Learners and applicants have the right to appeal their transfer credit evaluation to the Records Processing and Operations department.

1. To appeal the results of the course and credit evaluation (CCE) conducted by the Records Processing and Operations department, the learner or applicant must submit a formal appeal request to the Records Processing and Operations department by emailing AdmissionsOffice@capella.edu.

2. Upon receiving the appeal request, the Records Processing and Operations department will acknowledge receipt of the request and inform the learner or applicant that a formal transfer credit evaluation appeal process has been initiated.

3. The Records Processing and Operations department will receive and review all records of prior transfer credit evaluations.

4. Following the review, the Records Processing and Operations department will issue a decision and report it to the learner or applicant as soon as practicable.

5. The duration of the transfer credit evaluation appeal process is determined by the complexities of the case, but is not to exceed 90 calendar days.

B. The decision of the Records Processing and Operations department is final.

3.04.04 Application of Capella University Credits Toward Certificate and Degree Programs

Course credits previously earned at Capella University are evaluated for applicability to a new certificate, specialization, or degree during the admission process. If appropriate to the new program, learners may be allowed to apply previously earned credits toward a new certificate, specialization, or degree, pursuant to the procedures established to support this policy.

PROCEDURES

I. Applying credits earned at Capella as a non-degree learner

Learners may apply course credits from no more than three Capella courses toward a certificate or degree.

II. 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 the requirements for the degree. However, learners who have completed a certificate may not apply course credits earned for that certificate toward a second certificate, even if they meet the requirements for the second certificate.

III. 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 the requirements for the new specialization. However, learners who have completed a Capella bachelor’s degree may not apply any of the course credits earned for that degree toward a second bachelor’s degree, even if they meet the requirements for the second bachelor’s degree.

IV. 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 the requirements for the new specialization. However, learners who have completed a Capella master’s degree may not apply any of the course credits earned for that degree toward a second master’s degree, even if they meet the requirements for the second master’s degree. Course credits earned toward a Capella master’s degree may be applied to a subsequent doctoral degree provided that the courses fulfill the doctoral degree requirements.

V. Applying credits earned at Capella as an EdS learner

Course credits earned toward a Capella EdS degree may be applied toward a certificate or subsequent doctoral degree provided that the courses fulfill the certificate or doctoral degree requirements.

VI. 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 the 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 for that degree toward a second degree or specialization, even if they meet the requirements for the second degree or specialization.
University Policies, continued

3.04.05 Attendance at Residencies

Capella University requires full attendance at and completion of residencies for learners enrolled in programs that require them as described in the University Catalog. Learners must attend each required residency in its entirety in order to be considered to have successfully completed their degree requirements and be eligible for graduation. Residency requirements must be completed prior to enrolling in the final integrative project course (master’s learners) or comprehensive examination course (doctoral learners). The execution of this policy will be carried out under the authority of the deans or their designees.

PROCEDURES

I. Residency Requirements by Degree Program and Specialization

Learners must complete the residency requirements for their degree program and specialization as listed in Capella’s University Catalog.

II. Residency Completion Requirements

A. Doctoral Learners

Doctoral learners with a program start date of July 1, 2005, or later are required to complete all of their residency requirements prior to entering the comprehensive examination and dissertation phases of their doctoral program. In unusual circumstances, an exception to enroll may be granted by the chief academic officer upon the recommendation of the dean of the school.

B. Master’s Learners

Master’s learners with a program start date of July 1, 2005, or later are required to complete all of their residency requirements prior to enrolling in the final integrative project course(s) in their master’s program. In unusual circumstances, an exception to enroll may be granted by the chief academic officer upon the recommendation of the dean of the school.

III. Attendance

A. Requirements

Learners are required to attend the entire residency in order to be considered to have successfully completed the residency.

1. Learners are expected to be signed in at the start time published in their residency program schedule.

2. Learners are expected to participate throughout the course of the residency until the end time published in their residency program schedule.

3. Learners must sign out before leaving the residency.

B. Exceptions

1. Criteria

   a. In emergency situations, learners may be allowed to arrive late or depart early from a residency.
   b. Failure to make appropriate travel arrangements does not constitute an emergency situation.

2. Requesting an exception

   a. To request an exception, learners may contact their advisor prior to the event or contact the residency information desk during the event.
   b. Requests for exceptions are reviewed and approved by the school dean or designee on a case-by-case basis.
   c. The school dean or designee will determine whether the learner will need to complete an additional assignment to receive credit for the residency.

IV. Tuition and Fees

A. Tuition is charged separately for each residency (see iGuide for the current fee schedule). In addition, learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with residencies.

B. Learners canceling their residency enrollment may be charged a cancellation fee for the full tuition of the residency, depending on when the cancellation is made. Learners who need to cancel a residency enrollment must complete and submit the Colloquium/Residency Cancellation Request form on iGuide. See the Residencies section of iGuide for details on enrollment and cancellation fees.

V. Educational Accommodations for Learners with Disabilities

A. Capella University is dedicated to providing accommodations and services to qualified learners with disabilities so that they may achieve their full academic potential. The type of accommodation provided is dependent on a learner’s disability and limitations. Learners with disabilities who require academic accommodations should contact the disabilities coordinator at DisabilityServices@capella.edu.
University Policies, continued

B. Disability Accommodation Fees

Learners are not charged additional fees for disability accommodations. However, the university reserves the right to use external service agencies to provide the necessary accommodations. Examples of accommodations include but are not limited to sign language interpreters, mobility services, and real-time captionists.

C. Disability Accommodation Cancellation Fee

A learner who is unable to attend an event for which accommodations have been contracted must cancel these accommodations at least seven calendar days prior to start of the event. Learners canceling less than seven calendar prior to the event will be required to pay all cancellation fees incurred by the university in arranging for the service.

3.04.07 Grading

Grades are awarded for all courses taken at Capella University. As a competency-based educational institution, Capella University expects the grade to reflect the degree to which the learner has demonstrated the specific competencies taught and assessed within a course. Matters that affect the demonstration of the course competencies can be factored into the grade only to the extent that they inhibit or interfere with the demonstration of the published competencies.

PROCEDURES

I. Letter grades are the default grading option for most courses. When stated in Capella’s University Catalog, learners may choose to be graded on a Satisfactory/Not Satisfactory (“S”/“NS”) grading scale. Learners who elect that option must request it within the first 12 calendar days of the course start. Once the 12th calendar day deadline has passed, the grading option cannot be changed. Grading scales for each course are predetermined by the school’s administration.

- A grade of “A” is earned for course work that demonstrates mastery of the published competencies in a manner that exceeds course expectations as defined in the course syllabus or course learning plan. A grade of “A” earns four (4) quality points toward the learner’s GPA.
- A grade of “B” is earned for course work that demonstrates mastery of the published competencies in a manner that meets course expectations as defined in the course syllabus or course learning plan. A grade of “B” earns three (3) quality points toward the learner’s GPA.
- A grade of “C” is earned for course work that demonstrates mastery of the published competencies in a manner that minimally meets course expectations as defined in the course syllabus or course learning plan. A grade of “C” earns two (2) quality points toward the learner’s GPA.
- A grade of “D” is earned for undergraduate course work that demonstrates mastery of the published competencies in a manner that marginally meets course expectations as defined in the course syllabus or course learning plan. A grade of “D” earns one (1) quality point toward the learner’s GPA. A grade of “D” is for undergraduate courses only and may not be awarded for graduate course work.
- A grade of “F” is earned for course work that does not demonstrate mastery of the published competencies or does not meet course expectations as described in the course syllabus or course learning plan. It is also used for learners who had been assigned a grade of “I” but did not meet all of the course requirements by the end of the following quarter. Learners who do not participate in their course(s) will receive a grade of “F.” A grade of “F” earns zero (0) quality points and affects the learner’s GPA. It counts toward attempted credits but not earned credits.
- 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” does not earn quality points and is not included in the learner’s GPA. It counts toward attempted credits but not earned credits. When the learner completes the final necessary course work prior to the stated deadline, the learner will receive the appropriate grade and will earn the corresponding quality points. If the final course work is not completed prior to the stated deadline, the learner will receive a failing grade for the course. A grade of “I” may also be granted in cases of military leave of absence and national emergency leave of absence.
- A grade of “S” (Satisfactory) is earned for course work that demonstrates mastery of the published competencies in a manner that meets course expectations as defined in the course syllabus or course learning plan for those courses in which the learner has received approval to be graded on the “S”/“NS” scale. A grade of “S” 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 credits and earned credits.
University Policies, continued

- A grade of “NS” (Not Satisfactory) is earned for course work that does not demonstrate mastery of the published competencies or does not meet course expectations as defined in the course syllabus or course learning plan 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 have received a grade of “IS” 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 “IS” (Incomplete—“S”/“NS” scale) may be granted for those courses in which 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. When the learner satisfactorily completes the final necessary course work by the stated deadline, the learner will receive a final grade of “S.” If the final course work is not completed by the stated deadline, the learner will receive a final grade of “NS.” A grade of “IS” may also be granted in cases of military leave of absence and national emergency leave of absence.

- A grade of “IP” (In Progress) is assigned for select courses in which a learner is currently enrolled and actively participating. A grade of “IP” does not earn quality points and is not included in the learner’s GPA. It counts toward attempted credits but not earned credits. When a learner completes, or fails to complete, all course requirements, the learner will receive a final grade of “S,” “NS,” or the appropriate letter grade.

- A grade of “R” (Required) indicates that a course is required. A grade of “R” does not earn quality points and is not included in the learner’s GPA. It counts toward attempted credits and earned credits.

- A Grade of “NG” (No Grade) is assigned for select internship and practicum courses for all continuing course enrollments (subsequent to the initial course enrollment) or to course enrollments the Records Processing and Operations department has determined that, due to university curricular changes, “NG” is the appropriate final grade. A grade of “NG” 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 “W” (Withdrawal) is assigned when a learner drops a course prior to the final date learners may drop courses without academic consequences as defined in university policy 2.02.02 Course Enrollment. A grade of “W” 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 “PC” (Petition for Credit) is assigned when a learner earns credit for learning and competencies gained from previous work or educational experience. A grade of “PC” does not earn quality points and is not included in the learner’s GPA. It counts toward attempted credits and earned credits.

- A grade of “T” (Transfer) is assigned 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 credits or earned credits and only affects the earned credits on the transcript.

- A grade of “NR” (No Grade Report Received) is assigned for courses for which Capella University has not received a grade report from the course instructor. A grade of “NR” does not earn quality points and is not included in the learner’s GPA. It counts toward attempted credits but not earned credits.

Retired Grades: The grades “NC” (No Credit) and “NP” (Non-Participation) were assigned to courses prior to April 1, 2003. “NC” and “NP” grades do not earn quality points and are not included in the learner’s GPA. They count toward attempted credits but not earned credits. The grade “VR” was assigned to residency courses for which learners met attendance requirements prior to October 1, 2006. A “VR” grade does not earn quality points and is not included in the learner’s GPA. It does not count toward attempted credits or earned credits. The grades “HM” and “HD” were assigned to courses prior to January 1, 2008. “HM” and “HD” grades do not earn quality points and are not included in the learner’s GPA. They do not count toward attempted credits or earned credits.
University Policies, continued

II. Grade Values Summary

GRADE VALUES SUMMARY

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III. Requesting Satisfactory/Not Satisfactory (“S”/“NS”) Grading

A. In order to be graded on the “S”/“NS” scale for a course in which such grading is permitted, learners must request that option by selecting “Edit a Course” in the Student Center on iGuide.

B. The “S”/“NS” grading scale must be requested no later than the 12th calendar day of the course. After the 12th calendar day has passed, the grading scale cannot be modified.

IV. Final Grade Submission

A. Grades are submitted by the faculty within nine calendar days after the final day of the course.

B. Grades are scheduled for posting to iGuide 10 calendar days after the final day of the course.

C. Learners access their grades through the Student Center on iGuide.

D. Inquiries about grades that have not been posted to iGuide within the 10 calendar day time frame should be directed to the course instructor.

3.04.08 Incomplete Grades

In the event that a learner is unable to complete the course requirements by the published course end date due to unavoidable and unforeseen circumstances, the learner must request an Incomplete (“I”) grade from the instructor. The instructor may choose to grant a grade of “I” only if the learner can complete the remaining assignments independently (i.e., only have assignments and not discussions to complete). A grade of “I” is not awarded quality points and is not included in a learner’s grade point average (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 “I” grade will be changed to the appropriate grade (“A,” “B,” etc., or “S”) and will earn the corresponding quality points. If the course work is not completed by the stated deadline, the learner will be awarded a final Failing (“F”) or Not Satisfactory (“NS”) grade.

PROCEDURES

I. Requesting an Incomplete (“I”) Grade

Learners must request an “I” grade no later than the last day of the course by contacting the instructor.

II. Incomplete Grade Request Process

A. Incomplete Grade Request

To request an Incomplete (“I”) grade, the learner must complete and submit an Incomplete Grade Request form to his or her instructor. The Incomplete Grade Request form is located in the Student Center on iGuide.

1. The Web form generates an email that notifies the instructor of the request.

2. The request will contain a list of work products the learner must complete and submit to his or her instructor by a proposed deadline.

3. The instructor will accept, reject, or revise the terms of the request, including the deadline, through email.

4. If the request is accepted, the instructor will assign the learner a grade of “I.”

B. Deadlines

1. If the “I” grade request is not received by the last day of the course, the learner will be graded based on the work that he or she submitted up through the last day of the course.
2. The deadline for completing any remaining course work is not to exceed the end of the following academic quarter.

3. No extensions for completing any remaining course work after the end of the following academic quarter will be granted.

II. Completion of Work
When the remaining course work is completed by the deadline established in the Incomplete Grade Request form, the instructor will submit the learner’s final grade by completing a Faculty Grade Change Request Form.

IV. Failure to Complete Work
A. If the remaining course work is not completed and submitted by the deadline established in the Incomplete Grade Request form, the instructor will submit a Faculty Grade Change Request form to the Records Processing and Operations department issuing a grade for the work the learner submitted up until the deadline.

B. If a Faculty Grade Change Request Form is not completed and submitted, the Incomplete (“I”) grade will be converted to either a Failing (“F”) or Not Satisfactory (“Ns”) grade, depending on the learner’s grading option after the end of the following academic quarter.

Note: This procedure is completed through the Blank/Incomplete Grade Conversion process.

3.04.09 Appealing a Grade
Learners at Capella University may appeal a grade that they believe has been assigned capriciously or erroneously. Learners may appeal within 30 calendar days following the posting of the course grade.

DEFINITIONS

Capricious Grading
Capricious grading is defined as:

- The assignment of a grade to a particular learner on some basis other than performance in the course.
- The assignment of a grade to a particular learner by more exacting or demanding standards than those applied to other learners in that course.
- The assignment of a grade that is a substantial departure from the faculty member’s established criteria as stated in the course syllabus.

Instructor Error
An instructor error refers to any mathematical, data entry, or other error made by the instructor that results in the incorrect reporting of a learner’s grade.

PROCEDURES

I. Initial Resolution Process
A. If a learner believes that a grade has been assigned capriciously or erroneously, the learner must first confer with the faculty member. The aim of such a conference is to reach a mutual understanding about the grade, the process by which it was assigned, and to correct errors, if any, in the grade.

B. Learners should refer to university policy 3.04.07 Grading for specific grading procedures.

C. If the problem cannot be resolved, the learner has the right to appeal the grade, as described in section II.

II. Formal Resolution Process
A. If the learner chooses to appeal the grade, he or she must complete and submit the Grade Appeal Request Form located on iGuide no later than 30 calendar days following the posting of the course grade. Failure to receive notification of the grade report does not alter the amount of time the learner has to appeal.

B. The learner must include a request for review of the grade and provide evidence that the grade is either incorrect or capricious as defined in this policy.

C. The learner must provide a comprehensive statement that fully describes and documents all evidence that supports his or her claim.

D. Upon receiving the learner’s appeal request, a university designee will notify all involved parties that a formal resolution process has been initiated and that the appeal is being referred to an independent review panel.

1. The panel designee will collect all information to be considered by the panel for the learner’s appeal. The panel designee will request the faculty member involved in the appeal to submit a written response to the learner’s appeal.

2. The panel designee will convene the panel once all materials regarding the appeal have been received. The panel designee must provide the panel with the following information:
   a. The faculty member(s) against whom the appeal is directed.
   b. A brief narrative of the circumstances surrounding the appeal, including the dates, times, and places.
University Policies, continued

c. Any efforts to resolve the matter during the initial resolution process.
d. The corrective action the learner is seeking.

3. Following referral of the matter, the panel will convene to review the materials and issue a decision as soon as practicable.
   a. The panel will investigate all evidence supporting and/or refuting the validity of the grade appeal, the learner’s complete academic record, and any further issues surrounding the grade appeal.
   b. The panel will provide adequate opportunity to hear from all involved parties and for each party to state his or her respective case in writing.
   c. Upon evaluation of the evidence and hearing from all involved parties, the panel will issue a decision and set forth a resolution to be implemented.
   d. The panel designee will report the panel’s decision to all involved parties as soon as practicable. A record of the panel’s decision will become part of the learner’s official academic record.
   e. Both parties have the right to appeal the panel’s decision, as described in section III.

E. Duration of Process
   The duration of the formal resolution process is dependent on the timing and complexities of the individual circumstance. Learners will be notified of the status of their grade appeal as soon as practicable upon submitting their Grade Appeal Request Form.

III. Formal Appeal Process
If either party chooses to appeal the panel’s decision, he or she must submit a formal, written appeal request to the director of University Learner Affairs. The appeal request must be submitted via mail or email and within 10 calendar days of the being sent notification of the panel’s decision.

A. Upon receiving the appeal request, the director of University Learner Affairs will acknowledge receipt of the request and inform all involved parties that a formal appeal process has been initiated.

B. The director of University Learner Affairs will receive and review all evidence, records, evaluations, and faculty member and panel decisions.

C. Following the review, the director of University Learner Affairs will issue a decision and report it to all involved parties as soon as practicable. The decision will either 1) uphold the findings of the panel, 2) reverse the findings of the panel, 3) direct the panel to provide additional information, or 4) determine his or her own findings. In the event the director of University Learner Affairs requests additional information from the panel, the involved parties will be notified of a revised time frame for the determination of the grievance.

D. The decision of the director of University Learner Affairs is final.

E. A record of the final decision and all related materials will become part of the learner’s official academic record and upon request, will be made available to all Capella boards and any appropriate regulatory bodies.

F. Duration of Process
   The duration of the formal appeal process is dependent on the timing and complexities of the individual circumstance. Learners will be notified of the status of their formal appeal as soon as practicable upon submitting their appeal in writing via mail or email.

RECORDS AND DOCUMENTS

4.01.01 FERPA and Learner Directory Information
Capella University complies with the provisions of the 1974 Family Educational Rights and Privacy Act (FERPA) 1974, which regulates the confidentiality of data in learner education records and the terms for its disclosure. A copy of the act is on file in the Records Processing and Operations department. The director of Records Processing and Operations is the official responsible for ensuring compliance with the act and creating relevant policies and procedures regarding the release of learner education records and related information under the act.

DEFINITIONS

Annual Notification of Rights
The Records Processing and Operations department will submit the required annual notification for learners to the communications department for distribution during the summer quarter.

Education Records
Section 99.3 of FERPA defines education records as “(1) directly related to a student; and (2) maintained by an educational agency or institution or by a party acting for the agency or institution.”
University Policies, continued

Withholding Consent for Disclosure

Learners who want to withhold consent for the disclosure of their directory information may do so on iGuide. Records Processing and Operations staff will identify the records of these learners, and their directory information will not be released.

PROCEDURES

I. Education Records

A. At Capella University, education records include the following documents, whether in electronic or any other format:

1. Documents collected or created during the application process, including but not limited to the university application, professional history, and transcripts.

2. Documents collected or created during the course of an academic program, including but not limited to transcripts, test scores, grades, university advising records, financial aid information, academic dishonesty records, learner conduct files, and records of educational services provided to the learner.

3. 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.

B. Education records do not include the following documents:

1. Records and notes of instructional, supervisory, administrative, and certain educational personnel that are the sole possession of their originator and are not accessible or revealed to any other individual except a substitute performing the duties of the individual who originated the records and/or notes.

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

3. Records relating to a learner that are 1) originated 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 the learner, and 3) not disclosed to anyone other than individuals providing such treatment. These records must be available to 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.

4. Institutional records that contain only information related to previous learners (e.g., information gathered on the accomplishments of alumni).

II. Notification of Rights under the Family Educational Rights and Privacy Act (FERPA)

FERPA provides learners certain rights with respect to their education records. The rights include:

A. The right to inspect and review the learner’s education records within 45 days of the university receiving a request for access. Learners must submit a written request to the Records Processing and Operations department identifying the record(s) they wish to review. The Records Processing and Operations department will make arrangements for access and notify the learner of procedures for records access and inspection.

B. The right to request the amendment of the learner’s education records where the learner believes information is inaccurate or misleading. Learners may ask the university to amend a record they believe is inaccurate or misleading. To do so, learners must submit a written request to the Records Processing and Operations department clearly identifying the part of the record they want changed, specifying why the record is inaccurate or misleading. If the university decides not to amend the record as requested by the learner, the university will notify the learner of the decision and advise the learner of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the learner when he or she is notified of the right to a hearing.
University Policies, continued

C. The right to consent to disclosure of personally identifiable information contained in education records is permitted under specific circumstances. FERPA allows disclosure without consent to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Capella University Board of Directors; or a learner serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if an education record must be reviewed in order to fulfill his or her professional responsibility. Upon request, the university may disclose education records without consent to officials of another school in which a learner seeks or intends to enroll.

D. The right to file a complaint with the U.S. Department of Education alleging failures by the university to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-4605
phone: 202-260.3887
fax: 202.260.9001

Learners receive notification of their rights under FERPA each July.

III. Right to Withhold Copies of Official Documents

The university reserves the right to deny copies of official transcripts or other records (not including records required to be made available under FERPA) if the learner has past-due financial obligations to the university or if there is an unresolved disciplinary or academic dishonesty action against the learner.

IV. Disclosure of Learner Information

A. 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 prior learner consent upon request by any individual or agency.

At Capella University, directory information is defined as the following:
1. Learner name
2. State or country of residence
3. Email address
4. School affiliation
5. Program (BS, BSN, BPA, MS, MSN, MBA, MPA, MPH, EdS, PhD, DBA, EdD, DPA, PsyD, DSW, or certificate)
6. Major field of study (specialization or concentration)
7. Class level (freshman, sophomore, junior, senior, graduate, or year in program)
8. Enrollment status (full-time or part-time)
9. Certificates or degrees received, and dates conferred
10. Dates of attendance
11. Photographs (individual photographs posted by learners in the courseroom or group photographs taken at public events; this does not include photographs to be used for marketing materials)
12. Anticipated graduation date

B. FERPA provides learners the right to withhold disclosure of their directory information. Learners are encouraged to carefully consider 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.

C. FERPA generally requires prior written consent from the learner before an educational agency or institution may disclose personally identifiable information from education records to a third party. However, the law contains exceptions to this general rule. Exceptions that permit the release of personally identifiable information without the learner’s prior written consent are as follows:
1. Ex parte order—permits educational agencies and institutions to disclose personally identifiable information from the learner’s education records, without the consent of the learner, to the Attorney General of the United States or designee in connection with the investigation or prosecution of terrorist crimes.
University Policies, continued

2. Lawfully issued subpoena and court order—allows educational agencies and institutions to disclose education records to the entity or persons designated in a federal grand jury subpoena or law enforcement subpoena without notifying the learner. With all other subpoenas, a reasonable effort will be made to contact the learner prior to the release of information.

3. Health or safety emergency—permits non-consensual disclosure of education records or personally identifiable information in response to a situation that presents imminent danger to a learner or other members of the community, or to avert or diffuse serious threats to the safety or health of a learner or another individual.

4. Directory information—allows a school to disclose directory information as defined in this policy from its education records without prior consent from a learner only after giving notice to learners of the institution’s directory information policy and allowing learners the opportunity to deny disclosure of their directory information.

5. Disclosure to the Immigration and Naturalization Service (INS)—permits educational institutions to release personally identifiable information of learners who have signed Form I-20 for the purpose of allowing the INS to determine a learner’s nonimmigrant status. Form I-20 contains a consent provision allowing the disclosure of information to the INS.

6. Disclosure to federal, state, local, or independent organizations engaged in studies for or on behalf of Capella University—permits disclosure of personally identifiable information in order to develop, validate, or administer learner aid programs, to administer predictive tests, or to improve education only if the following two conditions are met:
   a. Capella University receives confirmation that the study will be conducted in a manner that does not permit personal identification of learners or parents by anyone other than a representative of the organization conducting the study; and
   b. Information that could result in personal identification of learners or parents will be destroyed when it is no longer needed for the study or the purposes for which the study was conducted.

4.01.03 Retaining Learner Work Products and Grading Records

Capella University requires faculty and learners to retain learner work products and grading records according to this policy and its related definitions and procedures.

Faculty members are required to retain all grading records and learner correspondence related to a learner’s final course grade for one calendar year from the end of the quarter during which the course was offered. Final work products are returned to the learner at the end of the quarter during which the learner completed a course. Faculty members retain copies of all such work products for one quarter. Faculty members do not permanently retain copies of learner work products, nor does the university provide learners with archived course materials. Faculty members who take an unplanned leave of absence during the quarter or who leave the university are responsible for forwarding all grading records and active correspondence with learners to the appropriate program’s faculty chair.

In the courseroom, each learner has access to a personal file area called My Files. Learners are responsible for maintaining the files in their My Files folder. Learners may not maintain more than 20 megabytes (MB) of files in the My Files area. The university reserves the right to restrict the amount of data learners may upload if they have more than 20MB stored in the My Files area. Files with a Last Modified date older than the beginning of the previous quarter are automatically removed from the My Files folder. Learners are also responsible for removing files created prior to the beginning of the previous quarter from their My Files folder. The File Manager function in the courseroom displays the Last Modified date.

PROCEDURES

Learner Responsibilities

A. Learners are strongly advised to retain all course-related work and faculty correspondence pertaining to final course grades in their own electronic files.

B. My Files Storage

1. In the courseroom, each learner has access to a personal file area called My Files. My Files is a temporary storage area. Any time files are uploaded to the courseroom, a copy of the uploaded file is placed in My Files. Learners may also create and edit text and HTML files, upload and download files, create directories, and move files into this space. Files added to My Files—automatically or by the learner—are stored as part of the courseroom and are not identified by course.
2. Learners are responsible for maintaining the files in their My Files folder. Learners may not maintain more than 20 megabytes (MB) of files in the My Files area. The university reserves the right to restrict the amount of data learners may upload if they have more than 20MB stored in the My Files area.

3. Files with a Last Modified date older than the beginning of the previous quarter are automatically removed from the My Files folder. Learners are also responsible for removing files created prior to the beginning of the previous quarter from their My Files folder. The File Manager function in the courseroom displays the Last Modified date.

4. Only learners enrolled in online courses may access the courseroom and My Files folder.

4.01.06 Official Learner Name of Record

Capella University requires consistent use of the learner’s legal name, which is the name associated with the learner’s government-issued identification (most often, the Social Security card). The learner’s legal name will be the name used in learner records; on transcripts, diplomas, and certificates; and in official university documentation.

PROCEDURES

I. Initial Documentation of Learner Name

Applicants to Capella University provide Capella with their legal name of record at the time of admission application.

II. Changing Learner Name in Learner Record

A. Changing a learner’s name in Capella University’s systems and on the learner’s transcripts and diploma requires official documentation. Examples of acceptable documentation include:

1. Social Security card
2. Passport
3. Official court documentation of name change
4. Driver’s license

B. Once documentation has been received via fax or mail, the Records Processing and Operations department will process the name change and send a confirmation email to the learner.

C. Capella University will not honor requests to use any name other than the learner’s legal name of record on any university document.

RIGHTS AND RESPONSIBILITIES

4.02.01 Learner Disability Accommodations

Capella University is committed to extending educational access to adult learners and is dedicated to providing accommodations and services to qualified learners with disabilities so that they may achieve their full academic potential. Capella University recognizes and fulfills its reasonable accommodations obligations under the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), the ADA Amendments Act of 2008, and similar state laws. The type of accommodation provided is dependent on a learner’s disability and limitations. Learners are not charged additional fees for disability accommodations. The university reserves the right to utilize external service agencies to provide the necessary accommodations.

Section 504 of the Rehabilitation Act of 1973 requires that all services, benefits, and programs provided by the university be accessible to any learner with a documented disability. The law is a guide that cannot and does not address all possible situations. It is essential for all parties to understand that there may be a variety of accommodations and that there may be differences regarding which services are appropriate in a given situation. Section 504 requires the university to publish a grievance procedure whereby disputes may be addressed in an impartial and efficient manner. The appeal procedures are used only in situations for which appropriate physician documentation is submitted to Disability Services and one or both of the following circumstances apply:

1. Accommodations requested were denied, or
2. Alternative accommodations, if any, were not considered sufficient by the learner.

PROCEDURES

I. Requesting Disability Accommodations

A. To request a disability accommodation, learners must:

1. Complete and submit the Accommodations for Learners with Disabilities form located on iGuide.
2. Provide required documentation of the disability from an appropriate professional, such as a medical doctor, psychologist, or psychiatrist. Documentation should be current (within the last three years), on professional letterhead, and contain the following information:
   a. Diagnosis of disability
   b. The effect the disability’s impairments have on a learner’s learning/major life activities
University Policies, continued

c. Recommendations for academic adjustments that would enable the learner to compensate for those limitations with respect to the educational program. All documentation must be submitted to:

Capella University
ATTN: Disability Services
Capella Tower
225 South Sixth Street, Ninth Floor
Minneapolis, MN 55402

B. Documentation and accommodation requests must be received at least 21 calendar days prior to the start of a course, residency, or event to allow adequate time to process the request. Late requests will be considered, but there is a risk the request cannot be reasonably evaluated or implemented before the course, residency, or event begins.

C. Upon receipt of all documentation, a disability services specialist will contact the learner to determine the appropriate accommodations.

II. Appealing a Disability Accommodation

A. Learners are encouraged to exhaust all informal procedures before beginning the formal appeal process. A learner may pursue the formal process if he or she is not satisfied with the results of the informal procedure.

1. Informal process—The university encourages the use of informal processes to resolve any disagreements regarding academic accommodations related to a documented disability. The goal of the informal appeal process is to achieve an appropriate resolution as quickly as possible. The informal process begins with the learner conferring with a disability services specialist in a good faith effort to achieve a reasonable resolution of the complaint.

2. Formal process—The formal process is more involved and requires a greater level of documentation than the informal process. This process serves as a vehicle for appealing a decision or resolving any impasse that may have occurred during the informal process.

a. The learner must submit the request to initiate the formal appeal process within seven calendar days after the disability services specialist notifies him or her of a decision or the inability to reach a decision. Reasons for the request must be limited to one or more of the following:

i. To determine whether the denial of accommodations was appropriate and whether alternative accommodations—if any were provided—were sufficient.

ii. To consider new evidence or facts that may be sufficient enough to alter a decision and that were not introduced in the original request because such evidence or facts were not known or available through reasonable inquiry at the time of the decision.

b. The duration of the formal process is determined by the complexities of the case but typically does not exceed 30 calendar days.

c. A learner begins the formal process by taking the following steps:

i. The learner shall submit a written appeal to the director of Specialized Support or designee, noting specific objections to the decision rendered during the informal process and providing any materials he or she feels are relevant to those objections. The appeal must include the following components:

1. A summary of the original request for accommodations and the resulting decisions and actions.

2. A detailed statement of the circumstances and any documentation relating to the complaint.

3. A statement that explains why the learner disagrees with the decisions or actions of the informal process or why no decision was able to be reached, if such was the case.

4. The resolution the learner is seeking.

ii. Within seven calendar days of receiving the formal appeal, the director of Specialized Support or designee will acknowledge receipt of the request.

iii. The director of Specialized Support or designee receives and reviews all evidence and records of prior discussions and deliberations.

iv. Following the investigation, the director of Specialized Support or designee will render a decision regarding the matter and communicate it to the learner, all associated parties, and any other appropriate individuals as necessary.
University Policies, continued

v. A full report of the incident, appeal, and all related materials will be kept in the Office of Disability Services records and upon request, will be made available to all Capella University boards and any appropriate regulatory bodies.

3. Appeal process—If a learner wishes to appeal the decision of the director of Specialized Support, he or she must submit a formal request to the director of Learner Management and School Administration within seven calendar days of being notified of the decision by the director of Specialized Support.
   a. The duration of the university-level process is determined by the complexities of the case but is not to exceed 30 calendar days.
   b. The appeal process involves the following steps:
      i. The learner shall submit a written appeal to the director of Learner Management and School Administration or designee, noting specific objections to the decision rendered during the formal process and providing any materials he or she feels are relevant to those objections. The appeal must include the following components:
         1. A summary of the original request for accommodations and the resulting decisions and actions.
         2. A detailed statement of the circumstances and any documentation relating to the complaint.
         3. A statement explaining why the learner disagrees with the decisions or actions of the formal process and the decision of the director of Specialized Support.
         4. The resolution the learner is seeking.
      ii. Within seven calendar days of receiving the appeal request, the director of Learner Management and School Administration or designee will notify the learner, Disability Services, and the director of Specialized Support that a university-level review process will take place.
      iii. The director of Learner Management and School Administration receives and reviews all evidence and records of prior discussions and deliberations. The director of Learner Management and School Administration may also ask for an independent investigation of the evidence and circumstances of the case.
      iv. Following the investigation, the director of Learner Management and School Administration or designee will render a decision regarding the matter and communicate it to the learner, all associated parties, and any other appropriate individuals as necessary.
   v. A full report of the incident, appeal, and all related materials will be kept in the Office of Disability Services records and upon request, will be made available to all Capella University boards and any appropriate regulatory bodies.
   c. The decision of the director of Learner Management and School Administration or designee is final.

III. Canceling a Disability Accommodation

   Learners who are unable to attend a residency or any other event for which the university has contracted a disability accommodation on their behalf must cancel these accommodations at least seven calendar days prior to the start of the event. Learners canceling accommodations less than seven calendar days prior to the event may be required to pay all cancellation fees incurred by the university in arranging for the service. To cancel a disability accommodation, learners must submit a written cancellation notification to the disability services specialist at DisabilityServices@capella.edu.

4.02.02 Learner Code of Conduct

   Learners 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. (Separate university policies address academic honesty and discrimination, harassment, and assault. For further details, see university policies 3.01.01 Academic Honesty and 4.02.04 Discrimination, Harassment, and Assault.)

Prohibited learner conduct includes but is not limited to illegal activities, theft, disrespect, interference with university activities, dishonesty, and conduct unbecoming in an academic environment, as described in the definitions section of this policy.

Learners engaging in prohibited conduct will be subject to disciplinary action, including but not limited to course failure, suspension, summary suspension, or dismissal. Learners who are unable to complete a course as a result of these sanctions are not eligible for tuition refunds.
University Policies, continued

DEFINITIONS

Dishonesty
Learners may not intentionally provide false information or forge, alter, or falsify university documents. Learners may not misrepresent their academic record or status (which includes referring to oneself publicly as a “doctor” prior to the conferral of an earned doctoral degree). Learners may not present the academic work of others as their own.

Dismissal
Dismissal is the permanent separation of a learner from the university or termination from a program of study. In the case of dismissal from the university, the learner is prohibited from re-enrolling in the university at any time in the future. In the case of dismissal from a program of study, the learner will be prohibited from re-enrolling in course work within that program, but may be permitted to transfer to an alternate program of study.

Disrespect
Learners may not harass, threaten, or embarrass others. Learners may not post, transmit, communicate, promote, or distribute content that is racially, religiously, or ethnically offensive or is harmful, abusive, vulgar, sexually explicit, or otherwise offensive. Learners are expected to behave in an appropriate manner and treat learners and university faculty, staff, and administrators with respect at all times.

Interference with University Activities
Actions that interfere with, obstruct, or disrupt university courses, activities, functions, or events are prohibited. Inappropriate or offensive course postings are considered as interference with university activities.

Sanctions
A sanction is a disciplinary action (e.g., written warning, suspension, summary suspension, dismissal) that may result from engaging in prohibited conduct.

Summary Suspension
Summary suspension is the immediate suspension of a learner in cases involving egregious violation of the learner code of conduct. Summary suspension is a temporary status during which a learner is denied access to the courseroom and prohibited from engaging in university activities while an evaluation of the prohibited conduct is being completed.

Suspension
Suspension is a university-initiated temporary status during which a learner is denied access to the courseroom and prohibited from engaging in university activities until stated conditions have been met.

Theft
Learners may not take property that is not their own, nor may they post, transmit, promote, or distribute content that violates copyright or other protected intellectual property rights. Unauthorized use of university property is prohibited. Theft and abuse of computer resources is prohibited.

Written Warning
A written warning may result from engaging in prohibited conduct and describes certain conditions learners must meet to continue to have access to the courseroom.

PROCEDURES

I. Reporting of Suspected Prohibited Conduct
A. Anyone may report an instance of alleged prohibited conduct.
B. The alleged prohibited conduct should be reported verbally or in writing to any member of university faculty, staff, or administration.
C. The university faculty, staff, or administration member will report the alleged prohibited conduct verbally or in writing to their supervisor. Should the alleged prohibited conduct occur during a university-sponsored activity or event, the faculty, staff, or administration member will report it to the event manager directly associated with the activity or event.
D. The individual receiving the report of the alleged prohibited conduct will bring it to the attention of the university official directly associated with the activity or event, should the report be made to someone other than this university official.

II. Initial Resolution Process
Whenever possible, instances of alleged prohibited conduct should be resolved at the discretion of the university official directly associated with the activity or event during which the alleged prohibited conduct occurred.
A. The university official responsible for the activity or event during which the alleged prohibited conduct occurred will review the circumstances surrounding alleged prohibited conduct and with the learner, will determine the appropriate action.
1. The university official will contact the learner to notify him or her of the alleged prohibited conduct.
2. The learner will be given the opportunity to explain or refute the alleged prohibited conduct.
University Policies, continued

3. The university official will issue a decision.
   a. If no further action is required, the university official will notify the learner via email of his or her decision and indicate the matter as being resolved.
   b. If further action is required, the university official will notify the learner of the next steps in the process and include copies of any relevant university policies.

B. The university official will forward a copy of the decision notification and any evidence of the prohibited conduct to the appropriate school designee to be filed in the learner’s official academic record.

C. The learner has the right to appeal the university official’s decision, as described in section IV.

III. Summary Suspension

A. In cases of egregious violation of the learner code of conduct, a learner may be immediately suspended (i.e., be issued a summary suspension).

B. The university official directly associated with the activity or event during which the alleged prohibited conduct occurred is responsible for notifying the learner of the summary suspension decision, including outlining the steps and timeline of the impending investigation, and informing the learner of his or her rights for due process and appeal. When a summary suspension is issued, the investigation and formal review process will be completed by the director of University Learner Affairs within seven calendar days.

While on summary suspension, learners are denied access to the courseroom and are prohibited from engaging in university activities.

IV. Formal Resolution Process

If the learner rejects the university official’s decision, the matter will be referred to an independent review panel.

A. Upon receiving the learner’s appeal request, the panel designee will acknowledge receipt of the request and inform all involved parties that a formal resolution process has been initiated.

B. Within 10 calendar days of being sent notification that a formal resolution process has been initiated, all involved parties must submit information regarding the matter to the panel designee. This information must include:
   1. The individual(s) against whom the alleged prohibited conduct is directed.
   2. A brief description of the alleged prohibited conduct, including the date(s), time(s), and place(s).
   3. Any efforts to resolve the matter during the initial resolution process.
   4. The corrective action the learner is seeking.

C. Following referral of the matter, the panel will convene to review the materials and issue a decision as soon as practicable.

1. The panel will investigate all evidence supporting and/or refuting the alleged prohibited conduct, the learner’s complete academic record, any further issues surrounding the alleged prohibited conduct, and the school’s response.

2. The panel will provide adequate opportunity to hear from all involved parties and for each party to state his or her respective case in writing. Upon request, either party will be provided the opportunity to appear before the panel, either in person or via telephone.

3. Upon evaluation of the evidence and hearing from all involved parties, the panel will issue a decision and set forth a resolution to be implemented.

4. In cases of policy violation, the panel will determine the appropriate sanction, which may include a written warning, suspension, or in cases of serious and/or repeated prohibited conduct, dismissal from the university.

5. The panel designee will report the panel’s decision to all involved parties as soon as practicable. A record of the panel’s decision and sanction will become part of the learner’s official academic record.

6. Both parties have the right to appeal the panel’s decision, as described in section V.

V. Formal Appeal Process

If either party chooses to appeal the panel’s decision, he or she must submit a formal, written appeal request to the director of University Learner Affairs. The appeal request must be submitted via mail or email and within 10 calendar days of being sent notification of the panel’s decision.

A. Upon receiving the appeal request, the director of University Learner Affairs will acknowledge receipt of the request and inform all involved parties that a formal appeal process has been initiated.
University Policies, continued

B. The director of University Learner Affairs will receive and review all prior evidence, records, evaluations, and university official and panel decisions associated with the alleged prohibited conduct.

C. Following the review, the director of University Learner Affairs will issue a decision and report it to all involved parties as soon as practicable. The decision will either 1) uphold the findings of the panel, 2) reverse the findings of the panel, 3) direct the panel to provide additional information, or 4) determine his or her own findings. In the event the director of University Learner Affairs requests additional information from the panel, the involved parties will be notified of a revised time frame for the determination of the grievance.

D. The decision of the director of University Learner Affairs is final.

E. A record of the final decision and all related materials will become part of the learner’s official academic record and upon request, will be made available to all Capella University boards and any appropriate regulatory bodies.

4.02.03 Learner Grievance

This policy provides a structured process for resolving problems, complaints, or grievances relating to the execution of institutional policies or procedures. Capella University ensures that learners will not be subject to unfair actions as a result of their initiation of a grievance proceeding.

DEFINITIONS

Designee of the Chief Academic Officer

A designee of the chief academic officer is an individual designated by the university president to act on his or her behalf.

Faculty

Faculty members include core faculty, adjunct faculty, and other Capella employees that serve in an instructional capacity (e.g., independent contractors).

Grievance

A grievance is a complaint against an individual based on specific facts that there has been a misinterpretation, misapplication, discriminatory application, or violation of a university policy or procedure that may or may not include a violation of rights as set forth in university policy 4.02.02 Learner Code of Conduct. The intent of the grievance process is to resolve a complaint by informal and if necessary, formal means.

Grievance Review Panel (GRP)

A Grievance Review Panel is an independent review panel to which all learner grievances are referred during the formal resolution process. The GRP is appointed by the Learner Management and School Administration department.

Learner

A learner is someone who is enrolled in a degree or certificate program or is enrolled as a course learner at the time during which the alleged grievance occurred. Many members of the university have dual-constituency status (e.g., a staff member enrolled in academic course work is also a learner). For the purposes of this policy, the constituency affected will dictate the policy and procedure to be invoked.

Staff

Staff members are any university employees other than faculty.

PROCEDURES

I. Policy Scope

This policy and procedure applies under all circumstances except the following:

A. Learners’ grievances against other learners. These will be processed according to the provisions described in university policy 4.02.02 Learner Code of Conduct.

B. Personnel matters occurring outside the academic experience.

C. Grade appeals or decisions based on academic work, unless there is a claim of harassment and/or discrimination. Such issues will be processed according to university policy 3.04.09 Appealing a Grade.

II. Initial Resolution Process

A. Before filing a formal, written grievance, the aggrieved party is encouraged to first make a good faith effort to confer with the party against whom he or she has a grievance. This represents an effort to achieve a fair and reasonable resolution to the grievance by informal means.

B. The aggrieved party may contact the Customer Care Office for assistance in the resolution effort.

III. Formal Resolution Process

If the aggrieved party does not receive an adequate resolution to the grievance, he or she may submit a formal, written grievance to the Learner Management and School Administration department.
University Policies, continued

A. Upon receiving the grievance, the Learner Management and School Administration department will acknowledge receipt of the grievance and inform all involved parties that a formal resolution process has been initiated and that the grievance is being referred to a Grievance Review Panel (GRP).

B. Within 10 calendar days of being sent notification that a formal resolution process has been initiated, all involved parties must submit information regarding the matter to the GRP designee. This information must include:
   1. The individual(s) or department(s) against whom the grievance is directed.
   2. A brief description of the grievance, including the date(s), time(s), and place(s).
   3. Any efforts to resolve the matter during the initial resolution process.
   4. The corrective action the grievant is seeking.

C. Following referral of the matter, the GRP will convene to review the materials and issue a decision as soon as practicable.
   1. The GRP will investigate all evidence supporting and/or refuting the grievance, and any further issues surrounding the grievance.
   2. The GRP will provide adequate opportunity to hear from all involved parties and for each party to state his or her respective case in writing. Upon request, either party will be provided the opportunity to appear before the panel, either in person or via telephone.
   3. Upon evaluation of the evidence and hearing from all involved parties, the GRP will issue a decision and set forth a resolution to be implemented.
   4. The GRP designee will report the GRP’s decision to all involved parties as soon as practicable. A record of the GRP’s decision will become part of the learner’s official academic record.
   5. Both parties have the right to appeal the GRP’s decision, as described in section III.

IV. Formal Appeal Process

If either party chooses to appeal the Grievance Review Panel’s (GRP) decision, he or she must submit a formal, written appeal request to the director of University Learner Affairs. The appeal request must be submitted via mail or email and within 10 calendar days of being sent notification of the GRP’s decision.

A. Upon receiving the appeal request, the director of University Learner Affairs will acknowledge receipt of the request and inform all involved parties that a formal appeal process has been initiated.

B. The director of University Learner Affairs will receive and review all prior evidence, records, evaluations, and GRP decisions associated with the grievance.

C. Following the review, the director of University Learner Affairs will issue a decision and report it to all involved parties as soon as practicable. The decision will either 1) uphold the findings of the GRP, 2) reverse the findings of the GRP, 3) direct the GRP to provide additional information, or 4) determine his or her own findings. In the event the director of University Learner Affairs requests additional information from the GRP, the involved parties will be notified of a revised time frame for the determination of the grievance.

D. The decision of the director of University Learner Affairs is final, except as described in section IV.

E. A record of the final decision and all related materials will become part of the learner’s official academic record and upon request, will be made available to all Capella University boards and any appropriate regulatory bodies.

V. External Resolution Process for Arizona, Florida, Georgia, Ohio, South Carolina, and Wisconsin Learners

A. For Arizona Learners

If the 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 260; Phoenix, AZ 85007; 602.542.5709. Learners must contact the state board for further details.

B. For Arkansas Learners—Schools of Undergraduate Studies and 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. Learners must contact the state board for further details.

C. 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; 325 W. Gaines St.; suite 1414; Tallahassee, FL 32399; 888.224.6684. Learners must contact the commission for further details.
University Policies, continued

D. For Georgia Learners
If the 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; 770.414.3235. Learners must contact the state board for further details.

E. For Ohio Learners—School of Undergraduate Studies and master’s degree programs in the schools of Business and Technology (including MBA), Education, Public Service Leadership, and the Harold Abel School of Social and Behavioral Sciences
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.; 36th Floor; Columbus, OH 43215-3414; 614.466.6000.

F. 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 State Board of Career Colleges and Schools; 35 East Gay St.; Suite 403; Columbus, OH 43215-3138; 614.466.2752. Registration No. 04-03-1709T. Learners must contact the state board for further details.

G. For South Carolina Learners
If a complaint cannot be resolved after exhausting the institution’s learner grievance procedure, the learner may file a complaint with the South Carolina Commission on Higher Education; 1333 Main St.; Suite 200; Columbia, SC 29201; 803.737.2260.

H. 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.; Ninth Floor; Madison, WI 53707-8896; 608.266.1354.

4.02.04 Discrimination, Harassment, and Assault
Capella University prohibits the discrimination, harassment, or assault of any members of the university community and any retaliatory behavior related to harassment reports. This policy applies to all interactions that involve learners. Interactions that do not involve learners are covered under the “Sexual and other Unlawful Harassment” policy located on Stella and in the Employee Handbook.

DEFINITIONS

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, and includes but is not limited to threat of sexual assault, sexual battery, forced oral copulation, forced sodomy, rape, and rape by a foreign object.

Community
Community includes all Capella learners, faculty, administrators, staff, contracted workers, and others who participate in university activities.

Discrimination
Discrimination is the segregation or separation of individuals based on race, creed, religion, age, national origin, gender, disability, sexual orientation, marital status, or status with regard to public assistance. Discriminatory practices include any instances of treatment or behavior that interferes with an individual’s full participation in the university community, such as discouraging course participation or other activities designed to inhibit progress in a program of study.

Harassment
Harassment encompasses any unwanted behavior that results in a hostile environment.

Sexual Harassment
Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, including but not limited to the following:

- Submission to such conduct is made either explicitly or implicitly a term or a condition of an individual’s employment or education.
- Submission to or rejection of such conduct by an individual is used as a basis for employment or educational decisions affecting such individual.
University Policies, continued

- The conduct interferes with an individual’s work or academic performance or creates an intimidating, hostile, or offensive working or academic environment.
- Unwelcome, unnecessary, or coerced touching, kissing, grabbing, hugging, cornering, or other physical contact that is of a sexual nature or is sexually motivated.
- Unwanted sexual compliments or comments.
- Demand for sexual favors accompanied by implied or overt threats concerning employment, grades, compensation, tangible benefits, or recommendations.
- Unequal academic or employment performance standards, discipline, or work regulations because of sex.
- Deliberate or careless use of offensive or demeaning language that has a sexual connotation.
- Deliberate or careless dissemination of materials such as cartoons, articles, pictures, or graffiti that have sexual content, which are not necessary for the employment or academic environment, and which are offensive to learners or employees.

University Administrator

A university administrator is a university employee who holds a position of responsibility at a supervisory or managerial level, or higher.

PROCEDURES

I. Education

Capella University believes that education can be proactive in minimizing incidents of discrimination, harassment, or assault and offers education for learners, faculty, and staff. Information is disseminated via the Internet through the employee training program.

II. Procedures for Addressing Discrimination, Harassment, or Assault

A. Any member of the university community who believes that he or she has been discriminated against, harassed, or assaulted may request assistance from any university administrator or staff member in charge at any university-related event.

B. The university administrator will inform the grievant of university procedures and direct him or her to university policy 4.02.03 Learner Grievance.

C. Upon request, the grievant will receive prompt assistance from the university administrator in notifying the appropriate law enforcement officials.

D. At the direction of law enforcement officials, the grievant will receive prompt and complete assistance from Capella University administrators in obtaining, securing, and maintaining evidence in connection with the incident.

E. The grievant will be permitted to have an advocate present during disciplinary proceedings. The advocate, a Capella University faculty or staff member or learner, will act as a support person for the grievant.

F. Upon request, the grievant will receive assistance from Capella University administrators in shielding the grievant from unwanted contact with the alleged assailant.

G. In cases of assault, the accused will also be permitted to have an advocate present during any disciplinary proceedings.

III. Retaliatory Action

A. Retaliatory actions include actions taken against a grievant, the person against whom a grievance is brought, or those participating in a grievance procedure.

B. Retaliatory actions may be grounds for a discriminatory or harassment complaint as described in this policy.

IV. Physical Scope of Coverage

Capella University prohibits discrimination, harassment, or assault on any university premises, including offices, teaching sites and campuses, parking facilities, vehicles used for university business, or anywhere while conducting university business or engaging in university activities.
University Policies, continued

4.02.05 Drugs and Alcohol
Capella University is committed to providing an environment free of alcohol and other drugs, including prescription medication and substances causing impaired performance. The unlawful possession, use, or distribution of drugs or alcohol on property owned, leased, or rented by Capella University, or as part of any of the activities of the university, is strictly prohibited. Use of alcohol at Capella events other than those where alcohol is offered, is discouraged. Any impairment caused by drugs or alcohol that prevents the completion of event activities or interferes with the enjoyment of others will result in dismissal from the event. Prohibited conduct is subject to the sanctions and rights contained in this policy and other related policies and procedures.

PROCEDURES
I. Reporting a Violation
   To report a violation, contact a university administrative or events staff member.

II. Sanctions
   A. Prohibited conduct will result in sanctions pursuant to university policy 4.02.02 Learner Code of Conduct.
   B. Learners may be required to complete an evaluation as a condition of continued enrollment. The cost of this evaluation, as well as any necessary treatment costs, will be the responsibility of the learner.

III. Reporting
   Learners who violate the law will be reported to the appropriate law enforcement officials.

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

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

A violation of this policy will result in disciplinary action.

4.02.07 Nondiscrimination
Capella University does not discriminate on the basis of race, gender, age, ethnicity, religious beliefs, national origin, disability, sexual orientation, marital status, status with regard to public assistance, or in its admission, enrollment, or employment policies or practices.

TUITION AND FEES
See Tuition and Fees table on pages 76–79.

4.03.01 Tuition and Fees
Capella University’s executive leadership is authorized to establish a tuition and fees structure for all university programs and activities. Tuition and fees are listed in the tuition and fees schedule published in Capella’s University Catalog and on the university Web site. Learners are responsible for payment of their tuition and fees according to the schedule and this policy and its related procedures.

PROCEDURES
I. Tuition Structure
   A. Per-Course Tuition
      1. Bachelor’s; master’s; EdD and DPA (during the course phase); and certificate learners (excluding post-master’s certificate) in all schools pay tuition on a per-course basis.
      2. PhD learners enrolled in psychology programs and PsyD learners in the Harold Abel school of social and Behavioral sciences pay tuition quarterly on a flat rate, not on a per-course basis.
      3. PhD learners enrolled in counseling programs in the Harold Abel school of social and Behavioral sciences pay tuition quarterly on a flat rate, not on a per-course basis.
   B. Quarterly Tuition
      1. EdS; DBA; EdD and DPA (during the dissertation phase); DSW; and post-master’s certificate learners in the School of Education pay tuition quarterly on a flat rate, not on a per-course basis.
      2. PhD learners in the schools of Business and Technology, Education, and Public Service Leadership pay tuition quarterly on a flat rate, not on a per-course basis.
      3. PhD learners enrolled in counseling programs in the Harold Abel School of Social and Behavioral Sciences pay tuition quarterly on a flat rate, not on a per-course basis.
      4. New doctoral learners entering programs after the beginning of a quarter pay 100 percent for that quarter and receive a prorated tuition charge for the following quarter if they enroll in a course.
C. Comprehensive Examination and/or Dissertation Tuition
Learners enrolled in doctoral programs that require a comprehensive examination and/or dissertation pay tuition quarterly on a flat rate, not on a per-course basis.

D. Residency Tuition
1. Residency tuition and fees
   a. Learners pay tuition for each residency they attend.
   b. Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with residencies.
2. Residency cancellation fee
   Learners canceling their residency enrollment may be charged a cancellation fee or may be ineligible for a tuition refund, depending on when the cancellation is made. See university policy 3.04.05 Attendance at Residencies for details on residency requirements, tuition, and cancellation fees.

E. Payment of Tuition and Fees
1. American Express, Discover, MasterCard, Visa, wire transfer, paper check, and e-check payments are accepted.*
2. Payment is due prior to the start of the quarter or prior to the start of the course or residency for those courses or residencies beginning mid-quarter.
3. Payments received will be counted toward learners’ current and outstanding tuition and fees. Non-financial aid refunds will only be issued to learners whose accounts do not have current and outstanding tuition and fee balances.

II. Other Fees
A. Admission Application Fees
1. A credit card or U.S. bank account (e-check) payment is required with the online admission application.
2. The amount of the admission application fee is automatically determined based on the information provided during the admission process.
3. Refer to the tuition and fees schedule on the Capella University Web site for application and international transcript evaluation fees.

B. Official Transcript Fee
1. Capella University charges for official transcripts.
2. The university also reserves the right to withhold the official transcripts of learners who are not in good financial standing with the institution.

C. Prior Learning Assessment Petition Process Fee
1. The petition for credit process requires learners seeking credit for prior learning to pay an evaluation fee for each petition.
2. Refer to the tuition and fees schedule on the Capella University Web site for the petition for credit for prior learning evaluation fee.
3. Petition for credit fees are nonrefundable, regardless of petition outcome.

D. Graduation Fee
All degree applicants must pay a non-refundable graduation fee to cover the costs associated with the final degree audit, the printing of diplomas, academic regalia, and other commencement expenses. The learner’s graduation fee and all other fees must be paid in full prior to receiving a diploma or official transcripts.

E. Non-Sufficient Fund (NSF)
1. If a check or e-check is returned to Capella due to non-sufficient funds, closed accounts, or any other reason, an NSF fee will be charged to the learner’s account.
2. A fee will be charged for each check or e-check that is returned, reversed, or stopped payment.

F. Learner ID Card Replacement Fee
Learners will be charged a fee for replacement learner ID cards.

G. All fees are due upon assessment.

*Accepted Payment Methods

<table>
<thead>
<tr>
<th>Credit Card</th>
<th>Check</th>
<th>Domestic Wire Payment</th>
<th>International Wire Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visa, MasterCard, Discover, and American Express are accepted. To pay via credit card, contact Learner Support at 1.888.CAPELLA (227.3552)</td>
<td>Check payments may be sent to the address below. Please include learner ID on the check. Capella University NW 5408 PO Box 1450 Minneapolis, MN 55485-5408</td>
<td>Direct wire payments within the United States using the information below. Include learner name and ID. Wells Fargo Bank NA Sixth and Marquette, Minneapolis, MN 55479 Transit Number: 121000248 Account Name: Capella University Account Number: 1810665687</td>
<td>Direct wire payments from outside the United States using the information below. Include learner name and ID. The originating bank may deduct a fee from the submitted payment amount. Wells Fargo Bank NA Swift Code: WFBUS565 Account Name: Capella University Account Number: 1810665687</td>
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Continued on page 80
University Policies, continued

TUITION AND FEES

The following charges apply as of this catalog’s effective date, July 12, 2010, and are subject to change. For current pricing, visit the Capella University Web site at www.capella.edu. See applicable schools’ degree and certificate programs.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>UNDERGRADUATE STUDIES</th>
<th>BUSINESS AND TECHNOLOGY</th>
<th>EDUCATION</th>
<th>PUBLIC SERVICE LEADERSHIP</th>
<th>HAROLD ABEL SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES</th>
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BACHELOR OF SCIENCE (BS) PROGRAM

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<td>Tuition per 3-credit upper-division course (3000–4000 level)</td>
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<tr>
<td>Tuition per 6-credit lower-division course (1000–2000 level)</td>
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BACHELOR OF PUBLIC ADMINISTRATION (BPA) PROGRAM

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University Policies, continued

TUITION AND FEES, continued

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<th>SCHOOL</th>
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University Policies, continued

Tuition and Fees, continued

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<td></td>
<td>$3,265</td>
</tr>
<tr>
<td><strong>Doctor of Social Work (DSW) Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quarterly tuition (includes dissertation writer’s retreat*)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$3,990</td>
</tr>
</tbody>
</table>
University Policies, continued

TUITION AND FEES, continued

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>UNDERGRADUATE STUDIES</th>
<th>BUSINESS AND TECHNOLOGY</th>
<th>EDUCATION</th>
<th>PUBLIC SERVICE LEADERSHIP</th>
<th>HAROLD ABEL SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quarterly tuition for post-master’s certificate</td>
<td>$4,485</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Tuition per 5-credit PSY course</td>
<td></td>
<td></td>
<td></td>
<td>$2,030</td>
</tr>
<tr>
<td></td>
<td>Tuition per 4-credit HRM, LEAD, TS course</td>
<td></td>
<td></td>
<td></td>
<td>$2,280</td>
</tr>
<tr>
<td></td>
<td>Tuition per 4-credit HS, PSF, COUN, CST course</td>
<td></td>
<td>$1,760</td>
<td></td>
<td>$1,760</td>
</tr>
<tr>
<td></td>
<td>Tuition per 3-credit PSY practicum course</td>
<td></td>
<td></td>
<td></td>
<td>$1,218</td>
</tr>
<tr>
<td></td>
<td>Tuition per 2-credit PSY practicum course</td>
<td></td>
<td></td>
<td></td>
<td>$812</td>
</tr>
<tr>
<td></td>
<td>Tuition per residential colloquium*</td>
<td></td>
<td></td>
<td></td>
<td>$495</td>
</tr>
<tr>
<td></td>
<td>Year-in-residence tuition per weekend-in-residence*</td>
<td></td>
<td></td>
<td></td>
<td>$275</td>
</tr>
<tr>
<td></td>
<td>Year-in-residence tuition per week-in-residence*</td>
<td></td>
<td></td>
<td></td>
<td>$1,495</td>
</tr>
<tr>
<td></td>
<td>Year-in-residence tuition per extended seminar*</td>
<td></td>
<td></td>
<td></td>
<td>$2,990</td>
</tr>
</tbody>
</table>

* Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with residencies. See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide. PhD and MS learners who cancel their residency enrollment more than 30 days prior to the start of the residency will not be assessed a cancellation fee. Learners who cancel their residency enrollment 7–30 days prior to the start of the residency will be assessed a $150 cancellation fee. Learners who cancel their residency enrollment 0–7 days prior to the start of the residency will be assessed the entire residency fee.
University Policies, continued

4.03.01 Tuition and Fees, continued

III. Reimbursement and Discounts

A. Employer Reimbursement

1. Learners receiving employer tuition assistance must arrange for payment to Capella prior to the start of their course(s).

2. This policy does not affect learners receiving veterans or vocational rehabilitation assistance, active armed forces learners, or learners whose employers arrange to receive an invoice directly from Capella.

B. Direct Bill

1. Direct bills and tuition assistance vouchers are only an option when no specific grade is required by the learner’s employer or third party as a condition of reimbursement. Learners must complete and submit direct bills or tuition assistance vouchers prior to the start of the course.

2. Direct bill invoices are created and sent after census.

3. The learner will be responsible for paying any amount remaining from refusal or inability of employer or third party to pay.

C. Employer, Military, or Educational Institution Affiliation Discount

1. Learners may be eligible for an affiliation tuition discount due to an arrangement between Capella University and their employer or a military or educational institution.

2. Affiliation discounts are contingent on an ongoing agreement between Capella University and the employer or military or educational institution.

3. It is the eligible learner’s responsibility to request the applicable discount.

4. Capella University will not retroactively apply a discount.

5. Capella University reserves the right to validate the affiliation status of all learners offered a tuition discount prior to and after applying the discount.

6. Learners must maintain the applicable affiliation in order to continue to receive the discount. Learners may be subject to yearly verification of their affiliation.

7. If a learner qualifies for more than one affiliation discount, the most favorable discount to the learner applies.

8. If the learner provides evidence of the affiliation status after the requested time frame, the discount will be applied to future quarters only.

9. Tuition discounts do not apply to residency tuition.

IV. Special Business Office Hold (SBOH)

A. All learners with an outstanding balance may be placed on SBOH.

B. While on SBOH, learners are not granted access to university activities or academic personnel or services, including advisors, mentors, courses, or the library.

C. Access to the courseroom may be regained upon resolution of the account balance within the time lines communicated to affected learners.

D. Learners who do not pay their outstanding account balance while on SBOH may be administratively withdrawn from the university.

E. Learners who are administratively withdrawn for SBOH will be sent to a third party collection agency and/or reported to a credit bureau.

V. Three-Day Cancellation

Written notice of cancellation within three days (excluding Saturday, Sunday, and federal and state holidays) of paying any fee is entitled to a refund of all monies paid. No later than 30 days of receiving the notice of cancellation, Capella University will provide the 100 percent refund.

VI. Collection Agency/Credit Reporting

Learners who refuse or are unable to pay an outstanding past-due balance may have their account sent to a collection agency and/or reported to a credit bureau.

4.03.02 Tuition Refunds

Capella University’s executive leadership is authorized to establish a tuition and fees refund structure and schedule for all university programs and activities as established in this policy and its related procedures and schedules. Individual states may require a separate tuition refund schedule.

PROCEDURES

I. Tuition Structure and Fees

A. Per-Course Tuition

1. Bachelor’s; master’s; EdD and DPA (during the course phase); and certificate learners (excluding post-master’s certificate) in all schools pay tuition on a per-course basis.
University Policies, continued

2. PhD learners enrolled in psychology programs and PsyD learners in the Harold Abel School of Social and Behavioral Sciences pay tuition on a per-course basis.

3. Learners who completely withdraw from Capella University or drop one or more courses will have their tuition refunded as specified in the tuition refund schedules outlined in section II of this policy.

B. Quarterly Tuition

1. EdS; DBA; EdD and DPA (during the dissertation phase); DSW; and post-master’s certificate learners in the School of Education pay tuition quarterly on a flat rate, not on a per-course basis.

2. PhD learners in the schools of Business and Technology, Education, and Public Service Leadership pay tuition quarterly on a flat rate, not on a per-course basis.

3. PhD learners enrolled in counseling programs in the Harold Abel School of Social and Behavioral Sciences pay tuition quarterly on a flat rate, not on a per-course basis.

4. Learners who completely withdraw from Capella University or drop one or more courses will have their tuition refunded as specified in the tuition refund schedules outlined in section II of this policy.

C. Comprehensive Examination and/or Dissertation Tuition

1. Learners enrolled in doctoral programs that require a comprehensive examination and/or dissertation pay tuition quarterly on a flat rate, not on a per-course basis.

2. Learners who completely withdraw from Capella University or drop one or more courses will have their tuition refunded as specified in the tuition refund schedules outlined in section II of this policy.

D. Fees

Capella University does not provide refunds for books, supplies, or other listed fees.

*Note: No tuition refund is given if a learner remains enrolled in one or more courses. For more information about course drops and withdrawals, refer to university policy 2.02.02 Course Enrollment.*

II. Tuition Refund Schedule

A. Non-Participation

1. Learners who are dropped from a course for not satisfying the requirement for initial course participation are refunded 100 percent of the course tuition.

2. Learners who request a course drop or withdrawal as described in section VII of university policy 2.02.02 Course Enrollment and who have not satisfied the requirement for initial course participation are refunded 100 percent of the course tuition.

B. The following schedule applies to learners residing in locations other than Georgia, North Dakota, South Carolina, and Wisconsin:

<table>
<thead>
<tr>
<th>Withdrawal or Drop Date From the Class Start Date</th>
<th>Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through fifth calendar day</td>
<td>100%</td>
</tr>
<tr>
<td>6 – 12 calendar days</td>
<td>75%</td>
</tr>
<tr>
<td>Remainder of the term</td>
<td>No refund</td>
</tr>
</tbody>
</table>

C. Georgia Residents Refund Policy

1. The refund policy applicable to Georgia learners 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. If a Georgia applicant requests a refund within three business days after making a payment to Capella University, the applicant will receive a full refund, provided that the class start date has not passed.

2. Georgia learners who withdraw or are administratively withdrawn after the start date of a course but before 50 percent of the course term has passed are entitled to a pro rata refund as follows. (All percentages are based on the total number of calendar days in the course.)

<table>
<thead>
<tr>
<th>% of Total Calendar Days</th>
<th>Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.
University Policies, continued

3. Georgia learners should notify Capella if they wish to withdraw from a program or drop a course. Refunds are calculated using the date provided by the learner, unless the learner immediately contacts Capella requesting an earlier withdrawal date and provides acceptable verification that no academic interaction occurred after the requested date. Capella University issues the appropriate refund in full to the learner within a maximum of 30 calendar days of receiving the notification. All or a portion of the refund will be used to pay grants, loans, scholarships, or other financial aid in adherence with federal and state laws.

D. North Dakota Residents Refund Policy
1. North Dakota regulations require Capella University to apply a separate refund policy to North Dakota learners when written notice of cancellation is given by the learner in accordance with the following schedule.

2. When notice is received prior to or within 30 calendar days after completion of the first day of instruction, or prior to the completion of one-fourth of the educational services, all tuition and other charges except 25 percent thereof must be refunded to the learner.

3. When notice is received upon or after completion of one-fourth of the educational services, but prior to the completion of one-half of the educational services, all tuition and other charges except 50 percent thereof must be refunded to the learner.

4. When notice is received upon or after the completion of 50 percent of the educational services, no tuition or other charges may be refunded to the learner.

<table>
<thead>
<tr>
<th>Withdrawal or Drop Date From the Class Start Date</th>
<th>Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 7 calendar days</td>
<td>100%</td>
</tr>
<tr>
<td>8 – 30 calendar days after course start or prior to completion of one-fourth of the course</td>
<td>75%</td>
</tr>
<tr>
<td>One-fourth to one-half of the course</td>
<td>50%</td>
</tr>
<tr>
<td>Later than 50%</td>
<td>No refund</td>
</tr>
</tbody>
</table>

E. South Carolina Residents Refund Policy
1. South Carolina regulations require Capella University to apply a separate refund policy to South Carolina learners. Refund credits will be processed in two steps. Each may be reflected on separate day and/or separate monthly statements. Capella’s refund will be recorded first, and South Carolina’s refund (if applicable) will be recorded as a second line item. All refunds will be applied within 40 calendar days of the withdrawal date.

2. South Carolina learners 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.

3. South Carolina learners who withdraw or are administratively withdrawn after the start date of a course but before 60 percent of the course term has passed are entitled to a pro rata refund as follows. (All percentages are based on the total number of calendar days in the course.)

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

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

4. Learners pay tuition for each residency they attend. Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with residencies. Federal financial aid may not cover these costs, so it is the learner’s responsibility to budget for these expenses. Payment is due prior to the start of each residency.

F. Wisconsin Residents Refund Policy
1. Wisconsin regulations require Capella University to apply a separate refund policy to Wisconsin learners. Refund credits will be processed in two steps. Each may be reflected on separate day and/or separate monthly statements. Capella’s refund will be recorded first, and Wisconsin’s refund (if applicable) will be recorded as a second line item. All refunds will be applied within 40 calendar days of the withdrawal date.
University Policies, continued

2. Wisconsin learners 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.

3. Wisconsin learners who withdraw or are administratively withdrawn after the start date of a course but before 60 percent 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>Calendar Days</th>
<th>Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th day – 9%</td>
<td>90%</td>
</tr>
<tr>
<td>10% – 19%</td>
<td>80%</td>
</tr>
<tr>
<td>20% – 29%</td>
<td>70%</td>
</tr>
<tr>
<td>30% – 39%</td>
<td>60%</td>
</tr>
<tr>
<td>40% – 49%</td>
<td>50%</td>
</tr>
<tr>
<td>50% – 59%</td>
<td>40%</td>
</tr>
<tr>
<td>60% +</td>
<td>No refund</td>
</tr>
</tbody>
</table>

As part of the percentage breakdown, Capella may retain a one-time administrative fee of no more than $100. Learners will receive the tuition credit within 40 calendar days of the withdrawal date. Learners must notify the institution of their intention to withdraw from courses either by telephone or in writing. The effective date of the withdrawal will be the date the institutions receive the proper notification. All or a portion of the refund will be used to pay grants, loans, scholarships, or other financial aid in adherence with federal and state laws.

II. Restrictions

A. The following items are not available through interlibrary loan:
   1. Required textbooks
   2. Dissertations
   3. Materials available in Capella University Library (CUL) resources
   4. Reference books
   5. Entire issues or several articles from the same journal
   6. Non-academic related items (e.g., books on a best-seller list or books on hobbies)
   7. Media (e.g., videos, films, CDs)

B. Borrowers are limited to 25 interlibrary loan items of standard cost per quarter. If the cost to CUL for a request exceeds $60, borrowers will be asked if they want to continue with the request at a charge of two requests toward their 25-item limit.

C. Interlibrary loan requests submitted by learners outside of the continental United States and Canada can be fulfilled electronically only. Requests from Canada residents are handled on a case-by-case basis. CUL can provide a table of contents of the book for review, and specific chapters may be requested in lieu of sending the book.

D. Post office boxes will not be accepted as deliverable addresses for interlibrary loan requests. Learners must provide a current street address for all interlibrary loan requests.

III. Overdue Items

A. The Capella University Library (CUL) reserves the right to limit or refuse interlibrary loan service to borrowers who repeatedly lose or return items late.

B. Overdue notices are courtesy notices only. Failure to receive overdue notices will not be accepted as grounds to cancel fines. Items that are not returned or renewed by the due date will be assessed a fine at the rates described in section III.D.

C. If an item is returned at any time between seven and 30 days past the due date, accumulated charges will be applied. All charges are irreversible.

D. All interlibrary loan users will be subject to the following penalties for overdue and lost interlibrary loan materials:
   1. Seven calendar days overdue:
      Fine of $1/day applied from due date.

ACADEMIC SERVICES

4.04.01 Interlibrary Loan

Capella University Library (CUL) utilizes printed materials from other libraries for use by current Capella University learners, faculty, and staff, at their request. Borrowers are limited to 25 interlibrary items per quarter. The loan period is determined by the lending library. CUL will notify borrowers of due dates. Interlibrary loan materials must be returned promptly according to specified due dates. Charges incurred because of overdue or lost items will be charged to learners’ university accounts. Interlibrary loans are administered through this policy’s procedures.

PROCEDURES

I. Loan Period

The loan period is determined by the lending library. Capella University does not control the loan period. Interlibrary loan materials must be returned promptly according to specified due dates.
University Policies, continued

2. Thirty calendar days overdue:
   a. The item is considered lost.
   b. In addition to the accumulated fine, a $30 processing fee will be assessed on the 30th calendar day.
   c. Future interlibrary loan requests will not be processed until the item is returned or payment is received.
   d. Replacement charges as determined by the lending library will also be assessed.
   e. Charges will be applied to the learner’s account.
E. If an overdue item is returned after the learner has been billed, the replacement fee will be removed from the learner’s account upon receipt of the item and processing of the return by CUL.

IV. Book Recalls
A. On occasion, a lending library will recall a book from Capella in order to sufficiently meet demand for materials. If a book is recalled, it must be returned immediately even if the original loan period has not yet expired.
B. If a book is returned at any time between seven and 30 days past the recall notice, appropriate charges will be applied. All charges are irreversible.
C. The following penalties will be applied for recalled books that are not returned promptly:
   1. Seven calendar days following recall notice:
      Fine of $1/day applied from due date.
   2. Thirty calendar days following recall notice:
      a. The book is considered lost.
      b. In addition to the accumulated fine, a $30 processing fee will be assessed on the 30th calendar day.
      c. Future interlibrary loan requests will not be processed until the book is returned or payment is received.
      d. Replacement charges as determined by the lending library will be assessed.
      e. Charges will be applied to the learner’s account.
D. If a recalled book is returned after the learner has been billed, the replacement fee will be removed from the learner’s account upon receipt of the book and processing of the return by CUL.

4.04.02 Licensure
Capella University offers academic programs leading toward advanced degrees in a number of fields for which professional practice requires licensure or certification by state, local, or professional boards. Capella University makes no representation, warranty, or guarantee that successful completion of the course of study will result in the learner obtaining the necessary licensure or certification.

Learners may not enroll in a Capella University degree program for which licensure or certification may ultimately be required without signing a statement of agreement acknowledging that compliance with state or professional licensure or certification requirements is the learner’s sole responsibility.

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.
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) or on iGuide at Resources, Financial Aid, Financing Your Education.

Financial Aid Satisfactory Academic Progress
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 on iGuide at Resources, Policies and Administration, University Policies.

Course Repeat Policy
Capella University’s Financial Aid Office does not permit learners to use federal financial aid to pay for a course they have attempted more than twice during their program and paid for both times with federal financial aid. Learners are not able to use federal financial aid to repeat a course for which they have received a passing grade.

Scholarships
Capella offers many scholarship options, including three internal scholarships—the Helene Krivosha School of Education Scholarship, the Robert C. Ford Scholarship, and the Scott Sathers Memorial Scholarship. Learners are also encouraged to apply for external scholarships that are offered specifically to Capella learners. These scholarships vary and are updated regularly on iGuide. Free scholarship search engines are also available on iGuide.

Refund Procedure for Financial Aid Recipients
Learners receiving financial aid should contact the Financial Aid Office before canceling course 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 percent 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 Financial Aid Office. 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 the Records Processing and Operations department. If learners withdraw from Capella and have received financial aid, specific procedures will be followed, which can be found in the Tuition Refunds policy located on iGuide.
Military Education Benefits

Veterans Educational Benefits
Capella University is approved by the Minnesota State Approving Agency to grant veterans educational benefits. Learners may determine their eligibility for veterans benefits by visiting www.gibill.va.gov or contacting the Department of Veterans Affairs (VA) at 1.888.442.4551. Learners can find more information about veterans educational benefits on the Armed Forces page on iGuide.

Capella honors the following veterans educational benefits:

- Post-9/11 GI Bill (Chapter 33)
- Montgomery GI Bill (Chapter 30 and Chapter 1606)
- Reserve Educational Assistance Program (REAP) (Chapter 1607)
- Survivors’ and Dependents’ Educational Assistance (DEA) (Chapter 35)
- Post-Vietnam Veterans’ Educational Assistance Program (VEAP) (Chapter 32)
- Vocational Rehabilitation (Chapter 31)
- Tuition Assistance Top-Up

Yellow Ribbon Program
In partnership with the Department of Veterans Affairs (VA), Capella University is a part of the Yellow Ribbon Program, a provision of the Post-9/11 GI Bill. Learners can find more information on the Yellow Ribbon Program on the Armed Forces page on iGuide.

Tuition Assistance (TA)
Capella University accepts Tuition Assistance (TA) vouchers from each branch of the United States Armed Forces, as well as the National Guard, Reserve, and Department of Defense (DoD). Capella is also a partner institution with GoArmyEd. Members of the United States Army or Army Reserve must visit www.goarmyed.com to request their funding.

Military Spouses Career Advancement Accounts (MyCAA)
Military spouses who are pursuing an academic degree may be eligible to receive a maximum of $6,000 of financial assistance through the MyCAA program, which is administered by the Department of Defense (DoD) and Military OneSource. Learners can find more information about MyCAA at www.militaryonesource.com.
Information Access and Doctoral Recognition

Access to Learning Resources
Capella University recognizes the need to provide limited access to the online courseroom, the Capella University Library, iGuide, and other Capella University learning resources to persons other than Capella learners, alumni, faculty, and staff, as described below.

Courseroom Access
For regulatory, accreditation, and other business purposes, the courseroom may be accessed and observed by persons other than Capella learners, faculty, and staff. Access to the courseroom will be authorized by the chief academic officer only after the review of such a request and the determination that access is necessary and appropriate, does not infringe on the activities of learners and faculty, and does not threaten the academic integrity of the courseroom. Although the courseroom is not open to public access upon demand, it is not a private nor confidential domain; neither learners nor faculty should assume privacy within the courseroom.

Library and iGuide Access
For regulatory, accreditation, and other business purposes, access to the Capella University Library, iGuide, and other Capella learning resources may be granted to persons other than Capella learners, alumni, faculty, and staff. Access to these resources will be authorized by the chief academic officer only after the review of such a request and the determination that access is necessary and appropriate and does not threaten the integrity of the university.

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 Learner Support. The primary form of official communication from Capella University is through email. Learners are required to maintain active email addresses. To ensure receipt of important communications, learners should make sure that spam filters are set to receive email from Capella University.

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 located on iGuide.

Completion of Advanced Graduate Study (CAGS)
Recognizing Doctoral Learner Achievement
Capella University’s Completion of Advanced Graduate Study (CAGS) recognizes a learner’s achievement of a significant doctoral milestone: successful completion of all requirements necessary to begin comprehensive examination courses. The CAGS recognition marks a specific level of doctoral achievement; it is not an academic degree or credential.

Eligibility
To be eligible for Completion of Advanced Graduate Study (CAGS) recognition, a learner must currently be admitted to a doctoral program in any of Capella University’s four graduate schools and enrolled in doctoral course work. Eligible learners must have completed all core, specialization, and elective courses and all other program and residency requirements, including field work, with a minimum cumulative grade point average of 3.0 on a 4.0 scale.

Applying
Doctoral learners at Capella University may apply for Completion of Advanced Graduate Study (CAGS) recognition once they have met all eligibility requirements and any time thereafter prior to graduation but may not receive more than one CAGS recognition. Any learners who are currently enrolled and active in courses at Capella University and who have completed all requirements for CAGS recognition should visit iGuide for contact information and CAGS application material or call Learner Support at 1.888.CAPELLA (227.3552).

Transcripts
Learners may request transcripts on iGuide or by calling Learner Support at 1.888.CAPELLA (227.3552). Capella University reserves the right to withhold the official transcripts of learners who are not in good financial standing with the institution.

Transferability of Capella University Credits
The transferability of Capella credits to another institution is solely at the discretion of that institution.
School of Undergraduate Studies
From the Dean

I am pleased to extend you a warm welcome to the School of Undergraduate Studies at Capella University. The School of Undergraduate Studies is dedicated to the development of our learners’ knowledge, skills, and values, offering programs that have an immediate and long-term impact on learners’ lives and careers as they demonstrate increased leadership, scholarship, and service. Our curricula help learners expand their experience in the global community through interactive technology, broad-based discussions, and a recognition of the importance and impact of diversity and culture. School of Undergraduate Studies programs are designed around industry standards and key professional organizations so that our learners are prepared to meet today’s challenges of a rapidly changing work environment in business, technology, nursing, psychology, public administration, and public safety.

Bachelor’s 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, information technology, nursing, psychology, public administration, and public safety.

The Bachelor of Science in Business degree program integrates the mastery of business fundamentals with practical application related to current issues. Learners in the Bachelor of Science in Information Technology degree program benefit from a relevant curriculum that addresses essential IT competencies. The Bachelor of Public Administration degree program combines business and public sector fundamentals with a practical application approach that provides learners with the knowledge and skills necessary for effective public sector program and policy implementation. The specialization and concentration curriculum of Capella’s Bachelor of Science in Public Safety degree program prepares learners to assess and address complex public safety issues. The School of Undergraduate Studies most recent addition, the Bachelor of Science in Nursing degree program, provides its learners with the additional knowledge, skills, and proficiencies required of bachelor’s-prepared nurse generalists. Another new addition, the Bachelor of Science in Psychology degree program, engages learners in a curriculum across the broad science of psychology, emphasizing the knowledge, skills, and values identified by the American Psychological Association (APA) as fundamental in undergraduate psychology study.

Our experienced faculty provide a high-quality learning experience for our learners and are committed to sharing their knowledge and passion for their subject areas. School of Undergraduate Studies faculty are scholar-practitioners who are active in the business, information technology, nursing, psychology, public administration, and public safety fields. They link theory, research, and practice in order to deliver a superior learning experience for our learners.

The faculty and staff of the School of Undergraduate Studies are committed to assisting you on your journey toward achieving your personal and professional goals, and they join me in welcoming you.

Feranda Williamson, EdD
Dean
About the School of Undergraduate Studies

School Mission Statement
The mission of the School of Undergraduate Studies is to create competency-based, online degree programs that serve 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 have an immediate and long-term impact on learners’ lives and careers as they demonstrate increased leadership, scholarship, and service.

Degree Programs

Bachelor of Science (BS) in Business
The Bachelor of Science in Business 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. The curriculum provides an integrated approach to complex organizational systems, preparing learners to work in collaboration with diverse work groups and functional areas. Learners may pursue a specialization in Accounting, Business Administration, Finance, Health Care Management, Human Resource Management, Management and Leadership, Marketing, Project Management, or Retail Management.

This degree program offers a Combined BS/MBA option. This option is available for qualified learners of exceptional ability and interest in business. Learners who qualify to take this option begin the graduate experience earlier, completing a specified number of graduate quarter credits as part of their bachelor’s degree program. Successful completion of the graduate course work will be applied toward the requirements for both the bachelor’s and MBA degree programs.

Bachelor of Science (BS) in Information Technology
The Bachelor of Science in Information Technology degree program integrates technology skill development with the business enterprise knowledge needed in today’s rapidly changing, global workplace. The curriculum focuses on key elements of the IT lifecycle, including requirements analysis, architecture, software construction, and support and maintenance. Learners develop a fundamental understanding of software, hardware, networks, databases, human-computer interaction, project management, and security and gain knowledge of both theory and practice that are required of today’s IT professionals. Building on all of these concepts and skills, learners then specialize in fields that prepare them for specific IT careers. Learners may pursue a specialization in General Information Technology, Health Informatics, Information Assurance and Security, Network Technology, Project Management, or Software Architecture.

This degree program offers a Combined BS/MS in Information Technology option for some specializations or a Combined BS/MBA option for all specializations. These options are available for qualified learners of exceptional ability and interest in information technology or business. Learners who qualify to take an option begin the graduate experience earlier, completing a specified number of graduate quarter credits as part of their bachelor’s degree program. Successful completion of the graduate course work will be applied toward the requirements for both the bachelor’s and master’s Information Technology or MBA degree programs.

Bachelor of Science (BS) in Psychology
The Bachelor of Science in Psychology degree program provides undergraduate learners with instruction across the broad science of psychology. The curriculum emphasizes the knowledge, skills, and values identified by the American Psychological Association (APA) as fundamental in the undergraduate study of psychology and is designed to foster understanding of the complexities of human behavior and thought and the development of the analytical, quantitative,

SCHOOL OF UNDERGRADUATE STUDIES
DEGREE PROGRAMS AND SPECIALIZATIONS

Bachelor of Science (BS) in Business
Accounting
Business Administration
Finance
Health Care Management
Human Resource Management
Management and Leadership
Marketing
Project Management
Retail Management

Bachelor of Science (BS) in Information Technology
General Information Technology
Health Informatics
Information Assurance and Security
Network Technology
Project Management
Software Architecture

Bachelor of Science (BS) in Psychology
General Psychology

Bachelor of Science (BS) in Public Safety
Criminal Justice
Emergency Management
Homeland Security

Bachelor of Science in Nursing (BSN)
RN-to-BSN Degree Completion

Bachelor of Public Administration (BPA)
General Public Administration

1 Review of this program is pending in ND and SC.
About the School of Undergraduate Studies, continued

and communication skills associated with psychology study. Successful graduates of this program are prepared to continue their studies at the graduate level or pursue careers in a variety of public and private employment settings in which psychology knowledge and skills are used to promote human welfare.

This degree program offers a Combined BS/MS in Psychology option or a Combined BS/MBA option. These options are available for qualified learners of exceptional ability and interest in psychology or business. Learners who qualify to take an option begin the graduate experience earlier, completing a specified number of graduate quarter credits as part of their bachelor’s degree program. Successful completion of the graduate course work will be applied toward the requirements for both the bachelor’s and master’s Psychology or MBA degree programs.

**Bachelor of Science in Nursing (BSN)**
The Bachelor of Science in Nursing (BSN) degree program provides licensed registered nurses with the additional knowledge, skills, and complex decision-making proficiencies required of bachelor’s-prepared nurse generalists. The curriculum incorporates the Essentials of Baccalaureate Education for Professional Nursing Practice established by the American Association of Colleges of Nursing (AACN) and is designed to expand learners’ knowledge of health care systems and policies, patient education, health promotion, and technology integration. Throughout the program, learners explore culturally competent, evidenced-based professional nursing practices and the ways they can be applied to foster health care promotion and disease management and prevention in individuals and diverse populations.

**Bachelor of Public Administration (BPA)**
The Bachelor of Public Administration (BPA) degree program provides undergraduate learners with knowledge of the critical-thinking, decision-making, and professional communication skills needed to serve the public with fairness, efficiency, and equity. The curriculum addresses methods used to assess resource requirements, direct the use of those resources, and solve public problems. Upon successful completion of this program, learners are prepared to pursue public administration roles in a variety of service settings and bring public value to the field.

**General Education Requirements**
General education courses develop the knowledge, skills, and abilities foundational to a baccalaureate degree and 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 curriculum is structured around the development of knowledge and skills within four major categories.

1. **Communication:** Capella learners develop the communication skills necessary to effectively use the English language to communicate both verbally and in written form. They 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 and through reading, writing, speaking, and listening.

2. **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. 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.

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About the School of Undergraduate Studies, continued

### General Education Courses

Choose 45 quarter credits with a minimum of 6 quarter credits from each category.

**Communication**

- **ENG1000** English Composition
- **ENG2000** Research Writing
- **ENG3300** Business and Technical Writing
- **SPC1000** Public Speaking (3 quarter credits)
- **SPC2000** Intercultural Communication
- **SPC2050** Visual Design in Communications (3 quarter credits)
- **SPC3700** Conflict Resolution
  
  *Strongly recommended for learners who have not satisfied the communications requirement.*

  *Required for General Psychology specialization.*

**Humanities**

- **ART2000** Art History Survey
- **HUM1000** Introduction to the Humanities
- **HUM1050** World Religions (3 quarter credits)
- **HUM3300** Global Multiculturalism and World Religions
- **LIT2001** Introduction to Literature: Short Stories (3 quarter credits)
- **LIT2100** Women’s Literature (3 quarter credits)
- **PHI1000** Introduction to Philosophy
- **PHI2000** Ethics
- **PHI2050** Human Nature and Ethics (3 quarter credits)
- **PHI2100** Introduction to Logic
- **PHI3200** Ethics in Health Care
  
  *Required for General Psychology specialization.*

**Natural Science and Mathematics**

- **BIO1000** Human Biology
- **BIO1050** Biology and Society (3 quarter credits)
- **BIO2000** Environmental Health
- **CHM1000** Chemistry for Changing Times
- **CHM1050** Chemistry and the Environment (3 quarter credits)
- **PHY1000** Introduction to Astronomy
- **MAT1050** College Algebra
- **MAT1051** Pre-Calculus
- **MAT2001** Statistical Reasoning
- **MAT2050** Statistical Literacy (3 quarter credits)
- **MAT2051** Discrete Mathematics
  
  *Required for General Psychology specialization.*

  *Required for Accounting, Finance, Marketing, Project Management (Business), and General Psychology specializations.*


  *Strongly recommended for General Information Technology and Project Management (Information Technology) specializations.*

### Social Science

- **ECO1050** Microeconomics
- **ECO1051** Macroeconomics
- **HIS1000** Immigrants in the American City (3 quarter credits)
- **HIS3200** History of Health Care in America (3 quarter credits)
- **PSYC1000** Introduction to Psychology
- **POL1000** The Politics of American Government
- **POL2000** Globalization
- **SOC1000** Introduction to Human Society
- **SOC2000** Cultural Diversity
  
  *Required for General Psychology specialization.*

In addition, choose 21 quarter credits of additional undergraduate courses from general education courses above.

Residents of Arkansas must complete Arkansas general education requirements.

### Lower-Division Courses

Lower-division courses may not be used to fulfill general education requirements.

- **BUS1000** Introduction to Business (3 quarter credits)
- **IT1000** Introduction to Information Technology (3 quarter credits)
- **IT2210** Introduction to Web Systems and Technologies
- **IT2230** Introduction to Database Systems (3 quarter credits)
- **IT2240** Introduction to Programming (3 quarter credits)
- **IT2250** Introduction to Network Technology (3 quarter credits)

All courses are 6 quarter credits except as noted.

* Denotes courses that have prerequisites.

Refer to the descriptions for further details.
School of Undergraduate Studies Degree Programs and Specializations

Bachelor of Science (BS) in Business Specializations

Accounting

Accounting professionals design, examine, and manage accurate financial recording and reporting procedures for financial and business transactions. Undergraduate learners in the Accounting specialization acquire and apply various methods of ethically maintaining accurate and up-to-date records. The specialization provides learners with an understanding of a wide array of accounting-related services, including budget analysis, financial and investment planning, and financial statement and internal control auditing. These skills prepare graduates for a profession in financial, managerial, or government accounting. In addition to accounting expertise, learners in this specialization demonstrate the interpersonal and communication skills required to present information to both internal and external clients, influencing organizational effectiveness at all levels of their organization. This specialization is not designed to prepare learners for a CPA exam.

Learners enrolled in this specialization may qualify to take the Combined BS/MBA option, in which after completing 100 quarter credits of undergraduate course work, they complete 12 quarter credits of MBA course work. Successful completion of the MBA course work will be applied toward the requirements for both the bachelor’s specialization and the learner’s chosen MBA specialization.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.

Required course:
MAT2001 Statistical Reasoning

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements

Core courses - 42 quarter credits
BUS3004 Developing a Business Perspective
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
BUS4060 * Financial Accounting Principles
BUS4061 * Managerial Accounting Principles
BUS4062 * Intermediate Financial Accounting Topics and Trends
BUS4063 * Advanced Financial Accounting Topics and Trends
BUS4064 * Cost Accounting for Planning and Control
BUS4065 * Income Tax Concepts and Strategies
BUS4066 * Contemporary Auditing: An Ethical Perspective
BUS4070 * Foundations in Finance

Elective courses - 39 quarter credits
Choose 39 quarter credits of additional undergraduate courses.

Combined BS/MBA option

For an MBA specialization in General Business Administration, Accounting, Finance, Global Operations and Supply Chain Management, Health Care Management, Human Resource Management, Information Technology Management, Marketing, or Project Management:
Specialization courses - 60 quarter credits
BUS4060 * Financial Accounting Principles
BUS4061 * Managerial Accounting Principles
BUS4062 * Intermediate Financial Accounting Topics and Trends
BUS4063 * Advanced Financial Accounting Topics and Trends
BUS4064 * Cost Accounting for Planning and Control
BUS4065 * Income Tax Concepts and Strategies
BUS4066 * Contemporary Auditing: An Ethical Perspective
BUS4070 * Foundations in Finance

BUS4801 * Ethics and Enterprise

In addition, choose 42 quarter credits of upper-division Business courses.

Business Administration

Undergraduate learners 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. Learners select elective courses based on their individual professional needs.

Learners enrolled in this specialization may qualify to take the Combined BS/MBA option, in which after completing 100 quarter credits of undergraduate course work, they complete 12 quarter credits of MBA course work. Successful completion of the MBA course work will be applied toward the requirements for both the bachelor’s specialization and the learner’s chosen MBA specialization.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements

Core courses - 42 quarter credits
BUS3004 Developing a Business Perspective
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
Required course:
BUS4801 * Ethics and Enterprise

In addition, choose 42 quarter credits of upper-division Business courses.

Specialization courses - 48 quarter credits
BUS4060 * Financial Accounting Principles
BUS4061 * Managerial Accounting Principles
BUS4062 * Intermediate Financial Accounting Topics and Trends
BUS4063 * Advanced Financial Accounting Topics and Trends
BUS4064 * Cost Accounting for Planning and Control
BUS4065 * Income Tax Concepts and Strategies
BUS4066 * Contemporary Auditing: An Ethical Perspective
BUS4070 * Foundations in Finance

Elective courses - 39 quarter credits
Choose 39 quarter credits of additional undergraduate courses.

Combined BS/MBA option

For an MBA specialization in General Business Administration, Accounting, Finance, Global Operations and Supply Chain Management, Health Care Management, Human Resource Management, Information Technology Management, Marketing, or Project Management:
Specialization courses - 60 quarter credits
BUS4060 * Financial Accounting Principles
BUS4061 * Managerial Accounting Principles
BUS4062 * Intermediate Financial Accounting Topics and Trends
BUS4063 * Advanced Financial Accounting Topics and Trends
BUS4064 * Cost Accounting for Planning and Control
BUS4065 * Income Tax Concepts and Strategies
BUS4066 * Contemporary Auditing: An Ethical Perspective
BUS4070 * Foundations in Finance

BUS4801 * Ethics and Enterprise

In addition, choose 42 quarter credits of upper-division Business courses.

In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 186 quarter credits in order to graduate.

All courses are 6 quarter credits except as noted.
* Denotes courses that have prerequisites. Refer to the descriptions for further details.
School of Undergraduate Studies Degree Programs and Specializations, continued

BS in Business Specializations, continued

Combined BS/MBA option
For an MBA specialization in General Business Administration, Accounting, Finance, Global Operations and Supply Chain Management, Health Care Management, Human Resource Management, Information Technology Management, Marketing, or Project Management:

Specialization courses - 48 quarter credits
BUS4801 Ethics and Enterprise (3 quarter credits)
MBA6010 Leading for Results (3 quarter credits)
MBA6110 Operations and Process Management (3 quarter credits)
MBA6130 Business Capstone Project (3 quarter credits)

In addition, choose 30 quarter credits from upper-division Business courses.

Elective courses - 39 quarter credits
Choose 39 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits
BUS4993 Business Capstone Project

Total 180 quarter credits

In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 186 quarter credits in order to graduate.

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. Undergraduate 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. In addition to finance expertise, learners demonstrate the management, interpersonal, and professional thinking skills needed to impact effectiveness across all levels of their organization. Learners select elective courses based on their individual professional needs.

Learners enrolled in this specialization may qualify to take the Combined BS/MBA option, in which after completing 100 quarter credits of undergraduate course work, they complete 12 quarter credits of MBA course work. Successful completion of the MBA course work will be applied toward the requirements for both the bachelor’s specialization and the learner’s chosen MBA specialization.

General Education Requirements
Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.

Required course:
MAT2001 Statistical Reasoning

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements
Core courses - 42 quarter credits
BUS3004 Developing a Business Perspective
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
BUS4070 * Foundations in Finance
BUS4071 * Financial Markets and Institutions
BUS4072 * Analysis for Financial Management
BUS4073 * Investments and Portfolio Management
BUS4801 Ethics and Enterprise

In addition, choose 18 quarter credits from the following courses:
BUS4074 * Entrepreneurial Finance
BUS4075 * Public and Nonprofit Finance
BUS4076 * Issues in International Finance
BUS4077 * Risk Management Strategies
BUS4078 * Financial Institution Management
BUS4079 * Real Estate Finance

Elective courses - 39 quarter credits
Choose 39 quarter credits of additional undergraduate courses.

Combined BS/MBA option
For an MBA specialization in General Business Administration, Accounting, Finance, Global Operations and Supply Chain Management, Health Care Management, Human Resource Management, Information Technology Management, Marketing, or Project Management:

Specialization courses - 60 quarter credits
BUS4078 * Financial Institution Management
BUS4077 * Risk Management Strategies
BUS4076 * Issues in International Finance
BUS4075 * Public and Nonprofit Finance
BUS4074 * Entrepreneurial Finance

In addition, choose 18 quarter credits from the following courses:
BUS4070 * Foundations in Finance
BUS4071 * Financial Markets and Institutions
BUS4072 * Analysis for Financial Management
BUS4073 * Investments and Portfolio Management
BUS4801 Ethics and Enterprise

Capstone course - 6 quarter credits
BUS4993 Business Capstone Project

Total 180 quarter credits

In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 186 quarter credits in order to graduate.

* Denotes courses that have prerequisites. Refer to the descriptions for further details.
School of Undergraduate Studies Degree Programs and Specializations, continued

**BS in Business Specializations, continued**

### Health Care Management

The bachelor’s Health Care Management specialization is designed to provide learners with a broad understanding of basic health care business functions, including accounting, finance, human resources, communications, and marketing, as well as a more focused understanding of quality assurance, risk management, and health care operations. Other specialization topics include health care laws and regulations, leadership, and ethics. Successful graduates of this specialization are prepared to pursue leadership or management roles in today’s challenging health care environment.

Learners enrolled in this specialization may qualify to take the Combined BS/MBA option, in which after completing 100 quarter credits of undergraduate course work, they complete 12 quarter credits of MBA course work. Successful completion of the MBA course work will be applied toward the requirements for both the bachelor’s specialization and the learner’s chosen MBA specialization.

#### General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.

Residents of Arkansas must complete Arkansas general education requirements.

#### Additional Program Requirements

**Core courses - 42 quarter credits**

- BUS3006 Developing a Health Care Management Perspective
- BUS3010 Fundamentals of Management and Leadership
- BUS3025 Introduction to Health Care, Wellness, and Disease
- 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**

- BUS4121 * Ethics and Decision Making in Health Care
- BUS4122 * Health Care Economics
- BUS4123 * Quality Assurance Risk Management
- BUS4124 * Health Care Marketing and Strategic Planning
- BUS4125 * Legal Aspects of Health Care Management
- BUS4126 * Health Care Information Management
- BUS4127 * Evidence-Based Health Care Management
- BUS4128 * Cultural Competence in Health Care

**Elective courses - 39 quarter credits**

Choose 39 quarter credits of additional undergraduate courses.

Combined BS/MBA option

For an MBA specialization in General Business Administration, Accounting, Finance, Global Operations and Supply Chain Management, Health Care Management, Human Resource Management, Information Technology Management, Marketing, or Project Management:

<table>
<thead>
<tr>
<th>Specialization courses - 60 quarter credits</th>
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<tbody>
<tr>
<td>BUS4121 * Ethics and Decision Making in Health Care</td>
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<tr>
<td>BUS4122 * Health Care Economics</td>
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<tr>
<td>BUS4123 * Quality Assurance Risk Management</td>
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<tr>
<td>BUS4124 * Health Care Marketing and Strategic Planning</td>
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<tr>
<td>BUS4125 * Legal Aspects of Health Care Management</td>
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<tr>
<td>BUS4126 * Health Care Information Management</td>
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<tr>
<td>BUS4127 * Evidence-Based Health Care Management</td>
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<tr>
<td>BUS4128 * Cultural Competence in Health Care</td>
</tr>
<tr>
<td>MBA4010 Professional Effectiveness (3 quarter credits)</td>
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<tr>
<td>MBA4020 Leading for Results (3 quarter credits)</td>
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<tr>
<td>MBA4030 Marketing and Brand Management (3 quarter credits)</td>
</tr>
<tr>
<td>MBA4040 Operations and Process Management (3 quarter credits)</td>
</tr>
</tbody>
</table>

**Elective courses - 27 quarter credits**

Choose 27 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits

Taken during the learner’s final quarter:

BUS4993 Business Capstone Project

Total 180 quarter credits

In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 186 quarter credits in order to graduate.

### Human Resource Management

The human resource professional wears many hats, and his or her 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 HR needs for the organization’s future. Undergraduate learners in the Human Resource Management specialization develop the human resource management, interpersonal, and professional thinking skills needed to manage talent, develop intellectual capital, work in networked relationships, deal with continuous change, and impact organizational effectiveness as HR leaders and managers at all levels of their organizations.

Learners enrolled in this specialization may qualify to take the Combined BS/MBA option, in which after completing 100 quarter credits of undergraduate course work, they complete 12 quarter credits of MBA course work. Successful completion of the MBA course work will be applied toward the requirements for both the bachelor’s specialization and the learner’s chosen MBA specialization.

#### General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.

Residents of Arkansas must complete Arkansas general education requirements.

#### Additional Program Requirements

**Core courses - 42 quarter credits**

- BUS3006 Developing a Business Perspective
- 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**

- BUS4012 * Ethics and Enterprise
- BUS4124 * Legal Issues in Human Resource Management
- BUS4125 * Recruiting, Retention, and Development
- BUS4126 * Employee and Labor Relations
- BUS4127 * Employee Training and Development
- BUS4128 * International Human Resource Management Issues
- BUS4801 * Developing a Business Perspective

**Elective courses - 39 quarter credits**

Choose 39 quarter credits of additional undergraduate courses.

**Specialization courses - 48 quarter credits**

- BUS4043 * Compensation and Benefits Management
- BUS4044 * Legal Issues in Human Resource Management
- BUS4045 * Recruiting, Retention, and Development
- BUS4046 * Employee and Labor Relations
- BUS4047 * Employee Training and Development
- BUS4048 * International Human Resource Management Issues
- BUS4801 Ethics and Enterprise
- BUS4802 Change Management

* Denotes courses that have prerequisites. Refer to the descriptions for further details.
School of Undergraduate Studies Degree Programs and Specializations, continued

BS in Business Specializations, continued

Elective courses - 39 quarter credits
Choose 39 quarter credits of additional undergraduate courses.

Combined BS/MBA option
For an MBA specialization in General Business Administration, Accounting, Finance, Global Operations and Supply Chain Management, Health Care Management, Human Resource Management, Information Technology Management, Marketing, or Project Management:
- Specialization courses - 60 quarter credits
  BUS4043 * Compensation and Benefits Management
  BUS4044 * Legal Issues in Human Resource Management
  BUS4045 * Recruiting, Retention, and Development
  BUS4046 * Employee and Labor Relations
  BUS4047 * Employee Training and Development
  BUS4048 * International Human Resource Management Issues
  BUS4801 Ethics and Enterprise
  BUS4802 Change Management
  MBA6010 Professional Effectiveness (3 quarter credits)
  MBA6020 Leading for Results (3 quarter credits)
  MBA6110 Marketing and Brand Management (3 quarter credits)
  MBA6130 Operations and Process Management (3 quarter credits)
- Elective courses - 27 quarter credits
  Choose 27 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits
Taken during the learner’s final quarter:
BUS4993 Business Capstone Project

Total 180 quarter credits

In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 186 quarter credits in order to graduate.

Management and Leadership
Management involves coordinating, implementing, promoting, supervising, and directing 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 necessary to successfully lead people and manage organizations in a dynamic, global environment. Undergraduate learners in this specialization demonstrate the management, interpersonal, and professional thinking skills needed to impact organizational effectiveness as leaders and managers at all levels of their organizations.

Learners enrolled in this specialization may qualify to take the Combined BS/MBA option, in which after completing 100 quarter credits of undergraduate course work, they complete 12 quarter credits of MBA course work. Successful completion of the MBA course work will be applied toward the requirements for both the bachelor’s specialization and the learner’s chosen MBA specialization.

General Education Requirements
Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements
Core courses - 42 quarter credits
BUS3004 Developing a Business Perspective
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
BUS4011 * Virtual Team Collaboration
BUS4012 * Leadership in Organizations
BUS4013 * Organizational Structure, Learning, and Performance
BUS4014 * Operations Management for Competitive Advantage
BUS4015 * Strategic Planning and Implementation
BUS4016 * Global Business Relationships
BUS4801 Ethics and Enterprise
BUS4802 Change Management

Elective courses - 39 quarter credits
Choose 39 quarter credits of additional undergraduate courses.

Combined BS/MBA option
For an MBA specialization in General Business Administration, Accounting, Finance, Global Operations and Supply Chain Management, Health Care Management, Human Resource Management, Information Technology Management, Marketing, or Project Management:
- Specialization courses - 60 quarter credits
  BUS4011 * Virtual Team Collaboration
  BUS4012 * Leadership in Organizations
  BUS4013 * Organizational Structure, Learning, and Performance
  BUS4014 * Operations Management for Competitive Advantage
  BUS4015 * Strategic Planning and Implementation
  BUS4016 * Global Business Relationships
  BUS4801 Ethics and Enterprise
  BUS4802 Change Management
- Elective courses - 27 quarter credits
  Choose 27 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits
Taken during the learner’s final quarter:
BUS4993 Business Capstone Project

Total 180 quarter credits

In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 186 quarter credits in order to graduate.

* Denotes courses that have prerequisites. Refer to the descriptions for further details.
BS in Business Specializations, continued

Marketing

The undergraduate Marketing specialization provides learners with fundamental business knowledge and emphasizes marketing research; sales, marketing, and channel management processes; brand identity and marketing communications; change management; and business ethics. Learners may choose to focus on the fundamentals of sales and marketing or broaden their study to include a stronger emphasis on marketing strategy, international marketing, customer behavior, services marketing, or public relations. Upon successful completion of this specialization, learners have gained the marketing expertise and the management, interpersonal, and professional thinking skills needed to increase organizational effectiveness.

Learners enrolled in this specialization may qualify to take the Combined BS/MBA option, in which after completing 100 quarter credits of undergraduate course work, they complete 12 quarter credits of MBA course work. Successful completion of the MBA course work will be applied toward the requirements for both the bachelor’s specialization and the learner’s chosen MBA specialization.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.

Required course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT2001</td>
<td>Statistical Reasoning</td>
</tr>
</tbody>
</table>

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements

Core courses - 42 quarter credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS3004</td>
<td>Developing a Business Perspective</td>
</tr>
<tr>
<td>BUS3010</td>
<td>Fundamentals of Management and Leadership</td>
</tr>
<tr>
<td>BUS3020</td>
<td>Fundamentals of E-Business</td>
</tr>
<tr>
<td>BUS3030</td>
<td>Fundamentals of Marketing and Sales</td>
</tr>
<tr>
<td>BUS3040</td>
<td>Fundamentals of Human Resource Management</td>
</tr>
<tr>
<td>BUS3050</td>
<td>Fundamentals of Organizational Communication</td>
</tr>
<tr>
<td>BUS3060</td>
<td>Fundamentals of Finance and Accounting</td>
</tr>
</tbody>
</table>

Specialization courses - 48 quarter credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS4022</td>
<td>E-Business Sourcing, Marketing, and Sales</td>
</tr>
<tr>
<td>BUS4031</td>
<td>Marketing, Sales, and Channel Management</td>
</tr>
<tr>
<td>BUS4032</td>
<td>Brand Identity and Marketing Communications</td>
</tr>
<tr>
<td>BUS4033</td>
<td>Marketing Research</td>
</tr>
<tr>
<td>BUS4034</td>
<td>Ethics and Enterprise</td>
</tr>
<tr>
<td>BUS4035</td>
<td>Change Management</td>
</tr>
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</table>

In addition, choose 12 quarter credits from the following courses:

<table>
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<tr>
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<tbody>
<tr>
<td>BUS4024</td>
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</tr>
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<td>BUS4026</td>
<td>Services Marketing</td>
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</tr>
<tr>
<td>BUS4034</td>
<td>Marketing Strategy</td>
</tr>
<tr>
<td>BUS4035</td>
<td>Marketing Across Borders</td>
</tr>
</tbody>
</table>

Elective courses - 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses.

Combined BS/MBA option

For an MBA specialization in General Business Administration, Accounting, Finance, Global Operations and Supply Chain Management, Health Care Management, Human Resource Management, Information Technology Management, Marketing, or Project Management:

Specialization courses - 60 quarter credits

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BUS4022</td>
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</tr>
<tr>
<td>BUS4033</td>
<td>Brand Identity and Marketing Communications</td>
</tr>
<tr>
<td>BUS4036</td>
<td>Marketing Research</td>
</tr>
<tr>
<td>BUS4081</td>
<td>Ethics and Enterprise</td>
</tr>
<tr>
<td>BUS4082</td>
<td>Change Management</td>
</tr>
<tr>
<td>MBA6010</td>
<td>Professional Effectiveness (3 quarter credits)</td>
</tr>
<tr>
<td>MBA6020</td>
<td>Leading for Results (3 quarter credits)</td>
</tr>
<tr>
<td>MBA6110</td>
<td>Marketing and Brand Management (3 quarter credits)</td>
</tr>
<tr>
<td>MBA6130</td>
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In addition, choose 12 quarter credits from the following courses:

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</table>

Elective courses - 27 quarter credits

Choose 27 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits

Taken during the learner’s final quarter:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS4993</td>
<td>Business Capstone Project</td>
</tr>
</tbody>
</table>

Total  180 quarter credits

In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 186 quarter credits in order to graduate.

Project Management

The Project Management specialization provides undergraduate learners with a foundational education in the processes, procedures, tools, and techniques of coordinating and managing projects in an organizational setting. The curriculum focuses on the basics of project management, resource allocation, risk assessment, and teamwork. Learners examine the role of project manager as a change agent—working with others to create value for an organization. Successful graduates of this specialization are prepared to pursue careers as project coordinators, project managers, business analysts, and program managers.

Learners enrolled in this specialization may qualify to take the Combined BS/MBA option, in which after completing 100 quarter credits of undergraduate course work, they complete 12 quarter credits of MBA course work. Successful completion of the MBA course work will be applied toward the requirements for both the bachelor’s specialization and the learner’s chosen MBA specialization.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.

Required course:

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Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements

Core courses - 42 quarter credits

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Specialization courses - 48 quarter credits

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Elective courses - 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits

Taken during the learner’s final quarter:

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<tr>
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Total  180 quarter credits

In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 186 quarter credits in order to graduate.

All courses are 6 quarter credits except as noted.

* Denotes courses that have prerequisites.

Refer to the descriptions for further details.
School of Undergraduate Studies Degree Programs and Specializations, continued

BS in Business Specializations, continued

Combined BS/MBA option
For an MBA specialization in General Business Administration, Accounting, Finance, Global Operations and Supply Chain Management, Health Care Management, Human Resource Management, Information Technology Management, Marketing, or Project Management:

Specialization courses - 60 quarter credits
BUS4090 * Introduction to Project Management
BUS4091 * Project Management I
BUS4092 * Project Management II
BUS4093 * Contracts and Procurement
BUS4094 * Managing Project Risk
BUS4095 * Motivating Project Teams
BUS4801 Ethics and Enterprise
BUS4802 Change Management
MBA6010 Professional Effectiveness (3 quarter credits)
MBA6020 Leading for Results (3 quarter credits)
MBA6110 Marketing and Brand Management (3 quarter credits)
MBA6130 Operations and Process Management (3 quarter credits)

Elective courses - 27 quarter credits
Choose 27 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits
Taken during the learner’s final quarter:
BUS4993 Business Capstone Project

Total 180 quarter credits

In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 186 quarter credits in order to graduate.

Retail Management
The Retail Management specialization provides undergraduate learners with knowledge of the history and fundamentals of managing in a retail environment. Specialization topics include retail management and store operations, competitive analysis and planning, communication and teamwork, leadership, diversity and globalization, and the legal and ethical considerations of managing a retail operation. This specialization prepares learners to pursue careers in the field of retail management, including store operations supervisor or manager, inventory analyst, buyer analyst, inventory analyst, store associate, demand planning analyst, and department lead.

Learners enrolled in this specialization may qualify to take the Combined BS/MBA option, in which after completing 100 quarter credits of undergraduate course work, they complete 12 quarter credits of MBA course work. Successful completion of the MBA course work will be applied toward the requirements for both the bachelor’s specialization and the learner’s chosen MBA specialization.

General Education Requirements
Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements
Core courses - 42 quarter credits
BUS3004 Developing a Business Perspective
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
BUS4080 * Fundamentals of Retail Management
BUS4081 * Brand Building and Channel Development
BUS4082 * Marketing, Merchandising, and Advertising
BUS4083 * Retailing Analytical Tools and Techniques
BUS4084 * Pricing Management
BUS4085 * Management and Operational Issues in Retail
BUS4801 Ethics and Enterprise
BUS4802 Change Management

Elective courses - 39 quarter credits
Choose 39 quarter credits of additional undergraduate courses.

Combined BS/MBA option
For an MBA specialization in General Business Administration, Accounting, Finance, Global Operations and Supply Chain Management, Health Care Management, Human Resource Management, Information Technology Management, Marketing, or Project Management:

Specialization courses - 60 quarter credits
BUS4080 * Fundamentals of Retail Management
BUS4081 * Brand Building and Channel Development
BUS4082 * Marketing, Merchandising, and Advertising
BUS4083 * Retailing Analytical Tools and Techniques
BUS4084 * Pricing Management
BUS4085 * Management and Operational Issues in Retail
BUS4801 Ethics and Enterprise
BUS4802 Change Management

Elective courses - 27 quarter credits
Choose 27 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits
Taken during the learner’s final quarter:
BUS4993 Business Capstone Project

Total 180 quarter credits

In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 186 quarter credits in order to graduate.

All courses are 6 quarter credits except as noted.
* Denotes courses that have prerequisites.
Refer to the descriptions for further details.
School of Undergraduate Studies Degree Programs and Specializations, continued

Bachelor of Science (BS) in Information Technology Specializations

General Information Technology

In the General Information Technology specialization, undergraduate learners explore a range of information technology topics. This specialization 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 IT topics including Web development, networking, project management, and graphics and multimedia.

Learners enrolled in this specialization may qualify to take the Combined BS/MS in Information Technology option or the Combined BS/MBA option, in which after completing 100 quarter credits of undergraduate course work, they complete 12 quarter credits of graduate course work. Successful completion of the graduate course work will be applied toward the requirements for both the bachelor’s specialization and the corresponding master’s General Information Technology specialization or the learner’s chosen MBA specialization.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.

Recommended course:

MAT2051 * Discrete Mathematics

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements

Core courses - 48 quarter credits

IT3006 Communication Strategies for the Information Technology Professional
IT3120 Fundamentals of Project Management
IT3160 Ethical and Human Side of Information Technology
IT3200 Enterprise Architecture
IT3300 * Human-Computer Interaction
IT3310 * Hardware and Operating Systems Architecture
IT3340 * Fundamentals of Software Architecture
IT3350 * Network and Security Architecture

Specialization courses - 42 quarter credits

Choose 42 quarter credits of upper-division Information Technology courses.

Combined BS/MS in Information Technology option
Specialization courses - 42 quarter credits

Choose 30 approved quarter credits of upper-division Information Technology courses.*

* Some undergraduate Information Technology courses correspond with graduate Information Technology courses. Combined BS/MS in Information Technology option learners may not satisfy their specialization requirements using both the undergraduate Information Technology course and its corresponding graduate Information Technology course.

In addition, choose 12 quarter credits from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TS5311</td>
<td>Enterprise Security</td>
<td>4 quarter credits</td>
</tr>
<tr>
<td>TS5321</td>
<td>Local Area Network Architectures</td>
<td>4 quarter credits, corresponds with IT4041</td>
</tr>
<tr>
<td>TS5322</td>
<td>Wide Area Network Architectures</td>
<td>4 quarter credits, corresponds with IT4045</td>
</tr>
<tr>
<td>TS5325</td>
<td>Enterprise Network Analysis</td>
<td>4 quarter credits</td>
</tr>
<tr>
<td>TS5332</td>
<td>Project Management Planning, Execution, and Control</td>
<td>4 quarter credits, corresponds with IT4065</td>
</tr>
<tr>
<td>TS5334</td>
<td>Project Risk Assessment and Control</td>
<td>4 quarter credits, corresponds with IT4031</td>
</tr>
<tr>
<td>TS5335</td>
<td>Project Leadership and Management</td>
<td>4 quarter credits</td>
</tr>
<tr>
<td>TS5351</td>
<td>Architecture Requirements Analysis</td>
<td>4 quarter credits, corresponds with IT4710</td>
</tr>
<tr>
<td>TS5356</td>
<td>Advanced Application Development</td>
<td>4 quarter credits, corresponds with IT4765</td>
</tr>
<tr>
<td>TS5357</td>
<td>Enterprise Software Architecture Quality Assurance</td>
<td>4 quarter credits</td>
</tr>
<tr>
<td>TS5358</td>
<td>Security Management Practices</td>
<td>4 quarter credits, corresponds with IT4070</td>
</tr>
<tr>
<td>TS5334</td>
<td>Computer Forensics and Investigations</td>
<td>4 quarter credits, corresponds with IT4075</td>
</tr>
<tr>
<td>TS5615</td>
<td>Health Informatics</td>
<td>4 quarter credits</td>
</tr>
<tr>
<td>TS5620</td>
<td>Databases in Health Care Environments</td>
<td>4 quarter credits, corresponds with IT4620</td>
</tr>
<tr>
<td>TS5625</td>
<td>System Security in Health Care Environments</td>
<td>4 quarter credits, corresponds with IT4660</td>
</tr>
</tbody>
</table>

Total 180 quarter credits

In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 186 quarter credits in order to graduate.

Combined BS/MBA option

For an MBA specialization in General Business Administration, Accounting, Finance, Global Operations and Supply Chain Management, Health Care Management, Human Resource Management, Information Technology Management, Marketing, or Project Management:

Specialization courses - 42 quarter credits

MBA6010  Professional Effectiveness (3 quarter credits)
MBA6020  Leading for Results (3 quarter credits)
MBA6110  Marketing and Brand Management (3 quarter credits)
MBA6130  Operations and Process Management (3 quarter credits)

In addition, choose 30 quarter credits of upper-division Information Technology courses.

Elective courses - 39 quarter credits

Choose 39 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

Taken during the learner’s final quarter:

IT4990  Integrated Action Learning Project

Total 180 quarter credits

All courses are 6 quarter credits except as noted.

* Denotes courses that have prerequisites. Refer to the descriptions for further details.
School of Undergraduate Studies Degree Programs and Specializations, continued

BS in Information Technology
Specializations, continued

Health Informatics
Health informatics professionals design, implement, test, deploy, and maintain clinical applications and networks in health care environments. The Health Informatics specialization allows undergraduate learners to acquire and apply various processes, tools, technologies, and methods to support clinicians who gather, store, and manipulate clinical data. Specialization topics include anatomical and medical terminology, electronic medical records and other clinical data systems, data management, statistical analysis, and information security. Learners evaluate methods of designing clinical data systems to support data extraction and manipulation by clinical researchers and examine the organizational and market-based issues of the health care industry. Upon successful completion of this specialization, learners have gained the skills necessary to be successful in health care information technology and informatics environments. The Health Informatics specialization prepares learners for possible careers as clinical systems architects, software developers, data architects, database administrators, and network administrators in health care settings.

Learners enrolled in this specialization may qualify to take the Combined BS/MS in Information Technology option or the Combined BS/MBA option, in which after completing 100 quarter credits of undergraduate course work, they complete 12 quarter credits of graduate course work. Successful completion of the graduate course work will be applied toward the requirements for both the bachelor’s specialization and the corresponding master’s Health Information Management specialization or the learner’s chosen MBA specialization.

General Education Requirements
Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements
Core courses - 48 quarter credits
IT3006  Communication Strategies for the Information Technology Professional
IT3120  Fundamentals of Project Management
IT3160  Ethical and Human Side of Information Technology
IT3200  Enterprise Architecture
IT3300  *  Human-Computer Interaction
IT3310  *  Hardware and Operating Systems Architecture
IT3340  *  Fundamentals of Software Architecture
IT3350  *  Network and Security Architecture

Specialization courses - 42 quarter credits
IT4610  Anatomical and Medical Terminology
IT4620  *  Managing Data in Multiple System Environments
IT4630  *  Statistical Analysis for Health Care
IT4640  *  Electronic Health Records/Clinical Systems
IT4650  *  Decision Support/Quality Management
IT4660  *  Information Security and Privacy in Health Care
IT4670  *  Health Care Organization and Management

Elective courses - 39 quarter credits
Choose 39 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.

Combined BS/MS in Information Technology option
Specialization courses - 42 quarter credits
IT4610  Anatomical and Medical Terminology
IT4630  *  Statistical Analysis for Health Care
IT4640  *  Electronic Health Records/Clinical Systems
IT4650  *  Decision Support/Quality Management
IT4670  *  Health Care Organization and Management
TS5615  Health Informatics (4 quarter credits)
TS5620  *  Databases in Health Care Environments (4 quarter credits)
TS5625  System Security in Health Care Environments (4 quarter credits)

Combined BS/MBA option
For an MBA specialization in General Business Administration, Accounting, Finance, Global Operations and Supply Chain Management, Health Care Management, Human Resource Management, Information Technology Management, Marketing, or Project Management:

Specialization courses - 54 quarter credits
IT4610  Anatomical and Medical Terminology
IT4620  *  Managing Data in Multiple System Environments
IT4630  *  Statistical Analysis for Health Care
IT4640  *  Electronic Health Records/Clinical Systems
IT4650  *  Decision Support/Quality Management
IT4660  *  Information Security and Privacy in Health Care
IT4670  *  Health Care Organization and Management
MBA6010  Professional Effectiveness (3 quarter credits)
MBA6020  Leading for Results (3 quarter credits)
MBA6110  Marketing and Brand Management (3 quarter credits)
MBA6130  Operations and Process Management (3 quarter credits)

Elective courses - 27 quarter credits
Choose 27 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
Taken during the learner’s final quarter:
IT4990  Integrated Action Learning Project

Total 180 quarter credits

In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 186 quarter credits in order to graduate.

* Denotes courses that have prerequisites. Refer to the descriptions for further details.
School of Undergraduate Studies Degree Programs and Specializations, continued

BS in Information Technology
Specializations, continued

Information Assurance and Security
Information assurance and security professionals design, install, configure, manage, and troubleshoot an organization’s security policies, processes, network, hardware, and software infrastructure. They apply tools and technologies to ensure that the organization is secure. The Information Assurance and Security specialization allows undergraduate learners to acquire and apply various processes, tools, technologies, and methods of securing an enterprise, including security policies, social engineering, access control, authentication, perimeter security, disaster recovery and business continuity, risk management, incident response, viruses, malware, spam, encryption, and other infrastructure security techniques. In addition to information assurance and security expertise, learners in this specialization demonstrate the business, interpersonal, and communication skills required to influence internal decision making and overall organizational effectiveness.

Learners enrolled in this specialization may qualify to take the Combined BS/MS in Information Technology option or the Combined BS/MBA option, in which after completing 100 quarter credits of undergraduate course work, they complete 12 quarter credits of graduate course work. Successful completion of the graduate course work will be applied toward the requirements for both the bachelor’s specialization and the corresponding master’s Information Assurance and Security specialization or the learner’s chosen MBA specialization.

General Education Requirements
Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.
Required course:
MAT2051 * Discrete Mathematics
Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements
Core courses - 48 quarter credits
IT3006 Communication Strategies for the Information Technology Professional
IT3120 Fundamentals of Project Management
IT3160 Ethical and Human Side of Information Technology
IT3200 Enterprise Architecture
IT3300 * Human-Computer Interaction
IT3310 * Hardware and Operating Systems Architecture
IT3340 * Fundamentals of Software Architecture
IT3350 * Network and Security Architecture
Specialization courses - 48 quarter credits
IT4073 * Organizational Security
IT4074 * Applications Security
IT4075 * Computer Forensics
IT4076 * Security Management and Policies

Combined BS/MS in Information Technology option
Specialization courses - 48 quarter credits
IT4803 * System Assurance Security
IT4071 * Cyber Attacks and Ethical Hacking
IT4072 * Operating Systems Security
IT4073 * Organizational Security
IT4074 * Applications Security
IT4076 * Security Management and Policies
TS5311 Enterprise Security (4 quarter credits)
TS5531 Security Management Practices (4 quarter credits)
TS5534 Computer Forensics and Investigations (4 quarter credits)
Elective courses - 33 quarter credits
Choose 33 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.

Combined BS/MBA option
For an MBA specialization in General Business Administration, Accounting, Finance, Global Operations and Supply Chain Management, Health Care Management, Human Resource Management, Information Technology Management, Marketing, or Project Management:
Specialization courses - 60 quarter credits
IT4803 * System Assurance Security
IT4070 * Cyber Defense and Countermeasures
IT4071 * Cyber Attacks and Ethical Hacking
IT4072 * Operating Systems Security
IT4073 * Organizational Security
IT4074 * Applications Security
IT4075 * Computer Forensics
IT4076 * Security Management and Policies
MBA6010 Professional Effectiveness (3 quarter credits)
MBA6020 Leading for Results (3 quarter credits)
MBA6110 Marketing and Brand Management (3 quarter credits)
MBA6130 Operations and Process Management (3 quarter credits)
Elective courses - 21 quarter credits
Choose 21 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
Taken during the learner’s final quarter:
IT4990 Integrated Action Learning Project

Total 180 quarter credits

In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 36 quarter credits in order to graduate.

Network Technology
Network technology professionals analyze, design, implement, test, deploy, administer, and maintain an organization’s custom network architecture. The Network Technology specialization allows undergraduate learners to acquire and apply various processes, tools, technologies, and methods used to build and administer networks. Learners study proposal development, network requirements analysis, the architectural elements of networks, network construction, network administration, and support and maintenance. Upon successful completion of this specialization, learners have gained information technology-related organizational, communications, and decision-making skills. The Network Technology specialization prepares learners for possible careers as network engineers, network architects, network administrators, system administrators, and support specialists.

Learners enrolled in this specialization may qualify to take the Combined BS/MS in Information Technology option or the Combined BS/MBA option, in which after completing 100 quarter credits of undergraduate course work, they complete 12 quarter credits of graduate course work. Successful completion of the graduate course work will be applied toward the requirements for both the bachelor’s specialization and the corresponding master’s Network Architecture specialization or the learner’s chosen MBA specialization.

General Education Requirements
Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.
Required course:
MAT2051 * Discrete Mathematics
Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements
Core courses - 48 quarter credits
IT3006 Communication Strategies for the Information Technology Professional
IT3120 Fundamentals of Project Management
IT3160 Ethical and Human Side of Information Technology
IT3200 Enterprise Architecture
IT3300 * Human-Computer Interaction
IT3310 * Hardware and Operating Systems Architecture
IT3340 * Fundamentals of Software Architecture
IT3350 * Network and Security Architecture
Specialization courses - 48 quarter credits
IT4073 * System Assurance Security
IT4070 * Cyber Defense and Countermeasures
IT4071 * Cyber Attacks and Ethical Hacking
IT4072 * Operating Systems Security

Combined BS/MS in Information Technology option
Specialization courses - 48 quarter credits
IT4803 * System Assurance Security
IT4071 * Cyber Attacks and Ethical Hacking
IT4072 * Operating Systems Security
IT4073 * Organizational Security
IT4074 * Applications Security
IT4076 * Security Management and Policies
TS5311 Enterprise Security (4 quarter credits)
TS5531 Security Management Practices (4 quarter credits)
TS5534 Computer Forensics and Investigations (4 quarter credits)
Elective courses - 33 quarter credits
Choose 33 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.

Combined BS/MBA option
For an MBA specialization in General Business Administration, Accounting, Finance, Global Operations and Supply Chain Management, Health Care Management, Human Resource Management, Information Technology Management, Marketing, or Project Management:
Specialization courses - 60 quarter credits
IT4803 * System Assurance Security
IT4070 * Cyber Defense and Countermeasures
IT4071 * Cyber Attacks and Ethical Hacking
IT4072 * Operating Systems Security
IT4073 * Organizational Security
IT4074 * Applications Security
IT4075 * Computer Forensics
IT4076 * Security Management and Policies
MBA6010 Professional Effectiveness (3 quarter credits)
MBA6020 Leading for Results (3 quarter credits)
MBA6110 Marketing and Brand Management (3 quarter credits)
MBA6130 Operations and Process Management (3 quarter credits)
Elective courses - 21 quarter credits
Choose 21 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
Taken during the learner’s final quarter:
IT4990 Integrated Action Learning Project

Total 180 quarter credits

In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 36 quarter credits in order to graduate.

* Denotes courses that have prerequisites. Refer to the descriptions for further details.
School of Undergraduate Studies Degree Programs and Specializations, continued

**BS in Information Technology**

**Specializations, continued**

| Specialization courses - 42 quarter credits |
| Choose 42 quarter credits from the following courses: |
| IT4040 * Network Administration |
| IT4041 * Advanced Network Administration |
| IT4045 * Network Analysis and Design |
| IT4140 * Introduction to Internetworking |
| IT4141 * Advanced Internetworking |
| IT4803 * System Assurance Security |
| IT4813 Operating Systems |
| IT4815 Introduction to Telecommunications |

| Elective courses - 39 quarter credits |
| Choose 39 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. |

| Combined BS/MBA option |
| For an MBA specialization in General Business Administration, Accounting, Finance, Global Operations and Supply Chain Management, Health Care Management, Human Resource Management, Information Technology Management, Marketing, or Project Management: |
| Specialization courses - 54 quarter credits |
| MBA6010 Professional Effectiveness (3 quarter credits) |
| MBA6020 Leading for Results (3 quarter credits) |
| MBA6110 Marketing and Brand Management (3 quarter credits) |
| MBA6130 Operations and Process Management (3 quarter credits) |

In addition, choose 42 quarter credits from the following courses:

| IT4040 * Network Administration |
| IT4041 * Advanced Network Administration |
| IT4045 * Network Analysis and Design |
| IT4140 * Introduction to Internetworking |
| IT4141 * Advanced Internetworking |
| IT4803 * System Assurance Security |
| IT4813 Operating Systems |
| IT4815 Introduction to Telecommunications |

Elective courses - 27 quarter credits

Choose 27 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

Taken during the learner’s final quarter:

IT4990 Integrated Action Learning Project

**Total** 180 quarter credits

In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 186 quarter credits in order to graduate.

**Project Management**

The Project Management specialization focuses on developing the skills required to effectively lead and manage a complex information technology project, including IT, business, and human interaction skills. Undergraduate 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 ultimately integrate IT fundamentals, professional practice, and specialization course work in an integrated action learning project.

Learners enrolled in this specialization may qualify to take the Combined BS/MS in Information Technology option or the Combined BS/MBA option, in which after completing 100 quarter credits of undergraduate course work, they complete 12 quarter credits of graduate course work. Successful completion of the graduate course work will be applied toward the requirements for both the bachelor’s specialization and the corresponding master’s Project Management specialization or the learner’s chosen MBA specialization.

**General Education Requirements**

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.

**Recommended course:**

MAT2051 * Discrete Mathematics

**Residents of Arkansas must complete Arkansas general education requirements.**

**Additional Program Requirements**

Core courses - 48 quarter credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT3006</td>
<td>Communication Strategies for the Information Technology Professional</td>
</tr>
<tr>
<td>IT3120</td>
<td>Fundamentals of Project Management</td>
</tr>
<tr>
<td>IT3160</td>
<td>Ethical and Human Side of Information Technology</td>
</tr>
<tr>
<td>IT3200</td>
<td>Enterprise Architecture</td>
</tr>
<tr>
<td>IT3300 *</td>
<td>Human-Computer Interaction</td>
</tr>
<tr>
<td>IT3310 *</td>
<td>Hardware and Operating Systems Architecture</td>
</tr>
<tr>
<td>IT3340</td>
<td>Fundamentals of Software Architecture</td>
</tr>
<tr>
<td>IT3350 *</td>
<td>Network and Security Architecture</td>
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</table>

Specialization courses - 42 quarter credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT4030</td>
<td>Project Estimation and Budgeting</td>
</tr>
<tr>
<td>IT4031 *</td>
<td>Risk Management in Information System Development</td>
</tr>
<tr>
<td>IT4063 *</td>
<td>Project Integration and Scope Management</td>
</tr>
<tr>
<td>IT4064 *</td>
<td>Project Communications</td>
</tr>
<tr>
<td>IT4065 *</td>
<td>Project Human Resources Management</td>
</tr>
<tr>
<td>IT4067 *</td>
<td>Project Quality Assurance</td>
</tr>
<tr>
<td>IT4068 *</td>
<td>Project Procurement Management</td>
</tr>
</tbody>
</table>

All courses are 6 quarter credits except as noted.

* Denotes courses that have prerequisites.

Refer to the descriptions for further details.
School of Undergraduate Studies Degree Programs and Specializations, continued

BS in Information Technology
Specializations, continued

Combined BS/MS in Information Technology option
Specialization courses - 42 quarter credits
IT4030 * Project Estimation and Budgeting
IT4063 * Project Integration and Scope Management
IT4064 * Project Communications
IT4067 * Project Quality Assurance
IT4068 * Project Procurement Management
TS5332 Project Management Planning, Execution, and Control (4 quarter credits)
TS5334 Project Risk Assessment and Control (4 quarter credits)
TS5335 Project Leadership and Management (4 quarter credits)

Elective courses - 39 quarter credits
Choose 39 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.

Combined BS/MBA option
For an MBA specialization in General Business Administration, Accounting, Finance, Global Operations and Supply Chain Management, Health Care Management, Human Resource Management, Information Technology Management, Marketing, or Project Management:
Specialization courses - 54 quarter credits
IT4030 * Project Estimation and Budgeting
IT4031 * Risk Management in Information System Development
IT4063 * Project Integration and Scope Management
IT4064 * Project Communications
IT4065 * Project Human Resource Management
IT4067 * Project Quality Assurance
IT4068 * Project Procurement Management
MBA6010 Professional Effectiveness (3 quarter credits)
MBA6020 Leading for Results (3 quarter credits)
MBA6110 Marketing and Brand Management (3 quarter credits)
MBA6130 Operations and Process Management (3 quarter credits)

Elective courses - 27 quarter credits
Choose 27 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
Taken during the learner’s final quarter:
IT4990 Integrated Action Learning Project

Total 180 quarter credits

In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 186 quarter credits in order to graduate.

Software Architecture
Software architecture professionals analyze, design, implement, test, deploy, and maintain an organization’s custom software architecture, which includes Web, traditional, and mobile applications. The Software Architecture specialization allows undergraduate learners to acquire and apply various processes, tools, technologies, and methods used to create software. Learners study proposal development; software requirements analysis; the architectural elements of software, database, and applications; software construction; and support and maintenance. Upon successful completion of this specialization, learners have gained information technology-related organizational, communications, and decision-making skills. The Software Architecture specialization prepares learners for possible careers as software engineers, software architects, software developers, data architects, database administrators, and applications architects.

Learners enrolled in this specialization may qualify to take the Combined BS/MS in Information Technology option or the Combined BS/MBA option, in which after completing 100 quarter credits of undergraduate course work, they complete 12 quarter credits of graduate course work. Successful completion of the graduate course work will be applied toward the requirements for both the bachelor’s specialization and the corresponding master’s specialization. The Software Architecture specialization prepares learners for possible careers as software engineers, software architects, software developers, data architects, database administrators, and applications architects.

General Education Requirements
Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.

Required course:
MAT2051 * Discrete Mathematics

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements
Core courses - 48 quarter credits
IT3006 Communication Strategies for the Information Technology Professional
IT3120 Fundamentals of Project Management
IT3160 Ethical and Human Side of Information Technology
IT3200 Enterprise Architecture
IT3300 * Human-Computer Interaction
IT3310 * Hardware and Operating Systems Architecture
IT3340 * Fundamentals of Software Architecture
IT3350 * Network and Security Architecture

Specialization courses - 42 quarter credits
IT4710 * Software Requirements Architecture
IT4715 * Applications Architecture
IT4720 * Software Construction I: Design and Modeling
IT4725 * Software Construction II: Database Development
IT4770 Support and Maintenance of Software Systems

In addition, choose one of the following groups:
For a focus in Web development:
IT4730 * Software Construction III: Web Application Development
IT4735 * Software Construction IV: Advanced Web Application Development

For a focus in application development:
IT4760 * Software Construction III: Application Development
IT4765 * Software Construction IV: Advanced Application Development

Combined BS/MS in Information Technology option
Specialization courses - 42 quarter credits
IT4710 * Software Requirements Architecture
IT4715 * Applications Architecture
IT4720 * Software Construction I: Design and Modeling
IT4725 * Software Construction II: Database Development
IT4770 Support and Maintenance of Software Systems

In addition, choose one of the following groups:
For a focus in Web development:
IT4730 * Software Construction III: Web Application Development
IT4735 * Software Construction IV: Advanced Web Application Development

For a focus in application development:
IT4760 * Software Construction III: Application Development
IT4765 * Software Construction IV: Advanced Application Development

Elective courses - 39 quarter credits
Choose 39 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.

* Denotes courses that have prerequisites. Refer to the descriptions for further details.
School of Undergraduate Studies Degree Programs and Specializations, continued

**BS in Information Technology Specializations, continued**

**Combined BS/MBA option**
For an MBA specialization in General Business Administration, Accounting, Finance, Global Operations and Supply Chain Management, Health Care Management, Human Resource Management, Information Technology Management, Marketing, or Project Management:

Specialization courses - 54 quarter credits

- IT4710 *  Software Requirements Architecture
- IT4715 *  Applications Architecture
- IT4720 *  Software Construction I: Design and Modeling
- IT4725 *  Software Construction II: Database Development
- IT4710 *  Software Construction III: Software Architecture
- IT4770 *  Support and Maintenance of Software Systems
- MBA6010 Professional Effectiveness (3 quarter credits)
- MBA6020 Leading for Results (3 quarter credits)
- MBA6110 Marketing and Brand Management (3 quarter credits)
- MBA6130 Operations and Process Management (3 quarter credits)

In addition, choose one of the following groups:
- For a focus in Web development:
  - IT4730 *  Software Construction III: Web Application Development
  - IT4735 *  Software Construction IV: Advanced Web Application Development
- For a focus in application development:
  - IT4760 *  Software Construction III: Application Development
  - IT4765 *  Software Construction IV: Advanced Application Development

Elective courses - 27 quarter credits
Choose 27 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
Taken during the learner's final quarter:
IT4990 Integrated Action Learning Project

Total 180 quarter credits

In addition, choose 12 quarter credits from the following courses:

- PSYC3110 *  Abnormal Psychology
- PSYC3370 *  Psychology of Human Motivation and Performance
- PSYC4110 *  Positive Psychology

Elective courses - 63 quarter credits
Choose 63 quarter credits of additional undergraduate courses.

**Bachelor of Science (BS) in Psychology Specialization**

**General Psychology**
Undergraduate learners in the General Psychology specialization integrate psychology knowledge with associated skills by engaging in a curriculum that presents fundamental psychological concepts, theories, empirical findings, and historical trends. In particular, learners focus on social, abnormal, positive, and biological psychology and lifespan development, motivation and performance, learning and cognition, research methodology, culture and diversity, and ethics. Successful graduates of this specialization are prepared to build on their knowledge and skills at the graduate level or pursue careers in a variety of settings, including education, public service, law enforcement and corrections, business, human development, and rehabilitation and mental health.

Learners enrolled in this specialization may qualify to take the Combined BS/MS in Psychology option or the Combined BS/MBA option, in which after completing 100 quarter credits of undergraduate course work, they complete 12 quarter credits of graduate course work. Successful completion of the graduate course work will be applied toward the requirements for both the bachelor's General Psychology specialization and the learner's chosen master's Psychology specialization or MBA specialization.

**General Education Requirements**
Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.

Required courses:
- BIO1000  Human Biology
- ENG1000  English Composition
- MAT2001  Statistical Reasoning
- PHI2000  Ethics
- PSYC1000  Introduction to Psychology

Residents of Arkansas must complete Arkansas general education requirements.

**Additional Program Requirements**
Core courses - 66 quarter credits

- PSYC3002  Developing a Psychology Perspective
- PSYC3210 *  Human Lifespan Development
- PSYC3500 *  Learning and Cognition
- PSYC3520 *  Introduction to Social Psychology
- PSYC3540 *  Culture, Ethnicity, and Diversity
- PSYC4100 *  History and Modern Systems of Psychology
- PSYC4310 *  Biological Psychology
- PSYC4600 *  Research Methods in Psychology
- PSYC4700 *  Statistics for the Behavioral Sciences

In addition, choose 12 quarter credits from the following courses:

- PSYC3110 *  Abnormal Psychology
- PSYC3370 *  Psychology of Human Motivation and Performance
- PSYC4110 *  Positive Psychology

Elective courses - 60 quarter credits
Choose 60 quarter credits of additional undergraduate courses.

* Denotes courses that have prerequisites.
Refer to the descriptions for further details.
Combined BS/MBA option
For an MBA specialization in General Business Administration, Accounting, Finance, Global Operations and Supply Chain Management, Health Care Management, Human Resource Management, Information Technology Management, Marketing, or Project Management:
- Core courses - 78 quarter credits
  - PSYC3002 * Developing a Psychology Perspective
  - PSYC3210 * Human Lifespan Development
  - PSYC3500 * Learning and Cognition
  - PSYC3520 * Introduction to Social Psychology
  - PSYC3540 * Culture, Ethnicity, and Diversity
  - PSYC4100 * History and Modern Systems of Psychology
  - PSYC4310 * Biological Psychology
  - PSYC4600 * Research Methods in Psychology
  - PSYC4700 * Statistics for the Behavioral Sciences
  - MBA6010 Professional Effectiveness (3 quarter credits)
  - MBA6020 Leading for Results (3 quarter credits)
  - MBA6110 Marketing and Brand Management (3 quarter credits)
  - MBA6130 Operations and Process Management (3 quarter credits)

- In addition, choose 12 quarter credits from the following courses:
  - PSYC3110 * Abnormal Psychology
  - PSYC3770 * Psychology of Human Motivation and Performance
  - PSYC4110 * Positive Psychology

- Elective courses - 51 quarter credits
  - Choose 51 quarter credits of additional undergraduate courses.

- Capstone course - 6 quarter credits
  - Taken during the learner’s final quarter:
    - PSYC4900 Psychology Capstone Project

Total 180 quarter credits

Review of this specialization is pending in ND and SC.

In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 186 quarter credits in order to graduate.

Bachelor of Science (BS) in Public Safety Specializations

Criminal Justice

The Criminal Justice specialization provides undergraduate learners with knowledge of the processes and procedures related to the criminal justice system and the relationships among private, local, state, and federal law enforcement organizations. Learners also analyze crime investigation techniques and law enforcement principles. Upon successful completion of this specialization, learners are prepared for entry-level public safety careers such as U.S. Postal Service Inspectors and U.S. marshals; agents of the Drug Enforcement Administration; Internal Revenue Service; Bureau of Alcohol, Tobacco, and Firearms; United States Customs Service; Immigration and Naturalization Service; Department of Justice; Bureau of Engraving and Printing; and other local and state law enforcement agencies.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.

- Required course:
  - MAT2050 Statistical Literacy

- Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements

Core courses - 48 quarter credits
- PS3004 Communication Strategies for the Public Safety Professional
- PS3100 Introduction to Criminal Justice (4 quarter credits)
- PS3200 Introduction to Emergency Management (4 quarter credits)
- PS3300 Principles of Security Management (4 quarter credits)
- PS3400 Introduction to Homeland Security (4 quarter credits)
- PS3500 Applied Public Safety Theory (4 quarter credits)
- PS3600 Principles of Public Safety Investigation (4 quarter credits)
- PS3700 Justice, Crime, and Ethics (4 quarter credits)
- PS3800 Applied Public Safety Research Methods (4 quarter credits)
- PS3900 History of Violence in the U.S. Society (4 quarter credits)
- PS3950 * Introductory Public Safety Statistical Research

Specialization courses - 44 quarter credits
- PS4105 * White Collar and Organized Crime Investigations (4 quarter credits)
- PS4110 * Corrections, Probation, and Parole (4 quarter credits)
- PS4115 * Juvenile Justice Practice (4 quarter credits)
- PS4120 * Police-Community Relations (4 quarter credits)
- PS4125 * Policing in the U.S. Society (4 quarter credits)
- PS4135 * Race, Crime, and Criminal Justice (4 quarter credits)
- PS4140 * Criminal Law and the Legal Process (4 quarter credits)
- PS4145 * Criminal Law (4 quarter credits)
- PS4150 * History of Drug Control (4 quarter credits)
- PS4155 * Police Administration (4 quarter credits)
- PS4160 * Criminal Procedure and Evidence (4 quarter credits)

Elective courses - 37 quarter credits

Choose 37 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits

- Taken during the learner’s final quarter:
  - PS4990 Public Safety Senior Capstone Project

Total 180 quarter credits

In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 186 quarter credits in order to graduate.

All courses are 6 quarter credits except as noted.

* Denotes courses that have prerequisites. Refer to the descriptions for further details.
School of Undergraduate Studies Degree Programs and Specializations, continued

BS in Public Safety
Specializations, continued

Emergency Management
The Emergency Management specialization focuses on providing undergraduate learners with the knowledge and skills needed for effective emergency and disaster management. Specialization topics include emergency preparedness and planning, disaster response and recovery, hazard mitigation, and public safety. Upon successful completion of this specialization, learners are prepared to pursue careers in emergency management, emergency services coordination, response and recovery team management, hazard mitigation, emergency preparedness, and risk assessment.

General Education Requirements
Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.

Required course:
MAT2050 Statistical Literacy

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements
Core courses - 48 quarter credits
PS3004 Communication Strategies for the Public Safety Professional
PS3100 Introduction to Criminal Justice (4 quarter credits)
PS3200 Introduction to Emergency Management (4 quarter credits)
PS3300 Principles of Security Management (4 quarter credits)
PS3400 Introduction to Homeland Security (4 quarter credits)
PS3500 Applied Public Safety Theory (4 quarter credits)
PS3600 Principles of Public Safety Investigation (4 quarter credits)
PS3700 Justice, Crime, and Ethics (4 quarter credits)
PS3800 Applied Public Safety Research Methods (4 quarter credits)
PS3900 History of Violence in the U.S. Society (4 quarter credits)
PS3950 * Introductory Public Safety Statistical Research

Specialization courses - 44 quarter credits
PS4210 * Principles of Emergency Management (4 quarter credits)
PS4220 Emergency Planning (4 quarter credits)
PS4225 Emergency Management and Homeland Security (4 quarter credits)
PS4230 Leadership in Emergency Management (4 quarter credits)
PS4240 Technology in Emergency Management (4 quarter credits)
PS4250 Decision Management in Critical Incidents (4 quarter credits)
PS4260 Hazard Identification and Vulnerability (4 quarter credits)
PS4265 * Hazard Mitigation and Preparedness (4 quarter credits)
PS4270 Disaster Response Operations and Management (4 quarter credits)
PS4280 * Disaster Recovery (4 quarter credits)
PS4290 Social Dimensions of Disaster (4 quarter credits)

Elective courses - 37 quarter credits
Choose 37 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits
Taken during the learner’s final quarter:
PS4990 Public Safety Senior Capstone Project

Total 180 quarter credits

In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 186 quarter credits in order to graduate.

Homeland Security
Undergraduate learners in the Homeland Security specialization examine the fundamentals of the homeland security profession and acquire knowledge and skills needed to manage public security in conjunction with federal resources. Specialization topics include world conflict and the geopolitical roots of terrorism, terrorist threat analysis, domestic and international terrorism, and the role of diplomacy and intelligence in homeland security. Successful graduates of this specialization are prepared to pursue careers as Immigration and Customs Enforcement officers, Federal Emergency Management Agency (FEMA) program specialists, Department of Homeland Security policy analysts or criminal investigators, or U.S. Department of Transportation security screening analysts.

General Education Requirements
Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.

Required course:
MAT2050 Statistical Literacy

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements
Core courses - 48 quarter credits
PS3004 Communication Strategies for the Public Safety Professional
PS3100 Introduction to Criminal Justice (4 quarter credits)
PS3200 Introduction to Emergency Management (4 quarter credits)
PS3300 Principles of Security Management (4 quarter credits)
PS3400 Introduction to Homeland Security (4 quarter credits)
PS3500 Applied Public Safety Theory (4 quarter credits)
PS3600 Principles of Public Safety Investigation (4 quarter credits)
PS3700 Justice, Crime, and Ethics (4 quarter credits)
PS3800 Applied Public Safety Research Methods (4 quarter credits)
PS3900 History of Violence in the U.S. Society (4 quarter credits)
PS3950 * Introductory Public Safety Statistical Research

* Denotes courses that have prerequisites. Refer to the descriptions for further details.
School of Undergraduate Studies Degree Programs and Specializations, continued

**BS in Public Safety**

**Specializations, continued**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>PS4310</td>
<td>Homeland Security in the 21st Century (4 quarter credits)</td>
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<tr>
<td>PS4320</td>
<td>Homeland Security and Multijurisdictional Coordination (4 quarter credits)</td>
</tr>
<tr>
<td>PS4325</td>
<td>Homeland Security and Emergency Management (4 quarter credits)</td>
</tr>
<tr>
<td>PS4330</td>
<td>Leadership in Homeland Security (4 quarter credits)</td>
</tr>
<tr>
<td>PS4340</td>
<td>Technology and Homeland Security (4 quarter credits)</td>
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<tr>
<td>PS4350</td>
<td>Government, Media, and Civil Liberties (4 quarter credits)</td>
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<tr>
<td>PS4360</td>
<td>Domestic and International Terrorism (4 quarter credits)</td>
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<tr>
<td>PS4365</td>
<td>World Conflict (4 quarter credits)</td>
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<td>PS4370</td>
<td>Diplomatic Approaches to National Security (4 quarter credits)</td>
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<td>PS4380</td>
<td>Intelligence Role in Homeland Security (4 quarter credits)</td>
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<tr>
<td>PS4390</td>
<td>Multijurisdictional Approaches to Investigations (4 quarter credits)</td>
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**Elective courses - 37 quarter credits**

Choose 37 quarter credits of additional undergraduate courses.

**Capstone course - 6 quarter credits**

Taken during the learner’s final quarter:

PS4990 Public Safety Senior Capstone Project

**Total** 180 quarter credits

In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 186 quarter credits in order to graduate.

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**Bachelor of Science in Nursing (BSN) Specialization**

**RN-to-BSN Degree Completion**

In the RN-to-BSN Degree Completion specialization, undergraduate learners focus on acquiring the health assessment knowledge, communication and collaboration skills, and leadership proficiencies needed to become effective nurse generalists. The curriculum emphasizes health promotion and disease prevention in multicultural and vulnerable populations; associated global wellness strategies; pharmacology and patient safety; patient care technology; collaborative nursing group processes; quality individual, organizational, and systems leadership and management; and policy, law, ethics, and regulations in professional nursing practice. Upon successful completion of this specialization, learners are prepared to apply evidence-based professional nursing theories, research, and best practices from a global community and public service perspective.

**General Education Requirements**

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.

Residents of Arkansas must complete Arkansas general education requirements.

**Additional Program Requirements**

Foundational nursing courses - 30 quarter credits

Undergraduate nursing skills course work totaling 30 quarter credits from a CCNE or NLN-accredited nursing program.

**Core courses - 42 quarter credits**

BSN4000 Orientation to Bachelor’s Nursing Concepts

BSN4002 * Assessment, Communication, and Collaboration

BSN4004 * Nursing Research and Informatics

BSN4006 * Policy, Law, Ethics, and Regulations

BSN4008 * Organizational and Systems Management for Quality Outcomes

BSN4010 * Health Promotion and Disease Prevention in Vulnerable and Diverse Populations

BSN4012 * Nursing Leadership and Management

**Specialization courses - 18 quarter credits**

BSN4014 * Global Perspectives of Community and Public Service

BSN4016 * Pharmacology for Patient Safety

BSN4017 * Collaborative Group Process for Nursing Professionals

Elective courses - 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses.

Recommended elective courses:

- BPA3025 Introduction to Public Administration
- BPA3035 Theoretical Foundations of Public Administration
- BPA4101 * Principles of Organizational Planning and Accountability
- BPA4104 * Introduction to Diversity and Cultural Competence
- BUS3010 Fundamentals of Management and Leadership
- BUS3025 Introduction to Health Care, Wellness, and Disease
- BUS3050 Fundamentals of Organizational Communication
- BUS3060 Fundamentals of Finance and Accounting
- BUS4011 * Virtual Team Collaboration
- BUS4016 * Global Business Relationships
- BUS4121 * Ethics and Decision Making in Health Care
- BUS4122 * Health Care Economics
- BUS4123 * Quality Assurance and Risk Management
- IT4610 Anatomical and Medical Terminology
- IT4640 * Electronic Health Records/Clinical Systems
- IT4660 * Information Security and Privacy in Health Care
- IT4670 * Health Care Organization and Management
- PS150 * History of Drug Control
- PS4210 * Principles of Emergency Management
- PS4220 Emergency Planning
- PS4230 Leadership in Emergency Management
- PS4290 Social Dimensions of Disaster
- PS4310 * Homeland Security in the 21st Century
- PS4325 Homeland Security and Emergency Management
- PSYC3110 * Abnormal Psychology
- PSYC3540 * Culture, Ethnicity, and Diversity
- PSYC3770 * Psychology of Human Motivation and Performance
- PSYC4110 * Positive Psychology
- PSYC4310 * Biological Psychology
- PSYC4600 * Research Methods in Psychology
- PSYC4700 * Statistics for the Behavioral Sciences

All courses are 6 quarter credits except as noted.

* Denotes courses that have prerequisites.

Refer to the descriptions for further details.
School of Undergraduate Studies Degree Programs and Specializations, continued

**BSN Specialization, continued**

Capstone course - 6 quarter credits
Taken during the learner’s final quarter:
BSN4020 Nursing Capstone Project

Total 180 quarter credits

Review of this specialization is pending in ND and SC.

Admission to the RN-to-BSN Degree Completion specialization requires learners to complete and submit the RN License Verification and Work Experience Acknowledgement Form.

In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 186 quarter credits in order to graduate.

**Bachelor of Public Administration (BPA) Specialization**

**General Public Administration**

The BPA General Public Administration specialization is designed to provide undergraduate learners with the knowledge and skills necessary for effective public sector program and policy implementation and management. Learners engage in a curriculum that presents fundamental public administration topics, including public finance and accounting, human resource management, public-private collaboration, and strategic planning and accountability as well as more field-specific topics such as participative governance and contracting and privatization. The curriculum also emphasizes public administration leadership theory and practice and ethical and legal standards. Building on these concepts and skills, successful graduates of this specialization are prepared to enter or advance in the public administration field at the local, state, regional, or federal level, or pursue positions in nonprofit or community development fields.

**General Education Requirements**

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.

Residents of Arkansas must complete Arkansas general education requirements.

**Additional Program Requirements**

Core courses - 42 quarter credits

BPA3004 Developing a Public Administration Perspective

BUS3010 Fundamentals of Management and Leadership

BPA3025 Introduction to Public Administration

BPA3035 Theoretical Foundations of Public Administration

BPA3045 Human Resource Management in the Public Sector

BUS3040 Fundamentals of Organizational Communication

BPA3065 Introduction to Public Finance and Accounting

**Specialization courses - 48 quarter credits**

BPA4101 Principles of Organizational Planning and Accountability

BPA4102 Public Policies and Regulatory Processes

BPA4103 Ethical Standards and Legal Issues in Public Administration

BPA4104 Introduction to Diversity and Cultural Competence

BPA4105 Creating Public Value

BPA4106 Resource Management in the Public Sector

BPA4107 The Political and Administrative System

BPA4108 Privatization of Government Services

Elective courses - 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits

Taken during the learner’s final quarter:

BPA4993 Public Administration Capstone Project

Total 180 quarter credits

In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 186 quarter credits in order to graduate.

All courses are 6 quarter credits except as noted.

* Denotes courses that have prerequisites.
Refer to the descriptions for further details.
School of Undergraduate Studies Degree Programs and Specializations, continued

Concentration

Only learners enrolled in the BS in Public Safety degree program may take the Security Management concentration.

Security Management

The Security Management concentration presents security management fundamentals and includes course work emphasizing leadership and ethics, security technology, and operational security.

Five Required Courses                20 quarter credits
PS4410  Introduction to Security Management (4 quarter credits)
PS4420  Ethics in Security Management (4 quarter credits)
PS4431  Leadership Principles in Security Management (4 quarter credits)
PS4440  Technology and Systems in Security Management (4 quarter credits)
PS4460  Operational Security (4 quarter credits)

Total                                     20 quarter credits

All courses are 6 quarter credits except as noted.
The following course list is correct as of the date this catalog was prepared. These descriptions indicate the general 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). In this course, learners are introduced to writing research techniques and various forms of writing, including expository writing. Learners focus on strengthening their ability to think critically, develop and organize writing topics, and revise their writing for clarity of purpose, readability, and style.

ENG2000 - Research Writing (6 quarter credits). Learners in the course gain familiarity with evaluating and interpreting information provided by others and writing using source material. Learners focus on developing the skills needed to critically assess sources and incorporate them appropriately into professional or academic writing.

ENG3300 - Business and Technical Writing (6 quarter credits). In this course, learners use fundamental rhetorical skills to write common business communications for a variety of purposes and audiences. Learners also focus on applying technology, teamwork, and ethical standards to business and technical writing.

SPC1000 - Public Speaking (3 quarter credits). In this course, learners study and apply speech organization methods, effective delivery skills, and strategies for minimizing speech anxiety. Learners prepare, rehearse, and deliver a series of short speeches demonstrating different styles and strategies of public speaking.

SPC2000 - Intercultural Communication (6 quarter credits). Learners in this course explore cultural differences associated with values, norms, social interaction, and code systems and examine the effects those differences have on inter- and cross-cultural communication.

SPC2050 - Visual Design in Communications (3 quarter credits). This course introduces learners to the use of visual design in communication. Learners apply fundamental concepts and principles of graphic and visual design, explore methods of analyzing visual images, and evaluate the influence of visual images on communication.

SPC3700 - Conflict Resolution (6 quarter credits). In this course, learners gain an understanding of the factors that promote conflict and examine and practice applying the fundamental skills and tools used to resolve conflict in personal and professional situations.

Humanities

ART2000 - Art History Survey (6 quarter credits). In this course, learners survey art of the Western world from prehistoric to modern times. Learners explore museum and gallery art exhibits, analyze buildings and architecture, and examine art in everyday life.

HUM1000 - Introduction to the Humanities (6 quarter credits). In this course, learners are introduced to a variety humanities-associated fields, including arts, philosophy, and religion, and develop an understanding of the uniqueness and interrelatedness of these fields. Learners also examine the ways the humanities significantly shape the cultures in which they are found and assess the cultural values and vision of the human condition.

HUM1050 - World Religions (3 quarter credits). Learners in this course are introduced to Eastern and Western traditions and religions, including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam. Learners explore the history of the world’s religions and examine their influences on contemporary society.

HUM3300 - Global Multiculturalism and World Religions (6 quarter credits). In this course, learners develop foundational knowledge of the three families of contemporary world religions: Western Asian, East Asian, and South Asian. Learners examine religion from a cultural perspective, exploring the ways world religions interact with other global cultures.

LIT2001 - Introduction to Literature: Short Stories (3 quarter credits). Learners in this course examine the relationship between the individual and society in short stories. Learners examine fundamental literary terms and concepts and strengthen their critical-thinking and academic writing skills.

LIT2100 - Women’s Literature (3 quarter credits). In this course, learners use women’s literature to explore the range of women’s thought and voice concerning gender differences in communication. Learners also examine women’s roles, gender issues, and feminine identity and experience and evaluate women’s historical influence and significance.

PHI1000 - Introduction to Philosophy (6 quarter credits). This course focuses on the nature of philosophy and logic. Learners explore historical philosophical issues, including the existence of God, the meaning of human existence, the nature of knowledge, and the question of right and wrong. Learners also analyze the main problems of philosophical inquiry and applied ethics.

Philosophy and Mathematics

PHI2000 - Ethics (6 quarter credits). In this course, learners explore major philosophical approaches to evaluating moral actions and apply them to contemporary issues. Learners reflect on their own moral beliefs and the ways those beliefs influence and inform their moral judgments and behavior.

PHI2050 - Human Nature and Ethics (3 quarter credits). Learners in this course explore primary Western conceptions of human nature from the ancient Greek period to the 21st century. Learners examine the ways various perspectives on human nature and ethics influence people’s understanding of themselves, others, and the human condition.

PHI2100 - Introduction to Logic (6 quarter credits). In this course, learners study the relationship between language and logic and practice sound deductive and inductive reasoning. Learners develop the skills used to draw sound conclusions from available evidence and construct and present reasonable cases to support them. Learners also distinguish fact from judgment and identify formal and informal fallacies of language and thought, becoming more adept at recognizing poor reasoning they encounter in their personal and professional lives.

PHI3200 - Ethics in Health Care (6 quarter credits). Learners in this course gain a better understanding of the ethical issues associated with the health care profession and the conceptual framework health care professionals use to make ethical decisions. Learners examine current and emerging ethical health care issues related to the various stages of the lifecycle and the quality of life. Learners also explore ethical issues associated with patient care from the perspectives of various health care professionals, including physicians, nurses, and administrators.

Natural Science and Mathematics

BIO1000 - Human Biology (6 quarter credits). Learners in this course examine fundamental biological principles from a human perspective. Course topics include the molecular and cellular basis of life, genetics, organ systems, and the impact of nutrition and exercise on human health.

BIO1050 - Biology and Society (3 quarter credits). In this course, learners build an awareness of the environmental issues that shape the world in which we live. Learners explore the relationship between society and the environment, identify the causes of environmental stress and degradation, and study the initiatives being developed to address those causes.
Undergraduate Course Descriptions, continued

**BIO2000 - Environmental Health (6 quarter credits).** In this course, learners use a multidisciplinary approach to identify the environmental factors impacting individual and community health. Learners examine the effects of various physical, biological, and chemical agents on the body and identify strategies to minimize the negative effects. Learners also explore ways to protect and promote health and positively influence the quality of the environment.

**CHM1000 - Chemistry for Changing Times (6 quarter credits).** In this course, learners explore fundamental chemistry concepts, principles, and risk analysis and develop an understanding of the impact of chemistry on society. Learners apply chemistry concepts to health, medical, environmental, ecological, and nuclear concerns.

**CHM1050 - Chemistry and the Environment (3 quarter credits).** This course introduces learners to the major environmental issues of the planet. Learners examine the scientific data for and against the existence of global warming and the greenhouse effect. Learners also explore the chemistry of environmental pollutants and examine the effects these issues have on the quality of water, food, and air. Learners assess their own impact on the environment, examine the role of personal responsibility in the current environmental crisis, and develop an action plan to minimize further environmental damage.

**MAT1050 - College Algebra (6 quarter credits).** Learners in this course study linear, exponential, logarithmic, and other mathematical functions that include algebraic, graphic, and numeric properties. Learners then investigate the application of these concepts to the social and natural sciences, business, and everyday life.

**MAT1051 - Pre-Calculus (6 quarter credits).** In this course, learners use technology; modeling; and algebraic, graphic, and numeric problem-solving skills to study and apply trigonometric and circular functions, identities, inverses, polar coordinates, complex numbers, and vectors in two and three dimensions. Learners also examine quadratic relations in polar, rectangular, and parametric forms and the ways each of these topics provides a bridge to further study in calculus and other fields, including economics, business, physics, chemistry, biology, computer science, and natural and social sciences. Completion of college algebra course work or MAT1050 is strongly recommended prior to enrolling in this course.

**MAT2050 - Statistical Literacy (3 quarter credits).** This course emphasizes the learner as a consumer of statistics rather than a producer of statistical calculations. Learners apply critical-thinking skills to arguments involving statistics and interpret and evaluate statistics used in real-world situations.

**MAT2051 - Discrete Mathematics (6 quarter credits).** This course presents an overview of mathematical analysis techniques. Learners apply number logic and set theory, functions and sequences, equivalences, relations, logic, and algorithms to the fields of business and information technology. Prerequisite(s): MAT1050.

**PHY1000 - Introduction to Astronomy (6 quarter credits).** In this course, learners trace the evolution of scientific thought in astronomy from early civilizations to the present day. Learners study stars, galaxies, and the solar system and universe as a whole; explore the fundamental concepts involved in understanding the night sky; and analyze the universality of basic physical laws.

**Social Science**

**ECO1050 - Microeconomics (6 quarter credits).** Learners in this course examine the optimizing behavior of individual consumers and firms, the coordination of individual decisions through markets, and the evaluation of market outcomes in terms of efficiency and fairness. Learners apply microeconomic principles to real-world situations.

**ECO1051 - Macroeconomics (6 quarter credits).** This course provides an introduction to fundamental macroeconomic topics, including national income analysis, unemployment and price stability, the business cycle, monetary and fiscal policy, and international trade. Learners study the behaviors of whole systems and economies and apply macroeconomic principles of economic theory to real-world situations.

**HIS1000 - Immigrants in the American City (3 quarter credits).** In this course, learners study the historical experiences of immigrants moving to and living in American cities and the ways these experiences affect immigrants living in American cities today. Learners also examine the effects of urban policies on immigrants.

**HIS2000 - History of Health Care in America (3 quarter credits).** In this course, learners trace the evolution of the American health care system from the nineteenth century to the present. Learners assess issues related to health care access, utilization, resource allocation, and the role of insurance and gain knowledge of current medical treatment in the United States.

**POL1000 - The Politics of American Government (6 quarter credits).** Learners in this course study the fundamental workings of the American political system. Learners examine the ways constitutional structure shapes American politics and the ways political institutions and processes connect individuals to the larger political system.

**POL2000 - Globalization (6 quarter credits).** Learners in this course examine the benefits expanding international economics and politics have provided individual countries and groups of nation-states. Learners also evaluate the forces guiding free market competition and rapid technological change and the conflicts they generate concerning international environmental, national sovereignty, human rights, and citizenship issues.

**PSYC1000 - 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 are addressed. Applying psychology concepts to everyday situations is emphasized.

**SOC1000 - Introduction to Human Society (6 quarter credits).** In this course, learners use sociological theory and concepts to explore everyday life and gain knowledge of the ways individuals and society as a whole understand their collective social realities. As they examine cultural ideologies, learners are introduced to ways of objectively examining their personal perspectives on social issues.

**SOC2000 - Cultural Diversity (6 quarter credits).** Learners in this course study cultural diversity from a sociological perspective and gain an understanding of the ways the societal structure affects micro-level experience. Learners evaluate theories that explain the cultural foundations of prejudice and discrimination, examine the differences between majority and minority groups and racial and ethnic groups, and explore the role of power in creating and supporting these differences at the structural level. Learners also assess the relationship between race, gender, and economics by examining past and current experiences of American minority groups.
Undergraduate Course Descriptions, continued

**Lower-Division Courses**

**BUS1000 - Introduction to Business** (3 quarter credits). This course covers a wide range of business topics, including basic business functions, organizational methods, and basic business techniques and processes. Learners examine key functions that help a business operate successfully and develop an understanding of how business are organized. This course cannot be used to satisfy general education requirements, but it can be used to satisfy lower division elective credit requirements.

**IT1000 - Introduction to Information Technology** (3 quarter credits). This course introduces learners to the concepts and theoretical operations of information technology. Topics include hardware and software used in typical organizational and personal settings, the history and impact of technology on society, and careers available for IT professionals. This course cannot be used to satisfy general education requirements, but it can be used to satisfy lower division elective requirements.

**IT2210 - Introduction to Web Systems and Technologies** (6 quarter credits). This course emphasizes fundamental Web design skills. Learners receive hands-on experience with a Web authoring tool used in contemporary Web development. Learners evaluate and design Web pages using Web accessibility and usability principles and gain the skills needed to communicate more effectively with their projects’ end users. This course cannot be used to satisfy general education requirements, but it can be used to satisfy lower division elective requirements.

**IT2230 - Introduction to Database Systems** (3 quarter credits). This course provides an introduction to the fundamental concepts of databases and database management systems (DBMS). Learners examine vocabulary, component requirements, sorting and querying, and maintenance of simple databases using the fundamentals of database manipulation. Structured Query Language (SQL) and MS Access are included in course content. This course cannot be used to satisfy general education requirements, but it can be used to satisfy lower division elective requirements.

**IT2240 - Introduction to Programming** (3 quarter credits). This course provides an introduction to the fundamental concepts, design, and logic of information technology programming languages. Learners examine the criteria used to plan, code, employ, test, and produce information technology programming processes. This course cannot be used to satisfy general education requirements, but it can be used to satisfy lower division elective requirements.

**IT2250 - Introduction to Network Technology** (3 quarter credits). This course provides an introduction to the basic concepts of network technology. Topics include the OSI model, LANs, MANs, WANs, network devices, and network wiring standards. Learners apply security architecture, construct network designs, build network operating systems, and gain an understanding of how networks function to support organizations. This course cannot be used to satisfy general education requirements, but it can be used to satisfy lower division elective requirements.

**BPA Courses**

**BPA3004 - Developing a Public Administration Perspective** (6 quarter credits). In this course, learners build and strengthen the skills needed to succeed in their program and the workplace. Learners engage in interactive activities that help them develop a public administration perspective and expand their organizational, research, critical-thinking, and problem-solving skills. Learners also participate in building a learning community, share talents and resources with courseroom peers, and prepare professional written communications. Other topics include teamwork, ethics, and project creation. Learners must take BPA3004 in their first quarter. Cannot be fulfilled by transfer or petition.

**BPA3025 - Introduction to Public Administration** (6 quarter credits). This course presents the fundamentals of the United States’ political and governmental systems. Learners review the functions of the three branches of the federal government; differentiate between the responsibilities of local, state, and federal governments; and explore the value of a participatory government. Learners also examine public administration theory and its application to public administration practice, analyze the political versus administrative power structures and their associated decision-making authorities, and evaluate the role of the public administrator within the broader public system.

**BPA3035 - Theoretical Foundations of Public Administration** (6 quarter credits). In this course, learners examine the evolution of the public administration field and the importance of theory to public administration practice and the role of the public administrator. Learners identify foundational public administration theorists, theories, and concepts and link the theoretical concepts of public value and participatory government to the responsibilities of the public administrator.

**BPA3045 - Human Resource Management in the Public Sector** (6 quarter credits). This course is an examination of the public civil service system and its hiring, promotion, and separation processes. Learners explore the protections inherent in the civil service system, analyze legal and regulatory decisions that affect public employment and personnel management, and discuss the role of labor unions in public sector employment processes and practices. Learners also analyze the authority of the public administrator relative to personnel issues and compare the roles, responsibilities, and protections of the public administration professional with those of political appointees.

**BPA3065 - Introduction to Public Finance and Accounting** (6 quarter credits). Learners in this course examine generally accepted public accounting principles and standards, study the public budgetary process and its legal and regulatory constraints, and clarify those constraints associated with the expenditure of public funds. Learners also discuss the role of the public administrator in establishing assumptions for a budget, examine political influence in funding and expenditures, review strategies for adjusting a public sector budget in light of political and legislative policies and directives, and identify the fiscal consequences of changing the allocation of funds and expenditures.

**BPA4101 - Principles of Organizational Planning and Accountability** (6 quarter credits). In this course, learners develop an understanding of strategic planning and implementation within the public sector. Learners interpret the political and fiscal constraints of the public planning process, translate political mandates into agency goals, and develop measurable objectives to meet those goals. Learners also examine action plans, accountability measures, and achievement indicators used to monitor strategic planning objectives and outcomes, and recommend process planning improvements. Prerequisite(s): BUS3010, BPA3025, BPA3035.

**BPA4102 - Public Policies and Regulatory Processes** (6 quarter credits). This course introduces learners to the policy making process and the role of the public administrator in formulating public policy and translating policy into regulations. Learners distinguish between the decision-making authority of executive, legislative, and administrative agencies and the associated roles of the public administrator in each setting. Learners also analyze the impact of policy on public administration agencies and departments and their administrative decision-making actions. Prerequisite(s): BPA4101.
BPA4103 - Ethical Standards and Legal Issues in Public Administration (6 quarter credits).
In this course, learners focus on the ethical and legal principles and standards that govern public administrators in executing their responsibilities. Learners evaluate the key concepts of various ethical precepts and professional codes of conduct and evaluate the ways they inform and guide public decision making. Learners also examine the separation of powers between administrative agencies, the executive branch, legislative bodies, and the courts to gain an understanding of public administration decision-making discretion. 
Prerequisite(s): BPA4101.

BPA4104 - Introduction to Diversity and Cultural Competence (6 quarter credits). Learners in this course examine contemporary theories and practices of cultural competence and diversity in the community and workplace. Learners explore the concepts of fairness and equal treatment in public decision making and the role of the public administrator in fostering social equity. Learners also analyze the impact of public policy and decision making on various socioeconomic and cultural groups and examine strategies for building and sustaining cross-cultural coalitions to address public issues and concerns. 
Prerequisite(s): BPA4101.

BPA4105 - Creating Public Value (6 quarter credits). In this course, learners explore strategies for improving the performance of public organizations, evaluate theories and practices of public sector change and innovation, and delineate processes to best use public resources to maximize public benefit. Learners review analytical and normative tools used to measure program outcomes and examine collaborative approaches used to meet community expectations of public administrative action. Learners also identify the political realities that impact the perception of public value and the value-creating capabilities of public action. 
Prerequisite(s): BPA4101.

BPA4106 - Resource Management in the Public Sector (6 quarter credits). In this course, learners evaluate management strategies for efficiently and equitably allocating public resources. Learners compare legislative and public administration resource management and oversight functions and review the human capital and financial resources under the purview of the public administrator. Learners also examine the ways the greater community scrutinizes the use of public resources and evaluate strategies for measuring the effective use of existing and future public assets. 
Prerequisite(s): BPA3065, BPA4101.

BPA4107 - The Political and Administrative System (6 quarter credits). In this course, learners analyze the application of systems theory in the public sector; evaluate the impact of political influence and lobbying on the public administrator’s decision-making authority; and examine methods of improving political, legislative, and administrative systems and interactions. Learners also analyze the link between policy and regulations and the impact of administrative decision making on policy interpretation and implementation to gain an understanding of the political-administrative dichotomy. 
Prerequisite(s): BPA4101.

BPA4108 - Privatization of Government Services (6 quarter credits). Learners in this course evaluate government services privatization initiatives and their associated opportunities; challenges; and political, legislative, and administrative implementation processes. Learners also examine the fiscal and quality impact of and public and private concerns with privatized service delivery and explore the role of the public administrator in privatization oversight. 
Prerequisite(s): BPA4101.

BPA4899 - Special Topics in Public Administration (6 quarter credits). In this course, learners propose and conduct a study of a special topic in public administration. Learners create an individual learning plan and complete course work in an area of study that complements past experience and learning objectives. 
Special permission is required for enrollment.

BPA4993 - Public Administration Capstone Project (6 quarter credits). The capstone project is the culminating experience of the bachelor’s degree program in Public Administration and is intended to demonstrate the technical and applied public administration knowledge and critical-thinking and communication skills learners gain during their program. Learners formulate ideas for a new public administration product or service, create a vision, and develop a strategic plan that describes how to implement their concept. 
Learners must take BPA4993 in their final quarter. Cannot be fulfilled by transfer or petition.

BSN Courses

BSN4000 - Orientation to Bachelor’s Nursing Concepts (6 quarter credits). Learners in this course examine the role of the bachelor’s-prepared nurse and the scope of nursing practice in a variety of settings (e.g., acute, chronic, ambulatory, and end-of-life care and community health services). Learners evaluate the influence of effective nursing theory, clinical judgment, communication, and interdisciplinary collaboration on direct and indirect patient care across the lifespan. Learners also explore the relationships among culture, traditions, ethics, beliefs, and alternative and complementary medical practices that may influence the wellness of individuals, groups, communities, and diverse populations. 
BSN learners must take BSN4000 in their first quarter. Cannot be fulfilled by transfer or petition.

BSN4002 - Assessment, Communication, and Collaboration (6 quarter credits). In this course, learners analyze effective health assessment methods, communication strategies, and interdisciplinary collaboration techniques used in a variety of health care settings. Learners conduct comprehensive evidence-based health assessments encompassing environmental, genetic, multicultural, ethnic, and socioeconomic factors and consider the skills members of collaborative interdisciplinary teams need to promote evidence-based quality care for individuals, groups, communities, and diverse populations. Learners also explore ways of adapting their communication style to meet the specific needs of their audience. 
Prerequisite(s): Completion of or concurrent enrollment in BSN4000.

BSN4004 - Nursing Research and Informatics (6 quarter credits). This course introduces learners to the application of research and information technology in the nursing profession. Learners identify the ways information systems and patient care technologies have contributed to improved patient outcomes; evaluate the safeguards, secure practices, and ethical standards needed to promote and support data security, patient confidentiality, and regulatory requirements; and explore effective use of patient care technologies, communication systems, and information systems across the health-illness continuum. Learners also examine ethics in nursing research and scholarship and the relationships among theory, research, and behavior in the application of evidence-based nursing practice. 
Prerequisite(s): Completion of or concurrent enrollment in BSN4002.
BSN4006 - Policy, Law, Ethics, and Regulations (6 quarter credits). Learners in this course examine the role of health care policy and legal, regulatory, and quality control in ethical decision making in professional nursing practice. Learners explore concepts and principles of health care policy, legal control, ethical conduct, and regulatory environments and their application to the health care environment and the nursing profession. Learners evaluate the impact of health care policy and multicultural, socioeconomic, political, legal, and regulatory factors on health care access disparities and examine ways to articulate the needs of individuals, communities, and vulnerable populations to consumers and appropriate officials. Learners also focus on the importance of cultural competence and ethical decision making in professional nursing practice. Prerequisite(s): Completion of or concurrent enrollment in BSN4004.

BSN4008 - Organizational and Systems Management for Quality Outcomes (6 quarter credits). This course presents the fundamental concepts and principles of individual and organizational leadership necessary for successful nursing practice in integrated and non-integrated health care systems and environments. Learners examine and evaluate nursing leadership concepts, research, and models and explore best practices of organizational and systems leadership to apply to professional nursing practice. Learners integrate the concept of quality improvement with patient safety and examine the influence of complex organizational and leadership system issues on quality and patient safety initiatives. Learners also analyze techniques for monitoring individual and organizational performance in promoting safe and caring patient-centered environments. Prerequisite(s): Completion of or concurrent enrollment in BSN4006.

BSN4010 - Health Promotion and Disease Prevention in Vulnerable and Diverse Populations (6 quarter credits). This course presents concepts, frameworks, and models used to foster health promotion and disease prevention, particularly in multicultural and vulnerable populations. Learners explore the wellness of individuals and populations from multicultural, ethnic, traditional, and spiritual perspectives and examine factors that cause wellness disparities among people in vulnerable populations. Learners consider the ways health care access barriers are created and identify evidence-based best practices for developing a population-focused approach to health promotion and disease prevention. Learners also explore cultural competence and ways of applying it to professional nursing practice. Prerequisite(s): Completion of or concurrent enrollment in BSN4008.

BSN4012 - Nursing Leadership and Management (6 quarter credits). In this course, learners examine theoretical concepts of leadership and management for the professional nurse, particularly those associated with health care finance, human resources, and materials allocation. Learners consider evidence-based best practices and behaviors that support effective nursing leadership in a variety of health care settings and analyze strategies for developing effective skills in coordination, delegation, collaboration, negotiation, conflict management, goal setting, and performance improvement. Learners also explore ethical interpersonal communication as an essential component of positive interdisciplinary working relationships. Prerequisite(s): Completion of or concurrent enrollment in BSN4010.

BSN4014 - Global Perspectives of Community and Public Service (6 quarter credits). In this course, learners focus on developing the knowledge, skills, and techniques needed to function as effective team members in public- or community service-based health care settings. Learners consider collaborative and innovative strategies for enhancing and improving current health care system approaches based on national and global holistic needs assessments and identify ways to advocate for quality patient and community outcomes and apply tribal, community, and global wellness strategies to professional practice. Prerequisite(s): Completion of or concurrent enrollment in BSN4012.

BSN4016 - Pharmacology for Patient Safety (6 quarter credits). Learners in this course focus on enhancing their current pharmacology knowledge, skills, and techniques as they apply to nursing practice. Learners study general and autonomic pharmacology and categories of drugs impacting patient safety in a variety of health care settings. Learners also focus on developing a multicultural and patient-centered perspective that addresses pharmacology, teamwork, and patient safety processes and initiatives. Prerequisite(s): Completion of or concurrent enrollment in BSN4012.

BSN4017 - Collaborative Group Process for Nursing Professionals (6 quarter credits). In this course, learners focus on developing the knowledge, skills, and techniques needed to initiate, lead, and function in collaborative group processes for the purpose of enhancing the health and wellness of individuals, groups, communities, and populations. Learners study the evolution of various groups and examine their associated concepts, processes, goals, and dynamics as they apply to the clinical setting. Learners also identify group process barriers and interventions, particularly those associated with special and vulnerable populations and community and national directives. Prerequisite(s): Completion of or concurrent enrollment in BSN4012.

BSN4020 - Nursing Capstone Project (6 quarter credits). Learners in this course focus on synthesizing and applying the nursing knowledge and skills gained during their program. Learners demonstrate proficiency by integrating nursing theories, research, and best practices into a single practice model of health promotion or disease prevention for a specific community or population group. Learners create and customize an evidence-based project plan and develop and implement strategies for achieving desired project outcomes. Prerequisite(s): Completion of or concurrent enrollment in BSN4012. Cannot be fulfilled by transfer or petition.

Bachelor’s Business Courses

BUS3004 - Developing a Business Perspective (6 quarter credits). In this course, learners build and strengthen the skills needed to succeed in their program and the workplace. Learners engage in interactive activities that help them develop a business perspective and expand their organizational, research, critical-thinking, and problem-solving skills. Learners also participate in building a learning community, share talents and resources with course-room peers, and prepare professional written communications. Other topics include teamwork, ethics, and project creation. Learners must take BUS3004 in their first quarter. Cannot be fulfilled by transfer or petition.

BUS3006 - Developing a Health Care Management Perspective (6 quarter credits). In this course, learners build and strengthen the skills needed to succeed in their program and the workplace. Learners engage in interactive activities that help them develop a health care management perspective and expand their organizational, research, critical-thinking, and problem-solving skills. Learners also participate in building a learning community, share talents and resources with course-room peers, and prepare professional written communications. Other topics include teamwork, ethics, and project creation. Learners must take BUS3006 in their first quarter. Cannot be fulfilled by transfer or petition.

BUS3010 - Fundamentals of Management and Leadership (6 quarter credits). This course is an introduction to management and leadership. Learners explore the relationship between organizational management and leadership within a changing business climate. The course focuses on the individual’s role in aligning management practices with leadership-driven mission, vision, and goals.
Undergraduate Course Descriptions, continued

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

BUS3025 - Introduction to Health Care, Wellness, and Disease (6 quarter credits). This course presents the role of the health care field in treating various diseases and promoting wellness. Learners examine the responsibilities of the health care manager in and at a variety of organizational settings and levels and the management approaches used to meet them. Learners analyze interdisciplinary relationships in a variety of health care settings and identify trends in the health care field, particularly those associated with the promotion of wellness. Learners also examine the components of health care delivery systems, including acute- and long-term care facilities and specialty health care organizations, and the illnesses treated in each setting.

BUS3030 - Fundamentals of Marketing and Sales (6 quarter credits). In this course, learners examine 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, and a corresponding marketing and sales strategy for a simple product offering.

BUS3040 - Fundamentals of Human Resource Management (6 quarter credits). This course helps 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, and study how the HRM function is evolving in different types of organizations. The implications for human resource professionals are underscored in each of these functions. Learners are assigned a case study in which they work to identify and understand the evolving talents, motivations, and needs of employees of different generations, backgrounds, and personalities.

BUS3050 - Fundamentals of Organizational Communication (6 quarter credits). This course helps learners develop an understanding of the fundamentals of organizational communication; explore the interrelationship of organizational communication, symbols, culture, and performance; learn effective communication 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 examine the ways organizational communication factors are interrelated and function in an enterprise.

BUS3060 - Fundamentals of Finance and Accounting (6 quarter credits). This course enables learners to gain knowledge of the fundamentals of finance and accounting, to understand and create the standard financial statements of a simple enterprise, and to 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 understanding 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). Learners examine practical communication and collaboration skills for effective participation in and leadership of teams in a virtual networked context. Learners also examine various forms of collaborative leadership and participate in collaborative leadership experiences within a virtual networked organizational setting. Prerequisite(s): BUS3010.

BUS4012 - Leadership in Organizations (6 quarter credits). In this course, learners examine the art and science of leadership in the networked enterprise at different organizational levels and from different perspectives. Learners study personal characteristics of effective leaders including coaching skills, personal integrity, trustworthiness, courage and generosity, and an ability to encourage others to participate in leadership. Prerequisite(s): BUS3010.

BUS4013 - Organizational Structure, Learning, and Performance (6 quarter credits). Learners study types of organizational structures and their influence on organizational intelligence, learning ability, and the practical performance of an enterprise. Special attention is given to the adaptive and responsive organization and its relationship to enterprise stakeholders and environment. The course includes a collaborative case study that illustrates the interrelatedness of organizational structure, learning, and performance. Prerequisite(s): BUS3010.

BUS4014 - Operations Management for Competitive Advantage (6 quarter credits). This course is a survey of the operations management. The course covers topics ranging from the strategic issues of designing products and services and making major capacity and location decisions to operating processes and control systems. Case studies help 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 and by examining the unpredictable dimension of strategic business planning. Successfully integrating unplanned developments into an existing strategy and implementing them are 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 participating in selected case studies that are complemented by theory and an international business research framework. Multiple dimensions of international business are addressed including cultural; business structure; finance and trade; technology and communications; and political, economic, and legal dimensions. Prerequisite(s): BUS3010.

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 and create a new e-business enterprise model. Other topics include supply chain and logistics enabled by e-business, marketing operations and strategy, and sales cycle and management. Learners prepare an e-business sourcing, marketing, and sales plan for an enterprise. Prerequisite(s): BUS3020.

BUS4024 - Customer Behavior (6 quarter credits). Learners in this course gain an understanding of how customers acquire, consume, and dispose of products and services. Learners analyze the buyer behavior of individual consumers, businesses, and governments and evaluate the influence demographics, popular culture, and subcultures have on buyer behavior. Learners also assess the managerial application of consumer behavior concepts, including current issues associated with ethics, law, and regulation. Prerequisite(s): BUS3020, BUS3030.

BUS4025 - Sales and Sales Management (6 quarter credits). The focus of this course is on sales and sales management as professional areas distinct from marketing. Learners examine the sales process, the role of sales in lead generation and qualification, and effective approaches to managing sales professionals. Learners also analyze methods of creating long-term customer relationships, including those related to after-sales support and repeat business. Prerequisite(s): BUS3020, BUS3030.
Undergraduate Course Descriptions, continued

BUS4026 - Services Marketing (6 quarter credits). In this course, learners examine the role of services in the current business world and identify different types of services marketed by modern enterprises. Learners compare marketing services with marketing products, study the classic product-oriented marketing mix (product, place, price, and promotion) in the context of marketing services, and consider current trends in services marketing, such as outsourcing. **Prerequisite(s):** BUS3020, BUS3030.

BUS4027 - Public Relations (6 quarter credits). In this course, learners analyze the similarities and differences between public relations and marketing and differentiate between a target audience and a target market. Learners examine the interactions of public relations and its associated stakeholders, including current and new customers; shareholders; the media; financial and industry analysts; and other parts of the enterprise, such as senior management and marketing, finance, and human resources departments. Learners also examine the function of public relations in non-corporate environments. **Prerequisite(s):** BUS3020, BUS3030.

BUS4031 - Marketing, Sales, and Channel Management (6 quarter credits). In this course, learners develop an understanding of marketing, sales, and channel management as an integrated and interrelated process. A case study that illustrates the mutual interdependencies of marketing, sales, and channel management required 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.

BUS4033 - Marketing Across Borders (6 quarter credits). This course presents an accurate picture of events in the global marketplace without overemphasizing current issues and includes discussion of the negative side of global business especially relevant to recent world events. Course topics progress from marketing an existing product outside the domestic market and developing a new product for specific local markets to broader issues in marketing and managing topics from a global managerial perspective. Legal, regulatory, political, and cultural issues are discussed as appropriate throughout the course. **Prerequisite(s):** BUS3030.

BUS4036 - Marketing Research (6 quarter credits). In this course, learners evaluate marketing research and examine the tools and techniques used to conduct real-world marketing research applicable to a wide range of business situations. Learners analyze a potential market, conduct marketing research using both primary and secondary data, and interpret the results. Learners also analyze the application of marketing research results to managerial decision making and identify prominent marketing research trends, such as the increased use of the Internet and other forms of technology. **Prerequisite(s):** BUS3020, BUS3030.

BUS4043 - Compensation and Benefits Management (6 quarter credits). In this course, learners focus on configuring the basic elements of a total compensation and benefits plan for an organization, from research to implementation. Learners analyze the regulations governing the administration of compensation and benefits programs and the ways different compensation models affect the economic conditions of an organization. **Prerequisite(s):** BUS3040.

BUS4044 - Legal Issues in Human Resource Management (6 quarter credits). In this course, learners identify the scope and purpose of the legal framework of an enterprise. Learners examine the effects of legal issues on an organization’s human resource management function. Learners also study strategies for managing legal issues and identify ways to implement them. **Prerequisite(s):** BUS3040.

BUS4045 - Recruiting, Retention, and Development (6 quarter credits). This course presents current practices of acquiring, retaining, and developing talent in the workplace. Learners explore the ways organizations can effectively employ talent and the requisite benefits. **Prerequisite(s):** BUS3040.

BUS4046 - Employee and Labor Relations (6 quarter credits). Learners in this course explore the dynamics of creating a balance between employer goals and employee rights, such as maintaining legal compliance and positive employee morale. Learners analyze factors that affect the relationships between employees and organizations. Learners also examine policies that influence ethical and legal requirements and study organizational procedures that drive employee and labor relations effectiveness. **Prerequisite(s):** BUS3040.

BUS4047 - Employee Training and Development (6 quarter credits). In this course, learners examine strategies of building effective training solutions that support an organization’s human resource management goals. Learners identify business strategies that lead to measurable and meaningful performance results and gain a deeper understanding of learning organizations. **Prerequisite(s):** BUS3040.

BUS4048 - International Human Resource Management Issues (6 quarter credits). This course presents global issues in human resource management. Learners evaluate the factors that drive HRM policies, practices, and structures and analyze the ethical challenges of managing a diverse workforce. Learners examine the effectiveness of various communication strategies used in multinational organizations. **Prerequisite(s):** BUS3040.

BUS4060 - Financial Accounting Principles (6 quarter credits). Learners in this course examine financial accounting principles and the ways accounting information is used to assess an organization’s financial performance. Learners study the relationship between business events and accounting systems and analyze an organization’s financial structure. **Prerequisite(s):** BUS3060.

BUS4061 - Managerial Accounting Principles (6 quarter credits). In this course, learners focus on the role of accounting in the management of an organization. Learners analyze accounting systems and financial statements and apply sound budgeting and time value of money principles from a managerial perspective. **Prerequisite(s):** BUS4060.

BUS4062 - Intermediate Financial Accounting Topics and Trends (6 quarter credits). This course is an in-depth study of financial accounting theory and practice using Generally Accepted Accounting Principles (GAAP) and Financial Accounting Standards Board (FASB) pronouncements. Learners study financial reporting and apply financial statement conceptual frameworks to prepare financial statements. **Prerequisite(s):** BUS4060.

BUS4063 - Advanced Financial Accounting Topics and Trends (6 quarter credits). Learners in this course analyze and apply advanced financial accounting concepts and consolidate financial statement information. Learners also evaluate the influence of global market opportunities and examine partnership and corporate accounting issues and governmental entities. **Prerequisite(s):** BUS4062.

BUS4064 - Cost Accounting for Planning and Control (6 quarter credits). This course emphasizes the role of cost and managerial accounting in the planning, control, and performance evaluation of business, government, and nonprofit organizations. Learners examine the theory and practice of business control and give particular attention to strategic aspects within business decision cycles. **Prerequisite(s):** BUS4061.
Undergraduate Course Descriptions, continued

BUS4065 - Income Tax Concepts and Strategies (6 quarter credits). In this course, learners study fundamental concepts of individual, partnership, and corporate income taxation and tax-related transactions. Learners examine events that affect tax decisions, apply tax guidelines, and analyze tax forms. Prerequisite(s): BUS4060.

BUS4066 - Contemporary Auditing: An Ethical Perspective (6 quarter credits). This course presents the nature and economic purpose of auditing by emphasizing the philosophy and current environment of the auditing profession. Learners study the stages and issues involved in planning and conducting a financial audit on various transaction cycles. Learners also examine the code of professional ethics as defined by the American Institute Certified Public Accountants (AICPA) and its influence on the auditing process. Prerequisite(s): BUS4063.

BUS4070 - Foundations in Finance (6 quarter credits). In this course, learners evaluate the principles of financial decision making. Learners examine the ways global economic conditions affect financial theory and decision-making processes. Learners also apply financial tools to evaluate financial principles. Prerequisite(s): BUS4060.

BUS4071 - Financial Markets and Institutions (6 quarter credits). In this course, learners build a conceptual framework of financial markets and examine their roles in the global financial environment. Learners also evaluate the macroeconomic variables and monetary policies that affect financial markets and assess the role of the central bank and banking system in the financial environment. Prerequisite(s): BUS4070.

BUS4072 - Analysis for Financial Management (6 quarter credits). This course provides learners with a framework for using financial statement data in various business analysis and valuation contexts. Learners examine financial statements as the basis for a wide range of business analyses and analyze the ways organizations use these statements to make business decisions. Prerequisite(s): BUS4070.

BUS4073 - Investments and Portfolio Management (6 quarter credits). In this course, learners study valuation principles and use them to evaluate various investment instruments. Learners also apply financial theory to real-world situations and develop a practical approach to investments. Prerequisite(s): BUS4070.

BUS4074 - Entrepreneurial Finance (6 quarter credits). In this course, learners analyze small business financial concepts. Learners examine the personal financial concepts related to business and the entrepreneurial enterprise and evaluate the components of a small business plan. Prerequisite(s): BUS4070.

BUS4075 - Public and Nonprofit Finance (6 quarter credits). This course presents an overview of nonprofit corporate finance practices, techniques, and concepts. Learners examine public finance principles at local and governmental levels and apply financial information to business decisions of nonprofit organizations. Prerequisite(s): BUS4070.

BUS4076 - Issues in International Finance (6 quarter credits). In this course, learners examine business strategy and the fundamentals of international finance management. Learners explore the global financial environments in which multinational firms operate and apply corporate financial principles in a global context. Prerequisite(s): BUS4070.

BUS4077 - Risk Management Strategies (6 quarter credits). In this course, learners study financial risk management and examine various risk management strategies applicable to both personal and business environments. Learners identify, analyze, and manage risk using insurance and alternative tools and techniques. Prerequisite(s): BUS4070.

BUS4078 - Financial Institution Management (6 quarter credits). The focus of this course is managing risk and return in contemporary financial institutions. Learners examine the risks faced by financial institutions and evaluate the methods through which these risks are managed. Prerequisite(s): BUS4070.

BUS4079 - Real Estate Finance (6 quarter credits). Learners in this course develop an understanding of real estate partnerships, secondary mortgage markets, fixed and adjustable rate mortgages, and real estate construction and land development. Learners apply principles of real estate finance and examine the underlying factors that affect property values. Prerequisite(s): BUS4070.

BUS4080 - Fundamentals of Retail Management (6 quarter credits). This course provides learners with the necessary foundation to begin Retail Management specialization courses. Learners explore several aspects of the retail management environment, including operations, compliance issues, and planning. Course topics include a wide range of retail management issues that are addressed in greater detail in the remainder of the specialization courses. Prerequisite(s): BUS3010, BUS3020, BUS3030.

BUS4081 - Brand Building and Channel Development (6 quarter credits). This course presents an in-depth investigation of brands. Learners gain understanding of ways that an organization’s brand provides a broad definition of its purpose, uniqueness, and its package of products and services. Course topics include merchandising, marketing, channel development, and establishing and delivering the brand promise. Prerequisite(s): BUS4080.

BUS4082 - Marketing, Merchandising, and Advertising (6 quarter credits). This course covers fundamental concepts of establishing product pricing. Learners analyze the various factors that determine a product’s price point and learn how to set product prices. Course topics include product knowledge, local and ethnic marketing, regional mix, target audience, and competitive pricing. Prerequisite(s): BUS4080.

BUS4084 - Pricing Management (6 quarter credits). This course covers fundamental concepts of establishing product pricing. Learners analyze the various factors that determine a product’s price point and learn how to set product prices. Course topics include product knowledge, local and ethnic marketing, regional mix, target audience, and competitive pricing. Prerequisite(s): BUS4080.

BUS4085 - Management and Operational Issues in Retail (6 quarter credits). In this course, learners study retail management proficiencies including effective planning, organizing, leading, and controlling. This course covers managerial responsibilities in a practical, applied setting, providing learners with an opportunity to combine their personal and professional experiences with course content in real-world scenarios. Prerequisite(s): BUS4080.

BUS4090 - Introduction to Project Management (6 quarter credits). This course introduces learners to the project management field and its role within organizations. Learners examine the responsibilities associated with managing and leading business and organizational projects. Learners also study examples of project successes and failures and investigate the reasons for both. Prerequisite(s): BUS3010, BUS3050.

BUS4091 - Project Management I (6 quarter credits). This course focuses on the first three phases of project development and execution: initiating, planning, and executing a project. Learners gain the knowledge needed to gather, assess, and integrate budget resources, schedules, and other related resources during the project planning process. This course helps learners identify and negotiate with stakeholders, define appropriate team performance measures, identify key cultural opportunities and constraints, and prepare a cost and resource estimate of a project. Prerequisite(s): BUS4090.
BUS4092 - Project Management II (6 quarter credits). This course focuses on the last two phases of project development and execution: controlling and closing a project. Learners become familiar with data collection techniques, apply risk management tools and techniques, describe the process of inspection, record project results, prepare closing documents, and set up procedures for implementation after project completion. This course also covers important project management responsibilities, such as fostering diversity and ethics, developing interpersonal skills, and making continuous improvements. **Prerequisite(s):** BUS4091.

BUS4093 - Contracts and Procurement (6 quarter credits). Learners in this course study the significance of contracts and the procurement process in project management. Learners analyze various types of contracts and develop an understanding of contract negotiation, administration, closure, and enforcement. This course provides an explanation of the procurement process, including defining requirements, finalizing requisition and solicitation parameters, and establishing appropriate selection criteria. **Prerequisite(s):** BUS4092.

BUS4094 - Managing Project Risk (6 quarter credits). This course provides an overview of proven risk management techniques that project managers and project leaders use to better meet their project estimates. Learners develop the skills necessary to systematically manage project risks using readings, online discussions, practical exercises, and computer-based tools. **Prerequisite(s):** BUS4092.

BUS4095 - Motivating Project Teams (6 quarter credits). In this course, learners examine strategies for improving creativity, teamwork, and job satisfaction within a project team. Learners examine the strengths and weaknesses of organizational development in supporting employee development and analyze case studies to gain knowledge of how to effectively motivate project teams. **Prerequisite(s):** BUS4092.

BUS4121 - Ethics and Decision Making in Health Care (6 quarter credits). This course focuses on the use of ethics in the health care field. Learners analyze various ethical dilemmas encountered in the operation of a health care organization, including those associated with health care access, patient care and safety, transparency, finance, reimbursement, human resources, and legal and regulatory constraints. Learners also examine personal ethics and the ways a personal ethical perspective may influence a health care administrator’s decision making. **Prerequisite(s):** BUS3025.

BUS4122 - Health Care Economics (6 quarter credits). Learners in this course examine historical perspectives and current trends in the health care industry and analyze its unique economic structure. Learners evaluate hospital, physician, third-party, state, and federal payer reimbursement systems as well as cash pay and alternative economic reimbursement systems, including non-U.S. based systems. Learners also identify the strengths and weaknesses of current political and private funding trends and their impacts on the health care organization. **Prerequisite(s):** BUS3025, BUS3060.

BUS4123 - Quality Assurance and Risk Management (6 quarter credits). This course focuses on the interconnected functions of quality assurance and risk management in the health care field and the ways they are used to increase the quality of patient care and decrease the risk of litigation. Learners analyze key components of quality assurance and risk management functions, quality indicators, and valid and reliable sources of decision-making information. Learners also examine the ways quality assessment tools and evaluation are used to ensure that the educational needs organizations are continually met. **Prerequisite(s):** BUS3025.

BUS4124 - Health Care Marketing and Strategic Planning (6 quarter credits). Learners in this course explore marketing and strategic planning as applied in the health care field. Learners analyze external and internal marketing data, examine industry competitive forces and marketing trends, and consider quality indicators and sources of consumer-driven information that are vital to the development of a marketing plan. Learners also explore the use of surveys and focus groups to assess consumer wants and demands. This course emphasizes the critical role of marketing in the health care organization’s overall strategic plan and the associated significance of aligning marketing and strategic plan goals. **Prerequisite(s):** BUS3025, BUS3030.

BUS4125 - Legal Aspects of Health Care Management (6 quarter credits). In this course, learners assess the impact of laws and regulations in various health care organization contexts. Learners analyze local, state, and federal health care laws and evaluate their applicability and effect on patient rights, care, and confidentiality; human resources; and organizational and professional licensure. Learners also study common health care contractual arrangements and examine organizational procedures for managing potential legal risks associated with referral practices, employee and patient safety, and medical error. **Prerequisite(s):** BUS3025.

BUS4126 - Health Care Information Management (6 quarter credits). The focus of this course is effective information management in the health care field. Learners analyze the ways information is managed and leveraged in the areas of daily operations; patient care, confidentiality, and safety; billing, finance, and cost-benefits analysis; and strategic planning. Learners also examine software and hardware systems and their associated clinical and administration applications. **Prerequisite(s):** BUS3025.

BUS4127 - Evidence-Based Health Care Management (6 quarter credits). Learners in this course examine the origin, concept, and practice of evidence-based management relative to the health care field. Learners analyze the credibility and validity of evidence sources and identify potential evidence sources to use in health care management decision making. Learners also synthesize information from a variety of evidence-based sources to support leadership decisions from an operational and strategic perspective. **Prerequisite(s):** BUS3025.

BUS4128 - Cultural Competence in Health Care (6 quarter credits). In this course, learners examine various health disparities and their sociocultural, environmental, and economic causes. Learners examine measures of organizational cultural competence to assess the cultural competence of the health care organization and develop a plan to achieve organizational cultural competence. Learners also identify cultural communication barriers and explore techniques for improving them. **Prerequisite(s):** BUS3025.

BUS4801 - Ethics and Enterprise (6 quarter credits). The focus of this course is on the economic, social, and environmental effects of business decisions and policies. Learners identify significant ethical issues affecting today’s multicultural business environment and evaluate how businesses have responded to them through policy development. Learners examine examples and case studies of current business practices and analyze successful and unsuccessful strategies for establishing ethical standards and corporate social responsibility. **Prerequisite(s):** BUS3025.

BUS4802 - Change Management (6 quarter credits). In this course, learners explore change management by understanding the dynamics of change and exploring ways to facilitate change. In addition, learners develop an understanding of the knowledge and skills required to lead, facilitate, and support change management. Participation in case studies is used to gain an understanding of the unfolding dynamics of planned and unplanned change in organizations from the multiple perspectives of various stakeholders. Trust building, fear containment, and broad participation in the change process receive special attention.
BUS4899 - Special Topics in Business (6 quarter credits). In this course, learners propose and conduct a study of a special topic in business. Learners create an individual learning plan and complete course work in an area of study that complements past experience and learning objectives. Special permission is required for enrollment.

BUS4993 - Business Capstone Project (6 quarter credits). The capstone project is the culminating experience of the bachelor’s degree program in Business and is intended to demonstrate the technical and applied business knowledge and critical-thinking and communication skills learners gain during their program. Learners formulate ideas for a new business product or service, create a vision, and develop a strategic plan that describes how to implement their concept. Learners must take BUS4993 in their final quarter. Cannot be fulfilled by transfer or petition.

Bachelor’s Information Technology Courses

IT3006 - Communication Strategies for the Information Technology Professional (6 quarter credits). In this course, learners build and strengthen the skills needed to succeed in their program and the workplace. Learners engage in interactive activities that help them expand their information technology perspective and develop their organizational, research, critical-thinking, and problem-solving skills. Learners also participate in building a learning community, share talents and resources with course peers, and prepare professional written communications. Other topics include teamwork, ethics, and project creation. Learners must take IT3006 in their first quarter. Cannot be fulfilled by transfer or petition.

IT3120 - Fundamentals of Project Management (6 quarter credits). This course emphasizes the critical activities associated with managing and leading information technology projects while maintaining the structure of a standardized enterprise architecture. Topics include vendor management, configuration management, project estimation, risk management, and management of cross-functional and multinational teams. Learners explore case studies of IT project successes and failures and are introduced to software management practices within the Software Engineering Institute’s Capability Maturity Model. Learners also build and apply a project plan during this course.

IT3160 - Ethical and Human Side of Information Technology (6 quarter credits). This course introduces the inherent ethical issues in the information technology profession with regard to cultural and human interaction in global and domestic issues. Essays, case studies, research, and ethical codes are integral to the course.

IT3200 - Enterprise Architecture (6 quarter credits). Learners in this course study how core business processes and information technology infrastructure merge to form enterprise architecture. Learners conduct an organizational requirements analysis as a first step in constructing an enterprise architecture. Learners also examine the stages of enterprise architecture maturity and develop core designs appropriate for each corresponding maturity level.

IT3300 - Human-Computer Interaction (6 quarter credits). Learners in this course analyze the cognitive and affective dynamics of human-computer interaction. Learners also examine the impact of user-centric guidelines on the design cycle of technological products and evaluate the usability of device interfaces and computer applications. Prerequisite(s): IT3200.

IT3310 - Hardware and Operating Systems Architecture (6 quarter credits). Learners in this course study the fundamentals of hardware and operating systems architecture. Topics include computer architecture, operating systems architecture, number systems, peripherals, file management, and programming tools. The course also includes a review of current computer architectures and modern operating systems such as Windows, Linux, and MacOS. Prerequisite(s): IT3200.

IT3340 - Fundamentals of Software Architecture (6 quarter credits). This course provides an introduction to the fundamentals of software and database architecture. Topics include the role of the software and data architect, requirements and tools used to create software architecture, database management systems, and database architecture. Learners define a software and data architecture appropriate for organizational needs and gain an understanding of the role of design in software and data architecture. Prerequisite(s): IT2230, IT2240, IT3200.

IT3350 - Network and Security Architecture (6 quarter credits). This course provides an introduction to the fundamentals of network and security architecture. Learners gain an understanding of how networks function to support the requirements needed to build a network and security architecture. Course topics include requirements analysis, network architecture, security architecture, network analysis, and systems methodology. Prerequisite(s): IT2250, IT3200.

IT4030 - Project Estimation and Budgeting (6 quarter credits). This course focuses on the critical aspects of planning an information technology project, including the project costs, scheduling, time management, and effort necessary to assure an expected quality outcome. Learners develop the skills necessary to successfully estimate and budget projects using readings, online discussions, practical exercises, and computer-based tools. Prerequisite(s): IT3120.

IT4031 - 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. Learners develop skills to systematically manage project risks using readings, online discussions, practical exercises, and computer-based tools. Prerequisite(s): IT3120.

IT4040 - Network Administration (6 quarter credits). In this course, learners explore the latest network operating system’s (NOS) concepts and tools to administer a local area network (LAN). Topics include planning, installing, configuring, optimizing, securing, printing, and troubleshooting networks. Upon successful completion of this course, learners have an understanding of network administration practices in a productive environment and are prepared to take one of the industry certification exams. Prerequisite(s): IT3350.

IT4041 - Advanced Network Administration (6 quarter credits). In this course, learners are introduced to advanced networking concepts such as directory services, authentication, advanced connectivity issues, traffic, advanced security issues, remote access, remote management, advanced multi-protocol concepts, and monitoring network performance. This course provides learners with a solid understanding of network administration and prepares them to take one of the industry certification exams. Prerequisite(s): IT4040.

IT4045 - Network Analysis and Design (6 quarter credits). This course focuses on the concepts, best practices, and tools for analyzing and designing a network. Topics include analyzing, planning, designing, and securing networks. Upon completion of this course, learners have an understanding of network design practices in a productive environment and are prepared to take one or more of the industry’s certification exams. This course uses a business simulation to explore network design. Prerequisite(s): IT4041.

IT4063 - Project Integration and Scope Management (6 quarter credits). In this course, learners apply project integration and scope management principles to information technology projects. Course topics include project charter development, project and product scope management, and scope planning, definition, and verification processes. Prerequisite(s): IT3120.

IT4064 - Project Communications (6 quarter credits). This course focuses on project communication in an information technology project management context. Topics include the timely and correct generation, compilation, distribution, storage, and administration of IT project information. Learners study communications preparation, information allocation, performance reporting, and the organization of stakeholders’ IT project management procedures. Prerequisite(s): IT3120.
Undergraduate Course Descriptions, continued

IT4065 - Project Human Resources Management (6 quarter credits). Managing human resource activities is an integral part of the project management field. This course introduces concepts and practices related to project human resources planning, developing, acquiring, and managing. Through readings, assignments, case study analysis, and online discussion, learners gain an understanding of how to effectively manage human resources during a project. **Prerequisite(s): IT3350, IT4803.**

IT4066 - Project Quality Assurance (6 quarter credits). This course focuses on project quality management in an information technology project context. Learners study quality management processes, including quality planning, quality assurance, and quality control. Learners also monitor project results to evaluate compliance with quality standards and gain an understanding of the steps involved in planning, performing, and controlling the quality of a project. **Prerequisite(s): IT3350.**

IT4067 - Project Procurement Management (6 quarter credits). This course covers product and services purchasing and acquisition and the contract administration processes required to oversee contracts and complete projects. Learners examine case studies that provide knowledge of project procurement and contracting issues from both consumer and vendor perspectives. Learners also study the functions of the project procurement process, from making purchasing and contracting plans to selecting the appropriate sellers and administering and closing contracts. **Prerequisite(s): IT3350.**

IT4070 - Cyber Defense and Countermeasures (6 quarter credits). This course provides an in-depth coverage of the design, implementation, and troubleshooting of security infrastructure. Learners explore and apply the principles of cyber defense in-depth techniques utilizing cryptography, encryption, Public Key Infrastructure (PKI), digital signatures, and perimeter security techniques. **Prerequisite(s): IT3350, IT4803.**

IT4071 - Cyber Attacks and Ethical Hacking (6 quarter credits). This course covers ways that computers and networks are attacked by hackers using techniques and common utilities. Learners explore security threats and ways that system vulnerabilities are exploited to attack systems. Topics include Intrusion Detection Systems (IDS), ethical hacking techniques, sniffers, protocols, social engineering, vulnerability analysis, and penetration testing to ensure infrastructure security. **Prerequisite(s): IT3350, IT4803.**

IT4072 - Operating Systems Security (6 quarter credits). This course focuses on securing and hardening both Windows and Linux operating systems, as well as techniques for maintaining the confidentiality and integrity of systems. Topics include patch management, authentication, auditing and monitoring, and access control. **Prerequisite(s): IT3350, IT4803.**

IT4073 - Organizational Security (6 quarter credits). This course covers the people and process aspect of information assurance and security, which is the most widely ignored part of the information technology industry. Topics include security life cycle, certification and accreditation, configuration management, employment practices, and security awareness. The course covers best practices of policy development along with industry-specific standards. Industry-specific laws and regulations such as Health Insurance Portability and Accountability Act (HIPAA), Sarbanes-Oxley (SARBOX), and National Institute of Standards and Technology (NIST), are explored. Privacy issues in computing, personnel, and physical security are discussed along with biometrics. **Prerequisite(s): IT3350, IT4803.**

IT4074 - Applications Security (6 quarter credits). This course addresses securing applications, security vulnerabilities, services, and learning secure coding techniques. The course covers all classes of applications including mobile, email, databases, and Web applications. **Prerequisite(s): IT3350, IT4803.**

IT4075 - Computer Forensics (6 quarter credits). Learners in this course examine computer forensics as a discipline that supports law enforcement professionals in investigating white collar crime. Learners explore computer forensics tools and techniques, crime investigations, incident response and handling, and legal issues. **Prerequisite(s): BS in Information Technology learners must complete IT4803 and IT3350.**

IT4076 - Security Management and Policies (6 quarter credits). This course covers hands-on security management practices through the study of security policies and procedures, risk management, and business continuity planning. Topics include security and business need trade-offs, risk assessments, designing security policies and procedures and a business continuity plan, and enforcement of security policies and procedures. **Prerequisite(s): IT3350, IT4803.**

IT4140 - Introduction to Internetworking (6 quarter credits). This course focuses on the design and integration of multi-protocol networks (local area networks and wide area networks) to form an enterprise network. Learners study how to design intranets/internets, virtual local area networks (VLANs), and firewalls using different internetworking devices and media, and gain the skills needed to configure Cisco equipments. Learners also examine the cost, compatibility, expandability, security, and future requirements associated with designing enterprise networks. **Prerequisite(s): IT3350.**

IT4141 - Advanced Internetworking (6 quarter credits). This course focuses on the architectural methodologies used in the design and development of computer networks, including the physical structure of internal components of network devices and their interactions in local area networks (LANs) and wide area networks (WANs). Learners study the planning, methods, procedures, and tools necessary to prevent vulnerabilities to networked systems and examine the procedures used to validate and restore network services following an incident. Learners also analyze the management, operation, and maintenance of networked and managed systems as well as linked systems and peripherals. **Prerequisite(s): IT4140.**

IT4610 - Anatomical and Medical Terminology (6 quarter credits). This course presents medical terminology and abbreviations used in various specialty areas within the health care field. Learners study the roots, prefixes, and suffixes of common word configurations and practice correctly pronouncing, spelling, and using medical terms and abbreviations in the appropriate contexts.

IT4620 - Managing Data in Multiple System Environments (6 quarter credits). This course covers the operational and financial principles of managing health data from multiple source systems. Learners study various data integration tools and techniques used to support a clinical viewing system, including data warehousing, batch processing, interface engines, and clinical presentation viewers. Learners also examine network and database design and architecture and their effects on source system development. **Prerequisite(s): IT4610.**

IT4630 - Statistical Analysis for Health Care (6 quarter credits). In this course, learners study basic statistical strategies and tools used to analyze and interpret health care data, including pattern recognition, data classification, and data mining, modeling and sampling. Learners also evaluate the resources that provide health care information and support health informatics research. **Prerequisite(s): IT4610.**

IT4640 - Electronic Health Records/Clinical Systems (6 quarter credits). Learners in this course study the history of health data management and the role of the Electronic Health Record (EHR) in health care organizations. Learners identify the characteristics of the EHR and other clinical systems and evaluate the standards being developed to encourage EHR interoperability and data sharing. **Prerequisite(s): IT4610.**
Undergraduate Course Descriptions, continued

IT4650 - Decision Support/Quality Management (6 quarter credits). This course focuses on decision-support practices and quality-management techniques used to improve the quality of health care. Learners apply decision-modeling techniques that incorporate comparative analysis, simulation, optimization, and decision analysis and design quantitative and qualitative support models. Learners also evaluate the impact of Computerized Provider Order Entry (CPOE) on the quality, safety, and efficiency of health care data. Prerequisite(s): IT4610.

IT4660 - Information Security and Privacy in Health Care (6 quarter credits). This course covers the legal landscape of the health information industry, including the role of the Health Information Portability and Accountability Act (HIPAA). Learners analyze security and privacy issues related to gathering and sharing health data and examine the legal constraints of transmitting data outside the parameters of treatment, payment, and health operations. Prerequisite(s): IT4610.

IT4670 - Health Care Organization and Management (6 quarter credits). This course provides an analysis of the impact of managed health care and other market-based health care delivery systems on health informatics. Learners examine organizational relationships, business associations, and market forces that affect the health care industry. Learners also analyze strategic planning processes and develop strategies that support quality health care without compromising productivity or efficiency. Prerequisite(s): IT4610.

IT4710 - Software Requirements Architecture (6 quarter credits). This course provides an introduction to software requirements architecture. Learners study the roles of stakeholders and examine the analysis and requirements phases of the architecture development process. Learners also apply appropriate tools and techniques for requirements gathering and modeling and practice defining an organizational software architecture using those tools. Prerequisite(s): IT3340.

IT4715 - Applications Architecture (6 quarter credits). This course provides an introduction to applications architecture. Course topics include client-server architecture and Model-View-Controller (MVC) paradigms, object-oriented design and programming, modeling, data structures, programming constructs, algorithms, and event-driven development processes. Learners study the role of applications architecture in software architecture and use the appropriate tools to define an organizational applications architecture. Prerequisite(s): IT3340.

IT4720 - Software Construction I: Design and Modeling (6 quarter credits). In this course, learners study and apply object-oriented analysis and design concepts using Unified Modeling Language (UML) and a high-level, compiled programming language. Course topics include techniques for designing, modeling, constructing, testing, and debugging object-oriented software applications. Prerequisite(s): IT4710, IT4715.

IT4725 - Software Construction II: Database Development (6 quarter credits). This course focuses on data requirements and modeling, database development, and Structured Query Language (SQL). Learners study database design and implementation principles and apply SQL to create tables and queries. Learners also examine storage procedures and various uses of databases in contemporary Web, traditional, and mobile applications. Prerequisite(s): IT4720.

IT4730 - Software Construction III: Web Application Development (6 quarter credits). This course focuses on developing Web applications using an Integrated Development Environment (IDE). Learners apply object-oriented software design and programming tools, including dynamic Internet scripting, standard library packages and classes, basic Web and AJAX interface elements, and dynamic scripting algorithms and database access algorithms. Learners create object-oriented software solutions using a Web 2.0 frontend and a database backend. Prerequisite(s): IT4725.

IT4735 - Software Construction IV: Advanced Web Application Development (6 quarter credits). This course extends the topics covered in IT4720 by focusing on several advanced features of dynamic Internet programming. Learners apply advanced object-oriented development and dynamic Internet programming principles to create advanced Web-based, interface-based applications, data structures, and software solutions. Prerequisite(s): IT4730.

IT4760 - Software Construction III: Application Development (6 quarter credits). This course focuses on developing simple object-oriented applications using a modern object-oriented language and common design patterns. Learners create simple object-oriented software solutions using object-oriented code, object-oriented algorithms and database access algorithms, standard library packages and classes, and a user interface frontend and database backend on multiple devices. Prerequisite(s): IT4725.

IT4765 - Software Construction IV: Advanced Application Development (6 quarter credits). This course extends the topics covered in IT4760 by focusing on advanced object-oriented development using modern object-oriented programming. Learners use advanced features, libraries, and platforms, including design patterns, Web services, database connectivity, and complex user interfaces to create advanced applications and a complete software solution. Prerequisite(s): IT4760.

IT4770 - Support and Maintenance of Software Systems (6 quarter credits). This course presents strategies for improving the quality of information systems. Learners examine common quality characteristics and apply quality assurance concepts and configuration management methodologies to develop effective testing processes. Learners also review system requirements for testability, participate in simulated design and code inspections, analyze testing strategies, and explore ways to integrate improvement processes in organizations or workplaces.

IT4803 - System Assurance Security (6 quarter credits). This course is an introduction to information assurance and security. It is an overview for network administrators who must implement security strategies to protect their organization from exposure to the Internet and helps network designers incorporate security-conscious designs. The course presents strategies to guard against hackers and forms of viruses, describes firewalls and gateways, and helps learners explore authentication and encryption techniques. It also covers a list of the methods most often used for attacking a network system and how to defend against them. Upon successful completion of this course, learners are prepared to take the exam for the Security+ certification. Prerequisite(s): IT3350.

IT4813 - Operating Systems (6 quarter credits). This course is an introduction to the fundamental concepts in operating systems. Topics include main memory management, virtual memory, I/O and device drivers, secondary storage management, and file systems. The course includes practical examples using the Unix operating system, including the study of process, file structures, and inter-process communication. Learners explore how key concepts are implemented in Unix compared to other leading operating systems, including Windows and Linux.

IT4815 - Introduction to Telecommunications (6 quarter credits). This course is an introduction to basic concepts and structural components of the telephony and voice telecommunications industry. Learners explore a telecommunications platform that includes switching, wiring, and networking, as well as facilities that provide and support telecommunications. Voice-over IP, switching, and wireless are examined. This course focuses on the hardware aspect of the convergence of networking and telecommunications along with the software that is required to make it work. In addition, the course surveys the convergence of communications technologies.
Undergraduate Course Descriptions, continued

**IT4899 - Special Topics in Information Technology (6 quarter credits).** In this course, learners propose and conduct a study of a special topic in information technology. Learners create an individual learning plan and complete course work in an area of study that complements past experience and learning objectives. *Special permission is required for enrollment.*

**IT4990 - 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 associated learning. 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. Learners must take IT4990 in their final quarter. Cannot be fulfilled by transfer or petition.

**Bachelor’s Public Safety Courses**

**PS3004 - Communication Strategies for the Public Safety Professional (6 quarter credits).** In this course, learners build and strengthen the skills needed to succeed in their program and the workplace. Learners engage in interactive activities that help them expand their public safety perspective and develop their organizational, research, critical-thinking, and problem-solving skills. Learners also participate in building a learning community, share talents and resources with course peers, and prepare professional written communications. Other topics include teamwork, ethics, and project creation. Learners must take PS3004 in their first quarter. Cannot be fulfilled by transfer or petition.

**PS3100 - Introduction to Criminal Justice (4 quarter credits).** In this course, learners examine the characteristics of the U.S. criminal justice system and its evolution in response to the continually changing forces that influence crime control. Learners gain an understanding of criminal justice theory and its relation to criminality, the criminal justice system, and the principles of the adjudication process.

**PS3200 - Introduction to Emergency Management (4 quarter credits).** This course provides an introduction to the growing field of emergency management. Learners study various hazard threats and examine strategies for determining and reducing vulnerability. Learners also analyze disaster response and recovery behaviors and activities. Course topics include local, state, and federal emergency management organizations and the impact of various stakeholders, including non-governmental organizations, on the emergency management process.

**PS3300 - Principles of Security Management (4 quarter credits).** In this course, learners examine the private security industry from a business perspective. Course topics include security department management and operations, emergency and disaster management, the role of security in risk management, and integrating security with local law enforcement organizations and the role of security management in the business environment.

**PS3400 - Introduction to Homeland Security (4 quarter credits).** This course provides an overview of the essential concepts of the emerging field of homeland security. Learners study a range of threats to U.S. security, including specialty weapons, cyber attacks, and smuggling. Learners also examine current issues related to large-scale refugee flow and civil liberties, and evaluate homeland security domains, including strategy, fear management, and crisis communications. This course helps learners build a foundational vernacular upon which to critically analyze homeland security.

**PS3500 - Applied Public Safety Theory (4 quarter credits).** This course introduces the major theoretical approaches to threats to public safety from the eighteenth century and the Enlightenment period through the present. Learners study the work of experts associated with the historical, international body of criminology knowledge. Learners explore a range of issues and apply public safety theory and research to analyze them, further developing their critical thinking and writing skills.

**PS3600 - Principles of Public Safety Investigation (4 quarter credits).** This course focuses on analyzing breaches in physical, information, or personnel security. Learners examine the principles and procedures used for crime scene investigation and protection from security and law enforcement perspectives. Learners also study methods of collecting and preserving evidence; interviewing and interrogating complainants, witnesses, suspects, and victims; and employing scientific applications in criminal justice and private security investigations.

**PS3700 - Justice, Crime, and Ethics (4 quarter credits).** Learners in this course analyze the ethical dimension of law enforcement practice and acquire the critical knowledge and skills that support ethical, on-the-job decision making. Learners examine major ethical problems such as discrimination, corruption, deception, racial profiling, and excessive force using material drawn from commissions of inquiry, internal affairs investigations, published literature, human rights documentation, and observed police-community relations. Learners explore the bases for developing personal and professional ethics, guided by professional codes of practice and human rights standards.

**PS3800 - Applied Public Safety Research Methods (4 quarter credits).** In this course, learners are introduced to the principles of social research in the field of public safety. Learners use the scientific method to collect data and analyze research questions specific to crime prevention, emergency planning, information security, and hazard assessment. Learners also explore the ethics of public safety research techniques and practical applications of research.

**PS3900 - History of Violence in the U.S. Society (4 quarter credits).** In this course, learners review the history of violence in U.S. society, focusing on war, terrorism, hostility, and conquest. Course content emphasizes the roles of local, state, and federal public safety agencies in addressing violence issues in the post-9/11 era.

**PS3950 - Introductory Public Safety Statistical Research (6 quarter credits).** This course introduces learners to basic statistical language and procedures related to crime phenomena data. Learners practice basic skills such as reading and calculating formulas and analyze the effects of measurement techniques, distribution shapes, and other factors of the statistic-selection process. Learners also examine two-variable relationships, including correlation and prediction measures. Prerequisite(s): MAT2050, PS3800.

**PS4105 - White Collar and Organized Crime Investigations (4 quarter credits).** In this course, learners focus on the principles, parameters, and procedures of white collar and organized crime investigations. Learners study ways to apply best practice techniques of criminal investigation pursuant to current statutes and legal precedents. Prerequisite(s): PS3100.

**PS4110 - Corrections, Probation, and Parole (4 quarter credits).** This course introduces learners to the fields of penology and corrections. Learners analyze the evolution of corrections, probation, and parole processes and the effects associated with corrections and reform movements. Learners also examine criminal behavior assessments that help determine offender placement and incarceration alternatives. Prerequisite(s): PS3100.

**PS4115 - Juvenile Justice Practice (4 quarter credits).** In this course, learners examine the philosophies of the juvenile justice system. Learners examine the principles of juvenile law and current juvenile justice system practices and processes. Learners also analyze methods of dealing with youthful offenders. Prerequisite(s): PS3100.

**PS4120 - Police-Community Relations (4 quarter credits).** Learners in this course study the philosophies, responsibilities, and limitations of police forces. Learners analyze formal social control processes in the U.S. and examine the effects of police training, education, and career development on community relations. Prerequisite(s): PS3100.
Undergraduate Course Descriptions, continued

PS4125 - Policing in the U.S. Society (4 quarter credits). This course provides a broad overview of the historical development, organizational structure, responsibilities, and work performed in U.S. law enforcement agencies at the municipal, county, state, and federal levels. Learners analyze the relationships between local police agencies and the various levels of government charged with law enforcement responsibilities. Prerequisite(s): PS3100.

PS4135 - Race, Crime, and Criminal Justice (4 quarter credits). In this course, learners analyze the relationship between criminological theory and practice and study the history, evolution, and operation of the criminal justice system, with an emphasis on race. Learners also examine criminal justice ethics and the implications of race on definitions of crime, criminological theory, and crime victimization. Prerequisite(s): PS3100.

PS4140 - Criminal Law and the Legal Process (4 quarter credits). In this course, learners explore criminal law and its application in the legal system. Learners analyze the legal principles used to resolve legal disputes and assess the relevance and potential impacts of legal decisions. Prerequisite(s): PS3100.

PS4145 - Criminal Law (4 quarter credits). Learners in this course examine the historical development of criminal law and the rules of criminal procedure that govern its application. Learners distinguish between the social and legal definitions of crime and dissect the various elements of crimes. Prerequisite(s): PS3100.

PS4150 - History of Drug Control (4 quarter credits). Learners in this course focus on the origin, history, and impact of drug control. Learners examine drug law enforcement, drug regulation trends and developments, and the evolution of drug treatment. Learners also analyze the local, state, and federal laws governing drug treatment. Prerequisite(s): PS3100.

PS4155 - Police Administration (4 quarter credits). In this course, learners evaluate police administration concepts. Learners examine communication principles and decision-making, leadership, and human resource management skills used in contemporary law enforcement environments. Learners also analyze individual and group behavior and ethics within police organizations. Prerequisite(s): PS3100.

PS4160 - Criminal Procedure and Evidence (4 quarter credits). This course provides learners with an understanding of the formal rules for obtaining, qualifying, and admitting evidence for criminal investigation and prosecution. Learners examine case studies to analyze and apply the rules of criminal procedure. Prerequisite(s): PS3100.

PS4210 - Principles of Emergency Management (4 quarter credits). This course introduces learners to concepts and problems associated with crisis and emergency management. Learners examine emergencies, crises, and disasters, and explore the need to develop crisis and contingency plans. Other course topics include the National Response and National Contingency plans; organizing, preparing, and managing a response organization in a turbulent environment; and effective crisis incident decision making and communication. Prerequisite(s): PS3200.

PS4220 - Emergency Planning (4 quarter credits). This course presents the strategies and skills required for successful emergency planning. Learners study the components of an effective emergency plan and the principles and resources that guide the planning process. Learners examine federal requirements governing emergency management and emergency planning structures, including Emergency Operations Centers (EOCs), the National Incident Management System (NIMS), the Incident Command System (ICS), and Mutual Aid Agreements. Learners also analyze the effect of disasters on physical and psychological health.

PS4225 - Emergency Management and Homeland Security (4 quarter credits). Learners in this course assess the factors that influence how emergency and homeland security leaders respond to and manage an emergency situation. Learners examine the assessment and deployment of emergency management assets and identify the differences between various law enforcement agencies and the resources they use to respond to critical incidents.

PS4230 - Leadership in Emergency Management (4 quarter credits). In this course, learners examine and apply leadership theories and strategies used in crisis environments. Learners study the fundamentals of human resource management and evaluate the tools needed to build effective teams.

PS4240 - Technology in Emergency Management (4 quarter credits). This course focuses on the role of information technology in crisis and response management. Learners examine disaster and crisis information requirements and determine appropriate uses of technology during emergency situations. Learners also study the causes and effects of information breakdowns during emergency situations.

PS4250 - Decision Management in Critical Incidents (4 quarter credits). Learners in this course develop the critical thinking and analytical skills needed to make effective decisions in critical environments. Learners gain an understanding of the tactical, practical, and political decisions made in the emergency management field, and analyze potential responses to those decisions.

PS4260 - Hazard Identification and Vulnerability (4 quarter credits). In this course, learners examine the basic structure of hazard identification and evaluate the methods used to make environmental and structural vulnerability assessments. Learners also evaluate retrospective and predictive approaches to properly identify and prepare for man-made and natural disasters.

PS4265 - Hazard Mitigation and Preparedness (4 quarter credits). In this course, learners examine various hazard mitigation strategies, tools, and techniques used to reduce vulnerability. Learners also explore the mitigation and preparedness functions of emergency managers; the role of politics in hazard mitigation policy at the local, state, and federal levels; and the private sector’s potential contributions to managing development in hazardous areas. Prerequisite(s): PS4260.

PS4270 - Disaster Response Operations and Management (4 quarter credits). This course provides learners with an understanding of incident management operations, from threat detection to post-incident analysis. Learners assess the challenges associated with responding effectively to terrorist situations and evaluate the effect of stress on incident management.

PS4280 - Disaster Recovery (4 quarter credits). In this course, learners analyze recovery strategies applied to disasters and evaluate the effectiveness of recovery efforts. Learners also examine the different ways in which various agencies work together as part of the longer-term recovery process. Prerequisite(s): PS4270.

PS4290 - Social Dimensions of Disaster (4 quarter credits). Learners in this course identify how events of crisis affect people. Learners develop an awareness of the effect of human influence and behavior on disaster response and recovery.

PS4310 - Homeland Security in the 21st Century (4 quarter credits). This course is an introduction to the responsibilities of the Department of Homeland Security. Learners examine the roles and jurisdictions of the 22 federal agencies within the Department of Homeland Security and their relationships with local, county, and state agencies. Learners also identify the economic challenges associated with ensuring homeland security. Prerequisite(s): PS3400.

PS4320 - Homeland Security and Multijurisdictional Coordination (4 quarter credits). Learners in this course focus on nationally recognized and accepted multijurisdictional emergency operations systems. Learners examine the National Incident Management System (NIMS) and the Incident Command System (ICS) as foundations for modeling and coordinating effective crisis command and communication management systems. Learners also evaluate proper techniques for managing rumor control and disseminating information during times of crisis.
PS4325 - Homeland Security and Emergency Management (4 quarter credits). This course presents the fundamentals of risk and asset analysis in the field of homeland security and emergency management. Learners examine physical, operational, economic, legal, and asset security risks and establish appropriate levels of preparedness for an operational system. Learners also study gap analysis measures and develop corrective action plans for both political and Incident Command systems.

PS4330 - Leadership in Homeland Security (4 quarter credits). This course provides an overview of homeland security leadership strategies, including best practices for achieving leadership success. Learners study the organizational structure of the homeland security field and gain an understanding of leadership constraints and leadership autonomy.

PS4340 - Technology and Homeland Security (4 quarter credits). In this course, learners study integrative technology systems and application techniques used in the homeland security field. Learners examine technological resources and their applications in securing mission-critical data. Other course topics include data networking, data mining, intelligence gathering, forecasting models, and planning for tabletop exercises using conventional and virtual simulations.

PS4350 - Government, Media, and Civil Liberties (4 quarter credits). Learners in this course evaluate the effects laws such as the Antiterrorism and Effective Death Penalty Act (AEDPA) and the USA PATRIOT Act have on individuals, organizations, and governments. Learners evaluate information affecting individual civil liberties, constitutionally protected freedoms, and ethnic relations. Learners also examine the consequences of detainment, internment, interrogation, and torture.

PS4360 - Domestic and International Terrorism (4 quarter credits). The focus of this course is on the mission of protecting the United States from domestic or international threats. Learners identify and interpret social, cultural, and psychological threats and stressors that can result in terrorist acts. Other course topics include terrorist organizations, political threats, and regional conflicts.

PS4365 - World Conflict (4 quarter credits). In this course, learners identify and evaluate the causes of world conflict. Learners examine and interpret social, cultural, and psychological threats and stressors that can result in global fear and world conflict. Other course topics include the historical evolution of terrorism; geopolitical threats; and past, current, and potential regional and world conflicts. Prerequisite(s): PS4360.

PS4370 - Diplomatic Approaches to National Security (4 quarter credits). This course addresses the issues involved with maintaining national security while respecting citizens’ individual freedoms. Learners study the art of diplomacy and examine other nations’ approaches to democracy and their relationships with the U.S.

PS4380 - Intelligence Role in Homeland Security (4 quarter credits). Learners in this course evaluate threats to homeland security and identify intelligence-gathering methods used to address them. Learners assess and properly allocate the resources needed to maintain homeland security, including the Incident Command System (ICS) model.

PS4390 - Multijurisdictional Approaches to Investigations (4 quarter credits). In this course, learners examine the intricacies of conducting successful multijurisdictional investigations. Learners study crime scene evaluation and preservation practices, crime-specific investigation strategies, and the different investigation standards of various federal agencies.

PS4410 - Introduction to Security Management (4 quarter credits). In this course, learners examine the private security industry from a business perspective. Topics include emergency and disaster management, security department management and operations, integration of security with law enforcement organizations, and the role of security in risk management.

PS4420 - Ethics in Security Management (4 quarter credits). Learners in this course analyze the ethical codes of conduct required of security industry professionals and use them as a foundation for developing their own personal codes of conduct. Learners also examine the importance of respecting diversity in the professional security management environment.

PS4430 - Technology and Systems in Security Management (4 quarter credits). In this course, learners study access control, access deterrent systems, and biometric security measures. Learners gain the skills necessary to implement and evaluate the effectiveness of security management technologies. Learners also analyze and perform technology cost analyses and explore the legal implications of using security management technologies.

PS4440 - Operational Security (4 quarter credits). In this course, learners develop the skills needed to evaluate threats and develop security procedures for public and private events. Learners survey, analyze, and target areas susceptible to security breach; assess infrastructure needs; and develop and apply action plans for securing assets.

PS4450 - Special Topics in Public Safety (6 quarter credits). In this course, learners propose and conduct a study of a special topic in public safety. Learners create an individual learning plan and complete course work in an area of study that complements past experience and learning objectives. Special permission is required for enrollment.

PS4990 - Public Safety Senior Capstone Project (6 quarter credits). The capstone project is the culmination of the bachelor’s degree program in Public Safety. The capstone project demonstrates the technical and applied public safety knowledge and the critical thinking and communication skills learners gain during their program. Learners formulate ideas for a new public safety approach, create a vision, and develop a strategic plan that describes how to implement their concept. Learners must take PS4990 in their final quarter. Cannot be fulfilled by transfer or petition.

Bachelor’s Psychology Courses

PSYC3002 - Developing a Psychology Perspective (6 quarter credits). In this course, learners build and strengthen the skills needed to succeed in their program and the workplace. Learners engage in interactive activities that help them develop a psychology perspective and expand their organizational, research, critical-thinking, and problem-solving skills. Learners also participate in building a learning community, share talents and resources with courseroom peers, and prepare professional written communications. Other topics include teamwork, ethics, and project creation. Learners must take PSYC3002 in their first quarter. Cannot be fulfilled by transfer or petition.

PSYC3110 - Abnormal Psychology (6 quarter credits). Learners in this course study abnormal behavior within the framework of mental pathology. Learners examine scientific, empirically based analyses of mental disorders and deviant behavior; the range of psychological disorders and their biological, psychological, social consequences; and the evolution of abnormal psychology treatment methods. Prerequisite(s): PSYC1000.
Undergraduate Course Descriptions, continued

PSYC3210 - Human Lifespan Development (6 quarter credits). This course is a comprehensive survey of classical and contemporary theory and research related to physical, cognitive, emotional, and social development throughout the human lifespan. Learners analyze the methods used to study human development and examine stage and non-stage human development theories. Learners also study the interaction between heredity and the environment; milestones of physical, cognitive, and emotional growth; and personal issues associated with human development and aging. **Prerequisite(s): PSYC1000.**

PSYC3500 - Learning and Cognition (6 quarter credits). Learners in this course examine theories, research, and methods of human learning and cognition and the ways it can be applied to lifelong learning and development. Learners study classical and operant learning, perception, attention, memory systems, and encoding and retrieval processes and the role of reasoning, knowledge, and language in learning and cognition. **Prerequisite(s): PSYC1000.**

PSYC3520 - Introduction to Social Psychology (6 quarter credits). This course is an introduction to the scientific study of the social context on an individual's thoughts, feelings, and behaviors and the three areas of social perception, interaction, and influence in particular. Learners study social cognition, social self, interpersonal relationships, helping behavior, group behavior, attitude formation, aggression, conformity, obedience, and social perceptions related to gender, race, and culture. **Prerequisite(s): PSYC1000.**

PSYC3540 - Culture, Ethnicity, and Diversity (6 quarter credits). In this course, learners examine theories and research of culture, ethnicity, diversity, and social interaction and current trends and challenges associated with cultural diversity. Learners explore social issues related to gender, age, race, religion, sexual orientation, and mental and physical disability and the effects of prejudice, discrimination, and institutional racism. **Prerequisite(s): PSYC1000.**

PSYC3770 - Psychology of Human Motivation and Performance (6 quarter credits). This course presents psychological concepts, principles, and theories associated with motivation. Learners evaluate the motivational factors influencing personal and professional performance, success, and satisfaction and identify, assess, and apply motivational strategies and models of performance enhancement. **Prerequisite(s): PSYC1000.**

PSYC4100 - History and Modern Systems of Psychology (6 quarter credits). Learners in this course explore the history of psychology as an academic discipline. Learners study the lives of various significant psychologists and the historical and social events that shaped the development of the field as a science. Learners also examine the evolution of the field's ideas of the mind, paradigmatic approaches influencing the discipline, and various psychology systems that have developed as a result of rapid social and technological change. **Prerequisite(s): PSYC1000.**

PSYC4110 - Positive Psychology (6 quarter credits). This course presents the theories, research, and best practices of the scientific study of optimal human functioning. Learners explore positive traits and experiences and the institutions that facilitate their development. Learners study happiness, self-esteem, empathy, friendship, love, achievement, optimism, spirituality, wisdom, creativity, and humor and integrate their values and personal and professional aspirations within a framework of strengths-based character, positive emotions, and communication. **Prerequisite(s): PSYC1000.**

PSYC4310 - Biological Psychology (6 quarter credits). In this course, learners explore the mind-body connection and the biological bases of behavior. Learners study the structure and functions of the nervous system; brain evolution and plasticity; methodology of physiological psychology; and the neurological bases of sensation, perception, motivation, emotion, and higher cortical functions. **This course requires the use of statistical software. Prerequisite(s): BIO1000, PSYC1000.**

PSYC4600 - Research Methods in Psychology (6 quarter credits). Learners in this course gain an understanding of fundamental research methods and tools used in psychology study. Learners explore various research methods and designs, the ways the scientific method can be applied to the study of human behavior and thought, and ethical considerations associated with conducting research with human participants. **Prerequisite(s): PSYC1000, PSYC4700.**

PSYC4700 - Statistics for the Behavioral Sciences (6 quarter credits). In this course, learners gain an understanding of fundamental statistical reasoning and systematic quantitative data analysis. Learners study statistical sampling, statistical assumptions and requirements, internal validity, tests of statistical differences between and among groups, correlation, effect size and confidence intervals, practical and statistical significance, and visual analysis and display of data. Learners also examine effective statistical data organization, reporting, and interpretation and evaluate contentions and arguments putatively based on statistics. **This course requires the use of statistical software. Prerequisite(s): MAT2001, PSYC1000.**

PSYC4800 - Special Topics in Psychology (6 quarter credits). In this course, learners propose and conduct a study of a special topic in psychology. Learners either conduct a literature review of current psychology research, write a paper that applies current psychology theory and research to field-related work or experience, or write a paper that describes their involvement and participation in conducting psychological research. **Special permission is required for enrollment.**

PSYC4900 - Psychology Capstone Project (6 quarter credits). The capstone project is the culminating experience of the bachelor's degree program in Psychology and is intended to demonstrate the technical and applied psychology knowledge and critical-thinking and communication skills learners gain during their program. Learners identify a particular psychology-related issue and synthesize and apply acquired psychology knowledge and skills to formulate an appropriate solution. **Learners must take PSYC4900 in their final quarter. Cannot be fulfilled by transfer or petition.**

Right 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 the 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.
Graduate Schools
From the Dean

Welcome to the School of Business and Technology. We offer doctoral and master’s degree programs that emphasize contemporary issues in business, management, and information technology and reflect the competitive and rapidly changing global enterprise environment. Within each degree program, a range of specializations and profession-relevant curricula provide you with opportunities to build knowledge and expand your skills.

Interacting with faculty is a key part of your learning experience at Capella. Their academic credentials and passion for teaching, deep knowledge of their subject area, and relevant industry experience help you link theory and practice and apply in the workplace what you are learning in the courseroom. Whether you are at the beginning, middle, or peak of your career, our faculty support your professional goals and development.

Doctor of Philosophy degree programs in Business, Organization and Management, and Information Technology are designed to develop teaching and research-focused scholar-practitioners who have the ability to make significant contributions in a variety of organizational, technological, and academic settings.

The Doctor of Business Administration degree program is designed to equip senior business leaders with the subject matter expertise and applied research skills to enable them make practical and empirical contributions to their profession and organization.

Master of Science degree programs in Human Resource Management, Leadership, and Organizational Development provide solid academic and professional preparation for the workplace.

The Master of Science in Information Technology degree program helps learners develop core IT leadership and business skills.

The Master of Business Administration degree program offers high-impact curriculum focused on core business skills and professional effectiveness competencies that are essential for long-term results.

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 your academic success.

Raja Iyer, PhD
Dean
About the School of Business and Technology

School Mission Statement
Our mission is to educate adult learners using highly relevant curriculum and exceptional instruction to deliver competency-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 Business**
The Doctor of Philosophy in Business is designed for scholar-practitioner business professionals interested in research, teaching, consulting, or management. Throughout the program, learners evaluate advanced theoretical constructs, standards, and techniques of business practice; strengthen the skills needed to think critically about and formulate appropriate solutions to business problems; and conduct scholarly research that contributes to the field. Upon successful completion of this degree program, learners have an understanding of the systemic approach to theory and practice in the functional areas of business and are able to apply it in business research, teaching, consulting, or management. Doctoral learners may pursue a general program of study or specialize in Accounting.

**Doctor of Philosophy (PhD) in Organization and Management**
The PhD in Organization and Management prepares scholar-practitioners for professional teaching or organizational roles in the fast-paced, competitive, global enterprise system. Senior- and mid-level managers and leaders study existing practices, investigate new management and leadership techniques, translate theory into practice, and engage in course work that prepares them to use research and theory to make informed organizational decisions. Learners may pursue a general program of study or specialize in Human Resource Management, Information Technology Management, Leadership, Management Education, or Project Management. Learners develop a deep subject matter expertise in specific areas of interest and the doctoral skills needed for research, critical thinking, and professional communications.

**Doctor of Philosophy (PhD) in Information Technology**
The Doctor of Philosophy in Information Technology provides learners with advanced information technology knowledge and skills, and assists them in developing solid research and scholarly writing abilities. Doctoral learners may pursue a general program of study or specialize in Information Technology Education, Information Assurance and Security, or Project Management. The program culminates in a dissertation that adds to the existing body of IT knowledge. The PhD in Information Technology prepares learners to pursue careers in organizations or in consulting and/or teaching.

**Doctor of Business Administration (DBA)**
The Doctor of Business Administration (DBA) degree program is designed for experienced professionals seeking to advance in their careers as senior business managers, consultants, researchers, or teachers. Throughout the program, learners integrate business theory and research with strategic practice and develop expertise in functional areas, such as marketing, finance and accounting, and operations, or cross-functional disciplines, such as strategy, business intelligence, and leadership. Successful completion of this degree program prepares learners to develop ethical and collaborative approaches to make business decisions and solve business problems. Learners may pursue DBA specializations in Business Intelligence, Global Operations and Supply Chain Management, or Strategy and Innovation.

**Master of Science (MS) in Human Resource Management**
The Master of Science in Human Resource Management degree program provides learners with the knowledge and skills needed to plan and execute a broad range of human resource management functions in the 21st century workplace. The curriculum blends business and HRM competencies and emphasizes critical thinking, data analysis, and tangible results. Throughout the program, learners engage in business and HRM-related organizational contexts that help develop their ability to effectively address real-world HRM challenges from a business perspective and translate strategic plans into workplace practices that deliver business results. Successful completion of this degree program helps position learners for careers as strategic business partners or HRM leaders. Master’s learners may pursue Human Resource Management specializations in General Human Resource Management, Industrial and Labor Relations, Legal Studies, or Human Capital Management.
About the School of Business and Technology, continued

Master of Science (MS) in Leadership
The Master of Science in Leadership degree program emphasizes the development of the leader as an evolving, responsible, and strategic force within organizations. Learners engage in a curriculum that highlights areas of current and emerging thinking associated with developing talent and relationships and managing and leading in complex and dynamic environments, collaborative and virtual environments, and adaptive systems in a sustainable and responsible manner. Learners also participate in personal development and coaching activities that assist them with career positioning for the future. Upon successful completion of this degree program, learners are prepared to pursue careers as managers or leaders in organizational settings that require adaptive and strategic skills.

Master of Science (MS) in Organizational Development
The Master of Science in Organizational Development is an interdisciplinary, practitioner-oriented degree program that emphasizes a consultative, process-oriented approach to organizational engagement. The program exemplifies five areas of organizational development management based on current theory and best practices in the field. These organizational development management areas include organizational development/organizational behavior content, business, data and assessment, process consultation, and intervention management. Throughout the program, learners gain knowledge and skills in organizational systems and dynamics, talent and change management, data collection and measurement, and assessment and interventions. Upon successful completion of the program, learners are prepared to pursue careers as organization development managers, human resource managers, organizational effectiveness managers, or organizational development specialists.

Master of Science (MS) in Information Technology
The Master of Science in Information Technology is designed to help working adults acquire the skills and knowledge needed to advance their careers and make significant contributions within their organizations. For the information technology professional who wants to lead in the design and deployment of secure enterprise applications and network technologies, the degree program includes specializations in Business Analysis, Enterprise Software Architecture, Health Information Management, Information Assurance and Security, and Network Architecture.

In addition, the master’s 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. Learners in the general and some specialized programs of study can apply their course work to work-related systems challenges in a virtual lab environment, helping to increase their credibility and effectiveness in their jobs. The program helps learners acquire higher-level managerial skills while familiarizing them with the newest applications being used by leading corporations.

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<thead>
<tr>
<th>DOCTORAL DEGREE PROGRAMS</th>
<th>Master of Science (MS) in Leadership</th>
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<tr>
<td>Doctor of Philosophy (PhD) in Business</td>
<td>General Leadership</td>
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<td>General Business Accounting</td>
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<td>General Organizational Development</td>
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<td>Leadership</td>
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<td>Management Education</td>
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<td>Project Management</td>
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<tr>
<td>Doctor of Philosophy (PhD) in Information Technology</td>
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<td>General Information Technology</td>
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<td>Project Management</td>
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<tr>
<td>Doctor of Business Administration (DBA)¹</td>
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<td>Business Intelligence</td>
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<td>Global Operations and Supply Chain Management</td>
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<td>Strategy and Innovation</td>
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<th>MASTER’S DEGREE PROGRAMS</th>
<th>Master of Science (MS) in Human Resource Management</th>
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<td>Industrial and Labor Relations</td>
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<td>Legal Studies</td>
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<th>CERTIFICATES</th>
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<td>Information Assurance and Security</td>
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<td>Project Management</td>
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¹ Review of this program is pending in ND and SC.
Certificate Programs
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 Assurance and Security, Leadership, and Project Management.

Learners enrolled in the Combined BS/MS in Information Technology option will have already completed a specified number of graduate quarter credits as part of their bachelor’s Information Technology degree program.

Master of Business Administration (MBA)
The Master of Business Administration is designed to meet the needs of working professionals seeking to advance their careers in management and turn experienced managers into effective leaders. The MBA focuses on practical content, relevant skills, and job-related behaviors 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 experienced faculty who support the curriculum are committed to learner success. Learners receive broad exposure to core business disciplines in the general program of study and have the option to increase the depth of their competency in the Accounting, Finance, Global Operations and Supply Chain Management, Health Care Management, Human Resource Management, Information Technology Management, Marketing, or Project Management specializations.

Learners enrolled in the Combined BS/MBA option will have already completed a specified number of graduate quarter credits as part of their bachelor’s Business degree program.

About the School of Business and Technology, continued
# School of Business and Technology Degree Programs, Specializations, Certificates

## Doctor of Philosophy (PhD) in Business Specializations

Learners in the PhD in Business degree program should carefully assess their ability to write and think critically and from a scholarly perspective. OM7006 and OM7007 are specifically designed to help learners develop their critical-thinking and writing skills.

### General Business

The doctoral specialization in General Business provides learners with a deep understanding of business theory, research, and practice. The curriculum focuses on general business systems and leadership, financial management, accounting, economics, strategy, and ethics and social responsibility. In addition to the core curriculum, learners gain advanced knowledge and skills in research design and application. Upon successful completion of this specialization, learners have an understanding of the theoretical and practical concepts needed to be successful in business research, practice, teaching, management, or consulting.

### Residency Requirement(s):

Three four-day colloquia (OM-R8921, OM-R8922, OM-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school's residency courses.

### Sixteen Required Courses 68 quarter credits

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<tr>
<th>Course Code</th>
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<tr>
<td>PHB8004</td>
<td>Theory and Practice in Business</td>
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<td>OM7020</td>
<td>Marketing Strategy and Practice</td>
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<td>Accounting and Financial Management</td>
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<td>PHB7075</td>
<td>Organizational Systems and Leadership</td>
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<td>PHB8012</td>
<td>Strategy, Planning, and Operations in Business</td>
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<td>OM8020</td>
<td>Quantitative Research Techniques</td>
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<td>OM8021*</td>
<td>Management Theory Creation</td>
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<tr>
<td>OM8022*</td>
<td>Survey of Applied Research Methods</td>
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<td>PHB8024*</td>
<td>Advanced Research: Mixed-Methods Research Designs</td>
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<tr>
<td>OM8910*</td>
<td>Teaching Practice Seminar OR</td>
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<tr>
<td>OM8920*</td>
<td>Leadership Practice Seminar OR</td>
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<tr>
<td>OM8930*</td>
<td>Consulting Practice Seminar</td>
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</tbody>
</table>

**Upon completion of all required course work:**

- PHB9919 * Doctoral Comprehensive Examination
- PHB8920 * Dissertation Courseroom (non-credit)
- PHB8921 * Dissertation Research 1 (5 quarter credits)
- PHB8922 * Dissertation Research 2 (5 quarter credits)
- PHB8923 * Dissertation Research 3 (5 quarter credits)
- PHB8924 * Dissertation Research 4 (5 quarter credits)

### Eight Elective Courses 32 quarter credits

Choose any graduate course(s).

**Total** 120 quarter credits

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* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
## School of Business and Technology Degree Programs, Specializations, Certificates, continued

### Doctor of Philosophy (PhD) in Organization and Management Specializations

Learners in the PhD in Organization and Management degree program should carefully assess their ability to write and think critically and from a scholarly perspective. OM7006 and OM7007 are specifically designed to help learners develop their critical-thinking and writing skills.

### General Organization and Management

Learners in the doctoral General Organization and Management specialization may select courses and electives from one or more specializations, provided that they meet all general specialization requirements and any course prerequisites. It is expected that learners choose electives that provide a coherent foundation for research in an area of organization and management inquiry. Successfully completing the General Organization and Management specialization prepares learners to lead, consult, or teach in the field of organization from an informed, strategic viewpoint, creating practical solutions to real-world problems.

**Residency Requirement(s):**
Three four-day colloquia (OM-R8921, OM-R8922, OM-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school's residency courses.

### Sixteen Required Courses  68 quarter credits

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<tr>
<th>Course Code</th>
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<tr>
<td>OM8004</td>
<td>Managing and Organizing People</td>
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<tr>
<td>OM7020</td>
<td>Marketing Strategy and Practice</td>
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<td>Accounting and Financial Management</td>
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<td>OM8020</td>
<td>Quantitative Research Techniques</td>
</tr>
<tr>
<td>OM8010</td>
<td>Principles of Organization Theory and Practice</td>
</tr>
</tbody>
</table>

**Core courses:**
- OM8004 Managing and Organizing People
- OM7020 Marketing Strategy and Practice
- OM7040 Accounting and Financial Management
- OM7050 Ethics and Social Responsibility
- OM8010 Principles of Organization Theory and Practice

**Specialization courses:**
- OM8021 * Management Theory Creation
- OM8022 * Survey of Applied Research Methods
- OM8025 * Advanced Qualitative Research
- OM8026 * Applied Multivariate Modeling
- OM8027 * Survey Research Methodology
- PHB8024 * Advanced Research: Mixed-Methods Research Designs
- OM8910 * Teaching Practice Seminar
- OM8920 * Leadership Practice Seminar
- OM8930 * Consulting Practice Seminar

Upon completion of all required course work:
- OM9919 * Doctoral Comprehensive Examination
- OM9920 * Dissertation Courseroom (non-credit)
- OM9921 * Dissertation Research 1 (5 quarter credits)
- OM9922 * Dissertation Research 2 (5 quarter credits)
- OM9923 * Dissertation Research 3 (5 quarter credits)
- OM9924 * Dissertation Research 4 (5 quarter credits)

Choose any graduate course(s).

**Total** 120 quarter credits

### Information Technology Management

The Information Technology 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 in the Information Technology Management specialization prepare learners to lead, consult, or teach in the field of IT management from an informed, strategic viewpoint, creating practical solutions to emerging real-world problems as organizations compete in the global marketplace.

**Residency Requirement(s):**
Three four-day colloquia (OM-R8921, OM-R8922, OM-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school's residency courses.

### Eight Elective Courses  32 quarter credits

Choose any graduate course(s).

**Total** 120 quarter credits

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

**PhD in Organization and Management**

Specialization courses:

- OM8301 Survey of Research Literature in Information Technology Management Infrastructure
- OM8302 Survey of Research Literature in Information Technology Planning and Delivery
- OM8303 Information Technology Technical Foundations
- OM8304 Information Technology Delivery
- OM8305 Information Technology Strategy and Management

Upon completion of all required course work:

- OM9919 * Doctoral Comprehensive Examination
- OM9920 * Dissertation Courseroom (non-credit)
- OM9921 * Dissertation Research 1 (5 quarter credits)
- OM9922 * Dissertation Research 2 (5 quarter credits)
- OM9923 * Dissertation Research 3 (5 quarter credits)
- OM9924 * Dissertation Research 4 (5 quarter credits)

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

Total 120 quarter credits

**Leadership**

The Leadership specialization prepares leaders for today’s fast-paced and complex global enterprise system by exploring and applying cutting-edge leadership theory 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. Executives, mid-level managers, and those in the initial stages of their careers are prepared to develop real-world answers to the challenges of the twenty-first century organization. This specialization prepares doctoral 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 four-day colloquia (OM-R8921, OM-R8922, OM-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

Twenty-One Required Courses 88 quarter credits

Core courses:

- OM8004 Managing and Organizing People
- OM7020 Marketing Strategy and Practice
- OM7040 Accounting and Financial Management
- OM7050 Ethics and Social Responsibility
- OM8020 Quantitative Research Techniques
- OM8010 Principles of Organization Theory and Practice
- OM8012 Strategy
- OM8021 * Management Theory Creation
- OM8022 * Survey of Applied Research Methods
- OM8025 * Advanced Qualitative Research OR
- OM8026 * Applied Multivariate Modeling OR
- OM8027 * Survey Research Methodology OR
- PHB8024 * Advanced Research: Mixed-Methods Research Designs
- OM8910 * Teaching Practice Seminar OR
- OM8920 * Leadership Practice Seminar OR
- OM8930 * Consulting Practice Seminar

Specialization courses:

- OM8101 Theories of Leadership
- OM8102 * Leading at the Top: The Upper Echelon

In addition, choose three from the following courses:

- OM8103 * Global Executive/Manager Development
- OM8104 * Leadership: The Dark Side
- OM8105 * Issues on the Frontier of the Global Economy
- OM8106 * Leading in the Global Enterprise System
- OM8107 * Entrepreneurial Leader as Pioneer

Management Education

The Management Education specialization prepares doctoral learners to teach organization and management courses at the postsecondary level. This specialization combines advanced organization and management knowledge and skills with management education literature analysis, teaching practice, learning and instructional design, learning theory and educational processes, classroom assessment, and course design and development. The Management Education specialization offers a terminal degree option for learners who want to excel in postsecondary management instruction, allowing them to develop solid research skills and culminating in a dissertation that advances the body of knowledge of management education.

Learners in the Management Education specialization may also enroll, concurrently, in the School of Education’s Post-Master’s Certificate in College Teaching.

Residency Requirement(s):
Three four-day colloquia (OM-R8921, OM-R8922, OM-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

Twenty-One Required Courses 88 quarter credits

Core courses:

- OM8004 Managing and Organizing People
- OM7020 Marketing Strategy and Practice
- OM7040 Accounting and Financial Management
- OM7050 Ethics and Social Responsibility
- OM8020 Quantitative Research Techniques
- OM8010 Principles of Organization Theory and Practice
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- OM8021 * Management Theory Creation
- OM8022 * Survey of Applied Research Methods
- OM8025 * Advanced Qualitative Research OR
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- OM8027 * Survey Research Methodology OR
- PHB8024 * Advanced Research: Mixed-Methods Research Designs
- OM8910 * Teaching Practice Seminar

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
## School of Business and Technology Degree Programs, Specializations, Certificates, continued

### PhD in Organization and Management Specializations, continued

#### Specialization courses:
- OM8028  Survey of Research Literature in Management Education
- ED7311  Theory and Methods of Educating Adults
- ED7312  Teaching Adults
- ED7712  Classroom Assessment in Education
- ED8444  Higher Education Curriculum Development and Teaching Strategies
- ED8600  Effective Online Course Design, Delivery, Facilitation, and Assessment

Upon completion of all required course work:
- OM9919 * Doctoral Comprehensive Examination
- OM9920 * Dissertation Courseroom (non-credit)
- OM9921 * Dissertation Research 1 (5 quarter credits)
- OM9922 * Dissertation Research 2 (5 quarter credits)
- OM9923 * Dissertation Research 3 (5 quarter credits)
- OM9924 * Dissertation Research 4 (5 quarter credits)

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

Total 120 quarter credits

Learners may not transfer in more than two education courses to fulfill their specialization requirements.

### Project Management

The doctoral Project Management specialization focuses on contemporary project management theories and practices. Learners acquire the subject matter knowledge, process skills, and tools needed to effectively initiate, plan, and manage organizational projects and programs and excel as scholar-practitioners in the field. Specialization topics include project and program management, risk management, portfolio optimization, and leadership. Successful graduates of this specialization are prepared to lead, consult, or teach in the field of project management from an informed, strategic perspective.

#### Residency Requirement(s):
Three four-day colloquia (OM-R8921, OM-R8922, OM-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

#### Twenty-One Required Courses 88 quarter credits

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<td>OM8929 * Consulting Practice Seminar OR</td>
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#### Specialization courses:
- OM8521  Advances in Project Planning
- OM8523  Advances in Project Execution
- OM8525  Strategic Leadership and Human Resource Management
- OM8527  Advanced Risk Management
- OM8529  Program and Portfolio Management

Upon completion of all required course work:
- OM9919 * Doctoral Comprehensive Examination
- OM9920 * Dissertation Courseroom (non-credit)
- OM9921 * Dissertation Research 1 (5 quarter credits)
- OM9922 * Dissertation Research 2 (5 quarter credits)
- OM9923 * Dissertation Research 3 (5 quarter credits)
- OM9924 * Dissertation Research 4 (5 quarter credits)

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

Total 120 quarter credits

### Doctor of Philosophy (PhD) in Information Technology Specializations

Learners in the PhD in Information Technology degree program should carefully assess their ability to write and think critically and from a scholarly perspective. OM7006 and OM7007 are courses specifically designed to help learners develop their critical-thinking and writing skills.

#### General Information Technology

Learners in the doctoral General Information Technology specialization may select courses from one or more specializations, provided that they meet all general specialization requirements and any course prerequisites. Learners are expected to choose electives that provide a coherent foundation for research in one or more areas of information technology. Successfully completing the General Information Technology specialization prepares learners to lead, consult, or teach in the field of IT.

#### Residency Requirement(s):
Three four-day colloquia (OM-R8921, OM-R8922, OM-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

#### Sixteen Required Courses 68 quarter credits

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<td>OM7010  Marketing Strategy and Practice</td>
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<td>OM8027 * Survey Research Methodology OR</td>
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<td>PHB8024 * Advanced Research: Mixed-Methods Research Designs</td>
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<td>OM8910 * Teaching Practice Seminar OR</td>
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<td>OM8920 * Leadership Practice Seminar OR</td>
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<td>OM8930 * Consulting Practice Seminar OR</td>
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#### Specialization courses:
- OM8512  Information Technology Planning
- OM8523  Information Technology Execution
- OM8525  Information Technology Leadership and Human Resource Management
- OM8527  Advanced Information Technology Risk Management
- OM8529  Program and Portfolio Management

Upon completion of all required course work:
- OM9919 * Doctoral Comprehensive Examination
- OM9920 * Dissertation Courseroom (non-credit)
- OM9921 * Dissertation Research 1 (5 quarter credits)
- OM9922 * Dissertation Research 2 (5 quarter credits)
- OM9923 * Dissertation Research 3 (5 quarter credits)
- OM9924 * Dissertation Research 4 (5 quarter credits)

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

Total 120 quarter credits

* Denotes courses that have prerequisite(s).

Refer to the descriptions for further details.
School of Business and Technology Degree Programs, Specializations, Certificates, continued

PhD in Information Technology
Specializations, continued

Upon completion of all required course work:

**Information Assurance and Security**
The doctoral Information Assurance and Security specialization offers a terminal degree option for information security professionals in the information technology field and IT professionals who have a master’s degree in computer science or a related field. Specialization topics include information confidentiality, integrity, and availability. This specialization provides learners with advanced research, scholarly writing, and information security skills, and culminates in a dissertation that advances the body of information security knowledge. Successful graduates of this specialization are prepared to pursue careers as information security consultants, managers, or educators.

**Residency Requirement(s):**
Three four-day colloquia (OM-R8921, OM-R8922, OM-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school's residency courses.

**Twenty-One Required Courses** 88 quarter credits

Core courses:
- TS8004 Information Technology Research and Practice
- OM8301 Survey of Research Literature in Information Technology Management Infrastructure
- OM8302 Survey of Research Literature in Information Technology Planning and Delivery
- OM8303 Information Technology Technical Foundations
- OM8304 Information Technology Delivery
- OM8305 Information Technology Strategy and Management
- TS8306 Advances in Information Technology OR
- TS8998 Special Topics in Information Technology
- OM8020 Quantitative Research Techniques
- OM8022 * Survey of Applied Research Methods
- OM8025 * Advanced Qualitative Research OR
- OM8026 * Applied Multivariate Modeling OR
- OM8027 * Survey Research Methodology OR
- PHB8024 * Advanced Research: Mixed-Methods Research Designs
- TS8940 * Information Technology Consulting Practice Seminar OR
- TS8950 * Teaching Practice Seminar in Information Technology Education

**Specialization courses:**
- TS8531 Network Security Advances
- TS8533 Enterprise Security Risk Management
- TS8535 System and Application Security Advances
- TS8537 Assurance Controls and Compliance Management
- TS8539 Security Governance and Management

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

**Total** 120 quarter credits

**Information Technology Education**
The Information Technology Education specialization is intended for information technology professionals who have earned a master’s degree in computer science or a related field. This specialization provides doctoral learners with advanced IT knowledge and skills, and assists them in developing solid research, scholarly writing, and advanced teaching abilities. This specialization culminates in a dissertation that adds to the existing body of IT knowledge and prepares learners to pursue IT faculty positions in higher education settings.

Learners in the Information Technology Education specialization may also enroll, concurrently, in the School of Education’s Post-Master’s Certificate in College Teaching.

**Residency Requirement(s):**
Three four-day colloquia (OM-R8921, OM-R8922, OM-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school's residency courses.

**Twenty-One Required Courses** 88 quarter credits

Core courses:
- TS8004 Information Technology Research and Practice
- OM8301 Survey of Research Literature in Information Technology Management Infrastructure
- OM8302 Survey of Research Literature in Information Technology Planning and Delivery
- OM8303 Information Technology Technical Foundations
- OM8304 Information Technology Delivery
- OM8305 Information Technology Strategy and Management
- TS8306 Advances in Information Technology OR
- TS8998 Special Topics in Information Technology
- OM8020 Quantitative Research Techniques
- OM8022 * Survey of Applied Research Methods
- OM8025 * Advanced Qualitative Research OR
- OM8026 * Applied Multivariate Modeling OR
- OM8027 * Survey Research Methodology OR
- PHB8024 * Advanced Research: Mixed-Methods Research Designs
- TS8940 * Information Technology Consulting Practice Seminar OR
- TS8950 * Teaching Practice Seminar in Information Technology Education

**Specialization courses:**
- TS8531 Network Security Advances
- TS8533 Enterprise Security Risk Management
- TS8535 System and Application Security Advances
- TS8537 Assurance Controls and Compliance Management
- TS8539 Security Governance and Management

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

**Total** 120 quarter credits

Learners may not transfer in more than two education courses to fulfill their specialization requirements.

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
### Project Management
The doctoral Project Management specialization offers a terminal degree option for information technology project management professionals and IT professionals who have a master’s degree in computer science or a related field. Specialization topics include project and program management, risk management, project governance, and portfolio optimization. This specialization provides learners with advanced research, scholarly writing, and IT project management skills, and culminates in a dissertation that advances the body of IT project management knowledge. Upon successful completion of this specialization, learners are prepared to pursue careers as IT project management consultants, managers, or educators.

**Residency Requirement(s):**
Three four-day colloquia (OM-R8921, OM-R8922, OM-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

### Twenty-One Required Courses  88 quarter credits

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### Specialization courses:
- OM8521 Advances in Project Planning
- OM8523 Advances in Project Execution
- OM8525 Strategic Leadership and Human Resource Management
- OM8527 Advanced Risk Management
- OM8529 Program and Portfolio Management

**On completion of all required course work:**
- TS9919 * Doctoral Comprehensive Examination
- TS9920 * Dissertation Courseroom (non-credit)
- TS9921 * Dissertation Research 1 (5 quarter credits)
- TS9922 * Dissertation Research 2 (5 quarter credits)
- TS9923 * Dissertation Research 3 (5 quarter credits)
- TS9924 * Dissertation Research 4 (5 quarter credits)

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

| 
| Total 120 quarter credits |

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### Doctor of Business Administration (DBA) Specializations

#### Business Intelligence
The DBA Business Intelligence specialization is designed to provide learners with the knowledge and skills needed to lead strategic and tactical decision making within organizations. The curriculum emphasizes internal and external sources of information; techniques for identifying, gathering, managing, analyzing, and integrating organizational information used to make evidence-based decisions; data presentation tools and strategies; and ethical considerations associated with data acquisition and use. Successful completion of this specialization prepares learners to lead, consult, or teach in the area of business intelligence.

**Residency Requirement(s):**
Three three-day residential colloquia (DB-R8921, DB-R8922, DB-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

#### Seventeen Required Courses  82 quarter credits

All courses taken in a prescribed sequence:

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<th>Core courses</th>
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<td>DB8004</td>
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<td>DB-R8923</td>
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* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
DBA Specializations, continued

Specialization courses:

- **DB8310** * Organizational Data Management (4 quarter credits)
- **DB8312** * Business Information Sources and Services (4 quarter credits)
- **DB9904** * Dissertation Mentor Courseroom 4 (non-credit)
- **DB8314** * Data Warehousing and Mining (4 quarter credits)
- **DB8316** * Decision Support Analysis and Presentation (4 quarter credits)
- **DB9908** * Dissertation Mentor Courseroom 8 (non-credit)

Upon completion of all required course work:

- **DB9921** * Dissertation with Project Mentoring I
- **DB9922** * Dissertation with Project Mentoring II

Total 82 quarter credits

Review of this specialization is pending in ND and SC.

Admission to the Business Intelligence specialization requires learners to complete and submit the DBA Course Registration Acknowledgement.

+ Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

### Global Operations and Supply Chain Management

The DBA Global Operations and Supply Chain Management specialization provides learners with advanced theory and practice of organizational operations in domestic and global environments and focuses on leveraging the effects of the supply chain to increase organizational performance. The curriculum emphasizes global environment assessment; global supply chain management strategy; demand forecasting; process orientation; and global supply chain management functions associated with marketing and sales, product and inventory, integrated logistics, and personnel and customer service. Learners also engage in a comprehensive core curriculum that highlights quantitative and qualitative research methodologies, strategy, marketing innovation, and ethics and social responsibility in global operations. Learners also conduct professional research focused on contemporary global operations and supply chain management problems.

Residency Requirement(s):

Three three-day residential colloquia (DB-R8921, DB-R8922, DB-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school's residency courses.

Seventeen Required Courses 82 quarter credits

All courses taken in a prescribed sequence:

**Core courses:**

- **DB8004** Strategic Thinking and Innovation
- **DB-R8921** * DBA Research Residential Colloquium I (2 quarter credits) +
- **DB9901** * Dissertation Mentor Courseroom 1 (non-credit)
- **DB8010** * Leadership with Integrated Coaching
- **DB9902** * Dissertation Mentor Courseroom 2 (non-credit)
- **DB8020** * Research Foundations
- **DB9903** * Dissertation Mentor Courseroom 3 (non-credit)
- **DB8030** * Global Operations +
- **DB9905** * Dissertation Mentor Courseroom 5 (non-credit)
- **DB8040** * Financial Decision Making
- **DB-R8922** * DBA Research Residential Colloquium II (2 quarter credits) +
- **DB9906** * Dissertation Mentor Courseroom 6 (non-credit)
- **DB8050** * Applied Research Techniques
- **DB9907** * Dissertation Mentor Courseroom 7 (non-credit)
- **DB8060** * Exploring Opportunities for Social Responsibility and Sustainability
- **DB9909** * Dissertation Mentor Courseroom 9 (non-credit)
- **DB8070** * Market Innovation
- **DB-R8923** * DBA Research Residential Colloquium III (2 quarter credits) +
- **DB9910** * Dissertation Mentor Courseroom 10 (non-credit)

**Specialization courses:**

- **DB8320** * Supply Chain Management (4 quarter credits)
- **DB8322** * Design and Management of Global Supply Chains (4 quarter credits)
- **DB9904** * Dissertation Mentor Courseroom 4 (non-credit)
- **DB8324** * Global Logistics (4 quarter credits)
- **DB8326** * Building Global Supply Chains (4 quarter credits)
- **DB9908** * Dissertation Mentor Courseroom 8 (non-credit)

Upon completion of all required course work:

- **DB9921** * Dissertation with Project Mentoring I
- **DB9922** * Dissertation with Project Mentoring II

Total 82 quarter credits

Review of this specialization is pending in ND and SC.

Admission to the Global Operations and Supply Chain Management specialization requires learners to complete and submit the DBA Course Registration Acknowledgement.

+ Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

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

DBA Specializations, continued

Strategy and Innovation
The DBA Strategy and Innovation specialization provides learners with a theoretical and practical orientation to the strategies organizations use to create and sustain disruptive innovations and compete in today’s business environment. The curriculum emphasizes evidence-based practices for analyzing global trends and competitive information, seeking innovation opportunities, developing breakthrough strategies, and creating an organizational environment that enables innovation and change. Learners explore trend analysis and foresight planning; processes for identifying risks and innovation opportunities; and strategies for building continued organizational innovation, sustainability, and adaptation. Successful completion of this specialization prepares learners to lead, consult, or teach in the area of organizational strategy.

Residency Requirement(s):
Three three-day residential colloquia (DB-R8921, DB-R8922, DB-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

Seventeen Required Courses 82 quarter credits
All courses taken in a prescribed sequence:

Core courses:
DB8004   Strategic Thinking and Innovation
DB-R8921 * DBA Research Residential Colloquium I (2 quarter credits) +
DB9901 * Dissertation Mentor Courseroom 1 (non-credit)
DB8010 * Leadership with Integrated Coaching
DB9902 * Dissertation Mentor Courseroom 2 (non-credit)
DB8020 * Research Foundations
DB9903 * Dissertation Mentor Courseroom 3 (non-credit)
DB8030 * Global Operations +
DB9905 * Dissertation Mentor Courseroom 5 (non-credit)
DB8040 * Financial Decision Making
DB-R8922 * DBA Research Residential Colloquium II (2 quarter credits) +
DB9906 * Dissertation Mentor Courseroom 6 (non-credit)
DB8050 * Applied Research Techniques
DB9907 * Dissertation Mentor Courseroom 7 (non-credit)
DB8060 * Exploring Opportunities for Social Responsibility and Sustainability
DB9909 * Dissertation Mentor Courseroom 9 (non-credit)
DB8070 * Market Innovation
DB-R8923 * DBA Research Residential Colloquium III (2 quarter credits) +
DB9910 * Dissertation Mentor Courseroom 10 (non-credit)

Specialization courses:
DB8130 * Foresight: Anticipating the Future (4 quarter credits)
DB8132 * Identifying Opportunities for Innovation (4 quarter credits)
DB9904 * Dissertation Mentor Courseroom 4 (non-credit)
DB8134 * Competing with Disruptive Innovation (4 quarter credits)
DB8136 * Building an Innovation Strategy (4 quarter credits)
DB9908 * Dissertation Mentor Courseroom 8 (non-credit)

Upon completion of all required course work:
DB9921 * Dissertation with Project Mentoring I
DB9922 * Dissertation with Project Mentoring II

Total 82 quarter credits

Review of this specialization is pending in ND and SC.

Admission to the Strategy and Innovation specialization requires learners to complete and submit the DBA Course Registration Acknowledgement.

+ Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Master of Science (MS) in Human Resource Management

General Human Resource Management
The master’s General Human Resource Management specialization provides learners with business-oriented comprehension and skills in human resource management. Learners gain subject matter knowledge and applied experience in specific HRM areas of practice and develop the critical thinking skills needed to make informed and data-driven business decisions in collaborative, global work environments. Successful completion of this specialization prepares learners to pursue middle- and upper-level HRM-related positions in organizations.

Twelve Required Courses 48 quarter credits

Core courses:
HRM5004   Human Resource Management in the 21st Century
HRM5010   Marketing and Sales
HRM5020   Business Fundamentals
HRM5030   Ethics and Advocacy in Organizations
HRM5040   Managing Data and Information
HRM5050   Strategy and Business Development

Specialization courses:
HRM5210   The 21st Century Global Workplace

Choose four from the following courses AND the capstone course:
HRM5212 * Organization Building and Membership
HRM5214 * Law and Organizations
HRM5216 * Organization Building and Membership
HRM5218 * Total Rewards in the Global Workplace
HRM5220 * Talent Management
HRM5222 * Organizational Learning

Taken during the learner’s final quarter:
HRM5920 * Human Resource Management Capstone

Total 48 quarter credits

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
School of Business and Technology

Degree Programs, Specializations, Certificates, continued

MS in Human Resource Management
Specializations, continued

Human Capital Management

The master’s specialization in Human Capital Management provides learners with the theoretical frameworks and practices associated with the emerging human asset-focused discipline of human capital management. Specialization topics include decision science, talentship, transitional frameworks bridging human resource management and human capital management, human capital management metrics, and knowledge systems. Learners examine new paradigms for engaging, managing, and measuring human asset productivity relative to achieving business goals. Successful graduates of this specialization are prepared to pursue careers as human capital managers, human resource managers, organizational effectiveness managers, or talent management managers.

Twelve Required Courses  48 quarter credits

Core courses:
- HRM5004  Human Resource Management in the 21st Century
- HRM5010  Marketing and Sales
- HRM5020  Business Fundamentals
- HRM5030  Ethics and Advocacy in Organizations
- HRM5040  Managing Data and Information
- HRM5050  Strategy and Business Development

Specialization courses:
- HRM5230  Human Capital Management: A New Vision

Choose four from the following courses AND the capstone course:
- HRM5231 * Human Capital Management and Globalization
- HRM5233 * Human Capital Leadership
- HRM5235 * Human Capital Management and Organization Building
- HRM5237 * Human Capital Management and Change
- HRM5239 * Human Capital Management and Assessment

Taken during the learner’s final quarter:
- HRM5940 * Human Resource Management Capstone

Total  48 quarter credits

Industrial and Labor Relations

The master’s specialization in Industrial and Labor Relations provides learners with foundational understanding of the factors influencing the labor relationships between employees and organizations. Specialization topics include industrial labor relations from historical, legislative, and practice perspectives; unionism; labor law and workplace governance; the employer-employee relationship; labor management; and labor relations models and movements. Learners examine past and current labor-organization work paradigms and the applications of select business, human resource management, and industrial and labor relations theories and best practices in managing the evolving labor-organization relationships of today’s global workplace. Upon successful completion of this specialization, learners are prepared to pursue careers as human resource managers, employee relations managers, employee relations specialists, or labor arbitrators.

Twelve Required Courses  48 quarter credits

Core courses:
- HRM5004  Human Resource Management in the 21st Century
- HRM5010  Marketing and Sales
- HRM5020  Business Fundamentals
- HRM5030  Ethics and Advocacy in Organizations
- HRM5040  Managing Data and Information
- HRM5050  Strategy and Business Development

Specialization courses:
- HRM5240  Human Resources and Labor Relations

Choose four from the following courses AND the capstone course:
- HRM5241 * Unionism and American Culture
- HRM5243 * Labor Law and Legislation
- HRM5245 * Labor Management
- HRM5247 * Comparative Labor Movements
- HRM5249 * Labor and Globalization

Taken during the learner’s final quarter:
- HRM5950 * Legal Studies Capstone

Total  48 quarter credits

Legal Studies

Learners in the master’s Legal Studies specialization study the associations between business and law in the modern workplace. Specialization topics include practice and theory of constitutional, tort, and labor and employment law; employee discrimination; fact investigation; and workplace legal communications and actions. Learners examine and apply select business and legal practices and theories in establishing and maintaining legally compliant organizations that achieve business goals. Upon successful completion of this specialization, learners are prepared to pursue careers as human resource managers, employee relations managers, human resource management generalists, or conflict resolution specialists.

Twelve Required Courses  48 quarter credits

Core courses:
- HRM5004  Human Resource Management in the 21st Century
- HRM5010  Marketing and Sales
- HRM5020  Business Fundamentals
- HRM5030  Ethics and Advocacy in Organizations
- HRM5040  Managing Data and Information
- HRM5050  Strategy and Business Development

Specialization courses:
- HRM5250  Human Resource Management and the Law

Choose four from the following courses AND the capstone course:
- HRM5251 * Building the Law
- HRM5253 * Rights of Wrongs: Torts and Employment
- HRM5255 * The Attorney Relationship
- HRM5257 * Workplace Legal Actions
- HRM5259 * Legal Systems: Countries in Contrast

Taken during the learner’s final quarter:
- HRM5950 * Legal Studies Capstone

Total  48 quarter credits

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

Master of Science (MS) in Leadership Specialization

Leadership Coaching
At strategic points in the MS in Leadership degree program, learners work with an executive coach who helps them assess and develop their leadership skills, facilitate the transfer of their academic knowledge into workplace settings, and prepare themselves for leadership longevity. With the assistance of an executive coach, learners have the opportunity to reflect on their own leadership styles and develop leadership competencies specific to their backgrounds and interests.

General Leadership
The master’s General Leadership specialization is intended for learners seeking to advance to higher levels within their organizations or those who wish to position themselves for greater visibility and responsibility as organizational leaders. The curriculum emphasizes current and emerging business-based leadership theories, best practices, skills, and tools used to enable organizational innovation, creativity, and change in contemporary and future environments. Learners focus on enterprise-wide engagement through collaboration and cooperation; virtual environments and new media; talent development; sustainability; and ethics and social responsibility while developing a sense of authenticity and preparing for leadership longevity. Successful completion of this specialization prepares learners to pursue upper- or middle-level leadership positions within organizations.

Twelve Required Courses 48 quarter credits
Core courses:
LEAD5004  Leading for the Future
LEAD5110 * Managing and Leading in Dynamic Environments
LEAD5120 * Developing as a Leader
LEAD5130 * Leading and Developing Others
LEAD5140 * Leading Collaboratively
LEAD5150 * Leading Adaptive Organizational Systems
LEAD5160 * Developing Innovative Organizations
LEAD5170 * Strategies for Sustainability

Specialization courses:
Choose three from the following courses AND the capstone course:
LEAD5210 * Leading Global and Diverse Cultures
LEAD5220 * Leader as Change Agent
LEAD5230 * Leadership Communication and New Media
LEAD5240 * Leading in Social and Community-Based Organizations
LEAD5250 * Leadership in Family Business
LEAD5260 * Social Entrepreneurship

Taken during the learner’s final quarter:
LEAD5300 * Contemporary Leadership Opportunities Capstone

Total 48 quarter credits

Master of Science (MS) in Organizational Development Specialization

General Organizational Development
The master’s General Organizational Development specialization provides learners with organizational development theory, skills, and tools within a business-based framework. The curriculum emphasizes applying current and emerging theory and best practices to deliver productivity solutions that enable organizational growth and sustainability. Learners gain knowledge and experience through an interdisciplinary organizational development management curriculum that focuses on enterprise-wide engagement and capacity building. Successful completion of this specialization prepares learners to pursue middle- and upper-level organizational development-related positions in organizations.

Twelve Required Courses 48 quarter credits
Core courses:
ORD5004  Change, Culture, and Complexity
ORD5010 * Organizational Systems and Dynamics
ORD5020 Strategic Planning and Organizational Development
ORD5030 Assessment and Interventions
ORD5040 Fundamentals of Business
ORD5050 Ethics and Behavior in Organizations

Specialization courses:
ORD5510 * Organizational Development in the Global Environment

Choose four from the following courses AND the capstone course:
ORD5511 * Systems Thinking, Archetypes, and Design
ORD5513 * Group Dynamics
ORD5515 * Process Consultation
ORD5517 * Human Asset Management and Motivation
ORD5519 * Leadership, Managership, and Followership

Taken during the learner’s final quarter:
ORD5910 * General Organizational Development Capstone

Total 48 quarter credits

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

Master of Science (MS) in Information Technology Specializations

Learners in the MS in Information Technology degree program who need to enhance their skills in the areas of Web application development, database systems, software design, and/or network systems are strongly encouraged to enroll in TSS591 and/or TSS592. Learners may be requested to enroll in one or both of these courses. In either case, these courses are in addition to the specialization requirements.

General Information Technology

Capella University’s Master of Science in Information Technology helps working information technology professionals acquire the intellectual capital and technical skills needed to make significant, far-reaching contributions to their organizations. It is also ideal for those with bachelor’s degrees in other fields looking to enter the IT industry at a senior contributor or managerial level. The General Information Technology specialization provides an understanding of information technology topics by providing flexibility in selecting courses of special importance to the learner. In conjunction with the IT foundation provided by the core curriculum, the General Information Technology specialization allows learners to ensure their program matches their personal experience and unique professional needs.

Learners enrolled in the Combined BS/MS in Information Technology option for this specialization will have already completed three of five graduate elective courses as part of their bachelor’s Information Technology degree program.

Seven Required Courses 28 quarter credits
TSS5004 Technical Communications
TSS5010 Introduction to Enterprise Application Architecture
TSS5011 Managing People and Technology
TSS5130 System Development Theory and Practice
TSS5160 Business Foundations
TSS5356 Ethical and Legal Considerations in Information Technology

Taken during the learner’s final quarter:
TSS990 * Information Technology Capstone

Five Elective Courses 20 quarter credits
Choose five 5000-level Information Technology courses.

Total 48 quarter credits

Business Analysis

The Business Analysis master’s specialization develops professionals capable of serving as liaisons between technological solution implementation and business management. Learners master the skills needed to elicit and analyze business needs, determine and develop information technology project requirements, and communicate requirements to solution stakeholders and implementers. Learners use business and system models to propose, develop, and implement solutions. Throughout solution implementation, which includes system development and testing, learners monitor and ensure the validity and quality of the implemented solution to meet business goals. Successful graduates of this specialization are prepared to pursue careers as business analysts or system analysts.

Twelve Required Courses 48 quarter credits
Core courses:
TSS5004 Technical Communications
TSS5010 Introduction to Enterprise Application Architecture
TSS5011 Managing People and Technology
TSS5130 System Development Theory and Practice
TSS5160 Business Foundations
TSS5356 Ethical and Legal Considerations in Information Technology

Specialization courses:
Choose five from the following courses AND the capstone course:
TSS5341 Requirements Discovery and Documentation
TSS5342 Solution Analysis and Modeling
TSS5343 Business Solution Assessment and Validation
TSS5344 Strategic Business Analysis
TSS5345 Business Modeling
TSS5999 Current Trends in Information Technology

Taken during the learner’s final quarter:
TSS5940 * Business Analysis Capstone

Total 48 quarter credits

Enterprise Software Architecture

The master’s specialization in Enterprise Software Architecture addresses the need for information technology professionals who are capable of evaluating the business and technical requirements of enterprises with locally and globally distributed operations. Learners analyze IT problems of distributed enterprises and refine their ability to design, propose, implement, and manage solutions to these problems using technologies such as service-oriented architecture (SOA), distributed databases, and Web services. Successful graduates of this specialization are prepared to pursue careers as systems architects, technical officers, and software engineers.

Learners enrolled in the Combined BS/MS in Information Technology option for this specialization will have already completed TSS531, TSS535, and TSS537 as part of their bachelor’s Information Technology degree program.

Twelve Required Courses 48 quarter credits
Core courses:
TSS5004 Technical Communications
TSS5010 Introduction to Enterprise Application Architecture
TSS5011 Managing People and Technology
TSS5130 System Development Theory and Practice
TSS5160 Business Foundations
TSS5356 Ethical and Legal Considerations in Information Technology

Specialization courses:
Choose five from the following courses AND the capstone course:
TSS5350 Architectural Implementation
TSS5351 * Architecture Requirements Analysis
TSS5352 Enterprise Database Systems
TSS5353 Enterprise Software Architecture Design
TSS5354 * Enterprise Software Interface Design
TSS5355 * Advanced Enterprise System Development
TSS5356 Advanced Application Development
TSS5357 Enterprise Software Architecture Quality Assurance
TSS999 * Current Trends in Information Technology

Taken during the learner’s final quarter:
TSS950 * Enterprise Software Architecture Capstone

Total 48 quarter credits

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

**MS in Information Technology**

**Specializations, continued**

### Health Information Management

The Health Information Management master’s specialization prepares information technology professionals who want to use their skills in the health care field for careers such as health information managers or information technologists. Specialization topics include implementing health care policies through information management systems, supporting health care decision management, and facilitating efficient health care delivery through the secure transmission of and access to patient information.

Learners enrolled in the Combined BS/MS in Information Technology option for this specialization will have already completed TS5615, TS5620, and TS5625 as part of their bachelor’s Information Technology degree program.

**Twelve Required Courses**  
48 quarter credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TS5004</td>
<td>Technical Communications</td>
</tr>
<tr>
<td>TS5010</td>
<td>Introduction to Enterprise Application Architecture</td>
</tr>
<tr>
<td>TS5011</td>
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<tr>
<td>TS5130</td>
<td>System Development Theory and Practice</td>
</tr>
<tr>
<td>TS5160</td>
<td>Business Foundations</td>
</tr>
<tr>
<td>TS5536</td>
<td>Ethical and Legal Considerations in Information Technology</td>
</tr>
</tbody>
</table>

**Specialization courses:**

**Choose five from the following courses AND the capstone course:**

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>TS5615</td>
<td>Introduction to Health Information Systems</td>
</tr>
<tr>
<td>TS5620</td>
<td>Databases in Health Care Environments</td>
</tr>
<tr>
<td>TS5625</td>
<td>System Security in Health Care Environments</td>
</tr>
<tr>
<td>TS5630</td>
<td>Data Analysis and Decision Support for Health Information Technology Practitioners</td>
</tr>
<tr>
<td>TS5635</td>
<td>Strategic Management of Information Technology in Health Organizations</td>
</tr>
<tr>
<td>TS5599</td>
<td>Current Trends in Information Technology</td>
</tr>
</tbody>
</table>

**Taken during the learner’s final quarter:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>TS5960</td>
<td>Health Information Management Capstone</td>
</tr>
</tbody>
</table>

**Total**  
48 quarter credits

### Information Assurance and Security

The Information Assurance and Security master’s specialization prepares information technology professionals to assess information security risks and develop and implement solutions to safeguard the information assets and enterprise IT infrastructures of organizations. Learners examine the technical and managerial controls critical to the success of an information assurance program, including enterprise and wireless security, security risk management, security management practices, secure system development, and computer forensics. Upon successful completion of this specialization, learners are prepared to pursue careers as information assurance and security specialists.

Learners enrolled in the Combined BS/MS in Information Technology option for this specialization will have already completed TS5311, TS5531, and TS5534 as part of their bachelor’s Information Technology degree program.

**Twelve Required Courses**  
48 quarter credits

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
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<td>TS5010</td>
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<td>System Development Theory and Practice</td>
</tr>
<tr>
<td>TS5160</td>
<td>Business Foundations</td>
</tr>
<tr>
<td>TS5536</td>
<td>Ethical and Legal Considerations in Information Technology</td>
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</tbody>
</table>

**Specialization courses:**

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>TS5311</td>
<td>Enterprise Security</td>
</tr>
<tr>
<td>TS5312</td>
<td>Security Risk Management</td>
</tr>
<tr>
<td>TS5531</td>
<td>Security Management Practices</td>
</tr>
<tr>
<td>TS5532</td>
<td>Secure System Development and Cryptography</td>
</tr>
<tr>
<td>TS5533</td>
<td>Wireless Security</td>
</tr>
<tr>
<td>TS5534</td>
<td>Computer Forensics and Investigations</td>
</tr>
<tr>
<td>TS5599</td>
<td>Current Trends in Information Technology</td>
</tr>
</tbody>
</table>

**Taken during the learner’s final quarter:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>TS5910</td>
<td>Information Assurance and Security Capstone</td>
</tr>
</tbody>
</table>

**Total**  
48 quarter credits

### Network Architecture

The master’s Network Architecture specialization provides technology leaders with the skills necessary to design, implement, and maintain high-quality networks that meet business needs. The curriculum focuses on Internet, intranet, and extranet design, emerging network technologies, and the integration of divergent and disparate networks. Learners acquire skills in designing, planning, and maintaining local area networks (LANs) and wide area networks (WANs) and gain the knowledge needed to develop and implement organizations’ information security and disaster recovery plans. Upon successful completion of this specialization, learners are prepared to pursue careers in network management and administration and network architecture and design.

Learners enrolled in the Combined BS/MS in Information Technology option for this specialization will have already completed TS5321, TS5322, and TS5325 as part of their bachelor’s Information Technology degree program.

**Twelve Required Courses**  
48 quarter credits

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>TS5004</td>
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<td>TS5010</td>
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<td>Ethical and Legal Considerations in Information Technology</td>
</tr>
</tbody>
</table>

**Specialization courses:**

**Choose five from the following courses AND the capstone course:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>TS5321</td>
<td>Local Area Network Architectures</td>
</tr>
<tr>
<td>TS5322</td>
<td>Wide Area Network Architectures</td>
</tr>
<tr>
<td>TS5323</td>
<td>Integrating Divergent Network Architectures</td>
</tr>
<tr>
<td>TS5324</td>
<td>Evolving Network Technologies</td>
</tr>
<tr>
<td>TS5325</td>
<td>Enterprise Network Analysis</td>
</tr>
<tr>
<td>TS5327</td>
<td>Secure Network Architectures</td>
</tr>
<tr>
<td>TS5328</td>
<td>Virtualization for the Enterprise</td>
</tr>
<tr>
<td>TS5521</td>
<td>Advanced Network Technology: Switching</td>
</tr>
<tr>
<td>TS5599</td>
<td>Current Trends in Information Technology</td>
</tr>
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</table>

**Taken during the learner’s final quarter:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>TS5920</td>
<td>Network Architecture Capstone</td>
</tr>
</tbody>
</table>

**Total**  
48 quarter credits

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

MS in Information Technology
Specializations, continued

Project Management
In the master’s Project Management specialization, information technology professionals assess the current state of technology, including its organizational, legal, ethical, and professional influences, and examine the fundamentals of project management. Specialization topics include the processes, techniques, and tools used to plan, initiate, execute, control, and close projects; project budgeting, procurement, and quality; project plan development; project risk management; and project leadership management. Successful graduates of this specialization gain the skills needed to manage technology projects that meet quality, scope, time, and cost goals.

Learners enrolled in the Combined BS/MS in Information Technology option for this specialization will have already completed TS5332, TS5334, and TS5335 as part of their bachelor’s Information Technology degree program.

Twelve Required Courses 48 quarter credits
Core courses:
TS5004 Technical Communications
TS5010 Introduction to Enterprise Application Architecture
TS5011 Managing People and Technology
TS5130 System Development Theory and Practice
TS5160 Business Foundations
TS5536 Ethical and Legal Considerations in Information Technology

Specialization courses: Choose five from the following courses AND the capstone course:
TS5331 Project Management Fundamentals
TS5332 Project Management Planning, Execution, and Control
TS5333 Project Budgeting, Procurement, and Quality
TS5334 Project Risk Assessment and Control
TS5335 Project Leadership and Management
TS9999 Current Trends in Information Technology

Taken during the learner’s final quarter:
TS5930 * Project Management Capstone

Total 48 quarter credits

Master of Business Administration (MBA) Specializations

MBA learners may not take courses associated with any other program within the School of Business and Technology or any other school at Capella University while they are enrolled in the MBA program.

Professional Effectiveness CoachingSM
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 one-on-one coaching sessions.

General Business Administration
This MBA specialization provides a broad examination of core business functions and organizational management aspects and meets the needs of business professionals by presenting a thorough introduction to traditional business disciplines such as accounting, finance, marketing, operations, strategy, and statistics. This solid business foundation is supplemented with a core set of professional effectiveness courses that emphasize best practices for leading and managing others, including facilitating change, leading teams, negotiating for results, and establishing ethical leadership. The balanced curriculum of business discipline and professional effectiveness competencies prepares successful graduates to excel in a variety of business settings.

Learners enrolled in the Combined BS/MBA option for this specialization will have already completed MBA6010, MBA6020, MBA6110, and MBA6130 as part of their bachelor’s Business degree program.

Fourteen Required Courses 42 quarter credits
First two courses taken first and in sequence:
MBA6010 Professional Effectiveness: Stretch, Impact, Reposition
MBA6020 Leading for Results
MBA6110 Marketing and Brand Management
MBA6130 Operations and Process Management
MBA6140 Applied Managerial Statistics
MBA6150 Accounting
MBA6160 * Financial Management
MBA6180 Managing Information Assets and Technology

Taken during the learner’s final quarter:
MBA6190 Strategy
MBA6230 Leading Teams
MBA6240 Facilitating Change
MBA6260 Negotiating for Results
MBA6270 Regulatory and Ethical Environment of Business

Total 48 quarter credits

Accounting
The MBA Accounting specialization emphasizes accounting applications with respect to the nature and scope of business operations. The specialization cultivates learners’ abilities to plan and control organizational budgeting. Learners gain knowledge and skills in the audit and evaluation of controls and computerized information systems of accounting. Learners examine the nature and function of accounting information in the decision-making process. Learners also study the conceptual framework of accounting theory and practice, focusing on processes of identification, measurement, documentation, and financial reporting. This specialization is not designed to lead to professional licensure in accounting.

Learners enrolled in the Combined BS/MBA option for this specialization will have already completed MBA6010, MBA6020, MBA6110, and MBA6130 as part of their bachelor’s Business degree program.

Sixteen Required Courses 48 quarter credits
Core courses:
First two courses taken first and in sequence:
MBA6010 Professional Effectiveness: Stretch, Impact, Reposition
MBA6020 Leading for Results
MBA6110 Marketing and Brand Management
MBA6130 Operations and Process Management
MBA6140 Applied Managerial Statistics
MBA6150 Accounting
MBA6160 * Financial Management
MBA6180 Managing Information Assets and Technology
MBA6190 Strategy

Specialization courses:
MBA6152 * Advanced Accounting
MBA6154 * Budget Planning and Control
MBA6156 * Audit and Control of Accounting Information Systems
MBA6158 * Accounting Information for Decision Making

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
MBA Specializations, continued

In addition, choose two from the following courses AND the capstone course:

- MBA6120 Sales and Customer Relationship Management
- MBA6210 Building Relationships
- MBA6220 Developing and Coaching Others
- MBA6230 Leading Teams
- MBA6240 Facilitating Change
- MBA6250 Leveraging Workplace Diversity
- MBA6260 Negotiating for Results
- MBA6270 Regulatory and Ethical Environment of Business

Taken during the learner’s final quarter:

MBA6350 * Accounting Capstone: Judgment, Planning, and Action

Total 48 quarter credits

Global Operations and Supply Chain Management

The Global Operations and Supply Chain Management MBA specialization provides learners with a foundational understanding of company operations from a global perspective and emphasizes the leveraging effects of the supply chain on organizational performance. The curriculum presents field-related theories, paradigms, and best practices and focuses on global environment assessment; global supply chain management strategy; demand forecasting; process orientation; and global supply chain management functions associated with marketing and sales, product and inventory, integrated logistics, and personnel and customer service. Upon successful completion of this specialization, learners are prepared to pursue careers as general and operations managers, industrial production managers, supply chain managers, or management analysts.

Learners enrolled in the Combined BS/MBA option for this specialization will have already completed MBA6010, MBA6020, MBA6110, and MBA6130 as part of their bachelor’s Business degree program.

Sixteen Required Courses 48 quarter credits

Core courses:

First two courses taken first and in sequence:

- MBA6010 Professional Effectiveness: Stretch, Impact, Reposition
- MBA6020 Leading for Results
- MBA6110 Marketing and Brand Management
- MBA6130 Operations and Process Management
- MBA6140 Applied Managerial Statistics
- MBA6150 Accounting
- MBA6160 * Financial Management
- MBA6180 Managing Information Assets and Technology
- MBA6190 Strategy

Specialization courses:

Choose four from the following courses:

- MBA6161 * Financial Markets and Institutions
- MBA6162 * Advanced Finance
- MBA6163 * Bank Management
- MBA6164 * International Financial Management
- MBA6166 * Investment and Portfolio Management
- MBA6167 * Risk Management
- MBA6168 * Corporate Finance Analysis and Decisions

In addition, choose two from the following courses AND the capstone course:

- MBA6120 Sales and Customer Relationship Management
- MBA6210 Building Relationships
- MBA6220 Developing and Coaching Others
- MBA6230 Leading Teams
- MBA6240 Facilitating Change
- MBA6250 Leveraging Workplace Diversity
- MBA6260 Negotiating for Results
- MBA6270 Regulatory and Ethical Environment of Business

Taken during the learner’s final quarter:

MBA6360 * Finance Capstone: Judgment, Planning, and Action

Total 48 quarter credits

Finance

The MBA 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 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.

Learners enrolled in the Combined BS/MBA option for this specialization will have already completed MBA6010, MBA6020, MBA6110, and MBA6130 as part of their bachelor’s Business degree program.

Sixteen Required Courses 48 quarter credits

Core courses:

First two courses taken first and in sequence:

- MBA6010 Professional Effectiveness: Stretch, Impact, Reposition
- MBA6020 Leading for Results
- MBA6110 Marketing and Brand Management
- MBA6130 Operations and Process Management
- MBA6140 Applied Managerial Statistics
- MBA6150 Accounting
- MBA6160 * Financial Management
- MBA6180 Managing Information Assets and Technology
- MBA6190 Strategy

Specialization courses:

MBA6121 Foundations of Supply Chain Management
MBA6123 * Supply Chain Design and Management
MBA6125 Logistics
MBA6127 Effective Global Strategic Sourcing
MBA6129 Knowledge Management Systems

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
MBA Specializations, continued

In addition, choose one from the following courses AND the capstone course:

MBA6120 Sales and Customer Relationship Management
MBA6210 Building Relationships
MBA6220 Developing and Coaching Others
MBA6230 Leading Teams
MBA6240 Facilitating Change
MBA6250 Leveraging Workplace Diversity
MBA6260 Negotiating for Results
MBA6270 Regulatory and Ethical Environment of Business

Taken during the learner’s final quarter:
MBA6320* Global Operations and Supply Chain Management Capstone: Judgment, Planning, and Action

Total 48 quarter credits

Health Care Management
The MBA Health Care Management specialization enhances the management and business skills learners need to function effectively within the health care industry. The specialization emphasizes business models and analytics that are applicable within health care including medical device product development, health care financial management, clinical research methodologies, medical sales, information technology benefits programs, and health care e-business consulting. Upon successful completion of this specialization, learners possess knowledge that helps them assume mid-level and executive-level positions within a health care organization or an organization that serves the health care industry.

Learners enrolled in the Combined BS/MBA option for this specialization will have already completed MBA6010, MBA6020, MBA6110, and MBA6130 as part of their bachelor’s Business degree program.

Sixteen Required Courses 48 quarter credits

Core courses:

First two courses taken first and in sequence:
MBA6010 Professional Effectiveness: Stretch, Impact, Reposition
MBA6020 Leading for Results
MBA6110 Marketing and Brand Management
MBA6130 Operations and Process Management
MBA6140 Applied Managerial Statistics
MBA6150 Accounting
MBA6160* Financial Management
MBA6180 Managing Information Assets and Technology
MBA6190 Strategy

Specialization courses:
MBA6271* Strategic Management of Health Care Systems
MBA6273* Health Care Financial Management
MBA6275* Health Care Policy Analysis and Decision Making
MBA6277* Ethical and Legal Considerations in Health Care

In addition, choose two from the following courses AND the capstone course:
MBA6120 Sales and Customer Relationship Management
MBA6210 Building Relationships
MBA6220 Developing and Coaching Others
MBA6230 Leading Teams
MBA6240 Facilitating Change
MBA6250 Leveraging Workplace Diversity
MBA6260 Negotiating for Results
MBA6270 Regulatory and Ethical Environment of Business

Taken during the learner’s final quarter:
MBA6370* Health Care Management Capstone: Judgment, Planning, and Action

Total 48 quarter credits

Human Resource Management
The MBA Human Resource Management specialization curriculum emphasizes contemporary business and human resource management best practices. The specialization’s competency-based instruction design is focused on immediate application of knowledge, competencies, and skills necessary to integrate business and human resource functions in organizations. Specialization topics include national and international HRM perspectives and practices, strategic staffing, law, culture, change, and HRM-specific technology. Through the synthesis of business and HRM best practice and theory, learners are prepared to make informed, practitioner-based decisions resulting in increased professional development, organizational growth, and enterprise sustainability. Upon successful completion of this specialization, learners have gained relevant knowledge competencies and skills enabling them to enter the HRM industry or advanced HRM-related careers.

Learners enrolled in the Combined BS/MBA option for this specialization will have already completed MBA6010, MBA6020, MBA6110, and MBA6130 as part of their bachelor’s Business degree program.

Sixteen Required Courses 48 quarter credits

Core courses:

First two courses taken first and in sequence:
MBA6010 Professional Effectiveness: Stretch, Impact, Reposition
MBA6020 Leading for Results
MBA6110 Marketing and Brand Management
MBA6130 Operations and Process Management
MBA6140 Applied Managerial Statistics
MBA6150 Accounting
MBA6160* Financial Management
MBA6180 Managing Information Assets and Technology
MBA6190 Strategy

Specialization courses:
MBA6241* Human Resource Management in 21st Century Knowledge
MBA6243* Building Organizational Culture
MBA6245* Human Resource Management Technologies and Applications
MBA6247* Human Capital Management
MBA6249* Organizations, Governance, and the Law

Total 48 quarter credits

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

MBA Specializations, continued

In addition, choose one from the following courses AND the capstone course:

- MBA6120 Sales and Customer Relationship Management
- MBA6210 Building Relationships
- MBA6220 Developing and Coaching Others
- MBA6230 Leading Teams
- MBA6240 Facilitating Change
- MBA6250 Leveraging Workplace Diversity
- MBA6260 Negotiating for Results
- MBA6270 Regulatory and Ethical Environment of Business

Taken during the learner’s final quarter:

- MBA6340 * Human Resource Management Capstone: Judgment, Planning, and Action

Total 48 quarter credits

Information Technology Management

The MBA Information Technology Management specialization is targeted toward learners interested in moving into middle and senior management positions within information technology organizations. In preparation for this expanded responsibility, learners acquire the broader business perspectives and professional effectiveness skills to lead and manage others in the broader organization. The Information Technology Management specialization equips learners to leverage IT in order to enhance business competitiveness and optimize business management. The course work provides learners with techniques and skills needed to assess the impact of advances in technology on business. In addition, learners have an opportunity to practice evaluating and choosing the right leadership style for managing IT functions and staff in order to deliver the value of IT to the organization.

Learners enrolled in the Combined BS/MBA option for this specialization will have already completed MBA6010, MBA6020, MBA6110, and MBA6130 as part of their bachelor’s Business degree program.

Specialization courses:
- MBA6182 * Impact of Advances in Information Technology
- MBA6184 * Techniques for Managing Information Technology Professionals
- MBA6186 * Strategic Information System Planning
- MBA6231 * Project Planning, Management, and Financial Control

In addition, choose two from the following courses AND the capstone course:

- MBA6120 Sales and Customer Relationship Management
- MBA6210 Building Relationships
- MBA6220 Developing and Coaching Others
- MBA6230 Leading Teams
- MBA6240 Facilitating Change
- MBA6250 Leveraging Workplace Diversity
- MBA6260 Negotiating for Results
- MBA6270 Regulatory and Ethical Environment of Business

Taken during the learner’s final quarter:

- MBA6380 * Information Technology Management Capstone: Judgment, Planning, and Action

Total 48 quarter credits

Marketing

The Marketing specialization prepares MBA 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 their 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.

Learners enrolled in the Combined BS/MBA option for this specialization will have already completed MBA6010, MBA6020, MBA6110, and MBA6130 as part of their bachelor’s Business degree program.

Sixteen Required Courses 48 quarter credits

Core courses:
- First two courses taken first and in sequence:
  - MBA6010 Professional Effectiveness: Stretch, Impact, Reposition
  - MBA6020 Leading for Results
  - MBA6110 Marketing and Brand Management
  - MBA6130 Operations and Process Management
  - MBA6140 Applied Managerial Statistics
  - MBA6150 Accounting
  - MBA6160 * Financial Management
  - MBA6180 Managing Information Assets and Technology
  - MBA6190 Strategy

Specialization courses:
- Choose four from the following courses:
  - MBA6112 * Market Research
  - MBA6114 * Consumer Behavior
  - MBA6116 * New Product Design and Development
  - MBA6118 * International Marketing
  - MBA6120 Sales and Customer Relationship Management

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

MBA Specializations, continued

In addition, choose two from the following courses AND the capstone course:
MBA6210  Building Relationships
MBA6220  Developing and Coaching Others
MBA6230  Leading Teams
MBA6240  Facilitating Change
MBA6250  Leveraging Workplace Diversity
MBA6260  Negotiating for Results
MBA6270  Regulatory and Ethical Environment of Business
Taken during the learner’s final quarter:
MBA6310  * Marketing Capstone: Judgment, Planning, and Action
Total  48 quarter credits

Project Management

The Project Management specialization prepares MBA learners for expanded responsibility in an organization by sharpening their project management skills. In alignment with the Project Management Institute’s (PMI) standards, this specialization equips learners to manage projects in global enterprises and entrepreneurial start-ups. The course work provides learners with techniques in project procurement and solicitation and teaches learners to assess and mitigate risks to ensure project success. The capstone project allows learners to apply their skills in planning, managing, and controlling the processes to complete the project on time and within budget. Most important, this specialization offers learners an opportunity not only to exercise their skills in decision making but also to reflect on the impact of their judgment in dynamic project situations.

Sixteen Required Courses  48 quarter credits
Core courses:
First two courses taken first and in sequence:
MBA6010  Professional Effectiveness: Stretch, Impact, Reposition
MBA6020  Leading for Results
MBA6110  Marketing and Brand Management
MBA6130  Operations and Process Management
MBA6140  Applied Managerial Statistics
MBA6150  Accounting
MBA6160  * Financial Management
MBA6180  Managing Information Assets and Technology
MBA6190  Strategy

Specialization courses:
MBA6231  * Project Planning, Management, and Financial Control
MBA6233  * Assessing and Mitigating Risk
MBA6235  * Project Procurement and Solicitation
MBA6237  * Advanced Project Management Techniques
In addition, choose two from the following courses AND the capstone course:
MBA6120  Sales and Customer Relationship Management
MBA6210  Building Relationships
MBA6220  Developing and Coaching Others
MBA6230  Leading Teams
MBA6240  Facilitating Change
MBA6250  Leveraging Workplace Diversity
MBA6260  Negotiating for Results
MBA6270  Regulatory and Ethical Environment of Business
Taken during the learner’s final quarter:
MBA6330  * Project Management Capstone: Judgment, Planning, and Action
Total  48 quarter credits

Certificates

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 intended to enhance knowledge in a specific discipline. However, obtaining a university-awarded certificate is not equivalent to “certification.” The term certification refers to the official mandate awarded by a state board or professional organization to an individual for a specific professional practice.

Human Resource Management

The Human Resource Management certificate 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 HR competencies. By providing learners a better understanding of various HR disciplines, the certificate prepares participants for the challenges and demands faced by HR professionals.

Four Required Courses  16 quarter credits
HRM5210  * The 21st Century Global Workplace
Choose three from the following courses:
HRM5212  * Organization Building and Membership
HRM5214  * Law and Organizations
HRM5216  * Project Planning, Management, and Financial Control
HRM5218  * Total Rewards in the Global Workplace
HRM5220  * Talent Management
HRM5222  * Organizational Learning
Total  16 quarter credits
School of Business and Technology Degree Programs, Specializations, Certificates, continued

Certificates, continued

Information Assurance and Security
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 certificate prepares learners who have previously earned a bachelor’s degree to manage a large organization’s enterprise security based on the 10 domains of the Certified Information Systems Security Professional (CISSP) certification from International Information Systems Security Certification Consortium, Inc. (ISC)². It goes well beyond 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

- TS5311 Enterprise Security
- TS5312 Security Risk Management
- TS5531 Security Management Practices
- TS5532 Secure System Development and Cryptography
- TS5536 Ethical and Legal Considerations in Information Technology

**Total** 20 quarter credits

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 certificate 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 (PMI). It goes well beyond certification by 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 PMI.

**Five Required Courses**                20 quarter credits

- TS5331 Project Management Fundamentals
- TS5332 Project Management Planning, Execution, and Control
- TS5333 Project Budgeting, Procurement, and Quality
- TS5334 Project Risk Management and Control
- TS5335 Project Leadership and Management

**Total** 20 quarter credits

Leadership
The Leadership certificate is designed to prepare learners to serve in leadership roles or expand their horizons as future leaders within their current organizations. Learners gain considerable insight into the challenges and complexities of leading in today’s environment and reflect on their own leadership styles and focus on developing specific leadership competencies.

**Four Required Courses**                16 quarter credits

- LEAD5004 Leading for the Future
- LEAD5110 * Managing and Leading in Dynamic Environments
- LEAD5120 * Developing as a Leader

**AND**

Choose one graduate LEAD course.

**Total** 16 quarter credits

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
From the Dean

Welcome to the School of Education at Capella University. Our programs are about you and the impact that you want to make as an educational leader.

Capella’s specializations in higher education and training focus on career requirements for educators and trainers working 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.

Capella’s P–12 education specializations prepare individuals to assume vital roles serving children and adolescents. The competency-based specializations are based upon nationally recognized external standards and are specifically designed for dedicated, P–12 educators whose futures are enriched by the mastery of recognized professional standards and/or the achievement of specific licensure credentials but whose lives demand convenient access. Our specializations in P–12 education deliver the practical skills needed to be more successful in today’s diverse schools. In addition, three of Capella’s P–12 specializations, Reading and Literacy, Leadership in Educational Administration, and Special Education Teaching are state-approved, a precondition for educational licensure in some states.

The School of Education’s most recent addition, the Doctor of Education (EdD) degree program, is designed for adults seeking leadership roles in any education-related profession. Learners focus on the leadership and management competencies necessary to make positive changes in their professional setting, making the research focus as relevant as it is rigorous.

At Capella University, you will be invigorated, challenged, and emboldened to achieve your educational goals. Your future is in your hands, and we look forward to helping you realize that future.

Barbara Butts Williams, PhD
Dean
About the School of Education

School 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 Education (EdD)
The School of Education’s Doctor of Education degree program, structured as a cohort, integrates recognized theory and case method learning in a collaborative environment, enabling practicing professionals to advance their understanding and skills in the essential areas of leadership, career, and management preparedness. The degree program fosters creative and critical thinking, application of inquiry and research skills, analysis of complex systems, and the development of leadership and management skills. These competencies support effective decision making and change management, enabling learners to excel as scholar-practitioners and forward-thinking educational leaders. This degree program does not satisfy licensure requirements for P–12 public school teachers or administrators.

The Doctor of Education is structured using a cohort model. Beginning in their first quarter, learners enroll in one course each quarter in a prescribed sequence, progressing through their program with the same group of learners. Earning the EdD as part of a cohort enhances opportunities to gain skills and knowledge and develop professional relationships with other learners.

Doctor of Philosophy (PhD) in Education
The School of Education’s Doctor of Philosophy degree program 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 emboldened leaders in a global society.

Education Specialist (EdS)
The School of Education’s Education Specialist degree program serves learners seeking a post-master’s graduate experience that emphasizes both practice and scholarship. The EdS degree assists practitioners by moving them toward the scholarly focus of the doctoral experience.

Master of Science (MS) in Education
The School of Education’s Master of Science degree program 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 Programs
The School of Education’s certificate programs provide 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 licensing or certification standards vary, Capella University makes no representation, warranty, or guarantee that successful completion of the degree or certificate program 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 the Licensure Disclosure & Responsibilities Acknowledgement in which they agree that it is their responsibility to understand and comply with licensing and certification laws and regulations. Additional information on professional licensure and certification can be found on iGuide.

SCHOOL OF EDUCATION SPECIALIZATIONS

<table>
<thead>
<tr>
<th>P–12 Specializations</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum and Instruction</td>
<td>PhD, EdS, MS</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>MS</td>
</tr>
<tr>
<td>K–12 Studies in Education</td>
<td>PhD, MS</td>
</tr>
<tr>
<td>Leadership in Educational Administration</td>
<td>PhD, EdS, MS</td>
</tr>
<tr>
<td>Reading and Literacy</td>
<td>MS</td>
</tr>
<tr>
<td>Special Education Leadership</td>
<td>PhD</td>
</tr>
<tr>
<td>Special Education Teaching</td>
<td>MS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Higher Education and Training Specializations</th>
<th>Degrees and Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Teaching</td>
<td>Post-Master’s Certificate</td>
</tr>
<tr>
<td>Educational Leadership and Management</td>
<td>EdD</td>
</tr>
<tr>
<td>Enrollment Management</td>
<td>MS, Post-Master’s Certificate</td>
</tr>
<tr>
<td>Instructional Design for Online Learning</td>
<td>PhD, MS</td>
</tr>
<tr>
<td>Leadership for Higher Education</td>
<td>PhD, MS</td>
</tr>
<tr>
<td>Nursing Education</td>
<td>PhD</td>
</tr>
<tr>
<td>Postsecondary and Adult Education</td>
<td>PhD, MS</td>
</tr>
<tr>
<td>Professional Studies in Education</td>
<td>PhD, MS</td>
</tr>
<tr>
<td>Training and Performance Improvement</td>
<td>PhD, MS</td>
</tr>
</tbody>
</table>
School of Education Degree Programs, Specializations, Certificates

Doctor of Education (EdD) in Education Specializations

Educational Leadership and Management

The EdD specialization in Educational Leadership and Management, structured as a cohort, is designed to prepare practicing professionals to effectively lead colleges; universities; P–12 public, private, religious, charter, and non-traditional schools; and corporate, nonprofit, and governmental educational institutions. Throughout the specialization, learners focus on financial, human resource, operations, and change management; effective decision-making strategies, models, and tools; curriculum and instruction improvement processes; and cultural competence and advocacy. The curriculum is based on current industry knowledge and standards and provides learners with the opportunity to strengthen their inquiry, analysis, communication, decision-making, and leadership skills and use them to address critical, real-world problems. This specialization does not satisfy licensure requirements for P–12 public school teachers or administrators.

The EdD Educational Leadership and Management specialization is structured using a cohort model. Beginning in their first quarter, learners enroll in one course each quarter in a prescribed sequence, progressing through their program with the same group of learners. Earning the EdD as part of a cohort enhances opportunities to gain skills and knowledge and develop professional relationships with other learners.

Twelve Required Courses 72 quarter credits

All courses taken in the following sequence:

- ELM8100 Foundations of Educational Leadership and Management I
- ELM8102 Foundations of Educational Leadership and Management II
- ELM8104 Leadership Through Personal and Professional Development
- ELM8106 Creating a Culture of Learning
- ELM8108 Data-Informed Decision Making for Educational Leaders
- ELM8110 Leading and Managing Change I
- ELM8112 Leading and Managing Change II
- ELM8114 Practicum in Educational Leadership and Management
- ELM9920 Dissertation Courseroom (non-credit)
- ELM9921 Dissertation Research 1 (6 quarter credits)
- ELM9922 Dissertation Research 2 (6 quarter credits)
- ELM9923 Dissertation Research 3 (6 quarter credits)
- ELM9924 Dissertation Research 4 (6 quarter credits)

Total 72 quarter credits

Admission to the Educational Leadership and Management specialization requires learners to complete and submit the Cohort Auto-Registration Form.

Curriculum and Instruction

Learners in the doctoral curriculum and Instruction specialization 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 and administrators interested in leadership careers as building or district-level administrators, or as teacher-leaders guiding curriculum and instructional improvement initiatives supported by current theory and research in curriculum design, instructional models, and assessment strategies focused on increasing student achievement. Learners participate in course discussions and activities that provide practical experiences and projects that demonstrate innovative and timely theory, research, and practice.

Residency Requirement(s):

Three four-day colloquia (ED-R8921, ED-R8922, ED-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school's residency courses.

Eighteen Required Courses 72 quarter credits

Core courses:

ED8007 Leading Innovation
ED8112 Educational Research Methods
ED8119 Advanced Practicum in Research Design

Specialization courses:

ED7541 Teacher Supervision and Evaluation
ED7820 Principles of Educational Administration
ED8533 Advanced Curriculum Mapping: Reflection and Practice
ED8534 Advanced Instruction and Assessment: Theory and Practice
ED8535 Advanced Collaboration for the Improvement of Curriculum and Instruction
ED8536 Advanced Application of Research for the Improvement of Curriculum and Instruction
ED8538 Advanced Curriculum and Instruction: Program Evaluation
ED7822 The Funding of Educational Institutions
ED8540 Internship in Curriculum and Instruction (2 quarter credits)
ED8541 Internship in Curriculum and Instruction II (2 quarter credits)
ED9919 Doctoral Comprehensive Examination
ED9920 Dissertation Courseroom (non-credit)
ED9921 Dissertation Research 1 (5 quarter credits)
ED9922 Dissertation Research 2 (5 quarter credits)
ED9923 Dissertation Research 3 (5 quarter credits)
ED9924 Dissertation Research 4 (5 quarter credits)

Twelve Elective Courses 48 quarter credits

Recommended elective courses:

ED5501 Assessment and Improvement of Instruction
ED5500 Standards-Based Curriculum, Instruction, and Assessment
ED5504 Strategies for Eliminating the Achievement Gap
ED7537 Emerging Technology and Multimedia for Curriculum and Instruction
ED7700 Learning Theory and the Educational Process
ED7701 Educational Philosophy and Change
ED7711 Course Design and Development
ED7710 Teaching and Learning with Diverse Populations
ED7823 Education and the Law
ED8111 The Historical and Social Foundations of Education
ED8812 The Governance of Educational Institutions
ED7310 Evaluating the Effectiveness of the Educational Process
ED8100 The Future of Educational Institutions: Topics and Trends
ED7818 The Future of Teaching and Learning: Issues for the Educational Leader
HS5334 Ethnic and Cultural Awareness
ED8122 Statistics for Educational Research I
ED8123 Statistics for Educational Research II
ED8117 Advanced Qualitative Research Methods

Choose any graduate course(s).

Total 120 quarter credits

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
School of Education Degree Programs, Specializations, Certificates, continued

**PhD in Education Specializations, continued**

**K–12 Studies in Education**

The doctoral K–12 Studies in Education specialization is designed for K–12 career-oriented professionals who wish to excel as scholar-practitioners. The specialization delivers research-based competencies focused on current issues in education, including such broad topics as school governance and leadership and such focused topics as math instruction, science instruction, virtual school teaching, and teacher leadership. The specialization’s flexibility permits learners to create an individualized doctoral program whatever their K–12 research interests.

**Residency Requirement(s):**

Three four-day colloquia (ED-R8921, ED-R8922, ED-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

**Fifteen Required Courses** 64 quarter credits

**Core courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED8007</td>
<td>Leading Innovation</td>
</tr>
<tr>
<td>ED8112</td>
<td>Educational Research Methods</td>
</tr>
<tr>
<td>ED8515</td>
<td>Advanced Action Research for Teacher-Leaders</td>
</tr>
<tr>
<td>ED8119</td>
<td>Advanced Practicum in Research Design</td>
</tr>
</tbody>
</table>

**Specialization courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED8111</td>
<td>The Historical and Social Foundations of Education</td>
</tr>
<tr>
<td>ED7310</td>
<td>Evaluating the Effectiveness of the Educational Process</td>
</tr>
<tr>
<td>ED7542</td>
<td>The Politics of P–12 Education</td>
</tr>
<tr>
<td>ED8502</td>
<td>Advanced Learning Theory and Instructional Practice</td>
</tr>
<tr>
<td>ED7701</td>
<td>Educational Philosophy and Change</td>
</tr>
<tr>
<td>ED8100</td>
<td>The Future of Educational Institutions: Topics and Trends</td>
</tr>
<tr>
<td>ED9919</td>
<td>Doctoral Comprehensive Examination</td>
</tr>
<tr>
<td>ED9920</td>
<td>Dissertation Courseroom (non-credit)</td>
</tr>
<tr>
<td>ED9921</td>
<td>Dissertation Research 1 (5 quarter credits)</td>
</tr>
<tr>
<td>ED9922</td>
<td>Dissertation Research 2 (5 quarter credits)</td>
</tr>
<tr>
<td>ED9923</td>
<td>Dissertation Research 3 (5 quarter credits)</td>
</tr>
<tr>
<td>ED9924</td>
<td>Dissertation Research 4 (5 quarter credits)</td>
</tr>
</tbody>
</table>

**Fourteen Elective Courses** 56 quarter credits

**Recommended elective courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED5516</td>
<td>Adult Learning and Professional Development</td>
</tr>
<tr>
<td>ED5523</td>
<td>Inquiry-Based Curriculum and Resources for Elementary Science Teachers</td>
</tr>
<tr>
<td>ED5508</td>
<td>Research and Best Practices in Mathematics Instruction</td>
</tr>
<tr>
<td>ED5513</td>
<td>Middle-Level Issues</td>
</tr>
<tr>
<td>ED5528</td>
<td>Technology Skills for the Virtual School Teacher</td>
</tr>
<tr>
<td>ED5511</td>
<td>Teaching Algebra for Understanding</td>
</tr>
<tr>
<td>ED5514</td>
<td>Educational Leadership for Teacher-Leaders</td>
</tr>
<tr>
<td>ED5522</td>
<td>The Art of Planning Science Instruction: Creating the Engaged Science Student</td>
</tr>
<tr>
<td>ED5524</td>
<td>Inquiry-Based Curriculum and Resources for Secondary Science Teachers</td>
</tr>
<tr>
<td>ED5526</td>
<td>Student Assessment and Work Analysis in Science Instruction</td>
</tr>
<tr>
<td>ED5506</td>
<td>Standards and the K–12 Mathematics Curriculum</td>
</tr>
<tr>
<td>ED5507</td>
<td>The Art of Planning Mathematics Instruction</td>
</tr>
<tr>
<td>ED5529</td>
<td>Instructional Strategies for the Virtual School Teacher</td>
</tr>
<tr>
<td>ED5530</td>
<td>Assessment Strategies for the Virtual School Teacher</td>
</tr>
<tr>
<td>ED5533</td>
<td>Curriculum Mapping: Reflection and Practice (recommended for all K–12 teachers)</td>
</tr>
<tr>
<td>ED8122</td>
<td>* Statistics for Educational Research I</td>
</tr>
<tr>
<td>ED8123</td>
<td>* Statistics for Educational Research II</td>
</tr>
<tr>
<td>ED8117</td>
<td>* Advanced Qualitative Research Methods OR Choose any graduate course(s).</td>
</tr>
</tbody>
</table>

**Total** 120 quarter credits

**Leadership in Educational Administration**

Learners in the doctoral Leadership in Educational Administration specialization develop the knowledge, skills, attributes, and dispositions necessary to successfully meet the rigorous of an ever-changing educational system and enjoy the rewards of being a 21st-century P–12 principal or superintendent. This doctoral program offers learners the opportunity to develop and strengthen research and problem-solving skills that can be applied to the leadership challenges of the current student achievement-focused world of P–12 education. The curriculum is aligned with nationally recognized leadership standards, including those of the Interstate School Leaders Licensure Consortium (ISLLC) and is designed to prepare learners to be innovative and ethical P–12 leaders.

**Residency Requirement(s):**

Three four-day colloquia (ED-R8921, ED-R8922, ED-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

**Eighteen Required Courses** 76 quarter credits

**Core courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED8007</td>
<td>Leading Innovation</td>
</tr>
<tr>
<td>ED8112</td>
<td>Educational Research Methods</td>
</tr>
<tr>
<td>ED8119</td>
<td>Advanced Practicum in Research Design</td>
</tr>
</tbody>
</table>

**Specialization courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED7820</td>
<td>Principles of Educational Administration</td>
</tr>
<tr>
<td>ED8111</td>
<td>The Historical and Social Foundations of Education</td>
</tr>
<tr>
<td>ED7822</td>
<td>* The Funding of Educational Institutions</td>
</tr>
<tr>
<td>ED7823</td>
<td>* Education and the Law</td>
</tr>
<tr>
<td>ED7541</td>
<td>Teacher Supervision and Evaluation</td>
</tr>
<tr>
<td>ED7545</td>
<td>Special Education Administration</td>
</tr>
<tr>
<td>ED7542</td>
<td>The Politics of P–12 Education</td>
</tr>
</tbody>
</table>

In addition, choose one of the following leadership options:

For learners seeking principal licensure:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED7852</td>
<td>* P–12 Principalship</td>
</tr>
<tr>
<td>ED7901</td>
<td>* Internship in Educational Administration I</td>
</tr>
<tr>
<td>ED7902</td>
<td>* Internship in Educational Administration II</td>
</tr>
</tbody>
</table>

For learners seeking superintendent licensure:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ED7543</td>
<td>The Superintendency</td>
</tr>
<tr>
<td>ED7903</td>
<td>* Internship in the Superintendency I</td>
</tr>
<tr>
<td>ED7904</td>
<td>* Internship in the Superintendency II</td>
</tr>
<tr>
<td>ED9919</td>
<td>* Doctoral Comprehensive Examination</td>
</tr>
<tr>
<td>ED9920</td>
<td>* Dissertation Courseroom (non-credit)</td>
</tr>
<tr>
<td>ED9921</td>
<td>* Dissertation Research 1 (5 quarter credits)</td>
</tr>
<tr>
<td>ED9922</td>
<td>* Dissertation Research 2 (5 quarter credits)</td>
</tr>
<tr>
<td>ED9923</td>
<td>* Dissertation Research 3 (5 quarter credits)</td>
</tr>
<tr>
<td>ED9924</td>
<td>* Dissertation Research 4 (5 quarter credits)</td>
</tr>
</tbody>
</table>

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
School of Education Degree Programs, Specializations, Certificates, continued

PhD in Education Specializations, continued

Eleven Elective Courses              44 quarter credits
Recommended elective courses:
ED7544  Introduction to School Business Administration
ED8812  The Governance of Educational Institutions
ED7310  Evaluating the Effectiveness of the Educational Process
ED8100  The Future of Educational Institutions: Topics and Trends
ED7818  The Future of Teaching and Learning: Issues for the Educational Leader
ED7106  Curriculum Development
ED7857  Personnel Administration
ED8122 * Statistics for Educational Research I
ED8123 * Statistics for Educational Research II
ED8117 * Advanced Qualitative Research Methods
ED8535  Advanced Collaboration for the Improvement of Curriculum and Instruction
HS5334  Ethnic and Cultural Awareness

OR
Choose any graduate course(s).

Total 120 quarter credits

Special Education Leadership

The doctoral Special Education Leadership specialization focuses on P–12 special education leadership skills, including knowledge of laws and regulations, curriculum and instruction, financial resources, and community and family collaboration. Applicants must hold a master’s degree in education and a certification or license in special education. The course work, internship, and residential colloquia competencies are based on Interstate School Leaders Licensure Consortium (ISLLC) national standards. Upon successful completion of this specialization, learners are prepared to pursue leadership roles at the school, district, state, or higher education levels.

Residency Requirement(s):
Three four-day colloquia (ED-R8921, ED-R8922, ED-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

Nineteen Required Courses              76 quarter credits
Core courses:
ED8007  Leading Innovation
ED8112  Educational Research Methods
ED8119 * Advanced Practicum in Research Design
Specialization courses:
ED7820  Principles of Educational Administration
ED7822  The Funding of Educational Institutions
ED7823  Education and the Law
ED7106  Curriculum Development
ED7541  Teacher Supervision and Evaluation
ED7545  Special Education Administration
ED7550 * Leadership for Director of Special Education
ED7551 * Special Education Curriculum and Instructional Strategies
ED7552 * Special Education Law and Finance
ED7554 * Internship for Director of Special Education I (2 quarter credits)
ED7555 * Internship for Director of Special Education II (2 quarter credits)
ED9919 * Doctoral Comprehensive Examination
ED9920 * Dissertation Courseroom (non-credit)
ED9921 * Dissertation Research 1 (5 quarter credits)
ED9922 * Dissertation Research 2 (5 quarter credits)
ED9923 * Dissertation Research 3 (5 quarter credits)
ED9924 * Dissertation Research 4 (5 quarter credits)

Eleven Elective Courses              44 quarter credits
Recommended elective courses:
ED7542  The Politics of P–12 Education
ED7544  Introduction to School Business Administration
ED7852  P–12 Principalship
ED7543  The Superintendency
ED8812  The Governance of Educational Institutions
ED7310  Evaluating the Effectiveness of the Educational Process
ED8100  The Future of Educational Institutions: Topics and Trends
ED7818  The Future of Teaching and Learning: Issues for the Educational Leader
ED8111  The Historical and Social Foundations of Education
ED8122 * Statistics for Educational Research I
ED8123 * Statistics for Educational Research II
ED8117 * Advanced Qualitative Research Methods

OR
Choose any graduate course(s).

Total 120 quarter credits

Admission to the Leadership in Educational Administration specialization requires learners to complete and submit the Certification of Teaching Experience form.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is learners’ responsibility to understand and comply with requirements for their state.

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

In Minnesota, learners who wish to add endorsements to existing administrative licenses must complete additional field work. To expand an elementary or secondary license to K–12, learners must 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, 3512.0200, Subp.3.).

Learners seeking licensure in Arizona must secure a Structured English Immersion endorsement (SEI). Capella University has an alliance with Rio Salado College regarding course work for the SEI endorsement. Learners needing this endorsement should contact academicadvisement@mail.riosalado.edu to discuss the necessary courses and the application process at Rio Salado College.

Prior to enrollment, Washington state learners are advised to contact the Office of the Superintendent of Public Instruction at 360.725.6320 or profed@k12.wa.us to determine teacher certification or endorsement requirements, and contact their school district regarding qualifications for salary advancement.

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
School of Education Degree Programs, Specializations, Certificates, continued

PhD in Education Specializations, continued

### Instructional Design for Online Learning

The doctoral specialization in Instructional Design for Online Learning is designed to prepare professionals to lead and manage instructional design challenges in a variety of traditional and online settings in educational institutions, corporations, health care and government agencies, and the military. The curriculum emphasizes research and leadership in the instructional design, development, and implementation of educational interventions. Successful graduates of this specialization are prepared to pursue leadership roles in producing and applying research in instructional design and development.

**Residency Requirement(s):**
Three four-day colloquia (ED-R8921, ED-R8922, ED-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

**Eighteen Required Courses** 76 quarter credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED8002</td>
<td>Foundations of Theory and Practice in Doctoral Studies</td>
</tr>
<tr>
<td>ED8112</td>
<td>Educational Research Methods</td>
</tr>
<tr>
<td>ED8119*</td>
<td>Advanced Practicum in Research Design</td>
</tr>
</tbody>
</table>

**Specialization courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED5802</td>
<td>Principles of Instructional Design</td>
</tr>
<tr>
<td>ED5803*</td>
<td>Processes of Instructional Design</td>
</tr>
<tr>
<td>ED5807</td>
<td>Design of Instructional Media</td>
</tr>
<tr>
<td>ED7624*</td>
<td>Theories of Learning and Instruction</td>
</tr>
<tr>
<td>ED7620*</td>
<td>Theoretical Basis of Instructional Design</td>
</tr>
<tr>
<td>ED8810*</td>
<td>Ethics and Social Responsibility in Distance Education</td>
</tr>
<tr>
<td>ED7496*</td>
<td>Advanced Instructional Design</td>
</tr>
<tr>
<td>ED7504*</td>
<td>Leadership for Instructional Design</td>
</tr>
<tr>
<td>ED9919*</td>
<td>Doctoral Comprehensive Examination</td>
</tr>
<tr>
<td>ED9920*</td>
<td>Dissertation Courseroom (non-credit)</td>
</tr>
<tr>
<td>ED9921*</td>
<td>Dissertation Research 1 (5 quarter credits)</td>
</tr>
<tr>
<td>ED9922*</td>
<td>Dissertation Research 2 (5 quarter credits)</td>
</tr>
<tr>
<td>ED9923*</td>
<td>Dissertation Research 3 (5 quarter credits)</td>
</tr>
<tr>
<td>ED9924*</td>
<td>Dissertation Research 4 (5 quarter credits)</td>
</tr>
</tbody>
</table>

In addition, choose two from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ED5804</td>
<td>The Delivery of Distance Education</td>
</tr>
<tr>
<td>ED7814</td>
<td>Interface Design</td>
</tr>
<tr>
<td>ED7503</td>
<td>Instructional Media Tools</td>
</tr>
<tr>
<td>ED5810</td>
<td>Project Management for e-Learning Development</td>
</tr>
<tr>
<td>ED7505*</td>
<td>Evaluation and Assessment of Instructional Design</td>
</tr>
</tbody>
</table>

### Eleven Elective Courses 44 quarter credits

**Recommended elective courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED7006</td>
<td>Research and Writing for Graduate Learners</td>
</tr>
<tr>
<td>ED7007*</td>
<td>Focused Research and Writing for Graduate Learners</td>
</tr>
<tr>
<td>ED7008</td>
<td>Developing Voice and Style in Academic and Professional Writing</td>
</tr>
<tr>
<td>ED7212</td>
<td>Administration and Leadership of Distance Education Programs</td>
</tr>
<tr>
<td>ED7631</td>
<td>The Future of Corporate and Technical Training: Issues and Trends</td>
</tr>
<tr>
<td>ED7641</td>
<td>Introduction to Training and Performance Systems</td>
</tr>
<tr>
<td>ED7672</td>
<td>Delivery Systems for Training and Performance Improvement</td>
</tr>
<tr>
<td>ED7830</td>
<td>Coaching for High Performance</td>
</tr>
<tr>
<td>ED8122*</td>
<td>Statistics for Educational Research I</td>
</tr>
<tr>
<td>ED8123*</td>
<td>Statistics for Educational Research II</td>
</tr>
<tr>
<td>ED8117*</td>
<td>Advanced Qualitative Research Methods</td>
</tr>
</tbody>
</table>

The following electives are available as directed study:

- ED6895* Internship for Instructional Design for Online Learning
- ED7495* Research Strategies and Methodologies for Online Learning
- ED8895* Special Topics in Instructional Design for Online Learning

Choose any graduate course(s).

**Total** 120 quarter credits

### Leadership for Higher Education

Leaders in the PhD Leadership for Higher Education specialization focus on acquiring the doctoral research and problem-solving skills needed to meet leadership challenges in higher education. The curriculum emphasizes leadership theories and models, higher education history and politics, higher education and the law, assessment in higher education, funding and financing education enterprises, higher education human resource management and administration, and the future of teaching and learning. Successful graduates of this specialization are prepared to pursue leadership positions at community colleges, universities, or other postsecondary, human service, military, and nonprofit organizations at the administrative or executive level.

**Residency Requirement(s):**
Three four-day colloquia (ED-R8921, ED-R8922, ED-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

**Eighteen Required Courses** 76 quarter credits

**Core courses:**

<table>
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<tr>
<td>ED8112</td>
<td>Educational Research Methods</td>
</tr>
<tr>
<td>ED8119*</td>
<td>Advanced Practicum in Research Design</td>
</tr>
</tbody>
</table>

**Specialization courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED7540</td>
<td>Leadership in Higher Education</td>
</tr>
<tr>
<td>ED7546</td>
<td>Human Resources in Higher Education</td>
</tr>
<tr>
<td>ED7547</td>
<td>Assessment in Higher Education</td>
</tr>
<tr>
<td>ED7818</td>
<td>The Future of Teaching and Learning: Issues for the Educational Leader</td>
</tr>
<tr>
<td>ED7212</td>
<td>Administration and Leadership of Distance Education Programs</td>
</tr>
<tr>
<td>ED7834</td>
<td>Higher Education and the Law</td>
</tr>
<tr>
<td>ED8447</td>
<td>Advanced Funding and Managing Education Enterprises</td>
</tr>
<tr>
<td>ED7840</td>
<td>The Politics of Higher Education</td>
</tr>
<tr>
<td>ED7841</td>
<td>The History of Higher Education</td>
</tr>
<tr>
<td>ED7855</td>
<td>Higher Education Administration</td>
</tr>
<tr>
<td>ED9919*</td>
<td>Doctoral Comprehensive Examination</td>
</tr>
<tr>
<td>ED9920*</td>
<td>Dissertation Courseroom (non-credit)</td>
</tr>
<tr>
<td>ED9921*</td>
<td>Dissertation Research 1 (5 quarter credits)</td>
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</tr>
<tr>
<td>ED9924*</td>
<td>Dissertation Research 4 (5 quarter credits)</td>
</tr>
</tbody>
</table>

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
School of Education Degree Programs, Specializations, Certificates, continued

**PhD in Education Specializations, continued**

### Eleven Elective Courses  44 quarter credits

**Recommended elective courses:**
- ED7106  Curriculum Development
- ED7703  Student Development Challenges and Successes
- ED7713  Student Advising and Retention
- ED7800  Grant Writing for Higher Education
- ED8111  The Historical and Social Foundations of Education
- ED8122 *  Statistics for Educational Research I
- ED8123 *  Statistics for Educational Research II
- ED8117 *  Advanced Qualitative Research Methods

**OR**
- Choose any graduate course(s).

**Total**  120 quarter credits

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**Nursing Education**

The doctoral Nursing Education specialization is designed to prepare nurses for advanced roles as nurse educators in higher and adult education. The curriculum presents nursing concepts and theories and provides learners with essential knowledge and skills in curriculum development and evaluation, teaching strategy, and scholarship. The Nursing Education specialization trains learners to design, deliver, evaluate, assess, and lead nursing education programs and function as effective nursing educators.

**Residency Requirement(s):**
- Three four-day colloquia (ED-R8921, ED-R8922, ED-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

### Seventeen Required Courses  72 quarter credits

**Core courses:**
- ED8002  Foundations of Theory and Practice in Doctoral Studies
- ED8112  Educational Research Methods
- ED8119 *  Advanced Practicum in Research Design

**Specialization courses:**
- ED7311  Theory and Methods of Educating Adults
- ED7314  International and Multicultural Perspectives in Postsecondary and Adult Education
- ED7712  Classroom Assessment in Education
- ED7310  Evaluating the Effectiveness of the Educational Process
- ED8350  Advanced Nursing Theory and Concepts
- ED8355  Curriculum Design and Evaluation in Nursing Education
- ED8360  The Nurse Educator: Faculty Roles and Responsibilities
- ED8365  Teaching Strategies in Nursing Education
- ED8370  Nursing Leadership and Professional Practice
- ED9919 *  Doctoral Comprehensive Examination
- ED9920 *  Dissertation Courseroom (non-credit)
- ED9921 *  Dissertation Research 1 (5 quarter credits)
- ED9922 *  Dissertation Research 2 (5 quarter credits)
- ED9923 *  Dissertation Research 3 (5 quarter credits)
- ED9924 *  Dissertation Research 4 (5 quarter credits)

**Residency Requirement(s):**
- Three four-day colloquia (ED-R8921, ED-R8922, ED-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

**Total**  120 quarter credits

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### Twelve Elective Courses  48 quarter credits

**Recommended elective courses:**
- ED7818  The Future of Teaching and Learning: Issues for the Educational Leader
- ED5315  Adult Development and Learning
- ED5311  The Collaborative Nature of Adult Education
- ED7391  International Aspects of Adult Education
- ED5804  The Delivery of Distance Education
- ED7212  Administration and Leadership of Distance Education Programs
- ED7590  Critical Thinking in Adult Education
- ED7700  Learning Theory and the Educational Process
- ED7580  Theory and Development of Multiple Intelligences
- ED7540  Leadership in Higher Education
- ED7547  Assessment in Higher Education
- ED7690  Critical Skills for Facilitating Online Learning
- ED5312  Strategies for Building Online Learning Communities
- ED5313  Curriculum Development for Online Learning
- ED7716  Faculty Leadership
- ED7800  Grant Writing for Higher Education
- ED8117 *  Advanced Qualitative Research Methods
- ED8444 *  Higher Education Curriculum Development and Teaching Strategies
- ED8600  Effective Online Course Design, Delivery, Facilitation, and Assessment
- HS8505  Ethics and Decision Making in Health Care
- HS8300  Diversity in the Workplace

**OR**
- Choose any graduate course(s).

**Total**  120 quarter credits

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* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
School of Education Degree Programs, Specializations, Certificates, continued

**PhD in Education Specializations, continued**

**Postsecondary and Adult Education**

The doctoral Postsecondary and Adult Education specialization is designed to prepare learners to meet the challenges of changing global trends in education and help them develop and improve effective teaching and leadership skills. The curriculum emphasizes major theories of adult learning, the needs of the multicultural adult learner, the development of effective learning communities and environments, critical analysis, program and curricular evaluation, and best practices in postsecondary instruction. Learners who successfully complete this specialization are prepared to pursue instructional leadership positions in a variety of postsecondary education settings, including adult education, distance education, continuing higher education, health care education, community development, and military education.

**Residency Requirement(s):**

Three four-day colloquia (ED-R8921, ED-R8922, ED-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

**Sixteen Required Courses** 68 quarter credits

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>ED8002 Foundations of Theory and Practice in Doctoral Studies</td>
</tr>
<tr>
<td>ED8112 Educational Research Methods</td>
</tr>
<tr>
<td>ED8119* Advanced Practicum in Research Design</td>
</tr>
<tr>
<td>Specialization courses:</td>
</tr>
<tr>
<td>ED7311 Theory and Methods of Educating Adults</td>
</tr>
<tr>
<td>ED7312 Teaching Adults</td>
</tr>
<tr>
<td>ED7712 Classroom Assessment in Education</td>
</tr>
<tr>
<td>ED7590 Critical Thinking in Adult Education</td>
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<td>ED7310 Evaluating the Effectiveness of the Educational Process</td>
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<td>ED7716 Faculty Leadership</td>
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<tr>
<td>ED8444 Higher Education Curriculum Development and Teaching Strategies</td>
</tr>
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<td>ED9919* Doctoral Comprehensive Examination</td>
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<tr>
<td>ED9920* Dissertation Courseroom (non-credit)</td>
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<tr>
<td>ED9921* Dissertation Research 1 (5 quarter credits)</td>
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</tr>
<tr>
<td>ED9923* Dissertation Research 3 (5 quarter credits)</td>
</tr>
<tr>
<td>ED9924* Dissertation Research 4 (5 quarter credits)</td>
</tr>
</tbody>
</table>

**Thirteen Elective Courses** 52 quarter credits

**Recommended elective courses:**

| ED7580 Theory and Development of Multiple Intelligences |
| ED7690 Critical Skills for Facilitating Online Learning |
| ED5312 Strategies for Building Online Learning Communities |
| ED7700 Learning Theory and the Educational Process |
| ED7703 Student Development, Challenges, and Successes |
| ED7711 Course Design and Development |
| ED7713 Student Advising and Retention |
| ED8111 The Historical and Social Foundations of Education |
| ED7800 Grant Writing for Higher Education |
| ED5315 Adult Development and Learning |
| ED5311 The Collaborative Nature of Adult Education |
| ED8122* Statistics for Educational Research I |
| ED8123* Statistics for Educational Research II |
| ED8117* Advanced Qualitative Research Methods |
| ED8600 Effective Online Course Design, Delivery, Facilitation, and Assessment |

**OR** Choose any graduate course(s).

**Total** 120 quarter credits

**Professional Studies in Education**

The doctoral Professional Studies in Education specialization is designed for experienced career professionals in a variety of teaching and/or education training situations. Learners may come from areas of P–12, alternative programs, adult education, allied health care, military, higher education, government, or other occupations and professions, but are united by the motivation to excel as educators and leaders. Professional studies learners seek this specialization whether they want to remain in their current profession or be prepared to change professions. The Professional Studies in Education specialization provides optimal opportunity to customize a program of study that meets the unique needs of a diverse group of learners. The entire doctoral experience is designed to create scholar-practitioners with advanced skills in critical thinking, problem solving, and research.

**Residency Requirement(s):**

Three four-day colloquia (ED-R8921, ED-R8922, ED-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

**Twelve Required Courses** 52 quarter credits

<table>
<thead>
<tr>
<th>Core courses:</th>
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</thead>
<tbody>
<tr>
<td>ED8002 Foundations of Theory and Practice in Doctoral Studies</td>
</tr>
<tr>
<td>ED8112 Educational Research Methods</td>
</tr>
<tr>
<td>ED8119* Advanced Practicum in Research Design</td>
</tr>
<tr>
<td>Specialization courses:</td>
</tr>
<tr>
<td>ED7701 Educational Philosophy and Change</td>
</tr>
<tr>
<td>ED8100 The Future of Educational Institutions: Topics and Trends</td>
</tr>
<tr>
<td>ED8222 Professionalism in the 21st Century</td>
</tr>
<tr>
<td>ED7700 Learning Theory and the Educational Process OR</td>
</tr>
<tr>
<td>ED7311 Theory and Methods of Educating Adults</td>
</tr>
<tr>
<td>ED9919* Doctoral Comprehensive Examination</td>
</tr>
<tr>
<td>ED9920* Dissertation Courseroom (non-credit)</td>
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<td>ED9921* Dissertation Research 1 (5 quarter credits)</td>
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<tr>
<td>ED9923* Dissertation Research 3 (5 quarter credits)</td>
</tr>
<tr>
<td>ED9924* Dissertation Research 4 (5 quarter credits)</td>
</tr>
</tbody>
</table>

**Seventeen Elective Courses** 68 quarter credits

**Recommended elective courses:**

| ED8122* Statistics for Educational Research I |
| ED8123* Statistics for Educational Research II |
| ED8117* Advanced Qualitative Research Methods |

**OR** Choose any graduate course(s).

**Total** 120 quarter credits

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
School of Education Degree Programs, Specializations, Certificates, continued

PhD in Education Specializations, continued

Training and Performance Improvement

The doctoral Training and Performance Improvement specialization 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 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 American Society for Training & Development’s (ASTD) Human Performance Improvement model.

Residency Requirement(s):
Three four-day colloquia (ED-R8921, ED-R8922, ED-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

Eighteen Required Courses 76 quarter credits
Core courses:
ED8002 Foundations of Theory and Practice in Doctoral Studies
ED8112 Educational Research Methods
ED8119* Advanced Practicum in Research Design
Specialization courses (recommended sequence):
ED7631 Introduction to Training and Performance Systems
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
ED7675 Return on Investment in Training and Performance Improvement
ED7679 Survey of Human Resource Development Research
ED9919* Doctoral Comprehensive Examination
ED9920* Dissertation Courseroom (non-credit)
ED9921* Dissertation Research 1 (5 quarter credits)
ED9922* Dissertation Research 2 (5 quarter credits)
ED9923* Dissertation Research 3 (5 quarter credits)
ED9924* Dissertation Research 4 (5 quarter credits)

In addition, choose three from the following courses:
ED7830 Coaching for High Performance
ED7391 International Aspects of Adult Education
ED5802 Principles of Instructional Design
ED5804 The Delivery of Distance Education
ED7673 The Future of Corporate and Technical Training: Issues and Trends
ED8111 The Historical and Social Foundations of Education

Eleven Elective Courses 44 quarter credits
Recommended elective courses:
ED8122* Statistics for Educational Research I
ED8123* Statistics for Educational Research II
ED8117* Advanced Qualitative Research Methods
OR
Choose any graduate course(s).
Total 120 quarter credits

Education Specialist (EdS) Specializations

To fulfill the School of Education’s graduation requirements, EdS learners must complete a minimum of 24 quarter credits after matriculation into the EdS program. Learners must complete 24 quarter credits regardless of the number of type of credits completed prior to matriculating into the EdS program.

This requirement does not apply to learners who are changing from the PhD program to the EdS program without having first successfully completed the PhD program.

Curriculum and Instruction

The Education Specialist (EdS) with a specialization in Curriculum and Instruction helps learners develop and demonstrate the research-based knowledge, skills, and attitudes necessary for effective classroom, school, and district-level leadership in curriculum and instruction. Learners study theory, practice and assessment, reflection, collaboration, and leadership, and gain the practical experience needed to foster and guide improvement initiatives at the local and district levels. The Curriculum and Instruction specialization is designed around national standards and is for educators and administrators who have completed a master’s degree and are interested in pursuing leadership careers such as school or district-level administrator, director of assessment, director of instruction, district curriculum director, curriculum specialist, or educator-leaders guiding curriculum and instructional improvement initiatives to increase student achievement.

Equivalent course work taken as part of the EdS program may be applied to degree requirements for a Capella PhD.

Residency Requirement(s):
Two four-day colloquia (EDS-R8921, EDS-R8922). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

Thirteen Required Courses 48 quarter credits
Core courses:
ED8007 Leading Innovation
ED8112 Educational Research Methods

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
Leadership in Educational Administration

The Education Specialist (EdS) program with a specialization in Leadership in Educational Administration prepares learners who have already completed a master’s degree to pursue roles as P–12 administrators. Learners who successfully complete program requirements gain competencies that reflect the Interstate School Leaders Licensure Consortium (ISLLC) standards. The specialization is designed to prepare learners to seek licensure in their state and pursue positions as principals or superintendents. Topics addressed in the Leadership in Educational Administration specialization include effective management; collaboration with stakeholders such as the community, families, and staff; and developing a shared vision of learning. Equivalent course work taken as part of the EdS program may be applied to degree requirements for a Capella PhD.

Residency Requirement(s):
Two four-day colloquia (EDS-R8921, EDS-R8922). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

Twelve Required Courses  48 quarter credits
Core courses:
ED8007  Leading Innovation
ED8112  Educational Research Methods

Specialization courses:
ED7820  Principles of Educational Administration
ED8111  The Historical and Social Foundations of Education
ED7822 *  The Funding of Educational Institutions
ED7823 *  Education and the Law
ED7541  Teacher Supervision and Evaluation
ED7545  Special Education Administration
ED7542  The Politics of P–12 Education

In addition, choose one of the following leadership options:
For learners seeking principal licensure:
ED7852 *  P–12 Principalship
ED7901 *  Internship in Educational Administration I
ED7902 *  Internship in Educational Administration II

For learners seeking superintendent licensure:
ED7543  The SUPERINTENDENCY
ED7903 *  Internship in the SUPERINTENDENCY I
ED7904 *  Internship in the SUPERINTENDENCY II

Total  48 quarter credits

Admission to the Leadership in Educational Administration specialization requires learners to complete and submit the Certification of Teaching Experience form.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is learners’ responsibility to understand and comply with requirements for their state.

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

In Minnesota, learners who wish to add endorsements to existing administrative licenses must complete additional field work. To expand an elementary or secondary license to K–12, learners must 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, 3512.0200, Subp. 3.).

Learners seeking licensure in Arizona must secure a Structured English Immersion endorsement (SEI). Capella University has an alliance with Rio Salado College regarding course work for the SEI endorsement. Learners needing this endorsement should contact academicadvisement@mail.riosalado.edu to discuss the necessary courses and the application process at Rio Salado College.

Prior to enrollment, Washington state learners are advised to contact the Office of the Superintendent of Public Instruction at 360.725.6320 or profed@k12.wa.us to determine teacher certification or endorsement requirements, and contact their school district regarding qualifications for salary advancement.

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
School of Education Degree Programs, Specializations, Certificates, continued

Master of Science (MS) in Education Specializations

Curriculum and Instruction
Learners in the master’s Curriculum and Instruction specialization 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.

Twelve Required Courses 48 quarter credits
Core courses:
ED5007 Foundations of Educational Leadership (6 quarter credits)
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:
ED5006 Survey of Research Methodology
ED5533 Curriculum Mapping: Reflection and Practice
ED5534 Instruction and Assessment: Theory and Practice
ED5535 Collaboration for the Improvement of Curriculum and Instruction
ED5538 Program Evaluation of Curriculum and Instruction

ED5544 * Master’s Practicum in Curriculum and Instruction I (3 quarter credits)
ED5545 * Master’s Practicum in Curriculum and Instruction II (3 quarter credits)

Total 48 quarter credits

Admission to the Curriculum and Instruction specialization requires learners to complete and submit the Certification of Licensed Teaching form.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is learners’ responsibility to understand and comply with requirements for their state.

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

Early Childhood Education
The Early Childhood Education specialization offers master’s learners the opportunity to expand their knowledge and improve their teaching skills and ability to help young children learn. This specialization prepares learners for professional instructional roles in the field of early childhood education through relevant learning experiences that incorporate personal knowledge, critical dialogue with peers, faculty expertise, research-based curriculum, and interdisciplinary instruction. Learners evaluate early childhood education theory, research, and curriculum, and examine the learning styles of young children, the educational needs of exceptional children, and the role of family relationships in childhood education. The curriculum reflects nationally recognized standards, including the National Board of Professional Teaching Standards (NBPTS).

Ten Required Courses 45 quarter credits
Core courses:
ED5007 Foundations of Educational Leadership (6 quarter credits)
ED5500 Standards-Based Curriculum, Instruction, and Assessment
ED5501 Assessment and Improvement of Instruction
ED5503 Classroom Management Strategies
ED5504 Strategies for Eliminating the Achievement Gap
ED5506 Survey of Research Methodology

Specialization courses:
PSY7220 Child Psychology (5 quarter credits)
ED5410 * The Early Childhood Learning Environment
ED5430 * Children, Families, and Society
ED5450 * Practicum in Early Childhood Education (6 quarter credits)

One Elective Course 4 quarter credits
Recommended elective courses:
ED5502 Learning Theory and Instructional Practice
ED5420 * Exceptional Children in the Early Childhood Setting
ED5560 Human Relations in Teaching and Learning (recommended for learners seeking Minnesota licensure)
ED5514 Educational Leadership for Teacher-Leaders (recommended for learners seeking supervisory positions)

OR
Choose any graduate course(s).

Total 49 quarter credits

Admission to the Early Childhood Education specialization requires learners to complete and submit the Certification of Licensed Teaching form.

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
School of Education Degree Programs, Specializations, Certificates, continued

MS in Education Specializations, continued

K–12 Studies in Education

Learners in the master’s K–12 Studies in Education specialization demonstrate the research-based knowledge, skills, and attitudes of exceptional elementary and secondary classroom teachers. The curriculum reflects 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. The following courses have been designed for licensed teachers and may require K–12 classroom access.

Nine Required Courses 40 quarter credits

Core courses:
- ED5007 Foundations of Educational Leadership (6 quarter credits)
- ED5501 Assessment and Improvement of Instruction OR
- ED7541 Teacher Supervision and Evaluation
- ED5500 Standards-Based Curriculum, Instruction, and Assessment
- ED5503 Classroom Management Strategies OR ED5502 Learning Theory and Instructional Practice
- ED5504 Strategies for Eliminating the Achievement Gap
- ED5006 Survey of Research Methodology

Specialization courses:
- ED5543 * Master’s Practicum in K–12 Studies in Education (6 quarter credits) OR
- ED5542 Master’s Capstone in K–12 Studies in Education (6 quarter credits) +

In addition, choose two from the following courses:
- ED5502 Learning Theory and Instructional Practice
- 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
- ED5513 Middle-Level Issues
- ED5514 Educational Leadership for Teacher-Leaders
- ED5515 Action Research for Teacher-Leaders
- ED5516 Adult Learning and Professional Development
- ED5522 The Art of Planning Science Instruction: Creating the Engaged Science Student
- 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
- ED5528 Technology Skills for the Virtual School Teacher
- ED5529 Instructional Strategies for the Virtual School Teacher
- ED5530 Assessment Strategies for the Virtual School Teacher
- ED5531 Communication Skills for the Virtual School Teacher
- ED5532 Social Issues and Virtual School Teaching

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

Total 48 quarter credits

Leadership in Educational Administration

Learners in the master’s Leadership in Educational Administration specialization develop the knowledge, skills, attributes, and dispositions necessary to successfully meet the rigor of an ever-changing educational system and enjoy the rewards of being a 21st-century P–12 principal. Through real-world application, 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 specialization prepares learners to translate theory into effective leadership practice.

Twelve Required Courses 48 quarter credits

Core courses:
- ED5007 Foundations of Educational Leadership (6 quarter credits)
- ED5006 Survey of Research Methodology
- ED5500 Standards-Based Curriculum, Instruction, and Assessment
- ED5501 Assessment and Improvement of Instruction
- ED5503 Classroom Management Strategies
- ED5504 Strategies for Eliminating the Achievement Gap

Specialization courses:
- ED7820 Principles of Educational Administration
- ED7822 The Funding of Educational Institutions
- ED7823 Education and the Law
- ED7825 P–12 Principalship
- ED5901 * Master’s Practicum in Leadership in Educational Administration I (3 quarter credits)
- ED5902 * Master’s Practicum in Leadership in Educational Administration II (3 quarter credits)

Total 48 quarter credits

Admission to the K–12 Studies in Education specialization requires learners to complete and submit the Certification of Licensed Teaching form. Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is learners’ responsibility to understand and comply with requirements for their state.

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

Prior to enrollment, Washington state learners are advised to contact the Office of the Superintendent of Public Instruction at 360.725.6320 or profed@k12.wa.us to determine teacher certification or endorsement requirements, and contact their school district regarding qualifications for salary advancement.

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
### School of Education Degree Programs, Specializations, Certificates, continued

<table>
<thead>
<tr>
<th>Special Education Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>The master’s Special Education Teaching specialization is intended for teachers who want to help learning disabled (LD) and special needs students achieve academic success. The curriculum, developed around national special education standards, is designed to help teachers effectively instruct the increasingly diverse populations of learning disabled and special needs children. Learners study current and emerging instruction practices, strategies, and techniques for teaching children with learning disabilities, and gain experience that is applicable and relevant to their current work. The Special Education Teaching specialization is state-approved by the Minnesota Board of Teaching and incorporates the standards of effective practice for licensing and the core and specialized skills special education teachers need to address learning disabilities.</td>
</tr>
<tr>
<td>Applicants who have a special education teaching license and a degree from an institution accredited by the National Council for Accreditation of Teacher Education (NCATE) are eligible to receive credit for ED5700, ED5701, and ED5702.</td>
</tr>
</tbody>
</table>

### Fourteen Required Courses 60 quarter credits

<table>
<thead>
<tr>
<th>Core courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED5007 Foundations of Educational Leadership (6 quarter credits)</td>
</tr>
<tr>
<td>ED5500 Standards-Based Curriculum, Instruction, and Assessment</td>
</tr>
<tr>
<td>ED5501 Assessment and Improvement of Instruction</td>
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<tr>
<td>ED5503 Classroom Management Strategies</td>
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<tr>
<td>ED5504 Strategies for Eliminating the Achievement Gap</td>
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<tr>
<td>ED5506 Survey of Research Methodology</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialization courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED5700 Foundations of Special Education</td>
</tr>
<tr>
<td>ED5701 Assessment and Planning for Special Education Students</td>
</tr>
<tr>
<td>ED5702 Instruction for Special Education Students</td>
</tr>
<tr>
<td>ED5712 Communication, Consultation, and Collaboration for Special Education</td>
</tr>
<tr>
<td>ED5713 Master’s Practicum in Special Education Teaching (6 quarter credits)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning disabled (LD) endorsement courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED5703 Foundations of the Learning Disabled</td>
</tr>
<tr>
<td>ED5704 Assessment and Planning for Learning Disabled Students</td>
</tr>
<tr>
<td>ED5705 Instruction for Learning Disabled Students</td>
</tr>
</tbody>
</table>

**Total** 60 quarter credits

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| Admission to the Special Education Teaching specialization requires learners to complete and submit the Certification of Licensed Teaching form. |

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### MS in Education Specializations, continued

Learners seeking licensure in Arizona must secure a Structured English Immersion endorsement (SEI). Capella University has an alliance with Rio Salado College regarding course work for the SEI endorsement. Learners needing this endorsement should contact academicadvisement@mail.riosalado.edu to discuss the necessary courses and the application process at Rio Salado College.

Kansas residents are advised that state regulations require a special review process for state licensure. Graduates of this master’s specialization need to be granted an administrator license in Arizona first, and then apply for a Kansas license through a review by the licensure committee. This review process cannot guarantee a license will be issued.

Prior to enrollment, Washington state learners are advised to contact the Office of the Superintendent of Public Instruction at 360.725.6320 or profed@k12.wa.us to determine teacher certification or endorsement requirements, and contact their school district regarding qualifications for salary advancement.

### Reading and Literacy

The master’s specialization in Reading and Literacy provides reading classroom teachers the opportunity to gain research-based knowledge, skills, and attitudes necessary for effective K–12 classroom reading and literacy instruction.

Learners study theory, practice and assessment, reflection, and collaboration, and complete onsite clinical experiences and classroom observations in K–12 educational settings. The competencies taught in the course work and field experiences reflect state and national standards. The Reading and Literacy specialization is state-approved by the Minnesota Board of Teaching using the Standards of Effective Practice and the Teachers of Reading standards.

<table>
<thead>
<tr>
<th>Twelve Required Courses 47 quarter credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core courses:</td>
</tr>
<tr>
<td>ED5007 Foundations of Educational Leadership (6 quarter credits)</td>
</tr>
<tr>
<td>ED5501 Assessment and Improvement of Instruction</td>
</tr>
<tr>
<td>ED5500 Standards-Based Curriculum, Instruction, and Assessment</td>
</tr>
<tr>
<td>ED5503 Classroom Management Strategies</td>
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<td>ED5504 Strategies for Eliminating the Achievement Gap</td>
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<tr>
<td>ED5506 Survey of Research Methodology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialization courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED5551 Developing Fluent Readers (3 quarter credits)</td>
</tr>
<tr>
<td>ED5552 Teaching Comprehension Strategies (3 quarter credits)</td>
</tr>
<tr>
<td>ED5553 Assessment-Based Reading Instruction (3 quarter credits)</td>
</tr>
<tr>
<td>ED5554 Sociocultural Context of Reading Instruction (3 quarter credits)</td>
</tr>
<tr>
<td>ED5555 Foundational Theories in Reading Instruction (3 quarter credits)</td>
</tr>
<tr>
<td>ED5559 Reading and Literacy Capstone (6 quarter credits)</td>
</tr>
</tbody>
</table>

**Total** 47 quarter credits

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| Admission to the Reading and Literacy specialization requires learners to complete and submit the Certification of Licensed Teaching form. |

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### Certification of Licensed Teaching form.

**Denotes courses that have prerequisite(s). Refer to the descriptions for further details.**
School of Education Degree Programs, Specializations, Certificates, continued

MS in Education Specializations, continued

Enrollment Management

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.

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.

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

Core courses:
- ED5002 Foundations of Theory and Practice in Master’s Studies
- ED5006 Survey of Research Methodology

Specialization courses:
- ED7601 Higher Education Enrollment Management
- ED7603 Effective Retention in Higher Education
- ED7605 Technology Applications to Enrollment Management
- ED7607 Financial Assistance and Enrollment Management
- ED7609 Enrollment Management Communications and Marketing Strategies and Issues
- ED7611 Strategic Enrollment Management Planning

Four Elective Courses

Recommended elective courses:
- ED7703 Student Development, Challenges, and Successes
- ED7841 The History of Higher Education
- ED7540 Leadership in Higher Education
- ED7855 Higher Education Administration
- ED7840 The Politics of Higher Education
- ED7837 Funding and Managing Education Enterprises

Choose any graduate course(s).

Total 48 quarter credits

Instructional Design for Online Learning

The master’s specialization in Instructional Design for Online Learning is designed to provide professionals working in a variety of traditional and online settings in educational institutions, corporations, health care and government agencies, and the military with the instructional design and development competence needed to advance their careers and serve their organizations. The curriculum focuses on preparing instructional design practitioners to design and develop educational interventions based on theory and practice in the field.

Ten Required Courses

Core courses:
- ED5002 Foundations of Theory and Practice in Master’s Studies
- ED5006 Survey of Research Methodology

Specialization courses:
- ED5802 Principles of Instructional Design
- ED5803* Processes of Instructional Design
- ED5990 Integrative Project

In addition, choose five from the following courses:
- ED5810 Project Management for e-Learning Development
- ED5804 The Delivery of Distance Education
- ED5807 Design of Instructional Media
- ED7212 Administration and Leadership of Distance Education Programs
- ED7814 Interface Design
- ED7503 Instructional Media Tools
- ED7505* Evaluation and Assessment of Instructional Design
- ED6895* Internship for Instructional Design for Online Learning

Two Elective Courses

Recommended elective courses:
- ED7700 Learning Theory and the Educational Process
- ED7631 Introduction to Training and Performance Systems
- ED7662 Designing Training and Performance Solutions

Choose any graduate course(s).

Total 48 quarter credits

North Carolina learners completing this specialization may not be qualified for licensure in Educational Technology (concentration in Computer Specialist-077).

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
## School of Education Degree Programs, Specializations, Certificates, continued

### MS in Education Specializations, continued

#### Leadership for Higher Education
The master’s specialization in Leadership for Higher Education integrates current recognized theory and best practices with practical application. Learners engage in a curriculum that emphasizes the history and politics of higher education, higher education and the law, and curriculum development and assessment in higher education. Successful graduates of this specialization are prepared to pursue leadership positions at community colleges, universities, or other postsecondary, human service, military, or nonprofit organizations.

**Eleven Required Courses** 44 quarter credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED5002</td>
<td>Foundations of Theory and Practice in Master’s Studies</td>
</tr>
<tr>
<td>ED5006</td>
<td>Survey of Research Methodology</td>
</tr>
</tbody>
</table>

**Specialization courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED7106</td>
<td>Curriculum Development</td>
</tr>
<tr>
<td>ED7540</td>
<td>Leadership in Higher Education</td>
</tr>
<tr>
<td>ED7547</td>
<td>Assessment in Higher Education</td>
</tr>
<tr>
<td>ED7834</td>
<td>Higher Education and the Law</td>
</tr>
<tr>
<td>ED7837</td>
<td>Funding and Managing Education Enterprises</td>
</tr>
<tr>
<td>ED7840</td>
<td>The Politics of Higher Education</td>
</tr>
<tr>
<td>ED7841</td>
<td>The History of Higher Education</td>
</tr>
<tr>
<td>ED7855</td>
<td>Higher Education Administration</td>
</tr>
<tr>
<td>ED5548</td>
<td>Leadership for Higher Education Capstone</td>
</tr>
</tbody>
</table>

**One Elective Course** 4 quarter credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ED5312</td>
<td>Strategies for Building Online Learning Communities</td>
</tr>
<tr>
<td>ED7212</td>
<td>Administration and Leadership of Distance Education Programs</td>
</tr>
<tr>
<td>ED7703</td>
<td>Student Development, Challenges, and Successes</td>
</tr>
<tr>
<td>ED7713</td>
<td>Student Advising and Retention</td>
</tr>
<tr>
<td>ED7800</td>
<td>Grant Writing for Higher Education</td>
</tr>
<tr>
<td>ED8111</td>
<td>The Historical and Social Foundations of Education</td>
</tr>
<tr>
<td>ED7818</td>
<td>The Future of Teaching and Learning: Issues for the Educational Leader</td>
</tr>
<tr>
<td>ED7546</td>
<td>Human Resources in Higher Education</td>
</tr>
</tbody>
</table>

Choose any graduate course(s).

**Total** 48 quarter credits

#### Postsecondary and Adult Education
The master’s Postsecondary and Adult Education specialization is designed to prepare learners to meet the challenges of changing global trends in education and contribute to the enrichment of the broader learning community. The curriculum helps learners develop and improve teaching skills by emphasizing reflective practice within adult education settings and integrating current theory with best practice in adult learning and teaching. Learners focus on the learning styles of individuals from various backgrounds, collaborative learning, and curriculum development for the adult learner. Learners who successfully complete this specialization are prepared to pursue careers as postsecondary educators in community college, distance education, college, university, corporate, or other adult education settings.

**Eleven Required Courses** 44 quarter credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED5002</td>
<td>Foundations of Theory and Practice in Master’s Studies</td>
</tr>
<tr>
<td>ED5006</td>
<td>Survey of Research Methodology</td>
</tr>
</tbody>
</table>

**Specialization courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED5315</td>
<td>Adult Development and Learning</td>
</tr>
<tr>
<td>ED5311</td>
<td>The Collaborative Nature of Adult Education</td>
</tr>
<tr>
<td>ED7311</td>
<td>Theory and Methods of Educating Adults</td>
</tr>
<tr>
<td>ED7590</td>
<td>Critical Thinking in Adult Education</td>
</tr>
<tr>
<td>ED7314</td>
<td>International and Multicultural Perspectives in Postsecondary and Adult Education</td>
</tr>
<tr>
<td>ED7312</td>
<td>Teaching Adults</td>
</tr>
<tr>
<td>ED7712</td>
<td>Classroom Assessment in Education</td>
</tr>
<tr>
<td>ED8444</td>
<td>Higher Education Curriculum Development and Teaching Strategies</td>
</tr>
<tr>
<td>ED5990</td>
<td>Integrative Project</td>
</tr>
</tbody>
</table>

**One Elective Course** 4 quarter credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ED7310</td>
<td>Evaluating the Effectiveness of the Educational Process</td>
</tr>
<tr>
<td>ED7580</td>
<td>Theory and Development of Multiple Intelligences</td>
</tr>
<tr>
<td>ED7690</td>
<td>Critical Skills for Facilitating Online Learning</td>
</tr>
<tr>
<td>ED5312</td>
<td>Strategies for Building Online Learning Communities</td>
</tr>
<tr>
<td>ED7703</td>
<td>Student Development, Challenges, and Successes</td>
</tr>
<tr>
<td>ED7711</td>
<td>Course Design and Development</td>
</tr>
<tr>
<td>ED7713</td>
<td>Student Advising and Retention</td>
</tr>
<tr>
<td>ED7716</td>
<td>Faculty Leadership</td>
</tr>
<tr>
<td>ED8100</td>
<td>The Future of Educational Institutions: Topics and Trends</td>
</tr>
<tr>
<td>ED8600</td>
<td>Effective Online Course Design, Delivery, Facilitation, and Assessment</td>
</tr>
</tbody>
</table>

Choose any graduate course(s).

**Total** 48 quarter credits

#### Professional Studies in Education
The master’s Professional Studies in Education specialization prepares learners to excel as educators in a variety of teaching and/or educational training situations. Learners may come from areas of adult education, alternative programs, P-12, allied health care, military, higher education, government or other occupations and professions, but are united by the motivation to excel as educators and leaders. Professional studies learners seek this specialization whether they want to remain in their current profession or be prepared to change professions. The Professional Studies in Education specialization provides optimal opportunity to customize a program of study that meets the unique needs of a diverse group of learners. The entire master’s experience is designed to develop teaching practitioners and builds upon previous knowledge and experience.

**Seven Required Courses** 28 quarter credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED5002</td>
<td>Foundations of Theory and Practice in Master’s Studies</td>
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<tr>
<td>ED5006</td>
<td>Survey of Research Methodology</td>
</tr>
</tbody>
</table>

**Specialization courses (recommended sequence):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED7701</td>
<td>Educational Philosophy and Change</td>
</tr>
<tr>
<td>ED8111</td>
<td>The Historical and Social Foundations of Education</td>
</tr>
<tr>
<td>ED7310</td>
<td>Evaluating the Effectiveness of the Educational Process OR</td>
</tr>
<tr>
<td>ED7712</td>
<td>Classroom Assessment in Education</td>
</tr>
<tr>
<td>ED7700</td>
<td>Learning Theory and the Educational Process OR</td>
</tr>
<tr>
<td>ED7311</td>
<td>Theory and Methods of Educating Adults</td>
</tr>
<tr>
<td>ED5990</td>
<td>Integrative Project</td>
</tr>
</tbody>
</table>

**Five Elective Courses** 20 quarter credits

Choose any graduate course(s).

**Total** 48 quarter credits

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
School of Education Degree Programs, Specializations, Certificates, continued

MS in Education Specializations, continued

Training and Performance Improvement
The master’s Training and Performance Improvement specialization 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 helps learners clarify and define their career purpose and professional strengths. Frequent interactions with experienced faculty and peer professionals deepen learners’ grasp of recognized theory and best practices while preparing them for more challenging job responsibilities. The curriculum is based on the American Society for Training & Development’s (ASTD) Human Performance Improvement model.

Ten Required Courses 40 quarter credits
Core courses:
ED5002 Foundations of Theory and Practice in Master’s Studies
ED5006 Survey of Research Methodology
Specialization courses (recommended sequence):
ED7631 Introduction to Training and Performance Systems
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
ED7675 Return on Investment in Training and Performance Improvement
ED5990 Integrative Project
In addition, choose one from the following courses:
ED7679 Survey of Human Resource Development Research
ED5804 The Delivery of Distance Education
ED7673 The Future of Corporate and Technical Training: Issues and Trends
ED5315 Adult Development and Learning
ED7830 Coaching for High Performance
Two Elective Courses 8 quarter credits
Choose any graduate course(s).
Total 48 quarter credits

Certificates

Post-Master’s Certificate in College Teaching
The Post-Master’s Certificate in College Teaching is designed to assist learners in mastering academic instructional skills, including the ability to teach effectively online. Successful completion of this certificate, which includes courses that address learning theory, educational philosophy, classroom assessment, and curriculum development, prepares non-teaching learners to pursue college-level faculty positions and allows teaching learners to excel as instructors.

The courses in the Post-Master’s Certificate in College Teaching articulate with the Postsecondary and Adult Education and Professional Studies in Education PhD specializations and are directly applicable to those degrees.

Five Required Courses 20 quarter credits
ED7311 Theory and Methods of Educating Adults
ED7312 Teaching Adults
ED7712 Classroom Assessment in Education
ED8444 Higher Education Curriculum Development and Teaching Strategies OR
ED8600 Effective Online Course Design, Delivery, Facilitation, and Assessment
ED8320 * Practicum in College Teaching
Total 20 quarter credits

Post-Master’s Certificate in Enrollment Management
The Post-Master’s Certificate in Enrollment Management provides higher education professionals with the skills required to be effective in areas such as admissions, financial aid, academic advising, support services, technology, and learning centers. Learners develop the investigative knowledge, abilities, and attributes necessary in the field of enrollment management in higher education. This certificate provides learners with marketing, strategic planning, technology, and regulations skills that help them lead the development of recruitment and retention plans. Learners who complete this certificate are prepared for positions such as vice president of enrollment management, director of admissions, director of academic advising, or registrar.

The Post-Master’s Certificate in Enrollment Management is offered in association with Noel-Levitz, a nationally recognized consulting firm specializing in higher education recruitment and retention. Graduates of this program receive a Capella University certificate and a professional certificate in enrollment management issued by Noel-Levitz.

The courses in the Post-Master’s Certificate in Enrollment Management articulate with the Leadership for Higher Education and Professional Studies in Education PhD specializations and are directly applicable to those degrees.

Residency Requirement(s):
One two-day residential colloquium (ED-R8010). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

Six Required Courses 24 quarter credits
ED7601 Higher Education Enrollment Management
ED7603 Effective Retention in Higher Education
ED7605 Technology Applications to Enrollment Management
ED7607 Financial Assistance and Enrollment Management
ED7609 Enrollment Management Communications and Marketing Strategies and Issues
ED7611 * Strategic Enrollment Management Planning
Total 24 quarter credits

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
School of Public Service Leadership

From the Deans

Welcome to the School of Public Service Leadership at Capella University. Our goal is to enable your professional growth as a highly effective public service leader who can cross traditional boundaries and meet increasingly complex challenges in the public sector.

The School of Public Service Leadership offers certificates and master’s and doctoral degree programs in Human Services, Nursing, Public Administration, Public Health, and Public Safety, and many public service-related specializations and concentrations, including Criminal Justice, Emergency Management, Public Safety Leadership, Gerontology, Health Care Administration, Homeland Security, Management of Nonprofit Agencies, Social and Community Services, and Fire Service Administration. Our degree programs are structured to help you achieve learning outcomes that reflect the best, most current academic and professional thought and practices in these fields.

Our curricula are designed, developed, and taught by faculty who hold doctoral degrees and bring extensive professional experience to the courseroom. School faculty have tackled challenging public service issues and have worked with regional, national, and international public service organizations such as the FBI; the U.S. Department of Health and Human Services; the U.S. Army; the World Health Organization; and major hospital systems, emergency response agencies, and police departments.

As a Capella learner, your peers are professionals who work in organizations across the United States and 52 other countries. This collaborative learning environment gives you access to an exceptional network of people who share your dedication—and extensive professional expertise. As you learn, you will be able to immediately apply concepts and skills from your course work, along with the experiences of your peers to real-life work situations.

Capella offers a technologically advanced learning platform that includes rich multimedia experiences and simulations that enhance case study analysis and enables barrier-free information exchange. You will use the most up-to-date social networking tools to create collaborative learner and faculty networks across all public service programs, allowing you to be a part of a university-wide professional community.

We are pleased to have you join us at Capella University and the School of Public Service Leadership. As you expand your knowledge and develop the skills necessary to take your public services career to the next level, enjoy your course work, social networking, and new colleagues. We are committed to guiding you through your educational journey, and we look forward to celebrating your success.

Suzanne Holmes, DPA
Charles Tiffin, PhD
Interim Deans
About the School of Public Service Leadership

School Mission Statement
The mission of the School of Public Service Leadership is to educate public service leaders to most effectively address increasingly complex needs in the public sector. To accomplish this mission, the school provides an educational platform of outcomes-based degree programs and certificates; expert national and international faculty; experienced, global learners; and advanced learning technologies, delivering an academic experience that ensures multidisciplinary connectivity and collaboration. Graduates of the School of Public Service Leadership programs implement this mission by applying knowledge and expertise that impact the public in a variety of institutional, agency, community, educational, and related settings.

Degree Programs

Doctor of Philosophy (PhD) in Human Services
The Doctor of Philosophy in Human Services degree program utilizes the scholar-practitioner model to guide learners toward the acquisition and application of advanced theory and leadership competencies needed to effect social change. Doctoral-level course work prepares learners to conduct valid, reliable, and ethical human services research and to think critically and write effectively in the field of human services. Doctoral learners may pursue Human Services specializations in General Human Services, Health Care Administration, Management of Nonprofit Agencies, or Social and Community Services.

Doctor of Philosophy (PhD) in Public Safety
The Doctor of Philosophy in Public Safety degree program provides an in-depth examination of relevant theory and research common to the fields of law enforcement, criminal justice, corrections, probation and parole, fire services, emergency management, 9-1-1 emergency communications, Emergency Medical Services (EMS), and other protective and corporate security professions. The PhD in Public Safety focuses on leadership, emergency management and preparedness, homeland security and terrorism, and security management at the local, state, and national levels. Doctoral-level course work is based on Capella’s scholar-practitioner philosophy, preparing learners to understand and apply public safety research and theory to pertinent issues in public safety settings. This program also prepares professionals to effectively assess and address the complex issues that surround managing and leading public safety and emergency services organizations in the post-9/11 environment. Doctoral learners may pursue Public Safety specializations in Public Safety Leadership, Criminal Justice, and Emergency Management.

Doctor of Public Administration (DPA)
The Doctor of Public Administration (DPA) degree program is designed to enhance the public administration leader’s knowledge and application of original research and theory to address multidisciplinary public service issues. Throughout the program, learners strengthen their knowledge and skills in using human, technological, information, financial, and networking resources; apply analysis, evaluations, policy, and politics to address societal issues; collaborate with community stakeholders in the development and implementation of policy and regulations; create systems and approaches that embrace diversity; and exhibit ethics and integrity representative of professionals in the public sector. Successful graduates of this degree program are prepared to use their knowledge and skills in public administration theory, public sector organization design, leadership, effective bureaucracy, and program evaluation to create and enhance public value.

SCHOOL OF PUBLIC SERVICE LEADERSHIP DEGREE PROGRAMS,
SPECIALIZATIONS, CERTIFICATES

DOCTORAL DEGREE PROGRAMS

Doctor of Philosophy (PhD) in Human Services
- General Human Services
- Health Care Administration
- Management of Nonprofit Agencies
- Social and Community Services

Doctor of Philosophy (PhD) in Public Safety
- Criminal Justice
- Emergency Management
- Public Safety Leadership

Doctor of Public Administration (DPA)
- General Public Administration

Master of Science (MS) in Human Services
- General Human Services
- Gerontology
- Health Care Administration
- Management of Nonprofit Agencies
- Social and Community Services

Master of Science (MS) in Public Safety
- General Public Administration

Master of Public Administration (MPA)
- General Public Administration

Master of Public Health (MPH)
- General Public Health
- Health Management and Policy
- Social and Behavioral Sciences

CERTIFICATES
- Criminal Justice
- Health Care Administration
- Management of Nonprofit Agencies
- Social and Community Services

1 Review of this specialization is pending in ND and SC.
About the School of Public Service Leadership, continued

**Master of Science (MS) in Human Services**
The Master of Science in Human Services degree program prepares learners to assume leadership positions and influence social change as they build professional expertise. Throughout the program, learners engage in a dynamic, interactive, and collaborative learning environment, and gain insight from the diverse professional experiences brought to the program by their peers. Learners may pursue specializations in General Human Services, Gerontology, Health Care Administration, Management of Nonprofit Agencies, or Social and Community Services.

**Master of Science (MS) in Public Safety**
The Master of Science in Public Safety degree program provides focused explorations of topics and issues within the fields of public safety leadership, emergency management, or criminal justice in a range of public safety settings. The curriculum prepares learners to think critically when assessing and addressing the complex issues of managing and leading public safety and emergency services organizations in the post-9/11 environment. The MS Public Safety degree program, based on Capella’s practitioner-scholar philosophy, focuses on leadership, emergency management and preparedness, homeland security and terrorism, and security management at the local, state, and national levels. Successful graduates of this program are prepared for careers in law enforcement, criminal justice, corrections, probation and parole, fire services, emergency management, 9-1-1 emergency communications, Emergency Medical Services (EMS), and other protective and corporate security professions. Master’s learners may pursue Public Safety specializations in Public Safety Leadership, Criminal Justice, and Emergency Management.

**Master of Science in Nursing (MSN)**
The Master of Science in Nursing (MSN) degree program is designed to prepare registered nurses to assume roles as nurse educators, nursing faculty, or clinical nurse mentors/preceptors. The curriculum presents advanced nursing concepts, theories, research, and practices and includes a focused exploration of health care policy and regulations; health care information systems and technology; management and leadership in professional nursing practice; and field-related ethical and legal standards. Throughout the program, learners explore culturally competent, evidenced-based professional nursing practices and the ways they can be applied to foster health care promotion and disease management and prevention in individuals and diverse populations.

**Master of Public Administration (MPA)**
The Master of Public Administration (MPA) degree program is based on Capella’s practitioner-scholar model and engages learners in an interdisciplinary curriculum that presents a theoretical and practical foundation of the field and competencies in policy development and analysis and regulatory oversight. Successful graduates of this degree program develop the knowledge and skills needed to collaborate with diverse populations; manage human, technological, information, financial, political, and networking resources; analyze and formulate appropriate responses to public administration, public health, and public safety issues; communicate clearly and effectively; and maintain professional ethics and integrity.

**Master of Public Health (MPH)**
The Master of Public Health (MPH) degree program focuses on preparing health professionals to protect and improve the health of communities and populations through research and education; promotion of healthy lifestyles and environments; prevention of injuries, disease, and epidemics; identification of environmental hazards; and disaster response. The program emphasizes the role of the public health professional in assessing health status; mitigating health disparities; analyzing the epidemiology of specific diseases; developing, implementing, and sustaining public health programs; managing administrative functions; conducting program evaluation and outcomes research; developing public-private partnerships to meet the health needs of diverse populations; and assuring the quality of public health services and products. Upon completion of this program, learners have gained knowledge and skills in health management, population-based research, and the community public health practice. Successful graduates are prepared to assume positions in government, private, or community-based public health organizations.

**Certificate Programs**
The Capella University School of Public Service Leadership certificate program mission is to provide concentrated, discipline-specific knowledge that is directly applicable to public service professionals.
# School of Public Service Leadership Degree Programs, Specializations, Certificates

## Doctor of Philosophy (PhD) in Human Services Specializations

### General Human Services

The General Human Services doctoral specialization is designed for professionals in a wide range of human services and health care leadership roles. The core courses expose learners to the field’s most relevant content, including adult development, diversity, ethics, and strategic planning. The specialization also integrates key content from today’s changing health care industry and its considerable impact on the human services profession. The elective courses allow learners the flexibility to focus on a specific area of human services such as counseling, family therapy, criminal justice, or social services. This specialization prepares learners to teach, consult, conduct research, and contribute to a range of professions and disciplines.

**Residency Requirement(s):**
Three four-day colloquia (PSL-R8921, PSL-R8922, PSL-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

**Fifteen Required Courses** 64 quarter credits

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>HS8002</td>
<td>Advanced Research in Adult Human Development and Behavior</td>
</tr>
<tr>
<td>HS8120</td>
<td>Families, Systems, and Health Care</td>
</tr>
<tr>
<td>HS8300</td>
<td>Diversity in the Workplace</td>
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<tr>
<td>HS8502</td>
<td>Health Care Strategic Planning and Management</td>
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<td>HS8100*</td>
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</tr>
<tr>
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<td>Quantitative Research Methods in the Human Services</td>
</tr>
<tr>
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<td>Advanced Qualitative Research Methods</td>
</tr>
<tr>
<td>HS8113*</td>
<td>Advanced Study in Research Methods</td>
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### Specialization courses:

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<th>Course Code</th>
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<tr>
<td>HS7500</td>
<td>Quality Improvement and Organizational Performance in Health Care</td>
</tr>
<tr>
<td>HS8114</td>
<td>Operations in Health Care Systems</td>
</tr>
<tr>
<td>HS8115</td>
<td>Managing Human Capital in Health Care Environments</td>
</tr>
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<td>HS8116</td>
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</tr>
<tr>
<td>HS8506</td>
<td>Leading Organizational Change in Health Care Systems</td>
</tr>
<tr>
<td>HS8919*</td>
<td>Doctoral Comprehensive Examination</td>
</tr>
<tr>
<td>HS8920*</td>
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<tr>
<td>HS8924*</td>
<td>Dissertation Research 4 (5 quarter credits)</td>
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</table>

### Fourteen Elective Courses 56 quarter credits

Choose any graduate course(s).

**Total** 120 quarter credits

## Health Care Administration

The Health Care Administration specialization 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 four-day colloquia (PSL-R8921, PSL-R8922, PSL-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

**Twenty-Two Required Courses** 92 quarter credits

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### Seven Elective Courses 28 quarter credits

Choose any graduate course(s).

**Total** 120 quarter credits

## Management of Nonprofit Agencies

The doctoral Management of Nonprofit Agencies specialization 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. Successful graduates of this specialization are prepared to assume leadership positions within nonprofit agencies, serve as consultants, and fulfill roles as educators.

**Residency Requirement(s):**
Three four-day colloquia (PSL-R8921, PSL-R8922, PSL-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

**Twenty-Three Required Courses** 96 quarter credits

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### Specialization courses:

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<td>HS7501</td>
<td>Fundraising Strategies for Nonprofit Organizations</td>
</tr>
<tr>
<td>HS7502</td>
<td>Grant Proposal Development and Administration</td>
</tr>
<tr>
<td>HS8107</td>
<td>Marketing and Public Relations for Nonprofits</td>
</tr>
<tr>
<td>HS8108</td>
<td>Financial Analysis and Reporting for Nonprofit Executives</td>
</tr>
<tr>
<td>HS8109</td>
<td>Nonprofit Public Policy and Advocacy</td>
</tr>
<tr>
<td>HS8508</td>
<td>Ethics for Nonprofit Executives</td>
</tr>
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<td>HS8509</td>
<td>Law and Nonprofit Organizations</td>
</tr>
<tr>
<td>HS8511</td>
<td>Resource Management in Nonprofit Organizations</td>
</tr>
<tr>
<td>HS8512</td>
<td>Organizational Assessment and Program Evaluation in Nonprofit Organizations</td>
</tr>
<tr>
<td>HS8513</td>
<td>Role and Function of Boards and CEOs</td>
</tr>
<tr>
<td>HS8514</td>
<td>Management of Human Services Agencies</td>
</tr>
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### Six Elective Courses 24 quarter credits

Choose any graduate course(s).

**Total** 120 quarter credits

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
School of Public Service Leadership
Degree Programs, Specializations, Certificates, continued

PhD in Human Services
Specializations, continued

Social and Community Services
The doctoral Social and Community Services specialization 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. Successful graduates of this specialization 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 four-day colloquia (PSL-R8921, PSL-R8922, PSL-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

Twenty-One Required Courses 88 quarter credits
Core courses:
HS8002 Advanced Research in Adult Human Development and Behavior
HS8300 Diversity in the Workplace
HS8415 Advanced Professional Scientific Ethics
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:
HS8103 Principles and Practices of Social Work
HS8413 Social Influences of Behavior
HS8447 Applied/Clinical Sociology
HS8453 Prevention and Causes of Child Abuse
HS8476 Methods of Family Research
HS8478 The Family in Social Context
HS8745 Grief and Bereavement Counseling
HS8764 Contemporary Issues in Compulsive and Addictive Behavior Treatment
HS9919* Doctoral Comprehensive Examination
HS9920* Dissertation Coursework (non-credit)
HS9921* Dissertation Research 1 (5 quarter credits)
HS9922* Dissertation Research 2 (5 quarter credits)
HS9923* Dissertation Research 3 (5 quarter credits)
HS9924* Dissertation Research 4 (5 quarter credits)

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

Total 120 quarter credits

Doctor of Philosophy (PhD) in Public Safety Specializations

Criminal Justice
The doctoral Criminal Justice specialization prepares learners 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 Criminal Justice specialization provides learners with opportunities for advanced study and research in the field that support career advancement to academic, supervisory, or administrative levels. Graduates are prepared for leadership, research, and consulting positions that have a positive impact on criminal justice systems.

Residency Requirement(s):
Three four-day colloquia (PSL-R8921, PSL-R8922, PSL-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

Twenty-Two Required Courses 92 quarter credits
Core courses:
PSF8002 Advanced Research in Public Safety Issues, Theories, and Concepts
PSF8601 Contemporary Public Safety Leadership
PSF8602 Theories of Leadership
PSF8634 Public Safety Incident Command Paradigms
PSF8606 Diversity Issues in Public Safety
PSF8106 Epistemology of Practice Knowledge
PSF8100* Fundamentals of Social Science Research
PSF8111* Quantitative Research Methods in the Human Services
PSF8112* Advanced Qualitative Research Methods
PSF8113* Advanced Study in Research Methods
Specialization courses:
PSF8350 Sociological Theories of Crime
PSF8354 Psychological and Biological Theories of Criminal Behavior
PSF8358 Law and Legal Foundations
PSF8362 Criminal Justice Policy Analysis
PSF8374 Current Research on Violent Behavior
PSF8376 Correlates of Crime
PSF8377 The Penal System: Its Role in the U.S. Society
PSF9919* Doctoral Comprehensive Examination
PSF9920* Dissertation Coursework (non-credit)
PSF9921* Dissertation Research 1 (5 quarter credits)
PSF9922* Dissertation Research 2 (5 quarter credits)
PSF9923* Dissertation Research 3 (5 quarter credits)
PSF9924* Dissertation Research 4 (5 quarter credits)

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

Total 120 quarter credits

Emergency Management
The doctoral Emergency Management specialization emphasizes crisis and disaster preparedness, response, recovery, and mitigation. Throughout the specialization, learners examine the dynamic nature of critical incidents; historical, social, and demographic disaster management issues; and current disaster management theory, research, and practice. Designed for current leaders or those aspiring to become leaders or managers in the public safety or emergency management field, this specialization provides learners with the opportunity to strengthen the professionalism and leadership skills needed to promote crisis intervention and disaster resilience. Successful graduates of this specialization demonstrate the ability to critically analyze all phases of emergency management and are prepared to pursue leadership or managerial careers or operational, policy, or consulting positions in a public safety organization or within an emergency management field.

Residency Requirement(s):
Three four-day colloquia (PSL-R8921, PSL-R8922, PSL-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

Twenty-Four Required Courses 100 quarter credits
Core courses:
PSF8602 Advanced Research in Public Safety Issues, Theories, and Concepts
PSF8601 Contemporary Public Safety Leadership
PSF8602 Theories of Leadership
PSF8634 Public Safety Incident Command Paradigms
PSF8606 Diversity Issues in Public Safety
PSF8106 Epistemology of Practice Knowledge
PSF8100* Fundamentals of Social Science Research
PSF8111* Quantitative Research Methods in the Human Services
PSF8112* Advanced Qualitative Research Methods
PSF8113* Advanced Study in Research Methods
Specialization courses:
PSF8350 Sociological Theories of Crime
PSF8354 Psychological and Biological Theories of Criminal Behavior
PSF8358 Law and Legal Foundations
PSF8362 Criminal Justice Policy Analysis
PSF8374 Current Research on Violent Behavior
PSF8376 Correlates of Crime
PSF8377 The Penal System: Its Role in the U.S. Society
PSF9919* Doctoral Comprehensive Examination
PSF9920* Dissertation Coursework (non-credit)
PSF9921* Dissertation Research 1 (5 quarter credits)
PSF9922* Dissertation Research 2 (5 quarter credits)
PSF9923* Dissertation Research 3 (5 quarter credits)
PSF9924* Dissertation Research 4 (5 quarter credits)

Specialization courses:
PSF8620 Principles of Organization Theory and Practice
PSF8626 Stress Management in Public Safety Organizations
PSF8630 Critical Incident Stress
PSF8631 Case Studies in Critical Incident Management
PSF8635 Theoretical Constructs of Emergency Management
PSF8609 Disaster Preparedness and Mitigation
PSF8612 Emergency Management Operations
PSF8615 Global Issues of Disaster Management
PSF8638 Business Continuity for Emergency Management

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
School of Public Service Leadership Degree Programs, Specializations, Certificates, continued

**PhD in Public Safety**

Specializations, continued

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<td>Dissertation Research 3 (5 quarter credits)</td>
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<tr>
<td>PSF9924 *</td>
<td>Dissertation Research 4 (5 quarter credits)</td>
</tr>
</tbody>
</table>

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

Total 120 quarter credits

**Public Safety Leadership**

The doctoral Public Safety Leadership specialization focuses on mid-level and executive leadership, organizational theory, and research relevant to leading a public safety organization in a complex, post-9/11 environment. Doctoral-level courses based on Capella’s scholar-practitioner philosophy address relevant leadership and organizational theories and research common across the fields of law enforcement, criminal justice, corrections, probation and parole, fire services, emergency management, 9-1-1 emergency communications, Emergency Medical Services (EMS), and other protective and corporate security professions. Specific courses address principles of organizational theory, theories of leadership, organizational needs assessment, and grantsmanship. Successful completion of this specialization prepares doctoral learners for leadership or managerial careers in law enforcement, criminal justice, corrections, probation and parole, fire services, emergency management, 9-1-1 emergency communications, EMS, and other protective and corporate security professions.

Residency Requirement(s):
Three four-day colloquia (PSL-R8921, PSL-R8922, PSL-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquium page on iGuide for more information. Also see each graduate school’s residency courses.

Twenty-Two Required Courses 92 quarter credits
Core courses:
- PSF8002 Advanced Research in Public Safety Issues, Theories, and Concepts
- PSF8601 Contemporary Public Safety Leadership
- PSF8602 Theories of Leadership
- PSF8606 Diversity Issues in Public Safety
- PSF8634 Public Safety Incident Command Paradigms
- PSF8106 Epistemology of Practice Knowledge
- PSF8100 * Fundamentals of Social Science Research
- PSF8111 * Quantitative Research Methods in the Human Services
- PSF8112 * Advanced Qualitative Research Methods
- PSF8113 * Advanced Study in Research Methods

Specialization courses:
- PSF8620 Principles of Organization Theory and Practice
- PSF8621 Theories of Human Resource Management
- PSF8622 Needs Assessment: Models and Procedures
- PSF8623 Legal Systems, Labor Relations, and Regulatory Practices
- PSF8624 Designing Training and Performance Solutions
- PSF8625 Grant Writing

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

Total 120 quarter credits

**Doctor of Public Administration (DPA) Specialization**

**General Public Administration**

The DPA General Public Administration specialization provides learners with opportunities for interdisciplinary experience, decision-making, and network development. The curriculum emphasizes the ways in which public policies and practices enhance public value and collaboration and includes progressive case study analyses and field experiences that provide learners the opportunity to integrate theoretical approaches to policy development and implementation with practical methods. Learners develop research competencies that support practical, complex, site-based, and profession-based problem solving resulting in participatory action research specific to the field. Upon successful completion of this specialization, learners are prepared to manage public or nonprofit agencies or work in the political arena. This specialization requires course work and field experience.

Nineteen Required Courses 80 quarter credits
- DPA8002 * Public Services Theory, Issues, and Research
- DPA8400 * Principles of Organization Theory and Practice
- DPA8404 * Ethics and Social Responsibility
- DPA8412 * Global and Diverse Societies
- DPA8416 * Public Administration and Community Collaboration
- DPA8420 * Public Policy Analysis and Advocacy
- DPA8426 * Public Needs Assessment and Planning
- DPA8100 * Fundamentals of Public Administration Research
- DPA8103 * Theory Development in Public Administration Research
- DPA8106 * Program Evaluation and Participatory Research
- DPA8480 * Field Experience I: Conference +
- DPA8484 * Field Experience II: Legislative Interaction +
- DPA8486 * Field Experience III: Comprehensive Analysis +
- DPA9920 * Action Research Dissertation Courseroom (non-credit)
- DPA9921 * Action Research Dissertation 1 (5 quarter credits)
- DPA9922 * Action Research Dissertation 2 (5 quarter credits)
- DPA9923 * Action Research Dissertation 3 (5 quarter credits)
- DPA9924 * Action Research Dissertation 4 (5 quarter credits)

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
**School of Public Service Leadership Degree Programs, Specializations, Certificates, continued**

### DPA Specialization, continued

<table>
<thead>
<tr>
<th>Three Elective Courses</th>
<th>12 quarter credits</th>
<th>Choose three from the following courses:</th>
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<tbody>
<tr>
<td>HS7500</td>
<td>Quality Improvement and Organizational Performance in Health Care</td>
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</tr>
<tr>
<td>HS7501</td>
<td>Fundraising Strategies for Nonprofit Organizations</td>
<td></td>
</tr>
<tr>
<td>HS7502</td>
<td>Grant Proposal Development and Administration</td>
<td></td>
</tr>
<tr>
<td>HS8107</td>
<td>Marketing and Public Relations for Nonprofits</td>
<td></td>
</tr>
<tr>
<td>HS8109</td>
<td>Nonprofit Public Policy and Advocacy</td>
<td></td>
</tr>
<tr>
<td>HS8108</td>
<td>Financial Analysis and Reporting for Nonprofit Executives</td>
<td></td>
</tr>
<tr>
<td>HS8114</td>
<td>Operations in Health Care Systems</td>
<td></td>
</tr>
<tr>
<td>HS8116</td>
<td>Financial Analysis in Health Care Systems</td>
<td></td>
</tr>
<tr>
<td>HS8118</td>
<td>Health Policies Analysis and Strategy</td>
<td></td>
</tr>
<tr>
<td>HS8502</td>
<td>Health Care Strategic Planning and Management</td>
<td></td>
</tr>
<tr>
<td>HS8503</td>
<td>Health Systems Analysis and Evaluation</td>
<td></td>
</tr>
<tr>
<td>HS8506</td>
<td>Leading Organizational Change in Health Care Systems</td>
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</tr>
<tr>
<td>HS8513</td>
<td>Role and Function of Boards and CEOs</td>
<td></td>
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<tr>
<td>HS8514</td>
<td>Management of Human Services Agencies</td>
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<tr>
<td>PSF8358</td>
<td>Law and Legal Foundations</td>
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<tr>
<td>PSF8362</td>
<td>Criminal Justice Policy Analysis</td>
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<tr>
<td>PSF8401</td>
<td>Contemporary Public Safety Leadership</td>
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<tr>
<td>PSF8635</td>
<td>Theoretical Constructs of Emergency Management</td>
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<tr>
<td>PSF8634</td>
<td>Public Safety Incident Command Paradigms</td>
<td></td>
</tr>
<tr>
<td>PSF8638</td>
<td>Business Continuity for Emergency Management</td>
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</tr>
</tbody>
</table>

**Total** 92 quarter credits

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### Master of Science (MS) in Human Services Specializations

#### General Human Services

The master’s General Human Services specialization 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** 28 quarter credits

- HS5002 Survey of Research in Human Development and Behavior
- HS5006 Survey of Research Methodology
- HS5304 Ethnic and Linguistic Minorities in the Workplace
- HS5315 Professional and Scientific Ethics
- HS5317 Social Systems
- HS5318 Scope of Human Services
- HS5990* Integrative Project for Human Services Learners

**Five Elective Courses** 20 quarter credits

Choose any graduate course(s).

**Total** 48 quarter credits

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### Gerontology

The master’s Gerontology specialization provides a comprehensive examination of the impact of aging on individuals, families, and communities. Specialization topics include the biological, epidemiological, psychological, and social changes caused by the aging process; cultural and social attitudes toward the aging population; the continuum of care and supportive services that promote productive aging; the older family and multigenerational relationships; and the impact of an increasingly older population demographic on public policy. Successful graduates of this specialization are prepared to pursue careers in community-based organizations, public agencies, long-term health care facilities, and social support services focused on the older adult population.

**Eleven Required Courses** 44 quarter credits

**Core courses:**

- HS5002 Survey of Research in Human Development and Behavior
- HS5006 Survey of Research Methodology
- HS5990* Integrative Project for Human Services Learners

**Specialization courses:**

- HS5510 Survey of Current Issues in Gerontology
- HS5514 Social and Cultural Aspects of Aging
- HS5518 Biological and Health Aspects of Aging
- HS5522 Psychology of Development and Aging
- HS5526 The Family in Later Life
- HS5531 Community Advocacy for Aging Populations
- HS5534 Leading Across the Continuum of Care

**One Elective Course** 4 quarter credits

Choose any graduate course(s).

**Total** 48 quarter credits

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* Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
School of Public Service Leadership Degree Programs, Specializations, Certificates, continued

### MS in Human Services
Specializations, continued

#### Health Care Administration

The master’s Health Care Administration specialization prepares health care professionals including administrators, nurses, analysts, caregivers, 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 strengthen the delivery of services to consumers.

**Ten Required Courses** 40 quarter credits

<table>
<thead>
<tr>
<th align="left">Core courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td align="left">HS5002</td>
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<tr>
<td align="left">HS5006</td>
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<tr>
<th align="left">Specialization courses:</th>
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<td align="left">HS5101</td>
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<tr>
<td align="left">HS5100</td>
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<tr>
<td align="left">HS5506</td>
</tr>
<tr>
<td align="left">HS5507</td>
</tr>
<tr>
<td align="left">HS5990</td>
</tr>
</tbody>
</table>

**Two Elective Courses** 8 quarter credits

Choose any graduate course(s).

**Total** 48 quarter credits

#### Management of Nonprofit Agencies

The master’s Management of Nonprofit Agencies specialization 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 learners to assume leadership roles in nonprofit agencies.

**Nine Required Courses** 36 quarter credits

<table>
<thead>
<tr>
<th align="left">Core courses:</th>
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<tbody>
<tr>
<td align="left">HS5002</td>
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<tr>
<td align="left">HS5006</td>
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<tr>
<td align="left">HS5500</td>
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<table>
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<td align="left">HS5103</td>
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<tr>
<td align="left">HS5104</td>
</tr>
<tr>
<td align="left">HS5105</td>
</tr>
<tr>
<td align="left">HS5990</td>
</tr>
</tbody>
</table>

**Three Elective Courses** 12 quarter credits

Choose any graduate course(s).

**Total** 48 quarter credits

#### Social and Community Services

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

**Nine Required Courses** 36 quarter credits

<table>
<thead>
<tr>
<th align="left">Core courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td align="left">HS5002</td>
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<tr>
<td align="left">HS5006</td>
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<tr>
<td align="left">HS5318</td>
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<tr>
<td align="left">HS5401</td>
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</tr>
<tr>
<td align="left">HS5436</td>
</tr>
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<td align="left">HS5990</td>
</tr>
</tbody>
</table>

**Three Elective Courses** 12 quarter credits

Choose any graduate course(s).

**Total** 48 quarter credits

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
School of Public Service Leadership Degree Programs, Specializations, Certificates, continued

Master of Science (MS) in Public Safety Specializations

### Criminal Justice

The master's Criminal Justice specialization prepares learners to understand and effectively address the complex issues surrounding criminal behavior. This specialization supports learners who are currently caseworkers, probation and parole officers, juvenile specialists, law enforcement professionals, and federal government agents as they advance their careers in corrections, criminal justice, or the judicial system. The Criminal Justice curriculum emphasizes acquisition of knowledge, leadership, and research that prepares learners to facilitate positive changes in criminal justice fields.

**Nine Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSF5002</td>
<td>Survey of Public Safety Issues, Theories, and Concepts</td>
</tr>
<tr>
<td>PSF5006</td>
<td>Research Methodology in Public Safety</td>
</tr>
<tr>
<td>PSF5334</td>
<td>Public Safety Ethnic and Cultural Awareness</td>
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</table>

**Specialization courses:**

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSF5371</td>
<td>Practices of Probation, Parole, and Community Corrections</td>
</tr>
<tr>
<td>PSF5372</td>
<td>History of the Juvenile Criminal Justice System</td>
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<tr>
<td>PSF5377</td>
<td>Criminal Justice Policy Analysis and Social Change</td>
</tr>
<tr>
<td>PSF5380</td>
<td>Law Enforcement: Intelligence-Led Policing</td>
</tr>
<tr>
<td>PSF5385</td>
<td>Psychopathy and Criminal Profiling</td>
</tr>
<tr>
<td>PSF5991</td>
<td>* Integrative Project for Public Safety Learners</td>
</tr>
</tbody>
</table>

**Three Elective Courses**

*Choose any graduate course(s).*

**Total**

12 quarter credits

### Emergency Management

The master's Emergency Management specialization presents learners with comprehensive emergency management research and best practices and focuses on crisis and disaster preparedness, response, recovery, and mitigation from a multijurisdictional perspective. Throughout the specialization, learners evaluate the roles and responsibilities of emergency manager stakeholders and examine effective applications of critical incident management policies and procedures in today's post-9/11 environment. Upon successful completion of this specialization, learners are prepared to pursue positions in private, public, or nonprofit emergency management organizations.

**Nine Required Courses**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>PSF5002</td>
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<td>Research Methodology in Public Safety</td>
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<td>Public Safety Ethnic and Cultural Awareness</td>
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**Specialization courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tr>
<td>PSF5600</td>
<td>Public Safety Organizational Leadership</td>
</tr>
<tr>
<td>PSF5620</td>
<td>Critical Incident Stress Management</td>
</tr>
<tr>
<td>PSF5621</td>
<td>Disaster Management</td>
</tr>
<tr>
<td>PSF5622</td>
<td>National Incident Management Systems</td>
</tr>
<tr>
<td>PSF5623</td>
<td>Critical Infrastructure Risk Assessment, Evaluation, and Analysis</td>
</tr>
<tr>
<td>PSF5991</td>
<td>* Integrative Project for Public Safety Learners</td>
</tr>
</tbody>
</table>

**Three Elective Courses**

*Choose any graduate course(s).*

**Total**

12 quarter credits

### Public Safety Leadership

The master's Public Safety Leadership specialization focuses on leadership and theory relevant to the fields of law enforcement, criminal justice, corrections, probation and parole, fire services, emergency management, 9-1-1 emergency communications, Emergency Medical Services (EMS), and other protective and corporate security professions. This specialization teaches learners to think critically and broadly when assessing and addressing the complex issues of management and leadership. The Public Safety program, based on Capella's practitioner-scholar philosophy, focuses on leadership, emergency management and preparedness, homeland security and terrorism, and security management at the local, state, and national levels. Successful completion of this specialization prepares master’s learners for careers in law enforcement, criminal justice, corrections, probation and parole, fire services, emergency management, 9-1-1 emergency communications, EMS, and other protective and corporate security professions.

**Nine Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PSF5002</td>
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<td>Research Methodology in Public Safety</td>
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<td>Public Safety Ethnic and Cultural Awareness</td>
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**Specialization courses:**

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<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSF5600</td>
<td>Public Safety Organizational Leadership</td>
</tr>
<tr>
<td>PSF5601</td>
<td>Personal Leadership Development</td>
</tr>
<tr>
<td>PSF5602</td>
<td>Leadership and Human Resource Management</td>
</tr>
<tr>
<td>PSF5610</td>
<td>Accounting and Finance in Public Safety Organizations</td>
</tr>
<tr>
<td>PSF5611</td>
<td>Managing Training and Performance Improvement</td>
</tr>
<tr>
<td>PSF5991</td>
<td>* Integrative Project for Public Safety Learners</td>
</tr>
</tbody>
</table>

**Three Elective Courses**

*Choose any graduate course(s).*

**Total**

12 quarter credits

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* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
# Master of Science in Nursing (MSN) Specializations

## Nurse Educator Bridge

The MSN Nurse Educator Bridge specialization presents theories, research, and best practices of nursing education. Learners explore program design, delivery, assessment, and evaluation; teaching strategies for diverse student populations and environments; and ways to integrate theory with professional practice. Successful graduates of this specialization are prepared to pursue advanced roles as nurse educators and clinical nurse leaders in community colleges, universities, nursing schools, integrated and non-integrated health care systems, nonprofit and for-profit health care organizations, and the military.

### Fourteen Required Courses 56 quarter credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
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<td>MSN5000</td>
<td>Orientation to Graduate Nursing Study</td>
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<tr>
<td>MSN6001 *</td>
<td>Role of the Professional Practice Nurse</td>
</tr>
<tr>
<td>MSN6002 *</td>
<td>Foundations and Frameworks for Professional Nursing Practice</td>
</tr>
<tr>
<td>MSN6004 *</td>
<td>Policy, Regulations, and Ethics in Advanced Nursing Practice</td>
</tr>
<tr>
<td>MSN6006 *</td>
<td>Diversity and Advocacy in Professional Nursing Practice</td>
</tr>
<tr>
<td>MSN6008 *</td>
<td>Research and Technology for Advanced Nursing Practice</td>
</tr>
<tr>
<td>MSN6010 *</td>
<td>Advanced Nursing Leadership and Management</td>
</tr>
<tr>
<td>MSN6012 *</td>
<td>Evidence-Based Practice in Health Promotion and Disease Management and Prevention</td>
</tr>
<tr>
<td>MSN6020 *</td>
<td>Nursing Capstone Project</td>
</tr>
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</table>

### Specialization courses:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MSN6102 *</td>
<td>Role of the Nurse Educator</td>
</tr>
<tr>
<td>MSN6104 *</td>
<td>Teaching and Learning Strategies</td>
</tr>
<tr>
<td>MSN6106 *</td>
<td>Curriculum Theory, Frameworks, and Design</td>
</tr>
<tr>
<td>MSN6108 *</td>
<td>Information Systems for Nurse Educators</td>
</tr>
<tr>
<td>MSN6110 *</td>
<td>Assessment and Evaluation in Health Education</td>
</tr>
</tbody>
</table>

**Total 56 quarter credits**

Admission to the Nurse Educator Bridge specialization requires learners to complete and submit the RN License Verification and Work Experience Acknowledgement Form.

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
Master of Public Administration (MPA) Specialization

General Public Administration

The MPA General Public Administration specialization focuses on the knowledge and skills public administration professionals need to manage and lead organizations in the public services domain. The curriculum is designed to provide learners with a theoretical understanding of the evolution of the field and equip them with the skills needed to determine, assess, and analyze practical responses to public administration issues and challenges across a variety of fields within public services, such as public health and public safety. Learners explore enhancing public value; fostering collaborative networks with diverse populations; promoting ethical performance standards; and developing innovative solutions to public policy and governance challenges. Successful graduates of this specialization are prepared to pursue positions managing or leading public or nonprofit organizations or community networks in a variety of settings.

Ten Required Courses  40 quarter credits
- MPA5002 Survey of Research and Practice in Public Administration
- MPA5400 * Public Administration Theory
- MPA5404 * Public Administration Organizational Leadership and Theory
- MPA5408 * Finance and Accounting in Public Administration
- MPA5410 * Strategic Management and Planning
- MPA5412 * Ethics and Personal Leadership Development
- MPA5416 * Quantitative and Qualitative Research
- MPA5420 * Leadership and Human Resource Management in Public Services
- MPA5424 * Policy Analysis and Research
- MPA5428 * Integrative Public Administration Project

Two Elective Courses  8 quarter credits
Choose two from the following courses:
- MPH5116 Strategic Planning and Operations Management
- MPH5120 Evidence-Based Management of Public Health Programs
- MPH5212 Assessment and Surveillance in Public Health
- PSF5377 Criminal Justice Policy Analysis and Social Change
- PSF5380 Law Enforcement: Intelligence-Led Policing
- PSF5600 Public Safety Organizational Leadership
- PSF5621 Disaster Management
- PSF5623 Critical Infrastructure Risk Assessment, Evaluation, and Analysis

Total  48 quarter credits

Master of Public Health (MPH) Specializations

General Public Health

The General Public Health MPH specialization provides learners with knowledge of fundamental public health concepts, theories, and practices. The core curriculum is based on a multidisciplinary approach that emphasizes environmental public health concepts; psychological, behavioral, and social factors influencing population-based health disparities; principles of epidemiology and biostatistics; public health administration systems and processes; and economics. Learners have the opportunity to define their specialization curriculum and choose courses from other MPH specializations specific to their respective discipline and interest. Successful graduates of this specialization are prepared to pursue careers in environmental health, prevention and promotion, health care, or public administration at the local, state, or national level.

Fifteen Required Courses  60 quarter credits
Core courses:
- MPH5002 Survey of Public Health Concepts and Issues
- MPH5500 Introduction to Public Health Administrative Systems
- MPH5503 Environmental Health Concepts in Public Health
- MPH5506 Psychological, Behavioral, and Social Issues in Public Health
- MPH5509 Principles of Biostatistics
- MPH5512 * Principles of Epidemiology
- MPH5993 * Public Health Integrative Project
- MPH5999 * Public Health Professional Collaborative Project

Specialization courses:
Choose seven graduate MPH courses.

Total  60 quarter credits

Review of this specialization is pending in ND and SC.

Fifteen Required Courses  60 quarter credits
Core courses:
- MPH5002 Survey of Public Health Concepts and Issues
- MPH5500 Introduction to Public Health Administrative Systems
- MPH5503 Environmental Health Concepts in Public Health
- MPH5506 Psychological, Behavioral, and Social Issues in Public Health
- MPH5509 Principles of Biostatistics
- MPH5512 * Principles of Epidemiology
- MPH5599 * Public Health Professional Collaborative Project

Specialization courses:
- MPH5100 * Management of Health Service Organizations
- MPH5104 * Fundamentals of Health Care Finance
- MPH5108 * Public Health Communication Strategies
- MPH5112 * Health Economics
- MPH5116 * Strategic Planning and Operations Management
- MPH5120 * Evidence-Based Management of Public Health Programs
- MPH5124 * Public Health Leadership and Politics

Total  60 quarter credits

Health Management and Policy

The Health Management and Policy MPH specialization provides a comprehensive examination of the topics and issues within the public health discipline and the service delivery model. The curriculum is based on a multidisciplinary approach that combines management sciences knowledge, organizational and financial theory and practice, public administration, and economics. The Health Management and Policy specialization is focused on preparing learners to influence local, national, and global public health policy, work with diverse populations to address health disparities, foster community-based promotion and disease prevention programs, and lead public health efforts to improve community and population health. Successful graduates of this specialization are prepared to pursue careers in environmental health, health care administration, prevention and promotion, or public administration at the local, state, or national level.

Fifteen Required Courses  60 quarter credits
Core courses:
- MPH5002 Survey of Public Health Concepts and Issues
- MPH5500 Introduction to Public Health Administrative Systems
- MPH5503 Environmental Health Concepts in Public Health
- MPH5506 Psychological, Behavioral, and Social Issues in Public Health
- MPH5509 Principles of Biostatistics
- MPH5512 * Principles of Epidemiology
- MPH5599 * Public Health Professional Collaborative Project

Specialization courses:
- MPH5100 * Management of Health Service Organizations
- MPH5104 * Fundamentals of Health Care Finance
- MPH5108 * Public Health Communication Strategies
- MPH5112 * Health Economics
- MPH5116 * Strategic Planning and Operations Management
- MPH5120 * Evidence-Based Management of Public Health Programs
- MPH5124 * Public Health Leadership and Politics

Total  60 quarter credits

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
School of Public Service Leadership Degree Programs, Specializations, Certificates, continued

MPH Specializations, continued

Social and Behavioral Sciences
The Social and Behavioral Sciences MPH specialization provides a comprehensive examination of the behavioral, psychological, and social factors that influence community and population health status across national and international settings. Specialization topics include health disparities and inequalities, cultural health determinants, social and behavioral health interventions, health care availability and access, and the information needs of diverse populations. Successful graduates of this specialization are prepared to pursue careers in health care organizations, public agencies, or social welfare organizations that facilitate research, community assessment, and program development and evaluation.

Fifteen Required Courses  60 quarter credits
Core courses:
MPH5002  Survey of Public Health Concepts and Issues
MPH5500  Introduction to Public Health Administrative Systems
MPH5503  Environmental Health Concepts in Public Health
MPH5506  Psychological, Behavioral, and Social Issues in Public Health
MPH5509  Principles of Biostatistics
MPH5512  * Principles of Epidemiology
MPH5993  * Public Health Integrative Project
MPH5999  * Public Health Professional Collaborative Project

Specialization courses:
MPH5200  * Social and Behavioral Research Methods
MPH5204  * Theories of Social and Behavioral Sciences
MPH5208  * Public Health Program Planning and Evaluation
MPH5212  * Assessment and Surveillance in Public Health
MPH5216  * Public Health Information for Diverse Populations
MPH5220  * Health Disparities in the United States
MPH5224  * International Public Health

Total   60 quarter credits

Certificates

Criminal Justice
The Criminal Justice certificate is designed for professionals who want to increase their knowledge in public safety as it relates to law enforcement and the criminal justice system. This graduate certificate addresses key issues and concepts in policy analysis, social change, juvenile justice, profiling, addictive behavior, and a new paradigm for law enforcement—intelligence-led policing.

Four Required Courses  16 quarter credits
PSF5372  History of the Juvenile Criminal Justice System
PSF5377  Criminal Justice Policy Analysis and Social Change
PSF5380  Law Enforcement: Intelligence-Led Policing
PSF5385  Psychopathy and Criminal Profiling

Total  16 quarter credits

Health Care Administration
The Health Care Administration certificate 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
HS5503  Contexts and Models of Health
HS5506  Managed Care and Health Services
HS8120  Families, Systems, and Health Care
HS8121  Health in the Workplace

Total  16 quarter credits

Management of Nonprofit Agencies
The Management of Nonprofit Agencies certificate 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
HS5102  Nonprofit Organization and Management
HS5103  Strategic Planning for Nonprofit Organizations
HS7502  Grant Proposal Development and Administration
HS8513  Role and Function of Boards and CEOs

Total  16 quarter credits

Social and Community Services
The Social and Community Services certificate is designed for professionals who desire greater knowledge in the fundamentals of social and community services. The Social and Community Services certificate is not designed to meet licensure requirements for the social work professions.

Four Required Courses  16 quarter credits
HS5423  Philosophy of Social Work
HS5436  Utilization of Community Resources
HS8447  Applied/Clinical Sociology
HS8478  The Family in Social Context

Total  16 quarter credits

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
School of Public Service Leadership Degree Programs, Specializations, Certificates, continued

Concentrations

Learners enrolled in a master’s or PhD program in the School of Public Service Leadership may earn a concentration while completing their degree program requirements.

Fire Service Administration

The Fire Service Administration concentration addresses the historical context of fire service organizations and their expanding role in the post-9/11 environment and includes course work in leadership, logistical development, and strategic planning. The concentration is designed to provide learners with enhanced knowledge and skills necessary for functioning more effectively as emergency service leaders or managers.

Three Required Courses 12 quarter credits

- PSF7431 Fire Service Organizational Operations
- PSF7433 Contemporary Fire Service Leadership
- PSF7435 Strategic Planning in Fire Service Organizations

Total 12 quarter credits

Forensics

The Forensics concentration presents a multidisciplinary view of the forensics field, emphasizing its foundations in the physical and social sciences and law. The course work includes explorations of the role of varied disciplines in determining the etiology and subsequent alternative solutions to societal problems, the professional and legal standards guiding forensics practice, and the current and emerging sciences and technology fields that contribute to the dynamic, evolving nature of forensics.

Three Required Courses 12 quarter credits

- PSF7631 Introduction to Forensics
- PSF7633 The Changing Nature of Forensics
- PSF7635 Proactive Approaches to Forensics

Total 12 quarter credits

Homeland Security

The Homeland Security concentration presents the historical context of homeland protection and includes course work in the causes of terrorism, threat and vulnerability analysis, information and intelligence sharing, weapons of mass effect, and collaborative partnerships in homeland security.

Three Required Courses 12 quarter credits

- PSF7231 Cyberterrorism, Bioterrorism, and Weapons of Mass Effect
- PSF7233 Intelligence Analysis and Forecasting Terrorism

Total 12 quarter credits

Public Administration

The Public Administration concentration presents a theoretical and practical foundation of the public administration field and includes course work in public administration theory, finance, and policy development and analysis. The concentration is designed to strengthen the knowledge and skills needed to evaluate and apply public policy theory specific to the practice of public administration, assess public funding alternatives and budgetary options, and foster cross-sector collaborations that enhance the lives of individuals and communities.

Three Required Courses 12 quarter credits

- MPA5400 Public Administration Theory
- MPA5408 Finance and Accounting in Public Administration
- MPA5424 Policy Analysis and Research

Total 12 quarter credits

Public Health

The Public Health concentration introduces learners to public health concepts and includes course work in public health administrative systems; epidemiological research and analysis; and the psychological, behavioral, and social factors affecting individual and population health. The concentration is designed to enhance the knowledge and professional skills of learners from other disciplines to collaborate with public health professionals to meet public health challenges and better serve local, national, and international populations.

Three Required Courses 12 quarter credits

- MPH5500 Introduction to Public Health Administrative Systems
- MPH5506 Psychological, Behavioral, and Social Issues in Public Health
- MPH5512 Principles of Epidemiology

Total 12 quarter credits
Harold Abel School of Social and Behavioral Sciences

From the Dean

Welcome to the Harold Abel School of Social and Behavioral Sciences at Capella University.

The School of Social and Behavioral Sciences is home to three distinct departments: Counseling, Psychology, and Social Work. The doctoral, master’s, and certificate programs in each of these departments strive to deliver superior learning experiences and outcomes that are professionally relevant and competency-based.

The Department of Counseling offers advanced programs that provide the academic study and real-world preparation required of today’s counseling professionals. These programs include three master’s-level counseling degree programs accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP): Marriage and Family Therapy, Mental Health Counseling, and School Counseling.

The Department of Psychology offers programs and specializations for learners interested in academic practice. Learners may choose to pursue graduate psychology specializations in Child and Adolescent Development; Educational Psychology; Evaluation, Research, and Measurement; General Psychology; Industrial/Organizational Psychology; Leadership Coaching Psychology; Organizational Leader Development; and Sport Psychology.

The Clinical Psychology and Counseling Psychology specializations are designed for learners interested in pursuing careers leading to professional practice. Both the master’s School Psychology specialization and the Specialist Certificate in School Psychology are approved with conditions by the National Association of School Psychologists (NASP).

The Department of Social Work offers the Doctor of Social Work program, a program that offers experienced practitioners the opportunity to develop the skills and knowledge needed to advance their professional practice and contribute to the social work profession as scholars, teachers, and administrators. The program’s emphasis on critical thinking and action research helps prepare its graduates to become scholar-practitioners who integrate theoretical knowledge with relevant experience.

We know that you are embarking an exciting journey as you enter graduate school, and we are committed to offering you a challenging and supportive path to follow to achieve your goal. We are delighted to have you join the Harold Abel School of Social and Behavioral Sciences at Capella University!

Jody Neuman-Aamlie, PhD, LP
Interim Dean
About the Harold Abel School of Social and Behavioral Sciences

School Mission Statement
The Harold Abel School of Social and Behavioral Sciences aspires to establish high quality learning communities within each of its departments and across the school as a whole. We promote the scholarship and professional achievement of our learners and graduates, through competency-based education and training and innovative programming, in order to improve social systems and individuals.

Department of Counseling Degree Programs

Master of Science (MS) in Counseling Studies
The Master of Science in Counseling Studies degree program is designed to prepare learners to pursue careers in mental health counseling or addiction counseling, treatment, and prevention. The program seeks to deliver its curriculum through a dynamic, interactive, and collaborative learning environment and provides learners with a strong theoretical foundation in the field of counseling and knowledge and skills in associated areas of wellness theory and research, cultural competence, and ethics.

Master of Science (MS) in Addiction Counseling
The Master of Science in Addiction Counseling degree program is designed for both human services professionals seeking to advance in their field and those pursuing careers in the human services profession. The program seeks to deliver its curriculum through a dynamic, interactive, and collaborative learning environment and provides learners with a strong theoretical foundation in the field of counseling and knowledge and skills in associated areas of wellness theory and research, cultural competence, and ethics.

Master of Science (MS) in Professional Counseling

School Mission Statement
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Department of Counseling Degree Programs

Master of Science (MS) in Counseling Studies
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Master of Science (MS) in Addiction Counseling
The Master of Science in Addiction Counseling degree program is designed for both human services professionals seeking to advance in their field and those pursuing careers in the human services profession. The program seeks to deliver its curriculum through a dynamic, interactive, and collaborative learning environment and provides learners with a strong theoretical foundation in the field of counseling and knowledge and skills in associated areas of wellness theory and research, cultural competence, and ethics.

Harold Abel School of Social and Behavioral Sciences Degree Programs, Specializations, Certificates

Department of Counseling

Doctoral Degree Programs
Doctor of Philosophy (PhD) in Counseling Studies
General Counseling Studies
Doctor of Philosophy (PhD) in Counselor Education and Supervision
General Counselor Education and Supervision

Master’s Degree Programs
Master of Science (MS) in Counseling Studies
General Counseling Studies
Master of Science (MS) in Addiction Counseling
General Addiction Counseling
Master of Science (MS) in Career Counseling
General Career Counseling
Master of Science (MS) in Marriage and Family Therapy
General Marriage and Family Therapy
Master of Science (MS) in Mental Health Counseling
General Mental Health Counseling
Master of Science (MS) in School Counseling
General School Counseling

Certificates
Addiction Counseling
Diversity Studies
Marriage and Family Therapy
Professional Counseling

Department of Psychology

Doctoral Degree Programs
Doctor of Philosophy (PhD) in Psychology
General Psychology
Educational Psychology
Industrial/Organizational Psychology
Doctor of Psychology (PsyD)
Clinical Psychology

Master’s Degree Programs
Master of Science (MS) in Psychology
General Psychology
Child and Adolescent Development
Educational Psychology
Evaluation, Research, and Measurement
Industrial/Organizational Psychology
Leadership Coaching Psychology
Organizational Leader Development
Sport Psychology
Clinical Psychology
Counseling Psychology
School Psychology

Certificate
Specialist Certificate in School Psychology

Department of Social Work

Doctoral Degree Program
Doctor of Social Work (DSW)
General Social Work

1 Review of this program is pending in ND and SC.
**Master of Science (MS) in Career Counseling**

The Master of Science in Career Counseling degree program is designed to prepare learners to serve as career counselors and leaders who advocate for the personal and professional needs of their clients. The program seeks to deliver its curriculum through a dynamic, interactive, and collaborative learning environment and provides learners with a strong theoretical foundation in the field of career counseling and knowledge and skills in associated areas of workplace emergency and crisis management, wellness theory and research, advocacy and change, leadership, assessment and treatment, cultural competence, and ethical practice.

**Master of Science (MS) in Marriage and Family Therapy**

The CACREP-accredited Master of Science in Marriage and Family Therapy degree program is designed to prepare learners to serve as marriage and family therapists for a diverse population of clients in various therapeutic settings. The program seeks to deliver its curriculum through a dynamic, interactive, and collaborative learning environment and provides learners with a strong theoretical foundation in the field of marriage and family therapy and knowledge and skills in associated areas of wellness theory and research, advocacy and change, leadership, assessment and treatment, cultural competence, and ethical practice.

**Master of Science (MS) in Mental Health Counseling**

The CACREP-accredited Master of Science in Mental Health Counseling degree program is designed to prepare learners to serve as mental health counselors for a diverse population of clients in various therapeutic settings. The program seeks to deliver its curriculum through a dynamic, interactive, and collaborative learning environment and provides learners with a strong theoretical foundation in the field of mental health counseling and knowledge and skills in associated areas of wellness theory and research, relationship building, assessment and treatment, cultural competence, and ethical practice.

**Doctor of Psychology (PsyD)**

The Doctor of Psychology (PsyD) degree program is designed to prepare learners for professional psychology practice. Learners pursue a Clinical Psychology specialization during which they engage in a competency-based, scholar-practitioner curriculum that provides them with advanced practice preparation emphasizing the incorporation of scientific knowledge and inquiry into the development, application, and evaluation of ethical and culturally sensitive psychological assessments and interventions. The specialization course work, residency experiences, clinical training, and research are sequential, developmental, and graded in complexity to ensure that successful graduates gain the knowledge, skills, and attitudes needed to form effective professional relationships; conduct appropriate psychological assessments; successfully implement evidence-based interventions; evaluate the outcomes of programs and therapeutic interventions; and engage in supervision, consultation, and advocacy related to the practice of clinical psychology.

**Master of Science (MS) in Psychology Degree Programs**

**Doctor of Philosophy (PhD) in Psychology**

The Doctor of Philosophy (PhD) in Psychology degree program provides learners with advanced academic preparation with an emphasis on research and scholarship. Learners pursue a specialization in Educational Psychology, General Psychology, or Industrial/Organizational Psychology during which they engage in a competency-based, scholar-practitioner curriculum that can be applied in a range of fields, including psychology, mental health, education, business, and public policy. Successful graduates of this degree program are prepared to apply psychological principles in areas such as teaching, administration, research, consultation, coaching, management, and leadership.
psychological and ethical principles in practice or pursue doctoral-level graduate study.

Learners enrolled in the Combined BS/MS in Psychology option will have already completed a specified number of graduate quarter credits as part of their bachelor’s Psychology degree program.

**Department of Social Work Degree Program**

**Doctor of Social Work (DSW)**
The Doctor of Social Work degree program is structured as a cohort, and it offers experienced practitioners the opportunity to use the latest technological advancements to develop the knowledge and skills needed to advance their professional practice and contribute to the profession as scholars, teachers, and administrators. The curriculum emphasizes critical thinking and action research and encourages learners to incorporate theoretical knowledge with relevant experience. Upon successful completion of this degree program, learners are prepared to advance social well-being and social justice as scholar-practitioners, applying increased knowledge and skills in professional practice, teaching, and administration. Successful graduates of this specialization are prepared to continue in their practice or pursue career opportunities in administration, research, or teaching.

The Doctor of Social Work is structured using a cohort model. Beginning in their first quarter, learners enroll in one course each quarter in a prescribed sequence, progressing through their program with the same group of learners. Earning the DSW as part of a cohort enhances opportunities to gain skills and knowledge and develop professional relationships with other learners.

**Department of Counseling Certificate Program**
The Department of Counseling certificate programs provide concentrated, discipline-specific knowledge that is directly applicable to human services professionals. Learners may pursue certificates in Addiction Counseling, Diversity Studies, Marriage and Family Therapy, and Professional Counseling.

**Department of Psychology Certificate Program**
The Department of Psychology offers a Specialist Certificate in School Psychology that is designed to be coupled with the MS School Psychology specialization. The master’s degree and specialist certificate are offered in combination to prepare graduates for certification as school psychologists. Obtaining the specialist certificate alone, or in combination with the master’s degree, is not equivalent to certification. The term certification refers to the official mandate awarded by a state 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 degree or certificate program 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 the Licensure Disclosure & Responsibilities Acknowledgement in which they agree that it is their responsibility to understand and comply with licensing and certification laws and regulations. Additional information on professional licensure and certification can be found on iGuide.
Harold Abel School of Social and Behavioral Sciences
Degree Programs, Specializations, Certificates

Department of Counseling
Doctor of Philosophy (PhD) in Counseling Studies Specialization

General Counseling Studies Specialization
The PhD General Counseling Studies specialization is designed for licensed counseling professionals and learners pursuing educational, consultative, or leadership roles in institutional, public, or private settings. Learners engage in a curriculum that presents fundamentals of counseling research, child and adolescent counseling, group counseling, grief, and bereavement counseling, and mental health and aging.

Residency Requirement(s):
Three four-day colloquia (CST-R8921, CST-R8922, CST-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school's residency courses.

Twenty-Two Required Courses  92 quarter credits
Core courses:
CST8002 Advanced Research in Adult Human Development and Behavior
CST8731 Psychopathology: Assessment and Treatment
CST8739 Theories of Psychotherapy
CST8779 Life Planning and Career Development
CST8106 Epistemology of Practice Knowledge
CST8121 * Quantitative Research Methods in the Human Services
CST8112 * Advanced Qualitative Research Methods
CST8113 * Advanced Study in Research Methods

Specialization courses:
CST8478 The Family in the Social Context
CST8501 Contemporary Issues in Counseling Studies
CST8725 Human Sexuality
CST8741 Group Counseling and Psychotherapy
CST8745 Grief and Bereavement Counseling
CST8754 Child and Adolescent Counseling
CST8758 Mental Health and Aging
CST8764 Contemporary Issues in Compulsive and Addictive Behavior Treatment
CST9919 * Doctoral Comprehensive Examination
CST9920 * Dissertation Course Room (non-credit)
CST9921 * Dissertation Research 1 (5 quarter credits)
CST9922 * Dissertation Research 2 (5 quarter credits)
CST9923 * Dissertation Research 3 (5 quarter credits)
CST9924 * Dissertation Research 4 (5 quarter credits)

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

Total  120 quarter credits

Doctor of Philosophy (PhD) in Counselor Education and Supervision Specialization

General Counselor Education and Supervision
The General Counselor Education and Supervision doctoral specialization is designed to provide counseling professionals with clinical, teaching, and supervisory skills. Learners build their skills in multiple methods of graduate-level instructional delivery in counseling/therapy, clinical mental health supervision, and leadership and advocacy. Successful graduates are prepared to work as counselor educators, supervisors, researchers, and advanced practitioners in academic and clinical settings. This specialization requires course work and clinical experience.

Personal Suitability and Fitness for the Profession
Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the General Counselor Education and Supervision specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s):
Three four-day colloquia (CES-R8921, CES-R8922, CES-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school's residency courses.

Practicum/Internship Experience Requirement(s):
Minimum of 100 practicum hours and 600 internship hours. See the following section, Practicum/Internship Experience, for more information.

Twenty Required Courses  84 quarter credits
CES8002 Advanced Research in Adult Human Development and Behavior
CES8756 Advanced Counseling Theories
CES8760 * Advanced Clinical Practice
CES8764 Contemporary Issues in Compulsive and Addictive Behavior Treatment
CES8768 * Counselor Education Teaching and Practice
CES8772 * Counselor Supervision
CES8776 Leadership and Advocacy in Counseling
CES8100 * Fundamentals of Social Research
CES8106 * Epistemology of Practice Knowledge
CES8111 * Quantitative Research Methods in the Human Services
CES8112 * Advanced Qualitative Research Methods
CES8113 * Advanced Study in Research Methods

The three courses listed below are 10-week online courses. Each includes specific clinical experiences. Learners must complete prerequisites and clinical experience requirements to be eligible to complete each course in the sequence.

CES8780 * Counselor Education and Supervision Practicum
CES8784 * Counselor Education and Supervision Internship I
CES8785 * Counselor Education and Supervision Internship II
CES9919 * Doctoral Comprehensive Examination
CES9920 * Dissertation Course Room (non-credit)
CES9921 * Dissertation Research 1 (5 quarter credits)
CES9922 * Dissertation Research 2 (5 quarter credits)
CES9923 * Dissertation Research 3 (5 quarter credits)
CES9924 * Dissertation Research 4 (5 quarter credits)

Additional Required Courses  60 quarter credits
Graduate course work totaling 60 quarter credits from a CACREP-accredited or CACREP curriculum equivalent master's degree program.

Total  144 quarter credits

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
Practicum/Internship Experience

Doctor of Philosophy learners enrolled in the Counselor Education and Supervision degree program complete professional practice courses as a requirement of their program. The practicum and internship experiences consist of the following online courses and supervised laboratory practice/client interactions:

The Practicum (CES8780) is an online course that requires a 100-hour clinical experience. Learners apply the skills developed throughout the course of the program in a counselor education and supervision setting where the practicum is completed.

The Internships (CES8784 and CES8785) are two online courses that require 600 total hours of hands-on field experience at an agency/program that provides agreed-upon clinical supervisory/teaching opportunities. The internships represent a significant time of learning and applying clinical supervisory/teaching proficiencies that are critical to the provision of counselor education, supervision, and advanced clinical practice.

Learners should consult the PhD in Counselor Education and Supervision Learner Handbook for details about the practicum/internship experience.

Master of Science (MS) in Counseling Studies Specialization

General Counseling Studies

The master’s General Counseling Studies specialization is designed for professionals in counseling, psychology, or sociology fields seeking to advance in their field and those pursuing careers serving in public or private human services settings. Learners engage in a curriculum that presents principles of addictive and compulsive behavior, personality theory, mental health counseling, and professional and scientific ethics, including ethnic and cultural awareness.

Ten Required Courses 40 quarter credits

Core courses:
CST5003 Survey of Research in Human Development and Behavior
CST5006 Survey of Research Methodology
CST5315 Professional and Scientific Ethics
CST5318 Scope of Human Services
CST5334 Ethnic and Cultural Awareness

Specialization courses:
CST5108 Foundations of Addictive and Compulsive Behavior
CST5214 Theories of Personality
CST5221 Mental Health Counseling
CST5237 Counseling and Guidance in Diverse Populations
CST5990 Counseling Studies Integrative Project

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

Total 48 quarter credits

General Addiction Counseling

The master’s General Addiction Counseling specialization is designed to prepare learners to assume positions in addiction counseling, substance abuse treatment and prevention, and general clinical settings. Built on national standards, the curriculum emphasizes principles of psychopathology and personality disorders; addictive and compulsive behavior assessment, diagnosis, and treatment; intervention; and individual and group counseling. Learners engage in academic study and clinical training during which they demonstrate the established standards and ethics of professional counseling practice, including awareness and sensitivity to the complex mental health needs of a multicultural society. This specialization requires course work and clinical experience.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the General Addiction Counseling specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s):
Two six-day residential colloquia (COUN-R5940, COUN-R5941). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

Clinical Experience Requirement(s):
Minimum of 100 practicum hours and 600 internship hours. See the following section, Clinical Experience, for more information.

* Denotes courses that have prerequisite(s).
Refer to the descriptions for further details.
Harold Abel School of Social and Behavioral Sciences
Degree Programs, Specializations, Certificates, continued

MS in Addiction Counseling
Specialization, continued

Master of Science (MS) in Career Counseling Specialization

General Career Counseling

The master’s General Career Counseling specialization is designed to prepare learners to assume positions in career counseling and development fields, including program development. The curriculum emphasizes theories and models of career counseling, group counseling, and psychotherapy; career assessment, evaluation, and intervention techniques and instruments; and career counseling in context. Learners engage in academic study and clinical training during which they demonstrate the established standards and ethics of professional counseling practice, including awareness and sensitivity to the complex career counseling and development needs of a multicultural society. This specialization requires course work and clinical experience.

Personal Suitability and Fitness for the Profession
Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the General Career Counseling specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s):
Two six-day residential colloquia (COUN-R5950, COUN-R5951). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

Clinical Experience Requirement(s):
Minimum of 100 practicum hours and 600 internship hours. See the following section, Clinical Experience, for more information.

Eighteen Required Courses  72 quarter credits
Core courses:
COUN5003  Survey of Research in Human Development and Behavior
COUN5006  Survey of Research Methodology
COUN5106  Assessment, Tests, and Measures
COUN5107 *  Principles of Psychopathology: Diagnosis and Treatment
COUN5214  Theories of Personality
COUN5215  Professional and Scientific Ethics for Counselors/Therapists
COUN5221  Mental Health Counseling
COUN5239  Theories of Psychotherapy
COUN5241 *  Group Counseling and Psychotherapy
COUN5279  Life Planning and Career Development
COUN5334  Ethnic and Cultural Awareness

All academic courses listed below are 10-week online courses. Each includes specific residential colloquia or clinical experiences. Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

COUN5940 *  Addiction Counseling Pre-Practicum Course I (4 quarter credits) AND COUN-R5940 *  Addiction Counseling Residential Colloquium I (non-credit)
COUN5941 *  Addiction Counseling Pre-Practicum Course II (4 quarter credits) AND COUN-R5941 *  Addiction Counseling Residential Colloquium II (non-credit)
COUN6402 *  Addiction Counseling Clinical Practicum (4 quarter credits)
COUN6431 *  Addiction Counseling Clinical Internship I (4 quarter credits)
COUN6432 *  Addiction Counseling Clinical Internship II (4 quarter credits)
COUN5108 *  Foundations of Addictive and Compulsive Behavior
COUN5225  Human Sexuality
COUN5258  Group Therapy and Treatment of Compulsive and Addictive Behaviors
COUN5260  Theories and Models for the Treatment of Addictive and Compulsive Behaviors
COUN5262  Interventions with Substance Abuse and Dependence
COUN5264  Current Issues in Compulsive and Addictive Behavior Treatment
COUN5945 *  Addiction Counseling Integrative Project

Total  92 quarter credits

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is learners’ responsibility to understand and comply with requirements for their state.

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

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
Master of Science (MS) in Marriage and Family Therapy Specialization

**General Marriage and Family Therapy**

The CACREP-accredited master’s General Marriage and Family Therapy specialization is designed to prepare learners to assume positions as marriage and family therapists serving individuals, couples, and families in institutional, public, or private practice settings. Built on CACREP counseling standards, the curriculum emphasizes lifecycle and family system dynamics; assessment, diagnosis, and treatment; intervention; and systemic perspectives of working with individuals, couples, and families. Learners engage in academic study and clinical training during which they demonstrate the established standards and ethics of professional counseling practice, including awareness and sensitivity to the complex individual, couple, and family systems needs of a multicultural society. This specialization requires course work and clinical experience.

**Personal Suitability and Fitness for the Profession**

Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the General Marriage and Family Therapy specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

**Residency Requirement(s):**

Two six-day residential colloquia (COUN-R5920, COUN-R5921). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

**Clinical Experience Requirement(s):**

Minimum of 100 practicum hours and 600 internship hours. See the following section, Clinical Experience, for more information.

**Twenty-Three Required Courses 92 quarter credits**

**Core courses:**

- COUN5003 Survey of Research in Human Development and Behavior
- COUN5006 Survey of Research Methodology
- COUN5106 Assessment, Tests, and Measures
- COUN5107 Principles of Psychopathology: Diagnosis and Treatment
- COUN5108 * Foundations of Addictive and Compulsive Behavior
- COUN5214 Theories of Personality
- COUN5215 Professional and Scientific Ethics for Counselors/Therapists
- COUN5220 Introduction to Marriage and Family Therapy
- COUN5239 Theories of Psychotherapy
- COUN5241 * Group Counseling and Psychotherapy
- COUN5279 Life Planning and Career Development
- COUN5334 Ethnic and Cultural Awareness

* All academic courses listed below are 10-week online courses. Each includes specific residential colloquia or clinical experiences. Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

- COUN5920 * Marriage and Family Therapy Pre-Practicum Course I (4 quarter credits) AND
- COUN-R5920 * Marriage and Family Therapy Residential Colloquium I (non-credit)
- COUN5921 * Marriage and Family Therapy Pre-Practicum Course II (4 quarter credits) AND
- COUN-R5921 * Marriage and Family Therapy Residential Colloquium II (non-credit)
- COUN6202 * Marriage and Family Therapy Clinical Practicum (4 quarter credits)
- COUN6231 * Marriage and Family Therapy Clinical Internship I (4 quarter credits)
- COUN6232 * Marriage and Family Therapy Clinical Internship II (4 quarter credits)

**Specialization courses:**

- COUN5225 Human Sexuality
- COUN5254 * Child and Adolescent Counseling
- COUN5270 Family Therapy Theory and Methods
- COUN5271 Marriage and Family Systems
- COUN5273 * Couple and Marital Therapy
- COUN5925 * Marriage and Family Therapy Integrative Project

**Total 92 quarter credits**

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is learners’ responsibility to understand and comply with requirements for their state.

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
Harold Abel School of Social and Behavioral Sciences
Degree Programs, Specializations, Certificates, continued

Master of Science (MS) in Mental Health Counseling Specialization

General Mental Health Counseling
The CACREP-accredited master’s General Mental Health Counseling specialization is designed to prepare learners to assume positions as mental health counselors serving individuals and groups in institutional, public, or private practice settings. Built on CACREP counseling standards, the curriculum emphasizes assessment, diagnosis, and treatment; intervention; and systemic perspectives of working with children and adolescents, couples, and families. Learners engage in academic study and clinical training during which they demonstrate the established standards and ethics of professional counseling practice, including awareness and sensitivity to the complex mental health needs of a multicultural society. This specialization requires course work and clinical experience.

Personal Suitability and Fitness for the Profession
Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the General Mental Health Counseling specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s):
Two six-day residential colloquia (COUN-R5930, COUN-R5931). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school’s residency courses.

Clinical Experience Requirement(s):
Minimum of 100 practicum hours and 600 internship hours. See the following section, Clinical Experience, for more information.

<table>
<thead>
<tr>
<th>Twenty-Two Required Courses</th>
<th>88 quarter credits</th>
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<tbody>
<tr>
<td>Core courses:</td>
<td></td>
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<tr>
<td>COUN5003 Survey of Research in Human Development and Behavior</td>
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<tr>
<td>COUN5006 Survey of Research Methodology</td>
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<tr>
<td>COUN5106 Assessment, Tests, and Measures</td>
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<tr>
<td>COUN5107 Principles of Psychopathology: Diagnosis and Treatment</td>
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<td>COUN5214 Theories of Personality</td>
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<td>COUN5215 Professional and Scientific Ethics for Counselors/Therapists</td>
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<td>COUN5221 Mental Health Counseling</td>
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<td>COUN5239 Theories of Psychotherapy</td>
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<td>COUN5241 Group Counseling and Psychotherapy</td>
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<tr>
<td>COUN5252 Introspective and Personal Growth Seminar</td>
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<tr>
<td>COUN5279 Life Planning and Career Development</td>
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<tr>
<td>COUN5334 Ethnic and Cultural Awareness</td>
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</tbody>
</table>

All academic courses listed below are 10-week online courses. Each includes specific residential colloquia or clinical experiences. Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

| COUN5930 Mental Health Counseling Pre-Practicum Course I (4 quarter credits) AND COUN-R5930 Mental Health Counseling Residential Colloquium I (non-credit) |
| COUN5931 Mental Health Counseling Pre-Practicum Course II (4 quarter credits) AND COUN-R5931 Mental Health Counseling Residential Colloquium II (non-credit) |
| COUN6302 Mental Health Counseling Clinical Practicum (4 quarter credits) | |
| COUN6331 Mental Health Counseling Clinical Internship I (4 quarter credits) | |
| COUN6332 Mental Health Counseling Clinical Internship II (4 quarter credits) | |

Specialization courses:
COUN5108 Foundations of Addictive and Compulsive Behavior
COUN5225 Human Sexuality
COUN5254 Child and Adolescent Counseling
COUN5271 Marriage and Family Systems
COUN5935 Mental Health Counseling Integrative Project

<table>
<thead>
<tr>
<th>One Elective Course</th>
<th>4 quarter credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one from the following courses:</td>
<td></td>
</tr>
<tr>
<td>COUN5240 Counseling and Guidance with Children</td>
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<tr>
<td>COUN5270 Family Therapy Theory and Methods</td>
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<tr>
<td>COUN6333 Counselor Education Clinical Internship III</td>
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<tr>
<td>COUN7503 Academic and Clinical Writing for Counseling</td>
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</tr>
</tbody>
</table>

Total 92 quarter credits

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

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is learners’ responsibility to understand and comply with requirements for their state. State regulations vary regarding course requirements for professional licensure. For assistance with state-mandated course requirements for licensure, contact the designated school representative.

Graduates of this specialization are not eligible for licensure in South Carolina. Learners residing in South Carolina should check with the state licensing agency for specific requirements for professional licensure.
School Counseling Specialization
for more information.

Clinical Experience Requirement(s):
Also see each graduate school's residency courses.
Attendance at Residencies and the Residential COUN-R5911). See university policy 3.04.05 with regard to their personal suitability and fitness responsible for educating and assessing learners with professional development or functioning in an open manner. Throughout the graduate experience, learners apply the skills developed online course that requires a 100-hour clinical experience. Learners apply the skills developed throughout the course of the program in a mental health or school setting where the practicum is completed. The Clinical Internships (COUN6431 and COUN6432 for Addiction Counseling; COUN6531 and COUN6532 for Career Counseling; COUN6231 and COUN6232 for Marriage and Family Therapy; COUN6331 and COUN6332 for Mental Health Counseling; and COUN6131 and COUN6132 for School Counseling) are two online courses that require 600 total hours of hands-on field experience at an approved school or mental health agency that provides agreed-upon clinical counseling opportunities. Learners may enroll in a third internship course (COUN6333) should they need additional hours. The internships represent a significant time of learning and applying clinical proficiencies that are critical to the provision of addiction counseling; marriage and family therapy; mental health counseling; and school counseling services.

Learners should consult the Counselor Education Clinical Manual for details about the clinical experience.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is learners' responsibility to understand and comply with requirements for their state. State regulations vary regarding course requirements for professional licensure. For assistance with state-mandated course requirements for licensure, contact the designated school representative.

Prior to enrollment, Washington state learners are advised to contact the Office of the Superintendent of Public Instruction at 360.725.6320 or profed@k12.wa.us to determine teacher certification or endorsement requirements, and contact their school district regarding qualifications for salary advancement.

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
Harold Abel School of Social and Behavioral Sciences
Degree Programs, Specializations, Certificates, continued

Certificates

Addiction Counseling
The Addiction Counseling certificate is designed for professionals in agencies or in private practice who want to build their knowledge related to substance abuse, addiction, and compulsive behaviors. The Addiction Counseling certificate is not designed to meet licensure requirements for the counseling professions.

Four Required Courses 16 quarter credits
- COUN5258 Group Therapy and Treatment of Compulsive and Addictive Behaviors
- COUN5260 Theories and Models for the Treatment of Addictive and Compulsive Behaviors
- COUN5262 Interventions with Substance Abuse and Dependence
- COUN5264 Current Issues in Compulsive and Addictive Behavior Treatment

Total 16 quarter credits

Diversity Studies
The Diversity Studies certificate is designed for professionals who desire greater understanding of ethnic, gender, cultural, and multicultural issues and applications in order to practice in industry, schools, the military, government, and other sectors of American society.

Four Required Courses 16 quarter credits
- CST5237 Counseling and Guidance in Diverse Populations
- CST5304 Ethnic and Linguistic Minorities in the Workplace
- CST5500 Multicultural Issues in Health Care
- CST8300 Diversity in the Workplace

Total 16 quarter credits

Marriage and Family Therapy
The Marriage and Family Therapy certificate is designed for human services professionals and therapists who want to increase their knowledge of marital and family therapy. The Marriage and Family Therapy certificate is not designed to meet licensure requirements for the counseling professions.

Four Required Courses 16 quarter credits
- COUN5270 Family Therapy Theory and Methods
- COUN5271 Marriage and Family Systems
- COUN5273 * Couple and Marital Therapy
- COUN8476 Methods of Family Research

Total 16 quarter credits

Professional Counseling
The Professional Counseling certificate is designed for professionals who want to develop knowledge of assessment and treatment of mental health issues. The Professional Counseling certificate is not designed to meet licensure requirements for the counseling professions.

Four Required Courses 16 quarter credits
- COUN5107 Principles of Psychopathology: Diagnosis and Treatment
- COUN5214 Theories of Personality
- COUN5215 Professional and Scientific Ethics for Counselors/Therapists
- COUN5221 Mental Health Counseling

Total 16 quarter credits

Department of Psychology
Doctor of Philosophy (PhD) in Psychology Specializations

General Psychology
The doctoral specialization in General Psychology is offered to those learners who want a great deal of flexibility in designing and individualizing their education based on their professional interests. Learners may choose electives that allow them to focus their course work in an established area of study such as addictions, family, or health psychology. Learners may also choose electives to design an individualized focus area of study in psychology or design an interdisciplinary focus area of study that blends psychology with education, business, or human services courses. The General Psychology specialization requirements are designed for learners who are not seeking licensure as a professional psychologist but who are interested in seeking careers as university professors, researchers, consultants, or program administrators.

Residency Requirement(s):
Three four-day colloquia (PSY-R8921, PSY-R8922, PSY-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see the following section, Psychology Residencies, and each graduate school's residency courses.

Seventeen Required Courses 85 quarter credits
Core courses:
- PSY8002 Orientation to Doctoral Learning in Psychology
- PSY7110 History and Systems of Psychology
- PSY7210 Lifespan Development
- PSY7615 Data Analysis with PASW
- PSY7520 Social Psychology
- PSY7543 * Ethics and Multicultural Issues in Psychology
- PSY7610 Tests and Measurements
- PSY7625 * Advanced Inferential Statistics
- PSY7630 Qualitative Analysis
- PSY7656 * Advanced Research Methods

Specialization courses:
- PSY7635 * Advanced Qualitative Analysis
- PSY7626 * Multivariate Statistics: Theory and Application
- PSY9919 * Doctoral Comprehensive Examination
- PSY9920 * Dissertation Courseroom (non-credit)
- PSY9921 * Dissertation Research 1
- PSY9922 * Dissertation Research 2
- PSY9923 * Dissertation Research 3
- PSY9924 * Dissertation Research 4

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
Harold Abel School of Social and Behavioral Sciences
Degree Programs, Specializations, Certificates, continued

PhD in Psychology Specializations, continued

Seven Elective Courses 35 quarter credits
Choose any graduate course(s).
OR
Choose seven courses from one of the following recommended focus areas:

**For an addictions psychology focus, recommended electives include:**
PSY7330 * Psychopharmacology
PSY8410 * Substance-Related Therapies
PSY8420 Multicultural Issues in Addiction
PSY8430 Issues and Trends in Addiction-Related Treatments
PSY8440 * Substance-Related Program Evaluation
PSY8450 Compulsive Behavior and the Disturbance of the Self
PSY8460 * Dual Diagnosis
PSY8570 Family Systems Approach to Addictive Behavior Problems

For a family psychology focus, recommended electives include:
PSY8510 Family Systems Theories
PSY8520 Couples Therapy
PSY8530 Family Therapy
PSY8540 * Current Issues and Methods in Family Research
PSY8560 Principles of Family Pathology
PSY8570 Family Systems Approach to Addictive Behavior Problems

AND

Choose any graduate course.

For a health psychology focus, recommended electives include:
PSY7320 * Advanced Biological Psychology
PSY7330 * Psychopharmacology
PSY8610 Principles of Health Psychology
PSY8630 Health Care Delivery
PSY8640 Community Psychology
PSY8650 Innovative Health Care Practices
PSY8660 Coping with Chronic Physical Illness
PSY8670 Cognitive/Affective Basis of Physical Illness

Total 120 quarter credits

Courses without a PSY designation may be worth fewer than five quarter credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Social and Behavioral Sciences can be used as an option to complete the total required credits needed for graduation.

Educational Psychology

Doctoral learners in this specialization acquire a broad base of knowledge associated with learning, cognition, instruction, development, and research. Core course work provides a foundation of the science of psychology, and specialization course work provides depth within the discipline of educational psychology. Learners may choose a concentration within their specialization courses. Concentrations include program evaluation and measurement, psychology teaching and instruction, and child and adolescent development. Successful graduates of this specialization are prepared to pursue careers in teaching and instruction; higher education; corporate and military educational training; child, adolescent, and adult development; instructional technology; test construction; learning evaluation; program evaluation; or research. These specialization requirements are not intended to prepare graduates for licensure as a professional counselor or licensed psychologist.

Residency Requirement(s):
Three four-day colloquia (PSY-R8921, PSY-R8922, PSY-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see the following section, Psychology Residencies, and each graduate school's residency courses.

Twenty-Two Required Courses 110 quarter credits
Core courses:
PSY8002 Orientation to Doctoral Learning in Psychology
PSY7110 History and Systems of Psychology
PSY7210 Lifespan Development
PSY7411 Learning Theories in Psychology
PSY7543 * Ethics and Multicultural Issues in Psychology
PSY7615 Data Analysis with PASW
PSY7625 * Advanced Inferential Statistics
PSY7656 * Advanced Research Methods

Specialization courses:
PSY7421 * Cognitive/Affective Psychology
PSY7626 * Multivariate Statistics: Theory and Application
PSY7630 Qualitative Analysis
PSY7635 * Advanced Qualitative Analysis
PSY8100 * Principles of Educational Psychology
PSY9919 * Doctoral Comprehensive Examination
PSY9920 * Dissertation Courseroom (non-credit)
PSY9921 * Dissertation Research 1
PSY9922 * Dissertation Research 2
PSY9923 * Dissertation Research 3
PSY9924 * Dissertation Research 4

In addition, choose one of the following recommended Educational Psychology concentrations:

For a program evaluation and measurement concentration:
PSY7610 Tests and Measurements
PSY7660 * Survey Construction and Administration
PSY8763 * Program Evaluation
PSY8765 * Testing and Assessment in Workplace Psychology

For a psychology teaching and instruction concentration:
PSY8110 Teaching Psychology
PSY8170 Principles of Instructional Design
PSY8130 Adult Learner in the Classroom
PSY8361 * Online Teaching in Psychology Practicum

For a child and adolescent development concentration:
PSY6010 Human Prenatal Development
PSY6020 * Topics in Child and Adolescent Development
PSY7220 Child Psychology
PSY7230 Adolescent Psychology

Choose four from the following courses:
PSY6010 Human Prenatal Development
PSY6020 * Topics in Child and Adolescent Development
PSY7220 Child Psychology
PSY7230 Adolescent Psychology
PSY7610 Tests and Measurements
PSY7660 * Survey Construction and Administration
PSY8110 Teaching Psychology
PSY8120 Computer-Mediated Instruction/Learning
PSY8130 Adult Learner in the Classroom
PSY8170 Principles of Instructional Design
PSY8361 * Online Teaching in Psychology Practicum
PSY8763 * Program Evaluation
PSY8765 * Testing and Assessment in Workplace Psychology

Two Elective Courses 10 quarter credits
Choose any graduate course(s).

Total 120 quarter credits

Courses without a PSY designation may be worth fewer than five quarter credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Social and Behavioral Sciences can be used as an option to complete the total required credits needed for graduation.

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
PhD in Psychology Specializations, continued

Industrial/Organizational Psychology

The doctoral specialization in Industrial/Organizational Psychology is for learners interested in the structure of psychology in the workplace and other organizational settings. Learners may choose a concentration within their specialization courses. Concentrations include organizational psychology, industrial psychology, consultation psychology, coaching psychology. Learners in this specialization are interested in leader development, coaching psychology, group and team dynamics, organizational change management, systems planning, industrial/organizational assessment, employee motivation/performance improvement, strategic planning, professional development and administrative and human resource management (including employee support services). Doctoral graduates typically pursue positions as consultants to organizations, including government, higher education, and scientific research. These specialization requirements are not intended to prepare graduates for licensure as a professional counselor of psychologist.

Residency Requirement(s): Three four-day colloquia (PSY-R8921, PSY-R8922, PSY-R8923). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see the following section, Psychology Residencies, and each graduate school's residency courses.

Twenty-Four Required Courses 120 quarter credits

Core courses:
PSY8002 Orientation to Doctoral Learning in Psychology
PSY7210 Lifespan Development
PSY7421 Cognitive/Affective Psychology
PSY7520 Social Psychology
PSY7543 * Ethics and Multicultural Issues in Psychology
PSY7610 Tests and Measurements
PSY7630 Qualitative Analysis
PSY7625 * Advanced Inferential Statistics
PSY7656 * Advanced Research Methods

Specialization courses:
PSY8711 Principles of Industrial/Organizational Psychology
PSY8720 Psychology of Leadership
PSY8730 Consultation Psychology
PSY8740 Psychology Practices in Personnel and Human Resource Management
PSY8765 * Testing and Assessment in Workplace Psychology
PSY8768 * Theory and Practice of Psychological Coaching
PSY9919 * Doctoral Comprehensive Examination
PSY9920 * Dissertation Courseroom (non-credit)
PSY9921 * Dissertation Research 1
PSY9922 * Dissertation Research 2
PSY9923 * Dissertation Research 3
PSY9924 * Dissertation Research 4

In addition, choose one of the following recommended Industrial/Organizational Psychology concentrations:

For an industrial psychology concentration:
PSY7670 * Psychological Principles of Strategic Planning
PSY8785 Compensation and Benefits Planning Psychology
PSY8780 Psychology of Organizational Ergonomics in the Workplace
PSY8795 Psychology of Health and Stress in Organizations

For an organizational psychology concentration:
PSY8770 Psychology of Motivation and Performance
PSY7550 * Process of Professional Development
PSY7530 Psychology of Group Dynamics
PSY8721 * Introduction to Business Practices for Psychologists

For a coaching psychology concentration:
PSY7510 Psychology of Personality
PSY8770 Psychology of Motivation and Performance
PSY8721 * Introduction to Business Practices for Psychologists
PSY8162 Career Counseling Theory

For a consultation psychology concentration:
PSY8770 Psychology of Motivation and Performance
PSY8721 * Introduction to Business Practices for Psychologists
PSY7530 Psychology of Group Dynamics
PSY87670 * Psychological Principles of Strategic Planning

Choose four from the following courses:
PSY7510 Psychology of Personality
PSY7530 Psychology of Group Dynamics
PSY7550 * Process of Professional Development
PSY87670 * Psychological Principles of Strategic Planning
PSY8162 Career Counseling Theory
PSY8721 * Introduction to Business Practices for Psychologists
PSY8770 Psychology of Motivation and Performance
PSY8780 Psychology of Organizational Ergonomics in the Workplace
PSY8785 Compensation and Benefits Planning Psychology
PSY8795 Psychology of Health and Stress in Organizations

Choose any graduate course(s).

Total 120 quarter credits

Courses without a PSY designation may be worth fewer than five quarter credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Social and Behavioral Sciences can be used as an option to complete the total required credits needed for graduation.

Doctor of Psychology (PsyD) Specialization

Clinical Psychology

Learners in the PsyD Clinical Psychology specialization acquire knowledge of psychology as an academic discipline, including the history and systems of psychology, lifespan development, cognitive/affective psychology, and the biological basis of behavior. The curriculum provides the theoretical tools and skills-based training needed to assess, diagnose, and plan appropriate therapeutic interventions for a variety of populations and emphasizes sensitivity to diversity and the application of ethical principles. Learners enrolled in this specialization typically plan to seek licensure as professional psychologists in their states and therefore must be familiar with the license requirements of their state psychology boards. Other successful graduates pursue careers in research, teaching, program administration, or consulting.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators in the PsyD Clinical Psychology specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
HAROLD ABEL SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

Degree Programs, Specializations, Certificates, continued

**PsyD Specialization, continued**

**Degree Requirement(s):**
- Learners start the PsyD program on an annual basis by enrolling in PSY8001 in the fall. This course must be completed before enrolling in other courses.
- Learners may transfer a maximum of 15 quarter credits (three courses) toward a PsyD.
- Learners must complete three academic years of full-time enrollment (at least nine quarters during which learners are enrolled in 10 or more quarter credits of course work, exclusive of internship and dissertation courses).
- Learners must complete a minimum of 15 quarter credits at Capella University prior to beginning the year-in-residence.
- Learners must maintain full-time enrollment status during the year-in-residence (i.e., learners must be enrolled in 10 or more quarter credits of course work a minimum of three of the year-in-residence’s five quarters).
- Learners must enroll in PSY7540, PSY8220, PSY8230, PSY8240, PSY8310, PSY8315, PSY8330, and PSY8371 during the year-in-residence, in the quarter specified. Learners should refer to the Clinical PsyD Learner Manual for general sequencing guidelines.
- Learners must demonstrate readiness for clinical training by passing the year-in-residence practicum readiness evaluation.

**Residency Requirement(s):**
- Clinical Psychology year-in-residence. See university policy 3.04.05 Attendance at Residencies and the Year-in-Residence page on iGuide for more information. Also see the following section, Psychology Residencies, and the Clinical Psychology year-in-residence courses.
- Clinical Training Requirement(s):
  - Minimum of 1,000 practicum hours and 2,000 pre-doctoral internship hours. See the following section, Clinical Training, for more information.

**Twenty-Seven Required Courses 135 quarter credits**

**Core courses:**
- PSY8001 Orientation to Professional Psychology
- PSY7110 History and Systems of Psychology
- PSY7210 Lifespan Development
- PSY7320 * Advanced Biological Psychology
- PSY7421 Cognitive/Affective Psychology
- PSY7520 Social Psychology
- PSY7540 Multicultural Perspectives in Human Behavior
- PSY7624 * Advanced Inferential Statistics for Professional Psychology
- PSY7657 * Advanced Quantitative Research Methods for Professional Psychology

**Specialization courses:**
- PSY9220 * Advanced Psychopathology
- PSY9230 * Psychological Testing
- PSY9240 * Advanced Psychological Testing
- PSY8310 Theories of Psychotherapy
- PSY8315 Research in Psychotherapy and Empirically Supported Treatments
- PSY8330 Ethics and Standards of Professional Practice
- PSY8371 Strategies of Clinical Supervision and Consultation
- PSY8392 * Doctoral Practicum I
- PSY8394 * Doctoral Practicum II
- PSY8401 * Internship I
- PSY8402 * Internship II
- PSY8403 * Internship III
- PSY8404 * Internship IV
- PSY9919 * Doctoral Comprehensive Examination
- PSY9920 * Dissertation Courseroom (non-credit)
- PSY9921 * Dissertation Research 1
- PSY9922 * Dissertation Research 2
- PSY9923 * Dissertation Research 3
- PSY9924 * Dissertation Research 4

**Two Elective Courses 10 quarter credits**

Choose any graduate course(s).

**Total 145 quarter credits**

Courses without a PSY designation may be worth fewer than five quarter credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Social and Behavioral Sciences can be used as an option to complete the total required credits needed for graduation.

**Check state licensure requirements. The license to practice as a professional psychologist is regulated independently in each state or province. Learners who intend to seek licensure or certification should check the program requirements in the state or province in which they hope to practice. This program is not accredited by the American Psychological Association (APA).**

**Master of Science (MS) in Psychology Specializations**

**General Psychology**

The General Psychology specialization offers master’s learners flexibility in designing and personalizing their degree program. Learners who choose this specialization have the opportunity to explore the psychology curriculum. These degree requirements are not intended to prepare graduates for licensure as a professional counselor or psychologist.

Learners enrolled in the Combined BS/MS in Psychology option for this specialization will have already completed PSY7610, PSY7620, and PSY7650 as part of their bachelor’s Psychology degree program.

**Ten Required Courses 50 quarter credits**
- PSY5002 Orientation to Graduate Learning in Psychology
- PSY7210 Lifespan Development
- PSY7411 Learning Theories in Psychology
- PSY7421 Cognitive/Affective Psychology
- PSY7520 Social Psychology
- PSY7543 * Ethics and Multicultural Issues in Psychology
- PSY7610 Tests and Measurements
- PSY7620 Inferential Statistics
- PSY7650 Research Methods
- PSY5201 * Integrative Project for Master’s Degree in Psychology

**Three Elective Courses 15 quarter credits**

Choose any graduate course(s).

**Total 65 quarter credits**

Courses without a PSY designation may be worth fewer than five quarter credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Social and Behavioral Sciences can be used as an option to complete the total required credits needed for graduation.

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
Harold Abel School of Social and Behavioral Sciences
Degree Programs, Specializations, Certificates, continued

MS in Psychology Specializations, continued

Child and Adolescent Development

The master’s Child and Adolescent Development specialization provides learners with the knowledge, theory, and best practices needed to promote and support the growth and development of children and adolescents. Specialization topics include prenatal, child, and adolescent development; physical and mental health; and social and educational issues related to child and adolescent development. Upon successful completion of this specialization, learners are prepared to pursue careers in education, human services, health care, social services, or other settings in which knowledge of child and adolescent development would be an asset or job prerequisite. The requirements for this specialization are not designed to prepare graduates for licensure as professional counselors or psychologists.

Learners enrolled in the Combined BS/MS in Psychology option for this specialization will have already completed PSY7610, PSY7620, and PSY7650 as part of their bachelor’s Psychology degree program.

Twelve Required Courses 60 quarter credits
Core courses:
PSY5002 Orientation to Graduate Learning in Psychology
PSY7210 Lifespan Development
PSY7411 Learning Theories in Psychology
PSY7543 * Ethics and Multicultural Issues in Psychology
PSY7610 Tests and Measurements
PSY7620 Inferential Statistics
PSY7650 Research Methods

Specialization courses:
PSY6010 Human Prenatal Development
PSY6020 * Topics in Child and Adolescent Development
PSY7220 Child Psychology
PSY7230 Adolescent Psychology
PSY5201 * Integrative Project for Master’s Degree in Psychology

One Elective Course 5 quarter credits
Choose any graduate course(s).

Total 65 quarter credits

Courses without a PSY designation may be worth fewer than five quarter credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Social and Behavioral Sciences can be used as an option to complete the total required credits needed for graduation.

Educational Psychology

The master’s Educational Psychology specialization offers learners the opportunity to strengthen their credentials needed to pursue careers in public education and instruction, lifespan development from early childhood through late adulthood, educational technology, and prepare for doctoral study in psychology and other related disciplines. Specialization outcomes allow learners to gain knowledge and skills in the application of learning, human development and socialization, educational psychology, ethics, tests and measurements, and basic statistics and research methods. These specialization requirements are not intended to prepare graduates for licensure as a professional counselor or psychologist.

Learners enrolled in the Combined BS/MS in Psychology option for this specialization will have already completed PSY7610, PSY7620, and PSY7650 as part of their bachelor’s Psychology degree program.

Eleven Required Courses 55 quarter credits
Core courses:
PSY5002 Orientation to Graduate Learning in Psychology
PSY7210 Lifespan Development
PSY7411 Learning Theories in Psychology
PSY7520 Social Psychology
PSY7543 * Ethics and Multicultural Issues in Psychology
PSY7610 Tests and Measurements
PSY7620 Inferential Statistics
PSY7650 Research Methods

Specialization courses:
PSY8100 * Principles of Educational Psychology
PSY8201 * Integrative Project for Master’s Degree in Psychology

Two Elective Courses 10 quarter credits
Choose any graduate course(s).

Total 65 quarter credits

Courses without a PSY designation may be worth fewer than five quarter credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Social and Behavioral Sciences can be used as an option to complete the total required credits needed for graduation.

Evaluation, Research, and Measurement

The master’s specialization in Evaluation, Research, and Measurement facilitates the development of learners as professionals who assist individuals and organizations with planning and decision making. Specialization topics include program evaluation, statistics, research methodology, and tests and measurements. Upon successful completion of this specialization, learners are prepared to pursue careers in program evaluation, research, measurement, test construction, or data collection and analysis in a variety of organizations, including research and assessment, and credentialing and accreditation agencies. The requirements for this specialization are not designed to prepare graduates for licensure as professional counselors or psychologists.

Learners enrolled in the Combined BS/MS in Psychology option for this specialization will have already completed PSY7610, PSY7620, and PSY7650 as part of their bachelor’s Psychology degree program.

Thirteen Required Courses 65 quarter credits
Core courses:
PSY5002 Orientation to Graduate Learning in Psychology
PSY7210 Lifespan Development
PSY7543 * Ethics and Multicultural Issues in Psychology
PSY7610 Tests and Measurements
PSY7620 Inferential Statistics
PSY7650 Research Methods

Specialization courses:
PSY7615 Data Analysis with PASW
PSY8100 * Principles of Educational Psychology
PSY5201 * Integrative Project for Master’s Degree in Psychology

Two Elective Courses 10 quarter credits
Choose any graduate course(s).

Total 65 quarter credits

Courses without a PSY designation may be worth fewer than five quarter credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Social and Behavioral Sciences can be used as an option to complete the total required credits needed for graduation.

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
Harold Abel School of Social and Behavioral Sciences
Degree Programs, Specializations, Certificates, continued

**MS in Psychology Specializations, continued**

### Industrial/Organizational Psychology

Master’s learners interested in the application of industrial/organizational behavior principles and research found in the workplace and other organizational settings choose this specialization. Learners explore the application of leadership theories, group development, motivation and workplace performance, conflict resolution, and organizational processes in pursuit of entry-level to mid-management positions in business services, consulting, human resources, teaching, training and development, and organizational administration. These specialization requirements are not intended to prepare graduates for licensure as a professional counselor or psychologist.

Learners enrolled in the Combined BS/MS in Psychology option for this specialization will have already completed PSY7610, PSY7620, and PSY7650 as part of their bachelor’s Psychology degree program.

<table>
<thead>
<tr>
<th>Twelve Required Courses</th>
<th>60 quarter credits</th>
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<tbody>
<tr>
<td><strong>Core courses:</strong></td>
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<tr>
<td>PSY5002</td>
<td>Orientation to Graduate Learning in Psychology</td>
</tr>
<tr>
<td>PSY7110</td>
<td>History and Systems of Psychology</td>
</tr>
<tr>
<td>PSY7210</td>
<td>Lifespan Development</td>
</tr>
<tr>
<td>PSY7411</td>
<td>Learning Theories in Psychology</td>
</tr>
<tr>
<td>PSY7610</td>
<td>Tests and Measurements</td>
</tr>
<tr>
<td>PSY7620 *</td>
<td>Inferential Statistics</td>
</tr>
<tr>
<td>PSY7650 *</td>
<td>Research Methods</td>
</tr>
<tr>
<td><strong>Specialization courses:</strong></td>
<td></td>
</tr>
<tr>
<td>PSY8711</td>
<td>Principles of Industrial/Organizational Psychology</td>
</tr>
<tr>
<td>PSY8720</td>
<td>Psychology of Leadership</td>
</tr>
<tr>
<td>PSY8730</td>
<td>Consultation Psychology</td>
</tr>
<tr>
<td>PSY8740</td>
<td>Psychology Practices in Personnel and Human Resource Management</td>
</tr>
<tr>
<td>PSY5201 *</td>
<td>Integrative Project for Master’s Degree in Psychology</td>
</tr>
<tr>
<td><strong>One Elective Course</strong></td>
<td>5 quarter credits</td>
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<tr>
<td>Choose any graduate course(s).</td>
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<tr>
<td><strong>Total</strong></td>
<td>65 quarter credits</td>
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Courses without a PSY designation may be worth fewer than five quarter credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Social and Behavioral Sciences can be used as an option to complete the total required credits needed for graduation.

### Leadership Coaching Psychology

The Leadership Coaching Psychology specialization prepares master’s learners to coach organizational leaders based on fundamental psychological principles and models including personality theory, the dynamics of group process, multicultural influences and perspectives, and ethical reasoning. This specialization provides learners with the education and training necessary to develop effective coaching relationships with organizational leaders, helping them achieve their personal and professional potential. Leadership coaches may provide internal or external assistance to executives, managers, and leaders of small or large organizations. The requirements for this specialization are not designed to prepare graduates for licensure as professional counselors or psychologists.

Learners enrolled in the Combined BS/MS in Psychology option for this specialization will have already completed PSY7610, PSY7620, and PSY7650 as part of their bachelor’s Psychology degree program.

<table>
<thead>
<tr>
<th>Thirteen Required Courses</th>
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<tbody>
<tr>
<td><strong>Core courses:</strong></td>
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</tr>
<tr>
<td>PSY5002</td>
<td>Orientation to Graduate Learning in Psychology</td>
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<tr>
<td>PSY7210</td>
<td>Lifespan Development</td>
</tr>
<tr>
<td>PSY7543 *</td>
<td>Ethics and Multicultural Issues in Psychology</td>
</tr>
<tr>
<td>PSY7610</td>
<td>Tests and Measurements</td>
</tr>
<tr>
<td>PSY7620 *</td>
<td>Inferential Statistics</td>
</tr>
<tr>
<td>PSY7650 *</td>
<td>Research Methods</td>
</tr>
<tr>
<td><strong>Specialization courses:</strong></td>
<td></td>
</tr>
<tr>
<td>PSY7510</td>
<td>Psychology of Personality</td>
</tr>
<tr>
<td>PSY7530</td>
<td>Psychology of Group Dynamics</td>
</tr>
<tr>
<td>PSY8720</td>
<td>Psychology of Leadership</td>
</tr>
<tr>
<td>PSY8721 *</td>
<td>Introduction to Business Practices for Psychologists</td>
</tr>
<tr>
<td>PSY8765 *</td>
<td>Testing and Assessment in Workplace Psychology</td>
</tr>
<tr>
<td>PSY8768 *</td>
<td>Theory and Practice of Psychological Coaching</td>
</tr>
<tr>
<td>PSY5201 *</td>
<td>Integrative Project for Master’s Degree in Psychology</td>
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<tr>
<td><strong>Total</strong></td>
<td>65 quarter credits</td>
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### Organizational Leader Development

The Organizational Leader Development specialization provides master’s learners with the education and skills needed to become effective organizational leaders. Specialization topics include strategic planning principles, professional leader development, leadership theory, group dynamics, multicultural issues, research and analysis, and ethics. Upon successful completion of this specialization, learners are prepared to lead individuals, teams, and organizations and pursue leadership positions within business, government, or other settings. The requirements for this specialization are not designed to prepare graduates for licensure as professional counselors or psychologists.

Learners enrolled in the Combined BS/MS in Psychology option for this specialization will have already completed PSY7610, PSY7620, and PSY7650 as part of their bachelor’s Psychology degree program.

<table>
<thead>
<tr>
<th>Thirteen Required Courses</th>
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<tbody>
<tr>
<td><strong>Core courses:</strong></td>
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</tr>
<tr>
<td>PSY5002</td>
<td>Orientation to Graduate Learning in Psychology</td>
</tr>
<tr>
<td>PSY7543 *</td>
<td>Ethics and Multicultural Issues in Psychology</td>
</tr>
<tr>
<td>PSY7610</td>
<td>Tests and Measurements</td>
</tr>
<tr>
<td>PSY7620 *</td>
<td>Inferential Statistics</td>
</tr>
<tr>
<td>PSY7650 *</td>
<td>Research Methods</td>
</tr>
<tr>
<td><strong>Specialization courses:</strong></td>
<td></td>
</tr>
<tr>
<td>PSY7530</td>
<td>Psychology of Group Dynamics</td>
</tr>
<tr>
<td>PSY7550 *</td>
<td>Process of Professional Development</td>
</tr>
<tr>
<td>PSY7670 *</td>
<td>Psychological Principles of Strategic Planning</td>
</tr>
<tr>
<td>PSY7690 *</td>
<td>Leading Organizational Change</td>
</tr>
<tr>
<td>PSY8720</td>
<td>Psychology of Leadership</td>
</tr>
<tr>
<td>PSY8770</td>
<td>Psychology of Motivation and Performance</td>
</tr>
<tr>
<td>PSY5201 *</td>
<td>Integrative Project for Master’s Degree in Psychology</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>65 quarter credits</td>
</tr>
</tbody>
</table>

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
Harold Abel School of Social and Behavioral Sciences
Degree Programs, Specializations, Certificates, continued

MS in Psychology 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 specialization requirements are not intended to prepare graduates for licensure as a professional counselor or psychologist.

Learners enrolled in the Combined BS/MS in Psychology option for this specialization will have already completed PSY7610, PSY7620, and PSY7650 as part of their bachelor’s Psychology degree program.

Thirteen Required Courses 65 quarter credits
Core courses:
PSY5002 Orientation to Graduate Learning in Psychology
PSY7210 Lifespan Development
PSY7411 Learning Theories in Psychology
PSY7543 * Ethics and Multicultural Issues in Psychology
PSY7610 Tests and Measurements
PSY7620 Inferential Statistics
PSY7650 Research Methods
Specialization courses:
PSY7310 Biological Basis of Behavior
PSY8840 * Principles of Sport Psychology
PSY8841 * Performance Enhancement in Sports
PSY8842 * Applied Sport Psychology
PSY8845 * Current Issues in Sport Psychology
PSY5201 * Integrative Project for Master’s Degree in Psychology

Total 65 quarter credits

Sport Psychology

Clinical Psychology
The master’s Clinical Psychology specialization trains learners in the foundational scientific theories and practices of clinical psychology. Learners admitted to this specialization typically intend to pursue a doctoral degree in clinical psychology. This specialization introduces learners to clinical interviewing and interventions, testing and assessment, research methods, psychopathology, and diagnosis.

Learners enrolled in the Combined BS/MS in Psychology option for this specialization will have already completed PSY7610, PSY7620, and PSY7650 as part of their bachelor’s Psychology degree program.

Personal Suitability and Fitness for the Profession
Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators in the MS Clinical Psychology specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s):
Three six-day residential colloquia (PSY-R6161, PSY-R6162, PSY-R6163). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on Guide for more information. Also see the following section, Psychology Residencies, and each graduate school’s residency courses.

Clinical Training Requirement(s):
Minimum of 600 total practicum hours. See the following section, Clinical Training, for more information.

Fourteen Required Courses 70 quarter credits
Core courses:
PSY7310 Biological Basis of Behavior
PSY7610 Tests and Measurements
PSY7620 Inferential Statistics
PSY7650 Research Methods
PSY8210 Introduction to Psychopathology
PSY8230 * Introduction to Psychological Testing
Specialization courses:
PSY3130 Biological Basis of Behavior
PSY6310 Introduction to Theories of Psychotherapy
PSY6312 * Clinical Interventions
PSY6391 * Master’s Practicum I
PSY6393 * Master’s Practicum II
PSY5201 * Integrative Project for Master’s Degree in Psychology

Total 70 quarter credits

Check state licensure requirements. The license to practice as a professional psychologist or counselor is regulated independently in each state or province. Learners who intend to seek licensure or certification should check the program requirements in the state or province in which they hope to practice. This program is not accredited by the American Psychological Association (APA) or by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
Harold Abel School of Social and Behavioral Sciences
Degree Programs, Specializations, Certificates, continued

MS in Psychology Specializations, continued

Counseling Psychology
The master’s Counseling Psychology specialization trains learners in the basic theories, practices, and research methods of the counseling psychology profession. Learners admitted to this specialization typically intend to pursue doctoral degrees in counseling psychology or in counseling-related fields such as human services, counselor education, community counseling, or clinical psychology. This specialization introduces learners to individual and group counseling interventions, testing and assessment, research methods, and counseling diagnosis.

Learners enrolled in the Combined BS/MS in Psychology option for this specialization will have already completed PSY7610, PSY7620, and PSY7650 as part of their bachelor’s Psychology degree program.

Personal Suitability and Fitness for the Profession
Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators in the MS Counseling Psychology specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s):
Three six-day residential colloquia (PSY-R6161, PSY-R6162, PSY-R6163). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see the following section, Psychology Residencies, and each graduate school’s residency courses.

Clinical Training Requirement(s):
None required. Learners have the option to gain practicum experience through a two-course series. See elective options below. Should this option be selected, see the following section, Clinical Training, for more information.

Twelve Required Courses 60 quarter credits
Core courses:
- PSY5002 Orientation to Graduate Learning in Psychology
- PSY7210 Lifespan Development
- PSY7543 * Ethics and Multicultural Issues in Psychology
- PSY7610 Tests and Measurements
- PSY7620 Inferential Statistics
- PSY7650 Research Methods
- PSY6210 Introduction to Psychopathology
- PSY6230 * Introduction to Psychological Testing

Specialization courses:
- PSY8090 Counseling Theories
- PSY8091 Group Counseling
- PSY8092 Counseling Skills and Procedures
- PSYS201 * Integrative Project for Master’s Degree in Psychology

Two Elective Courses 10 quarter credits
Recommended elective courses:
- PSY7225 Child and Adolescent Psychology
- PSY7310 Biological Basis of Behavior
- PSY8162 Career Counseling Theory
- PSY6310 Introduction to Theories of Psychotherapy
- PSY8510 Family Systems Theories
- PSY8520 Couples Therapy

For learners interested in gaining practicum experience, the following two-course sequence is available. Both courses must be taken to complete the practicum experience:
- PSY6391 * Master’s Practicum I
- PSY6393 * Master’s Practicum II

OR
Choose any graduate course(s).

Total 70 quarter credits

Courses without a PSY designation may be worth fewer than five quarter credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Social and Behavioral Sciences can be used as an option to complete the total required credits needed for graduation.

Check state licensure requirements. The license to practice as a professional psychologist or counselor is regulated independently in each state or province. Learners who intend to seek licensure or certification should check the program requirements in the state or province in which they hope to practice. This program is not accredited by the American Psychological Association (APA) or by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

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 need to enroll in both the School Psychology MS specialization and the Specialist Certificate in School Psychology. Completion of the School Psychology master’s specialization 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 licensing requirements to ensure these programs meet those requirements.

Learners enrolled in the Combined BS/MS in Psychology option for this specialization will have already completed PSY7610, PSY7620, and PSY7650 as part of their bachelor’s Psychology degree program.

NASP Approved with Conditions
Capella University is approved with conditions by the National Association of School Psychologists (NASP) for completion of its Specialist Certificate in School Psychology. The specialist certificate program, when preceded by the master’s program with a specialization in School Psychology, holds NASP approval with conditions for the period of January 1, 2010 to December 31, 2011. Learners must complete both the requirements for the master’s program with a specialization in School Psychology and the specialist certificate program to be eligible for licensure and credentialing in school psychology. As a stand-alone program, the master’s program with a specialization in School Psychology, is not NASP-approved and completing that program does not lead to eligibility for certification as a school psychologist. NASP program approval is the learner’s assurance that the key professional association in the field recognizes the content and quality of Capella’s School Psychology offerings.

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
Harold Abel School of Social and Behavioral Sciences  
Degree Programs, Specializations, Certificates, continued

MS in Psychology Specializations, continued

Personal Suitability and Fitness for the Profession
Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators in the MS School Psychology specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Degree Requirement(s):

• Learners start the master’s program on an annual basis by enrolling in PSY5004 in the fall. This course must be completed before enrolling in other courses.
• Learners may transfer a maximum of 15 quarter credits (three courses) toward the master’s degree in Psychology.
• Learners must complete PSY7610 in their second quarter and PSY8233 in their third quarter, prior to beginning the year-in-residence, part I.
• Learners must pass the final portfolio review.

Residency Requirement(s):
School Psychology year-in-residence, part I. See university policy 3.04.05 Attendance at Residencies and the Year-in-Residence page on iGuide for more information. Also see the following section, Psychology Residencies, and the School Psychology year-in-residence courses.

Fourteen Required Courses 70 quarter credits

Core courses:
PSY5004 Orientation to Graduate Learning in Psychology, School Psychology
PSY7610 Tests and Measurements
PSY7421 Inferential Statistics
PSY7650 Research Methods

Specialization courses:
PSY7225 Child and Adolescent Psychology
PSY7421 Cognitive/Affective Psychology
PSY7540 Multicultural Perspectives in Human Behavior
PSY7612 * Functional Behavioral Assessment
PSY8233 * Psychological Assessments for School Psychologists I
PSY8234 * Psychological Assessments for School Psychologists II
PSY8331 Principles of School Psychology
PSY8335 Consultation and Collaboration in the School
PSY8337 Legal and Ethical Issues in the School
PSYS202 * Master’s Integrative Project, School Psychology

Total 70 quarter credits

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is learners’ responsibility to understand and comply with requirements for their state.

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

Prior to enrollment, Washington state learners are advised to contact the Office of the Superintendent of Public Instruction at 360.725.6320 or profed@k12.wa.us to determine teacher certification or endorsement requirements, and contact their school district regarding qualifications for salary advancement.

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 MS and the Specialist Certificate in School Psychology from Capella University will have completed 120 quarter credits of study.

NASP Approved with Conditions
Capella University is approved with conditions by the National Association of School Psychologists (NASP) for completion of its Specialist Certificate in School Psychology. The specialist certificate program, when preceded by the master’s program with a specialization in School Psychology, holds NASP approval with conditions for the period of January 1, 2010 to December 31, 2011. Learners must complete both the requirements for the master’s program with a specialization in School Psychology and the specialist certificate program to be eligible for licensure and credentialing in school psychology. As a stand-alone program, the master’s program with a specialization in School Psychology, is not NASP-approved and completing that program does not lead to eligibility for certification as a school psychologist. NASP program approval is the learner’s assurance that the key professional association in the field recognizes the content and quality of Capella’s School Psychology offerings.

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
Harold Abel School of Social and Behavioral Sciences
Degree Programs, Specializations, Certificates, continued

Certificate, continued

Personal Suitability and Fitness for the Profession
Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators in the Specialist Certificate in School Psychology have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Certificate Requirement(s):
• Learners must complete the master's degree in Psychology with specialization in School Psychology from Capella University.
• Learners must start the specialist certificate program in the first month of the quarter.
• Learners must pass the comprehensive learner assessment during the year-in-residence, part II.
• Learners must complete PSY8150, PSY8235, and PSY8332 prior to beginning the practicum.
• Learners must complete all course work, residencies, and the initial portfolio review prior to beginning the internship.
• Learners must pass the final portfolio review.

Residency Requirement(s):
School Psychology year-in-residence, part II. See university policy 3.04.05 Attendance at Residencies and the Year-in-Residence page on iGuide for more information. Also see the following section, Psychology Residencies, and the School Psychology year-in-residence courses.

Clinical Training Requirement(s):
Minimum of 350 practicum hours and 1,200 internship hours. See the following section, Clinical Training, for more information.

Eleven Required Courses 50 quarter credits
PSY7310 Biological Basis of Behavior
PSY8150 Exceptional Children in the Classroom
PSY8211 Psychopathology of Children and Adolescents
PSY8235* Psychological Assessments for School Psychologists III
PSY8332 Advanced Methods in School Psychology
PSY8336 Organization and Operation of the School
PSY8377 School Psychology Practicum I (3 quarter credits)
PSY8378* School Psychology Practicum II (2 quarter credits)
PSY8385* School Psychology Internship I
PSY8386* School Psychology Internship II
PSY8387* School Psychology Internship III

Total 50 quarter credits

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is learners' responsibility to understand and comply with requirements for their state.

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

Prior to enrollment, Washington state learners are advised to contact the Office of the Superintendent of Public Instruction at 360.725.6320 or profed@k12.wa.us to determine teacher certification or endorsement requirements, and contact their school district regarding qualifications for salary advancement.

Department of Social Work
Doctor of Social Work (DSW) Specialization

General Social Work
The DSW General Social Work specialization expands learners’ fundamental social work knowledge and skills and allows them the opportunity to define an interdisciplinary curriculum in which they choose courses from other specializations specific to their respective discipline and interest. Learners explore the radical changes in the ways people network, form relationships, communicate, and view themselves and capitalize on connecting with their clients by using new and evolving technologies. Successful graduates of this specialization are prepared to effectively and ethically advocate for a diverse population of clients in a variety of settings.

The DSW General Social Work specialization is structured using a cohort model. Beginning in their first quarter, learners enroll in one course each quarter in a prescribed sequence, progressing through their program with the same group of learners. Earning the DSW as part of a cohort enhances opportunities to gain skills and knowledge and develop professional relationships with other learners.

Ten Required Courses 56 quarter credits
All courses taken in the following sequence:
DSW8002 Advanced Knowledge of Social Work
DSW8120* Contemporary Issues in Social Work
DSW8130* Leadership in Social Work
DSW8140* Technology in Social Work
DSW8150* Methods of Inquiry in Action Research
DSW8160* Applying Action Research
DSW9920* Action Research Dissertation Courseroom (non-credit)
DSW9921* Action Research Dissertation 1 (5 quarter credits)
DSW9922* Action Research Dissertation 2 (5 quarter credits)
DW-R8001* Professional Dissertation Writer’s Retreat (non-credit) +
DSW9923* Action Research Dissertation 3 (5 quarter credits)
DSW9924* Action Research Dissertation 4 (5 quarter credits)

* Denotes courses that have prerequisite(s).
Refer to the descriptions for further details.
Harold Abel School of Social and Behavioral Sciences
Degree Programs, Specializations, Certificates, continued

DSW Specialization, continued

Four or Five Elective Courses*  18 quarter credits
* Learners must choose the number of elective courses that will fulfill the 18 quarter credit requirement.

Choose four or five from the following courses:
ED7310  Evaluating the Effectiveness of the Educational Process (4 quarter credits)
ED7311  Theory and Methods of Educating Adults (4 quarter credits)
ED7540  Leadership in Higher Education (4 quarter credits)
ED7547  Assessment in Higher Education (4 quarter credits)
CST8731  Psychopathology: Assessment and Treatment (4 quarter credits)
CST8739  Theories of Psychotherapy (4 quarter credits)
CST8754  Child and Adolescent Counseling (4 quarter credits)
CST8758  Mental Health and Aging (4 quarter credits)
CST8779  Life Planning and Career Development (4 quarter credits)
HS6001  Practicum I: Short-Term Supervised Field Experience (4 quarter credits)
HS8108  Financial Analysis and Reporting for Nonprofit Executives (4 quarter credits)
HS8103  Principles and Practices of Social Work (4 quarter credits)
HS8106  Epistemology of Practice Knowledge (4 quarter credits)
HS8413  Social Influences of Behavior (4 quarter credits)
HS8478  The Family in Social Context (4 quarter credits)
PSY8610  Principles of Health Psychology (5 quarter credits)
PSY8650  Innovative Health Care Practices (5 quarter credits)
PSY8670  Cognitive/Affective Basis of Physical Illness (5 quarter credits)
PSY8750  Managing Psychological Services (5 quarter credits)

Total  74 quarter credits

Psychology Residencies

Residencies are an essential component of a graduate degree in Psychology at Capella University, as they supplement course work and help learners develop their identities as professionals in the field of psychology. They are required for all of the Harold Abel School of Social and Behavioral Sciences’ doctoral Psychology specializations; professional master’s Psychology specializations, including Clinical Psychology, Counseling Psychology, and School Psychology; and the Specialist Certificate in School Psychology.

PsD learners, MS School Psychology specialization learners, and Specialist Certificate in School Psychology learners are required to complete the year-in-residence. All PhD learners are required to complete three PhD colloquia, and learners enrolled in MS Clinical Psychology and Counseling Psychology specializations are required to complete three MS residential colloquia. For more detailed information on residencies, learners should refer to their specialization manual.

PhD and MS Residencies

Residencies are required for PhD and MS learners in the following specializations:
• PhD Educational Psychology, Industrial/Organizational Psychology, and General Psychology specializations.
• MS Clinical Psychology and Counseling Psychology specializations.

The residency requirement for the PhD specializations is satisfied by completion of three four-day colloquia (Track I, Track II, and Track III). Learners are required to complete one colloquium each year for the first three years of their program.

The following content areas are covered at each of the PhD colloquia:
Area 1: Development of scholar-practitioners
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 offer sequenced workshops, with Track 1 offering foundational labs in the six areas, Track 2 offering intermediate labs in the six areas, and Track 3 offering advanced labs in the six areas. School-specific topics addressed at residential colloquia include critical thinking and analysis, quantitative and qualitative analysis, research design, research ethics, the product and process of the comprehensive examination and dissertation, and trends in psychology.

The residency requirement for the MS specializations is satisfied by completion of three six-day residential colloquia (Track I, Track II, and Track III). SOSBS recommends that all learners enroll in Track I within the first two quarters of enrollment, Track II between 20 and 40 quarter credits, and Track III prior to completing 60 quarter credits. Learners must have completed all three tracks prior to starting their practicum (PSY6391) or final integrative project (PSY5201).

The MS residential colloquia address skills training and practice in areas of interventions, assessment, diversity, culture-specific issues, and ethics. The three tracks are cumulative rather than sequential, allowing learners to receive a minimum of 120 total hours of training and practice in the above skill areas.

At all residencies, in addition to formal instruction and practice, learners participate in cohort group sessions that foster the development of peer support. Through residencies, learners gain a stronger sense of community by networking and discussing research, course work, and projects 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.

PsD Clinical Psychology Year-in-Residence

The year-in-residence is required for all PsyD Clinical Psychology specialization learners.

The Clinical Psychology year-in-residence requires the following:
• Learners must complete a minimum of 15 quarter credits at Capella University prior to beginning the year-in-residence.
• Learners must maintain full-time enrollment status during the year-in-residence (i.e., learners must be enrolled in 10 or more quarter credits of course work a minimum of three of the year-in-residence’s five quarters).
• Learners must enroll in PSY7540, PSY8220, PSY8230, PSY8240, PSY8310, PSY8315, PSY8330, and PSY8371 during the year-in-residence, in the quarter specified. Learners should refer to the Clinical PsyD Learner Manual for general sequencing guidelines.
• Learners must demonstrate readiness for clinical training by passing the year-in-residence practicum readiness evaluation.

Review of this specialization is pending in ND and SC.

Admission to the General Social Work specialization requires learners to complete and submit the Cohort Auto-Registration Form.

+ Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.
Harold Abel School of Social and Behavioral Sciences  
Degree Programs, Specializations, Certificates, continued

Psychology Residencies, continued

- Learners must complete no fewer than 1,250 hours of psychological study, training, and interaction with faculty and other graduate psychology learners during the year-in-residence. These hours are divided as follows:

A. Learners complete at least 500 hours of formally scheduled face-to-face instruction with PsyD Clinical Psychology specialization faculty and learners. During the year-in-residence, learners develop the attitudes, behaviors, and knowledge necessary for professional psychology practice, with competency in relationship building, intervention, assessment, research evaluation and application, supervision, consultation and advocacy, and ethics and diversity. The 500 hours of formally scheduled meetings of the year-in-residence take place over a period not to exceed 13 months and include the following main components, which are taken in the following sequence:
  - Learners begin the Clinical Psychology year-in-residence with the first two-week extended seminar (PSY-R8301–PSY-R8304), typically scheduled in June.
  - Learners complete eight consecutive weekends-in-residence (PSY-R8305–PSY-R8312), typically scheduled August through March.
  - Learners complete the Clinical Psychology year-in-residence with the final two-week extended seminar (PSY-R8313–PSY-R8316), typically scheduled in June.

B. Learners complete at least 100 additional hours of informal face-to-face meetings with other psychologists and psychology learners (both inside and outside of SOSBS), engaging in discussion, research, study, or other scholarly activities commonly associated with doctoral professional psychology training. These additional hours, which must be documented in a way approved by the director of clinical training and the chair of the PsyD Clinical Psychology specialization, include the following:
  - At least 25 hours of informal face-to-face scholarly activities with fellow SOSBS learners that should take place outside of formally scheduled events and meetings.
  - At least 25 hours of face-to-face scholarly activities with faculty members or practicing psychologists (who do not need to be affiliated with SOSBS), outside of formally scheduled events and meetings.
  - 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 of direct engagement in the scholarly study of clinical psychology. “Direct engagement in scholarly study” is defined as participation in the courseroom; course-required or course-related research, reading, writing, or skills practice; and any other activities approved by an instructor of a SOSBS psychology course.
   
   The Clinical Psychology year-in-residence requirements should not be confused with practicum or internship requirements. In addition to the year-in-residence, PsyD Clinical Psychology specialization learners complete a practicum (a period of supervised clinical training) and an internship (a full year of supervised clinical experience). These requirements are entirely separate from the year-in-residence and are described in the Clinical PsyD Learner Manual.

- The Clinical Psychology year-in-residence has three fundamental objectives.
  1. Learners engage in face-to-face training and practice opportunities for skills development needed to demonstrate readiness for clinical training and independent practice. Learners develop competency in relationship building; diagnostic interviewing; case formulation; treatment planning; crisis intervention and risk assessment; adult and child cognitive, achievement, and adaptive functioning assessment; personality assessment; report writing and case discussion; measuring treatment and program effectiveness; and implementing psychotherapy. The demonstration of competency is linked to a determination of the learner’s readiness for clinical training, which is evaluated throughout the year-in-residence and summarized in the practicum readiness evaluation.
  2. Learners develop a network of relationships within the psychological community that promotes their 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 participate in the range of academic and intellectual activities common to departmental life in all programs in psychology.
  3. Learners demonstrate the attitudes, behaviors, knowledge, and ethical characteristics congruent with the role and identity of the professional psychologist.

MS School Psychology and Specialist Certificate in School Psychology Year-in-Residence

The year-in-residence is the first face-to-face component of the Harold Abel School of Social and Behavioral Sciences’ training in school psychology and is followed by practicum and internship. During the year, learners develop the attitudes, behaviors, and knowledge exemplary of the school psychologist with competency in assessment, intervention, counseling, interviewing, personality and behavior assessment, consultation and supervision, report writing, profile analysis, treatment planning, and ethics and diversity.

Master’s School Psychology learners complete part I of the full School Psychology year-in-residence. Specialist Certificate in School Psychology learners complete part II of the full School Psychology year-in-residence. Learners seeking licensure as school psychologists typically earn both the master’s degree and the specialist certificate, which means they take both part I and part II of the School Psychology year-in-residence. Like the Clinical Psychology year-in-residence, the School Psychology year-in-residence has two two-week extended seminars (at the beginning of part I and the end of part II). However, the full School Psychology year-in-residence is divided into two parts. The first part is required for master’s learners, the second part is required for specialist certificate learners.

The two parts are divided as follows:

A. Master’s School Psychology specialization learners complete the School Psychology year-in-residence, part I. Part I requirements include the following components:
  - Learners must complete at least 240 hours of face-to-face contact with School Psychology faculty and learners over a six-month period (typically June through December), including attendance at the following residencies:
    - Learners begin the School Psychology year-in-residence with the opening weekend-in-residence and the first two-week extended seminar (PSY-R6580–PSY-R6582), typically scheduled in June.
    - Following the opening weekend-in-residence and two-week extended seminar, learners take two weeks-in-residence (PSY-R6583 and PSY-R6584), typically scheduled August through November.
  - Learners must complete all outcome documentation and obtain approval from the director of clinical training, the chair of the School Psychology specialization, and their mentor.

B. Specialist Certificate in School Psychology learners complete part II of the full School Psychology year-in-residence. Part II requirements include the following components:
  - Learners must complete part II of the full School Psychology year-in-residence. Learners seeking licensure as school psychologists typically earn both the master’s degree and the specialist certificate, which means they take both part I and part II of the School Psychology year-in-residence. Like the Clinical Psychology year-in-residence, the School Psychology year-in-residence has two two-week extended seminars (at the beginning of part I and the end of part II). However, the full School Psychology year-in-residence is divided into two parts. The first part is required for master’s learners, the second part is required for specialist certificate learners.

The two parts are divided as follows:

A. Specialist Certificate in School Psychology specialization learners complete the School Psychology year-in-residence, part I. Part I requirements include the following components:
  - Learners must complete at least 240 hours of face-to-face contact with School Psychology faculty and learners over a six-month period (typically June through December), including attendance at the following residencies:
    - Learners begin the School Psychology year-in-residence with the opening weekend-in-residence and the first two-week extended seminar (PSY-R6580–PSY-R6582), typically scheduled in June.
    - Following the opening weekend-in-residence and two-week extended seminar, learners take two weeks-in-residence (PSY-R6583 and PSY-R6584), typically scheduled August through November.
  - Learners must complete all outcome documentation and obtain approval from the director of clinical training, the chair of the School Psychology specialization, and their mentor.
Harold Abel School of Social and Behavioral Sciences
Degree Programs, Specializations, Certificates, continued

Psychology Residencies, continued

B. Specialist Certificate in School Psychology

learners complete the School Psychology year-in-residence, part II. Part II requirements include the following components:

- Learners must complete at least 210 hours of face-to-face contact with School Psychology specialization faculty and learners over a six-month period (typically between January and June), including attendance at the following residencies:
  - Learners begin the School Psychology year-in-residence with an opening week-in-residence (PSY-R6585), typically scheduled during spring quarter.
  - Following the opening week-in-residence, learners take the weekend-in-residence (PSY-R6586), typically scheduled in June.
  - Learners end the year-in-residence with a final two-week extended seminar (PSY-R6587 and PSY-R6589), typically scheduled in June.
- Learners must pass the comprehensive learner assessment (PSY-R6588) during the final two-week extended seminar.
- Learners must complete all outcome documentation and obtain approval from the director of clinical training, the chair of the School Psychology specialization, and their mentor.

The School Psychology year-in-residence requirements should not be confused with practicum or internship requirements. In addition to the year-in-residence, Specialist Certificate in School Psychology learners complete a practicum (a period of supervised clinical training) and an internship (a full year of supervised clinical experience). These requirements are entirely separate from the year-in-residence.

The School Psychology year-in-residence has three fundamental objectives.

1. Learners experience face-to-face training and practice opportunities for skills development needed to demonstrate readiness for clinical training and independent practice. Learners develop competency in relationship building, assessment, intervention, systematic evaluation (outcome- and evaluation-related research), consultation and supervision, ethics and diversity, reflective practice, and the roles of the school psychologist. The demonstration of competency is linked to a determination of the learner’s readiness for clinical training, which is evaluated throughout the year-in-residence and summarized in the portfolio review.

2. Learners develop a network of relationships within the community of school psychology that promotes their 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 in informal social and intellectual discussions with other learners and faculty, and by creating advising and mentoring opportunities with resident faculty members, learners participate in the range of academic and intellectual activities common to departmental life in all programs in psychology.

3. Learners demonstrate the attitudes, behaviors, knowledge, and ethical characteristics congruent with the role and identity of the professional psychologist.

Clinical Training

Introduction to Clinical Training

Clinical training is one of the most important parts of the educational experience for learners in SOSBS’s professional training offerings (PsyD Clinical Psychology, MS Clinical Psychology and Counseling Psychology specializations and the Specialist Certificate in School Psychology). Learners apply the theory and skills gained from course work and residencies in a professional setting under supervision. Given the level of importance associated with clinical training experiences, learners benefit greatly from planning ahead to search for appropriate training experiences.

To assist learners, SOSBS has developed materials that describe the basic requirements and the application process and completion guidelines for the practicum and internship. The director of clinical training reviews all applications and approves those that meet the standards set by Capella University.

Overview of Practicum

The practicum is a training experience that occurs in the second or third year of the program and provides the opportunity for learners to receive professional clinical training. Practicum is a part-time, on-site commitment (1,000 hours for PsyD Clinical Psychology specialization learners, 600 hours for MS Clinical Psychology learners, and 350 hours for Specialist Certificate in School Psychology learners) that takes place over six months to one calendar year and includes enrollment in the accompanying practicum courses. All practicum learners, including those in the master’s Counseling Psychology specialization who choose to complete the practicum, must follow the practicum application process and completion guidelines stated in the most current manual, available on iGuide. Learners are also required to locate and arrange their own practicum sites, which must be approved by the director of clinical training.
Clinical Training, continued

Overview of Internship

Psyd Clinical Psychology specialization
The pre-doctoral internship occurs in the final years of the PsyD program and is the last opportunity for learners to gain professional clinical experience prior to the granting of the degree. Internship is a full-time, on-site commitment (2,000 hours) that takes place over a calendar year and includes enrollment in the accompanying internship courses. The pre-doctoral internship is viewed critically by licensing boards and future employers. All PsyD Clinical Psychology specialization learners are required to apply for internship through the Association of Psychology Postdoctoral and Internship Centers (APPIC). APPIC is not an accrediting body, but it is widely recognized as an organization that establishes minimum standards of internship training in areas including but not limited to: supervision, didactic training, and staffing. Obtaining an internship through the APPIC match is a competitive process that may involve relocating for the year of the internship. Additional information about the APPIC process can be found at www.appic.org. All internship learners must follow the internship application process and completion guidelines stated in the most current manual, available on iGuide. Learners are also required to locate and arrange their own internship sites, which must be approved by the director of clinical training.

Specialist Certificate in School Psychology
The internship occurs after all course work for the certificate has been completed and is the last opportunity for learners to gain professional clinical experience prior to the granting of the specialist certificate. Internship is a full-time, on-site commitment (1,200 hours) that takes place over one academic year and includes enrollment in the accompanying internship courses. All internship learners must follow the internship application process and completion guidelines stated in the most current manual, available on iGuide. Learners are also required to locate and arrange their own internship sites, which must be approved by the director of clinical training.

Clinical Training Requirements

Psyd Clinical Psychology specialization

Practicum
- Approved practicum application.
- Part-time site placement with a minimum of 1,000 hours and course work in PSY8392 and PSY8394. These courses must be completed sequentially over a six-month to one-year period.

Internship
- Learner demonstrates readiness for internship.
- Approved internship application.
- Full-time site placement with a minimum of 2,000 hours and course work in PSY8401, PSY8402, PSY8403, and PSY8404. These courses must be completed sequentially over a one-year period.

MS Clinical Psychology specialization

Practicum
- Approved practicum application.
- Part-time site placement and a minimum of 600 hours and course work in PSY6391 and PSY6393. These courses must be completed sequentially over a six-month to one-year period.

MS Counseling Psychology specialization learners who choose to take the practicum must also meet these requirements.

Specialist Certificate in School Psychology

Practicum
- Approved practicum application.
- Part-time site placement with a minimum of 350 hours and course work in PSY8377 and PSY8378. These courses must be completed sequentially over a six-month to one-year period.

Internship
- Learner demonstrates readiness for internship.
- Approved internship application.
- Full-time site placement with a minimum of 1,200 hours and course work in PSY8385, PSY8386, and PSY8387. These courses must be completed sequentially over a one-year period.

Clinical training hours and supervisor credential requirements for licensure or certification 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.
Graduate Course Descriptions

By School and in Alphabetical and Numerical Order by Program Prefix

The following course list is correct as of the date this catalog was prepared. These descriptions indicate the general 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.

School of Business and Technology

Doctor of Business Administration Courses

DB8004 - Strategic Thinking and Innovation (6 quarter credits). In this course, learners study ways to develop and implement ethical and sustainable business strategies that create innovative futures for the global business environment. Learners also focus on strategic management models, evaluate the alignment of those models to solve business challenges, and develop a strategic plan that capitalizes on the opportunities for disruptive innovation. For DBA learners only. Must be taken by DBA learners in their first quarter. Prerequisite(s): Concurrent enrollment in DB9901 and DB-R9921. Cannot be fulfilled by transfer.

DB8010 - Leadership with Integrated Coaching (6 quarter credits). This course presents learners with the leadership, self-development, and coaching theories and practices needed to enhance personal and organizational systems leadership. Learners analyze organizations as systems and evaluate the ways they affect the organization in terms of ethical leadership, innovation, and talent development. Learners also continue to take an active role in their evolution as leaders. For DBA learners only. Prerequisite(s): DB8004 and concurrent enrollment in DB9902. Cannot be fulfilled by transfer.

DB8020 - Research Foundations (6 quarter credits). Learners in this course study research designs used to conduct qualitative, quantitative, mixed-methods, and applied research. Learners move beyond conducting scholarly reviews of research literature and focus on identifying and applying the appropriate research method for conducting research specific to a real-world business problem or innovation opportunity. For DBA learners only. Prerequisite(s): DB8010 and concurrent enrollment in DB9903. Cannot be fulfilled by transfer.

DB8030 - Global Operations (6 quarter credits). This course presents a global perspective of company operations and the field-related and academic theories, paradigms, and best practices associated with the current global operations environment. Learners examine integrated global operations functions, including design, logistics, quality, technology, access to customers, human resources, and supply chain management.

DB8040 - Financial Decision Making (6 quarter credits). This course presents the ways financial theory and practice can be applied to increase the quality of an organization’s strategic financial decision making. Learners focus on the strategic leverage that financial decision making has on an organization’s financial performance and explore emerging trends, technologies, and societal implications of accounting and finance in organizational decision making. For DBA learners only. Prerequisite(s): DB8030 and concurrent enrollment in DB9906 and DB-R9892. Cannot be fulfilled by transfer.

DB8050 - Applied Research Techniques (6 quarter credits). In this course, learners examine statistical and data analysis methods useful for analyzing qualitative and quantitative data gathered for the dissertation, including descriptive, graphical, summary, and inferential methodologies. Learners also become familiar with quantitative and qualitative software. For DBA learners only. Prerequisite(s): DB8040 and concurrent enrollment in DB9907. Cannot be fulfilled by transfer.

DB8060 - Exploring Opportunities for Social Responsibility and Sustainability (6 quarter credits). Learners in this course examine the need for business professionals to understand, integrate, comply with, and support global business initiatives, trade and business requirements, and governmental regulations to increase the effectiveness of organizational performance and expand strategic opportunities. Learners also explore the efforts of organizations to maintain business social responsibility and sustainability while simultaneously complying with government regulations and international standards and practices. For DBA learners only. Prerequisite(s): DB8050 and concurrent enrollment in DB9909. Cannot be fulfilled by transfer.

DB8070 - Market Innovation (6 quarter credits). This course presents the theoretical foundations of innovation and change and the internal and external changes organizations must adapt to, including new markets, cultures, and diverse talent pipelines. Learners analyze organizations as systems with an emphasis on intrapreneurship and evaluate the ways they influence ethical and sustainable innovation and change. Learners also examine ways to proactively capitalize on the evolution of markets and internal strengths. For DBA learners only. Prerequisite(s): DB8060 and concurrent enrollment in DB-R9823 and DB9910. Cannot be fulfilled by transfer.

DB8130 - Foresight: Anticipating the Future (4 quarter credits). Learners in this course study the ways organizations proactively anticipate and plan for future growth opportunities. Learners examine the scanning tools and technologies organizations use to develop meaningful information about the future environment; models for understanding and analyzing global trends; and new lenses for scanning, synthesizing, and analyzing strategic and competitive data. Prerequisite(s): DBA learners must take this course concurrently with DB9904. Cannot be fulfilled by transfer.

DB8132 - Identifying Opportunities for Innovation (4 quarter credits). In this course, learners examine the methods and collaborative processes organizations use to identify opportunities for innovation, including scenario planning and future visualization techniques. Learners also explore ways to identify risk, develop contingency plans in light of disruptive change, and communicate and disseminate those risks and plans. Prerequisite(s): DBA learners must take this course concurrently with DB9904. Cannot be fulfilled by transfer.

DB8134 - Competing with Disruptive Innovation (4 quarter credits). This course presents the disruptive innovation strategies organizations use to lead the competition. Learners examine ways to reinvent industry competition and move beyond the concept of competitive strategy to developing breakthrough strategies and value innovation. Prerequisite(s): DB8130, DB8132. DBA learners must take this course concurrently with DB9908. Cannot be fulfilled by transfer.

DB8136 - Building an Innovation Strategy (4 quarter credits). In this course, learners examine the ways organizations build innovation strategies to enhance organizational sustainability and adaptation. Learners analyze the organizational elements that support a culture of innovation and change and the development of idea-generation systems, flexible processes, governance structures, and evaluation metrics. Prerequisite(s): DB8130, DB8132. DBA learners must take this course concurrently with DB9908. Cannot be fulfilled by transfer.

DB8310 - Organizational Data Management (4 quarter credits). In this course, learners examine operational database design and implementation. Learners evaluate the efficiency of organizations’ approaches to storing internal data and examine methods of retrieving available organizational data. Learners also explore query and report-writing tools and the ways they can be used to obtain internal data needed to support evidence-based decision making. Prerequisite(s): DBA learners must take this course concurrently with DB9904. Cannot be fulfilled by transfer.
Graduate Course Descriptions, continued

DB8312 - Business Information Sources and Services (4 quarter credits). The focus of this course is the identification, evaluation, and use of organizational information and reference sources other than internal files and databases. Learners examine electronic and primary information search, retrieval, and gathering techniques and explore ways to supplement data from internally maintained databases with external or original data to support evidence-based decision making. Prerequisite(s): DBA learners must take this course concurrently with DB9904. Cannot be fulfilled by transfer.

DB8314 - Data Warehousing and Mining (4 quarter credits). This course presents data warehouse design and development concepts and data mining techniques. Learners study dimensional modeling; the extract, transform, and load (ETL) process; and current methodologies for creating online analytical processing (OLAP) databases. Learners also examine techniques for processing and browsing data cubes to produce internal information needed to support evidence-based decision making. Prerequisite(s): DB8310, DB8312. DBA learners must take this course concurrently with DB9908. Cannot be fulfilled by transfer.

DB8316 - Decision Support Analysis and Presentation (4 quarter credits). In this course, learners study the design and implementation of data analysis strategies used to support evidence-based decision making. Learners examine case studies and participate in exercises to gain a practical understanding of the approaches used to formulate a problem, select an analysis strategy, identify and organize data needed to support the analysis, perform the analysis, and communicate results and recommendations. Learners also explore ways to apply data-gathering and analysis skills to support decision making in a logical and defensible manner. Prerequisite(s): DB8310, DB8312. DBA learners must take this course concurrently with DB9908. Cannot be fulfilled by transfer.

DB8320 - Supply Chain Management (4 quarter credits). This course provides learners with the fundamental concepts of supply chain management from a systems theory and scholarly research perspective. Learners discuss changes in the scope and scale of globalization, identify the resulting changes in business practices, and use this knowledge to develop an understanding of supply chain management best practices. Learners also examine current and emerging research in the supply chain management field. Prerequisite(s): DBA learners must take this course concurrently with DB9904. Cannot be fulfilled by transfer.

DB8322 - Design and Management of Global Supply Chains (4 quarter credits). In this course, learners examine supply chain management as a logistics network that provides a strategic advantage to global leaders and managers and analyze relevant research linking effective supply chain processes to planning, logistics, and management. Learners also study the need for effective partnerships and alliances between customer and suppliers and evaluate the impact of customer relationship management on effective supply chain operations. Prerequisite(s): DBA learners must take this course concurrently with DB9904. Cannot be fulfilled by transfer.

DB8324 - Global Logistics (4 quarter credits). Learners in this course examine the traditional logistics of the delivery of goods in global business environments and analyze current research associated with logistics and its influence on supply chains. Learners identify cost components of the supply chain, including indicators of efficiency and effectiveness in employing a logistics system, and evaluate the impact of individual and collective efforts on overall organizational performance. Prerequisite(s): DB8320, DB8322. DBA learners must take this course concurrently with DB9908. Cannot be fulfilled by transfer.

DB8326 - Building Global Supply Chains (4 quarter credits). This course covers global supply chain design and management. Learners identify ways to use global resources to achieve consistent quality and market share growth and examine the importance of managing relationships with global suppliers, establishing consistent quality benchmarks, and pursuing consistent ethical standards. Prerequisite(s): DB8320, DB8322. DBA learners must take this course concurrently with DB9908. Cannot be fulfilled by transfer.

DB9902 - Dissertation Mentor Courseroom 2 (non-credit). This course provides objectives and content topics that assist learners in developing a five-chapter DBA dissertation proposal that meets the 10-quarter completion guideline. Learners engage with their mentors through structured discussion topics and virtual and live conferences to explore their dissertation topic and conduct a scholarly review of the literature. For DBA learners only. Grading for this course is R/NS. Prerequisite(s): DB8004 and concurrent enrollment in DB8010. Cannot be fulfilled by transfer.

DB9903 - Dissertation Mentor Courseroom 3 (non-credit). This course provides objectives and content topics that assist learners in developing a five-chapter DBA dissertation proposal that meets the 10-quarter completion guideline. The focus of this course is completing the first dissertation milestone. Learners engage with their mentors through structured discussion topics and virtual and live conferences to discuss academic justification of their chosen dissertation topic and select the best methodology to use in developing the concept paper. For DBA learners only. Grading for this course is R/NS. Prerequisite(s): DB8010 and concurrent enrollment in DB8020. Cannot be fulfilled by transfer.

DB9904 - Dissertation Mentor Courseroom 4 (non-credit). This course provides objectives and content topics that assist learners in developing a five-chapter DBA dissertation proposal that meets the 10-quarter completion guideline. Learners engage with their mentors through structured discussion topics and virtual and live conferences to discuss the academic rationale, limitations, and assumptions of their chosen dissertation topic and the best methodology to use in constructing Chapter I. For DBA learners only. Grading for this course is R/NS. Prerequisite(s): Business Intelligence learners must take this course concurrently with DB8310 and DB8312. Global Operations and Supply Chain Management learners must take this course concurrently with DB8320 and DB8322. Strategy and Innovation learners must take this course concurrently with DB8130 and DB8132. Cannot be fulfilled by transfer.

DB9905 - Dissertation Mentor Courseroom 5 (non-credit). This course provides objectives and content topics that assist learners in developing a five-chapter DBA dissertation proposal that meets the 10-quarter completion guideline. Learners engage with their mentors through structured discussion topics and virtual, and live conferences to discuss the development of Chapter II; the use of Bloom’s taxonomy to analyze, synthesize, and evaluate research; and effective ways of identifying and using relevant research studies. For DBA learners only. Grading for this course is R/NS. Prerequisite(s): DB8020 and concurrent enrollment in DB8030. Cannot be fulfilled by transfer.
DB9906 - Dissertation Mentor Courseroom 6 (non-credit). This course provides objectives and content topics that assist learners in developing a five-chapter DBA dissertation proposal that meets the 10-quarter completion guideline. Learners engage with their mentors through structured discussion topics and virtual and live conferences to work toward completing Chapters I and II and begin linking research questions to a specific methodology. For DBA learners only. Grading for this course is R/NS. Prerequisite(s): DB8030 and concurrent enrollment in DB8040 and DB-R8922. Cannot be fulfilled by transfer.

DB9907 - Dissertation Mentor Courseroom 7 (non-credit). This course provides objectives and content topics that assist learners in creating a five-chapter DBA dissertation proposal that meets the 10-quarter completion guideline. The focus of this course is completing the second dissertation milestone. Learners engage with their mentors through structured discussion topics and virtual and live conferences to discuss the specifics of the learner’s research methodology, with particular attention to population and sample size, and evaluate potential sponsoring organizations in which to conduct their research. For DBA learners only. Grading for this course is R/NS. Prerequisite(s): DB8040 and concurrent enrollment in DB8050. Cannot be fulfilled by transfer.

DB9908 - Dissertation Mentor Courseroom 8 (non-credit). This course provides objectives and content topics that assist learners in developing a five-chapter DBA dissertation proposal that meets the 10-quarter completion guideline. The focus of this course is completing the third dissertation milestone. Learners engage with their mentors through structured discussion topics and virtual and live conferences to discuss the aspects of Chapter III, including choice of their mentors through structured discussion topics and virtual and live conferences to discuss the completion of Chapter III, the best strategy to use in assembling the dissertation committee, and any concerns or difficulties in completing the required Collaborative Institutional Training Initiative (CITI) training Program. For DBA learners only. Grading for this course is R/NS. Prerequisite(s): DB8050 and concurrent enrollment in DB8060. Cannot be fulfilled by transfer.

DB9909 - Dissertation Mentor Courseroom 9 (non-credit). This course provides objectives and content topics that assist learners in developing a five-chapter DBA dissertation proposal that meets the 10-quarter completion guideline. The focus of this course is completing the fourth dissertation milestone. Learners engage with their mentors through structured discussion topics and virtual and live conferences to discuss the completion of Chapter IV, the best strategy to use in assembling the dissertation committee, and any concerns or difficulties in completing the dissertation milestone. For DBA learners only. Grading for this course is R/NS. Prerequisite(s): DB8060 and concurrent enrollment in DB-R8923. Cannot be fulfilled by transfer.

DB9910 - Dissertation Mentor Courseroom 10 (non-credit). This course provides objectives and content topics that assist learners in developing a five-chapter DBA dissertation proposal that meets the 10-quarter completion guideline. The focus of this course is completing the fifth dissertation milestone. Learners engage with their mentors through structured discussion topics and virtual and live conferences to discuss the process of selecting the best statistical or data analysis technique to use in addressing research questions and hypotheses and ways to synthesize and interpret the results that come from the data analysis. For DBA learners only. Grading for this course is R/NS. Prerequisite(s): DB8060 and concurrent enrollment in DB8070 and DB-R8923. Cannot be fulfilled by transfer.

DB9921 - Dissertation with Project Mentoring I (6 quarter credits). Learners complete the required dissertation milestones and prepare their dissertation for publication. Grading for this course is R/NS. Prerequisite(s): DB8070, DB-R8923, DB9910. Cannot be fulfilled by transfer.

DB9922 - Dissertation with Project Mentoring II (6 quarter credits). Learners complete the required dissertation milestones and prepare their dissertation for publication. Grading for this course is R/NS. Prerequisite(s): DB9921. Cannot be fulfilled by transfer.

School of Business and Technology

Master's Human Resource Management Courses

HRM5004 - Human Resource Management in the 21st Century (4 quarter credits). Learners in this course examine the evolution of human resource management, labor, law, and human capital management. In particular, learners analyze the trends and issues influencing the development and application of these elements within contemporary organizations. Learners also examine the effects of emerging legislative thought and action on today’s workplace. HRM5004 must be taken by master’s learners in their first quarter. Cannot be fulfilled by transfer or petition.

HRM5010 - Marketing and Sales (4 quarter credits). This course introduces learners to theories, models, and strategies used to create internal and external organizational marketing systems. Learners explore ways to apply general marketing and sales knowledge to developing and sustaining the credibility of an organization’s human resource management function. Learners also study current marketing and sales models to develop an internal HRM marketing plan.

HRM5020 - Business Fundamentals (4 quarter credits). In this course, learners gain an understanding of current accounting, economics, and finance principals and practices and the ways they can be applied to business management and human resource management. Learners use these principals and practices and their applications to develop an HRM business plan.

HRM5030 - Ethics and Advocacy in Organizations (4 quarter credits). The focus of this course is ethics and ethical behavior in organizations. Learners examine the role of human resource professionals as ethical change agents and assess their responsibilities in fostering ethical business and work environments.

HRM5040 - Managing Data and Information (4 quarter credits). This course provides learners with data and information management technologies and strategies relative to human resource management. Learners examine the transition from HRM systems to emerging enterprise resource planning (ERP) systems and evaluate the effectiveness of HRM technology in achieving an organization’s business goals.

HRM5050 - Strategy and Business Development (4 quarter credits). Learners in this course evaluate organizational theories, models, and strategies used for effective human resource management planning and practice. Learners examine the current and potential applications of organizational theories and strategies to contemporary HRM practices. Learners also create strategic HRM models and identify best practices.
HRM5210 - The 21st Century Global Workplace (4 quarter credits). In this course, learners explore the evolving role of the human resource management function in today's global workplace. Learners analyze the emerging shift from a transactional to transformational HRM function within organizations. Learners also examine the effects of this shift on generally accepted HRM and human capital management models and best practices. Cannot be fulfilled by transfer or petition.

HRM5212 - Organization Building and Membership (4 quarter credits). In this course, learners gain an understanding of how diversity, culture, and employee engagement contribute to organizational effectiveness. Learners analyze models of high-performing, culturally diverse organizations and examine the ways diversity, culture, and employee engagement enable organizational membership and productivity. Prerequisite(s): HRM5210.

HRM5214 - Law and Organizations (4 quarter credits). This course provides learners with foundational perspectives and applications of employment law and legislation. Learners examine current employment laws and their effects on workplace productivity. Learners also explore the origin, roles, and functions of legal systems in organizations. Prerequisite(s): HRM5210.

HRM5216 - Enterprise-Wide Communications (4 quarter credits). Learners in this course examine theories, models, and applications of enterprise-wide communications. In particular, learners focus on communication management strategies that address key states of employee engagement, including conflict, alternative dispute resolution, and collaboration. Learners also evaluate the interpersonal communication skills needed to support an organization's human resource management function. Prerequisite(s): HRM5210.

HRM5218 - Total Rewards in the Global Workplace (4 quarter credits). In this course, learners study total reward models and best practices and evaluate the component parts, comparative weights, and integratedness of total reward programs. Learners also examine the ways benefits, compensation, and other forms of employee rewards influence employee behavior and organizational productivity. Prerequisite(s): HRM5210.

HRM5220 - Talent Management (4 quarter credits). Learners in this course examine talent management theories, models, and best practices from a human resource management perspective. Learners study current and emerging talent sourcing, acquisition, and retention strategies with regard to workplace planning and productivity. Learners also assess the effectiveness of various talent management models using standard financial metrics, including return-on-investment, break-even, and cost benefits analysis. Prerequisite(s): HRM5210.

HRM5222 - Organizational Learning (4 quarter credits). This course presents learners with knowledge and best practices related to organizational learning. Learners analyze the components of organizational learning, including training, knowledge through experience, and professional development, and assess the economic value of organizational learning to both the employee and the organization itself. Prerequisite(s): HRM5210.

HRM5230 - Human Capital Management: A New Vision (4 quarter credits). This course presents a new approach to human asset management. Learners explore talentship, decision science, and business-oriented metrics relative to human asset acquisition and retention. Learners analyze ways to apply decision-science modeling to human asset management in order to increase organizational competitive advantage. Learners also evaluate the transition from human resource management to human capital management within organizations. Cannot be fulfilled by transfer or petition.

HRM5231 - Human Capital Management and Globalization (4 quarter credits). In this course, learners analyze the ways human capital management has replaced human resource management within global organizations. Learners evaluate HCM models that focus on traditional strategic business domains, including industry analysis, competitive positioning, and resource planning. Learners also evaluate the impact these models have on human asset management practices within multinational corporations. Prerequisite(s): HRM5230.

HRM5233 - Human Capital Leadership (4 quarter credits). This course introduces learners to the emerging discipline of human capital leadership. Learners explore leading-edge human capital management knowledge, competencies, and skills and their leadership applications. Learners assess the viability of new investment models and performance and productivity metrics to determine how effectively they achieve organizational competitive advantage and enterprise sustainability. Learners also differentiate between generally accepted and new and emerging human capital leadership principles and styles. Prerequisite(s): HRM5230.

HRM5235 - Human Capital Management and Organization Building (4 quarter credits). This course provides learners with an approach to organization building using the Human Capital Bridge Model and methods of aligning organization pivot point, structures, and roles. Learners examine the role and influence of the HC Bridge framework on organizational effectiveness and strategy building and evaluate the impact of this structure on talent management, organizational performance, and competitive sustainability. Prerequisite(s): HRM5230.

HRM5237 - Human Capital Management and Change (4 quarter credits). Learners in this course explore the relationship between human capital management and cultural change within global organizations. Learners analyze current cultural change models and best practices and explore the potential for HCM to change the ways human resource management professionals prepare for and process cultural change. Learners also evaluate the sustainability of new cultural change models. Prerequisite(s): HRM5230.

HRM5239 - Human Capital Management and Assessment (4 quarter credits). In this course, learners explore traditional and emerging models, strategies, and methods for measuring human capital productivity. Learners compare standard financial-based metrics to emerging and experimental qualitative and blended measurement models with regard to how accurately they measure human assets return-on-investment. Prerequisite(s): HRM5230.

HRM5240 - Human Resources and Labor Relations (4 quarter credits). Learners in this course examine industrial and labor relations from historical, legislative, and practice perspectives. Learners study historical events and legislative trends contributing to the evolution of industrial and labor relations in practice and examine theoretical and legal frameworks of unionism, the employer-employee relationship, and emerging models of labor relations. Cannot be fulfilled by transfer or petition.

HRM5241 - Unionism and American Culture (4 quarter credits). In this course, learners examine the influence of unionism on the American economy from labor, cultural, and organizational productivity perspectives. Learners evaluate the history of unionism and its evolution as a social phenomenon, culture movement, and driver of industrial productivity. Learners also assess the influence of labor economics and political contexts on the rise, impact, and sustainability of unionism in America. Prerequisite(s): HRM5240.

HRM5243 - Labor Law and Legislation (4 quarter credits). In this course, learners explore roles, responsibilities, and levels of influence within labor law and workplace governance and the impact these factors have on unionism. Learners deconstruct the complexities of legal oversight and workplace governance in unionized work environments and analyze the effect of unionism and labor actions on employer engagement and business profitability and performance. Prerequisite(s): HRM5240.

HRM5245 - Labor Management (4 quarter credits). Learners in this course examine the labor management processes of public and private sector union workplace environments. Learners trace the evolution of various labor-management methods, including collective bargaining, grievance processes, negotiation, arbitration, and dispute resolution. Learners also analyze the roles and responsibilities of labor managers. Prerequisite(s): HRM5240.
HRM5247 - Comparative Labor Movements (4 quarter credits). This course presents learners with comparative industrial, labor, and economic movements from a global perspective. Learners analyze the established industrial movements of select industrialized countries and the emerging industrial and labor movements of developing countries. Learners also examine the influence of labor economics, country demographics, and evolving industrialization on comparative labor markets. Prerequisite(s): HRM5240.

HRM5249 - Labor and Globalization (4 quarter credits). This course introduces learners to labor traditions and practices of developing countries. Learners examine unionism, labor economics, and management-labor relations and focus on identifying the key philosophies and events that have shaped the labor movement of developing countries. Prerequisite(s): HRM5240.

HRM5250 - Human Resource Management and the Law (4 quarter credits). This course provides learners with an understanding of the application of U.S. law and legislation to human resource management theory and practice in the modern workplace. Learners evaluate the legal perceptions and perspectives articulated in HRM policies, procedures, and practices and examine the laws and legislation that influence their development. Cannot be fulfilled by transfer or petition.

HRM5251 - Building the Law (4 quarter credits). This course presents an overview of the U.S. legislative process. Learners analyze the foundational constitutional principles governing the legislative process and the legislative responsibilities of the branches of U.S. government. Learners also examine the role of law enforcement in the workplace and the applications of legal principles in the development of labor and employment law. Learners review case studies and engage in field work to gain understanding of and facility with labor and employment law. Prerequisite(s): HRM5250.

HRM5253 - Rights of Wrongs: Torts and Employment (4 quarter credits). This course provides learners with a foundational understanding of torts. Learners examine the categories and elements of tort law in order to gain both theoretical and practical frames of reference for understanding its application in the workplace. Learners also explore the relationship between tort, labor, and discrimination law and analyze how U.S. courts have ruled in each type of case. Prerequisite(s): HRM5250.

HRM5255 - The Attorney Relationship (4 quarter credits). This course introduces learners to the dynamics and dimensions of the relationship between the human resource management professional and attorney. Learners examine the knowledge and skills needed to engage in informed and constructive dialogue with legal counsel and analyze the purpose, maintenance, and benefits of the HRM professional and attorney relationship. Learners also evaluate compensation models, multipurpose firms, and legal specializations. Prerequisite(s): HRM5250.

HRM5257 - Workplace Legal Actions (4 quarter credits). Learners in this course examine the theoretical and practical aspects of workplace legal actions, including investigation, evidence, and communication. Learners study strategies and methods of conducting internal workplace investigations with legal counsel and explore evidence-collection and management tools and techniques. Learners also evaluate methods of communicating evidence-related information both internally and externally. Prerequisite(s): HRM5250.

HRM5259 - Legal Systems: Countries in Contrast (4 quarter credits). In this course, learners analyze the legal systems of major industrialized countries and compare them to the United States legal system. Learners also examine the purpose and application of workplace and employment law in other industrialized countries. Prerequisite(s): HRM5250.

HRM5260 - Human Resource Management Capstone (4 quarter credits). This is an integrative course for learners in the master’s General Human Resource Management specialization. Learners synthesize and integrate the knowledge, competencies, and skills acquired throughout the program by developing and implementing a final project that demonstrates critical thinking, creativity, and practical application of program content. Learners create and customize project plans and strategies to achieve desired project outcomes. Prerequisite(s): Completion of all required master’s course work. Cannot be fulfilled by transfer or petition.

HRM5930 - Human Capital Management Capstone (4 quarter credits). This is an integrative course for learners in the master’s Human Capital Management specialization. Learners synthesize and integrate the knowledge, competencies, and skills acquired throughout the program by developing and implementing a final project that demonstrates critical thinking, creativity, and practical application of program content. Learners create and customize project plans and strategies to achieve desired project outcomes. Prerequisite(s): Completion of all required master’s course work. Cannot be fulfilled by transfer or petition.

HRM5940 - Industrial and Labor Relations Capstone (4 quarter credits). This is an integrative course for learners in the master’s Industrial and Labor Relations specialization. Learners synthesize and integrate the knowledge, competencies, and skills acquired throughout the program by developing and implementing a final project that demonstrates critical thinking, creativity, and practical application of program content. Learners create and customize project plans and strategies to achieve desired project outcomes. Prerequisite(s): Completion of all required master’s course work. Cannot be fulfilled by transfer or petition.

HRM5950 - Legal Studies Capstone (4 quarter credits). This is an integrative course for learners in the master’s Legal Studies specialization. Learners synthesize and integrate the knowledge, competencies, and skills acquired throughout the program by developing and implementing a final project that demonstrates critical thinking, creativity, and practical application of program content. Learners create and customize project plans and strategies to achieve desired project outcomes. Prerequisite(s): Completion of all required master’s course work. Cannot be fulfilled by transfer or petition.

School of Business and Technology

Master’s Leadership Courses

LEAD5004 - Leading for the Future (4 quarter credits). In this course, learners explore, analyze, and apply tools and techniques to gain knowledge of leadership environment trends. Learners examine the leader’s role in innovation and change as part of establishing a foundation of leading for the future. LEAD5004 must be taken by master’s learners in their first quarter. Cannot be fulfilled by transfer.

LEAD5110 - Managing and Leading in Dynamic Environments (4 quarter credits). This course introduces learners to theory and practice of leading and managing in complex environments. Learners apply leadership best practices to their own leadership experience and explore the value and impact of coaching, assessment, and feedback as leadership tools. Prerequisite(s): Completion of or concurrent enrollment in LEAD5004 or OM5004. Cannot be fulfilled by transfer.

LEAD5120 - Developing as a Leader (4 quarter credits). This course provides learners the opportunity to develop their leadership abilities by exploring their inner landscape and the perceptions of those they lead. Learners create a personal leadership development plan based on self-reflection, peer feedback, and leadership goals. This course includes an integrated one-on-one leadership coaching experience. Prerequisite(s): LEAD5110 or OM5112.

LEAD5130 - Leading and Developing Others (4 quarter credits). This course presents learners with comparative industrial, labor, and economic movements from a global perspective. Learners analyze the established industrial movements of select industrialized countries and the emerging industrial and labor movements of developing countries. Learners also examine the influence of labor economics, country demographics, and evolving industrialization on comparative labor markets. Prerequisite(s): HRM5240.

LEAD5130 - Leading and Developing Others (4 quarter credits). This course introduces learners to labor traditions and practices of developing countries. Learners examine unionism, labor economics, and management-labor relations and focus on identifying the key philosophies and events that have shaped the labor movement of developing countries. Prerequisite(s): HRM5240.

LEAD5150 - Leading and Developing Others (4 quarter credits). This course presents an overview of the U.S. legislative process. Learners analyze the foundational constitutional principles governing the legislative process and the legislative responsibilities of the branches of U.S. government. Learners also examine the role of law enforcement in the workplace and the applications of legal principles in the development of labor and employment law. Learners review case studies and engage in field work to gain understanding of and facility with labor and employment law. Prerequisite(s): HRM5250.

LEAD5160 - Leading and Developing Others (4 quarter credits). This course provides learners with a foundational understanding of torts. Learners examine the categories and elements of tort law in order to gain both theoretical and practical frames of reference for understanding its application in the workplace. Learners also explore the relationship between tort, labor, and discrimination law and analyze how U.S. courts have ruled in each type of case. Prerequisite(s): HRM5250.

LEAD5170 - Leading and Developing Others (4 quarter credits). This course introduces learners to the dynamics and dimensions of the relationship between the human resource management professional and attorney. Learners examine the knowledge and skills needed to engage in informed and constructive dialogue with legal counsel and analyze the purpose, maintenance, and benefits of the HRM professional and attorney relationship. Learners also evaluate compensation models, multipurpose firms, and legal specializations. Prerequisite(s): HRM5250.

LEAD5180 - Leading and Developing Others (4 quarter credits). Learners in this course examine the theoretical and practical aspects of workplace legal actions, including investigation, evidence, and communication. Learners study strategies and methods of conducting internal workplace investigations with legal counsel and explore evidence-collection and management tools and techniques. Learners also evaluate methods of communicating evidence-related information both internally and externally. Prerequisite(s): HRM5250.

LEAD5190 - Leading and Developing Others (4 quarter credits). In this course, learners analyze the legal systems of major industrialized countries and compare them to the United States legal system. Learners also examine the purpose and application of workplace and employment law in other industrialized countries. Prerequisite(s): HRM5250.

LEAD5200 - Leading and Developing Others (4 quarter credits). This course presents an overview of the U.S. legislative process. Learners analyze the foundational constitutional principles governing the legislative process and the legislative responsibilities of the branches of U.S. government. Learners also examine the role of law enforcement in the workplace and the applications of legal principles in the development of labor and employment law. Learners review case studies and engage in field work to gain understanding of and facility with labor and employment law. Prerequisite(s): HRM5250.

LEAD5210 - Leading and Developing Others (4 quarter credits). This course provides learners with a foundational understanding of torts. Learners examine the categories and elements of tort law in order to gain both theoretical and practical frames of reference for understanding its application in the workplace. Learners also explore the relationship between tort, labor, and discrimination law and analyze how U.S. courts have ruled in each type of case. Prerequisite(s): HRM5250.

LEAD5220 - Leading and Developing Others (4 quarter credits). This course introduces learners to the dynamics and dimensions of the relationship between the human resource management professional and attorney. Learners examine the knowledge and skills needed to engage in informed and constructive dialogue with legal counsel and analyze the purpose, maintenance, and benefits of the HRM professional and attorney relationship. Learners also evaluate compensation models, multipurpose firms, and legal specializations. Prerequisite(s): HRM5250.
LEADS5140 - Leading Collaboratively (4 quarter credits). This course presents a view of leadership that goes beyond the traditional organizational boundaries and emphasizes the concepts of collaboration and cooperation. Learners study multi-party relationships and leadership in virtual environments to develop skills in shared leadership and strategic partnerships. Prerequisite(s): LEADS5110.

LEADS5150 - Leading Adaptive Organizational Systems (4 quarter credits). In this course, learners investigate emerging theories of leadership in complex, adaptive, and future systems, including non-linear and multi-minded systems. Learners assess the impact of organic and non-linear activities on organizational operations. Prerequisite(s): LEADS5110.

LEADS5160 - Developing Innovative Organizations (4 quarter credits). Learners in this course explore the elements of organization design and change. Learners evaluate design and change theories, the leader’s influence on drivers of innovation, and the tools needed to lead for future growth. Prerequisite(s): LEADS5110 or OMS5112.

LEADS5170 - Strategies for Sustainability (4 quarter credits). The focus of this course is the role of the leader as an ethical strategist for sustainable and responsible business practices that embrace the organization and its broader communities. Learners examine sustainability from multiple perspectives to inform responsible strategies of growth, innovation, and change. Prerequisite(s): LEADS5110.

LEADS5210 - Leading Global and Diverse Cultures (4 quarter credits). In this course, learners explore aspects of leading and working in global and diverse environments. Learners gain an understanding of the personal and professional role of leadership in diverse cultures and the strategies used to lead more effectively within those cultures. Prerequisite(s): LEADS5110.

LEADS5220 - Leader as Change Agent (4 quarter credits). The focus of this course is the role of the leader as an architect of change in organizations and environments. Learners study the nature of leadership in complex and dynamic settings; theories of change at the individual, group, and organizational level; and leadership practices that guide and sustain complex change. Prerequisite(s): LEADS5110 or OMS5112.

LEADS5230 - Leadership Communication and New Media (4 quarter credits). In this course, learners evaluate the ways leaders use professional communication channels to effectively influence strategic dialogue, change, and innovation. Learners assess their leadership communication skills and create new media leadership communication examples. Prerequisite(s): LEADS5110.

LEADS5240 - Leading in Social and Community-Based Organizations (4 quarter credits). This course familiarizes learners with the unique expressions of leadership in social and community-based organizations. Learners identify the capacities of various types of leaders and the constituents necessary for continuous leadership and organizational development. Prerequisite(s): LEADS5110.

LEADS5250 - Leadership in Family Business (4 quarter credits). Learners in this course identify and analyze the dynamics involved in leading family businesses throughout the business lifecycle. By gaining knowledge of the unique aspects of strategy and leadership in family business, learners identify the skills needed to lead, govern, and plan for succession in family businesses. Prerequisite(s): LEADS5110.

LEADS5260 - Social Entrepreneurship (4 quarter credits). In this course, learners examine applications of social entrepreneurship to organize, create, and lead social change ventures. Learners explore and assess the ways social entrepreneurs work collaboratively with nonprofit organizations and citizen groups in both private and governmental sectors to influence social change. Prerequisite(s): LEADS5110.

LEADS5300 - Contemporary Leadership Opportunities Capstone (4 quarter credits). This is an integrative course for learners in the MS in Leadership degree program. Learners synthesize and integrate the knowledge, competencies, and skills acquired throughout the program by developing and implementing a final project that demonstrates critical thinking, creativity, and practical application of program content. Learners create and customize project plans and strategies to achieve desired project outcomes, focusing on their area of specialization. This course includes an integrated one-on-one leadership coaching experience. Prerequisite(s): Completion of all required master’s course work. Cannot be fulfilled by transfer.

School of Business and Technology

Master of Business Administration Courses

Only learners enrolled in the MBA program may take MBA courses. MBA learners may not take courses associated with any other program within the School of Business and Technology or any other school at Capella University while they are enrolled in the MBA program.

MBA6010 - Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits). This course is the first component of the MBA experience and employs the GROW coaching model that provides learners with guidance as they navigate the MBA academic environment. Learners identify and prioritize their professional development goals and strategize ways to effectively manage their MBA experience so that they can stretch themselves, have a positive impact on their career, and reposition themselves for greater responsibility and influence within their organization. Learners also explore assessment tools to use in identifying their management skills and clarifying their purpose, vision, and values. This course prepares learners to begin the Professional Effectiveness Coaching™ process. MBA6010 must be taken by MBA learners in their first quarter. MBA6010 and MBA6020 must be taken in sequence. Cannot be fulfilled by transfer or petition.

MBA6020 - Leading for Results (3 quarter credits). This course focuses on leadership effectiveness practices and behaviors and provides the foundation for the remaining MBA program course work. Learners analyze the different leadership styles present within their organization and the ways they are used to mobilize others to accomplish organizational goals. Learners also analyze their own personal leadership styles, evaluate their leadership skills in terms of strengths and areas of improvement, and develop measurable goals for applying new leadership practices and behaviors in the context of a “personal best project” within their organization. MBA6010 and MBA6020 must be taken in sequence. Cannot be fulfilled by transfer or petition.

MBA6110 - Marketing and Brand Management (3 quarter credits). This course presents learners with a comprehensive approach to marketing and brand management. Topics include marketing strategy and competitive differentiation; segmentation and targeting; the positioning levers of product, price, promotion, and distribution; and creation and management of brand. Learners analyze the major decisions that marketers must make in their efforts to effectively use company resources to meet marketplace needs and use commonly accepted criteria to evaluate those decisions.
MBA6112 - 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): MBA6110, MBA6140.

MBA6114 - Consumer Behavior (3 quarter credits). Learners in this course explore critical contemporary issues related to consumer buying behavior and perceptions, consumer motivation, market behavior and product reaction, and sociocultural 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 sociocultural influences affect managerial decisions. Prerequisite(s): MBA6110, MBA6112.

MBA6116 - New Product Design and Development (3 quarter credits). This course provides a framework for product planning, implementation, and evaluation and for 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. The course emphasizes the process as it relates to the manager in his or her role as a product manager. Prerequisite(s): MBA6110.

MBA6118 - 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): MBA6110.

MBA6120 - 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 resellers, and compensation. The course is structured according to the five steps of consultative selling, which are presented in detail: development of a personal selling philosophy and the subsequent creation of a strategy for the relationship, product, customer and sales presentation. Learners also explore customer relationship management software applications and topics. Learners investigate roles in the selling process such as buyer, sales manager, and salesperson. MBA6121 - Foundations of Supply Chain Management (3 quarter credits). Learners in this course study the fundamental concepts of supply chain management from a systems theory perspective and examine the changes in scope and scale that globalization has brought to internal business processes. Learners use this knowledge to develop a broad understanding of management best practices in global markets.

MBA6123 - Supply Chain Design and Management (3 quarter credits). In this course, learners examine supply chain management as a logistics network that provides strategic advantage to global managers. Learners also study customer relationship management and its effect on the overall supply chain. Learners use online computer simulations to gain hands-on experience in managing distribution and risk. Prerequisite(s): MBA6121.

MBA6125 - Logistics (3 quarter credits). Learners in this course examine the traditional logistics of the delivery of goods in today’s business-to-business environment. Learners identify the cost components of the supply chain, including an efficient and effective logistics system, and analyze their individual and collective effects on organizational performance. Learners also explore five disciplines for top-performing logistics networks.

MBA6127 - Effective Global Strategic Sourcing (3 quarter credits). This course emphasizes fully integrating the supply chain to position quality as a strategic competitive advantage. Learners identify ways to use strategic resourcing to achieve consistent quality, thus enabling market share growth and preventing market share erosion. Learners also examine the importance of managing relationships with global suppliers and establishing consistent quality benchmarks.

MBA6129 - Knowledge Management Systems (3 quarter credits). This course covers knowledge management and its associated functions in social, cultural, and professional disciplines. Learners explore ways to establish knowledge management systems in support of logistics, supply chain management, and quality to achieve long-term strategic goals. Learners also identify ways to use effective knowledge management to differentiate their organizations and dominate their markets.

MBA6130 - Operations and Process Management (3 quarter credits). This course presents tools and techniques for effective process and supply chain selection, design, planning, and control. This course helps learners apply the principles and techniques of process-based management as a foundation for continuous improvement. Learners explore ways to design, develop, and manage effective operations management tools required to detect and fix problems quickly. Learners identify, discuss, and practice applying 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.

MBA6140 - Applied Managerial Statistics (3 quarter credits). Analyzing and interpreting quantitative information is a primary component of effective business administration. In this course, learners become familiar with performing analysis and evaluation using statistics and mathematical modeling to support effective decision making in management practice. Course activities include case analysis, discussions of business-related statistical problems, and readings focused on state-of-the-art statistical methods for business decision-making.

MBA6150 - Accounting (3 quarter credits). This course provides a survey of financial and managerial accounting concepts and practices. Topics include the accounting cycle, financial reporting, financial statements analysis, cost accounting, management control, differential analysis, and ethical aspects of accounting and financial reporting.

MBA6152 - Advanced Accounting (3 quarter credits). In this course, learners examine accounting applications with respect to the nature and scope of business operations. Topics include parent and subsidiary accounting in multinational operations, partnership accounting, accounting for mergers and acquisitions, and accounting for branches and agencies of business entities. Prerequisite(s): MBA6150.

MBA6154 - Budget Planning and Control (3 quarter credits). In this course, learners cultivate their ability to apply a system approach to planning and controlling organizational budgets. Learners become familiar with preparing budgets, accounting, and performance reports. Other topics include analyzing the impact of budgets on an organization, the function of budgetary systems in organizational planning, and control. Prerequisite(s): MBA6152.

MBA6156 - Audit and Control of Accounting Information Systems (3 quarter credits). This course teaches learners to audit and evaluate the control of computerized accounting information systems. Learners analyze auditing and evaluation standards and the effects of auditing on information technology in business operations. The course also covers statistical analyses of accounting control systems. Prerequisite(s): MBA6152.
MBA6158 - Accounting Information for Decision Making (3 quarter credits). In this course, learners gain knowledge of the nature and function of accounting information in the decision-making process. They examine strategies for integrating accounting systems with financial information from managers and other professionals in order to make better decisions. Learners also explore the uses of accounting information in functional areas such as finance, management, and marketing. **Prerequisite(s): MBA6152.**

MBA6160 - Financial Management (3 quarter credits). This course provides basic theories and techniques related to acquisition of, accounting for, and allocation of an organization’s financial resources. Along with a comprehensive overview of these processes, learners identify and apply basic financial management theories and techniques that support effective acquisition and allocation of their organization’s financial resources and apply their knowledge of finance management practices to real-world business concerns and issues within their work environment. **Prerequisite(s): MBA6140, MBA6150.**

MBA6161 - Financial Markets and Institutions (3 quarter credits). This course provides learners with a theoretical foundation for examining the nature and role, structure, and management of financial institutions in financial markets. Learners in the course examine the effects of the U.S. financial system on financial intermediaries and markets. Learners also study the reactions of banks to a change in interest rates, money supply, and open-market operations. They develop an understanding of the performance of financial participants in money market and bond market, and capital markets. Other topics include financial derivatives and ethics in the financial service industry. This course bridges the gap between financial theory and market practice, reflecting the relationship between the conceptual framework and the management behavior of practitioners. **Prerequisite(s): MBA6160.**

MBA6162 - Advanced Finance (3 quarter credits). This course extends the competencies developed in MBA6160: basic theories and techniques related to acquisition of, accounting for, and allocation of an organization’s financial resources. Learners in this course examine existing theories and emerging topics in the field in more depth and gain additional insights and techniques for examining financial risk, return, and the capital asset pricing model, dividend policy, financing flexibility, valuation of securities; derivatives and risk management; and capital structure. Learners apply their knowledge to real-world business concerns and issues within their work environment. **Prerequisite(s): MBA6160.**

MBA6163 - Bank Management (3 quarter credits). This course begins with an overview of the commercial banking and financial services industries. Topics include bank evaluation and performance; asset and liability management; organizational structure; loan services to businesses and consumers; financial derivatives and tools; capital, profitability, and bank market structure; and regulations, hedging, interest rate risk, and credit risk management. The course covers a growth trend in commercial banking that includes financial services such as investment banking and security underwriting services, e-banking, and e-commerce. Course topics also include ethical behavior. **Prerequisite(s): MBA6160.**

MBA6164 - International Financial Management (3 quarter credits). In this course, learners are exposed to international financial management and reporting techniques. The course 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 assessment of financial markets used by international firms. Other topics include exchange rate systems, methods of government intervention, 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): MBA6160.**

MBA6166 - Investment and Portfolio Management (3 quarter credits). In this course, learners examine the securities market, various types of investment securities, and the risk-return characteristic of each. The course emphasizes 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 applicability to global opportunities. **Prerequisite(s): MBA6160.**

MBA6167 - Risk Management (3 quarter credits). This course exposes learners to practical and theoretical aspects of managing risks in the insurance service industry. Learners study a range of industry risks: insurance risk, market risk, liquidity risk, and asset and liability management risks. The course provides learners with sophisticated tools and analytical techniques to minimize these risks and learn how management of these risks can create shareholder value. **Prerequisite(s): MBA6160.**

MBA6168 - Corporate Finance Analysis and Decisions (3 quarter credits). Learners in this course examine the principles of financial administration with applications to problems of financial analysis and control, and planning by firms under changing economic conditions. Learners conduct financial analyses, evaluate a corporation’s financial planning and control functions, and assess the ability of corporations to create wealth. Learners discuss the impact of financing decisions on real asset valuation; managerial incentives; and corporate strategy including mergers/acquisitions, corporate restructuring, real options, and the use of derivatives and other financing tools on deal structure. **Prerequisite(s): MBA6160.**

MBA6180 - Managing Information Assets and Technology (3 quarter credits). This course addresses the use of information, knowledge, and technology as strategic assets. Learners develop the ability to proactively manage information as a strategic asset, recognize how to use appropriate technologies by applying new skills and knowledge, and understand the importance of monitoring and adjusting their organization’s communication processes and principles. This course focuses on leveraging available information technology and communication assets in order to realize an organization’s business goals.

MBA6182 - Impact of Advances in Information Technology (3 quarter credits). Learners in this course examine emerging advances in information technology. Learners select a technological advance to investigate for possible incorporation into an organization to solve a business-related problem, build a formal case for justifying introduction of the advance into the organization, and present the case to the organization’s management. **Prerequisite(s): MBA6180.**

MBA6184 - Techniques for Managing Information Technology Professionals (3 quarter credits). Learners in this course explore the issues associated with managing information technology professionals (e.g., analysts, developers, technical specialists, project managers, and infrastructure support personnel) responsible for various IT functions, including planning, delivery, and maintenance. Learners also examine contemporary management practices and techniques for IT staffing and training, development, motivation, retention, and assessment and identify the challenges of organizing effective virtual IT work teams within a global economy. **Prerequisite(s): MBA6180.**
MBA6186 - Strategic Information System Planning (3 quarter credits). Learners in this course choose an organization and identify opportunities to improve the alignment of its business strategies with its IT strategies. Learners then create a plan for improving alignment to systematically support the effectiveness of overall business performance in rapidly changing, increasingly complex environments. Learners also examine ways to build IT capabilities that support and enable business strategies and corresponding IT strategies and other topics, including environmental scanning, strategic alignment, and governance models. Prerequisite(s): MBA6180, completion of or concurrent enrollment in MBA6190.

MBA6190 - Strategy (3 quarter credits). In this course, learners examine tools and techniques for competitive analysis, strategic planning, and strategy implementation. 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.

MBA6210 - Building Relationships (3 quarter credits). This course presents tools and techniques to help learners influence others, build relationships, inspire trust, and manage conflict. 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 and ways to recognize and use important interpersonal skills to expand their circle of influence and manage conflict.

MBA6220 - Developing and Coaching Others (3 quarter credits). In this course, learners evaluate various coaching methods and apply coaching as a tool to enable and engage leadership action in others. Learners create a personal coaching and development action plan and examine ways to use coaching and development skills that focus on both individual and organizational results.

MBA6230 - Leading Teams (3 quarter credits). In this course, learners explore techniques and models for building and leading effective teams. Learners develop a conceptual grounding in team dynamics theory and application and examine what makes teams effective at the individual, group, and organizational levels. Topics include the development of team collaboration skills, synthesis of team theory, assessment of an organization’s use of teams, and the overall effectiveness of team support systems. Learners research and recommend strategies and best practices to better align a critical team organizational support system and practice problem-solving, decision-making, project management, and conflict management in a virtual environment.

MBA6231 - Project Planning, Management, and Financial Control (3 quarter credits). This course focuses on defining management techniques for planning, estimating, and facilitating successful projects. Learners define a project, develop work breakdown structures, prepare project schedules, and determine ways to coordinate the various resources. Techniques are introduced to help keep projects on track and enhance team motivation. In addition, learners explore planning, time management, and risk management activities that assist them throughout their program and professional careers. Prerequisite(s): MBA6160.

MBA6233 - Assessing and Mitigating Risk (3 quarter credits). This course addresses the important elements of risk management. Topics include risk management planning, risk identification, risk analysis, development of appropriate responses, and risk monitoring and control. The course emphasizes the systematic process of identifying, analyzing, and appropriately responding to project risk by implementing a risk management plan. Upon successful completion, learners have a better understanding of risk impact analysis techniques and how to appropriately apply them in managing projects. Prerequisite(s): MBA6231.

MBA6235 - Project Procurement and Solicitation (3 quarter credits). This course presents the major processes used in project procurement management including planning, solicitation, source selection, contract administration, and contract closeout. The impact of project assumptions and constraints on procurement management is examined. Learners apply procurement management tools and techniques by developing a procurement management plan based on current best practices. Prerequisite(s): MBA6231.

MBA6237 - Advanced Project Management Techniques (3 quarter credits). This course focuses on advanced project management topics and techniques for the completion of successful projects. The course provides an in-depth look at techniques for balancing scope, time, cost, and quality in managing a project. Particular attention is paid to planning, monitoring, and controlling a project. The course highlights the importance of applying quality standards and best practices in developing project management strategies. Prerequisite(s): MBA6231.

MBA6240 - Facilitating Change (3 quarter credits). This course presents theories and models for leading and facilitating organizational change. Learners explore ways to recognize and translate theory into practice by identifying and applying effective change management techniques. Learners develop collaborative processes that support forward movement within their work environment, thus helping themselves and their employees make transitions more effective for the organization.

MBA6241 - Human Resource Management in 21st Century Knowledge (3 quarter credits). This course provides a global perspective to the human resource management field. Learners examine traditional HRM functions such as human capital recruitment, development, and retention. Learners compare strategic and tactical approaches to human resource management and evaluate communication, influence, and strategic practices in global organizations. Prerequisite(s): MBA6010, MBA6020.

MBA6243 - Building Organizational Culture (3 quarter credits). This course provides an overview of approaches to organizational design, culture, change, and transformation. Learners evaluate organizational designs and structures, change management models, and best practices for transforming organizational culture to achieve business goals and objectives. Learners focus on developing design, change, and transformation processes that tactically influence organizations. Prerequisite(s): MBA6241.

MBA6245 - Human Resource Management Technologies and Applications (3 quarter credits). In this course, learners explore established human resource management technologies used to achieve organizational capacity, integration, and effectiveness. Learners study and apply strategies that use HRM technologies to maximize human capital productivity. The course emphasizes becoming skilled HRM technologists seeking organizational and business opportunities to employ HRM technologies. Prerequisite(s): MBA6241.

MBA6247 - Human Capital Management (3 quarter credits). This course presents the fundamental practices of human capital management. Learners study and apply practices associated with workforce development, workforce management, and outsourcing. The course focuses on enabling learners to shape the global workforce. Prerequisite(s): MBA6241.
MBA6249 - Organizations, Governance, and the Law (3 quarter credits). This course provides learners with the foundational elements of legal thinking, practice, and application needed to understand the role and influence of the organizational laws and legal practices. Learners examine the roles and influence of law in the workplace, and study legal theories, practices, and strategies used by attorneys to develop workplace policies and address other employment-related issues. The course provides opportunities for learners to exercise legal knowledge, thought, and practice through experiential activities. Prerequisite(s): MBA6241.

MBA6250 - Leveraging Workplace Diversity (3 quarter credits). In this course, learners explore the models and tools for creating an effective and respectful work environment. This course emphasizes the importance of encouraging the expression of diverse people and their ideas. Learners explore ways to use models and tools to promote ethical and respectful interpersonal relationships that support the free flow of ideas. Learners develop practical skills and hands-on techniques to effectively support and manage diversity, recognize the importance of organizational diversity and why it is inextricably linked to business success, and establish a framework to promote an ongoing and respectful exchange of information. Prerequisite(s): MBA6241.

MBA6260 - Negotiating for Results (3 quarter credits). In this course, learners explore ways to create effective negotiations with employees, customers, and partners. The course offers learners a practical exploration of the major concepts and theories of bargaining and negotiation and a forum for examining the dynamics of interpersonal and inter-group conflict and its resolution. The course is designed to be relevant to the broad spectrum of problems faced by managers and professionals. Learners explore their own negotiating preferences and the consequences of the choices they make. In addition, learners are asked to accept and offer feedback on the negotiation behavior that they demonstrate, observe and formulate their own perspectives about negotiation, and extract insights from their own experiences to guide them in future negotiations.

MBA6270 - Regulatory and Ethical Environment of Business (3 quarter credits). In this course, learners examine the key components of the business environment and ethical choices with regard to corporate decisions. The emphasis in this course is on current regulatory environments and their impact on organizational directions. Learners analyze and discuss how current trends in business ethics can help them make socially responsible and strategically sound decisions.

MBA6271 - Strategic Management of Health Care Systems (3 quarter credits). This course provides in-depth examination and analysis of strategic management in the health care industry. Learners use strategic management frameworks to analyze the mission, vision, core values, and goals of the industry and make recommendations based on their analysis. Learners identify the operational and financial components of the strategic planning process in health care and assess its impact on the internal and external health care environment. Learners also explore the impact of interdependent actors within the health care system, the consequences of various health care decisions, and decision-making strategies that maximize revenues while providing quality patient care. Prerequisite(s): MBA6160.

MBA6273 - Health Care Financial Management (3 quarter credits). This course focuses on the knowledge and skills required to conduct advanced strategic financial analyses of a health care organization. Learners use financial techniques specific to health care analysis and planning and apply those principles to analyze current health care budgeting and capital and funding decisions. Learners also review frameworks for conducting advanced strategic financial analyses and make innovative organizational recommendations based on those financial analyses. This course provides an in-depth examination and analysis of current health care financial management decisions. Prerequisite(s): MBA6271.

MBA6275 - Health Care Policy Analysis and Decision Making (3 quarter credits). Learners in this course analyze the development and implementation of policy in the health care field and its unique role in the industry. This course demonstrates the importance of examining health care policies not only from sociological, political, and ethical frameworks but from an economic perspective as well. The course allows learners to apply alternative methods of policy analysis including matrix analysis, decision trees, and cost-benefit analysis. Learners explore ways to make decisions in a health care setting and examine the consequences of decisions in the clinical, policy, and management arenas. Prerequisite(s): MBA6271.

MBA6277 - Ethical and Legal Considerations in Health Care (3 quarter credits). This course introduces ethical principles that managers can apply to understand, analyze, and resolve ethical problems in the health care field. Ethical dilemmas in the health care industry are explored from several perspectives—managerial, organizational, and economic. Learners analyze 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 also examined. Prerequisite(s): MBA6271.

MBA6300 - MBA Capstone: Judgment, Planning, and Action (3 quarter credits). This course is a capstone MBA impact project. The course focuses on the implementation of a project that incorporates the skills necessary for analyzing issues, thinking creatively and strategically, using sound judgment, and establishing and executing plans. Prerequisite(s): Completion of all required MBA course work. Cannot be fulfilled by transfer or petition.

MBA6310 - Marketing Capstone: Judgment, Planning, and Action (3 quarter credits). This is an integrative course for learners completing the MBA Marketing specialization. The outcome is for learners to synthesize and integrate their learning experiences and to evaluate the research and current topics relative to this specialization. This course focuses on the implementation of a project that incorporates the skills necessary for analyzing issues, thinking creatively and strategically, using sound judgment, and establishing plans. Techniques used to accomplish these goals may vary. Prerequisite(s): Completion of all required MBA course work. Cannot be fulfilled by transfer or petition.

MBA6320 - Global Operations and Supply Chain Management Capstone: Judgment, Planning, and Action (3 quarter credits). This is an integrative course for learners completing the MBA Global Operations and Supply Chain Management specialization. Learners synthesize and integrate knowledge and skills gained from specialization course work with collateral knowledge acquired during the MBA experience. The course uses an online simulation that allows learners to demonstrate their capacity for high-level management in the strategic global marketplace. Prerequisite(s): Completion of all required MBA course work. Cannot be fulfilled by transfer or petition.

MBA6330 - Project Management Capstone: Judgment, Planning, and Action (3 quarter credits). This is an integrative course for learners completing the MBA Project Management specialization. Learners synthesize and integrate the learning experiences acquired in project management and evaluate the research and current topics relative to this specialization. In this course, learners complete a project that incorporates the skills necessary for analyzing issues, thinking creatively and strategically, using sound judgment, and establishing plans. Prerequisite(s): Completion of all required MBA course work. Cannot be fulfilled by transfer or petition.
MBA6340 - Human Resource Management Capstone: Judgment, Planning, and Action (3 quarter credits). This is an integrative course for learners completing the MBA Human Resource Management specialization. Learners synthesize and apply human resource management knowledge, and evaluate current research and topics relative to this specialization. Learners complete a project that incorporates the skills necessary for analyzing HRM issues, thinking creatively and strategically, using sound judgment, and establishing plans. Prerequisite(s): Completion of all required MBA course work. Cannot be fulfilled by transfer or petition.

MBA6350 - Accounting Capstone: Judgment, Planning, and Action (3 quarter credits). This is an integrative course for learners completing the MBA Accounting specialization. The outcome is for learners to synthesize and integrate the learning experiences acquired in accounting and to evaluate the research and current topics relative to this specialization. This course focuses on the implementation of a project that incorporates the skills necessary for analyzing issues, thinking creatively and strategically, using sound judgment, and establishing plans. Prerequisite(s): Completion of all required MBA course work. Cannot be fulfilled by transfer or petition.

MBA6360 - Finance Capstone: Judgment, Planning, and Action (3 quarter credits). This is an integrative course for learners completing the MBA Finance specialization. The outcome is for learners to synthesize and integrate the learning experiences acquired in finance and to evaluate the research and current topics relative to this specialization. This course focuses on the implementation of a project that incorporates the skills necessary for analyzing issues, thinking creatively and strategically, using sound judgment, and establishing plans. Prerequisite(s): Completion of all required MBA course work. Cannot be fulfilled by transfer or petition.

OM5025 - Accounting and Finance in Organizations (4 quarter credits). This course introduces master’s learners to fundamental finance and accounting practices. Learners study the principles of financial accounting and the ways the activities of organizations are influenced by accounting measurement. The course emphasizes becoming good consumers, rather than producers, of financial information and uses current events to reinforce and demonstrate the implications of various accounting decisions.

OM5030 - Corporate Social Responsibility and Managerial Ethics (4 quarter credits). In this course, learners investigate the orientation of the firm in the context of today’s complex social and business environments. Specific issues related to social responsibility and corporate ethics are addressed. The course focuses on identifying relevant issues and using theory to make informed and responsible decisions.
**School of Business and Technology**

**Graduate Writing Courses**

**DW-R8000 - Dissertation Writer’s Retreat (non-credit).** This week-long, intensive writing experience supports doctoral learners in completing their dissertation. Learners focus on writing in an environment that provides them with the academic experts and writing resources they need to personalize their experience and further develop their dissertation.

**OM7004 - 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 U.S. They develop skills in producing effective advanced academic writing, including combining facts and opinions from multiple sources. Learners develop linguistic and content editing skills in order to continue improving their own academic writing after they complete the course.

**OM7006 - Research and Writing for Graduate Learners (4 quarter credits).** This course prepares graduate learners for the rigors of academic writing, which 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. Since 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.

**OM7007 - Focused Research and Writing for Graduate Learners (4 quarter credits).** In this course, learners refine the principles and strategies learned in OM7006 by focusing on writing in their disciplines. Learners should expect to spend a significant amount of time writing, 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 Voice and Style in Academic and Professional Writing (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 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 course work to demonstrate learning and understanding. **Learners are strongly encouraged to take the OM7006–OM7007 course sequence before enrolling in this course.**

**OM7009 - Writing for Publication (4 quarter credits).** Learners in this course explore the publication process, beginning with choosing a publication for submission and ending with a completed manuscript to submit. During the quarter, learners define and research their topic and publication, write and revise multiple drafts, participate in peer review, and prepare a cover letter for submission.

**OM7020 - Marketing Strategy and Practice (4 quarter credits).** This course presents learners with a systematic analysis of the factors that influence marketing strategy and uses marketing theory to evaluate opportunities, identify market segments, and to formulate appropriate strategies. While this course has a theoretical focus, the development of good marketing practices also receives attention. **Prerequisite(s): OM7020.**

**OM7022 - Advanced Concepts in Marketing (4 quarter credits).** Learners in this course explore how and why traditional marketing thinking and theory is evolving. Learners examine seminal marketing theory and the relationship among marketing and allied disciplines (e.g., economics, sociology, psychology, and strategy) to gain an understanding of contemporary marketing theory and the ways established and emerging marketing thinking can be applied in professional practice. **Prerequisite(s): OM7020.**

**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. **Prerequisite(s): OM7040. PhD learners only: To be completed in directed-study format.**

**OM7050 - Ethics and Social Responsibility (4 quarter credits).** Learners in this course examine ethical behavior in organizations and the role of business in society.

**OM7055 - Operations Management (4 quarter credits).** This course addresses concepts and methods that support the management of operations in both service and manufacturing environments.

**OM7070 - Entrepreneurship (4 quarter credits).** This course provides learners with the opportunity to examine and experience the steps of new business venture assessment and planning. Learners explore foundational entrepreneurial research, the entrepreneurial process, and the skills and abilities of successful entrepreneurs, and identify, assess, and develop a business plan for a venture of their choice.

**OM7080 - Statistical Research Techniques (4 quarter credits).** Learners in this course explore the fundamental data skills and analytical capabilities needed for graduate-level research. The focus of the course is on reviewing published research using basic statistical techniques, applying SPSS to conduct similar analyses, and determining the appropriate techniques for a given situation. Topics include data exploration and analysis; sampling; t-tests; analysis of variance, correlation and regression; and selected nonparametric tests. **Cannot be fulfilled by transfer.**

**OM7120 - Diversity and Culture in the Workplace (4 quarter credits).** Learners in this course focus on diversity and issues that arise in a 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.

**OM7125 - Systems Change and Transformative Practice (4 quarter credits).** Learners in this course examine systems theory and its relation to individual and organizational change and transformation. The course emphasis helps learners gain an integrated perspective of systems theory and develop capabilities that support strategic planning, architecting, leading, and sustaining transformation initiatives and practices within organizations.

**OM7130 - Conflict Management and Negotiation (4 quarter credits).** In this course, learners evaluate the causes of conflict, assess conflicts from various perspectives, and propose strategies for preventing and mitigating conflict in the workplace based on conflict management theories, the exchanges of parties engaged in conflict, and probable outcomes.
OM8004 - Managing and Organizing People (4 quarter credits). Learners in this course explore the theoretical assumptions of organizational behavior and the issues and challenges that arise when managing and leading. The course prepares PhD learners for doctoral research related to organization behavior literature and theory. **OM8004 must be taken by PhD learners in their first quarter. Cannot be fulfilled by transfer.**

OM8010 - Principles of Organization Theory and Practice (4 quarter credits). In this course, learners explore, synthesize, and integrate organization theory, thereby preparing them to conduct doctoral research related to organization theory, organizational behavior literature, and organizational research design. Learners evaluate organizational theory, apply it to organizational behavior, and diagnose organizational effectiveness. **Cannot be fulfilled by transfer.**

OM8012 - Strategy (4 quarter credits). Learners in this course examine theories that are relevant to effective strategy development and implementation, preparing them to operate as strategic thought-leaders in today's complex global business environment. **Cannot be fulfilled by transfer.**

OM8020 - Quantitative Research Techniques (4 quarter credits). Learners in this course explore fundamental concepts needed to conduct graduate-level quantitative research. Learners examine the foundations, methods, and applications of quantitative research; dependencies among research design, measurement, and analysis; variable types and levels of measurement; sampling; and the concepts of descriptive and inferential statistics and hypothesis testing. **Cannot be fulfilled by transfer.**

OM8021 - Management Theory Creation (4 quarter credits). Learners in this course examine the scientific, philosophical, and methodological approaches underlying organization and management research and theory. Course topics include the scholar-practitioner as social and behavioral scientist and purveyor of evidenced-based management, and ways of working with the extant literature. Learners analyze and report on the elements of a scientific study, and evaluate the ontological, axiological, and epistemological assumptions underlying qualitative, quantitative, and mixed-methods studies. Learners also identify the strengths and limitations of various methodological approaches, and provide recommendations for future research based on author-identified limitations and a review of the seminal works and recent research. **Prerequisite(s): OM7080 or OM8020. Cannot be fulfilled by transfer.**

OM8022 - Survey of Applied Research Methods (4 quarter credits). This course focuses on research designs for qualitative, quantitative, mixed-methods, and applied research in organization and management. Learners move beyond conducting reviews of literature at the methodological level, focusing on research design in order to evaluate specific design features related to reliability and threats to validity, and to craft their own research prospectus. Learners explore the meaning of content and process gaps, problems, and opportunities uncovered through a review of the literature. They also examine issues related to management science research ethics and the role of the Institutional Review Board (IRB). **Prerequisite(s): OM7080 or OM8020; OM8021. OM8021 prerequisite does not apply to PhD in IT learners. Cannot be fulfilled by transfer.**

OM8025 - Advanced Qualitative Research (4 quarter credits). Learners in this course investigate qualitative inquiry and various qualitative research designs based on social constructivist, interpretive, and critical-theory/ transformative traditions appropriate for research in organization and management. Course topics include strategies for data collection and bounding, data analysis and coding, visual mapping and portrayal, drawing and verification of conclusions from data, and qualitative research presentation. Learners also gain hands-on experience using qualitative software. This course is recommended for learners who intend to conduct either a qualitative or mixed-methods dissertation. **Prerequisite(s): OM8022. Cannot be fulfilled by transfer.**

OM8026 - Applied Multivariate Modeling (4 quarter credits). Learners in this course review, critique, and apply models appropriate to organizational research designs. Topics include General Linear Model (multiple regression, ANOVA, MANOVA, ANCOVA), canonical correlations, principal components, factor analysis, and multi-dimensional scaling. Nonparametric alternatives to statistical tests are examined and data analysis and interpretation software for quantitative data are explored. **Prerequisite(s): OM7080 or OM8020. Cannot be fulfilled by transfer.**

OM8027 - Survey Research Methodology (4 quarter credits). Learners in this course concentrate on the competencies, skills, and techniques required to conduct successful data gathering and analysis. The course provides learners with the opportunity to learn and apply the skills required to construct survey questions and items, structure questionnaires and interview schedules, understand and utilize scaling techniques, develop and select the most appropriate sampling frames, and apply the most powerful statistical analysis. Upon completion of this course, learners are prepared to utilize this methodology to conduct scholarly and organizational research. **Prerequisite(s): OM8022. Cannot be fulfilled by transfer.**

OM8028 - Survey of Research Literature in Management Education (4 quarter credits). Learners in this course review management literature, focusing on research related to improving the effectiveness of management instruction and developing management curricula and courses. The course focuses specifically on management education but also explores topics in leadership, business, and other related disciplines. **Cannot be fulfilled by transfer.**

OM8031 - Design Science Research Methods (4 quarter credits). This course focuses on design science as a research method with a specific set of guidelines and outcomes. Learners examine the distinguishing characteristics, research guidelines, and ethical implications of design science. This course is recommended for learners who intend to use a design science-based research method in their dissertations. **Prerequisite(s): OM8020.**

OM8101 - Theories of Leadership (4 quarter credits). Learners in this doctoral seminar explore theories of leadership that inform research and practice. In addition, learners explore foundational tenants of leadership theory, creating a compare and contrast of the theories for their impact on organizations, leaders, and followers. **Cannot be fulfilled by transfer.**

OM8102 - Leading at the Top: The Upper Echelon (4 quarter credits). Learners in this course explore organizational leadership at the executive level. Topics include the relationship between the leader to the executive board and the market, communication tools and techniques, and knowledge management. **Prerequisite(s): Completion of or concurrent enrollment in OM8101. Cannot be fulfilled by transfer.**

OM8103 - Global Executive/Manager Development (4 quarter credits). In this course, learners examine the current relevant theories of global leader and manager development. Learners explore the theories and models of global enterprise system leaders and managers and prepare a development plan for their own leadership and management skills portfolio. **Prerequisite(s): OM8101, OM8102. Cannot be fulfilled by transfer.**

OM8104 - Leadership: The Dark Side (4 quarter credits). In this course, learners explore the psychology of dark leader development, the characteristics of the dark side of leadership, and the ways these characteristics are evaluated. Learners develop their own approaches to and strategies for managing the dark side of leadership in contemporary organizations. **Prerequisite(s): OM8101, OM8102. Cannot be fulfilled by transfer.**
OM8105 - Issues on the Frontier of the Global Economy (4 quarter credits). Learners in this course examine the economic landscape of the competitive global economy. Learners identify current and emerging economic issues and trends and compare and evaluate their impact on markets, organizations, and leadership practice. Prerequisite(s): OM8101, OM8102. Cannot be fulfilled by transfer.

OM8106 - Leading in the Global Enterprise System (4 quarter credits). In this course, learners compare and contrast leadership theories of the global enterprise organization. Learners evaluate theories pertinent to their own operational environment and create a framework for successful leadership and management to employ in their respective operational contexts. Prerequisite(s): OM8101, OM8102. Cannot be fulfilled by transfer.

OM8107 - Entrepreneurial Leader as Pioneer (4 quarter credits). Learners in this course compare and contrast entrepreneurial leadership theories to gain an understanding of the options, opportunities, and benefits associated with entrepreneurial leadership in the developing global enterprise system. Prerequisite(s): OM8101, OM8102. Cannot be fulfilled by transfer.

OM8201 - Theories of Executive Human Resource Management (4 quarter credits). Learners in this doctoral seminar explore current trends in human resource research and the numerous theories of human resource management. Learners research articles and compare and contrast theories for their impact on the human asset management of the organization. Cannot be fulfilled by transfer.

OM8202 - The Human Resource Executive as Strategic Partner (4 quarter credits). Learners in this doctoral seminar explore the link between the strategic architecture of human asset management and organizational strategy. Learners investigate how the careful crafting of human resource policy and practice create optimum resource utilization for exceptional organizational effectiveness. Cannot be fulfilled by transfer.

OM8203 - Perspectives and Practices in Global Human Resource Management (4 quarter credits). Learners in this doctoral seminar examine innovative human resource management theories and best practices used in domestic and international knowledge-oriented organizations. The course emphasizes preparing learners to operate as HRM thought leaders within complex and dynamic 21st century business environments. Cannot be fulfilled by transfer.

OM8204 - Legal Systems, Labor Relations, and Regulatory Practices (4 quarter credits). Learners in this doctoral seminar examine 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. Cannot be fulfilled by transfer.

OM8205 - Knowledge Management, Human Resource Information Systems, and Internet Technologies (4 quarter credits). Learners in this doctoral seminar explore the relationships between knowledge management, human resource information systems, and Internet technologies as they relate to maximize human capital and organizational productivity. This course emphasizes integrated understanding, strategic orientation, and innovative perspective of ways these systems can enable human resource management business-oriented solutions for global organizations. Cannot be fulfilled by transfer.

OM8206 - Human Capital Management, Acquisition, Development, and Retention (4 quarter credits). Learners in this doctoral seminar examine 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. Cannot be fulfilled by transfer.

OM8301 - Survey of Research Literature in Information Technology Management Infrastructure (4 quarter credits). In this course, learners review information technology management research literature associated with managing the process of selecting, deploying, and operating information technology within organizations. Learners also practice applying methods for efficiently and effectively reading, evaluating, and annotating a large number of research articles. Other course topics include the components of information technology and the human resources that support them. Cannot be fulfilled by transfer.

OM8302 - Survey of Research Literature in Information Technology Planning and Delivery (4 quarter credits). Learners in this doctoral seminar review the information technology management research literature focusing on the process of applying IT to the support of organizational goals. Topics include organizational alignment, strategic system planning, and the application system delivery process. Cannot be fulfilled by transfer.

OM8303 - Information Technology Technical Foundations (4 quarter credits). Learners in this doctoral seminar focus on theory and research that address the technical foundations of information technology management discipline. Topics include a wide range of technologies, processes, and methods, with a particular emphasis on emerging technologies and concepts. Cannot be fulfilled by transfer.

OM8304 - Information Technology Delivery (4 quarter credits). Learners in this doctoral seminar concentrate on the behavioral aspects of deploying information technology in organizations. During the course, learners examine and evaluate IT deployment literature from both academic and practitioner sources, survey both achievements and failures in the field, and identify various research frontiers associated with IT delivery. Cannot be fulfilled by transfer.

OM8305 - Information Technology Strategy and Management (4 quarter credits). Learners in this doctoral seminar course focus on organizational issues related to developing information technology strategy and managing IT staff and functions. Learners examine the research frontiers of topics such as IT strategy formulation and business alignment; IT organization, structure, and governance; implementation and change management; organizational learning and knowledge management; and evaluation of IT impacts on the organization. Cannot be fulfilled by transfer.

OM8450 - Theory of Organizational Improvement (4 quarter credits). Learners in this course examine historical, contemporary, and emerging theories of organizational improvement. Learners explore continuous improvement, balanced scorecard, Malcolm Baldrige framework, and other relevant theories. The focus of this course is on understanding the theoretical foundations of these improvement philosophies and on recognizing their impact on organizational outcomes.

OM8521 - Advances in Project Planning (4 quarter credits). Learners in this course identify and evaluate seminal research in the project management areas of initiation and planning. Learners focus their research on effective techniques and tools used to initiate, define, and plan results-driven projects. Prior to enrolling in this course, learners should have a working knowledge of project management. Completion of at least one master’s-level project management course is strongly recommended. Cannot be fulfilled by transfer.
OM8522 - Advances in Project Execution (4 quarter credits). Learners in this course identify and evaluate seminal research in a variety of project management areas, including project resource management and project execution. Learners focus their research on effective techniques and tools used to execute, monitor, control, and close projects. Prior to enrolling in this course, learners should have a working knowledge of project management. Completion of at least one master’s-level project management course is strongly recommended. Cannot be fulfilled by transfer.

OM8525 - Strategic Leadership and Human Resource Management (4 quarter credits). In this course, learners analyze leadership theories and human resource management approaches to project or program management. Learners evaluate the advantages and disadvantages of various leadership skills and examine their effects on leading a project team to achieve results. Learners also explore ways to optimize HRM to improve an organization’s project implementation capabilities. Prior to enrolling in this course, learners should have a working knowledge of project management. Completion of at least one master’s-level project management course is strongly recommended. Cannot be fulfilled by transfer.

OM8527 - Advanced Risk Management (4 quarter credits). Learners in this course explore current trends and methods of project risk management. Learners evaluate approaches to preventing, mitigating, and managing project risks, and identify strengths, weaknesses, and gaps in project risk management research. Prior to enrolling in this course, learners should have a working knowledge of project management. Completion of at least one master’s-level project management course is strongly recommended. Cannot be fulfilled by transfer.

OM8529 - Program and Portfolio Management (4 quarter credits). This course presents methods of managing multiple projects and project portfolios. Learners evaluate and apply program integration and portfolio management techniques, and examine methods used to optimize the overall value of project portfolios. Prior to enrolling in this course, learners should have a working knowledge of project management. Completion of at least one master’s-level project management course is strongly recommended. Cannot be fulfilled by transfer.

OM8910 - Teaching Practice Seminar (4 quarter credits). Learners in this seminar examine the practice fundamentals necessary for a teaching career in management education. Syllabus and course development, online and classroom instruction, as well as the fundamentals of human development in the classroom are explored. Prerequisite(s): Completion of program core courses. Cannot be fulfilled by transfer.

OM8920 - Leadership Practice Seminar (4 quarter credits). Learners in this seminar examine the practice fundamentals needed to prepare themselves for an executive leadership role. Learners review theories and models of leadership from a scholar-practitioner perspective and gain an understanding of the leadership responsibilities required by today’s complex and diverse organizations. Prerequisite(s): Completion of program core courses. Cannot be fulfilled by transfer.

OM8930 - Consulting Practice Seminar (4 quarter credits). Learners in this seminar examine the practice fundamentals necessary for an executive consulting leadership role. Learners review the role of consultant, organizational assessment, intervention planning, intervention execution, measurement and consultant exit strategies, preparing themselves for executive consulting practice. Prerequisite(s): Completion of program core courses. Cannot be fulfilled by transfer.

OM8999 - Special Topics in Organization and Management (4 quarter credits). In this course, 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 learners with an opportunity to engage in an in-depth study within the area of information technology management. Theory, research, and application of subject matter are constructed to focus on specific subject matter using the special topics course format. Learners propose course topics not covered in the elective offerings of this specialization and develop content with course tutor approval. PhD learners only: To be completed in directed-study format.

OM9051 - Special Topics in Leadership (4 quarter credits). This course provides learners with 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. Learners propose course topics not covered in the elective offerings of this specialization and develop content with course tutor approval. PhD learners only: To be completed in directed-study format.

OM9052 - Special Topics in Human Resource Management (4 quarter credits). This course provides learners with 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. Learners propose course topics not covered in the elective offerings of this specialization and develop content with course tutor approval. PhD learners only: To be completed in directed-study format.

OM9919 - Doctoral Comprehensive Examination (4 quarter credits). This course includes an overview of the comprehensive examination process, the university’s expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The coursework mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to enroll in the first dissertation course. Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective course work with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.

OM9920 - Dissertation Coursroom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. Grading for this course is R/NS. Prerequisite(s): OM9919. Cannot be fulfilled by transfer.

OM9921–OM9950 - Dissertation Research 1–10 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): OM9919 and concurrent enrollment in OM9920. Cannot be fulfilled by transfer.
Graduate Course Descriptions, continued

School of Business and Technology

Master’s Organizational Development Courses

ORD5004 - Change, Culture, and Complexity (4 quarter credits). Learners in this course examine change, culture, and complexity in 21st century global organizations. Learners analyze organizational development literature and apply best practices for using organizational development strategies related to organizational change, culture, and complexity to increase performance and productivity. Learners also use organizational development models to identify business trends and growth opportunities. **ORD5004 must be taken by master’s learners in their first quarter. Cannot be fulfilled by transfer or petition.**

ORD5010 - Organizational Systems and Dynamics (4 quarter credits). This course presents theories and models of organizational systems and dynamics and the organizational influences of individual, group, and enterprise-wide interaction. Learners identify the ways organizational systems operate within business environments and evaluate the effectiveness of various systems archetypes. Learners also examine the organizational development methods and tools used to manage systems archetypes in order to achieve business goals.

ORD5020 - Strategic Planning and Organizational Development (4 quarter credits). Learners in this course study strategic business planning and examine its contributions to organizational development. Learners analyze theoretical frameworks and models of strategic business planning and use them to develop their own models that integrate business strategy with practice. Learners also identify methods for aligning strategic business planning with the organizational development activities of global enterprises.

ORD5030 - Assessment and Interventions (4 quarter credits). In this course, learners examine generally accepted assessment and intervention methods, models, and tools used in organizational development. Learners review organizational development literature, case studies, and practices and gain experience determining which assessments enable an organizational intervention.

ORD5040 - Fundamentals of Business (4 quarter credits). This course provides learners with knowledge and skills related to applying accounting, finance, and economic business information to organizational development strategies. Learners analyze economics models and financial statements and equations. Learners also evaluate financial metrics used to measure business revenue, profit, and loss, and examine the ways these metrics are applied to organizational development strategies to increase organizational performance and productivity.

ORD5050 - Ethics and Behavior in Organizations (4 quarter credits). This course focuses on the role of ethics and behavior in organizations as managed by organizational development professionals. Learners examine the roles of organizational development professionals as ethical change agents and assess their responsibilities in fostering ethical business and workplace environment. Learners also evaluate the influence of ethics on behavior within the organizational development process.

ORD5055 - Organizational Development in the Global Environment (4 quarter credits). Learners in this course explore the emerging role of organizational development in a global context. Learners examine business strategies and best practices of select multinational corporations and evaluate their effects on organizational capacity building. Learners also analyze ways to integrate current organizational development models and strategies with emerging initiatives that together address contemporary business perspectives, trends, and issues. **Cannot be fulfilled by transfer or petition.**

ORD5510 - Process Consultation (4 quarter credits). This course introduces learners to the concept of building consultative relationships with clients through the examination of the theories, models, and tools of organization development consultation, including the process facilitation method developed by Dr. Edgar Schein. Learners apply client engagement methods and develop critical thought and action relative to enabling organizational development, growth, and sustainability. In particular, learners focus on developing strategies for implementing key theories and best practices of organization development and process consultation in order to increase organizational performance and productivity. **Prerequisite(s): ORD5510.**

ORD5513 - Group Dynamics (4 quarter credits). In this course, learners explore current literature and generally accepted best practices of applying systems design to complex operating environments. Learners also evaluate the influence of systems archetypes that employ both order and chaotic frameworks and identify organizational strategies, methods, and tools used to harness the power of systems design in order to increase positive business results. **Prerequisite(s): ORD5510.**

ORD5515 - Human Asset Management and Motivation (4 quarter credits). This course presents current and emerging theories, models, and practices of talent management exhibited by global organizations. Learners analyze the influence of rewards and recognition programs on employee retention and explore ways to use these programs as retention tools. Learners also analyze retention strategies of select multinational corporations to assess the effectiveness of talent management programs from a global perspective. Other course topics include the internal and external forces responsible for generating career-related tensions within organizations. **Prerequisite(s): ORD5510.**

ORD5519 - Leadership, Managerial, and Followership (4 quarter credits). In this course, learners explore the emerging roles and relationships of leadership, managerial, and followership in 21st century organizations. Learners analyze traditional organizational roles of leadership, managerial, and followership and examine their impact on individual and organizational productivity. Learners also evaluate emerging theories, models, and practices relative to redefining these roles. **Prerequisite(s): ORD5510.**

ORD5910 - General Organizational Development Capstone (4 quarter credits). This is an integrative course for learners in the master’s General Organizational Development specialization. Learners synthesize and integrate the knowledge, competencies, and skills acquired throughout the program by developing and implementing a final project that demonstrates critical thinking, creativity, and practical application of program content. Learners create and customize project plans and strategies to achieve desired project outcomes. **Prerequisite(s): Completion of all required master’s course work. Cannot be fulfilled by transfer or petition.**
Graduate Course Descriptions, continued

School of Business and Technology

Doctoral Business Courses

PHB7045 - Applied Enterprise Economics (4 quarter credits). Learners in this course examine microeconomic, macroeconomic, and trade theory; evaluate the operation of markets in the allocation of scarce resources; and explore current literature in applying economic theory to financial decision making at the individual and firm level. Learners also examine topics and concepts of economics education and strengthen their skills in discerning and describing research topics, reviewing literature, and designing research projects.

PHB7075 - Organizational Systems and Leadership (4 quarter credits). This course presents the theoretical foundations, research, and practices of organizational systems and leadership. Learners analyze organizations as systems and evaluate the ways they are affected by their structure and the external environment. Learners also examine the practice of leadership using a systems approach and synthesize organizational systems and leadership theory.

PHB8044 - Theory and Practice in Business (4 quarter credits). Learners in this course explore business theories, research, and practice. In particular, learners study the challenges of conducting scholarly research and the practice of leading and managing a business enterprise. Learners explore the depth and breadth of business research, the research methodologies used to conduct it, and potential business research topic areas. Learners also focus on strengthening their critical-thinking and scholarly writing skills. PHB8044 must be taken by PhD learners in their first quarter. Cannot be fulfilled by transfer.

PHB8012 - Strategy, Planning, and Operations in Business (4 quarter credits). Learners in this course examine theories of and approaches to effective strategy formulation, integration, and implementation across the various functional areas of business operations. Learners focus on the skills needed to become strategic thinkers and leaders in today’s complex global business environment and practice using them to solve contemporary issues in business strategy, planning, and operations. Learners also examine business goals and objectives within the context of internal and external influences and strategic management methodologies. Cannot be fulfilled by transfer.

PHB8024 - Advanced Research: Mixed-Methods Research Designs (4 quarter credits). This course focuses on using mixed-methods research designs in applied business and organizational research. Learners examine the philosophic foundations and practical implications of merging numerical and non-numerical data to gain a comprehensive perspective of complex business and organizational phenomena than that gained by using either quantitative or qualitative methods alone. Learners also focus on using evidence-based practice to create actionable knowledge in local contexts; connect theory with practice to address core performance and quality metrics; and develop a comprehensive mixed-methods research prospectus. Prerequisite(s): OMB8022. Cannot be fulfilled by transfer.

PHB8410 - Survey in Financial Accounting (4 quarter credits). Learners in this course study financial accounting standards and practices and associated legal, regulatory, and reporting issues. Learners focus on the relationship between financial accounting research and practice and explore its emerging trends, technologies, and societal implications. Learners also examine topics and concepts of financial accounting education and strengthen their skills in discerning and describing research topics, reviewing literature, and designing research projects. Cannot be fulfilled by transfer.

PHB8415 - Survey in Managerial Accounting (4 quarter credits). In this course, learners study managerial accounting and its association with managerial practice and decision making. Learners focus on the relationship between managerial accounting research and practice and explore its emerging trends, technologies, and societal implications. Learners also examine topics and concepts of managerial accounting education and strengthen their skills in discerning and describing research topics, reviewing literature, and designing research projects. Cannot be fulfilled by transfer.

PHB8420 - Accounting Information Systems (4 quarter credits). Learners in this course study accounting information systems and their influence on internal and external financial reporting, managerial decision making, audit, and control. Learners explore emerging trends, technologies, and societal implications of accounting information systems and examine topics and concepts of accounting information systems education. Learners also strengthen their skills in discerning and describing research topics, reviewing literature, and designing research projects. Cannot be fulfilled by transfer.

PHB8422 - Auditing (4 quarter credits). In this course, learners study audit program design, planning, and implementation and associated regulatory topics, including the Sarbanes-Oxley Act. Learners explore emerging trends, technologies, and societal implications of auditing and examine topics and concepts of auditing education. Learners also strengthen their skills in discerning and describing research topics, reviewing literature, and designing research projects. Cannot be fulfilled by transfer.

PHB8424 - International Accounting (4 quarter credits). In this course, learners study international accounting standards and the evolving process of harmonization and compare U.S. Generally Accepted Accounting Principles (GAAP) with those of other countries. Learners focus on the relationship between international accounting and finance research and practice and explore its emerging trends, technologies, and societal implications. Learners also examine topics and concepts of international accounting education and strengthen their skills in discerning and describing research topics, reviewing literature, and designing research projects. Cannot be fulfilled by transfer.

PHB8426 - Fraud Examination (4 quarter credits). This course provides an examination of the nature and causes of fraud and presents various approaches to prevent, detect, investigate, and regulate fraudulent activity, including the Sarbanes-Oxley Act. Learners explore emerging trends, technologies, and societal implications of fraud and examine topics and concepts of fraud education. Learners also strengthen their skills in discerning and describing research topics, reviewing literature, and designing research projects. Cannot be fulfilled by transfer.

PHB8428 - Forensic Accounting (4 quarter credits). Learners in this course study the requirements, processes, and techniques used to present accounting and financial information in the legal environment. Learners focus on the relationship between forensic accounting research and practice and explore its emerging trends, technologies, and societal implications. Learners also examine topics and concepts of forensic accounting education and strengthen their skills in discerning and describing research topics, reviewing literature, and designing research projects. Cannot be fulfilled by transfer.

PHB8430 - Taxation (4 quarter credits). This course provides an overview of various taxation systems. Learners evaluate the influence of taxation on society and economic decision making and explore its emerging trends, technologies, and societal implications. Learners also examine topics and concepts of taxation education and strengthen their skills in discerning and describing research topics, reviewing literature, and designing research projects. Cannot be fulfilled by transfer.

PHB9919 - Doctoral Comprehensive Examination (4 quarter credits). This course includes an overview of the comprehensive examination process, the university’s expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The course mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to enroll in the first dissertation course. Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective course work with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.
Graduate Course Descriptions, continued

PHB9920 - Dissertation Courseroom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. Grading for this course is R/NS. Prerequisite(s): PHB9919. Cannot be fulfilled by transfer.

PHB9921–PHB9950 - Dissertation Research 1–Research 30 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): PHB9919 and concurrent enrollment in PHB9920. Cannot be fulfilled by transfer.

School of Business and Technology

Master’s and Doctoral Information Technology Courses

TS5004 - Technical Communications (4 quarter credits). This course provides learners with the necessary skills for communicating technical information to various stakeholders in organizations. The focus of the course is on the fundamentals of technical communication in the electronic workplace while emphasizing clarity and organization. Learners study technical writing, editing, and online communication and engage in a broad range of activities, including preparing an effective résumé, writing proposals and technical reports, and creating professional development plans. This course helps learners develop an understanding of format and content and prepares them for project documentation requirements throughout their program and their professional careers. TS5004 must be taken by master’s learners in their first quarter. Cannot be fulfilled by transfer or petition.

TS5010 - Introduction to Enterprise Application Architecture (4 quarter credits). This course presents the interrelated architectural, business, and technical solution perspectives essential to the design and development of enterprise-caliber information technology solutions. Learners consider each perspective as they develop a Web site for an enterprise. Learners explore the business context supporting the Web application and the ways it drives the requirements and functionality of the Web site; the technical resources and the environment in which the application is being used; and the role of the enterprise architect in selecting the processes, components, and technologies used to develop and maintain the application.

TS5011 - Managing People and Technology (4 quarter credits). This course provides information technology learners with skills needed to manage technology and people. Learners assess and control the risks associated with information assets, apply concepts and principles to manage projects and project quality, and develop collaboration and leadership skills to use in a globally distributed team environment.

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. Topics include portability, reusability, prototyping, and performance management. Learners examine advanced requirements analysis techniques; functional specifications; and system design, implementation, testing, and maintenance. Learners also compare theory with practice and assess, evaluate, and apply software development principles and processes to a professional environment. Prior to enrolling in this course, learners should have a working knowledge of the software development process.

TS5160 - Business Foundations (4 quarter credits). This course provides information technology learners with a foundation of business concepts. Learners analyze organizational structures, operational processes, financial measures, and key business communication concepts and techniques. Through the analysis and application of fundamental business processes, theories, and techniques, learners gain a better understanding of how IT integrates with the enterprise as a whole.

TS5311 - Enterprise Security (4 quarter credits). This course provides an overview of enterprise security and presents the tools, techniques, and strategies used to counteract threats organizations experience on a daily basis. Learners develop a working knowledge of organization security risk assessment and gain an understanding of appropriate security planning by analyzing cyber terrorism and enterprise system weaknesses and creating an enterprise system security plan. Prior to enrolling in this course, learners should have a working knowledge of networking concepts.

TS5312 - Security Risk Management (4 quarter credits). This course presents the important elements of risk management and the ethical and legal issues surrounding computer security. Learners analyze the impact of computer legislation and case law on information security management and examine ways to mitigate risk and develop risk-control strategies to better understand information security project planning. Prior to enrolling in this course, learners should have a working knowledge of IT and project management skills.

TS5321 - Local Area Network Architectures (4 quarter credits). The focus of this course is on local area network (LAN) architectures from managerial, business, and operational perspectives. Learners explore planning, designing, administering, securing, and managing LANs and gain an understanding of how to implement LAN architectures using different platforms and technologies. Prior to enrolling in this course, learners should have a working knowledge of network administration.

TS5322 - Wide Area Network Architectures (4 quarter credits). The focus of this course is on wide area network (WAN) architectures from managerial, business, and operational perspectives. Learner explore planning, designing, administering, securing, and managing WANs and gain an understanding of how to implement WAN architectures using different platforms and technologies. Prior to enrolling in this course, learners should have a working knowledge of network administration.

TS5323 - Integrating Divergent Network Architectures (4 quarter credits). This course presents an overview of different network architectures, with an emphasis on the integration of heterogeneous network components. Learners consider the interoperability of local area networks (LANs), wide area networks (WANs), and wireless and mobile networks from an architectural perspective. The course also engages learners with a diverse set of hardware and software systems and emphasizes understanding how to design and deploy integrated network solutions to create a strategic business advantage.

TS5324 - Evolving Network Technologies (4 quarter credits). This course presents an overview of the latest network trends, with an emphasis on the analysis and deployment of emerging technologies. Learners study Voice over Internet Protocol (VoIP), secure wireless, mobile computing, and virtualized networks at an enterprise level. The course also engages learners with a diverse set of hardware and software systems and emphasizes understanding how to manage change in an enterprise environment and use leading edge network technologies to create a strategic business advantage.

TS5325 - Enterprise Network Analysis (4 quarter credits). Learners in this course analyze the business requirements that drive network solutions, including network security, network performance monitoring and analysis, and capacity planning. Learners consider the current national regulatory regime and information technology governance issues. Learners also gain practical knowledge of the management of existing network infrastructures by assessing network availability and reliability requirements for an enterprise network.
TS5327 - Secure Network Architectures (4 quarter credits). Learners in this course examine advanced network remote access and the secure network strategies used to implement it. Learners analyze, plan, design, configure, and specify the implementation of remote access using current technologies such as IPSec VPN, Frame Mode MPLS, and tele-network services. Learners also investigate common network attacks and evaluate strategies to mitigate their occurrence within the context of remote network access. Using these capabilities, learners evaluate and design network architectures that support secure remote network access. Prior to enrolling in this course, learners should have a working knowledge of network administration.

TS5328 - Virtualization for the Enterprise (4 quarter credits). Learners in this course focus on virtualization from network architecture, technical, and business perspectives to develop the knowledge associated with determining appropriate virtualization hardware and software solutions to meet enterprise requirements. Learners evaluate virtualization solutions with respect to existing enterprise architectures to articulate a transitional path to virtualization. Learners examine the business impact of virtualization, analyzing the risks, benefits, and usability of virtualization and performing cost-benefit and security analyses. Learners also explore the role of cloud computing in virtualization and evaluate the environmental aspects and emerging trends of virtualization.

TS5331 - Project Management Fundamentals (4 quarter credits). This course serves as an introduction to the generally accepted processes and knowledge areas found in the project management profession. Learners study the project management concepts as defined by the Project Management Institute’s (PMI) “A Guide to the Project Management Body of Knowledge (PMBOK® Guide).” Topics include professionalism and ethics, the nine project management knowledge areas, and the domains of initiating, planning, executing, controlling, and closing projects.

TS5332 - Project Management Planning, Execution, and Control (4 quarter credits). This course emphasizes the elements of project management through the integration and application of project planning, executing, monitoring, and controlling tools and techniques. Learners identify project requirements and develop a project plan that considers project scope, time, and cost in managing competing project requirements. Learners also examine the elements of work breakdown structures and their importance in developing a project schedule that accurately reflects the work effort required and assigns the appropriately skilled resources complete each activity.

TS5333 - Project Budgeting, Procurement, and Quality (4 quarter credits). In this course, learners study the fundamental concepts and principles of cost estimation and budgeting; quality planning, management, and control; and procurement life cycle activities as they relate to projects. Learners evaluate tools and techniques used in planning, monitoring, reporting, controlling, and managing project cost and explore the concept of earned value management. Other topics include procurement aspects from planning to acquisition, contracting, and closure.

TS5334 - Project Risk Assessment and Control (4 quarter credits). Learners in this course examine the important elements of risk management, including planning for, identifying, quantifying, analyzing, and controlling risk. Learners gain an understanding of the systematic process of identifying, analyzing, and appropriately responding to project risk. Learners also apply qualitative and quantitative risk analysis techniques and assess the negative consequences of failing to perform a proper risk analysis.

TS5335 - Project Leadership and Management (4 quarter credits). The objective of this course is to gain insight into the role and skills required of project leaders across organizations. Learners examine a wide range of leadership roles, including manager, problem solver, facilitator, trainer, communicator, and advocate, and discover how each role affects the ability to create a cohesive project team. Learners study and apply a step-by-step approach to leadership and teambuilding. Other course topics include leadership ethics, leadership and project strategy, and the relationship between leadership and project management politics.

TS5341 - Requirements Discovery and Documentation (4 quarter credits). Learners in this course examine the responsibilities of determining, organizing, and communicating requirements for an information technology solution; driving support for the solution; and providing the background needed for solution development. Learners study requirement-gathering processes and ways to document the interrelationship of requirement elements. Learners also explore requirement-modeling development techniques that can be used to communicate requirements to IT project stakeholders and sponsors.

TS5342 - Solution Analysis and Modeling (4 quarter credits). In this course, learners examine the responsibilities of analyzing and clarifying business requirements, and developing solutions that meet the business needs of an organization. Learners explore system-modeling techniques, the various levels of requirements modeling, and solution implementation models.

TS5343 - Business Solution Assessment and Validation (4 quarter credits). This course focuses on the business analyst’s role in determining whether an information technology solution can deliver its intended value to an organization. Learners analyze IT solutions to ensure that they satisfy the business requirements of an organization. Learners also examine the effects of various implemented solutions and evaluate quality assurance methods during the solution development process to ensure the end product will meet the specified requirements.

TS5344 - Strategic Business Analysis (4 quarter credits). Learners in this course study the importance of aligning proposed information technology solutions with business goals and strategies. Learners develop a business architecture to support an organization’s strategic goals and analyze the cost and benefit of potential IT solutions. Learners also refine their ability to communicate the value of proposed IT initiatives and solutions to various stakeholders to build enterprise-wide consensus and approval.

TS5345 - Business Modeling (4 quarter credits). In this course, learners focus on business operations modeling to analyze the strategic value and functional requirements of an information technology solution. Learners examine business-modeling methods and processes and ways to analyze the effectiveness and efficiencies of business operations. Learners also evaluate methods for process benchmarking and process improvement using IT solutions.

TS5350 - Architectural Implementation (4 quarter credits). This course presents formal and scripting languages and the ways they satisfy the architectural requirements of an enterprise application. Learners use prior knowledge of developing applications with formal and scripting languages to analyze and evaluate the appropriateness of languages within enterprise architectures. Learners also analyze the influence of object-oriented paradigms on the design and functionality of these languages. Prior to enrolling in this course, learners should have a working knowledge of programming.

TS5351 - Architecture Requirements Analysis (4 quarter credits). Learners in this course develop ways to specify and design enterprise-wide systems based on requirements analysis. Learners solve business problems and improve business processes by gathering requirements information from stakeholders and building these needs into an architecture of the solutions. By applying appropriate tools and techniques to the requirements analysis process, learners are able to broadly define the software architecture for an enterprise. Prerequisite(s): TS5130. Prerequisite does not apply to Combined BS/MS in Information Technology option learners.
Graduate Course Descriptions, continued

**TS5352 - Enterprise Database Systems (4 quarter credits).** This course prepares learners to design, manage, and integrate database systems within an enterprise. It focuses on topics related to large-scale database systems, including distributed-systems architecture, transactional processing, and systems access and security. Learners explore the applications of database systems, particularly enterprise resource planning (ERP) systems and customer relationship management (CRM) systems. Learners also differentiate between object-oriented and relational database systems and identify their appropriate applications. *Prior to enrolling in this course, learners should have fundamental database knowledge and experience.*

**TS5353 - Enterprise Software Architecture Design (4 quarter credits).** This course prepares learners to design a software architecture for an enterprise. Learners determine the architectural views best suited to the enterprise scope and requirements analysis and apply key architectural principles to the enterprise architecture. By using modeling tools such as Unified Modeling Language (UML), learners are able to design an architectural view of the enterprise.

**TS5354 - Enterprise Software Interface Design (4 quarter credits).** In this course, learners examine the user interface design requirements for complex enterprise applications. Learners evaluate device interfaces and evaluate factors that contribute to positive user-interface experiences. Learners also develop Web applications that demonstrate an understanding of interface standards. *Prerequisite(s): TS5010.*

**TS5355 - Advanced Enterprise System Development (4 quarter credits).** This course provides a comprehensive overview of distributed enterprise architectures and the fundamental technologies that support them, including Extensible Markup Language (XML), Web services, and service-oriented architecture (SOA). Learners use XML, Web services, and SOA to design and develop distributed enterprise applications. Learners also use technologies such as Enterprise Java Beans (EJBs) to incorporate business logic in the development of reusable application components. *Prerequisite(s): TS5356.*

**TS5356 - Advanced Application Development (4 quarter credits).** The focus of this course is on advanced programming techniques, including programmatic database access, Web interface support, and graphical interface development, and ways of integrating these features to design and develop enterprise-level applications. Learners analyze multi-tiered Web application architectures to design and develop reusable and portable enterprise components. Learners also examine the process for ensuring the quality and security of enterprise applications. *Prior to enrolling in this course, learners who do not have a working knowledge of Java (J2EE) or C# (.NET) are strongly encouraged to complete TS5350.*

**TS5357 - Enterprise Software Architecture Quality Assurance (4 quarter credits).** In this course, learners design and apply software quality systems appropriate for complex enterprises. Learners use industry standards such as Capability Maturity Model Integration (CMMI) and International Organization for Standardization (ISO) 9001 to develop software auditing processes and develop continuous improvement plans that match the lifecycle model of the enterprise.

**TS5521 - Advanced Network Technology: Switching (4 quarter credits).** In this course, learners examine advanced multilayer switching technologies and techniques used by major telecommunication companies to provide advanced switch configuration, including Spanning-Tree Protocol (STP) implementation and virtual local area networks (VLANs). Learners also design a scalable-switched network based on defined protocols and techniques. *Prior to enrolling in this course, it is strongly recommended that learners earn certification as a Cisco Certified Network Associate (CCNA).*

**TS5531 - Security Management Practices (4 quarter credits).** The focus of this course is on identifying, developing, and implementing security policies for an information system and its environment. Learners assess the need for network and physical security and analyze the importance of planning and developing incident reporting procedures. This course covers proactive security management practices, including business continuity planning and disaster recovery planning. Other topics include networking, database management, and project management.

**TS5532 - Secure System Development and Cryptography (4 quarter credits).** Learners in this course explore the key concepts of operating system and application design from the security perspective and examine the importance of securing database access. The course illustrates the importance of software development and maintenance processes that impact system security. Learners analyze ways 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 have a working knowledge of basic algorithm construction.*

**TS5533 - Wireless Security (4 quarter credits).** This course provides an overview of the skills necessary for securing an organization’s wireless and mobile communications. Learners explore ways to mitigate the risks associated with wireless communications and examine tools and techniques that reduce the risk exposure companies encounter when using wireless technologies. Topics include theory of wireless transmission and mobile computing, wireless standards, use of hardware, practical applications, and encryption methods.

**TS5534 - Computer Forensics and Investigations (4 quarter credits).** This course provides an overview of the skills necessary in computer forensics. Learners explore ways data can be hidden on a computer and evaluate computer forensics investigation tools, methods of handling and transporting data once it is uncovered, and procedures for handling and safely storing electronic data.

**TS5536 - Ethical and Legal Considerations in Information Technology (4 quarter credits).** This course focuses on the ethical and legal issues surrounding the use of information technology within an organization. Learners use specific case examples and projects to explore human dimensions of information technology and research the relationships between customers, partners, and society. Topics include intellectual property rights, privacy, governmental regulations, and an individual’s responsibilities in the decision-making process.

**TS5591 - Programming and Database Systems (4 quarter credits).** This course enables learners with limited knowledge of information technology to understand fundamental concepts of IT and to be prepared for future courses in their program. An overview of the basic concepts of the software development process is presented. Learners become familiar with programming through updating existing applications with an industry standard programming language (i.e., Visual Basic). This course also provides database principles enabling the learner to construct a simple database and access its information through an application interface. Learners modify existing programs to access a database and develop useful reports. Learners are able to compare various options in application development and database technology to select the most appropriate solution for their business environment. *Learners may choose or be advised to enroll in this course. Does not apply toward degree or certificate total credits.*

**TS5592 - Introduction to Network and Internet Architecture (4 quarter credits).** This course provides an overview of computer networking concepts for learners with limited knowledge or experience in this area. Learners gain a better understanding of the concepts of network design, network hardware, network configuration, and the basic architecture of local area networks (LANS) and wide area networks (WANS). Learners also explore the ways networks are constructed and configured to support the Internet and Web. *Learners may choose or be advised to enroll in this course. This course does not apply toward degree or certificate program requirements.*
TS5610 - Introduction to Health Information Systems (4 quarter credits). This course provides a fundamental, critical view of major health care policies that affect the health information industry. In this course, learners become familiar with and learn to use the unique vocabulary of the health care environment. Learners study how health information management and the information technology supporting it can impact the financial status of businesses in the health care industry. From this perspective, learners analyze the differences between health information systems and other information management systems.

TS5615 - Health Informatics (4 quarter credits). This course provides learners with a foundation for their studies in the Health Information Management specialization by focusing on standard clinical technology and health information management, and developing a solid foundation in basic medical language. Learners study the roles of technology professionals in health care environments, focusing on advanced data collection, analysis, and decision making for health care providers. Further, learners identify the importance of interface design and its role in supporting the interpretation of health care information.

TS5620 - Databases in Health Care Environments (4 quarter credits). Learners in this course identify the fundamental architecture requirements of health care information systems with an emphasis on the relationships between medical information and database systems. Learners study industry standards for storing, retrieving, managing, and securing health care information; practice using advanced database search and access techniques; and explore data mining techniques for medical information systems. Prerequisite(s): TS5615.

TS5625 - System Security in Health Care Environments (4 quarter credits). In this course, learners focus on securing systems and networks in health care environments and explore the legal and ethical ramifications of health care systems development and deployment. Learners identify the requirements for privacy and security in health care organizations and explore systems and communications theory as they relate to ensuring secure information systems. Learners also study HIPAA and other security-related standards as they apply to the design of secure health care systems.

TS5630 - Data Analysis and Decision Support for Health Information Technology Practitioners (4 quarter credits). In this course, learners identify major health care policies, analyze and develop health care technology policies, and practice process modeling that allows information technology to be used to critically analyze solutions to health care management and delivery problems. Learners also explore ways in which decision analysis is used daily in health care practitioner settings, along with ways to facilitate executive communications through the use of IT.

TS5635 - Strategic Management of Information Technology in Health Organizations (4 quarter credits). Learners in this course explore strategies fundamental to successful deployment and use of systems in health care practitioner settings. The course focuses on leadership theories and their relationship to the successful management of information technology in health care organizations. Learners are introduced to statistical techniques that support biomedical research and learn to identify and use analysis techniques that support the management of executive decisions. Learners discover ways to integrate knowledge management techniques in order to operate health care companies more effectively and efficiently, especially in a patient-focused environment. Learners are encouraged to develop methods for strategic management and resource planning based on their understanding of the role of IT in health care enterprises.

TS5900 - Information Technology Capstone (4 quarter credits). In this course, learners demonstrate proficiency in information technology by completing a final project. Learners prepare a project plan that includes a proposed topic area, the associated skills and competencies to be exhibited in the project, and an outline of the project deliverables with completion dates. Upon approval from their instructor, learners execute their project plans. At the conclusion of the course, learners submit their project deliverables and summarize their results. Prerequisite(s): Completion of all required master’s course work. Cannot be fulfilled by transfer or petition.

TS5940 - Business Analysis Capstone (4 quarter credits). In this course, learners demonstrate proficiency in business analysis by completing a final project. Learners prepare a project plan that includes a proposed topic area, the associated skills and competencies to be exhibited in the project, and an outline of the project deliverables with completion dates. Upon approval from their instructor, learners execute their project plans. At the conclusion of the course, learners submit their project deliverables and summarize their results. Prerequisite(s): Completion of all required master’s course work. Cannot be fulfilled by transfer or petition.

TS5950 - Enterprise Software Architecture Capstone (4 quarter credits). In this course, learners demonstrate proficiency in enterprise software architecture by completing a final project. Learners prepare a project plan that includes a proposed topic area, the associated skills and competencies to be exhibited in the project, and an outline of the project deliverables with completion dates. Upon approval from their instructor, learners execute their project plans. At the conclusion of the course, learners submit their project deliverables and summarize their results. Prerequisite(s): Completion of all required master’s course work. Cannot be fulfilled by transfer or petition.

TS5960 - Health Information Management Capstone (4 quarter credits). In this course, learners demonstrate proficiency in health information management by completing a final project. Learners prepare a project plan that includes a proposed topic area, the associated skills and competencies to be exhibited in the project, and an outline of the project deliverables with completion dates. Upon approval from their instructor, learners execute their project plans. At the conclusion of the course, learners submit their project deliverables and summarize their results. Prerequisite(s): Completion of all required master’s course work. Cannot be fulfilled by transfer or petition.
Graduate Course Descriptions, continued

TS5999 - Current Trends in Information Technology (4 quarter credits). This course provides learners the opportunity to engage in an in-depth study of a specialized information technology area. The course content is constructed to focus on specific subject matter using the special topics course format, and course topics address current areas of interest in IT practices. Learners must exhibit a graduate-level mastery of the topic area. Cannot be fulfilled by transfer or petition.

TS8004 - Information Technology Research and Practice (4 quarter credits). Learners in this course focus on the technical foundations of information technology research and practice. Learners examine current and emerging research and practice methodologies, processes, and methods; compare quantitative and qualitative methodologies; and identify the research methodologies commonly used in IT research. This course prepares PhD learners for doctoral research related to IT literature and theory. TS8004 must be taken by PhD learners in their first quarter. Cannot be fulfilled by transfer.

TS8306 - Advances in Information Technology (4 quarter credits). This course introduces learners to advanced areas of information technology, including enterprise-wide systems, data warehouses, and network-based applications. Learners may choose to focus on one of the following areas of concentration: decision support systems, human-computer interaction, information security, computer networking, and database systems. Cannot be fulfilled by transfer.

TS8531 - Network Security Advances (4 quarter credits). This course presents advances in information assurance and the ways they help decision makers accurately gauge, estimate, and examine the impact of implementing various network security protection mechanisms. Learners evaluate emerging information security protection research and identify the potential advantages and disadvantages of protecting the security of the network. Cannot be fulfilled by transfer.

TS8533 - Enterprise Security Risk Management (4 quarter credits). Learners in this course examine research in information security risk management. Learners review scholarly literature in the field as it relates to risk modeling, assessment, and management. Other course topics include outsourcing and the legal and technological changes that affect risk management. Cannot be fulfilled by transfer.

TS8535 - System and Application Security Advances (4 quarter credits). This course presents advances in ensuring system and application security and the ways they help decision makers accurately gauge, estimate, and examine the impact of implementing various system and application security protection mechanisms. Learners evaluate emerging information security protection research and identify the potential advantages and disadvantages of protecting system and application security. Cannot be fulfilled by transfer.

TS8537 - Assurance Controls and Compliance Management (4 quarter credits). This course provides an overview of the management processes and organizational controls needed to ensure data protection. Learners review federal, state, and other governmental and industry standards that companies must follow to be compliant in safeguarding data. Learners analyze the depth and breadth of compliance management research and investigate different approaches to data protection control and compliance. Cannot be fulfilled by transfer.

TS8539 - Security Governance and Management (4 quarter credits). The focus of this course is on the strategic security planning organizations need to implement and manage security programs. Learners examine governance principles and the ways they are applied to information security management to ensure that security programs are aligned with the organization’s long-term strategic direction. Cannot be fulfilled by transfer.

TS8940 - Information Technology Consulting Practice Seminar (4 quarter credits). In this seminar, learners examine the project management and contracting skills necessary to become an effective information technology consultant. Course topics include organizational assessment, planning, execution, and measurement. Prerequisite(s): Completion of program core courses. Cannot be fulfilled by transfer.

TS8950 - Teaching Practice Seminar in Information Technology Education (4 quarter credits). This seminar covers the practice fundamentals learners need to prepare themselves for a career in information technology education. Learners examine syllabus and course development, online and classroom instruction, and the fundamentals of human development in the classroom. Prerequisite(s): Completion of program core courses. Cannot be fulfilled by transfer.

TS8951 - Survey of Research Literature in Information Technology Education (4 quarter credits). Learners in this doctoral seminar review information technology research literature that focuses on studies related to improving the effectiveness of IT instruction, developing IT curricula and courses, and using IT in the classroom. Course content emphasizes IT education and includes computer science, computer engineering, and other related disciplines. Cannot be fulfilled by transfer.

TS8998 - Special Topics in Information Technology (4 quarter credits). This course provides learners with the opportunity to engage in an in-depth study of a specialized information technology area. Theory, research, and practice are constructed to focus on specific subject matter using the special topics course format. Appropriate course topics address an area of study that complement learners’ past experience and learning objectives. The results of the study must exhibit a graduate-level mastery of the topic area. Course may be repeated for credit with a different topic only. Cannot be fulfilled by transfer.

TS9919 - Doctoral Comprehensive Examination (4 quarter credits). This course includes an overview of the comprehensive examination process, the university’s expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to enroll in the first dissertation course. Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective course work with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.

TS9920 - Dissertation Courseroom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. Grading for this course is R/NS. Prerequisite(s): TS9919. Cannot be fulfilled by transfer.

TS9921–TS9950 - Dissertation Research 1–5 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): TS9919 and concurrent enrollment in TS9920. Cannot be fulfilled by transfer.
School of Business and Technology

Residency Courses

OM-R8921 - PhD Colloquium Track 1 (non-credit). The Track 1 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize assessment and practice of academic and intellectual skill sets essential to progressing through doctoral program course work. Learners also engage in self-reflection exercises and participate in learning experiences that address the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. PhD in Psychology learners should enroll in Track 1 before completing 36 credits. All other learners should enroll in Track 1 during their first quarter of enrollment or before completing 56 credits.

OM-R8922 - PhD Colloquium Track 2 (non-credit). The Track 2 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize applying the research process to their chosen discipline. Learners also expand their intellectual applications and analysis skills and the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. PhD in Psychology learners should enroll in Track 2 while completing 37–60 credits. All other learners should enroll in Track 2 during their first quarter of enrollment or before completing 56 credits.

OM-R8923 - PhD Colloquium Track 3 (non-credit). The Track 3 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize expanding and applying doctoral competencies to the independent research phase of the program in preparation for the comprehensive examination and dissertation. Learners also continue to strengthen the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner and focus on using intellectual and academic skill sets to synthesize and analyze theory and research as leaders in the discipline. Following the residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. Prerequisite(s): Concurrent enrollment in DB-R8922 or OM-R8921 or ED-R8922 or PSL-R8922 or CES-R8922 or CST-R8922 or PSY-R8922.

DB-R8921 - DBA Research Residential Colloquium I (2 quarter credits). In the first residential colloquium, learners review the DBA program and dissertation processes associated with learner competencies, milestone achievements, mentor facilitation, and university policies and procedures. Learners also examine the scholarly writing skills needed for the dissertation and participate in writing skills assessments and skill development exercises. For DBA learners only. Prerequisite(s): Concurrent enrollment in DB8004 and DB9901. Cannot be fulfilled by transfer.

DB-R8922 - DBA Research Residential Colloquium II (2 quarter credits). In the second residential colloquium, learners review the school guidelines for developing and writing chapters I and II of the dissertation, identify and discuss common problems and practices of mentor approval, and examine various research methods appropriate to use in gathering data for their proposed topic. Learners assess their progress in constructing chapters I and II and develop a strategy for completion. For DBA learners only. Prerequisite(s): DB8030 and concurrent enrollment in DB8040 and DB9906. Cannot be fulfilled by transfer.

DB-R8923 - DBA Research Residential Colloquium III (2 quarter credits). In the third residential colloquium, learners review the school guidelines for developing and writing chapters III, IV and V of the dissertation and identify and discuss best practices for completion. Learners assess their progress in constructing chapters III, IV, and V and developing chapter III into a final dissertation proposal. For DBA learners only. Prerequisite(s): DB8060 and concurrent enrollment in DB8070 and DB9910. Cannot be fulfilled by transfer.

School of Education

Master’s and Doctoral Education Courses

EDS002 - Foundations of Theory and Practice in Master’s Studies (4 quarter credits). This is an introductory course for master’s learners in higher education and training specializations. Learners are introduced to discipline-specific topics and begin to put into practice the academic developmental and behavioral competencies they are expected to master during their degree program. Learners apply scholarly inquiry, research, critical-thinking, and communication within the context of their specialization. EDS002 must be taken by master’s learners in their first quarter. Cannot be fulfilled by transfer.

EDS006 - Survey of Research Methodology (4 quarter credits). This course is an overview of the general approaches to research methodology at the graduate level. It focuses on 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.

EDS007 - Foundations of Educational Leadership (4 quarter credits). This is an introductory course for master’s learners in P–12 specializations. It emphasizes the competencies teachers and administrators need to make significant changes in their organizations, leading to high levels of student achievement. Learners study fundamental concepts, including reflective practice, the role of the practitioner-scholar, data-driven decision making, educational leadership, and the role of instructional technology in 21st century education. Learners also develop their degree completion plans and begin the process of building their Capella portfolios. EDS007 must be taken by master’s learners in their first quarter. Cannot be fulfilled by transfer.

EDS311 - The Collaborative Nature of Adult Education (4 quarter credits). Learners in this course explore the various approaches to collaborating in adult education. Learners examine the ways race, ethnicity, class, gender, and ability impact collaboration processes and identify the challenges of collaborating in a changing global environment. Learners also analyze best practices of designing collaborative processes and assessing collaborative learning and develop a collaboration action plan that combines theory, strategy, and best practice.

EDS312 - Strategies for Building Online Learning Communities (4 quarter credits). In this course, learners develop the facilitation strategies and tactics that nurture interaction and collaboration and guide the development of effective personal learning strategies. Learners benefit from interacting with one another in a virtual classroom.
EDS313 - Curriculum Development for Online Learning (4 quarter credits). Topics in this course include 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.

EDS315 - Adult Development and Learning (4 quarter credits). This course presents theories and research related to adult development. Learners examine the stages that occur during the early, middle, and advanced stages of adulthood and analyze their effects on adult learning. Learners also consider the impact of gender, culture, and personal experience on adult learning and evaluate their related instruction implications. This course emphasizes critically reflective, transformational teaching and learning.

EDS410 - The Early Childhood Learning Environment (4 quarter credits). This course covers the early childhood environment and its effects on growth and learning. Learners evaluate the physical environment, the role of the caregiver and teachers, and the interaction among children, and identify methods of increasing child engagement, effective communication, and learning. Learners explore ways to create supportive and nurturing learning environments and how to monitor, reflect, and adjust them to best meet the needs of young children. Learners also become familiar with the responsibilities associated with working in the early childhood learning field. Prerequisite(s): PSY7220.

EDS420 - Exceptional Children in the Early Childhood Setting (4 quarter credits). In this course, learners gain the skills and knowledge needed to meet the needs of young learners in an inclusive environment. The course deals specifically with emotionally, mentally, and physically challenged children, including those who receive special education services in the P–12 system. Learners develop authentic curriculum and learning assessment strategies that are meaningful and understandable to children with various needs. Prerequisite(s): PSY7220.

EDS430 - Children, Families, and Society (4 quarter credits). Learners in this course examine the importance of actively engaging families in the education and care of children. The course takes an ecological approach to children’s relationships with parents, caregivers, and the broader community. Learners study the characteristics, lifestyles, and contributions associated with various racial, cultural, and economic groups to gain an understanding of the impact of human behavior on children’s growth and development. Prerequisite(s): PSY7220.

EDS450 - Master’s Practicum in Early Childhood Education (6 quarter credits). The practicum is the capstone course for all learners in the Early Childhood Education specialization. Learners complete a directed study experience at an early childhood learning center or student teach in a P–3 school classroom. Learners also prepare a portfolio demonstrating their mastery of Early Childhood Education specialization outcomes. This course is not available as an elective to learners outside the MS Early Childhood Education specialization. Prerequisite(s): Completion, submission, and approval of Clinical Practice Application and EDS506, EDS500, EDS501, EDS503, EDS504, EDS410, EDS430. Cannot be fulfilled by transfer.

EDS500 - Standards-Based Curriculum, Instruction, and Assessment (4 quarter credits). This course is required for all P–12 master’s degree specializations in the School of Education. Learners examine the impact of state learning performance standards on curriculum planning, instruction, and assessment. Learners also design a curriculum using research-based curriculum planning and instructional models and identify and demonstrate the disposition and skills expected of a professional educator and self-directed learner.

EDS501 - Assessment and Improvement of Instruction (4 quarter credits). This course is required for all P–12 master’s degree specializations in the School of Education. Learners examine instruction and learning improvement strategies and collaborate with students’ families, the community, and other professionals for the purpose of improving instruction. Learners also evaluate instruction to determine how well it promotes professional teaching standards and dispositions.

EDS502 - Learning Theory and Instructional Practice (4 quarter credits). In this course, learners study learning theory and research associated with cognition, emotion, and the brain and examine their effects on instructional practice. Learners implement strategies for recognizing learning differences among students, including giftedness, and meeting student needs through differentiated instruction. Learners who have taken EDS502 should not take EDS502. Rather, they should choose any other graduate-level course in the School of Education to fulfill their specialization requirements.

EDS503 - Classroom Management Strategies (4 quarter credits). This course is required for all P–12 master’s degree specializations in the School of Education. Learners apply strategies for managing diverse and challenging student behaviors and develop the skills needed to create classroom environments that maximize the opportunity for each student to learn. This course emphasizes the roles, rights, and responsibilities of teachers, students, and families under The Individuals with Disabilities Education Act (IDEA), The Americans with Disabilities Act (ADA), and Section 504 legislation.

EDS504 - Strategies for Eliminating the Achievement Gap (4 quarter credits). This course is required for all P–12 master’s degree specializations in the School of Education. Learners examine the origins and complexities of student achievement gaps within the contexts of racial, cultural, socioeconomic, gender, and language diversity and understanding. Learners also explore current student achievement research and best practices and identify instructional strategies most likely to eliminate achievement disparities.

EDS506 - Standards and the K–12 Mathematics Curriculum (4 quarter credits). This course covers the national, state, and local standards that shape mathematics curriculum and instruction in the P–12 classroom. Learners identify, describe, classify, and differentiate these standards and demonstrate their use in planning and implementing instruction and assessment.

EDS507 - The Art of Planning Mathematics Instruction (4 quarter credits). Learners in this P–12 course apply knowledge of students’ mathematical thinking, misconceptions about math, and developmental levels planning and implementing instruction. Learners explore the roles of parents and community in student learning and the importance of cross-disciplinary connections in math instruction.

EDS508 - Research and Best Practices in Mathematics Instruction (4 quarter credits). In this P–12 course, learners investigate ways to improve mathematics instruction through best practices, video analysis of instructional strategies, and reflecting on their own teaching practice and knowledge of content. Learners gain skills in teaching key mathematics concepts in multiple ways.

EDS511 - Teaching Algebra for Understanding (4 quarter credits). Learners in this P–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.

EDS513 - Middle-Level Issues (4 quarter credits). This course is designed for P–12 teachers and administrators interested in examining current research and best practices regarding middle-level organization, curriculum, and instruction. Specifically, learners explore the tension between the need to balance middle-level students’ developmental and social needs with new and increasingly demanding state achievement standards.
GRADUATE COURSE DESCRIPTIONS

EDS514 - Educational Leadership for Teacher-Leaders (4 quarter credits). This course, for master’s and doctoral P–12 teachers and administrators, provides an overview of the teacher leadership skills essential for engaging in successful school change and improvement efforts. Topics include school culture, learning communities, master teaching, management of change processes, and developing skills that inspire others to higher levels of performance.

EDS515 - Action Research for Teacher-Leaders (4 quarter credits). Learners in this course examine action research associated with classroom and school improvement. Learners focus on developing the skills needed to define and resolve problems that create barriers to student learning and engage in individual and collaborative research to improve student learning outcomes. Learners who have taken EDS8515 should not take EDS515. Rather, they should choose any other graduate-level course in the School of Education to fulfill their specialization requirements.

EDS516 - Adult Learning and Professional Development (4 quarter credits). This course for P–12 teachers and administrators focuses on developing the skills learners need for effective professional development. 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.

EDS522 - The Art of Planning Science Instruction: Creating the Engaged Science Student (4 quarter credits). Learners in this P–12 course examine the key components of planning science learning experiences that are informed by deep knowledge of students and content-related pedagogy. This course introduces a lesson study and a system for examining teaching as a research-based model for learners as they co-plan and document actual classroom science lessons.

EDS523 - Inquiry-Based Curriculum and Resources for Elementary Science Teachers (4 quarter credits). Learners in this course explore 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 also critique current elementary texts and programs using National Science Foundation guidelines and explore the array of resources available to the educator-scientist.

EDS524 - Inquiry-Based Curriculum and Resources for Secondary Science Teachers (4 quarter credits). In this course, learners explore 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 also critique current secondary texts and programs using National Science Foundation guidelines and explore the array of resources available to the educator-scientist.

EDS526 - Student Assessment and Work Analysis in Science Instruction (4 quarter credits). Learners in this P–12 course develop multiple types of science assessments with appropriate accompanying rubrics. Learners apply protocols for examining student work in collegial groups and analyze data from a variety of sources to plan for future instruction and school improvement.

EDS528 - Technology Skills for the Virtual School Teacher (4 quarter credits). Learners in this course focus on investigating and utilizing the technology skills necessary for effective online P–12 teaching. The course includes 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.

EDS529 - Instructional Strategies for the Virtual School Teacher (4 quarter credits). This course for P–12 teachers and administrators focuses on the identification, examination, and application of the instructional strategies of particular interest to virtual school teachers. Learners identify strategies to personalize the student experience, motivate, create community, teach to higher order thinking, and attend to the diverse learning styles and needs of all learners in a virtual environment.

EDS530 - Assessment Strategies for the Virtual School Teacher (4 quarter credits). Learners in this course examine assessment challenges the P–12 virtual school teacher faces in today’s performance-based P–12 environment. Topics include the use of rubrics, alternative assessment strategies, student choices, feedback, and re-submission opportunities.

EDS531 - Communication Skills and the Virtual School Teacher (4 quarter credits). Learners in this course examine the unique communication challenges of the P–12 virtual school teacher. Topics include the demands of an environment both asynchronous and synchronous, the need for feedback, the management of email and phone contacts, the needs for personalization and collaboration, and the importance of interactivity.

EDS532 - Social Issues and Virtual School Teaching (4 quarter credits). Learners in this course explore the social and legal issues challenging the P–12 virtual school teacher. The legal focus is on copyright, email, privacy, and security issues. The social focus is on the culture of the online course room, academic integrity, and health and safety issues.

EDS533 - Curriculum Mapping: Reflection and Practice (4 quarter credits). Learners in this course formulate a research-based professional vision for curriculum design and develop a curriculum for a specific content and grade-level application using computer-based curriculum mapping applications. Learners who have taken EDS8533 should not take EDS533. Rather, they should choose any other graduate-level course in the School of Education to fulfill their specialization requirements.

EDS534 - Instruction and Assessment: Theory and Practice (4 quarter credits). In this course, learners focus on designing instructional models and assessment strategies that meet the diverse needs of P–12 students. Learners examine the theory and research supporting innovative instructional models and assessment strategies and use them to develop specific content area and grade-level applications. Learners also discuss current and emerging issues and trends related to instructional models and assessment strategies. Learners who have taken EDS8534 should not take EDS534. Rather, they should choose any other graduate-level course in the School of Education to fulfill their specialization requirements.

EDS535 - Collaboration for the Improvement of Curriculum and Instruction (4 quarter credits). In this course, learners collaborate to develop curriculum that improves student achievement. Learners participate in collaborative skill development activities, including coaching and mentoring, team building, and developing communities of practice. Learners also engage in simulated case studies to complement the practical experience they gain during the course. Learners who have taken EDS8535 should not take EDS535. Rather, they should choose any other graduate-level course in the School of Education to fulfill their specialization requirements.

EDS536 - Applying Research to the Improvement of Curriculum and Instruction (4 quarter credits). Learners in this course examine current research as a basis for data-driven decision making and develop research designs that contribute to data-driven decision making at the school or district level. Learners who have taken EDS8536 should not take EDS536. Rather, they should choose any other graduate-level course in the School of Education to fulfill their specialization requirements.

EDS538 - Program Evaluation of Curriculum and Instruction (4 quarter credits). Learners in this course examine theories, concepts, definitions, and models associated with the improvement of curriculum and instruction. Learners collect and organize research, analyze and report data, and complete a program evaluation that demonstrates the integral role of program evaluation in curriculum and instruction improvement.
EDS542 - Master’s Capstone in K–12 Studies in Education (6 quarter credits). This capstone course is for all learners in the K–12 Studies in Education specialization who do NOT have access to a P–12 classroom. In this course, learners demonstrate proficiency in integrating learning from their course work at Capella through a literature-based project and the completion and submission of their K–12 master’s portfolio. Learners prepare a project plan that includes a proposed topic area, the associated skills and competencies exhibited in the project, and deliverables with completion dates. Upon approval from their instructor, learners execute their project plans. This course is not available as an elective to learners outside the MS K–12 Studies in Education specialization. Must be taken during the learner’s final quarter. Cannot be fulfilled by transfer.

EDS544 - Master’s Practicum in K–12 Studies in Education (6 quarter credits). The practicum is the capstone course for all learners in the K–12 Studies in Education specialization who have access to a P–12 classroom. Learners select a school and a site supervisor who has experience and expertise in their academic interest area. The site supervisor, a Capella instructor, and the learner develop a plan that allows the learner to gain the substantive experience necessary to complete and present a professional portfolio, the culminating activity in this 45-hour practicum. This course is not available as an elective to learners outside the MS K–12 Studies in Education specialization. Must be taken during the learner’s final quarter. Prerequisite(s): Completion, submission, and approval of Clinical Practice Application. Cannot be fulfilled by transfer.

EDS545 - Master’s Practicum in Curriculum and Instruction I (3 quarter credits). This course is the first of two consecutive capstone courses for the MS Curriculum and Instruction specialization. Learners assess their curriculum and instruction competencies and demonstrate proficiency. They serve the first 125 hours of a 250-hour field-based internship during which they create, sign, and fulfill a competency-based contract with their curriculum and instruction site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a portfolio as part of their contract materials. This course is not available as an elective to learners outside the MS Curriculum and Instruction specialization. EDS544 and EDS545 must be taken in sequence and during the learner’s final two quarters. Prerequisite(s): Completion, submission, and approval of Clinical Practice Application. Cannot be fulfilled by transfer.

EDS554 - Master’s Practicum in Curriculum and Instruction II (3 quarter credits). This course is the second of two consecutive capstone courses for the MS Curriculum and Instruction specialization. Learners assess their curriculum and instruction competencies and demonstrate proficiency. They serve the second 125 hours of a 250-hour field-based internship during which they create, sign, and fulfill a competency-based contract with their curriculum and instruction site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a portfolio as part of their contract materials. This course is not available as an elective to learners outside the MS Curriculum and Instruction specialization. EDS544 and EDS545 must be taken in sequence and during the learner’s final two quarters. Prerequisite(s): EDS544. Cannot be fulfilled by transfer.

EDS548 - Leadership for Higher Education Capstone (4 quarter credits). This capstone course is required for learners in the master’s Leadership for Higher Education specialization and is taken after completing all required course work. Learners demonstrate proficiency in integrating learning from required and elective courses by completing a literature-based project. This course is not available to learners outside the MS Leadership for Higher Education specialization. Must be taken during the learner’s final quarter. Cannot be fulfilled by transfer.

EDS551 - Developing Fluent Readers (3 quarter credits). Learners in this course for P–12 classroom teachers analyze educational principles relevant to the physical, social, emotional, moral, and cognitive development of P–12 students. Learners also review video case studies and use them as tools to improve student reading achievement in P–12 classrooms.

EDS552 - Teaching Comprehension Strategies (3 quarter credits). In this course for P–12 classroom teachers, learners develop strategies for a wide range of texts to improve the reading comprehension skills of both struggling and exceptional readers. Learners integrate writing and technology to develop deeper comprehension aptitudes, including thinking independently, withholding judgment, recognizing point of view and bias, and considering multiple solutions.

EDS553 - Assessment-Based Reading Instruction (3 quarter credits). This course for P–12 classroom teachers focuses on the application of individual and group reading assessment strategies. Learners evaluate a district-wide reading program and determine the ways in which data-driven assessments inform the reading and literacy curriculum. Using quantitative and qualitative assessment data, learners select best practice strategies and instruction methods and materials for students with diverse reading backgrounds and skills. Learners also review video case studies and use them as tools to analyze student achievement assessments.

EDS554 - Sociocultural Context of Reading Instruction (3 quarter credits). The focus of this course for P–12 teachers is to create a community in which student literacy extends beyond the classroom and includes family and society. Learners develop reading curriculum, strategies, and materials in a sociocultural context in an effort to increase P–12 students’ comprehension of and appreciation for a wide range of narrative and expository texts.

EDS555 - Foundational Theories in Reading Instruction (3 quarter credits). In this course for P–12 classroom teachers, learners present a school- or district-wide balanced reading and literacy program using research theories, best practices, and resources provided by professional organizations. Learners examine fiscal, budgetary, and purchasing practices for operating a balanced reading program; evaluate the role and alignment of department, school, and district missions; and review current state and federal legislation.

EDS556 - Human Relations within Teaching and Learning (4 quarter credits). Learners in this course explore the contributions of various racial, cultural, and economic groups within our society. Learners pay particular attention to how these contributions impact the principles and practices of teaching and learning. This course is designed to meet the required human relations component for Minnesota teacher licensure and may meet similar requirements in other states.
EDS700 - Foundations of Special Education (4 quarter credits). This course provides an overview of the historical, conceptual, and cultural foundations of special education. Learners examine current issues relevant to the education of special needs students and analyze students’ individual learning differences. Learners also develop the personal philosophy, dispositions, and ethical decision-making framework needed in the field.

EDS701 - Assessment and Planning for Special Education Students (4 quarter credits). Learners in this course study referral, assessment, placement, and planning procedures for special education students. Learners evaluate the use of formal and informal assessments, design individual education plans, and examine appropriate methods of communicating with all stakeholders.

EDS702 - Instruction for Special Education Students (4 quarter credits). This course prepares learners to plan effective and appropriate learning environments that meet the needs of special education students. Learners apply research-based instructional strategies to teach communication, reasoning, problem-solving, and coping skills. Learners also examine methods of managing the social, emotional, behavioral, and transitional needs of special education students.

EDS703 - Foundations of the Learning Disabled (4 quarter credits). This course provides an overview of the historical, conceptual, and cultural foundations of learning disabilities (LD). Learners examine current issues relevant to the education of students with LD and analyze the relationship between LD and other conditions. Learners also develop the personal philosophy, dispositions, and ethical decision-making framework needed in the field.

EDS704 - Assessment and Planning for Learning Disabled Students (4 quarter credits). Learners in this course study referral, assessment, placement, and planning procedures for learning disabled (LD) students. Learners evaluate the use of formal and informal assessments, design individual education plans, and examine appropriate methods of communicating with all stakeholders.

EDS705 - Instruction for Learning Disabled Students (4 quarter credits). Learners in this course study ways to plan and modify language, reading, writing, listening comprehension, mathematical reasoning, and calculation instruction for learning disabled (LD) children. Learners also examine methods of managing the social, emotional, behavioral, and transitional needs of LD students.

EDS712 - Communication, Consultation, and Collaboration for Special Education (4 quarter credits). This course focuses on communication and interaction among children, families, teachers, and the community to support the learning and well-being of special education students. Learners examine methods of consulting and collaborating with teachers, agencies, support personnel, and other professionals to provide effective special educational services.

EDS713 - Master’s Practicum in Special Education Teaching (6 quarter credits). The practicum is the capstone course for all learners in the Special Education Teaching specialization. Learners select a school and a site supervisor who has experience and expertise in their academic interest area. The site supervisor, a Capella instructor, and the learner develop a plan that allows the learner to gain the substantive experience necessary to complete and present a professional portfolio. Throughout the practicum site visits, learners plan, implement, and evaluate special education curriculum and instruction strategies that enhance and promote learning; collaborate effectively with all stakeholders to support students with exceptional needs; and evaluate their personal philosophy, dispositions, and ethical decision-making framework. This course is not available as an elective to learners outside the MS Special Education Teaching specialization. Must be taken during the learner’s final quarter. Prerequisite(s): Completion, submission, and approval of Clinical Practice Application. Cannot be fulfilled by transfer.

EDS802 - Principles of Instructional Design (4 quarter credits). This course introduces instructional design to learners from a theory-based treatment of the instructional design process, including the design of instructional strategies. Cannot be fulfilled by transfer.

EDS803 - Processes of Instructional Design (4 quarter credits). This course provides learners the opportunity to apply the instructional design principles studied in EDS802. Learners continue their instructional design preparation by focusing on the process of designing and developing instructional solutions. Prerequisite(s): EDS802. Cannot be fulfilled by transfer.

EDS804 - The Delivery of Distance Education (4 quarter credits). This course provides learners with discussions and experiences that lead to an understanding of current delivery systems for distance education including interactive television, satellite dissemination, and wireless networking.

EDS807 - Design of Instructional Media (4 quarter credits). Learners in this course examine instructional design, budgeting, communication, and project management. Learners apply evidence-based practice to instruction design and development and focus on developing the skills needed to design instructional components using various forms of instructional media and technologies.

EDS810 - Project Management for e-Learning Development (4 quarter credits). This course addresses topics and techniques in project management for courseware development projects. Learners examine a wide range of processes used in project management, budgeting, and implementation. The course provides insights and tools that help instructional designers effectively manage an e-learning development project.

EDS901 - Master’s Practicum in Leadership in Educational Administration I (3 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 completing and presenting their portfolio based on the specialization’s 16 program outcomes and for a documented 150–175 hour internship. This field work experience is supervised by a Capella faculty member as well as a licensed principal at the school site. Learners select the site supervisor and site, and working with the Capella University faculty member, designs a set of experiences that strengthen the learner’s readiness to meet the challenges of twenty-first century principalship. Prerequisite(s): Learners must complete 38 credits, or nine core and specialization courses including EDS5007 before enrolling in EDS900.

EDS902 - Master’s Practicum in Leadership in Educational Administration II (3 quarter credits). This course is the first of two consecutive principal internship courses that provide learners with the academic and field experiences that are prerequisites for principal or administrative licensure in most states. Learners reflect on their program pre-assessment aptitudes and assess those gained during the program. Learners also participate in the first 125 hours of a 250-hour field-based internship with a licensed principal site supervisor that is designed to strengthen their leadership skills and start to develop a final portfolio that demonstrates their mastery of program outcomes, competencies, and standards. This course is not available to learners outside the MS Leadership in Educational Administration specialization. EDS901 and EDS902 must be taken in sequence and during the learner’s final two quarters. For purposes of licensure endorsement, the two courses constitute a single 250-hour internship experience. Prerequisite(s): Completion, submission, and approval of Clinical Practice Application. Cannot be fulfilled by transfer.
Graduate Course Descriptions, continued

ED5902 - Master’s Practicum in Leadership in Educational Administration II (3 quarter credits). This master’s capstone course is the second of two consecutive principal internship courses that provide learners with the academic and field experiences that are prerequisites for principal or administrative licensure in most states. Learners reflect on their program pre-assessment aptitudes and assess those gained during the program. Learners also participate in the second 125 hours of a 250-hour field-based internship with a licensed principal site supervisor that is designed to strengthen their leadership skills and start to develop a final portfolio that demonstrates their mastery of program outcomes, competencies, and standards. This course is not available to learners outside the MS Leadership in Educational Administration specialization. ED5901 and ED5902 must be taken in sequence and during the learner’s final two quarters. For purposes of licensure endorsement, the two courses constitute a single 250-hour internship experience. Prerequisite(s): ED5901. Cannot be fulfilled by transfer.

ED5990 - Integrative Project (4 quarter credits). In this course, master’s learners demonstrate proficiency in integrating learning from required, specialization, and elective courses by completing an analysis of an organization or system or designing a new application in their professional field. This course is not available as an elective to learners outside the MS in Education degree program. Must be taken during the learner’s final quarter. Cannot be fulfilled by transfer.

ED6891 - Instructional Design for Health Care Programs (4 quarter credits). Learners in this course explore various instructional design methods used in health care programs and the theoretical frameworks upon which they are based. For PhD in Education learners only. Directed study; special permission is required for enrollment. Prerequisite(s): ED5802, ED5803.

ED6895 - Internship for Instructional Design for Online Learning (4 quarter credits). This course provides learners with the opportunity to gain experience in the instructional design for online learning field. Learners complete an internship that requires an action plan, field supervision, and written documentation. Directed study; special permission is required for enrollment. Prerequisite(s): ED5802, ED5803.

School of Education

Graduate Writing Courses

DW-R8000 - Dissertation Writer’s Retreat (non-credit). This week-long, intensive writing experience supports doctoral learners in completing their dissertation. Learners focus on writing in an environment that provides them with the academic experts and writing resources they need to personalize their experience and further develop their dissertation.

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 U.S. They develop skills in producing effective advanced academic writing including combining facts and opinions from multiple sources. Learners develop linguistic and content editing skills in order to continue improving their own academic writing after they complete the course.

ED7006 - Research and Writing for Graduate Learners (4 quarter credits). This course prepares graduate learners for the rigors of academic writing, which 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. Since 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 this course, 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 writing, 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 Voice and Style in Academic and Professional Writing (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 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 course work to demonstrate learning and understanding. Learners are strongly encouraged to take the ED7006–ED7007 course sequence before enrolling in this course.

ED7009 - Writing for Publication (4 quarter credits). Learners in this course explore the publication process, beginning with choosing a publication for submission and ending with a completed manuscript to submit. During the quarter, learners define and research their topic and publication, write and revise multiple drafts, participate in peer review, and prepare a cover letter for submission.

School of Education, continued

ED7106 - Curriculum Development (4 quarter credits). In this course, learners explore curriculum and instruction design, organization, implementation, and evaluation and its impact on teaching and learning.

ED7107 - Teaching and Learning with Diverse Populations (4 quarter credits). In this course, learners explore teaching and learning principles and practices as applied to diverse multicultural populations.

ED7212 - Administration and Leadership of Distance Education Programs (4 quarter credits). Learners in this course examine the skills and competencies needed to administer, manage, and lead distance education programs. Learners explore the evolution of current distance education programs and the ways new distance education programs are being designed and implemented to improve instruction delivery.

ED7310 - Evaluating the Effectiveness of the Educational Process (4 quarter credits). The focus of this course is on higher education program evaluation. Learners analyze various program evaluation models used to assess the effectiveness of college and university education programs. Learners also design appropriate and effective program evaluation models and use them to conduct an evaluation of a simulated program.
ED7311 - Theory and Methods of Educating Adults (4 quarter credits). In this course, learners study adult learning theory and learning styles and preferences to gain an understanding of the roles of instructor and student in adult education. Learners examine the ways race, ethnicity, class, gender, ability, and other forms of diversity impact the theory and practice of adult education. Learners further develop their skills in selecting and applying appropriate materials, methods, and techniques used to achieve particular learning objectives. This course incorporates adult learning from both theoretical and personal perspectives.

ED7312 - Teaching Adults (4 quarter credits). This course presents best practices of higher education teaching. Learners evaluate multiple teaching models and strategies and their underlying theoretical and research bases. Learners also examine cultural influences on teaching and learning; identify ways to incorporate technology into the teaching-learning process; and assess their teaching dispositions and educational philosophy.

ED7313 - Global Issues in Adult Education (4 quarter credits). Learners in this course explore issues of race, class, gender, and culture as they relate to the practice of adult education in a global society. Learners analyze systems of power, privilege, and inequality in adult education; the impact of globalization on adult education; and the ways diversity influences the practice of adult education.

ED7314 - International and Multicultural Perspectives in Postsecondary and Adult Education (4 quarter credits). Learners in this course analyze systems of power, privilege, and inequality in postsecondary and adult education and examine the importance of the presence of cultural differences in the classroom. Learners develop strategies for incorporating the multicultural perspectives into the classroom needed to address the needs of diverse learners and foster intercultural collaborative learning. Learners also explore international trends and issues and their role as educational leaders within their culturally diverse local and global communities.

ED7390 - Special Topics in Postsecondary and Adult Education (4 quarter credits). This course provides learners with the opportunity to explore a specific area of interest within the Postsecondary and Adult Education specialization. Learners propose, develop, and study topics that supplement their specialization course work. For PhD in Education learners only. Directed study; special permission is required for enrollment.

ED7391 - International Aspects of Adult Education (4 quarter credits). In this course, learners study adult education from an international perspective. In particular, learners analyze and compare various international adult educational systems in terms of philosophy, goals, and methods. For PhD in Education learners only. Directed study; special permission is required for enrollment.

ED7495 - Research Strategies and Methodologies for Online Learning (4 quarter credits). Learners in this course investigate research in online learning delivery and practice. Learners analyze current quantitative and qualitative research studies and use them to formulate their own online learning strategies and methodologies. For PhD in Education learners only. Directed study; special permission is required for enrollment. Prerequisite(s): ED5802, ED5803.

ED7496 - Advanced Instructional Design (4 quarter credits). This course provides an opportunity for learners with instructional design backgrounds or those who have completed the prerequisite courses to explore advanced topics. The course uses a case study approach in which learners examine practical applications of instructional design in various education and industry settings. Learners also research and design applications of multiple intelligence, electronic performance support systems, and the use of learning objects. The activities performed in this class are designed to replicate authentic work in contextualized settings. Prerequisite(s): ED5802, ED5803, ED7620, ED7624. PhD only.

ED7503 - Instructional Media Tools (4 quarter credits). In this course, learners are introduced to the wide range of software tools that developers and instructional designers use to create innovative e-learning experiences. Learners gain experience in using current software tools to apply principles of cognitive learning theory to the design and use of instructional media.

ED7504 - Leadership for Instructional Design (4 quarter credits). Learners in this course gain an understanding of 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 evaluating collaborative team planning, decision making, problem solving, and change management. Prerequisite(s): ED5802, ED7624, ED7620. PhD only.

ED7505 - Evaluation and Assessment of Instructional Design (4 quarter credits). In this course, learners receive specific guidelines and formats for evaluating and assessing learning environments in a Web-based format. Learners gain knowledge in creating effective assessment for online learning programs. Prerequisite(s): ED5802, ED5803.

ED7537 - 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 P–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 specialization who are interested in integrating instructional technology with curriculum and instruction.

ED7540 - Leadership in Higher Education (4 quarter credits). Learners in this course examine the leadership philosophies, theories, and decision-making structures associated with higher education administration. Learners explore the nature and function of leadership; leadership roles; and institutional history, vision, culture, politics, and organizational structure.

ED7541 - Teacher Supervision and Evaluation (4 quarter credits). Learners in this course examine current theories and best practices of teacher supervision and evaluation. In particular, learners focus on instructional leadership and professional development as part of a systemic plan to improve student learning. Cannot be fulfilled by transfer.

ED7542 - The Politics of P–12 Education (4 quarter credits). This course provides learners with a theoretical foundation of education policy and presents the basic analytical categories of political science as they apply to education. Topics include the influence of federal, state, and local governments in school policy making; school and community relations; privatization and choice; decentralization; school finance; desegregation; affirmative action; bilingual education; technology; and teacher empowerment.

ED7543 - The Superintendency (4 quarter credits). In this course, learners explore the complex and challenging position of the school superintendent. Learners acquire knowledge and skills related to superintendent roles and responsibilities, material and human resource management, school board relationships, and school district organization and culture. Cannot be fulfilled by transfer.

ED7544 - Introduction to School Business Administration (4 quarter credits). In this course, learners examine the fundamentals of school business administration. Topics include accounting and budgeting, facilities planning and construction, purchasing and warehousing, staffing, maintenance and operations, risk management, information technology, nutrition services, and transportation. Learners also explore the legal requirements associated with school business administration. For PhD in Education learners only. Directed study; special permission is required for enrollment.
ED7545 - Special Education Administration (4 quarter credits). This course provides an overview of special education administration functions and services. Learners identify the human and material resource responsibilities, activities, and challenges associated with integrating students with disabilities into educational programs. Learners also examine the ethical, legal, and financial roles administrators have to staff, students, and families in administering special education programs and services. Cannot be fulfilled by transfer.

ED7546 - Human Resources in Higher Education (4 quarter credits). The focus of this course is human resource management in colleges, universities, and other postsecondary institutions. Learners investigate compensation, selection, training, development, compensation, collective bargaining, retention, tenure, and termination.

ED7547 - Assessment in Higher Education (4 quarter credits). This course provides an overview of the assessment strategies and techniques employed by leaders in higher education. Learners examine the connection between assessment strategies and higher education practices both in and out of the classroom and from the perspectives of various higher education stakeholders.

ED7550 - Leadership for Director of Special Education (4 quarter credits). Learners in this course examine the leadership skills needed to lead and manage special education programs. The focus of the course is on developing a shared vision, respecting and advocating for the needs of exceptional children, leading the change process, and collaborating with families, school personnel, stakeholder organizations, and the community. Prerequisite(s): ED7545, ED7820.

ED7551 - Special Education Curriculum and Instructional Strategies (4 quarter credits). This course focuses on planning, implementing, assessing, and evaluating special education curriculum and instruction programs and services for students with diverse educational needs. Learners examine current differentiation and universal design instructional practices used to effectively provide special education services in general and special education environments and apply them in practice. Prerequisite(s): ED7706, ED7745.

ED7552 - Special Education Law and Finance (4 quarter credits). Learners in this course study the legal and financial considerations of special education programs and services. In particular, learners examine historical and current case law; federal and state regulations, including the policies and procedures that monitor special education programs and services; the political and ethical considerations that affect the education of students with disabilities and their families; and human resource and finance issues. Prerequisite(s): ED7545, ED7822, ED7823.

ED7554 - Internship for Director of Special Education I (2 quarter credits). This the first of two consecutive capstone courses for the Special Education Leadership specialization. Learners assess their special education leadership competencies and demonstrate proficiency. They serve the first 160 hours of a 320-hour field-based internship during which they create, sign, and fulfill a competency-based contract with their special education site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a portfolio as part of their contract materials. This course is not available as an elective to learners outside the PhD Special Education Leadership specialization. ED7554 and ED7555 must be taken in sequence and prior to the comprehensive examination. Prerequisite(s): Completion, submission, and approval of Clinical Practice Application. Cannot be fulfilled by transfer.

ED7555 - Internship for Director of Special Education II (2 quarter credits). This the second of two consecutive capstone courses for the Special Education Leadership specialization. Learners assess their special education leadership competencies and demonstrate proficiency. They serve the second 160 hours of a 320-hour field-based internship during which they create, sign, and fulfill a competency-based contract with their special education site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a portfolio as part of their contract materials. This course is not available as an elective to learners outside the PhD Special Education Leadership specialization. ED7554 and ED7555 must be taken in sequence and prior to comprehensive examination. Prerequisite(s): ED7545. Cannot be fulfilled by transfer.

ED7570 - Theory and Development of Multiple Intelligences (4 quarter credits). In this course, learners use Howard Gardner’s theory of multiple intelligences as a tool to better understand creative thinking and to explore and develop better teaching strategies and techniques for different levels of intelligence. The course focuses on how to be more effective in working with the differences and potentials of individual students.

ED7590 - Critical Thinking in Adult Education (4 quarter credits). This course provides learners with a framework for critical inquiry and reflection. Learners examine models and best practices of thinking, reading, and acting critically in adult education. Learners also explore ways to evaluate and resolve conflicts and negotiate and facilitate conflict solutions.

ED7601 - Higher Education Enrollment Management (4 quarter credits). This is the first course in the Enrollment Management curriculum. It provides a comprehensive overview of fundamental enrollment management concepts, theories, and best practices and presents the strategies and techniques used in successful enrollment management programs. Learners analyze higher education recruitment processes from a marketing perspective, explore current trends and applying tools related to financial assistance and scholarship to real-world recruitment situations, evaluate current recruitment practices in an enrollment management plan, and integrate leadership and management theories.

ED7603 - Effective Retention in Higher Education (4 quarter credits). This course provides learners with a comprehensive overview of the fundamentals and best practices of effective student retention in higher education. Learners analyze and interpret a significant body of research on student retention and apply this knowledge to the development and management of an institutionally based retention plan.

ED7605 - Technology Applications to Enrollment Management (4 quarter credits). In this course, learners explore basic concepts in higher education enrollment management technology, focusing on effective technologies for managing enrollment in colleges and universities. Learners develop an understanding of current technologies used in recruitment and retention, and synthesize and apply emerging technologies to the field of enrollment management.

ED7607 - Financial Assistance and Enrollment Management (4 quarter credits). Learners in this course explore the role of financial assistance in colleges and universities as both an administrative unit and an influence of student enrollment behavior. Learners evaluate the effectiveness of enrollment management strategies, drawing upon financial assistance rules and regulations, financial assistance administration best practices, assessment techniques, enrollment research, and ethical considerations. Learners also examine the significant role financial assistance has in the larger context of a comprehensive enrollment management plan.

ED7609 - Enrollment Management Communications and Marketing Strategies and Issues (4 quarter credits). This course provides learners with an understanding of the purpose and impact of targeted communications and marketing strategies for enrollment management. Learners analyze institutionally based communications and marketing documents and prepare a plan to improve marketing for higher education institutions.
ED7611 - Strategic Enrollment Management Planning (4 quarter credits). This course introduces learners to the essential 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 create a strategic enrollment plan and explore ways to incorporate it into the institution's overall strategic plan. Course topics include building institutional support for a 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. Prerequisite(s): ED7601, ED7603, ED7605, ED7607, ED7609.

ED7620 - Theoretical Basis of Instructional Design (4 quarter credits). This course is a survey of the major instructional design theories that are applicable to training and education, regardless of delivery method. This course provides learners with a solid foundation for the rest of the Instructional Design for Online Learning curriculum. Prerequisite(s): ED5802, ED5803, ED7624. PhD only.

ED7624 - Theories of Learning and Instruction (4 quarter credits). Learners in this course explore the key theories of learning and instruction that influence the design of online teaching and learning environments. Throughout the course learners focus on the major research findings that have influenced the development of various theories of learning. The course provides learners with essential knowledge and skills in preparation for the capstone course in the Instructional Design for Online Learning specialization. Prerequisite(s): ED5802. PhD only.

ED7631 - Introduction to Training and Performance Systems (4 quarter credits). Learners in this course gain an overview of the history and evolution of training and performance improvement systems in business and industry. Learners develop an understanding of the important role played by the Human Performance Improvement (HPI) process and other supporting and critical services such as performance management, coaching, and career and organizational development. The course presents learners with a macro or systems view of developing people and organizations. Topics include numerous structured learning exercises, application activities, discussions, and a final project.

ED7641 - Needs Assessment: Models and Procedures (4 quarter credits). This course is a survey of needs assessment models and procedures that diagnose the causes of workplace performance problems. Learners design and develop needs assessment instruments, as well as collect and then diagnose data in order to differentiate between a workplace performance issue that requires training solutions as opposed to one that requires non-training intervention.

ED7652 - Evaluating Training and Performance Improvement Systems (4 quarter credits). Learners explore reasons that evaluation is essential: so that courses or performance solutions can be improved and so that it can be clearly shown how a particular training intervention can improve both personal and organizational performance. This course provides learners with an understanding of measurement and evaluation theory, principles, and procedures. Topics include quantitative and qualitative measures, performance objectives, Kirkpatrick's five levels, and reporting strategies.

ED7662 - Designing Training and Performance Solutions (4 quarter credits). Learners in this course explore various training and performance solutions associated with information, resources, incentives, knowledge, and capacity. Learners examine theoretical models used to match potential solutions to performance gaps and analyze the factors necessary for increasing the likelihood of a successful performance improvement intervention. Learners then select a performance gap to address using an intervention selection tool.

ED7672 - Delivery Systems for Training and Performance Improvement (4 quarter credits). This course provides learners with an in-depth, application-based overview of facilitation skills and e-learning initiatives. Learners utilize a variety of tools and strategies to address these critical issues.

ED7673 - The Future of Corporate and Technical Training: Issues and Trends (4 quarter credits). In this course, learners explore the forces that shape the evolution of corporate and technical training, including performance improvement methodologies, new technologies, and economic and cultural forces. Capitalizing on these forces, learners study and apply theories and methods of performance improvement consultation by creating a strategic plan for an organization.

ED7675 - Return on Investment in Training and Performance Improvement (4 quarter credits). This course prepares learners to apply return on investment (ROI) methodology that has been developed in the field to their own organizations. Topics include planning for an evaluation, collecting data, analyzing data, and reporting procedures. While utilizing statistics is an important part of ROI evaluation, this course does not include developing competencies in statistical analysis. Upon successful completion of the final deliverable for the course, learners are awarded the ROI Certificate from the ROI Institute. For PhD and M5 Training and Performance Improvement learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer.

ED7679 - Survey of Human Resource Development Research (4 quarter credits). In this course, learners explore the values, purposes, methods, and processes of human resource development research. The focus is on identifying how theory and research can be practical tools to solve human resource development 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.

ED7690 - Critical Skills for Facilitating Online Learning (4 quarter credits). Learners in this course investigate and examine the facilitator's role in the online learning environment as opposed to traditional classroom or face-to-face training. Learners examine online learning from a variety of perspectives to enhance technical skills, improve success, and facilitate learning.

ED7699 - Practical Applications for Online Teaching and Training (4 quarter credits). In this course, learners apply skills, strategies, and tactics from earlier courses in a collaborative learning environment. Prerequisite(s): ED7690, ED5312, ED5313.

ED7700 - Learning Theory and the Educational Process (4 quarter credits). Learners in this course explore major learning theories from the behavioralist and cognitive perspectives, including social cognitivism and constructivism, as well as associated concepts such as memory and motivation. Learners apply these theories and concepts to educational settings.

ED7701 - Educational Philosophy and Change (4 quarter credits). Learners in this course examine the philosophical foundations, ideologies, and theories that have influenced the development of educational philosophy and practices in the U.S. Learners examine, articulate, clarify, and refine basic assumptions and beliefs underlying their personal educational philosophy and practice.

ED7703 - Student Development, Challenges, and Successes (4 quarter credits). In this course, learners examine the theoretical and research literature related to successful student development, developmental issues, and challenges facing U.S. college students. Learners also explore the constructive-developmental theoretical claim that the epistemological, intrapersonal, and interpersonal aspects of student development are interrelated and essential for higher education.

ED7711 - Course Design and Development (4 quarter credits). Learners in this course explore elements of course design that apply to the comprehensive community college. Various models of course (instructional) design and guides for design are included. Course preparation material, instructional techniques, and forms of evaluation constitute the final units of the course.
Graduate Course Descriptions, continued

ED7712 - Classroom Assessment in Education (4 quarter credits). Learners in this course explore evidence-based classroom assessment and evaluation practices and apply a variety of tools and strategies to assess and evaluate learning. Learners also develop appropriate formative and summative classroom assessment techniques that address intended learning outcomes and promote learning in a global society.

ED7713 - Student Advising and Retention (4 quarter credits). This course presents theories, research, and practices of student advising and associated retention efforts in higher education. Learners examine advising programs and their impact on student persistence and evaluate the role of faculty and administration in effective student advising and retention.

ED7716 - Faculty Leadership (4 quarter credits). Learners in this course assess the role of educational leadership in higher education. Learners examine faculty leadership, explore ways to build effective relationships and lead ethically, and assess leadership effectiveness based on theory and self-reflection.

ED7800 - Grant Writing for Higher Education (4 quarter credits). This course provides a comprehensive overview of grant writing for higher education institutions. Learners research and evaluate the types and sources of grant funding, formulate strategies for working with grant funders and external stakeholders, and analyze and apply grant writing skills. The course includes the relationship of grant writing to institutional mission and plans.

ED7814 - Interface Design (4 quarter credits). Designing for a human-computer interface is a complex endeavor that integrates communication, interaction, and information. This course provides learners with a foundation in the critical issues and concepts that inform effective interface design for a broad range of learning applications and environments. Course activities help learners develop a thorough understanding of the research that has informed current interface design practices, as well as the impact of interface design on users of a diverse range of communication devices.

ED7818 - The Future of Teaching and Learning: Issues for the Educational Leader (4 quarter credits). In this course, learners explore and analyze the issues shaping higher education. Learners use futuring methods to examine the ways history, technology, trends, and change affect the future of higher education.

ED7820 - Principles of Educational Administration (4 quarter credits). This course presents an overview of the basic principles of administrative theory and practice and the six Educational Leadership Constituents Council (ELCC) standards. Learners examine business and public administration models and explore theoretical constructs from various disciplines. This is the first specialization course for the PhD, EdS, and MS Leadership in Educational Administration specializations and must be taken before any other specialization course work. May be taken concurrently with ED8111. Cannot be fulfilled by transfer.

ED7822 - The Funding of Educational Institutions (4 quarter credits). Learners in this course examine a variety of public education funding issues. In particular, learners examine the effect of litigation and politics on present and future funding patterns and school finance reform. Learners also identify the ways politics have affected the allocation of resources at all levels of government. Prerequisite(s): PhD and EdS Leadership in Educational Administration learners must have completed ED8007.

ED7823 - Education and the Law (4 quarter credits). In this course, learners analyze laws and legal issues affecting P–12 school systems and their constituents. Learners focus on recognizing legal issues before they arise and study the methods and tools used to prevent and resolve legal problems. Prerequisite(s): PhD and EdS Leadership in Educational Administration learners must have completed ED8007.

ED7830 - Coaching for High Performance (4 quarter credits). In this course, learners become familiar with effectively guiding individuals to improved learning, decision making, and performance. Topics 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 in both theory and practice, learners become confident and effective mediators of people seeking to improve the quality of their personal or professional lives.

ED7834 - Higher Education and the Law (4 quarter credits). In this course, learners evaluate constitutional, statutory, and case law as related to higher education. Learners review federal and state legislation and their implications for both public and private higher education institutions.

ED7837 - Funding and Managing Education Enterprises (4 quarter credits). In this course, learners examine public and private funding patterns and fundraising plans of higher education enterprises. Learners also explore the integration of personnel matters into the management function and the evaluation methods used to ensure quality and accountability.

ED7840 - The Politics of Higher Education (4 quarter credits). This course focuses on the changing perceptions of the role of higher education in the United States. Learners examine the politics of competition for resources, the expectations of consumers and providers, and the role of state and local government in higher education institutions.

ED7841 - The History of Higher Education (4 quarter credits). In this course, learners explore the evolution of colleges, universities, and other postsecondary institutions. Learners focus on the societal, cultural, and economic influences that have shaped the development of higher education curricula, culture, practices, and governance.

ED7852 - P–12 Principalship (4 quarter credits). Learners in this course gain an understanding of the responsibilities and issues associated with the role of the 21st-century P–12 principal. Topics include effective P–12 school leadership and management, curriculum and instruction planning and assessment, and collaboration with stakeholders. Prerequisite(s): PhD and EdS Leadership in Educational Administration learners must have completed the following courses: ED8112, ED7820, ED8111. Cannot be fulfilled by transfer.

ED7855 - Higher Education Administration (4 quarter credits). Learners in this course analyze the theories, policies, and procedures involved in administering higher education institutions. Learners distinguish between leadership and management and examine the knowledge and skills needed to address higher education administrative challenges.

ED7857 - Personnel Administration (4 quarter credits). This course covers staffing assignment, policy making, salary negotiation, grievance procedures, records, supervision, and the evaluation of professional and non-professional employees.

ED7901 - Internship in Educational Administration I (4 quarter credits). This capstone course is the first of two consecutive principal internship courses that provide learners with the academic and field experiences that are prerequisites for principal or administrative licensure in most states. Learners reflect on their program pre-assessment aptitudes and assess those gained during the program. Learners also participate in field experiences with a licensed principal site supervisor that are designed to strengthen their leadership skills and start to develop a final portfolio that demonstrates their mastery of program outcomes, competencies, and standards. ED7901 and ED7902 must be taken in sequence and prior to the comprehensive examination for PhD learners and during the final two quarters for EdS learners. For purposes of licensure endorsement, the two courses constitute a single 320-hour internship experience. Prerequisite(s): Completion, submission, and approval of Clinical Practice Application and ED7820, ED7852, ED8112, ED8111. Cannot be fulfilled by transfer.
Graduate Course Descriptions, continued

ED7902 - Internship in Educational Administration II (4 quarter credits). This capstone course is the second of two consecutive principal internship courses that provide learners with the academic and field experiences that are prerequisites for principal or administrative licensure in most states. Learners continue the activities started in ED7901 and complete a final portfolio that demonstrates their mastery of program outcomes, competencies, and standards. ED7901 and ED7902 must be taken in sequence and prior to the comprehensive examination for PhD learners and during the final two quarters for EdS learners. For purposes of licensure endorsement, the two courses constitute a single 320-hour internship experience. Prerequisite(s): ED7901. Cannot be fulfilled by transfer.

ED7903 - Internship in the Superintendency I (4 quarter credits). This capstone course is the first of two consecutive superintendent internship courses that provide learners with the academic and field experiences that are prerequisites for superintendent licensure in most states. Learners participate in field experiences with a licensed superintendent site supervisor and create, sign, and begin to fulfill a contract based on program outcomes, competencies, and standards. ED7903 and ED7904 must be taken in sequence and prior to the comprehensive examination for PhD learners and during the final two quarters for EdS learners. For purposes of licensure endorsement, the two courses constitute a single 320-hour internship experience. Prerequisite(s): Completion, submission, and approval of Clinical Practice Application and ED7543, ED7820, ED8112, ED8111. Cannot be fulfilled by transfer.

ED7904 - Internship in the Superintendency II (4 quarter credits). This capstone course is the second of two consecutive superintendent internship courses that provide learners with the academic and field experiences that are prerequisites for superintendent licensure in most states. Learners continue the activities started in ED7903 and complete a final portfolio that demonstrates their mastery of program outcomes, competencies, and standards. ED7903 and ED7904 must be taken in sequence and prior to the comprehensive examination for PhD learners and during the final two quarters for EdS learners. For purposes of licensure endorsement, the two courses constitute a single 320-hour internship experience. Prerequisite(s): ED7903. Cannot be fulfilled by transfer.

ED8002 - Foundations of Theory and Practice in Doctoral Studies (4 quarter credits). This is a foundational course for learners in the following specializations: Leadership for Higher Education, Instructional Design for Online Learning, Nursing Education, Postsecondary and Adult Education, Professional Studies in Education, and Training and Performance Improvement. Learners are introduced to discipline-specific topics, and begin to put into practice the academic developmental and behavioral competencies they are expected to master during their degree program. Learners engage in critical thinking, scholarly inquiry and communication, and research within the context of their specialization. ED8002 must be taken by PhD learners in their first quarter. Cannot be fulfilled by transfer.

ED8007 - Leading Innovation (4 quarter credits). This is a foundational course for learners in the School of Education’s P–12 specializations. Learners study change, behavior, and leadership theories, principles, and case studies to gain an understanding of educational change processes and their associated impacts on the practice of education. Learners also examine discipline-specific topics and begin to put into practice the academic developmental and behavioral competencies they are expected to master during their degree program. Throughout the course, learners engage in critical thinking, scholarly inquiry and communication, and research within the context of their specialization. ED8007 must be taken by PhD and EdS learners in their first quarter. Cannot be fulfilled by transfer.

ED8050 - Special Topics in Leadership in Educational Administration (4 quarter credits). This course provides learners with the opportunity to explore a specific area of interest within the Leadership in Educational Administration specialization. Learners propose, develop, and study topics that supplement their specialization course work. For PhD in Education learners only. Directed study; special permission is required for enrollment.

ED8051 - Special Topics in Leadership for Higher Education (4 quarter credits). This course provides learners with the opportunity to explore a specific area of interest within the Leadership for Higher Education specialization. Learners propose, develop, and study topics that supplement their specialization course work. For PhD in Education learners only. Directed study; special permission is required for enrollment.

ED8052 - Special Topics in Professional Studies in Education (4 quarter credits). This course provides learners with the opportunity to explore a specific area of interest within the Professional Studies in Education specialization. Learners propose, develop, and study topics that supplement their specialization course work. For PhD in Education learners only. Directed study; special permission is required for enrollment.

ED8056 - Special Topics in Training and Performance Improvement (4 quarter credits). This course provides learners with the opportunity to explore a specific area of interest within the Training and Performance Improvement specialization. Learners propose, develop, and study topics that supplement their specialization course work. For PhD in Education learners only. Directed study; special permission is required for enrollment.

ED8110 - The Future of Educational Institutions: Topics and Trends (4 quarter credits). Based on an examination of the formative ideas that have shaped educational institutions, learners in this course explore both the theory and practice of changing educational institutions to meet future needs. An understanding of the philosophy of education in the U.S. as well as knowledge of institutional change is necessary in this course.

ED8111 - The Historical and Social Foundations of Education (4 quarter credits). In this course, learners study the historical and social foundations of education to gain an awareness of and a context for its evolving practice. Learners explore the ways educational institutions have emerged and developed, particularly in relation to societal functions and expectations. Learners also develop the knowledge, skills, and points of view needed to understand the evolution of education as a whole and its contributing sociocultural forces. This is the second specialization course in the PhD and EdS Leadership in Educational Administration specializations and must be taken before any other specialization course work. May be taken concurrently with ED7820.

ED8112 - Educational Research Methods (4 quarter credits). This course is an exploration of the quantitative and qualitative research methodologies often used in educational research. Learners analyze and evaluate the characteristics, strengths, and weaknesses of specific quantitative and qualitative research methodologies and designs and examine strategies for designing specific, appropriate, and feasible research questions. Cannot be fulfilled by transfer.
ED8115 - Advanced Quantitative Research Methods (4 quarter credits). Learners in this course explore advanced quantitative research methods and designs that are relevant to the School of Education’s specializations and to learner professional development. Learners evaluate, select, and apply appropriate quantitative research methodologies and designs in response to theoretical, data-based scenarios that require quantitative analysis and solutions. Learners also evaluate and apply statistical analyses appropriate to different research designs using a statistical software package (SPSS). This course prepares doctoral learners to research and complete their dissertation using quantitative methodology and design. Prerequisite(s): ED8112.

ED8117 - Advanced Qualitative Research Methods (4 quarter credits). This course focuses on the major qualitative research designs and their application to educational research. Learners study the purposes, research questions, key characteristics, and methods of different qualitative traditions. Learners work with qualitative data collection strategies and data analysis techniques and are introduced to the use of software for qualitative data analysis. Learners examine a variety of qualitative research in order to develop their ability to frame problems and issues as research topics and to understand effective approaches for reporting research results. Prerequisite(s): ED8112.

ED8119 - Advanced Practicum in Research Design (4 quarter credits). In this course, learners identify and research an education-related idea using a competent research design that can be further developed into a dissertation prospectus. Learners demonstrate appropriate application of research methods and data collection and analysis tools and exemplify the critical thinking skills needed to analyze a significant professional issue and synthesize it into a researchable form. Prerequisite(s): ED8112. PhD Leadership in Educational Administration learners must have completed ED7901 or ED7903. Cannot be fulfilled by transfer.

ED8120 - Institutional Research (4 quarter credits). This course provides learners with an overview of institutional research within the context of higher education. Learners examine the processes of compiling data (e.g., enrollment, degrees conferred, and retention), conducting ad hoc research studies, and managing institutional systems (e.g., faculty evaluation and alumni surveys). Learners also evaluate the impact of institutional research on both internal and external accountability and explore national, organizational, administrative, political, and ethical issues in institutional research. Prerequisite(s): ED8112, ED8119.

ED8121 - Tests and Measurements for Educational Research (4 quarter credits). In this course, learners develop and apply assessment instruments and surveys used to collect and interpret data for achievement, aptitude, and personality tests. Learners examine Institutional Review Board (IRB) guidelines and was of writing effective questions that can be used on surveys, questionnaires, and various test instruments. Prerequisite(s): ED8112.

ED8122 - Statistics for Educational Research I (4 quarter credits). Learners in this course evaluate articles that employ quantitative analysis to gain an understanding of the ways statistical analyses are used in educational research. Learners apply statistical analyses appropriate to different research contexts using SPSS, a statistical software package. Learners also assess quantitative variable measurement; use and interpret descriptive data, including frequency data, measures of variability, and central tendency; and use and interpret correlation and regression analyses, sampling procedures, and hypothesis testing logic. Prerequisite(s): ED8112.

ED8123 - Statistics for Educational Research II (4 quarter credits). Learners in this course evaluate articles that employ quantitative analysis to gain an understanding of the ways statistical analyses are used in educational research. Learners apply statistical analyses appropriate to different research contexts using SPSS, a statistical software package. Learners also use and interpret dependent and independent t-tests; post-hoc tests; analysis of variance (ANOVA), including practical significance for ANOVA, factorial ANOVA, and repeated measures ANOVA; and multiple regression. Prerequisite(s): ED8122.

ED8222 - Professionalism in the 21st Century (4 quarter credits). In this course, learners develop foundational understanding and skills that help them determine what it means to be a professional in the 21st century. Learners examine major historical, ethical, sociocultural, and theoretical perspectives that have contributed to current multidisciplinary models and definitions of professionalism. Learners in this course identify and analyze critical issues in the professional world (such as ethics, social structure, collective social mobility, esoteric knowledge, and status) that impact contemporary professionals and professionalism. Hands-on exercises and practical applications of core concepts help learners develop and apply the terms “professional” and “professionalism” within a hierarchy of elite and non-elite members. The course also highlights the progression of professionalism across various disciplines in the current century.

ED8320 - Practicum in College Teaching (4 quarter credits). This practicum provides learners with an experience that fosters professional growth and development in the role of college or university instructor. Under the supervision of a Capella faculty member, learners observe and assist in the instruction of an online course at Capella University. Learners respond to unit discussions, read and grade assignments, and meet regularly with their supervising faculty member for developmental feedback and support. This course is not available as an elective to learners outside the Post-Master’s Certificate in College Teaching. Prerequisite(s): Completion of all required course work. Cannot be fulfilled by transfer.

ED8350 - Advanced Nursing Theory and Concepts (4 quarter credits). In this course, learners analyze current nursing concepts and theories. Topics include nursing philosophy, curriculum development, clinical practice, and future trends in the health care system.

ED8355 - Curriculum Design and Evaluation in Nursing Education (4 quarter credits). In this course, learners develop curricula and explore appropriate evaluation models to assess curriculum design. Learners evaluate the influence of accreditation requirements on curriculum development and the accreditation evaluation process.

ED8360 - The Nurse Educator: Faculty Roles and Responsibilities (4 quarter credits). This course presents the history of higher education nursing programs and the roles and responsibilities of nurse educators in higher education and clinical settings. Topics include clinical site responsibilities, professional and staff development, the importance of student preceptors and mentors, educational program requirements and evaluation, and legal and ethical issues.

ED8365 - Teaching Strategies in Nursing Education (4 quarter credits). In this course, learners examine nursing education teaching and learning theories, and analyze teaching strategies in classroom and clinical settings, including use of simulations. Learners also analyze instructional strategies for teaching in face-to-face and online environments.

ED8370 - Nursing Leadership and Professional Practice (4 quarter credits). Learners in this course explore scholarship in nursing education. Learners investigate professional organizations and legislative issues, and engage in publication, presentation, and grant writing opportunities and activities.
ED8444 - Higher Education Curriculum Development and Teaching Strategies (4 quarter credits). The focus of this course is on curriculum development in higher education. Learners review the evolution of curriculum design and examine the impact of various design models on instructional frameworks and strategies. Learners analyze curricula that use face-to-face, online, and hybrid instructional platforms and develop curricula that meet diverse individual and cultural needs.

ED8447 - Advanced Funding and Managing Education Enterprises (4 quarter credits). In this course, learners explore and analyze the financing and fundraising plans of higher education enterprises. Learners explore current political and finance issues associated with higher education institution funding and management with an emphasis on endowments, public and private funding models, and intellectual property rights.

ED8502 - Advanced Learning Theory and Instructional Practice (4 quarter credits). In this course, learners study advanced learning theory and research associated with cognition, emotion, and the brain and examine their effects on instructional practice. Learners implement strategies for recognizing learning differences among students, including giftedness, and meeting student needs through differentiated instruction.

Learners who have taken ED5502 should not take ED8502. Rather, they should choose any other PhD-level course in the School of Education to fulfill their specialization requirements.

ED8515 - Advanced Action Research for Teacher-Leaders (4 quarter credits). Learners in this course examine advanced action research associated with classroom and school improvement. Learners focus on developing the skills needed to define and resolve problems that create barriers to student learning and engage in individual and collaborative research to improve student learning outcomes.

Learners who have taken ED5502 should not take ED8515. Rather, they should choose any other PhD-level course in the School of Education to fulfill their specialization requirements.

ED8533 - Advanced Curriculum Mapping: Reflection and Practice (4 quarter credits). Learners in this course formulate a research-based professional vision for curriculum design and develop a curriculum for a specific content and grade-level application using advanced computer-based curriculum mapping applications.

Learners who have taken ED5533 should not take ED8533. Rather, they should choose any other PhD-level course in the School of Education to fulfill their specialization requirements.

ED8534 - Advanced Instruction and Assessment: Theory and Practice (4 quarter credits). In this course, learners focus designing advanced instructional models and assessment strategies that meet the diverse needs of P–12 students. Learners examine theory and research supporting innovative instructional models and assessment strategies and use them to develop specific content-area and grade-level applications. Learners also discuss current and emerging issues and trends related to instructional models and assessment strategies.

Learners who have taken ED5534 should not take ED8534. Rather, they should choose any other PhD-level course in the School of Education to fulfill their specialization requirements.

ED8535 - Advanced Collaboration for the Improvement of Curriculum and Instruction (4 quarter credits). In this course, learners collaborate to develop curriculum that improves student achievement. Learners participate in advanced collaborative skill development activities, including coaching and mentoring, team building, and developing communities of practice. Learners also engage in simulated case studies to complement the practical experience they gain during the course.

Learners who have taken ED5535 should not take ED8535. Rather, they should choose any other PhD-level course in the School of Education to fulfill their specialization requirements.

ED8536 - Advanced Application of Research for the Improvement of Curriculum and Instruction (4 quarter credits). Learners in this course examine research as a basis for data-driven decision making and develop advanced research designs that contribute to data-driven decision making at the school or district level.

Learners who have taken ED5536 should not take ED8536. Rather, they should choose any other PhD-level course in the School of Education to fulfill their specialization requirements.

ED8538 - Advanced Curriculum and Instruction: Program Evaluation (4 quarter credits). Learners in this course develop the skills, knowledge, and attitudes necessary for effective program evaluation. The course focuses on trends, issues, and initiatives related to data-based decision making, which is one of the desired outcomes of program evaluation. Through the process of reflection and practical application, learners become familiar with the integral role program evaluation plays in the improvement of curriculum, instruction, and assessment.

ED8810 - Ethics and Social Responsibility in Distance Education (4 quarter credits). Learners in this course analyze, from both conceptual and applied points of views, the interaction between education and society. Through an examination of basic assumptions, attitudes, and values, learners build an ethical foundation for understanding the issues and policies related to distance education.

Learners in this course, learners maintain a log of their experiences and develop a portfolio as part of their contract materials. This course is not available as an elective to learners outside the PhD and EdS Curriculum and Instruction specializations. ED8540 and ED8541 must be taken in sequence and prior to the comprehensive examination for PhD learners and during the final two quarters for EdS learners. Prerequisite(s): ED8540. Cannot be fulfilled by transfer.

ED8812 - The Governance of Educational Institutions (4 quarter credits). Learners in this course examine the typical P–12 public school governance model, focusing on the environment as an organic learning space designed to induce and support continuous learning among stakeholders and within the organizational structure itself. Learners also explore the current practices, issues, and challenges associated with this model of governance.
Graduate Course Descriptions, continued

ED8895 - Special Topics in Instructional Design for Online Learning (4 quarter credits). This course provides learners with the opportunity to explore a specific area of interest within the Instructional Design for Online Learning specialization. Learners propose, develop, and study topics that supplement their specialization course work. For PhD in Education learners only. Directed study; special permission is required for enrollment. Prerequisite(s): EDS802. EDS803.

ED9919 - Doctoral Comprehensive Examination (4 quarter credits). This course includes an overview of the comprehensive examination process, the university’s expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The course mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to enroll in the first dissertation course. Grading for this course is S/NS.

ED9920 - Dissertation Courseroom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. Grading for this course is R/NS.

ED9921–ED9950 - Dissertation Research 1– (6 quarter credits) Each). Learners complete the required dissertation milestones and prepare their dissertation for publication. Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): ED9919 and concurrent enrollment in ED9920. Cannot be fulfilled by transfer.

School of Education

Doctor of Education Courses

Only learners enrolled in the EdD program may take ELM courses.

ELM8100 - Foundations of Educational Leadership and Management I (6 quarter credits). This course is the first of two consecutive introductory courses for all EdD learners in the School of Education. It provides an overview of the degree program’s structure, competencies, and requirements and presents the fundamental principles and skills of leadership and management. Learners study the leader’s role in achieving organizational objectives and developing shared vision, mission, and values. Learners also explore methods of effective financial, human resource, and operations management and examine principles of inquiry and systems thinking. For EdD learners only. Cannot be fulfilled by transfer.

ELM8102 - Foundations of Educational Leadership and Management II (6 quarter credits). This course is the second of two consecutive introductory courses for all EdD learners in the School of Education. Learners build on the knowledge gained during ELM8100 and continue their study of fundamental leadership and management principles and skills. For EdD learners only. Prerequisite(s): ELM8100. Cannot be fulfilled by transfer.

ELM8104 - Leadership Through Personal and Professional Development (6 quarter credits). In this course, learners analyze the personal, relational, and metacognitive dimensions of leadership. Learners reflect on personal values and behaviors and use metacognitive skills to examine their own learning and growth. Learners also employ the language and tools of various systems models to frame and solve problems and examine ways to negotiate and influence outcomes within organizations. For EdD learners only. Prerequisite(s): ELM8102. Cannot be fulfilled by transfer.

ELM8106 - Creating a Culture of Learning (6 quarter credits). Learners in this course identify the leadership and management skills needed to develop an assessment-, knowledge-, learning-, and community-centered culture. Learners explore ways to advocate for students and institutions; lead continuous and data-driven curriculum and instruction improvement processes; and promote academic excellence and cultural competence. For EdD learners only. Prerequisite(s): ELM8104. Cannot be fulfilled by transfer.

ELM8108 - Data-Informed Decision Making for Educational Leaders (6 quarter credits). In this course, learners examine the use of data in the planning, execution, and assessment of educational decision making. Learners consider research, multiple perspectives, laws and regulations, organizational resources, and ethics to make data-informed decisions using a variety of decision-making strategies, models, and tools. For EdD learners only. Prerequisite(s): ELM8106. Cannot be fulfilled by transfer.

ELM8110 - Leading and Managing Change I (6 quarter credits). This is the first of two consecutive courses in which learners apply the leadership and management competencies gained from previous course work to real-world situations. Learners identify and demonstrate the inquiry, analysis, communication, decision-making, and leadership skills needed to address and solve problems; plan, implement, and evaluate change; improve processes; and demonstrate cultural competence. For EdD learners only. Prerequisite(s): ELM8108. Cannot be fulfilled by transfer.

ELM8112 - Leading and Managing Change II (6 quarter credits). This is the second of two consecutive courses in which learners apply the leadership and management competencies gained from previous course work to real-world situations. Learners continue to identify and demonstrate the skills exhibited during ELM8110. For EdD learners only. Prerequisite(s): ELM8110. Cannot be fulfilled by transfer.

ELM8114 - Practicum in Educational Leadership and Management (6 quarter credits). The practicum is the final course prior to the dissertation course sequence. Learners identify skills or knowledge related to specific competencies in their degree program that require further development and under the supervision of a Capella faculty member and site supervisor, create an improvement plan to address them during a 100-hour field experience. The course culminates in a final professional portfolio review. For EdD learners only. Prerequisite(s): ELM8112. Cannot be fulfilled by transfer.

ELM9920 - Dissertation Courseroom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. Grading for this course is R/NS. Prerequisite(s): ELM8114 and concurrent enrollment in ELM9920. Cannot be fulfilled by transfer.
Graduate Course Descriptions, continued

School of Education

Residency Courses

ED-R8921 - PhD Colloquium Track 1 (non-credit). The Track 1 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize assessment and practice of academic and intellectual skill sets essential to progressing through doctoral program course work. Learners also engage in self-reflection exercises and participate in learning experiences that address the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. **PhD in Psychology learners should enroll in Track 1 before completing 36 credits. All other learners should enroll in Track 1 during their first quarter of enrollment or before completing 56 credits.**

ED-R8922 - PhD Colloquium Track 2 (non-credit). The Track 2 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize applying the research process to their chosen discipline. Learners also expand their intellectual applications and analysis skills and the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. **PhD in Psychology learners should enroll in Track 2 while completing 57–72 credits. All other learners should enroll in Track 2 while completing 57–72 credits. Prerequisite(s): COL-R8921 or OM-R8921 or ED-R8921 or PSL-R8921 or CES-R8921 or CRST-R8921 or PSY-R8921.**

ED-R8923 - PhD Colloquium Track 3 (non-credit). The Track 3 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize expanding and applying doctoral competencies to the independent research phase of the program in preparation for the comprehensive examination and dissertation. **Learners also complete the Collaborative Institutional Training Initiative (CITI) module required for academic research. Prerequisite(s): Completion of or concurrent enrollment in DPA8404. May be taken concurrently with DPA8408. Cannot be fulfilled by transfer.**

ED-R8010 - Enrollment Management Residential Colloquium (non-credit). Learners in this residential colloquium engage in dialogue and application and evaluation of skills and knowledge related to best practices in enrollment management.

EDS-R8921 - Education Specialist Colloquium Track 1 (non-credit). The Track 1 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize assessment and practice of academic and intellectual skill sets gained during the program. Learners also engage in self-reflection exercises and participate in learning experiences that address the research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. **For EdS learners only. Learners should enroll in Track 1 during their first quarter of enrollment or before completing 20 credits.**

EDS-R8922 - Education Specialist Colloquium Track 2 (non-credit). The Track 2 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize acquiring deeper knowledge and understanding of the research process. Learners also expand their intellectual applications and analysis skills and the research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. **For EdS learners only. Learners should enroll in Track 2 during the last two quarters of enrollment or while completing 32–48 credits.**

School of Public Service Leadership

Doctor of Public Administration Courses

DPA8002 - Public Services Theory, Issues, and Research (4 quarter credits). This course presents the historical and contemporary roles and relationships of the public sector in the United States. It provides a scholarly perspective of public policy and administration that traces major theories associated with the field and the political, social, and economic context within which they developed. Learners focus on developing the critical-thinking and analysis skills needed to apply theory to local, state, and federal levels of government and explore the implications of public policy theory on careers in the field. **DPA8002 must be taken by DPA learners in their first quarter. May be taken concurrently with DPA8480. Cannot be fulfilled by transfer.**

DPA8100 - Fundamentals of Public Administration Research (4 quarter credits). Learners in this course examine theories that guide the acquisition of knowledge within the public administration profession. Learners analyze and evaluate the methods used to develop theories, link theory to research, evaluate published research, and apply research findings to practice. Learners also complete the Collaborative Institutional Training Initiative (CITI) module required for academic research. **Prerequisite(s): Completion of or concurrent enrollment in DPA8404. May be taken concurrently with DPA8408. Cannot be fulfilled by transfer.**

DPA8103 - Theory Development in Public Administration Research (4 quarter credits). In this course, learners analyze current and emerging public administration theories, the circumstances surrounding their development, and their applications in the field. Learners delineate the links between theory and practice and identify future public administration implications and trends. Learners also conduct a comprehensive literature review, synthesize the literature, and develop and evaluate the theoretical constructs guiding their participatory action research proposal in preparation for their dissertation. **Prerequisite(s): Completion of or concurrent enrollment in DPA8428. May be taken concurrently with DPA8484. Cannot be fulfilled by transfer.**
DPA8106 - Program Evaluation and Participatory Research (4 quarter credits). Learners in this course analyze the theories and methods of participatory action research and conduct a program evaluation in which they focus on the application of this research methodology. Topics include planning and sampling, measurement, statistical and qualitative analytic models, analysis and interpretation of results, and ethical considerations. Learners conceptualize, plan, and design a participatory action proposal for doctoral research. Prerequisite(s): Completion of or concurrent enrollment in DPA8488. Cannot be fulfilled by transfer.

DPA8400 - Theories of Leadership and Public Administration (4 quarter credits). Learners in this course build theoretical and practical knowledge of human behavior, coalition building, communications, and the influences of various leadership styles. Learners examine the ways in which public administration leadership is unique in its representative nature, structure, balance of power, and systems perspective and focus on improvements leaders can implement to enhance public value within their sphere of influence. Other topics include interactions with political leaders and lobbyists, strategies for motivating a civil service-protected workforce, and skills for effectively communicating at various levels. Prerequisite(s): Completion of or concurrent enrollment in DPA8400. May be taken concurrently with DPA8404. Cannot be fulfilled by transfer.

DPA8404 - Principles of Organization Theory and Practice (4 quarter credits). This course presents the ways organizational behavior is influenced by individual differences, group processes and interactions, and organizational processes. Learners examine motivation, productivity, diversity, group development, team building, collaboration, coordination with outside contractors, decision-making and communication processes, power and politics, and organizational culture. Learners also focus on developing the skills and abilities essential for effective management in changing organizational contexts. Prerequisite(s): Completion of or concurrent enrollment in DPA8400. May be taken concurrently with DPA8100. Cannot be fulfilled by transfer.

DPA8408 - Ethics and Social Responsibility (4 quarter credits). In this course, learners study the ways in which creating and maintaining public value and mission-specific leadership provides the foundations for ethical behavior. Learners analyze case studies that illustrate ethical dilemmas in order to develop intelligence, planning, operations, command, interagency coordination, communication, and technology solutions applicable to a variety of public agencies and situations. Prerequisite(s): Completion of or concurrent enrollment in DPA8100. May be taken concurrently with DPA8412. Cannot be fulfilled by transfer.

DPA8412 - Global and Diverse Societies (4 quarter credits). Learners in this course explore the cultural values and styles of communicating, reasoning, and decision making necessary to cross cultural boundaries effectively. Learners examine the challenges of working cross-culturally to create and enhance public value, equitable solutions, and effective public administration systems and policies that improve process and practice. Prerequisite(s): Completion of or concurrent enrollment in DPA8408. May be taken concurrently with DPA8416. Cannot be fulfilled by transfer.

DPA8416 - Public Administration and Community Collaboration (4 quarter credits). Learners in this course study theories of participative government, community development, and change management as they relate to collaboration between government and communities. Topics include community collaboration through education, communication, participation, and advocacy at all levels of government. Prerequisite(s): Completion of or concurrent enrollment in DPA8412. May be taken concurrently with DPA8420. Cannot be fulfilled by transfer.

DPA8420 - Public Policy Analysis and Advocacy (4 quarter credits). This course focuses on the role of policy development in areas of public safety, health care, immigration, social services, transportation, housing, labor, arts, and the environment. Learners study the craft of public policy making as it is applied at legislative and administrative sites and at all levels of the public sector. Other topics include the policy process, agenda setting, advocacy, analysis, political process management, policy implementation, and evaluation and feedback in the public policy area. Prerequisite(s): Completion of or concurrent enrollment in DPA8416. May be taken concurrently with DPA8424. Cannot be fulfilled by transfer.

DPA8424 - Theories and Practices of Public Human Resource Management (4 quarter credits). This course is a survey of philosophies, approaches, and systems of managing people in government organizations and includes historical developments, personnel management practices and behaviors, and current issues. Learners examine recruitment, classification, compensation, training, evaluation, labor-management relations functions, and the use of outside contractors. Prerequisite(s): Completion of or concurrent enrollment in DPA8420. May be taken concurrently with DPA8428. Cannot be fulfilled by transfer.

DPA8428 - Public Needs Assessment and Planning (4 quarter credits). This course provides learners with an introduction to the needs-based planning tools used to evaluate the impact of legislation, regulations, programs, and processes and develop plans for systems changes. Topics include selecting programs for evaluation, crafting program descriptions, identifying stakeholders and their interests, developing logic models for decision making, framing evaluation questions, applying quantitative and qualitative tools of analysis, and formulating evaluation reports and feedback for decision makers. Prerequisite(s): Completion of or concurrent enrollment in DPA8424. May be taken concurrently with DPA8103. Cannot be fulfilled by transfer.

DPA8480 - Field Experience I: Conference (4 quarter credits). In this case study course, learners focus on integrating theory with practice. Learners attend a professional conference such as the American Society for Public Administration, the Academy of Criminal Justice Sciences, or the American Public Health Association and develop a white paper based on the key focus of the conference. The white paper includes an evaluation of the policy or issue discussed; a review of policy implications for public leaders; and recommendations for policy implementation or actions that enhance public value, citizen involvement, and collaboration. Prerequisite(s): Completion of or concurrent enrollment in DPA8002. May be taken concurrently with DPA8400. Cannot be fulfilled by transfer.

DPA8484 - Field Experience II: Legislative Interaction (4 quarter credits). The focus of this case study course is legislation, policy evaluation, and cost-benefit analysis. Learners determine an issue related to their focus area and discuss the issue with local, state, and federal public service leaders, interest groups, and key lobbyists. Learners conduct interviews with selected public service and interest group representatives and develop a white paper. The white paper includes recommendations for specific leadership approaches to modifying, evaluating, and expanding governmental policies, regulations, and actions. Prerequisite(s): DPA8103. May be taken concurrently with DPA8428. Cannot be fulfilled by transfer.

DPA8488 - Field Experience III: Comprehensive Analysis (4 quarter credits). In this case study course, learners focus on program evaluation and cost-benefit analysis from a multidisciplinary perspective. After selecting a program to evaluate, learners determine an appropriate program evaluation method that includes cost-benefit analysis and application of a public value model. Learners develop a comprehensive analysis of a multidisciplinary case study and write a white paper for publication in a peer-reviewed public service journal. Prerequisite(s): DPA8484. May be taken concurrently with DPA8106. Cannot be fulfilled by transfer.
Graduate Course Descriptions, continued

DPA9920 - Action Research Dissertation Courseroom (non-credit). The DPA dissertation is a participatory action research project undertaken by learners in their field of specialization. This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones in their research. Grading for this course is R/NS. Prerequisite(s): All required and elective course work. Cannot be fulfilled by transfer.

DPA9921–DPA9950 - Action Research Dissertation 1–Action Research Dissertation 30 (5 quarter credits each). The DPA dissertation is a participatory action research project undertaken by learners in their field of specialization. Learners complete the required dissertation milestones and prepare their dissertation for publication. Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): All required and elective course work and concurrent enrollment in DPA9920. Cannot be fulfilled by transfer.

School of Public Service Leadership

Master’s and Doctoral Human Services Courses

HS5002 - Survey of Research in Human Development and Behavior (4 quarter credits). This course presents theories of human development and behavior throughout the lifecycle. Learners examine approaches for researching human development, including personality and moral development theory. Learners also focus on the developing person using the theoretical lenses of disciplines such as psychology, anthropology, and biology. Must be taken by master’s learners in their first quarter. Cannot be fulfilled by transfer.

HS5006 - Survey of Research Methodology (4 quarter credits). This course provides an overview of graduate-level approaches to research methodology. Learners study major research methodologies and quantitative and qualitative approaches to needs assessment, program evaluation, and program design. Learners may only earn credit for COU5006 or CST5006 or HS5006.

HS5100 - Health Care Management (4 quarter credits). In this course, learners examine the foundational principles and dynamics of health care management, the health care system, and basic concepts and skills in administration. Learners also analyze institutional, social, and political forces in the field of health care. Topics include fundamentals of management in health care, trends in health care financing, and contemporary issues.

HS5101 - Health Care Finance (4 quarter credits). This course addresses financial management concepts and practices used by health care organizations. Topics include basic accounting, financial statements and ratios, evaluation of project investment decisions, break-even analysis, budgeting, cost allocation, and reimbursement methodologies. Additional topics include reimbursement mechanisms, managed care, capitation, per-case or per-diagnosis payment, mechanics of third-party payers, and the effects reimbursement types have on health care provider organizations. Learners discuss issues of working capital, capital budgeting, and investment in relation to net present value and value added to the organization, health care organizations’ ratio analysis, cost analysis, and other financial management techniques of primary importance to health care organizations.

HS5102 - Nonprofit Organization and Management (4 quarter credits). In this course, learners examine the origins, history, and societal role of nonprofit organizations in the United States, including their social, political, economic, cultural, and ideological importance. Learners also examine the magnitude, scope, and functions of the nonprofit sector, its relationship with business and government, and the value nonprofit organizations provide to their service recipients and the community. Other topics include general concepts, theories, and principles of organization management; governance and leadership in nonprofit organizations; the internal and external forces and dynamics that affect nonprofit organizations; the life and growth cycles of nonprofit organizations; and current and emerging trends in nonprofit organization and management.

HS5103 - Strategic Planning for Nonprofit Organizations (4 quarter credits). In this course, learners view nonprofit operations from a strategic perspective. In addition, learners examine the role of strategic thinking and planning in enhancing organizational effectiveness within the context of increased competition for resources and the range of challenging issues requiring solutions. Learners analyze organizational missions and goals, governance, program development and structure, operational and fiscal controls, information systems and monitoring, and evaluation.

HS5104 - Accounting and Economics for the Nonprofit Manager (4 quarter credits). This course introduces learners to economic principles and the fundamental language, underlying concepts, and reporting methods of accounting and financial analysis related to nonprofit organizations. Learners evaluate economic factors that can affect an organization’s financial operations and results and develop innovative and strategic approaches to achieving and maintaining financial stability while upholding the mission of the organization. Other course topics include accounting and financial management principles and methods of generating long-term financial viability for nonprofit organizations.

HS5105 - Human Resources and Volunteer Management in Nonprofits (4 quarter credits). This course addresses the theories, concepts, practices, and strategies of human resource management in nonprofit organizations. Learners examine basic HRM issues such as strategic workforce planning, hiring, training, personnel evaluation, and compensation as they relate to nonprofit organizations with their mix of paid staff and volunteers. Additionally, learners evaluate the impact of HRM on the board and executive director, staff, volunteerism, and productivity. The course focuses particularly on the legal responsibilities of the organization in HRM and the role of the board.

HS5304 - Ethnic and Linguistic Minorities in the Workplace (4 quarter credits). This course provides an overview of ethnic and linguistic minorities found in the American workplace. Learners synthesize current theories, methods, and research related to diversity and cross-cultural awareness and apply them to linguistic and ethnic minorities in the workplace. Learners examine employer codes of ethics and the ways minorities have been able to achieve success despite barriers. Learners also analyze the influence ethnic and linguistic minorities have on the success of individuals, organizations, and the labor industry. Learners may earn credit for either CST5304 or HS5304, but not both.

HS5315 - Professional and Scientific Ethics (4 quarter credits). Learners in this course examine the evolution of professional ethics and analyze the effect of ethics on education, psychotherapy, law, and institutional guidelines protecting human subjects in research. Learners also identify current ethical issues in the human services field and explore methods used to effectively address them. Learners may earn credit for either CST5315 or HS5315, but not both.

HS5317 - Social Systems (4 quarter credits). Learners in this course review basic features and factors of social systems theory as it applies to groups, families, agencies, institutions or corporations, and government entities. The course addresses problems inherent in the operation of these systems and explores resolution of these problems from a systemic viewpoint. Additionally, learners in the course study issues of social policy making and decision making that affect conditions of social change.
HS5318 - Scope of Human Services (4 quarter credits). This course presents learners with contemporary social problems addressed by human service professionals in the field. Learners examine theories of human service delivery, management, culture, and diversity to gain a broad understanding of the human services profession in diverse delivery settings. Learners also use the knowledge, skills, and methods acquired during the course to address a contemporary social problem. Learners may earn credit for either CST5318 or HS5318, but not both.

HS5334 - Ethnic and Cultural Awareness (4 quarter credits). This course is a survey of theories, research, and concepts that highlight the importance of race, culture, and ethnicity in individual and group experience. Learners consider the effects of gender, social class, religion, and disability on experience and evaluate the role of the human service and educational professional in addressing the multicultural needs of clients and colleagues in the workforce. Learners also examine cross-cultural issues and practice applying a variety of theoretical approaches and methodologies to real-life scenarios. Learners may only earn credit for COUN5334 or CST5334 or HS5334.

HS5390 - Professional Skills for Human Services Professionals (4 quarter credits). In this course, learners focus on developing fundamental professional communication, collaboration, and problem-solving skills necessary for working with individuals, communities, and agencies. Learners also explore techniques for gathering information about client needs, helping clients develop goals, and recommending strategies to assist clients in achieving those goals. Prerequisite(s): HS5315, HS5318.

HS5401 - 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 U.S. from the colonial era to the present. Learners in the course explore the historical social welfare experience of different groups, including women, Asian-Americans, African-Americans, Native Americans, Hispanics, citizens with disabilities, gays and lesbians, and others in the U.S. Some comparisons are made to other social welfare systems, particularly those of England, which greatly influenced early U.S. “poor laws.”

HS5402 - Social Change and Public Policy (4 quarter credits). Learners in this course are introduced to social welfare policies and programs that are designed to improve the well-being and quality of people’s lives. Learners explore the process of development and implementation of programs targeted to poverty, mental illness, HIV/AIDS, children and families, the elderly, ethnic minorities, and other social problems and groups. Learners also begin to acquire skills in policy and program formation, change, and evaluation. Learners become familiar with ways that social welfare policies affect the direct practice of human service professionals and social workers, the professional role of affecting change at the public policy level, and policy at the agency level.

HS5423 - Philosophy of Social Work (4 quarter credits). Learners in this course review the history, development, and intervention methods of contemporary social work within the framework of social work philosophy. Learners examine issues related to a wide range of families, communities, and systems by conducting analyses of social welfare systems with the objective of improving social conditions.

HS5436 - Utilization of Community Resources (4 quarter credits). Learners in this course investigate the influence of larger social systems on human behavior and various methods of organizing and utilizing community resources. The course addresses specific topics such as theories of social organization, community organizing, self-help organizations, use of volunteers, and the use of social policy to influence human behavior.

HS5500 - Multicultural Issues in Health Care (4 quarter credits). Learners in this course examine multicultural issues in health care from a community and organizational perspective. Learners analyze various solutions used to address multicultural health care disparities and develop an implementation plan to better meet the diverse health care needs of the local community. Learners may earn credit for either CST5500 or HS5500, but not both.

HS5501 - Health Informatics (4 quarter credits). This course provides a management perspective of information technology and ways for health care administrators to use information technology to maximize organizational performance. Topics include fundamental principles of information technology and data management and their implications for health care administrators. Learners explore the use of technology, data bases, and other analytical tools to construct, analyze, and present information related to health care management and problem solving as well as strategic information systems planning, systems analysis, system design, evaluation, and selection. In addition, learners examine current applications, such as patient care, administrative and strategic decision support, managed health, health information networks, and the Internet to determine how they may be used to meet the challenges facing health care administrators today and in the future.

HS5502 - Nonprofit Entrepreneurship (4 quarter credits). 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. Learners explore diverse areas of social innovation such as business, environment, education, human services, and government. Topics include practical information about ways to identify potential opportunities; necessary skills development; competencies for creating, developing, and implementing entrepreneurship ideas; and ways of measuring the success of entrepreneurial activity.

HS5503 - Contexts and Models of Health (4 quarter credits). Learners in this course explore the models of health and their contexts as utilized in the contemporary health industry. Learners examine the impact of change on models of health care within the context of health delivery systems. The course also addresses the implications for health service administration.

HS5504 - Quality Risk Management and Patient Safety (4 quarter credits). Learners in this course examine important issues associated with being health care employees, including patient safety, risk management, compliance, and medical device regulations. This course addresses the demands of the regulatory environment affecting health care in the United States today, including the health care administrator’s role in organizational compliance; licensing; and the enforcement of federal guidelines, standards, and regulations.

HS5506 - Managed Care and Health Services (4 quarter credits). This course is an overview of managed care and the variety of techniques employed by the mainstream health system to provide quality care in an efficient and affordable manner. Learners focus on delivery systems, their utilization, and quality management practices of a wide variety of organizations. Learners also explore regulatory, legal, and ethical issues. Learners consider the future of our health care system and how the world of providers, receivers, and payers may continue to change within the U.S.

HS5507 - Health Care Communication: Providers and Receivers (4 quarter credits). This course is an overview of health communication and an exploration of current theoretical models. Learners develop strategies to enhance communication between professionals, allied health personnel, patients, and their families in both interpersonal and group settings and to facilitate more functional and therapeutic communication.
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Aging (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. While learners explore areas of home care and assisted living facilities, the primary focus of the course is on skilled nursing facilities and the crisis facing this industry today. Topics include changes in long-term care, institutional versus non-institutional care; system financing, public reimbursement, balancing cost and quality, staffing, licensure, certification, inspection, and review; and the levels of care including the role of hospice. Learners acquire a basic understanding of both the social and medical models along this continuum of care.

Hs5510 - Survey of Current Issues in Gerontology (4 quarter credits). This course provides an overview of the major theories and concepts of gerontology. Learners study the behavioral, psychological, and social effects of aging and their impact on individuals, families, communities, and public policy. Learners also evaluate current research on aging, advocacy, public policy, and continuum of care.

Hs5514 - Social and Cultural Aspects of Aging (4 quarter credits). The focus of this course is on the social, cultural, and ecological influences of aging and the experiences of individuals across the aging spectrum. Learners evaluate the perceptions and treatment of the elderly from a cultural perspective and identify cultural biases toward the aging population. Learners also examine the effects of socioeconomic status, rapid social change, ethnicity, and gender on individual and community perception and treatment of elders.

Hs5518 - Biological and Health Aspects of Aging (4 quarter credits). Learners in this course review the biological and epidemiological effects of aging. Learners examine the functional changes that accompany the normal aging process, and those associated with disease. This course focuses on the relationship between changes in physical function, environment, and quality of life, and includes a review of the theoretical perspectives of aging.

Hs5522 - Psychology of Development and Aging (4 quarter credits). In this course, learners distinguish between primary and secondary aging by identifying age-related changes in cognitive functions, personality, and interpersonal relationships. Learners study the effects of normal age-related physiological changes on an older adult’s psychosocial functioning and the impact of various psychological changes upon the daily functioning of the aging individual. Learners also examine the psychological processes involved in death and grieving, and the relationship between formal and informal support services and the psychological well-being of older adults.

Hs5526 - The Family in Later Life (4 quarter credits). This course provides an examination of the evolution of the role of the family within a social context. Learners explore family diversity from a cultural, gender, and socioeconomic perspective. Course topics include family roles, family member roles and functions; intergenerational family relationships; the effects of economic, political, and social policy on family life; and supportive resources for older families.

Hs5531 - Community Advocacy for Aging Populations (4 quarter credits). The focus of this course is on programs and services for the aging demographic. Learners study the principles, practices, and ethical considerations used to foster community advocacy for diverse populations, and formulate empowerment strategies to increase older adult involvement in program planning and implementation. Other course topics include social planning, social and community action, program advocacy, and community intervention.

Hs5534 - Leading Across the Continuum of Care (4 quarter credits). Learners in this course discuss the history and context of the current long-term care continuum. Learners evaluate theories and frameworks for developing and implementing effective organizational policies and practices, and examine strategies used to manage and lead long-term care organizations. Other course topics include the regulatory, political, and social issues affecting care organization managers and leaders, financial and budgeting principles, and reimbursement strategies and regulations.

Hs5597 - Human Service Professional Development (4 quarter credits). In this course, master’s learners demonstrate proficiency by applying learning from required and specialization courses to the professional human services discipline. Professional development activities include preparing the integrative project for publication in a nationally recognized peer-reviewed human services journal, presenting at a national human services conference, participating in a community human services program or intervention, or preparing for professional licensure or certification. Prerequisite(s): Hs5590. Cannot be fulfilled by transfer.

Hs5990 - Integrative Project for Human Services Learners (4 quarter credits). In this course, master’s learners demonstrate proficiency in their specialization area by applying learning from required and elective courses to complete an analysis of a human services organization or system, or propose a new application in their professional field. For MS in Human Services learners only. Prerequisite(s): All required and elective course work. Cannot be fulfilled by transfer.

Hs5990 - Integrative Project for Human Services Learners (4 quarter credits). In this course, master’s learners demonstrate proficiency in their specialization area by applying learning from required and elective courses to complete an analysis of a human services organization or system, or propose a new application in their professional field. For MS in Human Services learners only. Prerequisite(s): All required and elective course work. Cannot be fulfilled by transfer.

Hs6001 - Practicum I: Short-Term Supervised Field Experience (4 quarter credits). Learners in this course participate in a supervised, professional experience at a human services agency during which they focus on developing first-hand knowledge and skills in their discipline. Prerequisite(s): MS in Human Services must have completed Hs5315. Cannot be fulfilled by transfer.

Hs6003 - Practicum II: Short-Term Supervised Field Experience (4 quarter credits). Learners in this course continue to participate in a supervised, professional experience at a human services agency during which they focus of developing first-hand knowledge and skills in their discipline. Prerequisite(s): Hs6001. Cannot be fulfilled by transfer.

School of Public Service Leadership

Graduate Writing Courses

DW-R8000 - Dissertation Writer’s Retreat (non-credit). This week-long, intensive writing experience supports doctoral learners in completing their dissertation. Learners focus on writing in an environment that provides them with the academic experts and writing resources they need to personalize their experience and further develop their dissertation.

Hs7004 - 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 U.S. Learners develop skills in producing effective advanced academic writing including combining facts and opinions from multiple sources. They develop linguistic and content editing skills in order to continue improving their own academic writing after they complete the course.

Hs7006 - Research and Writing for Graduate Learners (4 quarter credits). This course prepares graduate learners for the rigors of academic writing, which 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. Since 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.
Graduate Course Descriptions, continued

HS7007 - Focused Research and Writing for Graduate Learners (4 quarter credits). In this course, learners refine the principles and strategies learned in HS7006 by focusing on writing in their disciplines. Learners should expect to spend a significant amount of time writing, 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 HS7006. Prerequisite(s): HS7006.

HS7008 - Developing Voice and Style in Academic and Professional Writing (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 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 course work to demonstrate learning and understanding. Learners are strongly encouraged to take the HS7006–HS7007 course sequence before enrolling in this course.

HS7009 - Writing for Publication (4 quarter credits). Learners in this course explore the publication process, beginning with choosing a publication for submission and ending with a completed manuscript to submit. During the quarter, learners define and research their topic and publication, write and revise multiple drafts, participate in peer review, and prepare a cover letter for submission.

HS7500 - Quality Improvement and Organizational Performance in Health Care (4 quarter credits). Learners in this course analyze the concept of quality and its application in a variety of health care arenas. The course addresses methods for measuring, benchmarking, and assessing organizational performance along dimensions such as financial results, clinical services, utilization, productivity, and the health of the community. Learners in this course also evaluate public and private quality review mechanisms, including the Joint Commission on Accreditation of Health Care Organizations, Professional Review Organizations, and Accreditation Council for Graduate Medical Education, and quality control mechanisms in managed care plans, including the National Committee for Quality Assurance.

HS7501 - Fundraising Strategies for Nonprofit Organizations (4 quarter credits). Learners in this course examine a variety of strategies for securing resources for a nonprofit organization such as donor research, annual giving, endowment and capital campaigns, major gifts, planned giving, social enterprise, and special events. In addition, learners analyze the key practices, principles, and processes of fundraising to enable the nonprofit executive to create, participate in, and manage fund development programs and staff.

HS7502 - Grant Proposal Development and Administration (4 quarter credits). Grant funding is key to the financial survival of nonprofit organizations. This course provides insights into strategies for grant-seeking, such as effective research, identification and development of relationships with appropriate prospective grant sources, and effective writing and proposal preparation. The course offers a comprehensive overview of private and corporate philanthropies along with other research resources including the Internet.

HS8002 - Advanced Research in Adult Human Development and Behavior (4 quarter credits). Learners in this course critically analyze theory and research in adult development and behavior with an emphasis on contemporary research and application issues. In addition, learners study adult development from biological, psychological, social, and multicultural perspectives and apply principles of adult development to professional practice. Must be taken by PhD learners in their first quarter. Cannot be fulfilled by transfer.

HS8051 - Special Topics in Health Care Administration (4 quarter credits). This course provides an opportunity for PhD learners to engage in an in-depth study of the theory, research, and application of subject matter not included in the Health Care Administration curriculum. Using the special topics course format, elements of this directed study course are focused on the specific subject matter that the learner identifies and the program chair approves.

HS8052 - Special Topics in General Human Services (4 quarter credits). This course provides an opportunity for PhD learners 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, elements of this directed study course are focused on the specific subject matter that the learner identifies and the program chair approves.

HS8054 - Special Topics in Management of Nonprofit Agencies (4 quarter credits). This course provides an opportunity for PhD learners 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, elements of this directed study course are focused on the specific subject matter that the learner identifies and the program chair approves.

HS8055 - Special Topics in Social and Community Services (4 quarter credits). This course provides an opportunity for PhD learners to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the Social and Community Services curriculum. Using the special topics course format, elements of this directed study course are focused on the specific subject matter that the learner identifies and the program chair approves.

HS8100 - Fundamentals of Social Science Research (4 quarter credits). This course introduces learners to social science research, particularly in the context of human services. Learners focus on becoming educated consumers of research and examine major concepts and techniques of social science research, including problem formulation, identification of variables, literature review, research design, sampling, definition and measurement of study variables, instrument construction, and data collection and analysis. Learners also critically evaluate published research, apply research findings to professional practice, and practice designing research studies in their field of interest. Prerequisite(s): CES8106 or CST8106 or HSB8106 or PSF8106. Cannot be fulfilled by transfer.
Graduate Course Descriptions, continued

HS8103 - Principles and Practices of Social Work (4 quarter credits). This course is an overview of principles, methods, and practice models for intervention and social change through work with groups and communities. Learners examine theoretical perspectives of group and community organizing as well as advocacy models, grassroots participation, and the empowerment of disadvantaged groups. Learners also explore theories and methods of present-day social work practices with individuals, families, and organizations.

HS8106 - Epistemology of Practice Knowledge (4 quarter credits). Learners in this course examine theories that guide the acquisition of knowledge within human services professions. Learners critically analyze and evaluate the methods used to develop social science theory as a precursor to examining and applying the scientific method. Learners also study theory derivation, the link between research methods and theory, and the ways scholar-practitioners apply the scientific method. Cannot be fulfilled by transfer.

HS8107 - Marketing and Public Relations for Nonprofits (4 quarter credits). In this course, learners examine the importance of establishing an integrated marketing system and the specialized aspects of marketing strategies in nonprofit organizations. Topics include segmentation, complementary positioning, membership recruitment, products and services, the supply chain, and promoting intangible products whose benefits are often indirect. Learners also explore the roles of public relations, advertising, and persuasive communication with target markets. Learners examine topics such as fundraising, volunteer management, and media relations from a marketing perspective, with attention to integrating various techniques into compelling marketing positioning strategies for the organization.

HS8108 - Financial Analysis and Reporting for Nonprofit Executives (4 quarter credits). In this course, learners explore techniques and principles of financial analysis and management including budgeting, finance and investment decision making, revenue management, internal control, and cost management for the nonprofit. In addition, learners examine current economic thinking about the role of nonprofit organizations in a market economy, cross-subsidization and competition, and cost-benefit analysis; they analyze timely financial issues, transactions, and trends in nonprofit finance. Topics include innovative financing techniques, complicated organizational structures, mergers, and bankruptcy. Database and spreadsheet scenarios and sensitivity analysis of finance topics, through the use of analytical models, are used to create effective tools for financial decision making. Prior knowledge in the areas of accounting and finance, and familiarity with financial statements are expected.

HS8109 - Nonprofit Public Policy and Advocacy (4 quarter credits). This course provides learners with a comprehensive view of the current advocacy strategies utilized by nonprofit executives and advocates to advance their organizations’ missions and to inform public policies and attitudes. These strategies include advocacy organizing, public education, litigation, mobilization, demonstrations, polling, research, lobbying, and working with the media. The course emphasizes best practices for nonprofit advocates working to advance their goals in the public policy process.

HS8110 - Statistics and Quantitative Data Analysis for Human Services (4 quarter credits). This course supports learners taking their first course in statistical research and provides advanced learners the opportunity to enhance their research, statistical, and data analysis skills using the latest version of SPSS. During the course, learners receive step-by-step instruction through a combination of demonstrations and exercises emphasizing practical research skills and gain practical experience interpreting basic statistics using SPSS. Topics include frequency distributions; measurement scales; measures of central tendency and dispersion; the normal curve and z scores; hypothesis formation; inferential statistics such as t, F, and X2; effect size, power, and correlation; and bivariate regression.

HS8111 - Quantitative Research Methods in the Human Services (4 quarter credits). Learners in this course examine the research methods and designs human service professionals use to solve specific social problems. Topics include human subjects protection, measurement, development of instruments, data collection and management, and initial phases of data analysis. Learners also consider methodological adaptations when conducting research with vulnerable and diverse populations. Prerequisite(s): CES8100 or CST8100 or HS8100 or PSF8100. Cannot be fulfilled by transfer.

HS8112 - Advanced Qualitative Research Methods (4 quarter credits). In this course, learners evaluate qualitative research methods and designs. Learners focus on developing the skills used to synthesize information related to qualitative research methodology and examine ethical issues associated with the qualitative research process. Prerequisite(s): CES8111 or CST8111 or HS8111 or PSF8111. Cannot be fulfilled by transfer.

HS8113 - Advanced Study in Research Methods (4 quarter credits). Learners in this course analyze the relevance and appropriateness of specific research methodologies in preparation for the dissertation. Learners examine planning and sampling, measurement, statistical and qualitative analytic models, results analysis and interpretation, and ethical considerations. Learners also conceptualize, plan, and design a doctoral research proposal. Must be taken prior to the comprehensive examination. Prerequisite(s): CES8112 or CST8112 or HS8112 or PSF8112. Cannot be fulfilled by transfer.

HS8114 - Operations in Health Care Systems (4 quarter credits). Learners in this course apply principles from the field of operations management to the health care industry. Topics include formulating a competitive strategy and management decision making, strategic planning, process design, quality control, and service delivery. Learners in the course explore and assess organizational technology and structure as well as operations and models for organizing work such as the matrix structure. In addition, learners become familiar with tools of Continuous Quality Improvement (CQI) and selected quantitative techniques such as forecasting, queuing, inventory analysis, and linear programming that support efficient management of health care delivery.

HS8115 - Managing Human Capital in Health Care Environments (4 quarter credits). This course addresses the complex theories, concepts, practices, and strategies for human resources management in health care organizations. Learners examine strategic workforce planning, hiring, training, personnel evaluation, and compensation as carried out from the unit level through the executive level. Topics include recruitment, interviewing, and selection; retention (including compensation and benefits); diversity; performance management; and career development. Other topics include laws and regulations that frame HRM including employment law and OSHA, fair employment practices, wrongful termination and privacy, National Labor Relations Act (and unions), and strikes and boycotts.

HS8116 - Financial Analysis in 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. Learners analyze high-uncertainty, high-impact trends and events of importance to health care organizations and investigate current issues in fraud and abuse in the health care environment. Topics include frameworks for conducting advanced strategic financial analyses and related innovative organizational recommendations, scenarios of possible futures, assessment of the outcomes of trends and events, and identification of possible management responses.
This course presents an in-depth examination and analysis of current health care reimbursement policies and practices. Topics include research and analysis of health insurance as a concept, major federal insurance programs (e.g., Medicare Parts A–D), state-sponsored health care programs (e.g., Medicaid), and various health care cost control strategies. Learners explore current legislative changes in these reimbursement programs and consider the organizational level data that drives the reimbursement process. Learners also examine the health care reimbursement spectrum from the individual provider/hospital level to the federal level with regard to revenue impact and explore strategies that both maximize revenue and provide patients with quality care.

HS8118 - Health Policies Analysis and Strategy (4 quarter credits).
In this course, learners analyze selected existing and proposed health policies from the perspectives of economic, sociological, and political theory; methodology; and models. Learners gain an understanding of how health care executives participate effectively in the development and analysis of policy and in the political processes within which they take place. Learners in the course evaluate health care issues, strategies, and programs that are the subject of comparative analysis for public and quasi-public sector decision making. Topics include alternative methods of policy analysis such as matrix analysis, decision trees, and cost-benefit analysis. Additionally, learners examine the ethical dilemmas that arise in policy making and analysis.

HS8120 - Families, Systems, and Health Care (4 quarter credits).
The focus of this course is on issues surrounding children with health care needs and their families. The importance of family-centered care is emphasized. Learners discuss the use of collaborative, interdisciplinary, multidisciplinary, and transdisciplinary practice as well as the contributions of different health care professionals, including occupational therapists, physical therapists, speech language pathologists, social workers, dieticians, psychologists, nurses, developmental pediatricians, dentists, and health care administrators. Learners in the course also explore legislative and policy issues such as the Americans with Disability Act, section 504 of the Rehabilitation Act, the Olmstead Decision, the Americans with Disability Act, and community-based care.

HS8121 - Health in the Workplace (4 quarter credits).
This course presents a step-by-step approach to planning, implementing, and evaluating health programs in a variety of worksite settings. Learners explore the theoretical concepts of worksite health promotion and their everyday applications, and gain an understanding of the role and function of worksite health programs.

HS8300 - Diversity in the Workplace (4 quarter credits). In this course, learners analyze contemporary theories of diversity in the workplace. Learners compare and contrast inclusion theories, research and apply best practices for a diverse workplace, and integrate professional and ethical codes, standards, and laws in the human services work setting. Learners may earn credit for either CST8300 or HS8300, but not both.

HS8302 - Stress Management in the Workplace (4 quarter credits). Learners in this course examine the role of stress in the workplace and apply theory to workplace situations. Learners examine stress management and focus on related techniques used to enhance work performance, particularly in high-stress situations. Other topics include the psychological and physical effects of stress, stress reduction methods, and individual and organizational stress prevention strategies.

HS8413 - Social Influences of Behavior (4 quarter credits). Learners in this course explore behavior that is influenced by the presence of others, or behavior that is under the control of society. Topics include culture and society, large and small group behavior, cross-cultural factors, and interpersonal relationships. Learners in this course review the social psychology of decision making, attitude formation, and social attribution and their application to contemporary issues.

HS8415 - Advanced Professional Scientific Ethics (4 quarter credits). This course explores professional and scientific ethics in human services with an emphasis on social and community services. Doctoral learners analyze the role and function of ethics in decision making, social systems, policy, process, procedures, reality testing to ethical existential dilemmas, and communicative competence. This course prepares learners to better understand the ethical nature of professionalization.

HS8447 - Applied/Clinical Sociology (4 quarter credits). This course emphasizes multidisciplinary and interdisciplinary perspectives of sociological theory and practice and provides learners with a solid grounding in applying sociological knowledge, theory, and research to strategic interventions. Learners explore different human services contexts and design interventions to improve the productivity and performance of public and private organizations.

HS8453 - Prevention and Causes of Child Abuse (4 quarter credits). This course provides an overview of child abuse and neglect in the United States. Learners evaluate the etiology of child abuse and neglect from a theoretical/empirical perspective. Learners explore the various forms, signs, and symptoms of child abuse and neglect and how they relate to the prevention practices used by human services practitioners. In addition, learners in the course analyze the efficacy of child abuse and neglect prevention models. Exploring the results of child abuse and neglect allows learners to understand the psychological, cognitive/memory, and sociological developmental theories and models.

HS8476 - Methods of Family Research (4 quarter credits). Learners in this course explore the measurement of family variables and the 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 with practice. Learners may earn credit for either COUN8476 or HS8476, but not both.

HS8478 - The Family in Social Context (4 quarter credits). Learners in this course examine families from a systems perspective and explore the dynamics and systems influencing family structures. Learners also identify the skills needed to work with diverse family groups and the challenges faced by human service professionals. Learners may earn credit for either COUN8478 or HS8478, but not both.

HS8502 - Health Care Strategic Planning and Management (4 quarter credits). Learners in this course focus on strategic analysis of the mission and goals of an institution; its governance, services, operational and fiscal components, market, and clients. Learners evaluate these elements within a strategic management framework that links planning to operations. In addition, learners examine the role of strategic thinking and planning in enhancing organizational effectiveness in the context of increased competition for health care dollars and the wide range of challenging issues requiring solutions.

HS8503 - Health Systems Analysis and Evaluation (4 quarter credits). The focus of this course is on the structure, process, and outcomes of health care systems in the U.S. and select international settings at the micro and macro level. Learners analyze health care systems and services research and related evaluation measurements. Learners explore critical issues facing health systems and examine the function, financing, and management of relationships among providers, payers, and patients. Learners also evaluate the impact of various independent actors on health care systems and the effects of decisions on the clinical, policy, and management health care arenas.
HS8504 - Law and Health Care Administration (4 quarter credits). Learners in the course focus on analyzing the impact of law on the way health care is delivered in the U.S. Learners also examine the major legal principles and issues relevant to health care administration such as those that affect the operational decisions of health care providers, payors, and managers, and others that affect development of markets for health care products and services. Other topics 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. In addition, the course covers legal issues related to admission and discharge, emergency treatment, medical records, and mental health treatment.

HS8505 - Ethics and Decision Making in Health Care (4 quarter credits). In this course, learners focus on substantive ethical principles and procedural methodologies by which managers can understand, analyze, and resolve ethical problems. Learners explore issues in medical ethics 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 is a thorough examination of the complex, dynamic, and rapidly changing health care system in the U.S. In this course, learners explore the health care system’s major components and their characteristics with an emphasis on current policy issues, performance challenges, and program solutions. Learners also trace the social, economic, and political forces that have shaped and continue to influence the health care system. Other topics include policy innovations designed to address performance gaps for federal, state, and private sector programs; potential lessons from international health care systems; and prospects for the future of U.S. health care.

HS8508 - Ethics for Nonprofit Executives (4 quarter credits). Learners in this course examine the principles and methodologies by which nonprofit executives can understand, analyze, and resolve ethical issues. Learners explore conceptual and practical ethical questions and value dilemmas encountered by executives in various types of contemporary nonprofit organizations. 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 is an overview of the laws and regulations governing the establishment and operations of nonprofit organizations. Specifically, learners explore the laws governing incorporation and tax-exempt status of nonprofit organizations, and the implications of laws and statutes. Other topics include efforts of nonprofit organizations to influence legislative and rule-making processes.

HS8511 - Resource Management in Nonprofit Organizations (4 quarter credits). Learners in this course examine fundamental theoretical and conceptual economic models used to plan resource management in nonprofit organizations. Topics include resource allocation, price formation, production and costs, and economic impact analysis. The course also presents economic changes faced by nonprofit organizations, methods for evaluating those challenges, and the economic impact of nonprofit organizations on the people and communities they serve.

HS8512 - Organizational Assessment and Program Evaluation in Nonprofit Organizations (4 quarter credits). In this course, learners critically analyze the principles and techniques used by nonprofit managers to assess and measure organizational and program effectiveness. Learners evaluate the use of financial and human resources data in organizational assessment and program evaluation. Learners also investigate the ways nonprofit managers can use the results of assessment processes to enhance an organization’s mission.

HS8513 - Role and Function of Boards and CEOs (4 quarter credits). This course addresses the responsibilities of boards of directors in public and private sectors, including policy-making, representing the public, and promoting the organization. Learners review the functions of boards as they establish contracts and hire executives and general managers, the roles and functions of CEOs, and legal liabilities and responsibilities of boards.

HS8514 - Management of Human Services Agencies (4 quarter credits). Learners in this course examine the principles of management practice in nonprofit agencies and the organizational management competencies that serve as a basis for comparison among for-profit, public, and nonprofit sectors. In particular, learners focus on identifying competencies and best practices of managing nonprofit organizations.

HS8518 - Leadership of Nonprofit Organizations (4 quarter credits). Learners in this course examine the components necessary for successful leadership of nonprofit organizations, including advocacy of mission and sustainability in various multicultural, social, economic, and political environments. Learners also focus on developing competence in the areas of leadership style, followership, communication, cultural competence, and ethics and values. Other course topics include financial viability, working with diverse stakeholders, and maximizing organizational performance.

HS8745 - Grief and Bereavement Counseling (4 quarter credits). Learners in this course investigate research on death and dying. Topics include the psychological stages of bereavement, the symptomatology of grief, death trajectory, hospice model of treatment, and techniques for coping with losses of all types, including death in the family. Learners explore case consultations with dying children and their parents that use drawing therapy and storytelling as a means to elicit psychological material. Learners may earn credit for either CST8745 or HS8745, but not both.

HS8764 - Contemporary Issues in Compulsive and Addictive Behavior Treatment (4 quarter credits). In this course, learners review current research and trends within the compulsive and addictive behavior treatment field. Topics include development in the psychopharmacologic treatment of compulsive and addictive behaviors; the influences of ethics, culture, and managed care on treatment; the use of Internet resources in the field; and the changing role of the counselor. Learners may only earn credit for CES8764 or CST8764 or HS8764.

HS8900 - Nonprofit Program Development and Implementation (4 quarter credits). This course is an overview 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 the organization’s philosophy and goals operational. Learners also explore strategic planning, business planning, and development of nonprofit infrastructure. Attention is given to different types of nonprofits, including service agencies, membership organizations, research institutes, and foundations. Learners are encouraged to develop their skills as leaders of new nonprofits or develop new major programs for existing nonprofits.
Graduate Course Descriptions, continued

HS9919 - Doctoral Comprehensive Examination (4 quarter credits). This course includes an overview of the comprehensive examination process, the university’s expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The course room mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to enroll in the first dissertation course. **Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective course work with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.**

HS9920 - Dissertation Course Room (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. **Grading for this course is R/NS. Prerequisite(s): HS9919. Cannot be fulfilled by transfer.**

HS9921–HS9950 - Dissertation Research 1–Research 30 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. **Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): HS9919 and concurrent enrollment in HS9920. Cannot be fulfilled by transfer.**

School of Public Service Leadership

Master of Public Administration Courses

MPA5002 - Survey of Research and Practice in Public Administration (4 quarter credits). This course provides an overview of the major theories and concepts of public administration. Learners study and evaluate the theories, practices, and resources that guide the profession and examine the relationships between individuals, organizations, and society in public services. **MPA5002 must be taken by MPA learners in their first quarter. Cannot be fulfilled by transfer.**

MPA5400 - Public Administration Organizational Leadership and Theory (4 quarter credits). In this course, learners examine the roles of public administration leaders and managers and explore change management, systems theories, and organizational behavior and culture from an applied, theoretical perspective. In particular, learners focus on local, state, federal, elected, appointed, and employed government structures and officials and analyze their respective leadership requirements. **Prerequisite(s): MPA5400.**

MPA5408 - Finance and Accounting in Public Administration (4 quarter credits). This course covers public administration finance, accounting, and budgeting concepts, policies, and practices associated with organizations and the fiscal climate within which they operate. Learners study the theories motivating major public administration fiscal-policy debates, budgeting, financial management and reporting, auditing, and tax and technology systems. Learners also examine public administration finance issues such as limited general funds availability and the use of dashboards for financial monitoring. **Prerequisite(s): Completion of or concurrent enrollment in MPA5404. Prerequisite does not apply to Public Administration concentration learners.**

MPA5410 - Strategic Management and Planning (4 quarter credits). Learners in this course explore strategic management and planning concepts and processes, including collaboration, cooperation, and coordination within and among organizations. Learners apply these concepts to real-life situations and organizations, examining their internal and external environments, allocation of resources, and translation of strategic plans into tactical operations. **Prerequisite(s): MPA5408.**

MPA5412 - Ethics and Personal Leadership Development (4 quarter credits). In this course, learners evaluate the associations between ethics and social justice and economic disparity, power, and privilege. Learners use demographic data and current social trends and themes to identify and address ethical and social justice issues affecting global service delivery. **Prerequisite(s): MPA5408.**

MPA5416 - Quantitative and Qualitative Research (4 quarter credits). This course presents quantitative and qualitative research and evaluation methods used in the public sector. Learners examine models, metrics, and methodological tools used to evaluate programs and policies. Learners also study legal and ethical issues associated with research and evaluation and identify the strengths, limitations, and threats to the validity and reliability of research. **Prerequisite(s): MPA5408.**

MPA5420 - Leadership and Human Resource Management in Public Services (4 quarter credits). This course presents theories, approaches, and systems of employee acquisition, management, development, and retention in government organizations. Learners review case studies to explore public services topics associated with law and ethics, diversity, performance and conflict management, use of outside contractors, and policy development and implementation. **Prerequisite(s): MPA5408.**

MPA5424 - Policy Analysis and Research (4 quarter credits). In this course, learners examine the concepts, principles, and stages of public policy analysis and development. Learners study the models and tools used by policymakers and policy analysts to evaluate the effect of programs and projects on societal problems. Topics include political, legal, economic, and social institutions and processes; the impact of policy on public value; policy assessment; and global complications of policy processes. **Prerequisite(s): MPA5408.**

MPA5428 - Integrative Public Administration Project (4 quarter credits). In this course, master's learners demonstrate proficiency in their specialization area by applying learning from required and elective courses to complete an analysis of a public administration organization or system, or propose a new application in their professional field. **For MPA learners only. Prerequisite(s): Completion of all required and elective course work. Cannot be fulfilled by transfer.**

School of Public Service Leadership

Master’s Public Health Courses

MPH5002 - Survey of Public Health Concepts and Issues (4 quarter credits). This course provides an overview of the major theories and concepts of public health. Learners study the psychological, social, and behavioral factors that affect individual and population health. Learners also evaluate the epidemiological, environmental, and administrative research related to public health concepts and measures. **MPH5002 must be taken by MPH learners in their first quarter. Cannot be fulfilled by transfer.**

MPH5100 - Management of Health Service Organizations (4 quarter credits). This course provides an overview of organizational and managerial principles and practices. Learners study organizational theory and behavior, principles of evidenced-based decision making, health problem analysis, intervention strategies, and monitoring and evaluation. This course emphasizes the systems approach to management, building organizational teams that foster cross-functional efficiencies and organizational and system integration. **Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.**
MPHS104 - Fundamentals of Health Care Finance (4 quarter credits). In this course, learners analyze the basic theories and principles of finance as applied in public health and review the fundamentals of accounting needed to prepare and analyze financial statements. Learners examine the development, utility, and interpretation of financial information used to make managerial decisions, and identify and compare governmental financial compliance and reimbursement standards and strategies. Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.

MPHS108 - Public Health Communication Strategies (4 quarter credits). Learners in this course study communication theories and strategies, focusing on the development of cogent and persuasive written and oral media messages. The course emphasizes building skills needed to create consumer-oriented public health intervention and advocacy efforts, such as formative research, audience segmentation, and channel analysis. Learners also examine crisis communication strategies and advanced technologies, media, and community networks used to disseminate information. Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.

MPHS112 - Health Economics (4 quarter credits). This course addresses allocation of scarce resources to meet public health needs. It provides an overview of theories, tools, and methods of economic analysis and the role of health economics in the public policy decision-making process. Learners analyze national income theories and price theories, evaluate the behavior of organizations under varying economic conditions, and assess the economic roles of public health organizations, governments, and households. Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.

MPHS116 - Strategic Planning and Operations Management (4 quarter credits). In this course, learners examine the concepts, tools, and evidence-based best practices needed to plan, implement, and manage public health programs. The course provides an overview of the theories and approaches used in strategic and operational planning, including administration and evaluation, quality assurance, information systems integration, budgeting, and compliance. Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512. Prerequisites do not apply to MPA learners.

MPHS120 - Evidence-Based Management of Public Health Programs (4 quarter credits). Learners in this course evaluate evidence-based public health programs and policies, and identify guidelines on how to select, administer, and evaluate them. Learners study and apply the tools and practices of evidence-based decision-making, including using scientific evidence to develop guidelines and intervention strategies. Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.

MPHS124 - Public Health Leadership and Politics (4 quarter credits). This course presents significant issues affecting U.S. health policy. Learners evaluate public administration theories and their application to the public health system. Learners examine the health policy development process and analyze the factors affecting health policy initiatives and their limitations on policy and regulatory implementation. Learners also formulate leadership strategies to create political compromise. Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.

MPHS200 - Social and Behavioral Research Methods (4 quarter credits). This course provides an overview of social and behavioral sciences research within the context of public health. Learners examine social and behavioral factors that impact health status, and analyze health risk indicators and long-term trends in morbidity and mortality. Learners analyze theories that explain health disparities across populations and study and apply qualitative, evaluative, and evaluation research methods and research ethics. Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.

MPHS204 - Theories of Social and Behavioral Sciences (4 quarter credits). Learners in this course examine social and behavioral theories applied in public health research and practice, and evaluate how these theoretical constructs identify community health needs and address health inequalities. The course presents theories from an interdisciplinary perspective, and building on these theoretical bases, recommends practical problem-solving approaches to promote health in individuals, communities, and populations. Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.

MPHS208 - Public Health Program Planning and Evaluation (4 quarter credits). In this course, learners study the core functions of public health program planning and evaluation, including assessment, policy development, programmatic intervention, and quality assurance. Learners identify social and behavioral determinants associated with public health issues, and examine and evaluate programs and their impact on the health of individuals, organizations, communities, and nations. Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.

MPHS212 - Assessment and Surveillance in Public Health (4 quarter credits). This course presents the knowledge and skills needed to develop community assessment and surveillance strategies, and design programs and services that positively impact community and population health. Learners explore approaches to early detection, assessment, and disease surveillance and intervention strategies. Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512. Prerequisites do not apply to MPA learners.

MPHS216 - Public Health Information for Diverse Populations (4 quarter credits). The focus of this course is the social and behavioral context of health communication and its effect on the success of health outreach efforts. Learners study the elements of health information messages, the process by which they are created, and how they are understood and heeded by diverse populations. Learners analyze communication theory and evaluate effective public information campaigns. Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.

MPHS220 - Health Disparities in the United States (4 quarter credits). Learners in this course explore the social factors contributing to racial, ethnic, socioeconomic, and gender disparities in health and health care. Learners examine health disparities on a local, regional, and national basis, calculating their impact on overall health status and health service use. Learners also develop community-based intervention strategies to address identified disparities. Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.

MPHS224 - International Public Health (4 quarter credits). This course focuses on the spread and control of disease and presents public health policy and program design, implementation, and evaluation, from an international perspective. Learners explore the determinants of health and evaluate the quality of life rural, urban, and ethnically diverse populations. Learners also compare the public health policies of established and developing countries and interpret how they impact disease control and promote health. Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.

MPHS500 - Introduction to Public Health Administrative Systems (4 quarter credits). This course provides an overview of the elements of the public health system and reviews the administrative processes that foster integration and managerial effectiveness across the system. Learners study the organizational, financial, and managerial structure and function of the public health system and analyze the impact of health policy on administrative systems, including health insurance and reimbursement policy.
MPH5503 - Environmental Health Concepts in Public Health (4 quarter credits). This course surveys the major issues related to environmental and occupational health and health hazards. Learners identify the sources of biological, chemical, and physical agents found in the environment and analyze their effects on water, food, and land resources in community and occupational settings. Learners also examine the legal framework, policies, and practices associated with controlling environmental and occupational hazards.

MPH5506 - Psychological, Behavioral, and Social Issues in Public Health (4 quarter credits). Learners in this course explore psychological, social, and behavioral science theories and concepts applied throughout the health-illness spectrum. Learners identify the health concerns of individuals, organizations, and communities and analyze the resources needed to develop social and behavioral policy and public health interventions. Learners also evaluate the efficient use of scarce health care resources and the participation of communities in adopting healthy self-care practices and developing programs to enhance the quality of life.

MPH5509 - Principles of Biostatistics (4 quarter credits). This course provides an introduction to the objectives, principles, and methods of biostatistics for health sciences. Topics include statistical vocabulary; methods for descriptive data analysis; fundamentals of probability and sampling distribution; methods for statistical inference and hypothesis testing; and data analysis and linear regression for continuous, binary, and survival data.

MPH5512 - Principles of Epidemiology (4 quarter credits). This course provides an overview of epidemiology, including an evaluation of the nature of disease; the interaction among agent, host, and environment; and the chain of transmission. Learners examine epidemiological research methods for identifying and describing variables, determining key data sources, and formulating interventions to control disease occurrence and transmission. Prerequisite(s): MPH5509. Prerequisites do not apply to Public Health concentration learners.

MPH5593 - Public Health Integrative Project (4 quarter credits). In this course, learners demonstrate proficiency in their specialization area by applying learning from all required courses to complete an analysis of a public health organization or system, or propose a new application in their professional field. For MPH learners only. Prerequisite(s): MPH5502, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512. Cannot be fulfilled by transfer.

MPH5999 - Public Health Professional Collaborative Project (4 quarter credits). In this course, learners participate in a collaborative project within a public health organization or community health program and demonstrate proficiency in public health competencies. Learners prepare a report of the outcome of the collaborative work for publication in a nationally recognized peer-reviewed public health journal. Prerequisite(s): MPH5993. Cannot be fulfilled by transfer.

PUBH5993 - Integrative Project for Public Health Learners (4 quarter credits). In this course, master’s learners demonstrate proficiency in their specialization area by applying learning from all required courses to complete an analysis of a public health organization or system, or propose a new application in their professional field. For MS in Public Health learners only. Prerequisite(s): MPH55002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512. Cannot be fulfilled by transfer.

PUBH5997 - Public Health Professional Development (4 quarter credits). In this course, master’s learners demonstrate proficiency by applying learning from all required courses to the professional public health discipline. Professional development activities include preparing the integrative project for publication in a nationally recognized peer-reviewed public health journal, presenting at a community public health conference, participating in a community public health program or intervention, or preparing for professional licensure or certification. Prerequisite(s): PUBH5993. Cannot be fulfilled by transfer.

School of Public Service Leadership

Master of Science in Nursing Courses

MSN5000 - Introduction to Nursing Concepts (4 quarter credits). Learners in this course examine the role of the professional nurse and the scope of nursing practice in a variety of settings (e.g., acute, chronic, ambulatory, and end-of-life care and community health services). Learners evaluate the influence of effective clinical judgment, communication, and interdisciplinary collaboration on direct and indirect patient care across the lifespan. Learners also explore the relationships among culture, traditions, ethics, beliefs, and alternative and complementary medical practices that may influence the wellness of individuals, groups, communities, and diverse populations. Nurse Educator Bridge learners must take MSN5000 in their first quarter. Cannot be fulfilled by transfer.

MSN5002 - Health Assessment, Communication, and Collaboration for Quality Outcomes (4 quarter credits). In this course, learners analyze effective health assessment methods, communication strategies, and interdisciplinary collaboration techniques used in a variety of health care settings. Learners conduct comprehensive evidence-based health assessments encompassing environmental, genetic, multicultural, ethnic, and socioeconomic factors and consider the skills members of collaborative interdisciplinary teams need to promote evidence-based quality care for individuals, groups, communities, and diverse populations. Learners also explore ways of adapting their communication style to meet the specific needs of their audience. Prerequisite(s): Completion of or concurrent enrollment in MSN5000.

MSN5004 - Introduction to Nursing Research and Technology (4 quarter credits). This course introduces learners to the application of research and information technology in the nursing profession. Learners identify the ways information systems and patient care technologies have contributed to improved patient outcomes; evaluate the safeguards, secure practices, and ethical standards needed to promote and support data security, patient confidentiality, and regulatory requirements; and explore effective use of patient care technologies, communication systems, and information systems across the health-illness continuum. Learners also examine ethics in nursing research and scholarship and the relationships among theory, research, and behavior in the application of evidence-based nursing practice. Prerequisite(s): Completion of or concurrent enrollment in MSN5002.
MSN5006 - Policy, Law, Ethics, and Regulations (4 quarter credits). Learners in this course examine the role of health care policy and legal, regulatory, and quality control in ethical decision making in professional nursing practice. Learners explore concepts and principles of health care policy, legal control, ethical conduct, and regulatory environments and their application to the health care environment and the nursing profession. Learners evaluate the impact of health care policy and multicultural, socioeconomic, political, legal, and regulatory factors on health care access disparities and examine ways to articulate the needs of individuals, communities, and vulnerable populations to consumers and appropriate officials. Learners also focus on the importance of cultural competence and ethical decision making in professional nursing practice. Prerequisite(s): Completion of or concurrent enrollment in MSN5004.

MSN5008 - Organizational and Systems Leadership for Nursing Practice (4 quarter credits). This course presents the fundamental concepts and principles of individual and organizational leadership necessary for successful nursing practice in integrated and non-integrated health care systems and environments. Learners examine and evaluate nursing leadership concepts, research, and models and explore best practices of organizational and systems leadership to apply to professional nursing practice. Learners integrate the concept of quality improvement with patient safety and examine the influence of complex organizational and leadership system issues on quality and patient safety initiatives. Learners also analyze techniques for monitoring individual and organizational performance in promoting safe and caring patient-centered environments. Prerequisite(s): Completion of or concurrent enrollment in MSN5006.

MSN5010 - Health Promotion and Disease Prevention in Vulnerable and Diverse Populations (4 quarter credits). This course presents concepts, frameworks, and models used to foster health promotion and disease prevention, particularly in multicultural and vulnerable populations. Learners explore the wellness of individuals and populations from multicultural, ethnic, traditional, and spiritual perspectives and examine factors that cause wellness disparities among people in vulnerable populations. Learners consider the ways health care access barriers are created and identify evidence-based best practices for developing a population-focused approach to health promotion and disease prevention. Learners also explore cultural competence and ways of applying it to professional nursing practice. Prerequisite(s): Completion of or concurrent enrollment in MSN5008.

MSN5012 - Nursing Leadership and Management (4 quarter credits). In this course, learners examine theoretical concepts of leadership and management for the professional nurse, particularly those associated with health care finance, human resources, and materials allocation. Learners consider evidence-based best practices and behaviors that support effective nursing leadership in a variety of health care settings and analyze strategies for developing effective skills in coordination, delegation, collaboration, negotiation, conflict management, goal setting, and performance improvement. Learners also explore ethical interpersonal communication as an essential component of positive interdisciplinary working relationships. Prerequisite(s): Completion of or concurrent enrollment in MSN5010.

MSN5020 - Nurse Educator Bridge Integrative Project (4 quarter credits). This course is for learners completing the Nurse Educator Bridge specialization. Learners demonstrate proficiency by integrating nursing theories, research, and best practices into a single practice model of health promotion or disease prevention for a specific community or population group. Learners create and customize an evidence-based project plan and develop and implement strategies for achieving desired project outcomes. Prerequisite(s): Completion of or concurrent enrollment in MSN5012. Cannot be fulfilled by transfer.

MSN6000 - Orientation to Graduate Nursing Study (4 quarter credits). This course provides an overview of foundational nursing academic content that helps learners prepare for master’s-level course work. Learners study nursing concepts, principles, and research; critical-thinking and problem-solving techniques; evidence-based plans of care; and practices used to promote patient safety and quality outcomes. Nurse Educator learners must take MSN6000 in their first quarter. Cannot be fulfilled by transfer.

MSN6001 - Role of the Professional Practice Nurse (4 quarter credits). This course provides an introduction to the role and scope of practice for the graduate-level nurse. Learners explore the ways theoretical frameworks can be effectively applied in nursing practice and the ways technology and information systems can be used to enhance health care practice. Learners also focus on developing the skills needed to apply evidence-based practice to individuals and groups and analyze the institutional, social, political, and economic forces that impact health care delivery. Prerequisite(s): Nurse Educator learners must take MSN6000. Nurse Educator Bridge learners must take MSN5000, MSN5002, MSN5004, MSN5006, MSN5008, MSN5010, MSN5012, MSN5020.

MSN6002 - Foundations and Frameworks for Professional Nursing Practice (4 quarter credits). In this course, learners focus on using advanced nursing concepts, theories, research, best practices, and materials to enhance nursing practice while maintaining the ethical requirements of the profession. Learners consolidate theories and evaluate emerging challenges, opportunities, trends, and needs applicable to specific health care situations. Learners also practice using effective oral, written, virtual, and technological communication strategies. Prerequisite(s): Completion of or concurrent enrollment in MSN6001.

MSN6004 - Policy, Regulations, and Ethics in Advanced Nursing Practice (4 quarter credits). The focus of this course is regulatory control, quality control, and policy as a basis for ethical decision making in professional nursing practice. Learners evaluate the impact of health policy issues and trends on clinical practice and health care delivery; articulate health care concerns affecting the needs of individuals, communities, and populations to appropriate officials and consumers; and identify clinical practice improvement areas in response to health care policy. Learners also incorporate ethical decision making and cultural competence in personal and professional nursing practice while analyzing common ethical dilemmas in the health care environment. Prerequisite(s): Completion of or concurrent enrollment in MSN6002.

MSN6006 - Diversity and Advocacy in Professional Nursing Practice (4 quarter credits). This course presents a variety of theories and factors impacting cultural competence in health care delivery. Learners explore health variants, including physiological variations, in a wide range of age, gender, racial, cultural, and ethnic groups and evaluate the ways they may influence assessment and plan of care. Learners also build advanced skills in practicing in a diverse, global environment to meet the needs of individuals, groups, and vulnerable populations and address their own assumptions and beliefs associated with culture and diversity, applying cultural competence in professional nursing practice. Prerequisite(s): Completion of or concurrent enrollment in MSN6004.
Graduate Course Descriptions, continued

MSN6008 - Research and Technology for Advanced Nursing Practice (4 quarter credits). Learners in this course study advanced knowledge and skills associated with research and the use of technology and information systems in health care environments. Learners differentiate between various types of research and research strategies; examine ways to access research information effectively and efficiently; and evaluate research information, its sources, and its applications in professional nursing practice. Learners also explore ethical and legal considerations of conducting research and using technology and information systems and apply appropriate research findings to professional nursing practice. Prerequisite(s): Completion of or concurrent enrollment in MSN6006.

MSN6101 - Advanced Nursing Leadership and Management (4 quarter credits). In this course, learners study advanced skills associated with health care system management, leadership, finance, and cost-effective decision making. Learners explore what it means to be a leader in today’s global health care environment; evidence-based leadership practices in health care decision making; policies and regulations affecting health care delivery; and planning strategies for promoting health and disease management. Learners also apply appropriate leadership and management theory to professional nursing practice. Prerequisite(s): Completion of or concurrent enrollment in MSN6008.

MSN6102 - Role of the Nurse Educator (4 quarter credits). In this course, learners examine the history of education, nursing, and clinical education; explore the role of the nurse educator from personal, professional, and ethical perspectives; and develop a personal nursing education philosophy. Learners evaluate the responsibilities of the nurse educator and integrate the practices and behaviors of the professional nurse educator into professional practice. Learners also practice cultural competence and personal and professional development in nursing education. Prerequisite(s): Completion of or concurrent enrollment in MSN6102.

MSN6104 - Teaching and Learning Strategies (4 quarter credits). This course covers instructional frameworks, learning environments, and classroom and student management and motivation techniques. Learners explore theories associated with optimizing the teaching experience and student outcomes and gain an understanding of the teaching, learning, communication, and motivation strategies used for specific learning situations and student populations. Learners identify various learning barriers and formulate appropriate teaching strategies to address them, including acknowledging and using emotional intelligence. Prerequisite(s): Completion of or concurrent enrollment in MSN6102.

MSN6106 - Curriculum Theory, Frameworks, and Design (4 quarter credits). In this course, learners explore various curriculum frameworks and models and study the skills needed to design effective nursing and health-related curricula for diverse learning populations and environments. Learners integrate health care knowledge and technology into the curriculum planning and design phase and examine the importance of building an ongoing evaluation process into the curriculum design phase to promote quality instruction and meet student needs. Prerequisite(s): Completion of or concurrent enrollment in MSN6102.

School of Public Service Leadership

Master’s and Doctoral Public Safety Courses

PSF5002 - Survey of Public Safety Issues, Theories, and Concepts (4 quarter credits). This course provides learners with foundational public safety academic content that helps them prepare for course work in their chosen Public Safety specialization. Learners analyze various public safety theories, concepts, and research from the practitioner-scholar perspective, including law, policy analysis, emergency management and business continuity, leadership, multiculturalism, criminological theory, and public safety research methodology. PSF5002 must be taken by master’s learners in their first quarter. Cannot be fulfilled by transfer.

PSF5006 - Research Methodology in Public Safety (4 quarter credits). This course presents an overview of various graduate-level public safety and criminal justice research methodologies. Learners study major research methodologies and quantitative, qualitative, and mixed research design approaches to rigorous scholarly inquiry. This course also provides an introduction to qualitative and quantitative research data analysis tools. This course is aimed primarily at master’s learners, although PhD learners may take it as an elective.
PSF5334 - Public Safety Ethnic and Cultural Awareness (4 quarter credits). Learners in this course examine the salience of race, ethnicity, and culture in public safety and the ways public safety addresses the diverse needs of multicultural citizens. Learners analyze cultural experiences from gender, social class, religion, and disabled-status perspectives, and study and apply theoretical approaches for addressing cross-culturalism.

PSF5370 - Juvenile Delinquency (4 quarter credits). Learners in this course investigate the etiology, nature and extent, and treatment of juvenile delinquency in contemporary society. The course allows learners to review various theories and apply current theory and research in order to understand the dynamics of juvenile delinquency and current methods of intervention.

PSF5371 - Practices of Probation, Parole, and Community Corrections (4 quarter credits). This course is an investigation of historical and current community-based correctional practices. Learners examine trends in practice and policy that govern community supervision programs and explore issues surrounding offender rehabilitation and re-entry.

PSF5372 - History of the Juvenile Criminal Justice System (4 quarter credits). This course offers an intensive study of the juvenile criminal justice system and process. Learners examine theories of causation and innovative intervention approaches such as “drug court.” Learners also review the dramatic increase of juvenile violence and crime in U.S. culture over the last quarter century and focus on the debate between root causes of juvenile violence and crime (e.g., poverty, literacy, family and community cohesion) versus the effectiveness of the juvenile court system (recidivism, youthful violent crime offenders, and incarceration).

PSF5377 - Criminal Justice Policy Analysis and Social Change (4 quarter credits). In this course, learners evaluate criminal justice policies and programs, the processes by which they are developed, and their effects on social change. Topics include intelligence-led policing, immigration and policing, the USA PATRIOT Act, and socioeconomic correlates of crime. Learners identify a current public safety problem and formulate a solution using criminal justice and public safety practices and policies.

PSF5380 - Law Enforcement: Intelligence-Led Policing (4 quarter credits). This course focuses on the planning, operations, and technology of law enforcement organizations. Learners study problem- and community-oriented policing, data-driven accountability, crime analysis, and crime prevention as means to enhance the effectiveness of law enforcement and intelligence gathering within the emerging National Response Framework (NRF) collaborative model. Learners also examine national and international case studies to integrate theory and best practice toward the development of a more effective policing model.

PSF5385 - Psychopathy and Criminal Profiling (4 quarter credits). As an introduction to the study of criminal profiling, learners in this course explore criminal and non-criminal psychopathy and their comorbidities, including compulsive and addictive behavior. Learners examine empirical research and theory that differentiate antisocial personality disorders and general criminal behavior from criminal psychopathy and determine whether there are ways to identify offenders as dangerous by analyzing their behavioral cues or crime-scene clues. Learners also study crime-scene management and its connection to criminal profiling.

PSF5600 - Public Safety Organizational Leadership (4 quarter credits). Learners in this course examine the strategic development and direction of public safety leadership within policing, law enforcement, fire suppression, emergency management, and emergency medical response in the United States, as well as contemporary challenges outside the scope of public and private security and national defense. The course focuses on components of public safety such as risk assessment, preparedness, prevention, and response in an all-hazards environment. Topics include the role of the public safety leader, the need for the integration of functions in the traditional public safety agencies, and threats ranging from potential bio-terror attacks to natural disasters.

PSF5601 - Personal Leadership Development (4 quarter credits). This course examines the learners’ personal leadership attributes, characteristics, and behaviors. Personal leadership skills are examined in the context of the type and level of the organization. A variety of leadership practices and their applications are evaluated.

PSF5602 - Leadership and Human Resource Management (4 quarter credits). This course focuses on organizational planning, staff acquisition, and team development, which includes assigning project roles, responsibilities, and reporting relationships, staffing, motivation, leadership, team development, and conflict resolution. Learners 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.

PSF5610 - Accounting and Finance in Public Safety Organizations (4 quarter credits). This course is a survey of the elements of financial accounting and ways 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. Course topics and assignments reinforce and demonstrate the implications of accounting choices, especially in public service or government-funded organizations.

PSF5611 - Managing Training and Performance Improvement (4 quarter credits). Learners in this course explore the ways Internet-based learning and the emergence of performance management in the field of human resource development have affected the complexity and accountability to the training manager role. Learners focus on preparing themselves to meet the challenges of being a training manager in the public safety arena by studying practices and approaches of determining priorities, assessing needs, creating missions and goals, developing budgets and marketing strategies, planning programs and performance interventions, conducting evaluations, hiring and managing personnel, and providing leadership.

PSF5620 - Critical Incident Stress Management (4 quarter credits). Critical incident stress can be debilitating to public safety first-responders. This course provides insight into critical incident stress, Critical Incident Stress Disorder (CISD), Post-Traumatic Stress Disorder (PTSD), and Critical Incident Stress Management (CISM). The course focuses on understanding the consequences of unaddressed critical incident stress and examines effective stress management strategies. Cannot be fulfilled by transfer.

PSF5621 - Disaster Management (4 quarter credits). Learners in this course examine the anatomy of a disaster event, both natural and intentional. Preparedness, post-disaster response, recovery, and mitigation are topics central to the emerging field of emergency management.

PSF5622 - National Incident Management Systems (4 quarter credits). In this course, learners examine the fragmented structure of public safety agencies, emerging threats to public safety, and the formation and development of the National Incident Management System (NIMS) and Incident Command System (ICS). Course topics include chemical, biological, radiological/nuclear, and explosive (CBRNE) incidents and threats, and a variety of integrated best practices and standards for handling weapons of mass destruction (WMD) and protecting critical infrastructures.
In this course, learners analyze the intelligence processes, intelligence models and organizations, and the functions of contemporary U.S. intelligence and technologies available to U.S. intelligence organizations. They also examine field-related literature and the importance of effectively communicating with the public to correct social misunderstandings of forensics practice.

PSF7639 - The Changing Nature of Forensics (4 quarter credits). In this course, learners explore the dynamic, changing nature of forensics as an art, science, and technology. Learners assess the role of culture, media, and public expectation in forensics and evaluate the effects of legal precedents and technological advances on its practice.

PSF7635 - Proactive Approaches to Forensics (4 quarter credits). Learners in this course evaluate the effectiveness of multidisciplinary coalitions in addressing significant societal problems. In particular, learners assess the role of coalitions in gathering forensic data, identifying the etiology of societal problems, assessing the efficacy of existing programs designed to address those problems, analyzing community demographics, and developing appropriate intervention strategies. Learners also determine levels of successful coalition outcomes and formulate professional recommendations for forensic policy, procedure, and legislation.

PSF8002 - Advanced Research in Public Safety Issues, Theories, and Concepts (4 quarter credits). This course provides learners with advanced public safety academic content that helps them prepare for course work in their chosen Public Safety specialization. Learners critically analyze various public safety theories, concepts, and research from the scholar-practitioner perspective, including law and legal systems, leadership and leadership theory, community corrections, terrorism, criminological theory, and public safety research methodology. PSF8002 must be taken by PhD learners in their first quarter. Cannot be fulfilled by transfer.

PSF8050 - Special Topics in Public Safety (4 quarter credits). This course provides PhD learners with an opportunity to engage in an in-depth study of the theory, research, and application of subject matter not included in the Public Safety curriculum. Using the special topics course format, elements of this directed study course are focused on the specific subject matter that the learner identifies and the program chair approves.

PSF8100 - Fundamentals of Social Science Research (4 quarter credits). This course introduces learners to social science research, particularly in the context of human services. Learners focus on becoming educated consumers of research and examine major concepts and techniques of social science research, including problem formulation, identification of variables, literature review, research design, sampling, definition and measurement of study variables, instrument construction, and data collection and analysis. Learners also critically evaluate published research, apply research findings to professional practice, and practice designing research studies in their field of interest. Prerequisite(s): CES8106 or CST8106 or HSB106 or PSF8106. Cannot be fulfilled by transfer.

PSF8106 - Epistemology of Practice Knowledge (4 quarter credits). Learners in this course examine theories that guide the acquisition of knowledge within human services professions. Learners critically analyze and evaluate the methods used to develop social science theory as a precursor to examining and applying the scientific method. Learners also study theory derivation, the link between research methods and theory, and the ways scholar-practitioners apply the scientific method. Cannot be fulfilled by transfer.
PSF8111 - Quantitative Research Methods in the Human Services (4 quarter credits). Learners in this course examine the research methods and designs human service professionals use to solve specific social problems. Topics include human subjects protection, measurement, development of instruments, data collection and management, and initial phases of data analysis. Learners also consider methodological adaptations when conducting research with vulnerable and diverse populations. Prerequisite(s): CES8100 or CST8100 or HS8100 or PSF8110. Cannot be fulfilled by transfer.

PSF8112 - Advanced Qualitative Research Methods (4 quarter credits). In this course, learners evaluate qualitative research methods and designs. Learners focus on developing the skills used to synthesize information related to qualitative research methodology and examine ethical issues associated with the qualitative research process. Prerequisite(s): CES8111 or CST8111 or HS8111 or PSF8111. Cannot be fulfilled by transfer.

PSF8113 - Advanced Study in Research Methods (4 quarter credits). Learners in this course analyze the relevance and appropriateness of specific research methodologies in preparation for the dissertation. Learners examine planning and sampling, measurement, statistical and qualitative analytic models, results analysis and interpretation, and ethical considerations. Learners also conceptualize, plan, and design a doctoral research proposal. Must be taken prior to the comprehensive examination. Prerequisite(s): CES8112 or CST8112 or HS8112 or PSF8112. Cannot be fulfilled by transfer.

PSF8210 - Issues in Police-Community Relations (4 quarter credits). Learners in this course study issues in police communication and their impact on society in the context of police-community relations. The course covers a variety of law enforcement structures in large and small communities, urban and rural areas, and suburban districts. Learners examine resident expectations of police, sheriff, and legal systems in their local communities, focusing particularly upon disparities between relationships with the police in mainstream communities versus those in racial minority resident areas.

PSF8301 - Ethics and Social Responsibility (4 quarter credits). This course examines ethical behavior in public safety organizations and the role of public safety in society. Learners develop and apply their own ethical responsiveness by examining relevant public safety issues through the lenses of dominant ethical theories. Learners study ethical approaches to a variety of public safety issues, including organizational responsibility; organizational accountability and liability; organizational collaboration and responsibility during times of crisis; the changing local, state, national, and global environment; diversity in the workplace; information technology; and personal accountability, responsibility, and obligation and duty.

PSF8350 - Sociological Theories of Crime (4 quarter credits). In this course, learners examine the sociological theories that explain crime causation from the early 19th century to the present. Topics include the ways the environment contributes to criminal behavior, specifically, the effects of association, informal and formal social control mechanism, and location on crime causation. Learners also study original theorist writings to help them develop a high level of theoretical synthesis and application.

PSF8354 - Psychological and Biological Theories of Criminal Behavior (4 quarter credits). In this course, learners develop an understanding of the psychological and biological factors that affect criminal behavior. Learners study the work of theorists and researchers that identify and analyze essential psychological and biological theories, empirical findings, and projections that attempt to explain criminality and further illuminate the criminal mind.

PSF8358 - Law and Legal Foundations (4 quarter credits). This course presents a historical overview of the U.S. legal framework and the ways in which it has established legal policy and operational guidelines for public safety personnel and the criminal justice system as a whole. Learners focus on the Fourth, Fifth, and Sixth Amendments and their interpretative case laws, and analyze them according to how well they maintain the balance between civil liberties and public safety.

PSF8362 - Criminal Justice Policy Analysis (4 quarter credits). Learners in this course analyze the ways criminal justice policies are implemented, administered, and evaluated. Learners examine the actual and perceived effects of implemented policies on both the criminal justice agencies responsible for implementing them and the criminal justice system as a whole. Learners also review case study examples to analyze the ways in which political agendas, organizational initiatives, accepted operational practices, and legislation have affected the criminal justice system and administration of justice. Case study examples include the Kansas City Preventive Patrol Experiment; Broken Windows, the police and neighborhood safety study; plea bargaining; federal sentencing guidelines; mandatory sentencing and truth-in-sentencing legislation; and abolishment of parole.

PSF8370 - The Criminal Mind (4 quarter credits). In this course, learners examine the lifestyles, practices, and motivations of serial killers, robbers, and those who assault citizens in our communities. Learners review psychosocial theories used to analyze and evaluate deviant human behavior and the environment that precipitates repetitive criminal conduct. The course is also an introduction to profiling criminals and predicting criminal behavior.

PSF8371 - Race/Culture in Criminal Justice (4 quarter credits). Learners in this course examine topics such as the increased diversity of our communities and the heightened need to understand and address how racial and cultural pluralism affect human behavior. Learners study how the criminal justice system, like larger society, must reflect changes 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 incarceration between racial and ethnic groups are being evaluated. Learners in this course explore these and other issues within correctional practice and the criminal justice system.

PSF8372 - Behavioral Primus (4 quarter credits). Learners in this course analyze and assess root causes of crime that are often ignored by society when discussing crime and causation. Learners examine the nexus between crime and these social issues as manifested in increased incidences of youth crime, delinquency, and crimes against property and persons. A final evaluation is investigated that may indicate that the root causes of criminal behavior in the U.S. are exacerbated by the way our society is organized.

PSF8373 - Understanding Criminology (4 quarter credits). This course is for learners who are interested in understanding crime as it relates to the field of criminology and focuses on defining crime. Topics include developing a better understanding of reasons that people break the law; ways that society responds to offenders; and comparisons of the ways that criminologists and criminals define crime and view its effects.

PSF8374 - Current Research on Violent Behavior (4 quarter credits). Through an examination of sociological and psychological perspectives in current research, learners in this course develop a coherent approach to understanding violent behavior. The course also focuses on the ways in which violence is defined by the criminal justice system. Learners practice using the vocabulary of criminal justice practitioners in writing.
PSF8375 - Deviance: The Interactionist Perspective (4 quarter credits). This course advances a new sociology of deviance by focusing on ways that people stereotype one another with regard to their involvement in crime. Relationships between individuals based on such stereotypes identify an important link between “crime in the streets” and “crime in the suites” and highlight the differences between the two. This perspective helps the learner understand the interactionist approach and distinctions between deviance and crime by examining deviance as a social phenomenon that consists of a set of interpretations and social reactions.

PSF8376 - Correlates of Crime (4 quarter credits). In this course, learners explore one of the most perplexing problems faced by any person with a basic knowledge of statistics: the confusion of correlation with cause. Learners in this course examine social class, race, sex, and gender as correlates of crime to determine if patterns exist for understanding their development.

PSF8377 - The Penal System: Its Role in the U.S. Society (4 quarter credits). Learners in this course examine the social and historical foundation of the U.S. correctional institution in depth. The course focuses primarily on issues related to structure and social processes of institutions of confinement and to problems of treatment and rehabilitation. Topics include a systemic evaluation of recidivism, general and specific deterrence, rehabilitation, incapacitation, and retribution in the U.S. correctional system. The emphasis of the course is on philosophies of punishment, sentencing strategies, the prison community, alternatives to incarceration, various reform efforts, and critical issues facing corrections.

PSF8606 - Diversity Issues in Public Safety (4 quarter credits). This course focuses on the impact of increased diversity in our communities and the heightened need to understand and address how racial, ethnic, and cultural pluralism affect human behavior. Topics include ways in which public safety organizations must reflect changes in social attitudes, practices, policies, and concepts such as transparency, diversity, and inclusion within public safety organizations.

PSF8609 - Disaster Preparedness and Mitigation (4 quarter credits). This course presents an overview of theoretical approaches and strategies of U.S. disaster preparedness and mitigation. Learners analyze U.S. disaster law and policy and assess the importance of national mitigation policies. Learners also explore disaster preparedness and mitigation concepts from an all-hazards perspective and recommend cost-effective preparedness and mitigation strategies and activities to reduce or eliminate the risk to human life and property and make communities more disaster resilient.

PSF8612 - Emergency Management Operations (4 quarter credits). This course provides learners with a theoretical and operational overview of disaster response that is scalable, flexible, and adaptable. Learners analyze the incident command and management structures, roles, and responsibilities of tribal, local, state, and federal agencies and the private sector from an all-hazards perspective. Learners also explore critical functions of emergency operations, incident command, and unified command centers during responses to various emergency events including floods, hazardous materials, pandemics, and terrorist attacks.

PSF8613 - Issues of Disaster Management (4 quarter credits). This course analyzes disaster preparedness, response, recovery, and mitigation from an international perspective and examine a multidisciplinary approach to disaster management and humanitarian assistance. Learners evaluate the importance of building partnerships with nations, non-governmental organizations (NGOs), and other disaster management organizations to promote collective awareness and understanding of complex international emergencies. Learners also use disaster management theories and case studies to identify best practices of multijurisdictional communication and coordination during real-world disaster events.

PSF8620 - Principles of Organization Theory and Practice (4 quarter credits). Learners in this course examine developments in organization theory and explore organizations as rational, natural, and open systems. The course prepares doctoral learners to synthesize and integrate organizational theory. Learners who take PSF8620 may not also earn credit for the equivalent course, OM8101.
Graduate Course Descriptions, continued

PSF8626 - Stress Management in Public Safety Organizations (4 quarter credits). Learners in this course study an integrated approach to assessing and managing stress in public safety organizations. Learners analyze various stress-assessment tools and stress prevention, intervention, and management strategies for public safety personnel. Learners also examine psychological and physiological approaches to identifying and managing stress, lifestyle-change stress reduction methods, and behavioral and organizational strategies for managing high levels of stress.

PSF8630 - Critical Incident Stress (4 quarter credits). Critical incident stress can be debilitating to first responders. Learners in this course analyze the dynamics of critical incident stress and evaluate psychological and physiological disorders such as Critical Incident Stress Disorder (CISD) and Post-Traumatic Stress Disorder (PTSD). Learners develop a hypothesis that supports a proposal for a comprehensive approach to Critical Incident Stress Management (CISM).

PSF8631 - Case Studies in Critical Incident Management (4 quarter credits). This course focuses on case studies in critical incident management connected with chemical, biological, radiological/nuclear, and explosive (CBRNE) incidents in order to understand best practices in emergency event management. Learners evaluate the National Incident Management System (NIMS) for its effectiveness during CBRNE events and explore topics such as how NIMS could best coordinate interagency responses to weapons of mass destruction (WMD) events.

PSF8634 - Public Safety Incident Command Paradigms (4 quarter credits). In this course, learners study the development and effectiveness of the National Incident Management System (NIMS) from its inception to its current state. Topics include examining integrated best practices, standards, and techniques critical to successfully managing national emergencies and leading the successful implementation of a national standard of practice for emergency response. Cannot be fulfilled by transfer.

PSF8635 - Theoretical Constructs of Emergency Management (4 quarter credits). Learners in this course analyze emergency management theories and best practices and their foundations in the comprehensive emergency management model that includes preparedness, response, recovery, and mitigation. Learners also strategically examine natural disasters and disasters compelled by human action and identify ways to integrate the comprehensive emergency management model with best practice. Cannot be fulfilled by transfer.

PSF8638 - Business Continuity for Emergency Management (4 quarter credits). In this course, learners study the business continuity planning (BCP) process and develop a business continuity plan. Learners explore best practices for design, development, and implementation during all phases of emergency management. This course highlights the need for proactive continuity planning and preparedness in information technology and communications networks.

PSF9919 - Doctoral Comprehensive Examination (4 quarter credits). This course includes an overview of the comprehensive examination process, the university’s expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The course mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to enroll in the first dissertation course.

Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective course work with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.

PSF9920 - Dissertation Coursrooom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. Grading for this course is R/NS. Prerequisite(s): PSF9919. Cannot be fulfilled by transfer.

PSF9921-PSF9950 - Dissertation Research 1–Dissertation Research 30 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): PSF9919 and concurrent enrollment in PSF9920. Cannot be fulfilled by transfer.

School of Public Service Leadership

Residency Courses

PSL-R8921 - PhD Colloquium Track 1 (non-credit). The Track 1 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize assessment and practice of academic and intellectual skill sets essential to progressing through doctoral program course work. Learners also engage in self-reflection exercises and participate in learning experiences that address the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. PhD in Psychology learners should enroll in Track 1 before completing 36 credits. All other learners should enroll in Track 1 during their first quarter of enrollment or before completing 56 credits.

PSL-R8922 - PhD Colloquium Track 2 (non-credit). The Track 2 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize applying the research process to their chosen discipline. Learners also expand their intellectual applications and analysis skills and the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. PhD in Psychology learners should enroll in Track 2 while completing 37–60 credits. All other learners should enroll in Track 2 while completing 57–72 credits. Prerequisite(s): COL-R8921 or OM-R8921 or ED-R8921 or PSL-R8921 or CES-R8921 or CST-R8921 or PSY-R8921.
Graduate Course Descriptions, continued

Harold Abel School of Social and Behavioral Sciences

Doctoral Counselor Education and Supervision Courses

Only learners enrolled in the PhD in Counselor Education and Supervision degree program may take CES courses.

CES8002 - Advanced Research in Adult Human Development and Behavior (4 quarter credits). Learners in this course critically analyze theory and research in adult development and behavior with an emphasis on contemporary research and application issues. In addition, learners study adult development from biological, psychological, social, and multicultural perspectives and apply principles of adult development to professional practice. Must be taken by PhD learners in their first quarter. Cannot be fulfilled by transfer.

CES8100 - Fundamentals of Social Science Research (4 quarter credits). This course introduces learners to social science research, particularly in the context of human services. Learners focus on becoming educated consumers of research and examine major concepts and techniques of social science research, including problem formulation, identification of variables, literature review, research design, sampling, definition and measurement of study variables, instrument construction, and data collection and analysis. Learners also critically evaluate published research, apply research findings to professional practice, and practice designing research studies in their field of interest. Prerequisite(s): CES8106 or CST8106 or HS8106 or PSF8106. Cannot be fulfilled by transfer.

CES8106 - Epistemology of Practice Knowledge (4 quarter credits). Learners in this course examine theories that guide the acquisition of knowledge within human services professions. Learners critically analyze and evaluate the methods used to develop social science theory as a precursor to examining and applying the scientific method. Learners also study theory derivation, the link between research methods and theory, and the ways scholar-practitioners apply the scientific method. Cannot be fulfilled by transfer.

CES8111 - Quantitative Research Methods in the Human Services (4 quarter credits). Learners in this course examine the research methods and designs human service professionals use to solve specific social problems. Topics include human subjects protection, measurement, development of instruments, data collection and management, and initial phases of data analysis. Learners also consider methodological adaptations when conducting research with vulnerable and diverse populations. Prerequisite(s): CES8100 or CST8100 or HS8100 or PSF8100. Cannot be fulfilled by transfer.

CES8112 - Advanced Qualitative Research Methods (4 quarter credits). In this course, learners evaluate qualitative research methods and designs. Learners focus on developing the skills used to synthesize information related to qualitative research methodology and examine ethical issues associated with the qualitative research process. Prerequisite(s): CES8111 or CST8111 or HS8111 or PSF8111. Cannot be fulfilled by transfer.

CES8113 - Advanced Study in Research Methods (4 quarter credits). Learners in this course analyze the relevance and appropriateness of specific research methodologies in preparation for the dissertation. Learners examine planning and sampling, measurement, statistical and qualitative analytic models, results analysis and interpretation, and ethical considerations. Learners also conceptualize, plan, and design a doctoral research proposal. Must be taken prior to the comprehensive examination. Prerequisite(s): CES8112 or CST8112 or HS8112 or PSF8112. Cannot be fulfilled by transfer.

CES8756 - Advanced Counseling Theories (4 quarter credits). This course presents an overview of major counseling theories and the current professional literature and research supporting them. Learners analyze key concepts of counseling and evaluate various theories, approaches, and interventions that can be applied to diverse populations of clients, issues, and settings. Learners also consider the legal and ethical implications of applying theory to practice and examine methods of demonstrating counseling effectiveness.

CES8760 - Advanced Clinical Practice (4 quarter credits). In this course, learners demonstrate advanced clinical practice skills that promote greater social skills and respect for diversity while expanding and refining the therapeutic skills they developed through prior course work and practice. Learners examine the strengths and limitations of various counseling techniques; apply therapeutic models to a variety of contemporary client populations and issues; and develop a personal theoretical orientation to counseling. Learners also conceptualize a clinical case and develop a treatment plan that is consistent with their theoretical preference and diverse client needs. Prerequisite(s): CES8756.

CES8764 - Contemporary Issues in Compulsive and Addictive Behavior Treatment (4 quarter credits). In this course, learners review current research and trends within the compulsive and addictive behavior treatment field. Topics include developments in psychological, treatment of compulsive and addictive behaviors; the influences of ethics, culture, and managed care on treatment; the use of Internet resources in the field; and the changing role of the counselor. Learners may only earn credit for CES8764 or CST8764 or HS8764.

PSL-R8923 - PhD Colloquium Track 3 (non-credit). The Track 3 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize expanding and applying doctoral competencies to the independent research phase of the program in preparation for the comprehensive examination and dissertation. Learners also continue to strengthen the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner and focus on using intellectual and academic skill sets to synthesize and analyze theory and research as leaders in the discipline. Following the residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. PhD in Psychology learners should enroll in Track 3 while completing 61–95 credits. All other learners should enroll in Track 3 while completing 73–96 credits. Prerequisite(s): COL-R8922 or OM-R8921 or ED-R8922 or PSL-R8922 or CES-R8922 or CST-R8922 or PSY-R8922.
Graduate Course Descriptions, continued

CES8768 - Counselor Education Teaching and Practice (4 quarter credits). This course provides an overview of major roles, responsibilities, and activities of counselor educators. Learners study instructional theory and methods and evaluate ethical and legal issues associated with counselor preparation training. Learners develop a philosophy of teaching and learning and examine procedures for engaging students, assessing student needs, and effectively delivering the information needed to develop competent counselors. Prerequisite(s): CES8760.

CES8772 - Counselor Supervision (4 quarter credits). Learners in this course examine critical literature in counselor education, including history, standards, multicultural concerns, and legal and ethical issues. Learners analyze theories, techniques, and models of counselor supervision and develop a personal supervision model. Learners also study the major dimensions of supervisions and the roles and relationships associated with them. Prerequisite(s): CES8760.

CES8776 - Leadership and Advocacy in Counseling (4 quarter credits). This course presents the historical and philosophical foundations of counselor education and supervision practice, including professional identity and values, leadership styles, client diversity issues, ethical issues, and social advocacy processes. Learners evaluate leadership theories and their applications and examine the roles of counselor educators and leaders in public and private policy processes, including professional advocacy.

CES8780 - Counselor Education and Supervision Practicum (4 quarter credits). This course provides a structure of supervised experiences in advanced counseling practice during which learners articulate, synthesize, and demonstrate a range of counseling skills and knowledge bases. Learners apply major counseling theories and their associated approaches to working with individuals, groups, systems, and developmental and consultation services. Learners also apply effective case conceptualization, assessment, diagnosis, and treatment skills; demonstrate the ability to develop ethical therapeutic relationships with a diverse population of clients; and establish long- and short-term goals. This course helps learners synthesize a comprehensive theoretical basis for the practice of counseling that is informed by evidence-informed practice, professional practice skills, and personal meaning. It requires 100 hours of field experience and no less than 40 hours of direct client contact. Grading for this course is S/NS. Prerequisite(s): CES9919. Cannot be fulfilled by transfer.

CES8784 - Counselor Education and Supervision Internship I (4 quarter credits). This is the first in a sequence of two internship courses required for the PhD Counselor Education and Supervision degree program. This course provides learners with specific skills in counseling teaching, supervision, and research in a field setting relevant to the learner’s chosen field. It requires 300 contact hours. Grading for this course is S/NS. Prerequisite(s): CES8780. Cannot be fulfilled by transfer.

CES8785 - Counselor Education and Supervision Internship II (4 quarter credits). This is the second in a sequence of two internship courses required for the PhD in Counselor Education and Supervision degree program. This course provides learners with the opportunity to refine the skills they developed in CES8784. It requires 300 contact hours. May be repeated for credit. Grading for this course is S/NS. Prerequisite(s): CES8784. Cannot be fulfilled by transfer.

CES9919 - Doctoral Comprehensive Examination (4 quarter credits). This course includes an overview of the comprehensive examination process, the university’s expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to enroll in the first dissertation course. Grading for this course is S/NS. Prerequisite(s): CES8002, CES8100, CES8106, CES8111, CES8112, CES8113, CES8756, CES8760, CES8764, CES8768, CES8772, CES8776, CES-R8921, and CES-R8922 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.

CES9920 - Dissertation Courseroom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. Grading for this course is R/NS. Prerequisite(s): CES9919, CES8780, CES8784, CES8785, and CES-R8923 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.

CES9921–CES9950 - Dissertation Research 1–Dissertation Research 30 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): CES9919, CES8780, CES8784, CES8785, CES-R8923, and concurrent enrollment in CES9920 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.

Harold Abel School of Social and Behavioral Sciences

Master’s Addiction Counseling, Career Counseling, Marriage and Family Therapy, Mental Health Counseling, and School Counseling Courses

COUN5003 - Survey of Research in Human Development and Behavior (4 quarter credits). This course presents theories of human development and behavior throughout the lifecycle. Learners examine approaches for researching human development, including personality and moral development theory. Learners also focus on the developing person using the theoretical lenses of disciplines such as psychology, anthropology, and biology. Must be taken by master’s learners in their first quarter. Cannot be fulfilled by transfer.

COUN5006 - Survey of Research Methodology (4 quarter credits). This course provides an overview of graduate-level approaches to research methodology. Learners study major research methodologies and qualitative and quantitative approaches to needs assessment, program evaluation, and program design. Learners may only earn credit for COUN5006 or CTS5006 or HSS5006.

COUN5106 - Assessment, Tests, and Measures (4 quarter credits). Learners in this course examine the assessment process and the use of tests and measures in counseling. Learners also explore the evolution of assessment methods, testing strategies and interpretation, and fundamental measurement constructs.

COUN5107 - Principles of Psychopathology: Diagnosis and Treatment (4 quarter credits). Learners in this course examine psychopathology principles, professional literature, and current issues associated with assessing and treating mental disorders. Learners critically evaluate diagnostic models, methods, and approaches used in diagnosing and treating individuals, couples, and families, including the DSM-IV-TR multiaxial system. Learners also explore diagnostic issues associated with multicultural populations. Prerequisite(s): Addiction Counseling learners must have completed COUN5940 and COUN-R5940. Mental Health Counseling learners must have completed COUN5930 and COUN-R5930.
COUNS108 - Foundations of Addictive and Compulsive Behavior (4 quarter credits). In this course, learners explore the theories and research that guide the treatment of addictive and compulsive behavior disorders. Learners analyze traditional and non-traditional interventions as applied to inpatient, outpatient, and community-based treatment for individuals, couples, families, and groups. Topics include assessment, diagnosis, and treatment planning and evaluation. Learners may earn credit for either COUNS108 or CSTS108, but not both. Prerequisite(s): Addiction Counseling learners must have completed COUNS940 and COUN-R5940. Marriage and Family Therapy learners must have completed COUNS920 and COUN-R5920. Mental Health Counseling learners must have completed COUNS930 and COUN-R5930.

COUNS214 - Theories of Personality (4 quarter credits). In this course, learners examine the main constructs of personality by analyzing person-centered, trait, behavioral, psychodynamic, and social-cognitive personality theories. Learners also study biological, social, and cultural influences on personality and the development of personality throughout the lifecycle. Learners may earn credit for either COUNS214 or CSTS214, but not both.

COUNS215 - Professional and Scientific Ethics for Counselors/Therapists (4 quarter credits). Learners in this course examine the evolution of professional counselor/therapist ethics and analyze the effect of ethics on education, psychotherapy, law, and institutional guidelines protecting human subjects in research. Learners also identify current ethical issues in the addiction counseling field and explore methods used to effectively address them.

COUNS220 - Introduction to Marriage and Family Therapy (4 quarter credits). This course provides an introduction to the profession of marriage and family therapy and its underlying systemic theoretical framework. Learners evaluate systems theories from a historical perspective and distinguish them from those of other individual-based mental health disciplines. Learners also review the history, philosophy, and clinical practice theories of marital and family therapy and examine the fundamental therapeutic concepts and skills needed to work with couples and families. This course provides the foundation upon which all other specialization courses are based.

COUNS221 - Mental Health Counseling (4 quarter credits). Learners in this course review the skills, methods, and practices associated with mental health counseling and apply current counseling theory and research to clinical practice. Topics include treatment planning, therapeutic intervention methods, and working with diverse populations. Learners may earn credit for either COUNS221 or CSTS221, but not both.

COUNS225 - Human Sexuality (4 quarter credits). Learners in this course study sexuality within the broad context of human experience. Learners examine the sexual response cycle and psychosexual development and evaluate the functionality of sexual behavior in individuals, couples, and families. Learners also study health issues associated with sexuality, explore treatments for various sexual problems, and identify sexuality-related concerns of special and diverse populations.

COUNS226 - Sexual Issues in Couple and Family Therapy (1 quarter credit). In this course, learners examine topics of sexual normality, sexual functioning, and sexual orientation as they relate to systemic counseling interventions with couples and families. Learners also evaluate differing cultural attitudes and values about human sexuality.

COUNS239 - Theories of Psychotherapy (4 quarter credits). This course presents various theories of psychotherapy and their respective philosophical principles and assumptions. Learners evaluate the theoretical concepts and evidence-based practices of psychotherapy and examine appropriate application of theories and interventions to a diverse client population.

COUNS240 - Counseling and Guidance with Children (4 quarter credits). Learners in this course review current theories, research, and methods of counseling and guidance of children. Topics include childhood abuse and trauma, the effect of family relationships on children, methods of parent education, school counseling issues, and specialized techniques for working with challenging children.

COUNS241 - Group Counseling and Psychotherapy (4 quarter credits). Learners in this course examine the theoretical components and developmental aspects of groups. Topics include types of groups, group dynamics and processes, group leadership and membership roles, ethical awareness in relation to groups, and crisis management within groups. Prerequisite(s): Addiction Counseling learners must have completed COUNS940 and COUN-R5940. Career Counseling learners must have completed COUNS950 and COUN-R5950. Marriage and Family Therapy learners must have completed COUNS920 and COUN-R5920. Mental Health Counseling learners must have completed COUNS930 and COUN-R5930. School Counseling learners must have completed COUNS910 and COUN-R5910.

COUNS252 - Introspective and Personal Growth Seminar (4 quarter credits). This course helps learners identify aspects of their history and personality that are relevant to professional clinical work. Learners examine methods of introspective work that facilitate the self-assessment process, including journaling, personal psychotherapy, self-expressive artwork, dream work, and specialized readings. The course emphasizes identifying personal strengths and limitations and the ways they may influence clinical effectiveness.

COUNS254 - Child and Adolescent Counseling (4 quarter credits). This course presents major theories and research of adolescent and child development. Learners examine biological and psychosocial development factors and evaluate the influence of family, community, society, and trauma on development. Prerequisite(s): Marriage and Family Therapy learners must have completed COUNS920 and COUN-R5920. Mental Health Counseling learners must have completed COUNS930 and COUN-R5930.

COUNS258 - Group Therapy and Treatment of Compulsive and Addictive Behaviors (4 quarter credits). In this course, learners analyze theory and research of compulsive and addictive behavior treatment. Learners study the group therapy process and apply clinical theories, research, and skills to their clinical setting. Topics include group therapy development, leadership styles, and critical incident management in group therapy, including members “acting out” (e.g., relapsing), intergroup conflict, and group member transference with leaders. Learners also consider ethics, managed care, and culture and their influences on compulsive and addictive behavior treatment.

COUNS260 - Theories and Models for the Treatment of Addictive and Compulsive Behaviors (4 quarter credits). Learners in this course investigate the nature of addictive and compulsive behavior problems and study various addiction models and their tenets to evaluate the validity and efficacy of associated treatment approaches. Learners also explore alternatives to addiction models, including cognitive behavior therapy and the psycho-dynamic compulsive behavior model.

COUNS262 - Interventions with Substance Abuse and Dependence (4 quarter credits). Learners in this course evaluate traditional and non-traditional treatment approaches of substance abuse, addiction, and recovery and relapse. Topics include inpatient and outpatient treatment programming; self-help groups; and the use of alternative treatment approaches, community resources, and individual, group, and family psychotherapy in the treatment of compulsive and addictive behaviors. The course also addresses current trends in service delivery related to ongoing changes in the health care delivery system, including managed care.
COUN5264 - Current Issues in Compulsive and Addictive Behavior Treatment (4 quarter credits). In this course, learners review current research, developments, and trends in compulsion and addiction treatment. Learners examine the effects of global terrorism on society, the addictive nature of society, and the changing rates of drug-related imprisonment. Other course topics include emerging addictive behavior treatments and treatment approaches, the influence of managed care on treatment, and the changing role of addiction counselor. Learners also consider culture and its influence on the treatment of compulsive and addictive behavior treatment.

COUN5269 - Introduction to Psychopharmacology for Counselors (1 quarter credit). Learners in this course examine psychopharmacology from a non-medical, mental health perspective. Learners identify the mechanisms and actions of commonly used psychoactive drugs and explore the therapeutic use of drugs for the treatment of mental disorders.

COUN5270 - Family Therapy Theory and Methods (4 quarter credits). This course is a comparative study of the prominent schools of thought within the field of marriage and family therapy: their tenets, therapeutic strategies, and techniques. Learners also discuss structural, strategic, transgenerational, behavioral, communication, and analytical approaches to marriage and family therapy.

COUN5271 - Marriage and Family Systems (4 quarter credits). Learners in this course study families as systems from theoretical, clinical, and research perspectives. The course emphasizes family development, transitions, assessment, and intervention. Learners also explore systems-oriented assessment models and strategies for initial interviews, hypothesis formulation, designing a strategy for intervention, and the process of termination.

COUN5273 - Couple and Marital Therapy (4 quarter credits). In this course, learners study systems-based couples counseling theories, methods, and practices and focus on therapeutic treatment planning and intervention. Learners also examine and interpret marriage therapy literature and examine ways to apply it to clinical practice. Prerequisite(s): COUN5270. MS Marriage and Family Therapy learners must have completed COUN5220, COUN5920, COUN-R5920.

COUN5274 - Couples Therapy Models: Contemporary Issues I (4 quarter credits). In this course, learners strengthen their knowledge of the concepts, research, and assumptions associated with two theoretical models of couples counseling—solution-focused therapy and emotionally focused therapy. Learners compare and contrast the two models and use them to evaluate a contemporary couples counseling issue, with an emphasis on case conceptualization, assessment, intervention, and the application of evidence-based research. Learners also reflect on their philosophy of therapy and look within their personal values and the assumptions of the two counseling models.

COUN5276 - Couples Therapy Models: Contemporary Issues II (4 quarter credits). In this course, learners strengthen their knowledge of the concepts, research, and assumptions associated with two theoretical models of couples counseling—cognitive-behavioral couples therapy and narrative therapy. Learners compare and contrast the two models and use them to evaluate a contemporary couples counseling issue, with an emphasis on case conceptualization, assessment, intervention, and the application of evidence-based research. Learners also reflect on their philosophy of therapy and look within their personal values and the assumptions of the two counseling models.

COUN5278 - Assessment Techniques in Career Planning (1 quarter credit). Learners in this course focus on career planning and career assessment best practices. Learners review the theoretical foundation of career assessment and examine tools to use in planning appropriate assessments for individual clients. Learners also practice administering career assessment tools to gain a better understanding of career assessment analysis and interpretation.

COUN5279 - Life Planning and Career Development (4 quarter credits). In this course, learners develop foundational career counseling knowledge and skills and engage in professional career counseling activities. Learners examine the major models of career development and the ways clients' interests, aptitudes, lifestyle preferences, social interests, familial responsibilities, and life transitions may impact the career development process. Learners also discuss legal and ethical issues associated with career counseling practice.

COUN5280 - Introduction to School Counseling (4 quarter credits). This course introduces learners to the role and functions of the professional school counselor across the P–12 curriculum. Learners analyze the history and current trends of school counseling programs and design leadership strategies to improve school environments. Learners also study models of prevention and intervention in school settings and the American School Counselor Association (ASCA) National Model as a professional framework for practice. Other course topics include community, environmental, and institutional barriers that enhance or impede student success, and the role of racial, ethnic, and cultural issues in school counseling. Prerequisite(s): COUN5290.

COUN5282 - Developmental School Counseling and Pupil Services (4 quarter credits). This course provides a comprehensive, developmental approach to establishing and delivering school counseling programs and services, and the management, evaluation, and accountability needed to sustain them. Learners study the needs, structure, specialized areas, and evaluation functions of school counseling programs. Learners also examine comprehensive models of guidance using the American School Counselor Association (ASCA) National Model and the role of the school counselor as an advocate for social justice.

COUN5290 - Career Assessment and Evaluation (4 quarter credits). Learners in this course explore assessments used to determine an individual's personal, social, and career-related characteristics. Learners study a variety of standardized career assessment instruments; analyze the strengths, limitations, and potential biases of these instruments; and focus on developing the skills needed to administer, score, and interpret career assessments. Prerequisite(s): COUN5279.

COUN5291 - Career Counseling Methods (4 quarter credits). This course focuses on the clinical skills required of career counseling professionals. Learners explore the roles and responsibilities of career counselors and develop an understanding of specific counseling techniques associated with those roles. Learners also practice integrating the personal, social, and career-related characteristics and goals of the client with conditions of the work environment to develop appropriate career plans. Prerequisite(s): COUN5290.

COUN5292 - Contextual Dimensions of Career Counseling and Development (4 quarter credits). Learners in this course explore the sociocultural, socioeconomic, and sociopolitical conditions and trends that affect career development and employment. Learners examine methods of assisting clients in evaluating their job skills and employability and focus on their role as career counselors in advocating for clients. Prerequisite(s): COUN5291.

COUN5293 - Organization and Administration in Career Counseling and Development (4 quarter credits). In this course, learners explore the leadership, organization, and administration skills needed to successfully develop, manage, and evaluate career counseling and development programs. Learners study the components of a career counseling program and examine ways to integrate these components into a holistic career development program. Learners also discuss the program evaluation process and identify techniques and strategies for using evaluation results to improve career counseling and development programs and services. Prerequisite(s): COUN5292.
COUN5334 - Ethnic and Cultural Awareness (4 quarter credits). This course is a survey of theories, research, and concepts that highlight the importance of race, culture, and ethnicity in individual and group experience. Learners consider the effects of gender, social class, religion, and disability on experience and evaluate the role of the human service and educational professional in addressing the multicultural needs of clients and colleagues in the workplace. Learners also examine cross-cultural issues and practice applying a variety of theoretical approaches and methodologies to real-life scenarios. Learners may only earn credit for COUN5334 or CST5334 or HSS5334.

COUN5338 - Crisis Intervention and Emergency Management (4 quarter credits). This course presents crisis intervention and emergency management strategies used in the counseling profession. Learners examine crisis intervention skills applicable to school, mental health, and other counseling settings and explore other related topics, including working with situational crises, developing crisis intervention and prevention plans, assessing suicide and other risks, and creating and implementing emergency management plans.

COUN5600 - Special Topics in Counseling (1 quarter credit). Learners in this course investigate a specific topic area to enhance their level of counseling competency. Learners prepare a final paper reflective of an empirical inquiry and analysis of the identified content area.

COUN5910 - School Counseling Pre-Practicum Course I (4 quarter credits). This online course reinforces laboratory skill development and emphasizes therapeutic relationship skills, therapeutic assessment and intervention techniques, and ethical and legal standards of practice. Learners apply marriage and family therapy theories and methods to clinical practice. COUN5920 must be taken the quarter immediately following COUN-R5920. Prerequisite(s): COUN-R5920, COUN5003, COUN5107, COUN5215, COUN5220, COUN5229, COUN5270, COUN5271, COUN5334. Cannot be fulfilled by transfer.

COUN5921 - Marriage and Family Therapy Pre-Practicum Course I (4 quarter credits). This course reinforces laboratory skill development and emphasizes therapeutic relationship skills, therapeutic assessment and intervention techniques, and ethical and legal standards of practice. Learners apply marriage and family therapy theories and methods to clinical practice. COUN5921 must be taken the quarter immediately following COUN-R5921. Prerequisite(s): COUN-R5920, COUN-R5920, COUN5003, COUN5107, COUN5215, COUN5220, COUN529, COUN5334. Cannot be fulfilled by transfer.

COUN5925 - Marriage and Family Therapy Pre-Practicum Course II (4 quarter credits). This online course reinforces laboratory skill development and emphasizes counseling theory, advanced therapeutic relationship skills, and diagnosis and treatment planning. The course also presents group psychotherapy techniques for unrelated individuals and systems-oriented therapies for couples and family groups. Learners apply marriage and family therapy theories and methods to clinical practice. COUN5921 must be taken the quarter immediately following COUN-R5921. Prerequisite(s): COUN-R5920, COUN-R5920, COUN5003, COUN5107, COUN5215, COUN5220, COUN529, COUN5334. Cannot be fulfilled by transfer.

COUN5925 - Marriage and Family Therapy Integrative Project (4 quarter credits). In this course, learners demonstrate proficiency in marriage and family therapy by applying learning from required courses to complete an analysis of a marriage and family therapy organization or system or to propose a new application in the professional marriage and family therapy field. Prerequisite(s): All required course work. Cannot be fulfilled by transfer.

COUN5929 - Mental Health Counseling Pre-Practicum Course I (4 quarter credits). This online course reinforces laboratory skill development and emphasizes therapeutic relationship skills, and addictive and compulsive behavior treatment planning. The course also presents applications of individual psychotherapy for Axis-I behaviorally disordered clients, group psychotherapy techniques for unrelated individuals, and systems-oriented therapies for individuals and family groups. Learners apply addiction counseling theories and methods to clinical practice. COUN5940 must be taken the quarter immediately following COUN-R5940. Prerequisite(s): COUN-R5940, COUN5003, COUN5214, COUN5225, COUN5334. Cannot be fulfilled by transfer.

COUN5931 - Mental Health Counseling Pre-Practicum Course II (4 quarter credits). This online course reinforces laboratory skill development and emphasizes counseling theory, advanced therapeutic relationship skills, individual psychotherapy techniques using the DSM-IV system, group psychotherapy techniques, and crisis assessment strategies. Learners apply mental health counseling theories and methods to clinical practice. COUN5931 must be taken the quarter immediately following COUN-R5931. Prerequisite(s): COUN-R5930, COUN-R5930, COUN-R5931, COUN5006, COUN5106, COUN5107, COUN5108, COUN5241, COUN5271. Cannot be fulfilled by transfer.

COUN5935 - Mental Health Counseling Integrative Project (4 quarter credits). In this course, learners demonstrate proficiency in mental health counseling by applying learning from required and elective courses to complete an analysis of a mental health counseling organization or system or to propose a new application in the professional mental health counseling field. Prerequisite(s): All required and elective course work. Cannot be fulfilled by transfer.

COUN5940 - Addiction Counseling Pre-Practicum Course I (4 quarter credits). This online course reinforces laboratory skill development and emphasizes therapeutic relationship skills, therapeutic assessment and intervention techniques, and ethical and legal standards of practice. Learners apply addiction counseling theories and methods to clinical practice. COUN5940 must be taken the quarter immediately following COUN-R5940. Prerequisite(s): COUN-R5940, COUN5003, COUN5214, COUN5225, COUN5334. Cannot be fulfilled by transfer.

COUN5941 - Addiction Counseling Pre-Practicum Course II (4 quarter credits). This online course reinforces laboratory skill development and emphasizes counseling theory, advanced therapeutic relationship skills, and addictive and compulsive behavior treatment planning. The course also presents applications of individual psychotherapy for Axis-I behaviorally disordered clients, group psychotherapy techniques for unrelated individuals, and systems-oriented therapies for individuals and family groups. Learners apply addiction counseling theories and methods to clinical practice. COUN5941 must be taken the quarter immediately following COUN-R5941. Prerequisite(s): COUN-R5940, COUN5006, COUN5106, COUN5107, COUN5108, COUN5225, COUN5334. Cannot be fulfilled by transfer.
COUN5945 - Addiction Counseling Integrative Project (4 quarter credits). This course, learners demonstrate proficiency in addiction counseling by applying learning from required courses to complete an analysis of an addiction counseling organization or system or to propose a new application in the professional addiction counseling field. Prerequisite(s): All required course work. Cannot be fulfilled by transfer.

COUN5950 - Career Counseling Pre-Practicum Course I (4 quarter credits). This online course reinforces laboratory skill development and emphasizes therapeutic relationship skills, therapeutic assessment and intervention techniques, and ethical and legal standards of practice. Learners apply career counseling theories and methods to clinical and career development practice. COUN5950 must be taken the quarter immediately following COUN-R5950. Prerequisite(s): COUN-R5950, COUN5003, COUN5106, COUN5215, COUN5239, COUN5279, COUN5334. Cannot be fulfilled by transfer.

COUN5951 - Career Counseling Pre-Practicum Course II (4 quarter credits). This online course reinforces laboratory skill development and emphasizes career counseling theory, advanced therapeutic and consultative relationship skills, and career development planning. The course also presents group techniques as applicable to career development. Learners integrate current labor and employment trends with career counseling theories and methods and further develop their career counseling skills. COUN5951 must be taken the quarter immediately following COUN-R5951. Prerequisite(s): COUN5950, COUN-R5950, COUN-R5951, COUN5241, COUN5291, COUN5292. Cannot be fulfilled by transfer.

COUN5955 - Career Counseling Integrative Project (4 quarter credits). In this course, learners demonstrate proficiency in career counseling by applying learning from required courses to complete an analysis of an career counseling organization or system or to propose a new application in the professional career counseling field. Prerequisite(s): All required course work. Cannot be fulfilled by transfer.

COUN6102 - School Counseling Clinical Practicum (4 quarter credits). The clinical practicum is an online-directed, supervised field experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a school counseling field setting. Learners use fundamental communication and interviewing principles and design individual and small-group counseling approaches that promote student and school success. This course requires 100 hours of clinical field experience, no less than 40 hours of direct client contact, and no less than 15 hours of face-to-face contact with field supervisors. Prerequisite(s): COUN5910, COUN5911. Cannot be fulfilled by transfer.

COUN6131 - School Counseling Clinical Internship I (4 quarter credits). This is the first course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete 240 hours of direct client contact and 24 hours of face-to-face contact with field supervisors. Learners apply counseling skills in a field setting and assist students and parents during all phases of educational transition and create programs that address students’ academic, social, emotional, career, and developmental needs. The internship 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. Prerequisite(s): COUN6102 and all required course work. Cannot be fulfilled by transfer.

COUN6132 - School Counseling Clinical Internship II (4 quarter credits). This is the second course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete 240 hours of direct client contact and 24 hours of face-to-face contact with field supervisors. Learners apply counseling skills and prevention and crisis intervention strategies in a field setting. Learners also design guidance approaches to assist students with academic, career, and personal and social development, and build teams that promote counseling program objectives and facilitate student achievement. The internship 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. Prerequisite(s): COUN6131. Cannot be fulfilled by transfer.

COUN6202 - Marriage and Family Therapy Clinical Practicum (4 quarter credits). The clinical practicum is an online-directed, supervised field experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family therapy field setting. Learners use fundamental communication and interviewing principles and perform initial assessments with individuals, couples, and families. This course requires 100 hours of clinical field experience, no less than 40 hours of direct client contact, and no less than 12 hours of face-to-face contact with field supervisors. Prerequisite(s): COUN5930, COUN5931. Cannot be fulfilled by transfer.

COUN6231 - Marriage and Family Therapy Clinical Internship I (4 quarter credits). This is the first course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete a minimum of 240 hours of direct client contact, a minimum of 120 of which must be with couples or families, and a minimum of 24 hours of face-to-face contact with field supervisors. The internship 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. Prerequisite(s): COUN6202 and all required course work. Cannot be fulfilled by transfer.

COUN6232 - Marriage and Family Therapy Clinical Internship II (4 quarter credits). This is the second course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete a minimum of 240 hours of direct client contact, a minimum of 120 of which must be with couples or families, and a minimum of 24 hours of face-to-face contact with field supervisors. The internship 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. Prerequisite(s): COUN6231. Cannot be fulfilled by transfer.

COUN6302 - Mental Health Counseling Clinical Practicum (4 quarter credits). The clinical practicum is an online-directed, supervised field experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a mental health counseling field setting. Learners use fundamental communication and interviewing principles and perform initial assessments with individuals, couples, and families. This course requires 100 hours of clinical field experience, no less than 40 hours of direct client contact, and no less than 12 hours of face-to-face contact with field supervisors. Prerequisite(s): COUN5930, COUN5931. Cannot be fulfilled by transfer.

COUN6331 - Mental Health Counseling Clinical Internship I (4 quarter credits). This is the first course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete 240 hours of direct client contact and 24 hours of face-to-face contact with field supervisors. The internship 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. Prerequisite(s): COUN6302 and all required and elective course work. Cannot be fulfilled by transfer.
Graduate Course Descriptions, continued

COUN6332 - Mental Health Counseling Clinical Internship II (4 quarter credits). This is the second course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete 240 hours of direct client contact and 24 hours of face-to-face contact with field supervisors. The internship 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. Prerequisite(s): COUN6331. Cannot be fulfilled by transfer.

COUN6333 - Counselor Education Clinical Internship III (4 quarter credits). Learners take this clinical internship course to complete the required contact hours needed to fulfill graduation and/or state licensure requirements. It provides additional hours of clinical field experience. Prerequisite(s): COUN6132 or COUN6232 or COUN6332 or COUN6432. Cannot be fulfilled by transfer.

COUN6402 - Addiction Counseling Clinical Practicum (4 quarter credits). The clinical practicum is an online-directed, supervised field experience during which learners practice specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in an addiction counseling field setting. This course requires 100 hours of clinical field experience; no less than 40 hours of direct client contact, 20 of which must be substance-abuse related; and no less than 15 hours of face-to-face contact with field supervisors. Prerequisite(s): COUN5940, COUN5941. Cannot be fulfilled by transfer.

COUN6431 - Addiction Counseling Clinical Internship I (4 quarter credits). This is the first course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete 240 hours of direct client contact, 120 of which must be substance abuse-related, and 24 hours of face-to-face contact with field supervisors. The internship 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 addiction counseling or therapy. Prerequisite(s): COUN6402 and all required course work. Cannot be fulfilled by transfer.

COUN6432 - Addiction Counseling Clinical Internship II (4 quarter credits). This is the second course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete 240 hours of direct client contact, 120 of which must be substance abuse-related, and 24 hours of face-to-face contact with field supervisors. The internship 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 addiction counseling or therapy. Prerequisite(s): COUN6431. Cannot be fulfilled by transfer.

COUN6502 - Career Counseling Clinical Practicum (4 quarter credits). The clinical practicum is an online-directed, supervised field experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a career counseling field setting. Learners use fundamental communication and interviewing principles and design individual and small-group career counseling and development approaches that promote client success. This course requires 100 hours of clinical field experience, no less than 40 hours of direct client contact, and no less than 15 hours of face-to-face contact with field supervisors. Prerequisite(s): COUN5950, COUN5951. Cannot be fulfilled by transfer.

COUN6531 - Career Counseling Clinical Internship II (4 quarter credits). This is the second course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete 240 hours of direct client contact and 24 hours of face-to-face contact with field supervisors. Learners apply counseling skills in a career counseling field setting, assisting and addressing the needs of clients during all phases of career counseling and development. The internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to career counseling. Prerequisite(s): COUN6502 and all required course work. Cannot be fulfilled by transfer.

COUN6532 - Career Counseling Clinical Internship I (4 quarter credits). This is the first course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete 240 hours of direct client contact and 24 hours of face-to-face contact with field supervisors. Learners apply counseling skills and prevention and crisis intervention strategies in a career counseling field setting. Learners also design approaches to assist clients with career development and build teams that promote career counseling program objectives and facilitate client success. The internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to career counseling. Prerequisite(s): COUN6531. Cannot be fulfilled by transfer.

COUN8476 - Methods of Family Research (4 quarter credits). Learners in this course explore the measurement of family variables and the 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 research with practice. Learners may earn credit for either COUN8476 or HS8476, but not both.
CST5237 - Counseling and Guidance in Diverse Populations (4 quarter credits). Learners in this course examine substantive and theoretical issues concerning guidance and counseling in a variety of culturally diverse populations. Topics include the role of culture-specific programming, special issues and needs of cultural subgroups, and therapeutic approaches to working with culture-specific issues. Learners also apply current theory and research to specific clinical issues.

CST5249 - Health Advocacy in the Community (4 quarter credits). Learners in this course explore an important goal in human services, which is to develop effective change agents in communities. Topics include 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—all issues that involve health advocacy.

CST5304 - Ethnic and Linguistic Minorities in the Workplace (4 quarter credits). This course provides an overview of ethnic and linguistic minorities found in the American workplace. Learners synthesize current theories, methods, and research related to diversity and cross-cultural awareness and apply them to linguistic and ethnic minorities in the workplace. Learners examine employer codes of ethics and the ways minorities have been able to achieve success despite barriers. Learners also analyze the influence ethnic and linguistic minorities have on the success of employers and colleagues in the workforce. Learners also examine cross-cultural issues and practice applying a variety of theoretical approaches and methodologies to real-life scenarios. Learners may only earn credit for COUN5334 or CST5334 or HSS5334.

CST5500 - Multicultural Issues in Health Care (4 quarter credits). Learners in this course examine multicultural issues in health care from a community and organizational perspective. Learners analyze various solutions used to address multicultural health care disparities and develop an implementation plan to better meet the diverse health care needs of the local community. Learners may earn credit for either CST5500 or HSS5500, but not both.

CST5990 - Counseling Studies Integrative Project (4 quarter credits). In this course, learners demonstrate proficiency in counseling studies by applying learning from required and elective courses to complete an analysis of a counseling or educational organization/system or to propose a new application in the field of counseling or education. Prerequisite(s): All required and elective course work. Cannot be fulfilled by transfer.

Harold Abel School of Social and Behavioral Sciences
Graduate Writing Courses

DW-R8000 - Dissertation Writer's Retreat (non-credit). This week-long, intensive writing experience supports doctoral learners in completing their dissertation. Learners focus on writing in an environment that provides them with the academic experts and writing resources they need to personalize their experience and further develop their dissertation.

DW-R8001 - Professional Dissertation Writer's Retreat (non-credit). This week-long, intensive writing experience supports doctoral learners in completing their dissertation. Learners focus on writing in an environment that provides them with the academic experts and writing resources they need to personalize their experience and further develop their dissertation. For DSW learners only. Grading for this course is S/NS. Prerequisite(s): DSW8160.

COUN7503 - Academic and Clinical Writing for Counseling (4 quarter credits). Learners in this course develop and improve the clinical and academic writing skills needed in the counseling field. Learners assess the purpose, audience, and format of various clinical and academic documents, and develop the skills used to plan, write, revise, and edit academic and clinical papers that exhibit critical thinking and appropriate use of external sources.

CST7004 - 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 U.S. Learners develop skills in producing effective advanced academic writing including combining facts and opinions from multiple sources. They develop linguistic and content editing skills in order to continue improving their own academic writing after they complete the course.

CST7006 - Research and Writing for Graduate Learners (4 quarter credits). This course prepares graduate learners for the rigors of academic writing, which 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. Since 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.

CST7007 - Focused Research and Writing for Graduate Learners (4 quarter credits). In this course, learners refine the principles and strategies learned in HS7006 by focusing on writing in their disciplines. Learners should expect to spend a significant amount of time writing, 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 HS7006. Prerequisite(s): CST7006.
Graduate Course Descriptions, continued

CST7008 - Developing Voice and Style in Academic and Professional Writing (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 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 course work to demonstrate learning and understanding. Learners are strongly encouraged to take the CST7006–CST7007 course sequence before enrolling in this course.

CST7009 - Writing for Publication (4 quarter credits). Learners in this course explore the publication process, beginning with choosing a publication for submission and ending with a completed manuscript to submit. During the quarter, learners define and research their topic and publication, write and revise multiple drafts, participate in peer review, and prepare a cover letter for submission.

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CST8002 - Advanced Research in Adult Human Development and Behavior (4 quarter credits). Learners in this course critically analyze theory and research in adult development and behavior with an emphasis on contemporary research and application issues. In addition, learners study adult development from biological, psychological, social, and multicultural perspectives and apply principles of adult development to professional practice. Must be taken by PhD learners in their first quarter. Cannot be fulfilled by transfer.

CST8053 - Special Topics in Counseling Studies (4 quarter credits). This course provides an opportunity for PhD learners 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, elements of this directed study course are focused on the specific subject matter that the learner identifies and the program chair approves.

CST8100 - Fundamentals of Social Science Research (4 quarter credits). This course introduces learners to social science research, particularly in the context of human services. Learners focus on becoming educated consumers of research and examine major concepts and techniques of social science research, including problem formulation, identification of variables, literature review, research design, sampling, definition and measurement of study variables, instrument construction, and data collection and analysis. Learners also critically evaluate published research, apply research findings to professional practice, and practice designing research studies in their field of interest. Prerequisite(s): CES8106 or CST8106 or HS8106 or PSF8106. Cannot be fulfilled by transfer.

CST8106 - Epistemology of Practice Knowledge (4 quarter credits). Learners in this course examine theories that guide the acquisition of knowledge within human services professions. Learners critically analyze and evaluate the methods used to develop social science theory as a precursor to examining and applying the scientific method. Learners also study theory derivation, the link between research methods and theory, and the ways scholar-practitioners apply the scientific method. Cannot be fulfilled by transfer.

CST8111 - Quantitative Research Methods in the Human Services (4 quarter credits). Learners in this course examine the research methods and designs human service professionals use to solve specific social problems. Topics include human subjects protection, measurement, development of instruments, data collection and management, and initial phases of data analysis. Learners also consider methodological adaptations when conducting research with vulnerable and diverse populations. Prerequisite(s): CES8100 or CST8100 or HS8100 or PSF8100. Cannot be fulfilled by transfer.

CST8112 - Advanced Qualitative Research Methods (4 quarter credits). In this course, learners evaluate qualitative research methods and designs. Learners focus on developing the skills used to synthesize information related to qualitative research methodology and examine ethical issues associated with the qualitative research process. Prerequisite(s): CES8111 or CST8111 or HS8111 or PSF8111. Cannot be fulfilled by transfer.

CST8113 - Advanced Study in Research Methods (4 quarter credits). Learners in this course analyze the relevance and appropriateness of specific research methodologies in preparation for the dissertation. Learners examine planning and sampling, measurement, statistical and qualitative analytic models, results analysis and interpretation, and ethical considerations. Learners also conceptualize, plan, and design a doctoral research proposal. Must be taken prior to the comprehensive examination. Prerequisite(s): CES8112 or CST8112 or HS8112 or PSF8112. Cannot be fulfilled by transfer.

CST8300 - Diversity in the Workplace (4 quarter credits). In this course, learners analyze contemporary theories of diversity in the workplace. Learners compare and contrast inclusion theories, research and apply best practices for a diverse workplace, and integrate professional and ethical codes, standards, and laws in the human services work setting. Learners may earn credit for either CST8300 or HS8300, but not both.

CST8478 - The Family in Social Context (4 quarter credits). Learners in this course examine families from a systems perspective and explore the dynamics and systems influencing family structures. Learners also identify the skills needed to work with diverse family groups and the challenges faced by human service professionals. Learners may earn credit for either CST8478 or HS8478, but not both.

CST8501 - Contemporary Issues in Counseling Studies (4 quarter credits). In this course, learners explore counseling professions and the increasing need to devise research-based methods of practice to better understand the role of the counselor in contemporary society. This course focuses on analysis and evaluation of contemporary issues that affect the counseling professions, such as ethical issues, compassion fatigue and burnout, the impaired professional, Internet counseling applications, and multiculturalism and diversity challenges.

CST8725 - Human Sexuality (4 quarter credits). In this course, doctoral learners study sexuality within the larger context of human experience. The course emphasizes physical and psychosocial development, frequency and significance of various types of sexual behavior, and health-related issues. Topics include treatment of sexual problems and concerns of special and diverse populations.

CST8731 - Psychopathology: Assessment and Treatment (4 quarter credits). This course is a forum for examining the various forms of psychopathology, current methods of psychological assessment, research on psychodynamics, and existing treatment methods. Learners explore the politics of mental disorders, emerging diagnoses, and other contemporary issues.

CST8739 - Theories of Psychotherapy (4 quarter credits). This course provides a review of various schools of therapeutic intervention and the current professional literature and research supporting them. Learners analyze major psychotherapy theories, procedures, and techniques, and their applications to diverse populations and settings.
CST8741 - Group Counseling and Psychotherapy (4 quarter credits). Learners in this course review the historical development of group counseling and psychotherapy, and synthesize and apply the field's current research, theories, and clinical procedures. Topics include the role of the leader and leadership styles, the mechanics of co-therapy, special-function groups, and management of critical incidents within groups.

CST8745 - Grief and Bereavement Counseling (4 quarter credits). Learners in this course investigate research on death and dying. Topics include the psychological stages of bereavement, the symptomatology of grief, death trajectory, hospice model of treatment, and techniques for coping with losses of all types, including death in the family. Learners explore case consultations with dying children and their parents that use drawing therapy and storytelling as a means to elicit psychological material. Learners may earn credit for either CST8745 or HS8745, but not both.

CST8754 - Child and Adolescent Counseling (4 quarter credits). This course focuses on advanced analysis of the major theoretical paradigms and their application to child and adolescent counseling. Learners evaluate the influence of individual, family, community, multicultural, and societal factors on the development and treatment of childhood disorders. Topics include ethical and legal requirements, diagnostic treatment planning, play therapy techniques, and systemic concepts.

CST8758 - Mental Health and Aging (4 quarter credits). In this course, learners examine the dramatic increase in the population of older persons and the increase in attention to their mental and physical health. This course addresses mental health and aging as major psychosocial phenomena integrating biological, psychological, social, and environmental perspectives and factors. Learners explore research in these areas as a function of many aspects of modern society: family life, caregivers, community and institutional care, ethnic and sociocultural differences, and urbanization.

CST8764 - Contemporary Issues in Compulsive and Addictive Behavior Treatment (4 quarter credits). In this course, learners review current research and trends within the compulsive and addictive behavior treatment field. Topics include developments in the psychopharmacologic treatment of compulsive and addictive behaviors; the influences of ethics, culture, and managed care on treatment; the use of Internet resources in the field; and the changing role of the counselor. Learners may only earn credit for CES8764 or CST8764 or HS8764.

CST8779 - Life Planning and Career Development (4 quarter credits). This course provides doctoral learners with advanced theory, research, and application opportunities appropriate for counselors working with individuals responding to life transitions. Topics include career and life development, improvement, and transition.

CST9919 - Doctoral Comprehensive Examination (4 quarter credits). This course includes an overview of the comprehensive examination process, the university’s expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The course mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to enroll in the first dissertation course.

Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective course work with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.

CST9920 - Dissertation Courseroom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. Grading for this course is R/NS. Prerequisite(s): CST9919. Cannot be fulfilled by transfer.

CST9921–CST9950 - Dissertation Research 1–Dissertation Research 30 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): CST9919 and concurrent enrollment in CST9920. Cannot be fulfilled by transfer.

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Doctor of Social Work Courses

DSW8002 - Advanced Knowledge of Social Work (6 quarter credits). In this course, learners review and expand their knowledge of social work. In particular, learners focus on community-related research, social policy, human behavior, and clinical practice. DSW8002 must be taken by DSW learners in their first quarter. Cannot be fulfilled by transfer.

DSW8120 - Contemporary Issues in Social Work (6 quarter credits). In this course, learners explore current and emerging administrative, behavioral, and educational theories and interventions within the field of social work. Learners examine complementary and alternative methods of research and medicine and evaluate ethical issues associated with clients, organizations, and communities. Prerequisite(s): DSW8002. Cannot be fulfilled by transfer.

DSW8130 - Leadership in Social Work (6 quarter credits). Learners in this course explore ways to advance the role of social workers as leaders in public and nonprofit social agencies who improve the quality of social services. Learners apply leadership theories to professional practice and articulate the ways leaders in social work impact domestic, global, and environmental issues. Prerequisite(s): DSW8120. Cannot be fulfilled by transfer.

DSW8140 - Technology in Social Work (6 quarter credits). In this course, learners evaluate the contribution of technology to the social work profession and focus on developing the skills needed to use technology to promote innovation within the field and to increase global understanding of social work issues. Prerequisite(s): DSW8130. Cannot be fulfilled by transfer.

DSW8150 - Methods of Inquiry in Action Research (6 quarter credits). The focus of this course is application of action research as a research methodology. Learners explore action research literature and articulate the ways action research can be used within a specific topic of study. Learners also prepare a time line for an action research project. Prerequisite(s): DSW8140. Cannot be fulfilled by transfer.

DSW8160 - Applying Action Research (6 quarter credits). Learners in this course apply action research methodology to an action research project. Learners propose an action research project topic, present an outline, and plan the steps for completing and implementing the project in preparation for the dissertation. Prerequisite(s): DSW8150. Cannot be fulfilled by transfer.
DSW9920 - Action Research Dissertation Course Room (non-credit). The DSW dissertation is a participatory action research project undertaken by learners in their area of interest within the field of social work. This course provides learners with resources and guidance as they complete the required milestones in their dissertation research. **Grading for this course is R/NS. Prerequisite(s): DSW8160. Cannot be fulfilled by transfer.**

DSW9921–DSW9950 - Action Research Dissertation 1–Action Research Dissertation 30 (5 quarter credits). Learners complete the required dissertation milestones and prepare their dissertation for publication. **Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): DSW8160 and concurrent enrollment in DSW9920. Learners must complete DW-R8000 prior to enrolling in DSW9923. Cannot be fulfilled by transfer.**

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Master’s and Doctoral Psychology Courses

PSY5002 - Orientation to Graduate Learning in Psychology (5 quarter credits). In this course, learners improve their ability to navigate the virtual campus and become familiar with library, career center, and writing center resources. This course requires the articulation of a professional identity based on master’s-level training in psychology. Learners examine professional roles, organizations, specialization requirements, and codes of ethics in psychology. Learners choose a focused area of study within the field of psychology and identify the educational steps necessary to successfully complete the master’s degree in their chosen specialization. **PSY5002 must be taken by master’s learners in their first quarter. Cannot be fulfilled by transfer.**

PSY5004 - Orientation to Graduate Learning in Psychology, School Psychology (5 quarter credits). This course is an orientation to the School Psychology specialization and the standards developed for the field by the National Association of School Psychologists (NASP). Learners review clinical training, certification, and licensure requirements information; ethics and professional standards, including the NASP practice domains; the specialization’s course and residency requirements. Learners also assess their school psychology skills, identify networking opportunities, and begin to develop a professional portfolio. **PSY5004 must be taken by master’s learners in their first quarter. Cannot be fulfilled by transfer.**

PSY5201 - Integrative Project for Master’s Degree in Psychology (5 quarter credits). Learners in the MS in Psychology program enroll in this final capstone course after all requirements have been met for the master’s degree. Learners are expected to demonstrate mastery of knowledge, scholarship, and research competencies in an identified field of psychology. **For MS in Psychology learners only. Prerequisite(s): Completion of all required and elective course work. Cannot be fulfilled by transfer.**

PSY5202 - Master’s Integrative Project, School Psychology (5 quarter credits). Learners in the MS School Psychology specialization enroll in this final capstone course after all requirements have been met for the master’s degree. Learners are expected to demonstrate mastery of knowledge, scholarship, and research competencies as identified by the National Association of School Psychologists (NASP) practice domains. **For MS School Psychology learners only. Prerequisite(s): Completion of all required course work. Cannot be fulfilled by transfer.**

PSY6010 - Human Prenatal Development (5 quarter credits). This course provides learners with an overview of prenatal and postnatal development through the first three months of life. Learners analyze genetic and reproductive technology and its impact on families and society. Learners study the stages of prenatal development (embryonic and fetal), focusing specifically on brain development and fetal life, and examine various prenatal illnesses and physical problems resulting from birth complications. The course presents research, theory, and best practices related to promoting healthy newborn and infant development. **PSY6020 - Topics in Child and Adolescent Development (5 quarter credits). Learners in this course apply Bronfenbrenner’s systems theory framework to child and adolescent development issues. Learners analyze the impact of public policy and legislation involving education, health, mental health, the military, and the economy on the lives of children and adolescents. Learners also consider selected topics related to family, school, and social relationships from theoretical systems and public policy perspectives. Prerequisite(s): PSY6010, PSY7220, PSY7230.**

PSY6210 - Introduction to Psychopathology (5 quarter credits). In this course, learners examine the assessment, diagnosis, and treatment of various forms of psychopathology throughout the lifespan. Learners review the etiology of psychopathology; examine theories and research of psychopathology; and explore current methods of psychological interviewing, assessment, diagnosis, and treatment. Learners also discuss the politics of mental disorders, emerging diagnoses, and ethical and multicultural issues associated with psychopathology. **PSY6230 - Introduction to Psychological Testing (5 quarter credits). Learners in this course study the common psychological instruments (e.g., psychological tests, checklists, and rating scales) used to assess intelligence, achievement, vocational interests, adaptive and neuropsychological functioning, addiction, and personality traits, and their uses in professional practice. In particular, learners study psychological testing instruments appropriate for their level of training and examine effective methods of making referrals to licensed psychologists. Other course topics include ethical and legal considerations of testing and the various levels of qualifications needed to administer, score, and interpret psychological tests. For MS Clinical Psychology and MS Counseling Psychology learners only. Test kits are required and are available for rental at psytestkits@capella.edu. Prerequisite(s): PSY7610, PSY-R6162. Cannot be fulfilled by transfer.**

PSY6310 - Introduction to Theories of Psychotherapy (5 quarter credits). In this course, learners examine the foundational scientific theories and practices of evidence-based psychotherapy and the ways these theories and practices are applied in a clinical setting. Learners also consider the ethical and multicultural dimensions of psychotherapy and practice communicating in a professional manner. **PSY6312 - Clinical Interventions (5 quarter credits). Learners in this course explore and practice the foundational skills used to apply clinical interventions, including establishing the therapeutic alliance, conducting clinical interviews, applying psychotherapeutic techniques, planning treatments, and providing feedback. Learners also examine other related course topics, including psychopathology assessment and the implications of cultural competency and ethics on clinical work. For MS Clinical Psychology and MS Counseling Psychology only. Prerequisite(s): PSY6310 or PSY8310.**
Graduate Course Descriptions, continued

PSY6391 - Master’s Practicum I (5 quarter credits). This is the first course in a sequence of two required practicum courses during which learners fulfill 600 required practicum hours. Learners receive supervised master’s-level training in psychological testing, interviewing, assessment, intervention, consultation, and applied research in a setting chosen by the learner. Learners focus on psychological assessment using the DSM-IV-TR, treatment planning, case documentation, working with specific clinical populations, and their clinical strengths and limitations. For MS Clinical Psychology and MS Counseling Psychology learners only. Prerequisite(s): Approval of practicum application. All application materials must be received by the first day of the quarter preceding the quarter of the proposed start date. Refer to the current manual for further details. MS Clinical Psychology learners must have completed PSY5002; PSY6230 or PSY8230; PSY6310 or PSY8310; PSY7210; PSY7543; PSY7610; PSY6210; PSY6312; PSY-R6161; PSY-R6162; PSY-R6163. MS Counseling Psychology learners must have completed PSY5002; PSY6230 or PSY8230; PSY7210; PSY7543; PSY7610; PSY8090; PSY8092; PSY6210; PSY-R6161; PSY-R6162; PSY-R6163. Cannot be fulfilled by transfer.

PSY6393 - Master’s Practicum II (5 quarter credits). This is the second course in a sequence of two required practicum courses during which learners fulfill 600 required practicum hours. It provides continued supervised training in professional psychology with particular emphasis on DSM-IV-TR Axis I conditions and supplements learners’ field experience with an in-depth, master’s-level examination of various psychopathological conditions. For MS Clinical Psychology and MS Counseling Psychology learners only. Prerequisite(s): MS Clinical Psychology learners must have completed PSY6312, PSY6391. MS Counseling Psychology learners must have completed PSY8091, PSY6391. Cannot be fulfilled by transfer.

PSY6395 - Master’s Practicum III (5 quarter credits). This course is designed for learners who want to extend their field training or for learners whose state regulatory or licensure boards require more than two academic quarters of practicum. It provides continued supervised training in professional psychology with particular emphasis on DSM-IV-TR Axis II conditions, V codes, and other psychosocial concerns and supplements learners’ field experience with an in-depth, master’s-level examination of various psychopathological conditions. For MS Clinical Psychology and MS Counseling Psychology learners only. Prerequisite(s): PSY6393. Cannot be fulfilled by transfer.

PSY6500 - Learner Annual Review, School Psychology (non-credit). This annual review course assists learners as they progress through the MS specialization or Specialist Certificate in School Psychology. Learners conduct their own skills assessments and receive skills-assessment reviews from two instructors. These reviews provide constructive feedback about the areas in which learners need to improve their skills and those in which their skills are well-developed.

PSY7050 - Writing Within the Discipline of Psychology (5 quarter credits). This course is designed to assist learners in developing the proficiencies necessary for graduate-level psychology writing. Learners identify and apply essential scholarly writing skills, including American Psychological Association (APA) style and formatting. Learners further develop their critical thinking and writing skills and produce a comprehensive literature review and critical analysis founded in primary, peer-reviewed research. Learners also compile a portfolio demonstrating the writing skills required for scholarly, graduate-level writing as they apply to the discipline of psychology.

PSY7110 - History and Systems of Psychology (5 quarter credits). Learners in this course explore the historical and contemporary schools of psychology and gain an understanding of what constitutes the profession of psychology and their chosen specialization in particular. Learners critique primary source material to develop an in-depth understanding of the evolution of various psychological theories and their implications for professional practice.

PSY7210 - Lifespan Development (5 quarter credits). In this course, learners explore lifespan development from infancy through adulthood, including human developmental processes and milestones. Learners evaluate theories and approaches to examining human development and use them to analyze human development processes as they relate to their area of discipline.

PSY7220 - Child Psychology (5 quarter credits). This course addresses the developmental stages of children from the prenatal period to adolescence. Learners examine how children develop physically, emotionally, socially, and intellectually, and evaluate the influences of family, society, and culture on child and adolescent development. Learners also assess children’s evolving needs and apply theory and research to recommend appropriate responses to those needs.

PSY7225 - Child and Adolescent Psychology (5 quarter credits). This course focuses on the study of children and adolescents from infancy through adolescence. Learners apply in-depth knowledge of the physical, cognitive, and psychosocial development of this age group to school-related functioning. Learners examine all major stages of life from prenatal to adolescence, focusing on development as the progressive reorganization of psychological functioning. These developmental factors are examined within the context of a child’s home, school, culture, and community. Learners integrate cognitive, emotional, and social processes within these developmental stages.

PSY7230 - Adolescent Psychology (5 quarter credits). This course is an overview of major theories and current research in adolescent behavior and development. Learners examine the physical, psychosocial, emotional, sexual, moral, and cognitive changes associated with adolescent development and analyze these changes in the contexts of family, school, work, and social relationships. Learners also study the nature of adolescent society and the influences of gender, socioeconomic status, health, ethnicity, and culture on adolescents.

PSY7240 - Adult Psychology (5 quarter credits). This course is an analysis of major contemporary theories and research on continuity and change during the period of maturity, from the end of the dependency of childhood to the beginning of the dependency of old age. Learners explore the application of current theory and research to the workplace, family, and social relationships, and psychological changes to the self.

PSY7310 - Biological Basis of Behavior (5 quarter credits). This course provides learners with an introduction to physiological psychology and associated topics, including genetics, functional neuroanatomy, and physiology. Learners explore brain functioning; sensory systems; attention, memory, perception, and language mechanisms; and effects of neurotransmitters on human behavior. Learners also focus on the relationship between brain functions and behavioral disorders and examine current physiological psychology research, ethics, and the implications of culture and diversity on field-related issues.

PSY7320 - Advanced Biological Psychology (5 quarter credits). Learners in this course examine the biological factors related to psychopathology. The course emphasizes research problems and methods currently being explored in biological psychology. Topics include 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.
Graduate Course Descriptions, continued

**PSY7330 - Psychopharmacology (5 quarter credits).** Learners in this course explore the behavioral and therapeutic effects of psychoactive drugs. Course topics include synaptic transmission, behavioral role of specific neuromodulatory systems, pharmacological treatment of mental and neurological disorders, addiction, and the various side effects of psychoactive drugs. Drug effects on learning, creativity, memory, sleep, perception, and sexual functioning receive special attention. Learners also examine the efficacy of treating patients with a combination of psychotherapy and psychotropic medications for a number of diagnosed mental disorders including depression, bipolar disorder, anxiety, obsessive compulsive behavior, schizophrenia, and childhood disorders. **Prerequisite(s): PSY7310.**

**PSY7340 - Human Sexuality (5 quarter credits).** This course is an investigation of sexuality within the larger context of human experience and individual development, emphasizing 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 related to sexual deviation, sexual inadequacy, treatment of sexual problems, and concerns of special and diverse populations are also addressed.

**PSY7411 - Learning Theories in Psychology (5 quarter credits).** This course focuses on the theoretical principles and concepts of learning and on related research findings, especially those connected to cognition. Course topics include applying principles and concepts to teaching and learning experiences in a variety of settings. Although several different theories of learning are discussed, the course focuses on cognitive perspectives.

**PSY7421 - Cognitive/Affective Psychology (5 quarter credits).** This course is a study of the theoretical, philosophical, historical, and biological concepts, tools of inquiry, and models of human thought and emotion. Topics include cognitive science and neuroscience, attention and consciousness, perception, memory, linguistics and language development, reasoning, problem solving, decision making, intelligence, and creativity.

**PSY7510 - Psychology of Personality (5 quarter credits).** This course is an examination of personality development from the perspective of several theoretical orientations: psychodynamic, humanistic/existential, dispositional, and learning theory. Learners analyze and evaluate these theories and consider how other factors such as culture and gender contribute to personality development. This course also allows learners to apply personality theory to their professional practice.

**PSY7520 - Social Psychology (5 quarter credits).** This course provides an 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 are considered within this framework. The social psychology of decision making, attitude formation, and social attribution are reviewed and applied to contemporary issues. Learners also explore the application of social psychological theory and research to various clinical, educational, and organizational settings.

**PSY7530 - Psychology of Group Dynamics (5 quarter credits).** This course provides a foundational understanding of group development, processes, and behaviors. Learners evaluate current group psychology theory and research and identify the elements of effective groups to gain an understanding of the psychology of group dynamics. Topics include group formation and structure, power and influence, performance and decision making, leadership, followership, and conflict in group dynamics.

**PSY7540 - Multicultural Perspectives in Human Behavior (5 quarter credits).** This course is an examination of substantive and theoretical issues concerning the cultural differences of individuals and groups and their influence on the practice of professional psychology. Learners explore the role of culture-specific programming, the needs and values of cultural subgroups, and approaches to providing psychological services to culturally diverse populations. Learners also critically analyze the interactions of multiple dimensions of diversity to better understand the ways in which individual differences contribute to professional psychological practice.

**PSY7543 - Ethics and Multicultural Issues in Psychology (5 quarter credits).** In this course, learners analyze multicultural perspectives and factors such as ethnicity, socioeconomic status, and gender, and their influences on the ethical behavior of psychology professionals. Learners evaluate multicultural issues within the context of different settings and learn to apply ethical reasoning principles and standards within their profession. **Prerequisite(s): PSY5002 or PSY8002.**

**PSY7550 - Process of Professional Development (5 quarter credits).** Learners in this course address developmental theories and research, and important issues related to the process of professional development. Topics include biological, cognitive, social, cultural, and multicultural factors across adult professional development, including leader development. The process by which these factors come together to create and maintain professional development is the focus of this course, integrating interpersonal and intrapersonal factors to create a context for development and applications within psychology specializations. **Prerequisite(s): PSY7543.**

**PSY7610 - Tests and Measurements (5 quarter credits).** This course is an introduction to the general area of mental measurement. Learners examine measuring devices used in the fields of intelligence, interests, personality, and special aptitudes; study techniques for correctly interpreting test scores such as percentiles, standard errors of measurement, validity and reliability indices, and standard scores; and identify professional standards of test development and use. The course includes an analysis of the psychometric procedures used to develop and validate educational and psychological instruments and presents appropriate applications for each type of methodology. **MS School Psychology learners must take this course during their second quarter, immediately following PSY5004.**

**PSY7612 - Functional Behavioral Assessment (5 quarter credits).** This course provides an overview of the functional behavioral assessment process. Learners study ways of working collaboratively with other school personnel to design strategies to help students who exhibit challenging behaviors become more successful in school. Learners also gain a working knowledge of positive behavior support/behave education programs and school-wide prevention and intervention programs. **Prerequisite(s): PSY7610.**

**PSY7615 - Data Analysis with PASW (5 quarter credits).** Learners in this course examine the fundamental procedures for using PASW statistical software to transform and analyze data acquired from psychological research. Course topics include file structures and manipulation, graphical and descriptive functions, variable transformation and recoding, and syntax. Learners create a syntax program in PASW that performs sophisticated merge and transformation operations on provided data files, including computing new variables derived from the provided data.

**PSY7620 - Inferential Statistics (5 quarter credits).** This course focuses on applying parametric statistical procedures to psychological research and the strengths and limitations of conducting quantitative studies. Learners examine sampling issues, experimental design, and concerns of internal validity and study tests of difference between and among groups, and correlations. This course may involve the use of software in the analysis of data sets provided by the instructor. **Prerequisite(s): PhD and MS Industrial/Organizational Psychology, MS Leadership Coaching Psychology, and MS Organizational Leader Development learners must have completed PSY7610.**
PSY7624 - Advanced Inferential Statistics for Professional Psychology (5 quarter credits). This is an advanced course in inferential statistics that emphasizes the practical application of statistical concepts and communication of statistical analyses leading to the research report. Learners formulate research questions and hypotheses based on data characteristics, use software to manipulate and analyze data, interpret and communicate the results of analysis, and apply statistical concepts to professional research. During the course, learners are expected to develop an understanding of the fundamental concepts of quantitative analysis and advanced techniques, including analysis of variance (ANOVA), analysis of covariance (ANCOVA), correlations, multiple regression, and their nonparametric alternatives. **Prerequisite(s):** PSY7620. Cannot be fulfilled by transfer.

PSY7625 - Advanced Inferential Statistics (5 quarter credits). Learners in this advanced course examine a variety of statistical analyses, including statistical power and effect size in research design, factorial and repeated measures of analysis of variance (ANOVA), analysis of covariance (ANCOVA), selected nonparametric analyses, and bivariate and multiple regression. Learners are expected to have proficiency in the use of statistical software appropriate to dissertation-level research. **Prerequisite(s):** PSY7620. Cannot be fulfilled by transfer.

PSY7626 - Multivariate Statistics: Theory and Application (5 quarter credits). This course focuses on the theory and application of multivariate statistics, including discriminant analysis, factor (components) analysis, multiple analysis of variance (MANOVA), and logistic regression. Using SPSS, learners perform and interpret the results of these analyses. Learners also apply multivariate analysis, read and understand research results in peer-reviewed psychology journals, and utilize SPSS to produce output consistent with the correct parameters and assumptions of specific multivariate procedures. In addition, learners have the option of exploring the mathematical aspects of multivariate and inferential statistics theory and application. **Prerequisite(s):** PSY7625.

PSY7630 - Qualitative Analysis (5 quarter credits). This course covers qualitative methods appropriate for phenomenological, observational, and ethnological content in research. The course emphasizes methods such as data analysis techniques for qualitative data.

PSY7635 - Advanced Qualitative Analysis (5 quarter credits). This course extends the topics covered in PSY7630 by further exploring the philosophical underpinnings of qualitative research and inquiry and emphasizes effective execution of the six school-approved dissertation research methodologies: ethnography, case study, grounded-theory phenomenology, heuristics, and generic qualitative research. Learners examine primary source references, books, and journal articles written by the developers of the six methodologies and gain an understanding of their nuances and applications. This course is designed to prepare learners to develop and conduct their own qualitative study for a dissertation. **Prerequisite(s):** PSY7630.

PSY7650 - Research Methods (5 quarter credits). This course provides learners with the tools needed to critically read and evaluate research. Learners explore and develop research design skills, and gain an understanding of the scientific methods of inquiry and the ethical considerations of research. This course prepares learners to critically analyze and apply research methodologies, validity, reliability, and other components of scientific research. **Prerequisite(s):** PhD and MS Industrial/Organizational Psychology, MS Leadership Coaching Psychology, and MS Organizational Leader Development learners must have completed PSY7620.

PSY7656 - Advanced Research Methods (5 quarter credits). This course addresses advanced issues of research design and methodological consideration in the selection and execution of a research proposal. Relationships between problem formulation, hypothesis testing, sampling, data collection, and data analysis are covered in detail. The final project for this course is a research paper that may be applicable to a dissertation proposal. **Prerequisite(s):** PSY7650. Cannot be fulfilled by transfer.

PSY7657 - Advanced Quantitative Research Methods for Professional Psychology (5 quarter credits). In this course, learners develop advanced knowledge of quantitative research design methodology by studying the foundations, strategies, and practice of research in the field of professional psychology. Learners engage in the scholarly critical analysis of current quantitative research, construct their own quantitative research proposals, and exchange critical, constructive project feedback with their peers. Research designs developed in this course may form the basis for learners’ dissertation proposals. **Prerequisite(s):** PSY7650, PSY7625. Cannot be fulfilled by transfer.

PSY7660 - Survey Construction and Administration (5 quarter credits). Learners in this course explore the conceptual and applied aspects of survey construction and administration processes. Course topics include comparative study designs (cross-sections versus panels); sampling techniques; data collection procedures and methods (face-to-face, telephone, paper, and Internet); survey question design that accurately measures behavior, attitude, and personality; data processing and analysis; results reporting; ethics of surveys; causal inference; and survey critiques. **Prerequisite(s):** PSY7615, PSY7620.

PSY7670 - Psychological Principles of Strategic Planning (5 quarter credits). In this course, learners examine the process of strategic planning, including developing organizational missions, visions, and values. Learners study strategic planning models and identify leader responsibilities at the various stages of strategic plan development. Other course topics include integrating multicultural and multinational perspectives into strategic intent, establishing accountability for and evaluating the effectiveness of strategic plans, and the process of assessing, diagnosing, and implementing strategic plans. **Prerequisite(s):** PSY5002, PSY7720, PSY7543, PSY7610, PSY7620, PSY7650.

PSY7690 - Leading Organizational Change (5 quarter credits). Learners in this course study and apply organizational change theories, models, and practices. Course topics include change and transition, systemic and incremental change, and organizational culture and multicultural influences on change. Learners also examine the ethical issues that change agents face. **Prerequisite(s):** PSY7670.

PSY8001 - Orientation to Professional Psychology (5 quarter credits). In this course, learners improve their ability to navigate the virtual campus and become familiar with library, career center, and writing center resources. This course requires the articulation of a professional identity based on doctoral-level training in psychology. Learners examine professional roles, organizations, specialization requirements, and codes of ethics in psychology. Learners choose a focused area of study within the field of psychology and identify the educational steps necessary to successfully complete the doctoral degree in their chosen specialization. **PSY8001 must be taken by PsyD learners in their first quarter. Cannot be fulfilled by transfer.**

PSY8002 - Orientation to Doctoral Learning in Psychology (5 quarter credits). In this course, learners improve their ability to navigate the virtual campus and become familiar with library, career center, and writing center resources. This course requires the articulation of a professional identity based on doctoral-level training in psychology. Learners examine professional roles, organizations, specialization requirements, and codes of ethics in psychology. Learners choose a focused area of study within the field of psychology and identify the educational steps necessary to successfully complete the PhD degree in their chosen specialization. **PSY8002 must be taken by PhD learners in their first quarter. Cannot be fulfilled by transfer.**
Graduate Course Descriptions, continued

PSY8090 - Counseling Theories (5 quarter credits). This course presents an overview of major counseling theories, the assumptions that underlie them, and the historical and cultural contexts in which they developed. Learners explore counseling research, techniques, limitations, and ethics. Learners compare and contrast theories to create an integrated understanding of disparate counseling perspectives and apply theory to hypothetical client cases to foster their conceptualization skills.

PSY8091 - Group Counseling (5 quarter credits). In this course, learners explore group counseling theories and techniques. Learners examine the dynamics of group facilitation and development and therapeutic movement within groups. Additional topics include the use of groups across the intervention spectrum (prevention to tertiary), issues specific to particular populations, and integration of developmental theory within group counseling and co-facilitation. For PsyD, MS Clinical Psychology, and MS Counseling Psychology learners only.

PSY8092 - Counseling Skills and Procedures (5 quarter credits). This course provides an introduction to the fundamental skills and core conditions of effective counseling practice, from development of the therapeutic alliance through termination. For PsyD, MS Clinical Psychology, and MS Counseling Psychology learners only.

PSY8100 - Principles of Educational Psychology (5 quarter credits). This course provides an introduction to the field of educational psychology with an emphasis on learning and instruction across the lifespan. Learners study the fundamental principles and historical and contemporary theories of learning and instruction supported by empirical psychology and education research and examine the effect of motivation and cognition and social and emotional influences on teaching and learning. Prerequisite(s): PSY5002 or PSY8002.

PSY8110 - Teaching Psychology (5 quarter credits). This course is a review of traditional and current methods of formulating the objectives of instruction. Topics include examining student characteristics that affect learning; discussing basic learning processes; analyzing instructional variables that affect learning; selecting instructional methods, technologies, and materials; evaluating learning outcomes; and evaluating instructional methods and systems for their appropriateness in teaching psychology courses.

PSY8120 - Computer-Mediated Instruction/ Learning (5 quarter credits). This course focuses on the theories and applications of computer-mediated communication used to improve learning, productivity, and personal satisfaction in information processing and cognitive tasks. Learners evaluate the ways in which people learn, and apply appropriate theory and research strategies to develop computer-mediated communication processes. Learners also examine computer-based training and other distance learning techniques as well as available online instructional resources.

PSY8130 - Adult Learner in the Classroom (5 quarter credits). This course reviews the special issues related to education of adult populations in traditional and distance education programming. Topics include learning styles, tenets of adult education, curriculum considerations in the design of adult education, implementing advanced technological methods, and uses for emerging technological developments.

PSY8140 - Mentoring Psychological Research (5 quarter credits). This course covers the psychologist’s role in teaching research design including execution, analysis of data, and interpretation of results. The course addresses the necessity of writing skills for preparing publication-ready manuscripts and emphasizes the collaborative and consultative roles necessary for successful adult learning.

PSY8150 - Exceptional Children in the Classroom (5 quarter credits). In this course, learners examine different disabling conditions in children and adolescents and study their theoretical perspectives, characteristics, etiology, assessment, and remediation. Learners also explore recent trends in the field, research-based interventions, and the predominant special education law that impacts the practice of school psychology.

PSY8162 - Career Counseling Theory (5 quarter credits). This course presents an overview of career counseling, the development of career counseling theory, and the basic tenets of current vocational psychology. It covers theories of career development, the relationship between training and vocation, and the application of career counseling interventions in various settings and among diverse populations. Learners are encouraged to participate in experiential exercises and discussion topics that may include disclosing information that is personal.

PSY8170 - Principles of Instructional Design (5 quarter credits). This course presents methods of instructional design and the learning principles and cognitive information processes used to develop effective instructional design strategies. Learners critique course development and apply appropriate instructional design principles to ensure that course objectives are met. Learners also examine the importance of designing instructional strategies that meet the learning needs of individual students.

PSY8211 - Psychopathology of Children and Adolescents (5 quarter credits). The focus of this course is the psychopathological assessment and treatment of children and adolescents. Learners explore the complex variables influencing child and adolescent mental health, apply diagnostic criteria in the major categories of DSM-IV-TR, and develop case formulations and treatment plans, including prevention and intervention solutions. Learners also explore ethical and legal issues associated with psychopathology of children and adolescents.

PSY8220 - Advanced Psychopathology (5 quarter credits). In this course, learners examine theory and research associated with major psychological disorders, from the most common diagnostic concerns to dual diagnoses, co-morbidity, and psycho-medical issues. Learners examine the concepts of psychopathology throughout the lifespan, then transition from studying DSM-IV-TR concepts and terminology to evaluating clinical assessment and treatment situations. In particular, learners familiarize themselves with ways to apply theoretical concepts in a professional clinical setting while displaying sensitivity to ethical and diversity issues. Other course topics include the issues of “empirically validated” versus “evidence based” practice, the interaction of social and biological factors in etiology and treatment, and the interaction between complex Axis I and II disorders. For PsyD Clinical Psychology, MS Clinical Psychology, and MS Counseling Psychology learners only. Prerequisite(s): PSY6210.

PSY8230 - Psychological Testing (5 quarter credits). Learners in this course apply theories and models of psychological testing to assessment of cognitive, achievement, and adaptive functioning. Learners use clinical interviews and mental status exams; administer, score, and interpret tests of cognitive, achievement, and adaptive functioning; and develop integrated assessment reports. Learners also examine issues of diversity and ethics in cognitive, achievement, and adaptive functioning assessment. For PsyD learners only. Test kits are required and are available for rental at psytestkits@capella.edu. Prerequisite(s): PSY7610. Cannot be fulfilled by transfer.

PSY8233 - Psychological Assessments for School Psychologists I (5 quarter credits). In this course, learners develop the skills needed to correctly administer, score, and interpret norm-referenced intelligence tests (verbal and non-verbal) while simultaneously considering various diagnostic issues present within multicultural school populations and reflecting the established standards of educational and psychological testing. Learners examine measurement and measurement tools, including instruments used to assess cognitive function and intelligence; synthesize norm-referenced assessments with observational assessments to develop recommendations for research-supported interventions; and create audience-appropriate psychological reports. For MS School Psychology learners only. Test kits are required and are available for rental at psytestkits@capella.edu. Prerequisite(s): PSY7610. Cannot be fulfilled by transfer.
Graduate Course Descriptions, continued

**PSY8234 - Psychological Assessments for School Psychologists II (5 quarter credits).** In this course, learners further develop the skills needed to correctly administer, score, and interpret norm-referenced intelligence tests (verbal and non-verbal), achievement tests, and adaptive functioning while simultaneously considering various diagnostic issues present within culturally diverse school populations and reflecting the established standards of educational and psychological testing. Learners examine measurement and measurement tools, including instruments used to assess cognitive function and intelligence, achievement, and adaptive functioning; synthesize norm-referenced assessments with observational assessments to develop recommendations for research-supported interventions; and create audience-appropriate psychological reports. For MS School Psychology learners only. Test kits are required and are available for rental at psytestkits@capella.edu. Prerequisite(s): PSY8233, PSY-R6581. Cannot be fulfilled by transfer.

**PSY8235 - Psychological Assessments for School Psychologists III (5 quarter credits).** Learners in this course demonstrate mastery of the diagnostic skills needed to assess the social-emotional functioning and personality of a culturally diverse population of school-age children. Learners conduct clinical interviews and behavioral observations; assess data from teachers, students, and parents; score and interpret assessment results into synthesized, written intervention plans; and parents; score and interpret assessments and create audience-appropriate psychological reports. For MS School Psychology learners only. Test kits are required and are available for rental at psytestkits@capella.edu. Prerequisite(s): PSY8233, PSY-R6581. Cannot be fulfilled by transfer.

**PSY8240 - Advanced Psychological Testing (5 quarter credits).** Learners in this course apply theories and models of psychological testing to personality dynamics and psychopathology assessment. In particular, learners focus on the administration, scoring, and interpretation of measures of personality functioning, with an emphasis on the MMPI-2. Learners create integrated reports that include information gathered from interviews and cognitive, achievement, and personality testing; determine diagnoses; and develop treatment plans. Learners also examine issues of diversity and ethics in psychological testing and personality assessment. For PsyD learners only. Test kits are required and are available for rental at psytestkits@capella.edu. Prerequisite(s): PSY7610, PSY8230. Cannot be fulfilled by transfer.

**PSY8251 - Neuropsychological Assessment (5 quarter credits).** In this course, learners study current theories, research, and methods used in the neuropsychological assessment of mental disorders. Learners administer test batteries and prepare written psychological reports. For PsyD learners only. Prerequisite(s): PSY7610, PSY8230, PSY8240. Cannot be fulfilled by transfer.

**PSY8310 - Theories of Psychotherapy (5 quarter credits).** Learners in this course critically analyze the clinical techniques and intervention methods associated with major psychotherapy approaches. Learners examine the historical context, underlying assumptions, and appropriate applications of each approach and investigate current research associated with the therapeutic effectiveness of psychotherapy. Learners also synthesize course concepts to create an integrated model of psychotherapy and explore legal considerations, empirical support, and personal beliefs and attitudes regarding issues of diversity. For PsyD and PhD in Psychology learners only.

**PSY8315 - Research in Psychotherapy and Empirically Supported Treatments (5 quarter credits).** Learners in this course examine the scientifically derived foundation of empirically supported treatments and evidence-based practice in psychology. The course focuses on the ways generation and evaluation of research are relevant to psychological practice. Historical development, issues of ethics, measurement, and methodology for integration of research and practice are also addressed. The current APA policy, Evidence-Based Practice of Psychology, is reviewed in terms of best research evidence, clinical expertise, and client characteristics as they are relevant to effective practice.

**PSY8322 - Advanced Group Psychotherapy (5 quarter credits).** This course emphasizes developing clinical competence by applying theory and research to the group experience. Learners strengthen their knowledge of the evolution, theories, research, and clinical procedures of group counseling and psychotherapy and become familiar with designing special function groups and managing critical incidents within groups. Other course topics include the role of the leader, leadership styles, co-therapy mechanics, group development, and group intervention. For PsyD, MS Clinical Psychology, and MS Counseling Psychology learners only.

**PSY8330 - Ethics and Standards of Professional Practice (5 quarter credits).** In this course, learners critically analyze the ways the psychology profession relates to and is influenced by ethical principles and codes of conduct and the ways psychologists deliver various aspects of professional services, including psychotherapy, assessment, supervision, consulting, research, and teaching, in adherence to these principles and codes. Learners evaluate the current APA Ethical Principles of Psychologists and Code of Conduct, and other relevant guidelines, policies, and laws that affect professional psychology practice, including those impacting the provision of services to special populations. Learners also explore current ethical issues in professional psychology and identify effective methods for addressing ethical dilemmas.

**PSY8331 - Principles of School Psychology (5 quarter credits).** This course is an examination of the history and practice of school psychology and its current and evolving trends. Learners review the roles and functions of school psychologists, employment contexts, and professional evaluation and accountability. Learners also explore the practice of school psychology from an international perspective and examine the laws and regulations guiding the future of the profession.

**PSY8332 - Advanced Methods in School Psychology (5 quarter credits).** In this course, learners explore major issues encountered by practicing school psychologists. Course topics include social functioning, violence in schools, school phobias, peer mediation, social skills instruction, and confidentiality and ethics. Learners also study various childhood disabilities and analyze the social and psychological needs of children who have them. For Specialist Certificate in School Psychology learners only.

**PSY8333 - Consultation and Collaboration in the School (5 quarter credits).** In this course, learners examine approaches for effective consultation and collaboration within the school setting and develop an understanding of assessment outcomes and intervention implementation. Learners review and interpret results of assessments and formulate effective ways to communicate with teachers, school administrators, parents, and other support service providers.

**PSY8336 - Organization and Operation of the School (5 quarter credits).** Learners in this course focus on mastering the general education, special education, and other educational and related skills school psychologists need to be effective in their schools. Learners conduct a systems analysis of schools and other settings to determine how best to collaborate with individuals and groups in developing and maintaining policies and practices that foster effective, supportive, and safe learning environments.
PSY8337 - Legal and Ethical Issues in the School (5 quarter credits). In this course, learners apply professional codes of conduct to the practice of school psychology. Learners study federal laws governing school psychology practice and examine legal and ethical considerations of psycho-educational assessments, school-related interventions, and testing. Course topics include privacy, confidentiality, informed consent, duty to inform, and record keeping.

PSY8340 - Psychology and the Law (5 quarter credits). This course emphasizes the fundamental theoretical, empirical, and ethical bases of forensic psychology and prepares learners for the advanced practical training covered in PSY8350 and PSY8360. Learners focus on developing forensic assessment methodology skills and study psychology’s role in the judicial system, the differences between clinical and forensic psychological practice, and parameters of ethical practice in forensic psychology. Other topics include basic functions of forensic practice in civil, criminal, juvenile, and family law contexts and basic principles of testimony. Prerequisite(s): PSY6210, PSY8230, PSY8240, PSY8330.

PSY8350 - Techniques of Forensic Practice (5 quarter credits). The primary focus of PSY8350 is on the methodology and mechanics for performing different forensic activities including training in methodology. The course also focuses on practical applications and skill-building in different forensic practice areas. The course introduces forensic evaluation methodologies including competency to stand trial, insanity defense, child custody, fitness to parent, mitigating defenses, and recidivism. Evaluating malinger and understanding the guidelines for ethical practice are emphasized throughout the course. Prerequisite(s): PSY8340.

PSY8360 - Current Issues and Trends in Forensic Practice (5 quarter credits). Learners in this course analyze current forensic psychology issues and examine appropriate application of scientific methods to forensic situations. Topics include eye-witness identification, legal decision making, forensic assessment and reporting, criminal defenses, profiling, polygraphy, risk assessment, jury composition, scientific jury selection, and other selected topics of interest to both the psychology and legal fields. Prerequisite(s): PSY6210, PSY8230, PSY8240, PSY8340, PSY8350.

PSY8361 - Online Teaching in Psychology Practicum (5 quarter credits). Learners in this course develop a pedagogical orientation to online teaching in psychology, including an understanding of academic scholarship. Learners participate in a supervised online teaching experience during which they demonstrate pedagogical, instructional, and academic engagement skills, strategies, and best practices. This course provides learners with the opportunity to develop an assessment of their professional and instructional competencies and an accompanying career-path plan. Prerequisite(s): PSY8110; PSY8120 or PSY8170; and PSY8130. Cannot be fulfilled by transfer.

PSY8371 - Strategies of Clinical Supervision and Consultation (5 quarter credits). This course provides an overview of the theory, functions, and methods of clinical supervision and consultation. Topics include supervisory and consultative contracts and relationships, various styles of supervision and consultation, and the legal and ethical issues related to these services. Learners review clinical supervision and consultation research, apply their findings to professional practice, and develop their own theory and approach to clinical supervision and consultation. For PsyD learners only.

PSY8377 - School Psychology Practicum I (3 quarter credits). This is the first course in a sequence of two practicum courses during which learners fulfill 350 required practicum hours in a supervised school setting during two academic quarters. Under the guidance of an experienced school psychologist supervisor, learners observe and participate in the daily life of a school setting. Learners apply the academic and clinical knowledge and skills gained during the program, analyze their experiences, and compare them to best practices in the field. Learners also identify their school setting’s strengths and weaknesses, the challenges associated with meeting the needs of the students and families it serves, and ways in which their school setting ensures comprehensive service delivery. For Specialist Certificate learners in School Psychology only. Prerequisite(s): Approval of practicum application. All application materials must be received by the first day of the quarter preceding the quarter of the proposed start date. Cannot be fulfilled by transfer.

PSY8378 - School Psychology Practicum II (2 quarter credits). This is the second course in a sequence of two practicum courses during which learners fulfill 350 required practicum hours in a supervised school setting during two academic quarters. Learners spend less time observing their supervisor and more time practicing their skills under close supervision and continue applying the academic and clinical skills gained during the program in their work with teachers, students, and parents. For Specialist Certificate learners in School Psychology only. Prerequisite(s): PSY8150, PSY8235, PSY8332, PSY8337, PSY8377. Cannot be fulfilled by transfer.

PSY8385 - School Psychology Internship I (5 quarter credits). This is the first course in a sequence of three internship courses during which learners fulfill 1,200 required internship hours in a supervised school setting during one academic year. Learners integrate and apply knowledge and skills that reflect professional field standards and participate in formative and summative performance-based evaluations of their work. Successful completion of the internship is contingent upon passing the final portfolio review that demonstrates proficiency of program competencies. For Specialist Certificate in School Psychology learners only. Prerequisite(s): Completion of all required course work and residency requirements. Approval of internship application. All application materials must be received by the first day of the quarter preceding the quarter of the proposed start date. Cannot be fulfilled by transfer.

PSY8386 - School Psychology Internship II (5 quarter credits). This is the second course in a sequence of three internship courses during which learners fulfill 1,200 required internship hours in a supervised school setting during one academic year. Learners integrate and apply knowledge and skills that reflect professional field standards and participate in formative and summative performance-based evaluations of their work. Successful completion of the internship is contingent upon passing the final portfolio review that demonstrates proficiency of program competencies. For Specialist Certificate in School Psychology learners only. Prerequisite(s): PSY8385. Cannot be fulfilled by transfer.

PSY8387 - School Psychology Internship III (5 quarter credits). This is the third course in a sequence of three internship courses during which learners fulfill 1,200 required internship hours in a supervised school setting during one academic year. Learners integrate and apply knowledge and skills that reflect professional field standards and participate in formative and summative performance-based evaluations of their work. Successful completion of the internship is contingent upon passing the final portfolio review that demonstrates proficiency of program competencies. For Specialist Certificate in School Psychology learners only. Prerequisite(s): PSY8386. Cannot be fulfilled by transfer.

PSY8392 - Doctoral Practicum I (5 quarter credits). This is the first course in a sequence of two required doctoral practicum courses during which learners fulfill 1,000 required practicum hours. Learners receive supervised, doctoral-level training in psychological testing, interviewing, assessment, intervention, consultation, and applied research in a setting chosen by the learner. Learners focus on psychological assessment using the DSM-IV-TR, treatment planning, case documentation, working with specific clinical populations, and their clinical strengths and limitations. For PsyD learners only. Prerequisite(s): PSY8001, PSY7110, PSY7210, PSY7320, PSY7421, PSY7520, PSY7540, PSY8220, PSY8230, PSY8240, PSY8330 and all residency requirements. Approval of practicum application. All application materials must be received by the first day of the quarter preceding the quarter of the proposed start date. Cannot be fulfilled by transfer.
**Graduate Course Descriptions, continued**

**Psy8394 - Doctoral Practicum II (5 quarter credits).** This is the second course in a sequence of two required doctoral practicum courses during which learners fulfill 1,000 required practicum hours. It provides continued supervised training in professional psychology with particular emphasis on DSM-IV-TR Axis I conditions and supplements learners’ field experience with an in-depth, doctoral-level examination of various psychopathological conditions. For PsyD learners only. Prerequisite(s): PSY8392. Cannot be fulfilled by transfer.

**Psy8396 - Doctoral Practicum III (5 quarter credits).** This course is designed for learners who extend their field training or for learners whose state regulatory or licensure boards require more than two academic quarters of practicum. It provides continued supervised training in professional psychology with particular emphasis on DSM-IV-TR Axis II conditions, V codes, and other psychosocial concerns and supplements learners’ field experience with an in-depth, doctoral-level examination of various psychopathological conditions. For PsyD learners only. Prerequisite(s): PSY8394. Cannot be fulfilled by transfer.

**Psy8397 - Advanced Practicum (5 quarter credits).** This course offers continued supervised training in professional psychology with particular emphasis on treatment and case presentations. Learners examine various psychopathological conditions, develop case presentations, and apply scientific research and theory to clinical work. 

**Psy8401 - Internship I (5 quarter credits).** This is the first course in a sequence of four internship courses during which learners fulfill 2,000 required internship hours. Learners work with a varied population of clients in a range of settings and focus on defining their academic psychology principles, strengthening their diagnostic and clinical skills, and clarifying their clinical strengths and limitations. For PsyD learners only. Prerequisite(s): PSY8394, PSY9919. Approval of internship application. All learners are required to participate in the APPIC match process for internship. Refer to the current manual for application deadline and further details. Cannot be fulfilled by transfer.

**Psy8402 - Internship II (5 quarter credits).** This course is a continuation of the previous internship course, PSY8401, during which learners fulfill 2,000 required internship hours. For PsyD learners only. Prerequisite(s): PSY8401. Cannot be fulfilled by transfer.

**Psy8403 - Internship IV (5 quarter credits).** This course is a continuation of the previous internship course, PSY8403, during which learners fulfill 2,000 required internship hours. For PsyD learners only. Prerequisite(s): PSY8403. Cannot be fulfilled by transfer.

**Psy8410 - Substance-Related Therapies (5 quarter credits).** This course presents various approaches to substance-related treatment, including assessment and diagnostic issues. Learners study in- and out-patient treatment programming; self-help group therapy; and individual, group, and family-based treatments. Learners also examine ways the community and other resources can be used to treat substance-related behavior and analyze current trends and changes in service delivery. Prerequisite(s): PSY7310, PSY7330, PSY7510, PSY7610, PSY7650, PSY6210, PSY8330.

**Psy8420 - Multicultural Issues in Addiction (5 quarter credits).** In this course, learners examine ethnic and cultural issues that influence the etiology, perception, and treatment of compulsive and addictive behavior. Topics include the need for specialized treatments and training, the needs of various special populations, the impact of racial identity on self-perception, and culture-specific methods of treatment. The course emphasizes applying scientific research and theory to clinical work.

**Psy8430 - Issues and Trends in Addiction-Related Therapies (5 quarter credits).** This course presents current addiction research, clinical trends, and substantive field-related issues. Learners use evidence-based practice and practice-based evidence to examine ways of identifying and defining substance-related problems and behaviors with addictive features and to explore pharmacologic and other emerging treatment approaches. Other course topics include managed care, mental health parity, Internet resources used in addiction training and treatment, and the changing role of the counselor in the addiction field.

**Psy8440 - Substance-Related Program Evaluation (5 quarter credits).** This course covers various methods used to evaluate substance-related treatment programs. Learners examine quasi-experimental designs, study sampling procedures, and analyze program evaluation and ethical field research-related issues. Prerequisite(s): PSY7543; PSY7650 or PSY7656.

**Psy8450 - Compulsive Behavior and the Disturbance of the Self (5 quarter credits).** This course defines the nature of addictive and compulsive behavior problems; learners in the course discuss the development of the addiction model and its tenets and review the literature regarding the validity and efficacy of treatment approaches based on the addiction model. Alternatives to the addiction model are discussed, including cognitive behavior therapy. The course provides a detailed examination of the psychodynamically oriented Compulsive Behavior Model.

**Psy8460 - Dual Diagnosis (5 quarter credits).** This course addresses the complexities of comorbidity, diagnosis, and treatment of clients with various substance-related disorders and other mental illnesses, and emphasizes application of scientific research in clinical and programmatic settings. Learners review current research and theory on the etiology, psychodynamics, and treatment of individuals with comorbid disorders and examine specific methods of psychotherapy and the role of pharmacotherapy in their treatment. Learners also evaluate case studies to develop applications skills needed to work with individuals with comorbid features in research and other face-to-face settings. Prerequisite(s): PSY6210, PSY8410.

**Psy8510 - Family Systems Theories (5 quarter credits).** Families are studied as systems from theoretical, clinical, and research perspectives. The course focuses on family development, family transitions, assessment, and intervention. Learners in the course explore systems-oriented assessment models as well as strategies for initial interviews, hypothesis formulation, strategy design for intervention, and the process of formulating a treatment plan.

**Psy8520 - Couples Therapy (5 quarter credits).** This course is an overview of theory and research on couple therapy and the couple relationship in contemporary society. Topics include relationship development, maintenance, and termination; conflict-resolution skills; communication styles and skills; couple adjustment and assessment of interpersonal relationships; cultural variations; and issues related to gender. Major approaches to couples therapy are reviewed.

**Psy8530 - Family Therapy (5 quarter credits).** This course is an analysis and comparative study of the prominent schools of thought within the field of family psychology, their tenets, therapeutic strategies, and techniques. Structural, strategic, trans-generational, behavioral, communication, and analytical approaches to family therapy are discussed.

**Psy8540 - Current Issues and Methods in Family Research (5 quarter credits).** This course provides learners with an overview of family variables, complexities of family research design, data collection, and analysis. Topics include current scales of measurement, validity and reliability, experimental and non-experimental designs, and approaches to integrating clinical research and practice. Special attention is given to current factors in family research. Prerequisite(s): PSY8510 or PSY8530.
PSY8550 - Bereavement and Loss Therapy (5 quarter credits). This course covers the process of dealing with expected and traumatic losses as well as the impediments to that process. Topics include phases of bereavement, special issues related to suicide survivorship, coping with loss following chronic illness, the role of emotion in the grief process, and the clinical methods of bereavement treatment. Current theory, relevant research, and application to clinical, educational, and organizational settings are considered in this course.

PSY8560 - Principles of Family Pathology (5 quarter credits). This course offers a conceptualization of pathology based on a family systems model. The etiology and maintenance of pathology are presented as a function of family interaction and family structure rather than individual dynamics. Topics include styles of family interaction, family boundaries, family roles, and the family life cycle.

PSY8570 - Family Systems Approach to Addictive Behavior Problems (5 quarter credits). Learners in this course examine theory and research on family dynamics and treatment methods of addictive and compulsive behavior problems. The course covers a variety of theoretical approaches to treatment including the disease model, brief therapy, structural/strategic therapy, and psychoanalytically oriented treatment. Topics include the role of family in the etiology, maintenance, and treatment of various problems; emerging approaches to family interventions; the role of self-help groups in family intervention; and ethical issues related to family treatment of addictive and compulsive problems.

PSY8610 - Principles of Health Psychology (5 quarter credits). This course is a review of behavioral and biomedical theory and research with the objective of understanding the contributions of psychological factors to the prevention, diagnosis, and treatment of disease and illness. Topics include psychosocial factors contributing to health and disease, health promotion, mind-body relationships, and psychological approaches to the prevention and treatment of physical illness. Cognitive and behavioral interventions for health-related problems and the collaborative roles of medical specialists and psychologists are emphasized.

PSY8630 - Health Care Delivery (5 quarter credits). Learners in this course examine the role of the psychologist as a health care provider within managed health care. Consultative and collaborative roles for the psychologist are reviewed and learners explore working in an integrated and interdisciplinary team and 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. Social change strategies that community-oriented psychologists can use in facilitating community improvements and alleviating adverse social conditions are given special attention. Legal, social policy, medical, familial, and psychological viewpoints are considered in the analysis of community problems and their prevention. Other topics include child abuse, delinquency, crime, poverty, powerlessness, inadequate social support, and forms of discrimination.

PSY8650 - Innovative Health Care Practices (5 quarter credits). This course is an examination of the emerging trends in health practices. Topics include integrating spiritual resources into treatment, “alternative” therapies, current issues in mind/body relationships, and the impact of managed care in the delivery of psychological services. Interdisciplinary practice and collaborative relationships are emphasized.

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. Medical conditions addressed in the course include pain syndromes such as headaches, back pain, gastrointestinal disorders, auto-immune, and other chronic diseases.

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. Learners explore the ways 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). In this course, learners identify and confirm theories and research of industrial/organizational psychology. Learners examine the various psychological constructs affecting individuals, groups, teams, and organizations in the workplace. Learners also evaluate the differences between industrial and organizational psychology and explore various assessment methods, models, and interventions applicable across workplace settings.

PSY8720 - Psychology of Leadership (5 quarter credits). This course provides a comprehensive review of various leadership theories and models. Learners evaluate historic and current leadership theories; identify their applications to clinical, counseling, educational, organizational, and sports settings; and apply them to their professional practice. Learners also analyze the process of leader development and explore the influence of the leader, group, task, and context on the process of leadership. Course topics include team building and leading, leader development, leadership styles, and multicultural issues relevant to leadership in various settings.

PSY8721 - Introduction to Business Practices for Psychologists (5 quarter credits). In this course, learners analyze business models and the effects of business structure and processes within specific settings on coaching performance. Learners also examine internal and external issues affecting business professions, including organizational change and transition. Prerequisite(s): PSY7650.

PSY8730 - Consultation Psychology (5 quarter credits). Learners in this course explore the variety of roles and interventions that engage psychological consultants in an applied setting. Learners examine psychological consultants’ contributions to clinical, educational, industrial, and organizational settings and demonstrate the competencies required to evaluate and conduct psychological consultative services through applied case work, practice, self-appraisal, feedback, and discussion. Other course topics include current consultation theories, consultation ethics, models of consultation research, and the dynamics of the consultant-client relationship.

PSY8740 - Psychology Practices in Personnel and Human Resource Management (5 quarter credits). This course provides a broad overview of psychologically based methods, tools, and practices used in personnel psychology and human resource management. Learners identify the underlying psychological theories and approaches applicable to personnel and HRM practice and synthesize these theories to develop enhanced application and scholarship. Course topics include needs assessment, personnel selection, job analysis, performance management and appraisal, organizational effectiveness, motivation, training and development, competency development, and quality management.

PSY8750 - Managing Psychological Services (5 quarter credits). This course addresses the current challenges of managing psychological services and is designed to assist learners with the business components and professional standards of establishing a practice. Learners examine the theories, models, and practices used in the consultation process and explore practical psychological services issues, such as marketing a practice, developing proposals, and managing risk. Learners also evaluate various psychological processes and services that can be applied in organizational, educational, and clinical settings and the cultural and ethical issues associated with developing psychological services.
Graduate Course Descriptions, continued

**PSY8760 - Vocational Psychology (5 quarter credits).** This course is a comprehensive review of major theories and research in vocational psychology and implications for the work of the counseling and consulting psychologist. In this course, learners study an individual's occupational behavior, occupational choice, and motivational development surrounding work choice patterns. Industrial/organizational practitioners, psychologists, and career counselors are the primary audiences for this course, which combines industrial/organizational psychology with vocational counseling.

**PSY8763 - Program Evaluation (5 quarter credits).** This course provides an examination of the theories, techniques, methods, and processes of program evaluation. Learners synthesize the knowledge and skills gained from prior course work to design, implement, and communicate the results of a simulated program evaluation. Prerequisite(s): PSY7620.

**PSY8765 - Testing and Assessment in Workplace Psychology (5 quarter credits).** Learners in this course review relevant theories and research methods of workplace psychology, coaching, and consultation assessment. Learners study the assessment process, identify assessment tools and their applications, and examine how to evaluate and deliver assessment feedback. Topics include individual, group, and organizational assessment, psychometric testing, as well as quantitative/qualitative principles and research methods. Prerequisite(s): PSY7610.

**PSY8768 - Theory and Practice of Psychological Coaching (5 quarter credits).** Learners in this course study the psychological underpinnings, theoretical framework, and foundational elements of evidence-based coaching. Learners explore the stages of the coaching relationship and determine effective coaching frameworks to apply in different contexts, including positive, humanistic, individual, group, multidimensional, behavioral, developmental, cognitive, psychoanalytic, and systems-based perspectives. Learners also identify ethical and multicultural issues related to evidence-based coaching. Prerequisite(s): PSY7610.

**PSY8770 - Psychology of Motivation and Performance (5 quarter credits).** In this course, learners explore various psychological theories, concepts, and principles of motivation. Learners evaluate the factors of motivation that influence personal and professional performance, success, and satisfaction. Learners also synthesize research in order to identify, assess, and integrate motivational strategies and apply models of performance enhancement.

**PSY8770 - Psychology of Organizational Ergonomics in the Workplace (5 quarter credits).** Learners in this course explore ergonomics and its roots in engineering, psychology, and physiology. Learners investigate the impact of technology, the environment, and ergonomics of work on the various psychological processes that contribute to motivated, productive, and satisfied employees.

**PSY8785 - Compensation and Benefits Planning Psychology (5 quarter credits).** In this course, learners study the psychological theories and elements of compensation and benefits and use them to evaluate the efficacy of compensation and benefits systems. Learners also examine current trends in compensation and benefits and the ways compensation and benefits influence the psychological aspects and sustainability of an organization.

**PSY8795 - Psychology of Health and Stress in Organizations (5 quarter credits).** This course provides learners with an overview of the fundamental psychological elements that contribute to a healthy work environment and promote wellness. Learners examine the elements and impact of stress on the workplace; individuals' varying degrees of resistance to work stressors and the ways an individual's personality traits affect stress; and strategies organizations can employ to promote a more healthy working environment. Other course topics include the historical perspective of stress, sociocultural sources of stress, and the distinction between personal and professional job stress. Learners explore their own stress response mechanisms and develop methods for managing stress from personal and organizational perspectives.

**PSY8840 - Principles of Sport Psychology (5 quarter credits).** An overview of the field of sport psychology, this course covers a broad range of topics, including personality, attention, anxiety and arousal, arousal adjustment strategies, cognitive-behavioral intervention, causal attribution, motivation, self-confidence, psychology, and social issues of sport. Learners who complete this course gain a comprehensive understanding of sport psychology. Prerequisite(s): PSY7411.

**PSY8841 - Performance Enhancement in Sports (5 quarter credits).** Learners in this course examine the mechanisms athletes use to exceed their perceived physical and mental limitations. Learners also begin to apply performance enhancement theories and techniques to help clients' improve athletic performance. Topics include strategies such as visualization, meditation, hypnosis, autogenic training, biofeedback, and progressive relaxation. Prerequisite(s): PSY8840.

**PSY8842 - Applied Sport Psychology (5 quarter credits).** Learners in this course explore methods of applying fundamental sport psychology concepts to their chosen profession. Learners consider ethical issues, their personal approach to sport psychology practice, and ways to use research to inform their work. Learners also examine the significance of working with diverse populations and expanding their areas of expertise. Prerequisite(s): PSY8841.

**PSY8845 - Current Issues in Sport Psychology (5 quarter credits).** In this course, learners critically analyze the research, theories, and practices of sport psychology. Learners examine current issues in sports and explore ways to ethically and professionally apply sport psychology practices to educate sports participants and improve the performance of athletes. Prerequisite(s): PSY8842.

**PSY8990 - Independent Readings (5 quarter credits).** This course allows learners to read about and critically analyze specific topics in psychology in greater depth under the guidance of the course instructor. May only be taken once.

**PSY8991 - Selected Topics in Psychology (1 quarter credit).** This course is intended to be taken concurrently with one four-credit elective course outside of the Psychology program. Learners select a topic from the four-credit course and develop it for further study. Using theory, research, and professional literature, learners develop a project that demonstrates the relevance of the selected topic to their specialization. May be repeated for credit.

**PSY8992 - Selected Topics in Psychology (2 quarter credits).** This course is intended to be taken concurrently with two four-credit elective courses outside of the Psychology program. Learners select a topic from each of the four-credit courses and develop it for further study. Using theory, research, and professional literature, learners develop projects that demonstrate the relevance of the selected topics to their specialization. May be repeated for credit.

**PSY8993 - Selected Topics in Psychology (3 quarter credits).** This course is intended to be taken concurrently with three four-credit elective courses outside of the Psychology program. Learners select a topic from each of the four-credit courses and develop it for further study. Using theory, research, and professional literature, learners develop projects that demonstrate the relevance of the selected topics to their specialization. May be repeated for credit.
PSY9919 - Doctoral Comprehensive Examination (5 quarter credits). This course includes an overview of the comprehensive examination process, the university’s expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The course room mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to enroll in the first dissertation course. Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective course work with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.

PSY9920 - Dissertation Courseroom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. Grading for this course is R/NS. Prerequisite(s): PSY9919. Cannot be fulfilled by transfer.

PSY9921 – PSY9950 - Dissertation Research 1 – Dissertation Research 30 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): PSY9919 and concurrent enrollment in PSY9920. Cannot be fulfilled by transfer.

Harold Abel School of Social and Behavioral Sciences

Residency Courses

CES-R8922 - PhD Colloquium Track 2 (non-credit). The Track 2 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize applying the research process to their chosen discipline. Learners also expand their intellectual applications and analysis skills and the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. PhD in Psychology learners should enroll in Track 2 while completing 37–60 credits. All other learners should enroll in Track 2 while completing 57–72 credits. Prerequisite(s): COL-R8921 or OM-R8921 or ED-R8921 or PSL-R8921 or CES-R8921 or CST-R8921 or PSY-R8921.

CES-R8923 - PhD Colloquium Track 3 (non-credit). The Track 3 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize expanding and applying doctoral competencies to the independent research phase of the program in preparation for the comprehensive examination and dissertation. Learners also continue to strengthen the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner and focus on using intellectual and academic skill sets to synthesize and analyze theory and research as leaders in the discipline. Following the residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. PhD in Psychology learners should enroll in Track 3 while completing 61–95 credits. All other learners should enroll in Track 3 while completing 73–96 credits. Prerequisite(s): COL-R8922 or OM-R8921 or ED-R8922 or PSL-R8922 or CES-R8922 or CST-R8922 or PSY-R8922.

COUN-R5910 - School Counseling Residential Colloquium I (non-credit). The first residential colloquium, which is also a pre-practicum laboratory, focuses on initial development of clinical school counseling proficiencies, including building therapeutic relationship skills, performing therapeutic assessments and interventions, and applying ethical and legal standards of practice. Additionally, students practice building advanced therapeutic relationship skills, performing psychotherapy techniques for Axis-I behaviorally disordered clients, group psychotherapy techniques for unrelated individuals, and systems-oriented therapies for couples and family groups. This residency guides learners as they integrate marriage and family therapy theory with practice. COUN5920 must be taken the quarter immediately following COUN-R5910. Prerequisite(s): Learners must have completed or be progressing in the following courses: COUN5901, COUN-R5910, COUN5006, COUN5106, COUN5240, COUN5241, COUN5279, COUN5282. Cannot be fulfilled by transfer.

COUN-R5920 - Marriage and Family Therapy Residential Colloquium I (non-credit). The first residential colloquium, which is also a pre-practicum laboratory, focuses on initial development of clinical marriage and family therapy proficiencies, including building therapeutic relationship skills, performing therapeutic assessments and interventions, and applying ethical and legal standards of practice. This residency guides learners as they integrate marriage and family therapy theory with practice. COUN5920 must be taken the quarter immediately following COUN-R5920. Prerequisite(s): Learners must have completed or be progressing in the following courses: COUN5003, COUN5107, COUN5215, COUN5220, COUN5239, COUN5270, COUN5271, COUN5334. Cannot be fulfilled by transfer.

COUN-R5921 - Marriage and Family Therapy Residential Colloquium II (non-credit). The second residential colloquium, which is also a pre-practicum laboratory, focuses on advanced development of clinical marriage and family therapy proficiencies, including building advanced therapeutic relationship skills and applying individual psychotherapy techniques for Axis-I behaviorally disordered clients, group psychotherapy techniques for unrelated individuals, and systems-oriented therapies for couples and family groups. This residency guides learners as they integrate marriage and family therapy theory with practice. COUN5921 must be taken the quarter immediately following COUN-R5921. Prerequisite(s): Learners must have completed or be progressing in the following courses: COUN5003, COUN5215, COUN5280, COUN5334. Cannot be fulfilled by transfer.
### Graduate Course Descriptions, continued

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<tr>
<td>COUN-R5930</td>
<td>Mental Health Counseling Residential Colloquium I (non-credit).</td>
<td>The first residential colloquium, which is also a pre-practicum laboratory, focuses on initial development of clinical mental health counseling proficiencies, including building therapeutic relationship skills, performing therapeutic assessments and interventions, and applying ethical and legal standards of practice. This residency guides learners as they integrate mental health counseling theory with practice. <strong>COUN-R5930</strong> <strong>must be taken the quarter immediately following</strong> <strong>COUN-R5930.</strong> <strong>Prerequisite(s): Learners must have completed or be progressing in the following courses:</strong> COUN5003, COUN5214, COUN5215, COUN5221, COUN5239, COUN5252, COUN5334. Cannot be fulfilled by transfer.</td>
</tr>
<tr>
<td>COUN-R5931</td>
<td>Mental Health Counseling Residential Colloquium II (non-credit).</td>
<td>The second residential colloquium, which is also a pre-practicum laboratory, focuses on initial development of clinical mental health counseling proficiencies, including building advanced therapeutic relationship skills, performing therapeutic assessments and interventions, and applying ethical and legal standards of practice. This residency guides learners as they integrate addiction counseling theory with practice. <strong>COUN-R5950</strong> <strong>must be taken the quarter immediately following</strong> <strong>COUN-R5931.</strong> <strong>Prerequisite(s): Learners must have completed or be progressing in the following courses:</strong> COUN5003, COUN5214, COUN5215, COUN5221, COUN5239, and COUN5279. Cannot be fulfilled by transfer.</td>
</tr>
<tr>
<td>COUN-R5940</td>
<td>Addiction Counseling Residential Colloquium I (non-credit).</td>
<td>The first residential colloquium, which is also a pre-practicum laboratory, focuses on initial development of clinical addiction counseling proficiencies, including building advanced therapeutic relationship skills, performing therapeutic assessments and interventions, and applying ethical and legal standards of practice. This residency guides learners as they integrate addiction counseling theory with practice. <strong>COUN-R5940</strong> <strong>must be taken the quarter immediately following</strong> <strong>COUN-R5940.</strong> <strong>Prerequisite(s): Learners must have completed or be progressing in the following courses:</strong> COUN5003, COUN5214, COUN5215, COUN5221, COUN5239, and COUN5334. Cannot be fulfilled by transfer.</td>
</tr>
<tr>
<td>COUN-R5941</td>
<td>Addiction Counseling Residential Colloquium II (non-credit).</td>
<td>The second residential colloquium, which is also a pre-practicum laboratory, focuses on advanced development of clinical addiction counseling proficiencies, including building advanced therapeutic relationship skills, and assessing and treating addictive and compulsive behaviors. This residency guides learners as they integrate addiction counseling theory with practice. <strong>COUN-R5941</strong> <strong>must be taken the quarter immediately following</strong> <strong>COUN-R5941.</strong> <strong>Prerequisite(s): Learners must have completed or be progressing in the following courses:</strong> COUN5003, COUN5006, COUN5106, COUN5107, COUN5108, COUN5225, COUN5241. Cannot be fulfilled by transfer.</td>
</tr>
<tr>
<td>CST-R8921</td>
<td>PhD Colloquium Track 1 (non-credit).</td>
<td>The Track 1 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize assessment and practice of academic and intellectual skill sets essential to progressing through doctoral program coursework. Learners also engage in self-reflection exercises and participate in learning experiences that address the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. <strong>PhD in Psychology learners should enroll in Track 1 during their first quarter of enrollment or before completing 56 credits.</strong></td>
</tr>
<tr>
<td>CST-R8922</td>
<td>PhD Colloquium Track 2 (non-credit).</td>
<td>The Track 2 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize assessment and practice of academic and intellectual skill sets essential to progressing through doctoral program coursework. Learners also engage in self-reflection exercises and participate in learning experiences that address the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. <strong>PhD in Psychology learners should enroll in Track 2 while completing 37–60 credits. All other learners should enroll in Track 1 during their first quarter of enrollment or before completing 56 credits.</strong></td>
</tr>
</tbody>
</table>
Graduate Course Descriptions, continued

**PSY-R6161** - Psychology MS Residential Colloquium Track I (non-credit). Through residential colloquia, Capella learners gain a stronger sense of academic community by networking and discussing course work, projects, and research issues face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of knowledge and critical-thinking skills to professional practice. Track I offers labs in clinical relationship building, interviewing, and intervention.

**PSY-R6162** - Psychology MS Residential Colloquium Track II (non-credit). Through residential colloquia, Capella learners gain a stronger sense of academic community by networking and discussing course work, projects, and research issues face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of knowledge and critical-thinking skills to professional practice. Track II offers labs in psychological assessment.

**PSY-R6163** - Psychology MS Residential Colloquium Track III (non-credit). Through residential colloquia, Capella learners gain a stronger sense of academic community by networking and discussing course work, projects, and research issues face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of knowledge and critical-thinking skills to professional practice. Track III offers labs in applying cultural competence and ethical principles to psychological interventions.

**PSY-R8921** - PhD Colloquium Track 1 (non-credit). The Track 1 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize applying the research process to their chosen discipline. Learners also expand their intellectual applications and analysis skills and the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. PhD in Psychology learners should enroll in Track 1 while completing 37–60 credits. All other learners should enroll in Track 1 while completing 57–72 credits. Prerequisite(s): COL-R8921 or OM-R8921 or ED-R8921 or PSL-R8921 or CES-R8921 or CST-R8921 or PSY-R8921.

**PSY-R8922** - PhD Colloquium Track 2 (non-credit). The Track 2 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize applying the research process to their chosen discipline. Learners also expand their intellectual applications and analysis skills and the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. PhD in Psychology learners should enroll in Track 2 while completing 73–96 credits. All other learners should enroll in Track 2 while completing 57–72 credits. Prerequisite(s): COL-R8921 or OM-R8921 or ED-R8921 or PSL-R8921 or CES-R8921 or CST-R8921 or PSY-R8921.

**PSY-R8923** - PhD Colloquium Track 3 (non-credit). The Track 3 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize expanding and applying doctoral competencies to the independent research phase of the program in preparation for the comprehensive examination and dissertation. Learners also continue to strengthen the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner and focus on using intellectual and academic skill sets to synthesize and analyze theory and research as leaders in the discipline. Following the residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. PhD in Psychology learners should enroll in Track 3 while completing 61–95 credits. All other learners should enroll in Track 3 while completing 73–96 credits. Prerequisite(s): COL-R8922 or OM-R8921 or ED-R8922 or PSL-R8922 or CES-R8922 or CST-R8922 or PSY-R8922.

**Harold Abel School of Social and Behavioral Sciences**

**School Psychology Year-in-Residence Courses**

**PSY-R6580** - Orientation and Professional Issues (non-credit). This opening weekend is the beginning of the School Psychology year-in-residence. It initiates the process of cohort formation and group cohesion and orients learners to year-in-residence activities, requirements, and logistics. Learners study a variety of concepts and participate in activities aimed at developing their professional identity as a psychologist and scholar-practitioner. For MS School Psychology learners only. Prerequisite(s): PSY5004, PSY7610, PSY8233. This prerequisite applies only to MS School Psychology learners who matriculated in July 2005 or later.

**PSY-R6581** - Assessment (non-credit). Learners in this residency observe testing sessions, score test results, take notes from faculty presentations, and engage in mock testing sessions. Learners gain valuable skills in conducting standardized academic and intellectual assessments and scoring and interpreting test results. Learners also study the ethical principles associated with the practice of school psychology. For MS School Psychology learners only. Prerequisite(s): PSY5004, PSY7610, PSY8233, PSY-R6580. This prerequisite applies only to MS School Psychology learners who matriculated in July 2005 or later.

**PSY-R6582** - Interventions and Response to Intervention (non-credit). In this residency, learners develop the skills school psychologists need to coordinate and consolidate efforts at the school site that ultimately help children learn. In particular, learners acquire skills in academic intervention development and implementation and response to intervention (RTI) in an efficient and effective manner, using a school instructional team approach. Learners also examine ways to provide support for teachers, students, and parents and to assist in developing intervention strategies that help teachers generalize interventions and activities. Learners also study the ethical principles associated with the practice of school psychology. For MS School Psychology learners only. Prerequisite(s): PSY-R6580, PSY-R6581.
Graduate Course Descriptions, continued

PSY-R6583 - Assessments: Nonverbal (non-credit). This residency includes an assessment review of previously taught academic and achievement measures. Through mock testing and supervised observation and feedback from experienced professional psychologists and peers, learners continue to develop skills in administering assessment instruments, following test administration procedures, handling test materials appropriately, maintaining a neutral test environment, and encouraging full “testee” cooperation. Learners are introduced to and practice the skills needed for scoring, interpreting, and presenting nonverbal assessment results to teachers, parents, and other professionals. Learners also study the ethical principles associated with the practice of school psychology. For MS School Psychology learners only. Prerequisite(s): PSY-R6580, PSY-R6581, PSY-R6582.

PSY-R6584 - Counseling (non-credit). This residency includes counseling skill development, interviewing, and assessment review. Learners participate in P–12 role-play scenarios to develop and strengthen their counseling skills, including those used in establishing a structure for and guiding group and individual counseling sessions; counseling special needs students; and working in multicultural settings. Learners also review assessment instruments; explore the parameters of counseling conducted by school psychologists, including state and federal legal requirements; and study the ethical principles associated with the practice of school psychology. For MS School Psychology learners only. Prerequisite(s): PSY-R6580, PSY-R6581, PSY-R6582, PSY-R6583.

PSY-R6585 - Behavior (non-credit). This residency includes functional behavior assessment, behavior intervention planning, data gathering and graphing procedures, and assessment review. Learners discuss cases and interventions and develop skills in applied behavior analysis. Learners also study the ethical principles associated with the practice of school psychology. For Specialist Certificate in School Psychology learners only. Prerequisite(s): PSY-R6580, PSY-R6581, PSY-R6582, PSY-R6583, PSY-R6584.

PSY-R6586 - Personality and Behavior Assessment (non-credit). Learners in this residency study personality and behavior assessment, and behavior interventions. In particular, learners examine the Behavior Assessment System for Children, Second Edition (BASC-2); the Achenbach System of Empirically Based Assessment (ASEBA), including the Child Behavior Checklist and Teacher Report Form; Conners’ Rating Scales-Revised (CRSR); the Kinetic Drawing System for Family Report Form; Conners’ Rating Scales-Revised including the Child Behavior Checklist and Teacher System of Empirically Based Assessment (ASEBA), Children, Second Edition (BASC-2); the Achenbach examine the Behavior Assessment System for behavior interventions. In particular, learners study personality and behavior assessment, and syntheses and interpreting the results to make recommendations and write psychological reports. Learners also analyze student case studies exhibiting Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD), depression, anxiety, and conduct disorders and study the ethical principles associated with the practice of school psychology. For Specialist Certificate in School Psychology learners only. Prerequisite(s): PSY-R6580, PSY-R6581, PSY-R6582, PSY-R6583, PSY-R6584, PSY-R6585, PSY-R6586, PSY-R6587.

PSY-R6587 - Report Writing and Behavior Interventions (non-credit). The focus of this residency is report writing, assessment review, and behavior intervention and includes an analysis of Individual Education Programs (IEPs) and special education identifications. Learners explore the various sections and characteristics of psychological/psycho-educational reports and examine the skills and principles needed to write them. Learners engage in report writing practice sessions, individually with the instructor and in small groups. Learners gain experience developing interventions for students with internalizing and externalizing disorders, social skills training programs for preschool and adolescent students, and a parent training curriculum to help them manage their children’s problem behavior. Learners also study the ethical principles associated with the practice of school psychology. For Specialist Certificate in School Psychology learners only. Prerequisite(s): PSY-R6580, PSY-R6581, PSY-R6582, PSY-R6583, PSY-R6584, PSY-R6585, PSY-R6586, PSY-R6587.

PSY-R6588 - Comprehensive Learner Assessment (non-credit). This residency includes the portfolio review, an assessment demonstration of the Wechsler Intelligence Scale for Children (WISC-IV) and the Woodcock-Johnson Third Edition (WJ-III), and the comprehensive examination of the National Association of School Psychologists (NASP) practice domains. For Specialist Certificate in School Psychology learners only. Prerequisite(s): PSY-R6580, PSY-R6581, PSY-R6582, PSY-R6583, PSY-R6584, PSY-R6585, PSY-R6586, PSY-R6587.

PSY-R6589 - Treatment Planning and Recommendations (non-credit). In this residency, learners explore treatment planning and behavior intervention, including of Individual Education Programs (IEPs) and special education identifications. Learners develop school supervisory skills and skills needed to present assessment and evaluation data in a narrative format. Learners analyze treatment plan formats and work on case studies individually and in groups. Learners also study the ethical principles associated with the practice of school psychology. Completing PSY-R6589 is contingent on passing the formative portfolio review during the residency. For Specialist Certificate in School Psychology learners only. Prerequisite(s): PSY-R6580, PSY-R6581, PSY-R6582, PSY-R6583, PSY-R6584, PSY-R6585, PSY-R6586, PSY-R6587, PSY-R6588.

Harold Abel School of Social and Behavioral Sciences

Clinical Psychology

Year-in-Residence Courses

PSY-R8301 - Professional Issues in Clinical Psychology (non-credit). This face-to-face residency course is the first in a series designed to complement online courses and provides learners with the knowledge, skills, and attitudes necessary to begin doctoral-level practicum training. Learners focus on the logistics and progression of the year-in-residency, the importance of time management and effective support, and the necessity of group cohesion and teamwork for the successful completion of the year. Learners also discuss current issues and trends in professional psychology; identify their individual strengths and weaknesses; anticipate potential barriers to completing the residency; and develop a plan, both as individuals and as a group, for successfully progressing to practicum training.

PSY-R8302 - Intervention: Building Effective Relationships (non-credit). This face-to-face residency course is focused on the therapeutic relationship and methods of building trust and rapport with clients. Through case discussions, role-plays, and group exercises, learners examine skills associated with relationship building and practice establishing ongoing working alliances with clients. Learners also explore diversity and ethical principles as they relate to the foundational components of an effective clinical interview.

PSY-R8303 - Professional Development and Socialization (non-credit). This face-to-face residency course is focused on the learner’s development as a psychologist-in-training and socialization into the profession of psychology. Learners develop a understanding of program components and requirements; examine appropriate use of program resources to successfully complete the year; explore professional organizations to facilitate their professional growth; begin developing a professional portfolio; and identify and embrace the attitudes and language of professional psychology.
Graduate Course Descriptions, continued

**PSY-R8304 - Assessment: Introduction to Psychological Testing (non-credit).** This face-to-face residency course is the first in a series of assessment-focused courses. Learners explore test selection, psychometric properties such as reliability and validity, and target populations within the context of ethical and effective assessment procedures. Learners also practice administering and scoring commonly used psychological tests.

**PSY-R8305 - Intervention: Diagnostic Interviewing (non-credit).** This face-to-face residency course is focused on diagnostic interviewing and use of the DSM-IV-TR. Learners examine trust and relationship building as a foundation for gathering the information needed to formulate diagnostic impressions and identify differential diagnoses. Learners also engage in case discussions, role-plays, and group exercises with particular attention given to methods of gathering client information and communicating diagnostic conclusions.

**PSY-R8306 - Intervention: Case Formulation (non-credit).** This face-to-face residency course is focused on forming case conceptualizations using various theoretical approaches. Learners apply theory to better understand a client’s current issues and identify how these issues developed and are sustained. Learners also discuss the strengths and limitations of the various theories when applied to a diverse set of clients and client issues.

**PSY-R8307 - Intervention: Treatment Planning (non-credit).** This face-to-face residency course builds on previous intervention courses, leading to the development of client treatment plans. Learners participate in case discussions, role-plays, and group exercises associated with effective treatment planning and develop treatment plans using empirically supported treatments, knowledge of treatment ethics, and respect for individual differences. Learners also practice presenting and supporting their treatment plans in small and large group settings.

**PSY-R8308 - Intervention: Crisis Intervention and Risk Assessment (non-credit).** This face-to-face residency course is focused on risk assessment and effective crisis intervention, with particular emphasis on single session treatment and evaluation approaches. Through case discussions, role-plays, and group exercises, learners develop the skills necessary to establish trust and rapport with clients in crisis and effectively gather the information necessary to assess a client’s risk for dangerous behavior. Learners also identify common crisis situations, discuss and practice different approaches to crisis intervention, and incorporate diversity and ethics into their work with clients in crisis.

**PSY-R8309 - Assessment: Adult Cognitive, Achievement, and Adaptive Functioning (non-credit).** This face-to-face residency course is focused on the administration, scoring, and interpretation of adult cognitive, achievement, and adaptive functioning tests in professional psychology, with particular emphasis on the use of the WAIS-IV. Learners identify commonly used assessments in adult cognitive, achievement, and adaptive functioning evaluations and explore the applicability, strengths, and limitations of each. Learners also administer several adult cognitive, achievement, and adaptive functioning assessments; demonstrate the ability to accurately score and interpret those assessments with respect for individual differences; and support their conclusions at a level appropriate for a beginning practicum student.

**PSY-R8310 - Assessment: Child Cognitive, Achievement, and Adaptive Functioning (non-credit).** This face-to-face residency course is focused on the administration, scoring, and interpretation of child cognitive, achievement, and adaptive functioning tests in professional psychology, with particular emphasis on the use of the WISC-IV. Learners identify commonly used assessments in child cognitive, achievement, and adaptive functioning evaluations and explore the applicability, strengths, and limitations of each. Learners also administer several child cognitive, achievement, and adaptive functioning assessments; demonstrate the ability to accurately score and interpret those assessments with respect for individual differences; and support their conclusions at a level appropriate for a beginning practicum student.

**PSY-R8311 - Assessment: Personality (non-credit).** This face-to-face residency course is focused on the administration, scoring, and interpretation of personality tests in professional psychology, with particular emphasis on the MMPI-2. Learners administer several personality assessments, demonstrate the ability to accurately score and interpret those assessments, and support their conclusions at a level appropriate for a beginning practicum student.

**PSY-R8312 - Assessment: Integrated Report Writing and Case Discussion (non-credit).** This face-to-face residency course is the culmination of previous residency courses and is focused on how information gathered through clinical activities is used to build an integrated psychological report. Learners incorporate client information, assessment results, theory, and research into written psychological reports; discuss their findings and support their conclusions with peers; and practice presenting in a group setting.

**PSY-R8313 - Assessment: Measuring Treatment and Program Effectiveness (non-credit).** This face-to-face residency course focuses on assessment planning for both individual clients and mental health programs. Learners review psychological tests covered during the residency year and explore additional assessment and evaluation methods. Through case discussions, role-plays, and group exercises, learners approach assessment as both an initial and an ongoing process for determining treatment needs, evaluating treatment progress, and assessing treatment outcome at the client and program level. Learners also explore ethical, legal, and diversity issues associated with developing the most appropriate methods of evaluation.

**PSY-R8314 - Intervention: The Practice of Psychotherapy (non-credit).** This face-to-face residency course synthesizes learners’ intervention and assessment skills that provide the foundation for the practice of psychotherapy. Learners practice gathering information and assessing clients’ treatment needs. In preparation for the practicum experience, learners also begin practicing psychotherapy techniques using various theoretical approaches and common treatment modalities, including individual, couples, family, and group.

**PSY-R8315 - Practicum Readiness Evaluation (non-credit).** This face-to-face residency experience marks the progression from pre-practicum training to practicum readiness and includes the Clinical Skills Demonstration, Clinical Knowledge Assessment, and Professional Portfolio Review. By passing all three parts of this evaluation, learners demonstrate the skills, knowledge, and attitudes necessary for beginning practicum training.

**PSY-R8316 - Residency Capstone: Preparing for Practicum Training (non-credit).** This capstone residency course is the culmination of previous online and residency courses and highlights the supporting skills and knowledge necessary for successful completion of practicum training. Learners participate in case discussions, role-plays, and group exercises related to supervision, client consultation, and client advocacy; develop a plan for incorporating ethical, legal, and culturally sensitive evidence-based practice into their work with clients; assess their individual strengths and weaknesses; and establish appropriate goals for the practicum experience.

**Right 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 the 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.
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Charles Lorbeer, PhD
Faculty

School of Undergraduate Studies

Core and Adjunct Faculty

A

Adams, Katherine, BA, St. Olaf College; MS, Winona State University

Adams, Walter, BA, Princeton University; MPA, Yale University

Airapetian, Vladimir, MS, Yerevan State University – Armenia; PhD, Byurakan Astrophysical Observatory – Armenia

Ali, Azad, BBA, University of Baghdad; MPH, University of Pittsburgh; MBA, Indiana University of Pennsylvania; DSC, Robert Morris University

Aloi, Susan, BS, Kean University; MPA, New York University

Andersen, Jill, BA, Augustana College; MS, Cardinal Stritch University

Andrus, Sonja, BA, Hardin Simmons University; MA, Hardin Simmons University; PhD, Texas A&M University

Ansoorian, Andrew, BS, James Madison University; MS, California State University, San Bernardino

Archbold, Nataly, BS, University of Florida; MFA, Savannah College of Art and Design

Armour-Price, Casey, BS, Grand Valley State University; MS, North Dakota State University; PhD, University of North Dakota

Avant, Cheryl, BS, Lincoln University; MBA, Lincoln University; PhD, University of Missouri – Columbia

B

Barker, Gwen, BS, University of Wisconsin – River Falls; MBA, University of Minnesota – Twin Cities

Barland, Libby, BA, Lynn University; MS, Lynn University

Barnes, Laurie, BS, Virginia Tech; MS, Old Dominion University; MBA, Saint Leo University

Basil, Barbara, BS, Virginia Commonwealth University; MBA, Virginia Commonwealth University

Basta, Alfred, BS, Alexandria University – Egypt; MS, Alexandria University – Egypt; PhD, Alexandria University – Egypt

Battle, Louis, BA, Saint Leo University; MPA, University of Miami; MS, Barry University

Becker, John, BA, California State University, Stanislaus; MA, Boston University; MA, Emory University; JD, University of Denver; PhD, University of Denver

Benson, John, BA, Augsburg College; BD, Luther Seminary; MA, Columbia University; PhD, Columbia University

Beyer, Dale, BA, State University of New York at Stony Brook; MFA, Roosevelt University

Blanton, Bretta, BS, Spelman College; MS, University of Wisconsin – Madison; PhD, Howard University

Blessinger, Patrick, BS, Auburn University; MS, Georgia Institute of Technology

Bobowski, Kenneth, BFA, The School of the Art Institute of Chicago; MBA, University of St. Thomas

Bolton, Jeremy, BS, University of Florida; MEng, University of Florida; PhD, University of Florida

Boyd, Michael, BA, Jacksonville University; MBA, University of North Florida

Brain, Hank, BS, Florida Southern College; MA, University of Phoenix

Brancasio, Steven, BS, Lynn University; MS, Kaplan University

Braun, Diana, BS, University of Iowa; MEd, American Intercontinental University

Brewer, Jackie, BA, Ottawa University; MA, Ottawa University; PhD, Capella University

Breyer, David, BS, Pennsylvania State University; MBA, Pennsylvania State University; PhD, University of Pittsburgh

Briley, Josh, BS, Southwestern Oklahoma State University; University of North Texas; PhD, University of North Texas

Brooks, Rochelle, BS, University of Wisconsin – Stout; ME-PO, University of Wisconsin – La Crosse; PhD, Capella University

Brown, Allen C., BS, Arkansas Tech University; MS, University of Missouri – Rolla

Brown, Carol, BS, Bowie State University; MA, Bowie State University

Brown, Harryette, BA, Southern Methodist University; MA, Southern Methodist University; PhD, Texas Woman’s University

Brown, Mary, BS, Metropolitan State University; MS, Capella University

Bryant, Janice, BS, Southeastern Oklahoma State University; MBA, Columbia Southern University

Buchholz, Robert, BS, State University of New York at Plattsburgh; MS, The Sage Colleges

Buffkin, Sally, BS, University of Wisconsin – Eau Claire; MBA, University of Central Florida

Burkett, William, BS, Palm Beach Atlantic College; MS, Nova Southeastern University; PhD, Nova Southeastern University

Buszta, Robert, BS, Central Michigan University; MS, University of Phoenix

Byrne, Cheryl, BS, Ohio State University; MBA, Pepperdine University; PhD, Claremont Graduate University

C

Carter, Beverly, BS, Chicago State University; MA, DePaul University

Carter, Stephen, BA, Olivet Nazarene University; MS, DePaul University; PhD, DePaul University

Casey-Acevedo, Karen, BS, Niagara University; MA, State University of New York at Albany; PhD, State University of New York at Albany

Cattapan, Mary Catherine, BS, University of Illinois at Chicago; MBA, DePaul University

Champion, John, BS, Central Michigan University; MS, Walsh College

Chan, Lisa, BA, Loyola Marymount University; MA, University of California, Santa Barbara; PhD, University of California, Santa Barbara

Chrisman, James, BS, Eastern Kentucky University; MBA, University of Phoenix

Clearfield, Tammi, BA, Florida Atlantic University; MS, Florida International University; JD, University of Miami

Coito, Deborah, BA, Humboldt State; MFA, California Institute of the Arts

Cox, Carol, BS, Northern Michigan University; MA, Northern Michigan University

Crelin, Sheryl, BS, Southern Connecticut State University; MA, University of Phoenix

D

Dale, Jennifer, BS, Northern Illinois University; MA, Northern Illinois University

Daniel, Elvicia, BA, Auburn University; MA, Clark Atlanta University

Daniels, Dawn, BS, East Carolina University; MSIT, Colorado Technical University

Davis, Stephen, BS, Appalachian State University; MS, Appalachian State University

DeFrench, Melissa, BA, University of Findlay; JD, Cleveland State University

Dervis, Jocelyn, BS, University of Central Florida; MBA, Southeastern University

DeSousa, Kathleen Hughes, BA, Rutgers State University; MA, Fairleigh Dickinson University; PhD, Capella University

Devaney, John, BBA, Pace University; MS, Lynn University; MBA, Lynn University

Devillier, John, BS, Florida State University; MA, California State University, Dominguez Hills; MA, The George Washington University

DiCarlo, John, BA, Indiana University of Pennsylvania; MS, Lynn University

Diemer, Robert, BA, Saint Leo University; MEd, National Louis University; PhD, Union Institute & University

Dinter, Jason, BA, George Mason University; MA, American University; MS, American University

Dittmar, Eileen, BS, Western Michigan University; MA, Western Michigan University; PhD, Capella University

Duff, Susan, BFA, The Illinois Institute of Art; MA, University of Phoenix

Duncan, Phillip, BS, University of Northern Colorado; MBA, Lindendwood University; MM, University of Dallas; DBA, University of Phoenix
Faculty, continued

School of Undergraduate Studies, continued

**E**
Edwards, Anne, BA, Wells College; MA, University of Oklahoma; PhD, University of Oklahoma

**F**
Farsing, Gregory, BS, Xavier University; MBA, Xavier University; PhD, Union Institute & University
Feliu, Genevieve, BA, University of North Carolina at Asheville; MA, East Carolina University
Finch, Tina, BS, Georgia Institute of Technology; MBA, University of Pennsylvania
Fisher, Ray, BIT, American Intercontinental University; MIT, American Intercontinental University
Flanders, Gordon, BA, Augsburg College; MBA, University of Minnesota – Carlson School of Management
Fok, Matt, BS, California Polytechnic State University; MBA, University of San Francisco
Forest, Truman, BME, Eastern Michigan University; MPA, Western Michigan University; EdD, Western Michigan University
Forte, Anne, BS, Wayne State University; MS, Wayne State University
Forte, Joseph, BS, University of Detroit; MS, Walsh College
Fox, Susan, BA, University of Wisconsin – Madison; MA, Binghamton University; PhD, Binghamton University
France, Paul, BA, University of Wisconsin – Madison; MA, Naval Postgraduate School
Franklin, Paul, BS, Rockhurst University; MS, University of Missouri – Kansas City; MBA, Keller Graduate School of Management
Frantz, William, BS, Pennsylvania State University; MA, University of Wisconsin – Madison
Fry, Sheila, BBA, Davenport University; MBA, Baker College of Flint
Fuszner, Michael, BS, University of Missouri – Columbia; MS, Capella University

**G**
Garcia, Patricia, BA, Tufts University; MEd, Harvard University; PhD, Stanford University
Gasaway, Richard, BS, West Virginia University; MBA, University of Dayton; PhD, Capella University
Geppert, Cynthia, BS, Thomas Edison State College; MBA, University of Maryland
Gerber, Lisa, BA, University of New Mexico; MA, University of Montana; PhD, University of New Mexico
Gino, Colleen, MSC, Swinburne University of Technology – Australia
Gleich, James, BS, University of Illinois Chicago; MBA, Depaul University
Glog, Anne, BS, Old Dominion University; PhD, Northwestern University
Gold, Paul, BA, Metropolitan State University; MS, St. Mary’s University of Minnesota Graduate School
Goldwasser, Robert, BA, University of North Carolina at Chapel Hill; MBA, University of Phoenix; DBA, Grenoble Ecole de Management – France
Gotches, Gregory, BS, University of Illinois at Chicago; MA, University of Illinois at Chicago; MS, Benedictine University
Grant, Carissa, BS, Mount Olive College; MBA, Nova Southeastern University; MPH, Emory University
Green, Charlene, BA, Texas Woman’s University; MA, Texas Woman’s University
Grimes, Nancy, BS, Barry University; MPA, Troy State University
Gruber, Robert, BS, University of the State of New York; MS, Capitol College

**H**
Hadley, Mari, BBA, Davenport University – Dearborn; MBA, Davenport University – Dearborn
Hagedorn, Rodney, BS, Minnesota State University, Mankato; MBA, Drake University; MS, Iowa State University
Haggerty, Patrick, BGS, University of Michigan; MS, Eastern Michigan University
Halperin, Patrick, BS, Eastern Illinois University; MA, Governors State University; EdD, Loyola University – Chicago
Halwani, Nasser, BS, University of Southern California; MA, California State University, Los Angeles
Harrington, Suzanne, BSN, Angelo State University; MS, California College for Health Sciences; DNP, Rush University
Harris, Robert, BA, The Ohio State University; MS, Roosevelt University
Hart, Dennis J., BS, The Ohio State University; MBA, Central Michigan University
Hashmi, Ali, BS, University of Maryland; MS, The George Washington University; MBA, Carnegie Mellon University
Hawes, John, BA, University of California, Santa Barbara; MIM, Thunderbird, The American Graduate School of International Management
Helwig, Steven, BS, University of Phoenix; MS, Capella University

**K**
Kakish, Kamal, BS, Georgia Institute of Technology; MS, Georgia Institute of Technology; DMIT, Lawrence Technological University
Kemerling, Garth, BA, Milligan College; MA, University of Iowa; PhD, University of Iowa
Khan, Lorinda, BA, The Ohio State University; MFA, Goddard College
King, David, MS, Air Force Institute of Technology; MA, Indiana University; PhD, Indiana University
Kingston, Peter, BA University of Quebec; MA University of Toronto; LLB, Osgoode Hall Law School
Kinzler, Carol, BA, Indiana University of Pennsylvania; EdS, Nova Southeastern University
Knauf, Fred, BS, John Carroll University; MBA, Cleveland State University; MLHR, Cleveland State University
Kotsivos, Jean, BS, University of Illinois; MA, Governors State University
Kozak, Andrew, BS, United States Naval Academy; MBA, Nichols College
Kozioł, Brian, BA, Baker College; MBA, Baker College
Kraft, Theresa, BS, Politechnic Institute of Brooklyn; MS, Rensselaer Polytechnic Institute; MBA, University of Detroit Mercy; DM, Lawrence Technological University
Kraus, Neil, BA, LeMoyne College; MA, State University of New York at Albany; PhD, State University of New York at Albany
Krause, Sharlen, BA, Mount Marty College; MA, University of South Dakota; MA, University of South Dakota (second); EdD, University of South Dakota
Krier, Kevin, BA, Marquette University; MBA, Cardinal Stritch University
Krummen, Julia, BA, University of Houston – Main Campus; MA, University of Tennessee, Knoxville
Faculty, continued

School of Undergraduate Studies, continued

Kruse, Clemens, BS, United States Military Academy; MS, University of Texas at San Antonio; MBA, University of Texas at San Antonio; MHA, Baylor University

Kvam, David, BA, Bellevue University; MA, University of St. Thomas

L

Lamey, Camelia, BA, University of Minnesota Duluth; MS, University of Oklahoma

Landry, Melvin, BS, Southern University at Baton Rouge; MS, University of Arkansas, Fayetteville; MBA, University of New Orleans

Lauer, David, BS, University of Illinois; MBA, DePaul University

LaVake, Jeff, BA, University of Wisconsin – Eau Claire; MBA, University of Minnesota – Twin Cities

Lavelle, Michael, BS, North Dakota State University; MS, University of Mary; PhD, Capella University

Leary, Margaret, BS, University of Phoenix; MBA, University of Phoenix

Lewis, Mileia, BSM, University of Houston; MS, Columbus State University

Lulejian, Jerry, BA, California State University, Long Beach; JD, Southwestern University School of Law

Lum, Jason, BA, Washington University in St. Louis; MPP, Harvard University; JD, University of California, Berkeley

Lyons, David, BA, Loyola University – Chicago; MFA, University of Wisconsin – Madison

Lyons, Ian, BS, Australian National University; PhD, University of Melbourne

McNamara, Michael, BA, The Johns Hopkins University; JD, Boston University Law School; MBA, Boston University School of Management; LLM, Fordham University Law School

Midha, Sanjeev, BA, Delhi University; MBA, Xavier University; MS, Delhi University; PhD, University of Akron

Moha, Carla, BA, Western State College of Colorado; MBA, Regis University

Molaski, Laina, BA, Rochester College; MBA, Indiana Wesleyan University; PhD, Northcentral University

Moore, Leslie, BS, Northern Illinois University; MS, DePaul University

Morissette, Scott, BA, Palm Beach Atlantic College; MBA, Nova Southeastern University

Morneau, Keith, BS, Florida Institute of Technology; MS, George Mason University; EdD, Pepperdine University

Murphy, John, BS, Metropolitan State University; MS, Touro University

N

Narjes, Shayne, BS, Mankato State University; MBA, University of St. Thomas

Newell, Susan, BA, Glenside State College; MS, University of Maryland

Noe, Nancy, BS, Portland State University; MA, Oregon State University

Nunez, Eloy, BS, Florida International University; MS, St. Thomas University; PhD, Lynn University

O

Odett, David, BA, Madonna University; MA, Central Michigan University; MBA, University of Notre Dame; PhD, Wayne State University

Odett, Nancy, BS, Walsh College; MBA, University of Notre Dame

Orgill, Ken, BA, Brigham Young University; MS, Brigham Young University

P

Padgett, John, BBA, Brenau University; MEd, Troy State University

Padula, Laura, BS, Barry University; MBA, Nova Southeastern University

Palmeri, Samuel, BA, Villanova University; MS, Eastern Michigan University

Perry, Susan, BA, Hastings College; MA, University of Nebraska – Kearney; PhD, Texas Woman’s University

Phelps, Scot, BA, Columbia University; MPH, Yale University; JD, Brooklyn Law School

Phillips, Richard, BBA, Temple University; MS, Robert Morris University

Phillips, Tracy, BA, Temple University; MS, Chestnut Hill College; JD, University of Pittsburgh

Polak, Rhonda, BS, Palm Beach Atlantic University; MBA, Nova Southeastern University; MEd, University of Phoenix; DBA, Nova Southeastern University

Post, Carl, BA, Long Island University; MA, University of Kentucky; PhD, University of Kentucky

Priestman, Ian, BA, Lincoln University – United Kingdom; MBA, Lincoln University – United Kingdom

R

Ranganathan, Babu, BTech, Indian Institute of Technology – India; MBA, University of Chicago

Redlin, Jennifer, BS, North Dakota State University; MS, North Dakota State University

Robbins, Mary, BA, University of Dallas; MS, University of North Texas; MBA, University of Dallas; PhD, University of North Texas

Robinson, Bill “Willie,” BS, Cleveland State University; MBA, Baldwin-Wallace College

Rochester, Donna, BS, Central Michigan University; MS, Central Michigan University

Rogers, Debra, BS, University of Phoenix; MS, University of Phoenix; PhD, University of Phoenix

Rogers, Gary, BA, University of Florida; MA, Webster University; PhD, Walden University

Roth-Davies, Mary, BA, Charter Oak State College; MA, The American International University – United Kingdom

Rueda-de-Leon, Rolando, BS, California Polytechnic State University; MS, Nova Southeastern University; PhD, Nova Southeastern University

Runyon, Nicole, BA, The Ohio State University; MS, Central Michigan University; PhD, Walden University

S

Sahlin, Julie, BBA, Campbell University; MS, Central Michigan University

Saltzman, Terry, BS, Vanderbilt University; MS, University of Tennessee; PhD, Union Institute & University

Sands, Richard, BS, Pepperdine University; MBA, Pepperdine University

Sankovich, Laura, BA, DePaul University; MBA, Webster University

Schmitz, Sheila, BA, George Williams College; MSW, University of Illinois at Chicago; PhD, Northcentral University

Sarmiento, Renee M., BS, Middle Tennessee State University; MS, West Virginia University; MBA, West Virginia University

Schultz, Darcy, BS, Central Missouri State University; MA, University of Nebraska – Kearney; PhD, University of Nebraska – Lincoln

Scurino, Thomas, BBA, Western Michigan University; MS, California State University, Long Beach

Schwabe, Oliver, BSc, The New School for Social Research; MBA, Keller Graduate School of Management
Faculty, continued

School of Undergraduate Studies, continued

Scott, Andrew, BA, Florida International University; MS, St. Thomas University
Scott, David, BS, University of Colorado; MA, University of Colorado; MBA, University of Colorado
Seay, Steven, BS, University of San Francisco; MBA, Stanford University; PhD, Walden University
Sharha, Mansour, BS, La Roche College; MS, University of Pittsburgh
Shelton, Doug, BS, Pennsylvania State University; MBA, University of Colorado at Boulder
Sherwood, Philip, BA, Lipscomb University; MBA, University of Hawaii at Manoa; PhD, Indiana University
Shoaf, Cathy, BA, University of Wisconsin; MS, Indiana Wesleyan University
Simmons, Stephen, BS, Central Connecticut State University; MBA, Florida Metropolitan University
Singh, Chanpreet, BA, Queens College – City University of New York; MA, Queens College – City University of New York; MA, New York University; PhD, Capella University
Smith, Mark, BA, Purdue University; MBA, Webster University
Smith, Melinda, BS, Oklahoma State University; MBA, Oklahoma State University
Stavredes, Tina, BS, University of Minnesota; MEd, University of Minnesota; PhD, University of Minnesota
Steinwall, Maureen, BA, University of Minnesota; MBA, University of Minnesota; PhD, Capella University
Stone, Eric, BBA, Georgia Southwestern State University; MBA, Georgia Southern University
Sullivan, Laura, BA, Purdue University; MS, Butler University
Sullivan, John, BS, Lynn University; MS, National-Lewis University; PhD, Capella University
Suresh, Durga, BE, University of Madras; MS, Saint Joseph’s University

T
Talkington, Timothy, BA, University of California, Santa Barbara; JD, University of Colorado at Boulder
Tanner, Amanda, BS, Lake Superior State University; MBA, Lake Superior State University
Tanner, Gary, BS, Remington College – Mobile Campus; MS, Strayer University
Taylor, Sharon, BA, University of Colorado at Boulder; MBA, Regis University
Teague, Corey, BS, Middle Tennessee State University; MA, Argosy University, Atlanta
Therrian, Michael, BA, Walsh College; MBA, Walsh College
Thomas, Jerry, BS, Mississippi College; MBA, Mississippi College
Tovbin, Paul, BA, Luvov University; MBA, Fordham University; PhD, Institute of World Economy
Tran, Ami, BA, Florida Atlantic University; MS, Nova Southeastern University; MS, University of Florida; PhD, University of Florida
Tran, Vincent, BS, Florida Atlantic University; MS, Florida Atlantic University
Tucker, Lewis, BS, Pennsylvania State University; MBA, Columbia University; PhD, Pennsylvania State University

V
Verma, Shailendra "Shaily," BS, University of Delhi – India; MA, University of New Orleans; MBA, Northern Kentucky University; PhD, University of New Orleans

W
Ward, Patrick, BS, University of Wisconsin – La Crosse; MA, University of Kentucky
Walker, Lorin, BA, University of Michigan; MA, Oakland University; MS, Lawrence Technological University
Watson, Robert, BS, Brigham Young University; MBA, Indiana University
Wattenbarger, Jeremy, BS, Capella University; MSM, Colorado Technical University
Wentz, Jan, BA, Gettysburg College; MA, Northern Illinois University
Wheal, Robert, BA, Brigham Young University; MBA, Loyola Marymount University; MS, Brigham Young University
Whitby, Annette, BA, University of Arkansas; JD, University of Arkansas School of Law
White, Lori, BS, Indiana University – Bloomington; MBA, Butler University
White Thunder, Joanne, BS, Oglala Lakota College; MS, University of South Dakota; EdD, University of South Dakota
Wibbeke, Eileen, BA, Loyola Marymount University; MBA, American Graduate School of International Management; DM, University of Phoenix
Wilkins, Nancy, BS, St. Cloud State University; MS, Mercy College
Williams, Travis, BA, California Institute of the Arts; MBA, University of Phoenix
Wilson, Gloria, BS, Southern Illinois University Edwardsville; MSE, Southern Illinois University Edwardsville; PhD, Walden University
Wojciechowski, Adam, BS, Benedictine State University; MA, University of St. Thomas
Worley, Jennifer, BS, The Ohio State University; MA, University of Cincinnati

Y
Young, Martha, BA, University of Michigan; MBA, University of Michigan; JD, University of Michigan

Z
Zeidan, Henry, BSc, Cairo University; MSc, Fairleigh Dickinson University; PhD, University of Hawaii
Zgola, Melissa, BA, West Virginia University; MA, West Virginia University; MS, University of Pittsburgh

School of Business and Technology

Senior Faculty
House, Garvey, BS, Texas Christian University; MS, Texas A&M University – Commerce; PhD, Texas A&M University – Commerce
Robbins, Shelley, BS, University of Illinois at Urbana-Champaign; MBA, University of Chicago; PhD, Northwestern University

Core and Adjunct Faculty
A
Achilles, Wendy, BS, East Carolina University; MS, East Carolina University; PhD, Virginia Commonwealth University
Akins, William, BA, San Francisco State University; MS, Kansas State University
Allen, Robert, BS, State University of New York at Buffalo; MBA, State University of New York at Buffalo; PhD, State University of New York at Buffalo
Andrews, Letitia, BA, Roosevelt University; MEd, National-Louis University
Avella, Joseph, BS, Rensselaer Polytechnic Institute; MA, The Catholic University of America; MBA, Capella University; PhD, The Catholic University of America

B
Babb, Danielle, BS, University of California, Riverside; MBA, University of Redlands; PhD, Capella University
Bailey, Barbara, BBA, Georgia State University; MS, Georgia State University; PhD, Georgia State University
Baker, Keith, BS, Purdue University; MBA, University of Iowa; MS, Benedictine University; PhD, Benedictine University
Bammel, Karen, BS, University of South Florida; MBA, University of South Florida; PhD, Walden University
Bandow, Diane, BS, Iowa State University; MS, National-Louis University; MA, Fielding Graduate University; PhD, Fielding Graduate University
Banescu, Chris B., BS, New York University; JD, Westminster University School of Law
Bann, Cheryl, BA, University of Minnesota; BS, University of Minnesota; MBA, University of St. Thomas; MS, Capella University; PhD, Capella University
Barker, Gwen, BA, University of Wisconsin – River Falls; MBA, University of Minnesota
Barrow, Lisa, BA, Capital University; MS, State University of New York at Buffalo; DM, University of Phoenix
Bellamy, Alphonso, BA, Case Western Reserve University; MS, Purdue University; PhD, Purdue University
Faculty, continued

School of Business and Technology, continued

Benson, Ronald, BS, University of Iowa; MA, University of Iowa; PhD, University of Iowa
Biehl, Richard, BA, State University of New York at Binghamton; MS, Walden University; PhD, Walden University
Bigelow, Robert, BA, University of New Mexico; JD, Georgetown University
Blagg, Michael, BS, Eastern Illinois University; MBA, Eastern Illinois University
Bolland, Eric, BA, University of Wisconsin – Madison; MA, University of Wisconsin – Madison; DBA, Nova Southeastern University
Borkowski, Nancy, BBA, Florida Atlantic University; MS, Nova Southeastern University; DBA, Nova Southeastern University
Born, Apiwan, BS, Chulalongkorn University – Bangkok, Thailand; MS, Mississippi State University; MBA, Mississippi State University; PhD, Southern Illinois University
Braxton-Lieber, Sherri, BS, Wake Forest University; MS, North Carolina State University; ScD, The George Washington University
Braye, Ruby, BA, Hollins University; MS, Boston University; PhD, Walden University
Brown, Steven, BS, The City College of New York; MBA, Pace University; DBA, Nova Southeastern University
Buchen, Irving, BA, New York University; MA, New York University; PhD, The Johns Hopkins University
Buck, Douglas, BS, Wright State University; MS, American University; DPA, Nova Southeastern University
Butler, Clifford, BS, California State Polytechnic University; MBA, Golden Gate University; DBA, Nova Southeastern University

C
Callender, Stephen, BA, Davidson College; MS, Virginia Polytechnic Institute and State University; EdD, Virginia Polytechnic Institute and State University
Cammann, Cortlandt, BS, Yale University; MPhil, Yale University; PhD, Yale University
Caraballo, Ervin, BA, Inter American University of Puerto Rico; MBA, Webster University; DBA, Nova Southeastern University
Cauley, Natasha, BS, University of Alabama at Birmingham; MPH, University of Alabama at Birmingham
Chmura, Alan, BA, College of Wooster; MS, Case Western Reserve University; PhD, University of Southern California
Chow, Tsun, BS, University of California, Los Angeles; PhD, University of California, Berkeley
Costello, Richard, BS, North Carolina State University – Raleigh; MA, North Carolina State University – Raleigh
Coxon, Valerie, BS, University of Washington; MS, University of Washington; PhD, University of Washington
Cunat, Patricia, BA, University of Wisconsin – Eau Claire; MBA, University of St. Thomas

D
Danet, Theon, BS, University of Maryland; MBA, Florida Institute of Technology; PhD, Nova Southeastern University
Daniels, Richard, BA, The City College of New York; MA, New York University; MPS, New York University; MA, Fielding Graduate University; PhD, Fielding Graduate University
Davis, Phillip, BS, Texas A&M University – Corpus Christi; MS, Texas A&M University – Corpus Christi; EdD, Nova Southeastern University
DeCaro, Frank, BBA, St. Francis College; MBA, Long Island University; PhD, New York University
DeNigris III, John, BS, Indiana University; MBA, Florida Metropolitan University; PhD, Walden University
Dew, Katherine, BA, Colby College; MBA, Babson College; PhD, Walden University
DiBella, Anthony, BA, Trinity College; MA, American University; MBA, University of Rhode Island; PhD, Massachusetts Institute of Technology
Dinson, Alphonso, BS, Chicago State University; BS, University of Central Florida; MS, Florida Institute of Technology; DBA, Nova Southeastern University
Driver, Thomas, BS, Park College; MPA, Golden Gate University; MA, Liberty University; DMin, Trinity Theological University; PhD, Walden University
Duff, Susan, BFA, Illinois Institute of Arts; MA, University of Phoenix

E
Eggersman, Denise, BS, Kennesaw State University; MS, University of Phoenix; PhD, Capella University
Eichorn, Frank, BS, University of Maryland University College; MS, University of Maryland University College; DMA, University of Maryland University College
Erickson, Robert, BS, Embry-Riddle Aeronautical University; MBA, Baker College; PhD, Regent University
Evans Kasala, Mary, BA, University of Connecticut; MBA, Syracuse University; PhD, Syracuse University

F
Fandt, Patricia, BS, University of Georgia; MBA, University of West Florida; Texas A&M University
Flor, Richard, BS, University of Wisconsin; PhD, University of Minnesota
Forbes, Judith, BA, California State University, Fullerton; MS, California State University, Los Angeles; MBA, California State University, Los Angeles; PhD, Claremont Graduate University
Fournier-Bonilla, Sheila, BS, Rensselaer Polytechnic Institute; MS, Rensselaer Polytechnic Institute; PhD, Texas A&M University
Framan, Ted, BS, University of Southern California; MBA, University of Texas at Austin
Fraser-Beekman, Stephanie, BS, Indiana University; MA, Fielding Graduate University; PhD, Fielding Graduate University

G
Gagnon, Sharon, BS, University of Maryland; MS, University of Maryland; PhD, Capella University
Garsombke, Perrin H., BS, California State University, Los Angeles; MBA, University of California, Los Angeles; PhD, University of California, Los Angeles
Goldberg, Edward, BS, University of New Haven; MBA, University of New Haven; DM, University of Phoenix
Gordon, Jean, BS, University of Miami; MS, Nova Southeastern University; DBA, Nova Southeastern University
Gorriaran, Adolfo, BA, California State University, Chico; MBA, Webster University; MPA, Troy State University; DBA, Nova Southeastern University
Gottwald, Werner “Don,” BBA, Northwood University; MS, Central Michigan University; PhD, Wayne State University
Granberry, Kenneth, BS, Florida State University; MS, University of Miami; DBA, Nova Southeastern University
Grant, Keith, BS, Davenport University; MA, Central Michigan University; PhD, Union Institute & University
Green, Kerry, BS, Central Washington University; MA, University of Phoenix
Green, Tiffany, BBA, University of Michigan; MS, Northwestern University; PhD, Northwestern University
Greif, Tony, BA, Fairfield University; MBA, University of Connecticut; MA, Fielding Graduate University; PhD, Fielding Graduate University
Greemillion, Lee, BA, Louisiana State University; MBA, Columbus State University; DBA, Harvard Business School
Grillo, John, BS, Troy State University; MA, Webster University; DBA, Northcentral University
Gull, Gregory, BS, West Chester University; MA, Pennsylvania State University; PhD, Union Institute & University

H
Haan, Perry, BS, The Ohio State University; MBA, Xavier University; DBA, University of Sarasota
Hannan, John, BIE, University of Dayton; MBA, University of Dayton; DBA, Nova Southeastern University
Hargiss, Kathleen, BS, University of Illinois at Chicago; MA, Northwestern University; MBA, University of Miami; PhD, University of South Florida
Harris, Marilyn, BA, University of Michigan; MA, University of Michigan; PhD, University of Michigan
Henry, Kathleen, BS, Southern Illinois University Carbondale; MA, Fielding Graduate University; PhD, Fielding Graduate University
Herr, John, BS, Elizabethtown College; MS, American University; MA, Fielding Graduate University; PhD, Fielding Graduate University
Faculty, continued

School of Business and Technology, continued

Hinrichs, Virginia M., BA, Miami University – Ohio; BS, St. Ambrose University; MM, Northwestern University; MS, Benedictine University; PhD, Benedictine University

Hockin, Robert, BA, Moravian College; MA, University of Minnesota; PhD, University of Minnesota

Hoehn, Lilburn, BSE, University of Missouri – Columbia; MEd, University of Missouri – Columbia; PhD, Michigan State University

Hoekstra, Perry, BS, Minnesota State University, Mankato; MS, University of St. Thomas

Holli, Leah, BA, Rutgers State University; MA, University of Pittsburgh; EdD, Boston University

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I

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K

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Faculty, continued

School of Business and Technology, continued

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N

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R

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School of Business and Technology, continued

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Whitby, Anita, BA, University of Arkansas; JD, University of Arkansas
Whitlock, John, BA, St. Mary’s University – San Antonio; MA, Ball State University; PhD, Bowling Green State University
Whitman, Mary, BA, University of Minnesota Duluth; MS, University of Minnesota Duluth; DBA, University of Sarasota
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Faculty, continued

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F

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H

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Hooper, Herbert, BS, Tarleton State University; MS, Tarleton State University; EdD, Texas A&M University
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Lacey, Tracey, BS, University of Georgia; MS, Southern Polytechnic State University; PhD, Capella University
Lane, Carla, BS, Washington University; MA, Webster University; EdD, University of Missouri – St. Louis
Lane, Molly M., BA, Purdue University; MS, Purdue University; PhD, Purdue University
LaVicka, Michelle, BS, United States Military Academy; MEd, University of Arkansas; PhD, Walden University
Lawrence, Dennis, BA, Rockhurst University; MA, University of Kansas; EdD, University of Kansas
LeBlanc, Alyce, BMus, Oberlin College; Staatsexamen, Hochschule für Musik – Cologne, Germany; MS, University of Southern California; PhD, Old Dominion University
Lee, Tyjaun, BSS, Ohio University; MEd, Ohio University; PhD, Ohio University
Lessner, Janet E., BA, University of Michigan; MA, University of Iowa; PhD, University of Iowa
Lewis, Barbara, BJ, New Mexico State University; BA, New Mexico State University; MBA, State University of New York at Oswego; MSTM, State University of New York at Oswego; PhD, Syracuse University
Lopez-Molina, Generosa, BA, Northeastern Illinois University; MA, Northeastern Illinois University; PhD, Capella University
Loring, Ruth, BA, Baylor University; MEd, University of North Texas; PhD, University of North Texas

M
MacIntyre, Donald J., AB, University of Detroit; MA, University of Iowa; PhD, University of Iowa
Marin, Patricia, BS, University of Toronto; MA University of British Columbia; EdD, University of British Columbia
Marrapodi, Michael, BSM, Northeastern Bible College; MEd, The College of New Jersey; EdD, Johnson & Wales University
Mayberry, Ed, BS, Northern Illinois University; MS, Northern Illinois University; EdD, Northern Illinois University
McClendon, Cristie, BS, Texas Tech University; MA, University of Texas at San Antonio; PhD, University of Texas at Austin
McCoy, Douglas, BS, Illinois State University; MS, Illinois State University; EdD, Northern Illinois University
McDaniel, Gary, BS, Florida Southern College; MS, Rollins College; EdD, Nova Southeastern University; EdD, Nova Southeastern University
McDaniel, Heather, BS, Florida Southern College; MS, Nova Southeastern University; EdD, Nova Southeastern University
McDermott, James, BS, North Dakota State University; MS, University of Texas at Tyler; EdD, Texas A&M University
McGivern, Michael, BS, Central Connecticut University; MS, Rensselaer Polytechnic Institute; PhD, Walden University
McGlynn, Maureen, BA, Immaculate Heart College; MA, Pacific Oaks College; PhD, Capella University
McKenty-Brandly, Melissa, BS, University of Central Texas; MA, University of Phoenix; MEd, University of Phoenix; MAOM, University of Phoenix; PhD, Capella University
McLenighan, Harry, BA, University of Minnesota – Twin Cities; MA, University of St. Thomas; EdD, University of St. Thomas
McNeil-Hueitt, Teronda, BA, Methodist College; MS, Central Michigan University; PhD, Capella University
Faculty, continued

School of Education, continued

Merrill, Herbert, BA, State University of New York at Buffalo; MEd, State University of New York at Buffalo; MS, State University of New York at Buffalo; EdD, Columbia University

Miller, Heather, BS, Washington State University; MS, Oregon State University; PhD, University of Northern Colorado

Mills, Dennis W., BA, Western Washington University; MEd, Western Washington University; PhD, University of Minnesota – Twin Cities

Minchella, K., BS, Mercy College of Detroit; MEd, Wayne State University; PhD, Wayne State University

Miste, Phyllis, BS, Framingham State College; MA, Boston College; PhD, Boston College

Mondell, Kathleen, BSA, Ohio University; MA, University of Toledo; PhD, University of Toledo

Monroe, Lee, BA, Shaw University; MEd, University of Cincinnati; EdD, Virginia Polytechnic Institute and State University

Morgan, Debra, BA, Southwest State University, MS, Bemidji State University; PhD, Capella University

Morse, Gwen, BSN, California State University, Dominguez Hills; MSN, California State University, Dominguez Hills; PhD, University of Arizona

Mosley-Jenkins, Shirlan, BA, Arizona State University; MEd, University of Southwestern Louisiana; EdS, South Carolina State University; EdD, South Carolina State University

Mottaz, Carole, BA, University of Lancaster – England; BS, University of Wisconsin – River Falls; MST, University of Wisconsin – River Falls; EdD, University of St. Thomas

Musial, Dian, BA, Rosary College; MA, Roosevelt University; CAS, University of Chicago; EdD, Northern Illinois University

Myers, Carmen, BA, University of South Florida; MEd, North Carolina State University; PhD, Florida State University

N

Nash-Nadir, Joyce, BS, Eastern Michigan University; MS, Wayne State University; PhD, University of Michigan – Ann Arbor

Nelson, Mary Ann, BS, University of Minnesota; MS, Minnesota State University, Mankato; PhD, University of Minnesota

Newman-Lee, Adell, BA, Western Illinois University; MA, Western Illinois University; EdD, Northern Illinois University

Newton, Janet, Teaching certificate, Durham University – England; BS, Regents College; MA, California State University, San Bernardino; PhD, Walden University

Nies, John, BA, Hastings College; MA, University of Nebraska – Lincoln; PhD, University of Nebraska – Lincoln

O

O’Brien, Stephen, AB, STL, St. Mary’s Seminary and University; MEd, University of Virginia; MEd, Virginia Commonwealth University; EdD, Virginia Tech

O’Day, Shannon, BA, University of California, Berkeley; MEd, California State University, Fullerton; PhD, California State University

Onderdonk, James C., BA, The College of William & Mary; MS, Old Dominion University; PhD, Old Dominion University

Owens-Kristenson, Jodi, BS, University of Minnesota; BA, Mankato State University; MEd, Mankato State University

Özkan, Betül, BA, Ankara University; MA, Hacettepe University; PhD, Hacettepe University

P

Palma de Schrynemakers, Gladys, BA, Saint John’s College; MS, The City College of New York; MA, Columbia University; EdD, Columbia University

Parks, Eric, BA, University of California, Los Angeles; MS, University of Southern California; PhD, University of Southern California

Pasanen, Carol J., BS, Bemidji State University; MA, College of St. Thomas; EdD, University of St. Thomas

Persky, Barry, BA, Brooklyn College; MS, Brooklyn College; MS, Bank Street College (second); PhD, New York University

Phillips, Elaine, BS, Southern Illinois University; MA, Indiana University; MA, University of St. Thomas; EdS, University of Minnesota

Pohl, Robert, BA, University of Notre Dame; MEd, University of Southern California; EdD, Boston University

Price, Bill, BA, Bethel College; MSW, Washington University in St. Louis; EdD, University of Minnesota – Twin Cities; EdD, University of Minnesota – Twin Cities

Pride, Sheldon, BS, North Carolina State University; MS, University of Virginia; PhD, University of Virginia

Pulkinnen, Catherine, BS, University of Wisconsin – Stout; MSE, University of Wisconsin – Superior; EdD, University of Minnesota – Twin Cities

R

Rasmussen, Chris, BA, Gustavus Adolphus College; MS, Minnesota State University, Mankato; PhD, University of Michigan – Ann Arbor

Ratcliff, Terry, BS, University of Idaho; MEd, Arizona State University; EdD, University of California, Berkeley

Ray, Theodore, BS, University of North Carolina at Pembroke; MA, University of North Carolina at Pembroke; EdD, Nova Southeastern University

Reason, Casey, BSE, Bowling Green State University; MEd, Bowling Green State University; EdS, University of Toledo; PhD, Bowling Green State University

Reason, Lisa, BEd, University of Toledo; MS, Bowling Green State University; PhD, Capella University

Redden, Charlotte, BA, Indiana State University; MA, University of Denver; MA, University of Colorado; PhD, University of Denver

Redditt, Charisse, BS, Georgia Southern University; MPA, Savannah State University; PhD, Capella University

Reinartz, Thomas, BA, St. John’s College; BA, University of Minnesota; MEd, University of Minnesota; PhD, University of Minnesota

Reynolds, Larry, BSEd, Washington University in St. Louis; MSEd, Washington University in St. Louis; PhD, University of Oregon – Eugene

Rice-Crenshaw, Mary, BA, Voorhees College; MAT, University of South Carolina; EdD, South Carolina State University; EdD, South Carolina State University

Riley Ordu, Sharon, BA, Georgia State University; MEd, West Georgia College; EdS, West Georgia College; EdD, South Carolina State University

Riskedal, Lynn, BS, University of Illinois at Urbana-Champaign; MEd, University of Illinois at Urbana-Champaign; PhD, University of Minnesota

Rodriguez, Alma, BS, University of Texas – Pan American; MA, University of Texas – Pan American; PhD, Capella University

Rogers, Carolyn B., BS, Morgan State University; MA, University of South Carolina – Columbia; PhD, Capella University

Ronneberg, Jeffrey, BA, Augsburg College; MS, Minnesota State University, Mankato; EdD, University of Minnesota – Twin Cities

Rossman, Maxine, BS, New York University; MS, University of Bridgeport; EdD, University of Massachusetts – Amherst

Roth Day, Monica, BS, University of Iowa; MSW, University of Minnesota; EdD, University of Minnesota

Rowland, Ann, BS, University of Iowa; MEd, Colorado State University; PhD, University of Arizona

Ruff, William, BS, Colorado State University; MA, Webster University; MA, University of Texas at San Antonio; EdD, University of Texas at San Antonio

Rynearson, Kimberly, BA, University of Texas at Austin; MEd, University of Phoenix; MA, Texas Tech University; PhD, Texas Tech University

S

Sabet, Behrooz, BSc, Tehran College of Economics – Tehran; MEd, State University of New York at Buffalo; EdD, State University of New York at Buffalo

Scaramella, Gene, BS, Western Illinois University; MA, Western Illinois University; EdD, Northern Illinois University

Sampson, Randall G., BS, The Ohio State University; MEd, The Ohio State University; PhD, Capella University

Schreiner, Debbie, BS, University of Wisconsin – Stevens Point; MEd, University of Arizona; EdD, University of Arizona

Sharpe, La Tanya, BS, Rochester Institute of Technology; MS, City University; MEd, Georgia State University; PhD, Georgia State University
Faculty, continued

School of Education, continued

Shepherd, Glenn, BS, University of North Carolina at Greensboro; BS, Appalachian State University; MEd, Elon College; EdD, North Carolina State University – Raleigh

Silber, Kenneth, BA, University of Rochester; MS, University of Southern California; PhD, University of Southern California

Sims, Roderick, BA, Macquarie University; Diploma of Education, Sydney Teacher’s College; MA, Macquarie University; PhD, University of Wollongong

Singleton, Irene, BA, Voorhees College; MEd, South Carolina State University; EdS, South Carolina State University; EdD, South Carolina State University

Slater, Susan, BS, Gustavus Adolphus College; MS, University of Minnesota – Twin Cities; EdD, University of St. Thomas

Smith, Robert, BS, Baptist College at Charleston; MA, Webster University; MS, Troy State University; EdS, University of West Florida; EdD, University of West Florida

Snyder, Leonard, BA, Metropolitan State University; MA, University of Minnesota – Twin Cities

Snyder, Leon, BS, University of Minnesota – Twin Cities; MEd, University of Minnesota – Twin Cities; PhD, Capella University

Song, Hongzhu, BA, Anging Teachers College; MA, Fresno Pacific University; PhD, University of Minnesota – Twin Cities

Sporo, Kimberly, BA, College of St. Scholastica; EdM, Harvard Graduate School of Education; PhD, Capella University

Stabile, Christopher, BS, Nova Southeastern University; MA, Nova Southeastern University; EdD, Nova Southeastern University

Stapf, Thomas, BA, Pennsylvania State University; MAT, Brown University; EdD, Columbia University

Swenk, Jean, BA, Pitzer College; MA, University of California, Davis; MA, Stanford University; PhD, Stanford University

T

Taylor, Susan, BS, University of Minnesota; MS, Florida State University; PhD, Florida State University

Tetu, William, BS, United States Military Academy; MBA, School of Advanced Military Studies; MBA, Boston University; MS, University of Kansas; Lawrence; PhD, Argosy University

Thomas, Mary Norris, BS, Texas Christian University; MS, University of Georgia; PhD, University of Georgia

Thornton, Nan, BA, College of St. Catherine; MS, Washington University; PhD, Arizona State University

Trujillo-Jenks, Laura, BS, University of Texas at Austin; MA, Austin Peay State University; PhD, University of Texas at Austin

V

Van Rekom, Petti, BA, University of California, Los Angeles; MA, California State University; EdD, University of Southern California

Van Tiem, Darlene, BA, Albion College; MS, Central Michigan University; MEd, Marygrove College; MA, Michigan State University; PhD, Wayne State University

W

Wait, Dan, BS, Western Carolina University; MAEd, East Carolina University; EdS, East Carolina University; EdD, University of Wyoming

Walling, Griffin, BS, Hobart College; MS, State University of New York at Albany; EdD, State University of New York at Albany

Wang, Chunxue, BA, Dalian Foreign Language Institute; EdS, Pittsburg State University; EdD, University of Arkansas; MEd, University of Arkansas

Ward, Jason, BA, Florida State University; MA, University of Phoenix; EdD, Nova Southeastern University

Wellington, Eric R., BA, Youngstown State University; MA, West Chester University; PhD, Capella University

Welstead, Callie, BA, Fordham University; MEd, Beaver College; PhD, Walden University

Wencel, Janice, BA, Elmira College; MS, Florida State University; PhD, Florida State University

White, Ronald, BA University of Georgia, MEd, University of Georgia; EdD, University of Georgia

White-Portland, Adair, BA, Daemen College; MEd, State University of New York at Buffalo; PhD, State University of New York at Buffalo

Wilcox, Bonita, BS, Edinboro State College; MEd, Edinboro University of Pennsylvania; PhD, University of Pittsburgh

Wiley, Susan, BA, University of California, Santa Barbara; MA, University of California, Santa Barbara; PhD, University of California, Santa Barbara

Willett, Benjamin, BA, University of Wisconsin – Madison; MA, University of Iowa; PhD, University of Iowa

Williams, Cindy, BS, State University of New York at Cortland; MS, State University of New York at Cortland; EdD, Nova Southeastern University

Williams, Donna, BSN, Wayne State University; MSN, Drexel University; MEd, Wayne State University; PhD, Walden University

Williams, Thomas, BA, Sacramento State University; MA, Sacramento State University; PhD, Capella University

Wilson, Phyllis, BS, Southern Illinois University Carbondale; MA, Roosevelt University; Chicago; PhD, The Ohio State University

Wold, James, BA, St. Mary’s University; MA, University of St. Thomas; PhD, Peabody College at Vanderbilt University

Wold, William F., BA, Saint Mary’s College; MA, College of Saint Thomas; MA, Saint Mary’s University; EdD, Saint Mary’s University

Wordell, Jennifer, BA, Bridgewater State College; MA, Bridgewater State College

Z

Zender, Wendy, BA, York University – Toronto; BEd, University of Toronto; MEd, Arizona State University; PhD, University of Southern California

Zerwekh, JoAnn, BSN, University of Arizona; MSN, University of Texas at Arlington; EdD, Texas A&M University

Zuba, Marge Tye, BA, Saint Mary-of-the-Woods College; MSW, University of Illinois at Chicago; EdD, Northern Illinois University
Faculty, continued

School of Public Service Leadership

Core and Adjunct Faculty

A

Allen, Carolyn, BA, Pennsylvania State University; MSS, Bryn Mawr College; MA, Temple University; PhD, Temple University

Allen, Craig, BS, Brigham Young University; MS, Brigham Young University; PhD, University of New Hampshire

Allen, Rhonda, BA, University of Southern California; MPA, California State University, Fullerton; PhD, State University of New York at Albany

Anderson, Cheryl, BAPT, College of St. Scholastica; MBA, University of St. Thomas; PhD, Walden University

Antunez, Hector, MPH, Tulane University; DPH, Tulane University

Arnason, Phyllis, BS, Virginia Commonwealth University; MS, University of North Carolina at Chapel Hill; EdD, The George Washington University

Ausbrooks, Angela, BA, University of North Texas; MSW, University of Texas at Austin; PhD, University of Texas at Austin

B

Baker, Edward, BS, University of Texas at Arlington; MA, Texas Woman’s University; PhD, University of Texas Southwestern Medical Center

Balke, Janet, BSN, University of Kansas Medical Center; MBA, University of Houston; MPH, University of Houston; PhD, Capella University

Barthelmeus, Steven, BS, Mercy College; EdD, University of Sarasota

Beaumaster, Suzanne, BBA, Ohio University; MPA, Northern Kentucky University; PhD, Virginia Polytechnic Institute and State University

Beauvais, Bradley, BS, Colorado State University; MA, University of Oklahoma; MBA, Colorado State University; PhD, Pennsylvania State University

Beaver, Kevin, BA, The Ohio State University; MS, University of Cincinnati; PhD, University of Cincinnati

Beckham, Laurel Gush, BA, University of California, Davis; MA, Syracuse University; PhD, University of Georgia

Bemker, Mary, BS, Indiana University; BSN, University of Alabama at Birmingham; MS, Indiana University; MS, Spalding University; PsyS, University of Alabama at Birmingham; DNS, University of Alabama at Birmingham

Best, Candis, BS, St. John’s University; MBA, Adelphi University; JD, Villanova University; PhD, State University of New York at Stony Brook

Bivens, Nicola, BS, South Carolina State University; MS, University of North Carolina at Charlotte; EdD, Nova Southeastern University

Blizzard, Amy, BS, East Carolina University; PhD, East Carolina University

Bold, Mary, BA, Syracuse University; MS, Texas Woman’s University; PhD, Texas Woman’s University

Borges, Ray, BS, Wayland Baptist University; MA, Texas Tech University; MBA, Wayland Baptist University; PhD, Nova Southeastern University

Brady, John, BA, University of Iowa; MA, Illinois State University; DHA, Central Michigan University

Brant, Curtis, BA, Kent State University; MA, Bowling Green State University; PhD, Bowling Green State University

Brehm, William, BA, State University of New York at Albany; MS, Springfield College; PhD, Walden University

Brezinski, Paul, BS, United States Air Force Academy; MBA, Arizona State University; MHA, Arizona State University; PhD, University of Iowa

Brown, Gina, BS, Oakwood College; MSA, Central Michigan University; PhD, George Mason University

Brown, Terrence, BS, Ohio University; MHS, Ohio University

Bryan, Herbert Leon, BS, James Madison University; MA, University of The District of Columbia; EdD, The George Washington University

Bundy, Ruth, BSN, California State University, Chico; MPA, California State University, Long Beach; PhD, Claremont Graduate University

Bucin, Michelle, BS, University of Cincinnati; MPH, University of South Carolina; PhD, University of South Carolina

Burke, Darrell, BS, Auburn University; MS, State University of New York at Stony Brook; PhD, Virginia Commonwealth University

Byous, Rosslyn, BA, University of California, Santa Barbara; MS, University of La Verne; DPA, University of La Verne

C

Carey, Veronica, BA, University of Delaware; MHS, Lincoln University; PhD, Capella University

Caron, Janice, BS, University of New Hampshire; MEd, Salem State College; EdD, Salem State College

Carter, Harry, BA, Thomas Edison State College; BS, Jersey City State College; MA, Rutgers University; PhD, Western States University; PhD, Capella University

Carter, Hellen, BA, Arizona State University; MS, Northern Arizona University; PhD, Walden University

Casey-Acevedo, Karen, BS, Niagara University; MA, State University of New York at Albany; PhD, State University of New York at Albany

Cauthen, Delores, BS, University of South Carolina; MEd, University of South Carolina; PhD, Walden University

Chenoweth, Lillian, BS, University of Southwestern Louisiana; MS, University of Tennessee; PhD, Texas A&M University

Christen, Henry, BS, University of Florida; MPA, Troy State University; EdD, University of West Florida

Circo, Deborah, BS, University of Nebraska – Omaha; MSW, University of Nebraska – Omaha; MA, University of Nebraska – Lincoln; PhD, University of Nebraska – Lincoln

Claesson, Ann Leslie, BFA, Syracuse University; MA, Fielding Graduate University; PhD, Fielding Graduate University

Conis, Peter, BS, Iowa State University; MS, Iowa State University; PhD, Iowa State University

Conley, Endi, BS, Palm Beach Atlantic University; MS, Palm Beach Atlantic University; EdS, Florida Atlantic University; PhD, Florida Atlantic University

Coppola, Nicholas, BSc, Liverpool University – England; BA, State University of New York at Potsdam; MSA, Central Michigan University; MHA, Baylor University; PhD, Virginia Commonwealth University

Cummins, Linda, BS, Thomas More College; MSW, The Ohio State University; PhD, The Ohio State University

D

D'Angelo, Fabio, BS, University of Hawaii; PhD, Union Institute & University

Darland, John, BA, Hamline University; MPP, University of Minnesota; PsyD, Argosy University

Darnell, Jolee, BA, University of Wisconsin – Madison; MSW, University of Wisconsin – Milwaukee; PhD, University of Minnesota – Twin Cities

Dawson, Beverly, BA, Hunter College; MSW, University of Michigan – Ann Arbor; PhD, University of Michigan – Ann Arbor

Deaton, John, BA, San Diego State University; MPS, Loyola University; MA, San Diego State University; PhD, The Catholic University of America

DelCarmen, Alejandro, BS, Florida International University; MS, Florida State University; PhD, Florida State University

DeLisi, Matthew, BA, Syracuse University; PhD, University of Colorado at Boulder

De Paris, Richard, BPA, National University; MPA, National University; MBA, National University; DPA, University of LaVerne

Dial, Kelly, BS, Youngstown State University; MA, Sam Houston State University; PhD, Sam Houston State University

Disch, William, BA, California State University, San Marcos; MA, University of Rhode Island; PhD, University of Rhode Island

Dobbert, Duane, BA, Albion College; MA, Michigan State University; PhD, Capella University

Duffy, Denise, BSN, University of Miami; MSW, Barry University; PhD, Barry University

Durante, Joan, BA, Florida Atlantic University; MSW, Barry University; PhD, Barry University

E

Edwards, Ellen, BA, SUNY College at Oneonta; PhD, State University of New York at Buffalo

Embar-Seddon, Ayn, BS, University of Pittsburgh; BA, University of Pittsburgh; MA, Edinboro University of Pennsylvania; PhD, Indiana University of Pennsylvania

Esmail, Ashraf, BA, Louisiana State University – Baton Rouge; MA, Georgia State University; EdD, Union Institute & University
Faculty, continued

School of Public Service Leadership, continued

F

Fahr, Alicia, BA, Pennsylvania State University; MEd, Pennsylvania State University; PhD, Western Michigan University
Franks, George, BA, University of Alabama; MPA, University of Arkansas at Little Rock; PhD, Texas A&M University

G

Gaffrey, Arthur, BS, California Polytechnic State University; MS, Oregon State University; DPA, University of La Verne
Gambone, James, BA, Duquesne University; MA, University of New Mexico; PhD, University of New Mexico
Gangl, Amy, BS, University of Wisconsin – Madison; PhD, University of Minnesota – Twin Cities
Gangluff, Deborah, BS, University of Central Arkansas; MS, University of Central Arkansas; DPH, Tulane University
Gonzales, Dana, BS, University of Central Arkansas; MS, University of Arkansas at Little Rock; PhD, University of Arkansas
Green, Jeff, BS, Virginia Commonwealth University; MS, Virginia Commonwealth University; PhD, Capella University

H

Hackstaff, Lynn, BS, Adelphi University; MS, Columbia University; PhD, Capella University
Hancock, Lisa, BS, McNeese State University; MS, University of Alabama; PhD, Walden University
Hardesty, Rachel, BA, Cambridge University; MEd, University of Minnesota; MA, Cambridge University; PhD, University of Arizona
Hardy-Desmond, Stacey, BA, University of California, Riverside; MSW, University of California, Los Angeles; MA, California School of Professional Psychology; PhD, California School of Professional Psychology; JD, University of Nevada, Las Vegas
Hart, Andrea, BA, Utah State University; MS, Utah State University; PhD, Utah State University
Hawkins, John, MA, University of Dundee; MBA, Edinburgh Napier University; DBA, Brunel University
Hawkins, Stephanie, BA, Pennsylvania State University; MA, Goucher College; PhD, Union Institute & University
Hayden, Arthur, BA, Kentucky State University; MSW, University of Kentucky; MS, Eastern Kentucky University; PhD, University of Louisville
Heisler, Jackie, BS, Indiana University of Pennsylvania; MPH, University of Pittsburgh; PhD, Capella University
Henderson, Howard, BS, Middle Tennessee State University; MCM, Tennessee State University; PhD, Sam Houston State University
Hertenstein, Matt, BA, Luther College; MA, University of California, Berkeley; PhD, University of California, Berkeley

Hillman, Charlyn A., BS, John Jay College of Criminal Justice – City University of New York; MPA, John Jay College of Criminal Justice – City University of New York; MPhil, The Graduate School and University Center – City University of New York; PhD, The Graduate School and University Center – City University of New York
Ho, Truc-Nhu, BA, University of Michigan – Ann Arbor; MA, California State University, Sacramento; PhD, Rutgers University
Holmes, Suzanne, BA, University of California; MA, The George Washington University; DPA, University of La Verne
Hope Kearn, Ellen, BS, New York Institute of Technology; MS, State University of New York at Stony Brook; PhD, University of Central Lancashire
Huang, Wei, BA, Guangxi Institute for Nationalities; MA, Bradford University; MEd, Millersville University; PhD, Kent State University
Hunt, Jean, BA, University of Tennessee; PhD, University of Tennessee
Hurd, Debra, BA, University of Arkansas; MPA, University of Arkansas; PhD, University of Arkansas

J

Jackson, Carlenia, BA, Hampton University; MA, Hampton University; PhD, Capella University
Jackson, Kimya, BA, Spelman College; MS, Pennsylvania State University; PhD, Pennsylvania University
Jasmine, Tayray, BSN, University of Phoenix; MSN, University of Phoenix; PhD, Capella University
Jeffrey, Christna, BA, University of Plano; MA, University of Alabama in Huntsville; PhD, University of Alabama in Huntsville
Johil, Michael, BA, University of Wisconsin – Madison; PhD, State University of New York at Buffalo
Johnson, Antonio, BBA, University of Louisiana at Monroe; MS, Chicago State University; MBA, Saint Xavier University; DBA, Argosy University
Johnson, Joyce, BA, University of Memphis; MS, University of Memphis; PhD, Andrews University
Johnson, Kit, BA, College of New Rochelle; MA, Manhattanville College; EdD, Florida Atlantic University; PhD, Barry University
Jones, Lynn A., BA, University of Michigan – Ann Arbor; BA, University of Michigan – Flint; MA, Oakland University; PhD, Temple University
Jones, Lynn K., BA, Drew University; MSW, Yeshiva University; PhD, Yeshiva University
Jurkanin, Thomas, BA, University of Illinois at Springfield; MA, University of Illinois at Springfield; PhD, Southern Illinois University Carbondale

K

Kalil, Paul, BA, Norwich University; MEd, Springfield College; JD, Suffolk University; PhD, Union Institute & University
Karjalainen, Terry, BS, University of Michigan – Flint; MPA, University of Michigan – Flint; PhD, Capella University
Katzenstein, James, BS, City University of New York; MBA, University of Bridgeport; MA, The Fielding Institute; PhD, The Fielding Institute
Kavanaugh, Frank, BA, Lake Forest University; PhD, Union Institute & University
Keefer, Autumn, BA, Pennsylvania State University; MS, Indiana State University; PhD, Indiana State University
Kennedy, Bernice, BS, University of South Carolina; MS, University of South Carolina; PhD, Walden University
Kenya, Sonjia, BA, University of California, Los Angeles; MA, Columbia University; MS, Columbia University; EdD, Columbia University
Kilroy, Lisa, BA, Ottawa University; MS, Capella University; PhD, Capella University
Kisner, James, BA, Webster University; MA, Webster University; PhD, Union Institute & University
Kladiopolous, Toni, BA, Queens College – City University of New York; MA, The Graduate School and University Center – City University of New York; MPhil, The Graduate School and University Center – City University of New York; PhD, The Graduate School and University Center – City University of New York
Klein, Steven, BA, Yale University; MA, University of North Carolina at Chapel Hill; LLM, Temple University; JD, University of North Carolina at Chapel Hill; MEd, University of North Carolina at Chapel Hill; PhD, University of North Carolina at Chapel Hill (second)
Klem, Pamela, BA, Eastern Washington University; BS, Eastern Washington University; MEd, Washington State University; EdD, Nova Southeastern University
Kochanowski, Yvonne, BA, Mundeel College; MBA, Loyola University – Chicago; MPA, University of Southern California; DPA, University of Southern California
Krabill, Paige, BS, Central Connecticut State University; MS, Miami Institute of Psychology; PsyD, Miami Institute of Psychology

L

Lazar, Bruce, BA, Arizona State University; MBA, University of Phoenix; PhD, University of Phoenix
Lee, Nani, BA, Chamukne Academy; MSW, University of Hawaii; JD, William S. Richardson School of Law; PhD, University of Southern California
Leech, Linda, BA, Union Institute & University; MEd, The Ohio State University; PhD, The Ohio State University
Lehan, Tara, BS, The College of William & Mary; MS, East Carolina University; PhD, Florida State University
Faculty, continued

School of Public Service Leadership, continued

Lester, Cherri, BS, University of Wyoming; MS, University of Wyoming; PhD, University of Wyoming
Lexandra, Dolores, BA, Barry University; MSW, Barry University; PhD, Nova Southeastern University
Lim, Mee-Gaik, BS, University of Montevallo; MA, Southwestern Baptist Seminary; PhD, Texas Woman’s University
London, Ray, BS, Weber State College; MSW, University of Southern California; MBA, University of Southern California; PhD, University of Southern California
Lorbeer, Charles, BA, Florida State University; MSW, Florida State University; PhD, Walden University

M

Macari, Daniel, BA, State University of New York; MSW, University of Nevada; PhD, University of Nevada
Martin, Magy, BS, Colorado State University; MEd, Colorado State University; EdD, University of Tulsa
Mathur, Neil, BA, Carleton University; MEd, Cambridge College; PhD, Union Institute & University
McCabe, James, BA, Queens College – City University of New York; MA, Empire State College – State University of New York; MA, John Jay College of Criminal Justice – City University of New York; MPhil, The Graduate School and University Center – City University of New York; PhD, The Graduate School and University Center – City University of New York
McDougall, Betsy, BS, University of North Dakota – Grand Forks; MS, University of North Dakota – Grand Forks; PhD, University of North Dakota – Grand Forks
McNamara, Robert, BS, Western Connecticut State University; MS, Southern Connecticut State University; MA, Yale University; MPhil, Yale University; PhD, Yale University
Mentor, Kenneth, BAS, Central Michigan University; MA, Central Michigan University; JD, Syracuse University College of Law; PhD, Syracuse University
Meyer, Allen, BA, Bob Jones University; MA, Bob Jones University; MA, Indiana University; PhD, Indiana University
Miller, Christopher, BS, Barry University; MS, St. Thomas University; DHS, Nova Southeastern University
Minelli, Mark, BS, Central Michigan University; MA, Central Michigan University; MPA, Western Michigan University; PhD, Union Institute & University
Mire, Scott, BA, University of Louisiana at Monroe; MA, University of Louisiana at Monroe; PhD, Sam Houston State University
Monell, Jack, BA, Towson University; MSW, Howard University; PhD, Walden University
Moore, Julia, BS, University of Houston; MS, University of Houston; MS, University of Houston (second); PhD, Mississippi State University
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Morgan, Carla, BS, Indiana University; MS, Indiana University; PhD, Indiana University
Morris, Robert, BA, University of Texas at Arlington; MA, University of Texas at Arlington; PhD, Sam Houston State University
Morton, Roger, BA, Claremont McKenna College; MPA, California State University, Fullerton; PhD, University of California, Irvine
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Muldrow, Edward, BA, Philander Smith College; MHA, Governors State University; MSW, University of Houston

N

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Nguyen, Trent, BS, University of Texas at Arlington; MA, Catholic Theological Union; MA, Dallas Baptist University; PhD, University of Texas at Arlington
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Ojo, David, BS, Ahmadu Bello University – Nigeria; MBA, National University; PhD, Union Institute & University
O’Malley, Angie, BS, Purdue University; MA, Montclair State University; PhD, Oklahoma State University
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Orr, Marian, BS, Slippery Rock University; MEd, University of Pittsburgh; MPM, Carnegie Mellon University; PhD, University of Pittsburgh
Owens, David, BA, West Virginia University; MS, West Virginia University; PhD, University of Pittsburgh

P

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Pomeroy, Nancy, BA, University of Minnesota – Twin Cities; MS, University of Houston; PhD, University of Texas at Houston
Proctor, Michelle, BSW, University of South Florida; MSW, University of South Florida; PhD, Wayne State University
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Rice, Stephen, BA, Rollins College; MA, University of Illinois at Urbana Champaign; PhD, University of Illinois at Urbana-Champaign
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Faculty, continued

School of Public Service Leadership, continued

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W
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Wederski, Lonnie, BA, Ottawa University; MBA, University of Phoenix; PhD, Walden University
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Witherspoon, Karen, BA, Marquette University; MA, Loyola University – Chicago; PhD, Loyola University – Chicago
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Witty, Cathie, BA, University of California, Berkeley; MS, Nova Southeastern University; MFT, Nova Southeastern University; MA, University of California, Berkeley; PhD, University of California, Berkeley
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Woods, Manuel, BA, University of Minnesota; MED, University of Hartford; PhD, University of Minnesota
Woodside, Brian, BA, University of Akron; PhD, Kent State University
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Zisman, Stuart, BS, Lewis and Clark College; MW, University of Michigan; MPH, University of California, Berkeley; DPH, University of California, Berkeley
Faculty, continued

Harold Abel School of Social and Behavioral Sciences

Department of Counseling

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B

Bamond, Roxanne, BA, University of Florida; MS, Nova Southeastern University; PhD, Nova Southeastern University

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Blaydes, Kathy, BA, Western Kentucky University; MA, Western Kentucky University; EdD, Argosy University

Borda, Charmaine, BS, Nova Southeastern University; MS, Nova Southeastern University; PhD, Nova Southeastern University

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Cooper, Mary Ellen, BA, Augusta College; MA, Liberty University; MBA, Brenau University; PhD, Walden University

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D

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F

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H

Hale, David, BS, University of Southern Mississippi; MS, Nova University; PhD, Nova University

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Harms, Brenda, BS, University of South Dakota; MA, University of South Dakota; PhD, Capella University

Heher, Melinda, BA, Kent State University; MA, Indiana University of Pennsylvania; PhD, Duquesne University

Henfield, Malik, BS, Francis Marion University; MEd, University of South Carolina; EdS, University of South Carolina; PhD, The Ohio State University

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Kriz, Kerri-Lynn, BA, Brown University; MED, The College of William & Mary; EdS, The College of William & Mary; PhD, Virginia Polytechnic Institute and State University
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McCurtis Witherspoon, Karen, BS, Marquette University; MA, Loyola University – Chicago; PhD, Loyola University – Chicago
McGreevy, Mary Helen, BA, University of Illinois at Springfield; MA, Adler School of Professional Psychology; PsyD, Adler School of Professional Psychology
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Messmore, Carol, BA, Florida Atlantic University; MS, Nova Southeastern University; PhD, Nova Southeastern University
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Muchnick, Ron, BS, University of Missouri; MA, Lindenwood College; MS, Nova Southeastern University; PhD, Nova Southeastern University
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Mullen, Michael, BA, University of West Florida; MA, Pepperdine University; PhD, Alliant International University

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Faculty, continued

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T

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Wehrman, Joseph, BS, Montana State University; MS, St. Cloud State University; PhD, University of South Dakota

Weigel, Daniel, BS, University of South Dakota; MA, University of South Dakota; PhD, Idaho State University

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Y

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Z

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Core and Adjunct Faculty

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Adams, Sharlene, BA, Manchester College; MS, Northeastern State University; PsyD, Forest Institute of Professional Psychology

Anderson, Justin, BA, University of Minnesota Duluth; MS, Boston University; PhD, University of St. Thomas

Astacio, Victor, BA, Central Bible College; MS, Miami Institute of Psychology; PsyD; Carlos Albizu University; PhD, Carlos Albizu University

B

Bangert, Arthur, BA, Kent State University; MS, Youngstown State University; EdD, University of South Dakota; EdS, University of Nebraska – Kearney

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Faculty, continued

Harold Abel School of Social and Behavioral Sciences, continued

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DiMatteo, Donna, BA, University of San Diego; MS, California School of Professional Psychology – San Diego; MA, California School of Professional Psychology – San Diego; PhD, California School of Professional Psychology – San Diego

Cable, Lynda, BA, University of Virginia; MA, Kent State University; PhD, Kent State University

Caffaro, John, BA, Long Island University; MA, United States International University; PhD, Fielding Graduate University

Cameron, William, BA, California State University, Sacramento; MA, California State University, Sacramento; PhD, Texas Christian University

Carter-McWoodson, Charletta, BA, Trinity College; MA, Towson State University; PhD, Union Institute & University

Chapman, David, AB, University of Missouri; MA, Luther Theological Seminary; MA, University of St. Thomas; PsyD, University of St. Thomas

Chappell, Kelley, BA, University of South Carolina; MA, University of South Carolina; PhD, University of South Carolina

Chen, Tsuey-Hwa, BA, National Taiwan University; PhD, University of Minnesota

Contreras, Carlos, BA, University of Texas at Austin; MA, University of Texas at Austin; PhD, University of Texas at Austin

Cooke, Phyllis, BA, Baldwin Wallace College; MA, Cleveland State University; PhD, Kent State University

Cooper, Mark, BS, Youngstown State University; PhD, Kent State University

Craig, Jeanne Anne, BS, Ball State University; MEd, University of Washington; PhD, Fielding Graduate University

Crawford, Theresa, BS, The Ohio State University; MS, The Ohio State University; PsyD, University of Denver

Cree, Lisa, BA, Southern Illinois University; MA, Roosevelt University; PhD, California School of Professional Psychology

Crews, Catherine, BA, Tulane University; MA, University of Kentucky; PhD, University of Kentucky

Damiani, Joseph, BA, Ohio Northern University; MSW, University of Michigan; PsyC, Center for Humanistic Studies; PhD, Union Institute & University

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F

Faisial, Loren, BA, Barnard College; EdM, Harvard University; PhD, Harvard University

Fenwick, Ricky, BS, Ball State University; MS, Ball State University; PhD, Union Institute & University

Fischer, Bruce, BA, University of Minnesota; MS, University of Minnesota; PhD, University of Minnesota

Fisher, Deborah, BA, Boise State University; MA, Idaho State University; PsyD, University of Northern Colorado

Fisher, Gloria, BA, California State University; MEd, Mississippi State University; MS, Mississippi State University; PhD, University of Mississippi

Flann, John, BS, State University of New York at Cortland; MS, Indiana University; EdD, Indiana University

Fossum, Thyras, BA, Gustavus Adolphus College; MS, Pennsylvania State University; PhD, Pennsylvania State University

Frederick, Christina, BS, University of California, Davis; MA, University of California, Berkeley; PhD, University of California, Berkeley

Fremont, Paula, BA, University of Miami; MA, University of Missouri – Kansas City; PhD, Walden University

G

Gambler, Victoria, BA, University of Oklahoma; PhD, University of Pittsburgh

Gibson, William, BA, Gannon University; MA, The New School for Social Research; PhD, St. John’s University

Gillies, Bruce, BS, State University of New York at Albany; MA, United States International University – San Diego; MS, United States International University – San Diego; PsyD, Alliant International University – San Diego

Gilman, Cheryll, BA, Macalaster College; MA, The Ohio State University; EdS, University of Minnesota; PhD, University of Minnesota

Ginther, Dean, BA, DePauw University; MA, University of Illinois at Urbana-Champaign; PhD, University of Illinois at Urbana-Champaign

Glatz, Hilda, BA, Beaver College; MS, University of North Texas; EdD, Rutgers University

Gladewell, Reba, BA, Arkansas Tech University; MS, University of Southern Mississippi; PhD, University of Southern Mississippi

Golin, Daniel, BA, Vassar College; MS, Colorado State University; PhD, Colorado State University

Gontarz, Michael, BA, University of Dallas; MSEd, University of Wisconsin – La Crosse; EdD, Indiana University

Goor, Paul, BS, Saint Louis University; MS, University of New Orleans; MA, Northeastern Illinois University; PhD, Loyola University

Graham, Robert, BS, Buffalo State College; MS, Canisius College; EdD, University of Sarasota

Gray, Malcolm, BS, Oklahoma State University; MA, Oklahoma State University; PhD, University of Colorado at Boulder

Greenstone, James, BA, University of Oklahoma; BS, Northwestern California University School of Law; MS, North Texas State University; EdD, University of North Texas – Denton; JD, Northwestern California University School of Law

H

Handle, Kevin, BS, Virginia Tech; MA, Fairleigh Dickinson University; PhD, Fairleigh Dickinson University

Harper, Elizabeth, BA, Chapman University; MA, Southern Methodist University; PhD, Southern Methodist University

Harris, Sandra, BA, California State University; MEd, Auburn University; MA, California State University; PhD, Auburn University

Harris-Britt, April, BA, University of North Carolina at Chapel Hill; MA, University of North Carolina at Chapel Hill; PhD, University of North Carolina at Chapel Hill

Heffner, Chris, BA, Malone College; MS, Nova Southeastern University; PsyD, Nova Southeastern University

Henderson, Davis, BA, University of Georgia; MSW, University of South Carolina – Columbia; PhD, University of Memphis

Huang, Jiafen, MEd, Shanghai Teachers University; PhD, University of Iowa

Huenefeld, Nancy, BA, University of Arizona; MS, University of Kentucky – Lexington; PhD, Pennsylvania State University

Husenits, Kimberly, BA, Indiana University of Pennsylvania; MA, Indiana University of Pennsylvania; PsyD, Indiana University of Pennsylvania
Faculty, continued

Harold Abel School of Social and Behavioral Sciences, continued

I

Inserto, Fathiah, Diploma, University of Singapore; MA, Fielding Graduate University; PhD, Fielding Graduate University

Isenhart, Carl, BA, DePauw University; MS, Indiana State University; MBA, University of St. Thomas; PsyD, University of Denver

J

Jacobs, Robert, BA, William Paterson College; MA, University of Southern California; MA, United States International University; PsyD, United States International University

James, Catherine, BA, Metropolitan State College; MA, University of Colorado; PhD, Walden University

Jarrett, Laura, BA, University of Missouri – Columbia; MA, University of Minnesota – Twin Cities; PhD, University of Minnesota – Twin Cities

Jarvis, Sara, BA, University of Florida; MEd, University of Florida; EdS, University of Florida; PhD, Union Institute & University

Jiang, Mei, BA, Sichuan Normal University – China; MPAcc, Texas A&M University; MS, Texas A&M University; PhD, Texas A&M University

Jean, Rojeanne, BA, Florida International University; MS, Florida International University; PhD, Union Institute & University

Johnson, Randy, BA, Valdosta State University; MRC, University of Florida; EdD, Argosy University

Jordan, Caren, BS, Boston College; BA, Boston College; MA, New York University; PhD, University of Florida

K

Kavar, Louis, BA, Dusquesne University; MA, Dusquesne University; PhD, University of Pittsburgh

King, Carolyn, BA, Southern State College; MA, University of Michigan; PhD, University of Michigan

Klein, Richard, BA, The Ohio State University; MA, Kent State University; PhD, Kent State University

Kleine, Sheldon, BA, Temple University; MA, Trenton State College; PhD, Purdue University

Kostere, Kim, BA, Mercy College; MA, Center for Humanistic Studies; PsyS, Center for Humanistic Studies; PhD, Union Institute & University

Kostere, Sandra, BA, Madonna College; MA, Center for Humanistic Studies; PsyS, Center for Humanistic Studies; PhD, Union Institute & University

Kramer, Thomas, BA, University of Massachusetts; MA, Long Island University C.W. Post Campus; PhD, The Graduate School and University Center – City University of New York

Krebs, Krista, BA, University of Nebraska; MS, Iowa State University; PhD, Iowa State University

L

Leslie-Toogood, Adrienne, BA, University of Manitoba; MA, University of Manitoba; PhD, University of Manitoba

Levinskas, Antanas, BA, Governors State University; MA, Arizona State University; PhD, Arizona State University

Lipart, Stephen, BA, University of Rhode Island; MS, University of Rhode Island; PhD, University of Rhode Island

Liu, Yuliang, BA, Hengyang Teachers University – China; MA, Northwest Normal University – China; PhD, Texas A&M University

Loehrner, Rebecca, BA, Baylor University; MS, Radford University; PhD, Texas A&M University

Longo, Nancy, BA, University of Southern California; MEd, University of Southern California; PhD, University of Southern California

M

Makatura, Tim, BA, Youngstown State University; MS, Youngstown State University; PhD, Illinois Institute of Technology

Malpass, Diane, BA, California State University; MA, Pepperdine University; PhD, Pepperdine University

Malpass, John, BS, United States Military Academy; MS, Indiana University; MA, Central Michigan University; MS, West Coast University; MBA, Pepperdine University; PhD, University of Southern California

Mankoff, Robert, BA, Wesleyan University; MA, Georgia State University; PhD, Georgia State University

Marks-Frey, Marilyn, BA, Roosevelt University; MS, Illinois Institute of Technology; PhD, Illinois Institute of Technology

McCARTY, Catherine, BS, Mankato State University; MS, St. Cloud State University; PhD, University of Idaho

McEvoy-Rumbo, Elizabeth, BS, Arizona State University; MEd, Northern Arizona University; PhD, Walden University

Mehrotra, Chandra, BSc, Agra University; MEd, Gorakhpur University; PhD, The Ohio State University

MENDS-COLE, Saydee Jonathan, BA, Southern Illinois University; MEd, Southern Illinois University; EdD, Wayne State University

MILLS, John, BA, University of Delaware; MEd, University of Delaware; MS, Indiana University of Pennsylvania; PhD, State University of New York at Buffalo

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N

Neuman-Aamle, Jody, BS, Grand Valley State University; PhD, University of Minnesota – Twin Cities

Nicolet, Irene, BA, St. Mary’s University; MA, Northern Arizona University; PhD, Capella University

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O

Ottomanelli, Gennaro, BS, Manhattan College; MS, Fordham University; PhD, New York University

P

Pack, Shana, BA, Transylvania University; MS, University of Kentucky – Lexington; PhD, University of Kentucky – Lexington

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Percy, Bill, BA, St. John’s College; MA, Goddard College; PhD, Union Institute & University

Pimpinelli, Angelo, BA, University of South Florida; MS, Nova Southeastern University; PhD, Union Institute & University

Piotrowski, Nancy, BA, Rice University; MA, University of Houston – University Park; PhD, University of Houston – University Park

Preussler, Donald, BA, Pillsbury College; BA, University of Minnesota; MS, University of Texas at Dallas; PhD, University of North Dakota

R

Reddout, Jeffery, BS, Cornell University; MS, Syracuse University; PhD, Syracuse University

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S

Santostasi, Antonio, BS, University of Maryland; MHR, University of Oklahoma; PhD, Walden University

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Schatzman, Bard, BA, Westminster College; MS, Central Missouri State University; PhD, University of Missouri – Columbia

Schneider, Robert, BA, Florida State University; MS, Washington State University; PhD, Washington State University

Schneider, Steven, BA, Southern Illinois University; MS, Southern Illinois University; PhD, University of Wisconsin – Madison

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Faculty, continued

Harold Abel School of Social and Behavioral Sciences, continued

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Styles, Douglas, BA, University of California, Santa Cruz; MA, California Institute of Integral Studies; PsyD, California School of Professional Psychology – Alameda

T

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V

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W

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Williamson, Gordon, BA, University of Portland; MS, Portland State University; PhD, University of Maryland

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Y

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Z

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Department of Social Work

Core and Adjunct Faculty

D

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L

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P

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S

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T

Tirrito, Terry, BA, Queens College – City University of New York; MSW, Adelphi University; PhD, Fordham University

W

Williams, Sheara, BS, Southern University A&M; MSW, Louisiana State University; PhD, University of North Carolina at Chapel Hill
State Regulatory Information

Capella University is licensed, registered, authorized, or certified in the following states:

Alabama Commission on Higher Education
100 N. Union St.
P.O. Box 302000
Montgomery, AL 36130-2000
334.242.1996

Alabama Department of Postsecondary Education
P.O. Box 302101
Montgomery, AL 36130-2101
334.242.2900

Arizona Department of Education
1535 W. Jefferson St.
Phoenix, AZ 85007
602.542.4391

The Master of Science in School Counseling degree program and the Leadership in Educational Administration and School Psychology specializations are approved by the Arizona Department of Education.

Arizona State Board for Private Postsecondary Education
1400 W. Washington St., Room 260
Phoenix, AZ 85007
602.542.5709
http://azppsse.state.az.us/

Arkansas Higher Education Coordinating Board
114 E. Capitol
Little Rock, AR 72201-3918
501.371.2005

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.

Florida Commission for Independent Education
325 W. Gaines St., Suite 1414
Tallahassee, FL 32399
888.224.6684
License #2809

Florida Commission on Postsecondary Education
2082 E. Exchange Place, Suite 220
Tucker, GA 30084-4113
770.414.3235

Illinois Board of Higher Education
421 E. Adams St., Second Floor
Springfield, IL 62701-1418
217.782.8548

Kansas Board of Regents
Private Postsecondary Education
1000 SW Jackson, Suite 520
Topeka, KS 66621-1368
785.296.3421

Kentucky Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601-8204
502.573.1555

The School of Education specializations for P-12 teachers may not be recognized by the Kentucky Education Professional Standards Board.

Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
651.642.0533

Capella University is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

University of North Carolina Board of Governors
University of North Carolina
Office of the President
910 Raleigh Road
Chapel Hill, NC 27515

University of North Carolina Commission on Postsecondary Education
1820 E. Sahara Ave., Suite 111
Las Vegas, NV 89104
702.486.7330

The following degree programs are licensed by the North Carolina Board of Governors: Master of Science in Education, Master of Science in Human Services, Master of Science in Psychology. Capella University is authorized to conduct postsecondary activity in North Carolina for these programs based on approval from the Board of Governors under North Carolina general statute § 116-15.

Prior to enrollment, North Carolina learners are advised to contact their local school administrative offices and the North Carolina Department of Public Instruction for specific advanced licensure and payment requirements in their program areas. The North Carolina Department of Public Instruction is located at http://www.dpi.state.nc.us/.

North Dakota Board of Career and Technical Education
State Capitol 15th Floor
600 E. Blvd. Ave., Dept. 270
Bismarck, ND 58505-0610
701.328.3180

Ohio Board of Regents
30 E. Broad St., 36th Floor
Columbus, OH 43215-3414
614.466.6000

The following degree programs are authorized by the Ohio Board of Regents: Bachelor of Science in Business, Bachelor of Science in Information Technology, Master of Science in Information Technology, Bachelor of Business Administration, Master of Science in Education, Master of Science in Library Science, Master of Science in Management, Master of Science in Public Administration, Doctor of Philosophy in Business, and Doctor of Philosophy in Educational Leadership.

Capella University is registered with the Ohio State Board of Career Colleges and Schools, and three 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. 04-03-17979.

Pennsylvania Department of Education
333 Market St.
Harrisburg, PA 17126-0333
717.787.5820

Pennsylvania Higher Education Coordinating Board
1450 Energy Park Drive, Suite 1900
Columbia, PA 19009
803.737.2260

License indicates only that minimum standards have been met; it is not an endorsement or guarantee of quality. Licensure is not equivalent to or synonymous with accreditation by an accrediting agency recognized by the U.S. Department of Education.

Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243-0830
615.253.6287

Washington Higher Education Coordination Commission
P.O. Box 43430
Olympia, WA 98504-3430
360.753.7800

Capella University is authorized by the Washington Higher Education Coordination Commission (HECC) and meets the requirements and minimum educational standards established for degree programs under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Capella University to advertise and recruit for the following degree programs: Bachelor of Science in Business, Bachelor of Science in Information Technology, Bachelor of Science in Psychology, Bachelor of Science in Nursing, Bachelor of Science in Public Safety, Bachelor of Public Administration, Master of Science in Human Resource Management, Master of Science in Leadership, Master of Science in Organizational Development, Master of Science in Information Technology, Master of Business Administration, Master of Science in Education, Master of Science in Human Services, Master of Science in Public Safety, Master of Science in Nursing, Master of Public Administration, Master of Public Health, Master of Science in Counseling Studies, Master of Science in Addiction Counseling, Master of Science in Career Counseling, Master of Science in Marriage and Family Therapy, Master of Science in Mental Health Counseling, Master of Science in School Counseling, Master of Science in Psychology, Education Specialist, Doctor of Philosophy in Business, Doctor of Philosophy in Organization and Management, Doctor of Philosophy in Information Technology, Doctor of Business Administration, Doctor of Philosophy in Education, Doctor of Education, Doctor of Philosophy in Human Services, Doctor of Philosophy in Public Safety, Doctor of Public Administration, Doctor of Public Health, Doctor of Philosophy in Counseling Studies, Doctor of Philosophy in Counselor Education and Supervision, Doctor of Philosophy in Psychology, Doctor of Psychology, Doctor of Social Work. Authorization by the HECC does not carry with it an endorsement by the board of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the HECC at P.O. Box 43430, Olympia, WA 98504-3430.

Priot to enrollment, Washington state learners are advised to contact the Office of the Superintendent of Public Instruction at 360.725.6320 or profed8k12.wa.us to determine teacher certification or endorsement requirements, and contact their school district regarding qualifications for salary advancement.

Wayne State University
Postsecondary Education
1450 Energy Park Drive, Suite 1900
Columbia, PA 19009
803.737.2260

License indicates only that minimum standards have been met; it is not an endorsement or guarantee of quality. Licensure is not equivalent to or synonymous with accreditation by an accrediting agency recognized by the U.S. Department of Education.

Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243-0830
615.253.6287

Washington Higher Education Coordination Commission
P.O. Box 43430
Olympia, WA 98504-3430
360.753.7800

Capella University is authorized by the Washington Higher Education Coordination Commission (HECC) and meets the requirements and minimum educational standards established for degree programs under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Capella University to advertise and recruit for the following degree programs: Bachelor of Science in Business, Bachelor of Science in Information Technology, Bachelor of Science in Psychology, Bachelor of Science in Nursing, Bachelor of Science in Public Safety, Bachelor of Public Administration, Master of Science in Human Resource Management, Master of Science in Leadership, Master of Science in Organizational Development, Master of Science in Information Technology, Master of Business Administration, Master of Science in Education, Master of Science in Human Services, Master of Science in Public Safety, Master of Science in Nursing, Master of Public Administration, Master of Public Health, Master of Science in Counseling Studies, Master of Science in Addiction Counseling, Master of Science in Career Counseling, Master of Science in Marriage and Family Therapy, Master of Science in Mental Health Counseling, Master of Science in School Counseling, Master of Science in Psychology, Education Specialist, Doctor of Philosophy in Business, Doctor of Philosophy in Organization and Management, Doctor of Philosophy in Information Technology, Doctor of Business Administration, Doctor of Philosophy in Education, Doctor of Education, Doctor of Philosophy in Human Services, Doctor of Philosophy in Public Safety, Doctor of Public Administration, Doctor of Public Health, Doctor of Philosophy in Counseling Studies, Doctor of Philosophy in Counselor Education and Supervision, Doctor of Philosophy in Psychology, Doctor of Psychology, Doctor of Social Work. Authorization by the HECC does not carry with it an endorsement by the board of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the HECC at P.O. Box 43430, Olympia, WA 98504-3430.

Priot to enrollment, Washington state learners are advised to contact the Office of the Superintendent of Public Instruction at 360.725.6320 or profed8k12.wa.us to determine teacher certification or endorsement requirements, and contact their school district regarding qualifications for salary advancement.

Wisconsin Educational Approval Board
30 W. Mifflin St., Ninth Floor
Madison, WI 53707-8696
608.266.1354

Wyoming Department of Education
Pathway Building, Second Floor
2300 Capitol Ave.
Cheyenne, WY 82002-0050
307.777.5712

Right to Change Requirements

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2010–2011 University Catalog, Volume 10–11, No. 1
Catalog Addendum
Effective July 12, 2010

Page 13 - University Policies
The following university policies have been updated to reflect the addition of new Doctor of Health Administration (DHA), Doctor of Public Health (DrPH), and/or Master of Health Administration (MHA) degree programs. Capella University policies apply to all Capella learners. Since some policies may be updated after publication, learners, faculty, and staff, should refer to iGuide for current policies and procedures. Learners are responsible for understanding and following the most current version of all Capella University policies.

2.01.01 Admission
2.01.02 Maximum Time to Degree Completion
3.04.03 Transfer of Credit
4.03.01 Tuition and Fees
4.03.02 Tuition Refunds

Page 15 - Admission Components
The following admission components have been updated to reflect the addition of a new Doctor of Public Health (DrPH) degree program.

ADMISSION COMPONENTS

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<thead>
<tr>
<th>School</th>
<th>Undergraduate Studies</th>
<th>Business and Technology</th>
<th>Education</th>
<th>Public Service Leadership</th>
<th>Harold Abel School of Social and Behavioral Sciences</th>
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<td>Acknowledgement Agreement</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Official Transcript from Previous Institution*</td>
<td>BSN RN-to-BSN Degree Completion specialization</td>
<td>✓</td>
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<td>International Applicants: Proof of English Equivalency</td>
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<td>✓</td>
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<tr>
<td>Letters of Recommendation</td>
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<td></td>
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<td></td>
<td>PhD General Counselor Education and Supervision specialization; PsyD Clinical Psychology specialization; MS General Addiction Counseling, General Career Counseling, General Marriage and Family Therapy, General Mental Health Counseling, and General School Counseling specializations; MS School Psychology specialization</td>
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<tr>
<td>Curriculum Vitae</td>
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<td>PhD General Counselor Education and Supervision specialization</td>
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<td>Writing Samples</td>
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<td></td>
<td>PhD General Counselor Education and Supervision specialization; PsyD Clinical Psychology specialization; MS School Psychology specialization</td>
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<td>Extended Goal Statement</td>
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<td></td>
<td>MS General Addiction Counseling, General Career Counseling, General Marriage and Family Therapy, General Mental Health Counseling, and General School Counseling specializations</td>
</tr>
<tr>
<td>Faculty Interview</td>
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<td></td>
<td></td>
<td></td>
<td>PsyD Clinical Psychology specialization; MS School Psychology specialization</td>
</tr>
<tr>
<td>RN License Verification and Work Experience Acknowledgement Form</td>
<td>BSN RN-to-BSN Degree Completion specialization</td>
<td>✓</td>
<td></td>
<td></td>
<td>MSN Nurse Educator and Nurse Educator Bridge specializations</td>
</tr>
<tr>
<td>School</td>
<td>Undergraduate Studies</td>
<td>Business and Technology</td>
<td>Education</td>
<td>Public Service Leadership</td>
<td>Harold Abel School of Social and Behavioral Sciences</td>
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<tr>
<td>DBA Course Registration Acknowledgment</td>
<td>DBA Business Intelligence, Global Operations and Supply Chain Management, and Strategy and Innovation specializations</td>
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<td>Licensure Disclosure &amp; Responsibilities Acknowledgement</td>
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<td>Certification of Teaching Experience Form</td>
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<td></td>
<td>PhD, EdS, and MS Leadership in Educational Administration specializations; PhD Special Education Leadership specializations</td>
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<tr>
<td>Certification of Licensed Teaching Form</td>
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<td>MS Curriculum and Instruction, Early Childhood Education, K-12 Studies in Education, Reading and Literacy, and Special Education Teaching specializations</td>
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<td>Cohort Auto-Registration Form</td>
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<td>EdD Educational Leadership and Management specialization</td>
<td>DrPH Epidemiology and Health Advocacy and Leadership specializations</td>
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</tbody>
</table>

*Tennessee residents applying for admission to undergraduate degree programs must submit an official high school transcript as part of their application materials.*
### ADMISSION REQUIREMENTS

<table>
<thead>
<tr>
<th>Capella Degree/Certificate</th>
<th>Minimum Level of Education Completed</th>
<th>Minimum Cumulative Grade Point Average (on a 4.0 scale)</th>
<th>Additional Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS</td>
<td>High school diploma or equivalent.</td>
<td>None</td>
<td>Applicants must be at least 24 years old. (This age requirement may be waived for active military applicants, veterans, and applicants with 90 or more quarter credits of prior college/university course work.)</td>
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<tr>
<td>BSN</td>
<td>Associate’s degree in nursing or diploma in nursing from an institution accredited by a U.S. Department of Education-accrediting agency or an internationally recognized institution.</td>
<td>2.00 cumulative GPA from an associate’s degree or diploma granting institution.</td>
<td>Applicants must be at least 24 years old. (This age requirement may be waived for active military applicants, veterans, and applicants with 90 or more quarter credits of prior college/university course work.) Applicants to the School of Undergraduate Studies’ BSN degree program must have a current, unrestricted RN license to practice in the United States and one year of licensed RN work experience.</td>
</tr>
<tr>
<td>BPA</td>
<td>High school diploma or equivalent.</td>
<td>None</td>
<td>Applicants must be at least 24 years old. (This age requirement may be waived for active military applicants, veterans, and applicants with 90 or more quarter credits of prior college/university course work.)</td>
</tr>
<tr>
<td>Post-Bachelor’s Certificate</td>
<td>Bachelor’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>2.30 cumulative GPA from a bachelor’s degree granting institution.</td>
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<tr>
<td>MS</td>
<td>Bachelor’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>*2.30 cumulative GPA from a bachelor’s degree granting institution.</td>
<td>Applicants to the School of Education’s MS Leadership in Educational Administration specialization must have three years of licensed teaching experience. Applicants to the Harold Abel School of Social and Behavioral Sciences’ MS in Addiction Counseling, MS in Career Counseling, MS in Marriage and Family Therapy, MS in Mental Health Counseling, and MS in School Counseling degree programs will be assessed on professionalism and academic fit to the program as determined by the school.</td>
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<tr>
<td>MSN</td>
<td>Bachelor’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>2.30 cumulative GPA from a bachelor’s degree granting institution.</td>
<td>Applicants to the School of Public Service Leadership’s MSN Nurse Educator specialization must have a current, unrestricted RN license to practice in the United States, one year of licensed RN work experience, and a bachelor’s degree in nursing. Applicants to the School of Public Service Leadership’s MSN Nurse Educator Bridge specialization must have a current, unrestricted RN license to practice in the United States, one year of licensed RN work experience, and a bachelor’s degree in a field other than nursing.</td>
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<tr>
<td>MBA</td>
<td>Bachelor’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>2.30 cumulative GPA from a bachelor’s degree granting institution.</td>
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<td>MHA</td>
<td>Bachelor’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>2.30 cumulative GPA from a bachelor’s degree granting institution.</td>
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<tr>
<td>Capella Degree/Certificate</td>
<td>Minimum Level of Education Completed</td>
<td>Minimum Cumulative Grade Point Average (on a 4.0 scale)</td>
<td>Additional Requirements</td>
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<td>MPH</td>
<td>Bachelor’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>2.30 cumulative GPA from a bachelor’s degree granting institution.</td>
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<td>Post-Master’s Certificate</td>
<td>Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>3.00 cumulative GPA from a master’s degree granting institution.</td>
<td>Applicants to the Harold Abel School of Social and Behavioral Sciences’ Specialist Certificate in School Psychology must have a master’s degree with a specialization in School Psychology from Capella University.</td>
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<td>EdS</td>
<td>Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>3.00 cumulative GPA from a master’s degree granting institution.</td>
<td>Applicants to the School of Education’s EdS Leadership in Educational Administration specialization must have three years of licensed teaching experience.</td>
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</table>
| PhD                        | Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution. | *3.00 cumulative GPA from a master’s degree granting institution. | Applicants to the School of Education’s PhD Leadership in Educational Administration specialization must have three years of licensed teaching experience.  
Applicants to the School of Education’s PhD Nursing Education specialization must have a current license as a registered nurse and a master’s degree in nursing.  
Applicants to the School of Education’s PhD Special Education Leadership specialization must have a master’s degree in education, a certification or license in special education, and three years of licensed teaching experience.  
Applicants to the Harold Abel School of Social and Behavioral Sciences’ PhD in Counselor Education and Supervision degree program must have completed a CACREP-accredited or CACREP curriculum equivalent master’s degree program.  
Applicants will also be assessed on professionalism and academic fit to the program as determined by the school. |
| DBA                        | Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution. | 3.00 cumulative GPA from a master’s degree granting institution. | |
| EdD                        | Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution. | 3.00 cumulative GPA from a master’s degree granting institution. | |
| DHA                        | Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution. | 3.00 cumulative GPA from a master’s degree granting institution. | |
| DPA                        | Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution. | 3.00 cumulative GPA from a master’s degree granting institution. | |
| DrPH                       | Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution. | 3.00 cumulative GPA from master’s degree granting institution. | |
ADMISSION REQUIREMENTS, continued

<table>
<thead>
<tr>
<th>Capella Degree/Certificate</th>
<th>Minimum Level of Education Completed</th>
<th>Minimum Cumulative Grade Point Average (on a 4.0 scale)</th>
<th>Additional Requirements</th>
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<tbody>
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<td>Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>3.00 cumulative GPA from a master’s degree granting institution or a combined score of 1,000 on the GRE General Exam.</td>
<td>Applicants to the Harold Abel School of Social and Behavioral Sciences’ PsyD Clinical Psychology specialization must have a master’s degree in psychology or a related field. Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.</td>
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<tr>
<td>DSW</td>
<td>Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>3.00 cumulative GPA from a master’s degree granting institution.</td>
<td>Applicants to the Harold Abel School of Social and Behavioral Sciences’ DSW degree program must have a master’s degree in social work from an institution accredited by the Council of Social Work Education (CSWE).</td>
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</tbody>
</table>

* Selected degree programs have higher GPA and/or additional admission requirements. Refer to the procedures section II of this policy and Capella’s University Catalog for more information.
# Pages 76–79 - Tuition and Fees

The tuition and fees table has been updated to reflect the addition of new Doctor of Health Administration (DHA), Doctor of Public Health (DrPH), and Master of Health Administration (MHA) degree programs and a new Health Administration certificate.

## SCHOOL

<table>
<thead>
<tr>
<th></th>
<th>UNDERGRADUATE STUDIES</th>
<th>BUSINESS AND TECHNOLOGY</th>
<th>EDUCATION</th>
<th>PUBLIC SERVICE LEADERSHIP</th>
<th>HAROLD ABEL SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES</th>
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<td>Tuition per 3-credit graduate course for combined option</td>
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<td>Tuition per 3-credit lower-division course (1000–2000 level)</td>
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<td>Tuition per 6-credit upper-division course (3000–4000 level)</td>
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<td>Tuition per 4-credit upper-division course (3000–4000 level)</td>
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</table>
TUITION AND FEES, continued

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<th>SCHOOL</th>
<th>UNDERGRADUATE STUDIES</th>
<th>BUSINESS AND TECHNOLOGY</th>
<th>EDUCATION</th>
<th>PUBLIC SERVICE LEADERSHIP</th>
<th>HAROLD ABEL SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES</th>
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<td>Tuition per 4-credit HRM, LEAD, OM, ORD, TS course</td>
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<td>Year-in-residence tuition per extended seminar*</td>
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MASTER OF SCIENCE IN NURSING (MSN) PROGRAM
Tuition per 4-credit course $1,420

MASTER OF BUSINESS ADMINISTRATION (MBA) PROGRAM
Capella Prior Learning Assessment per credit (non-refundable) $125
Tuition per 3-credit course $1,974

MASTER OF HEALTH ADMINISTRATION (MHA) PROGRAM
Tuition per 4-credit course $1,692

MASTER OF PUBLIC ADMINISTRATION (MPA) PROGRAM
Tuition per 4-credit course $1,776

MASTER OF PUBLIC HEALTH (MPH) PROGRAM
Tuition per 4-credit course $1,692

EDUCATION SPECIALIST (EDS) PROGRAM
Quarterly tuition $4,485
Tuition per colloquium* $1,495
## Tuition and Fees, continued

<table>
<thead>
<tr>
<th>School</th>
<th>Undergraduate Studies</th>
<th>Business and Technology</th>
<th>Education</th>
<th>Public Service Leadership</th>
<th>Harold Abel School of Social and Behavioral Sciences</th>
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</thead>
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<tr>
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TUITION AND FEES, continued

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<th>EDUCATION</th>
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*Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with residencies. See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide. PhD and MS learners who cancel their residency enrollment more than 30 days prior to the start of the residency will not be assessed a cancellation fee. Learners who cancel their residency enrollment 7–30 days prior to the start of the residency will be assessed a $150 cancellation fee. Learners who cancel their residency enrollment 0–7 days prior to the start of the residency will be assessed the entire residency fee.
Doctor of Health Administration (DHA) Specializations

General Health Administration
The DHA General Health Administration specialization is designed for the health administration practitioner wishing to maintain a broad generalist perspective to health administration. The curriculum emphasizes practice-based explorations and collaborative group experiences in a choice of health care administration topics, including contemporary leadership roles, strategic vision and planning, evidence-based leadership, national and global perspectives of health policy, and policy advocacy and analysis. Upon successful completion of this specialization, learners are prepared to pursue senior-level management positions in the health care industry, such as health administration chief operating or executive officer or department director.

Fourteen Required Courses 80 quarter credits
Core courses:
- DHA8002 * Topics in Health Administration and Leadership
- DHA8003 * Professional Communications Laboratory (non-credit)
- DHA8004 * Innovative Business Practices in Health Care
- DHA8006 * Financing the Mission of Health
- DHA8008 * Health Care Policy Processes
- DHA8010 * Survey of Research Methods in Health Administration
- DHA8012 * Health Administration Field Experience +
- DHA8014 * Advanced Action Research Methods
- DHA9920 * Dissertation Courseroom (non-credit)
- DHA9921 * Dissertation Research 1 (5 quarter credits)
- DHA9922 * Dissertation Research 2 (5 quarter credits)
- DW-R8001* Professional Dissertation Writer’s Retreat (non-credit) +
- DHA9923 * Dissertation Research 3 (5 quarter credits)
- DHA9924 * Dissertation Research 4 (5 quarter credits)

Specialization courses:
Choose three from the following courses:
- DHA8020 * Health Policy in the United States
- DHA8022 * Global Health Policy
- DHA8024 * Policy Advocacy and Analysis
- DHA8030 * Contemporary Leadership Roles in Health Care
- DHA8032 * Strategic Vision and Planning in Health Care
- DHA8034 * Evidence-Based Leadership in Health Care

Two or Three Elective Courses 12 quarter credits
Choose any graduate courses from the School of Public Service Leadership.

Total 92 quarter credits

* Denotes courses that have prerequisites.
Refer to the descriptions for further details.
Health Policy and Advocacy

The DHA Health Policy and Advocacy specialization promotes synthesis of advanced-level health policy advocacy theories, concepts, and techniques into professional practice. The curriculum emphasizes national and global perspectives of health policy and policy advocacy and analysis, with a particular focus on evidence-based approaches to promoting positive health outcomes and influencing effective health policy change. Upon successful completion of this specialization, learners are prepared to pursue advanced practice positions in national or international health advocacy.

**Fourteen Required Courses**  
80 quarter credits

*Core courses:*
- DHA8002 * Topics in Health Administration and Leadership
- DHA8003 * Professional Communications Laboratory (non-credit)
- DHA8004 * Innovative Business Practices in Health Care
- DHA8006 * Financing the Mission of Health
- DHA8008 * Health Care Policy Processes
- DHA8010 * Survey of Research Methods in Health Administration
- DHA8012 * Health Administration Field Experience +
- DHA8014 * Advanced Action Research Methods
- DHA9920 * Dissertation Courseroom (non-credit)
- DHA9921 * Dissertation Research 1 (5 quarter credits)
- DHA9922 * Dissertation Research 2 (5 quarter credits)
- DW-R8001 * Professional Dissertation Writer’s Retreat (non-credit) +
- DHA9923 * Dissertation Research 3 (5 quarter credits)
- DHA9924 * Dissertation Research 4 (5 quarter credits)

*Specialization courses:*
- DHA8020 * Health Policy in the United States
- DHA8022 * Global Health Policy
- DHA8024 * Policy Advocacy and Analysis

**Two or Three Elective Courses** 12 quarter credits

Choose any graduate courses from the School of Public Service Leadership.

Total  
92 quarter credits

* Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

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Doctor of Public Health (DrPH)

The Doctor of Public Health degree program is structured as a cohort, and the curriculum is designed to strengthen the knowledge and skills public health professionals need to protect and improve the health of diverse populations. Learners evaluate the theories, research, and ethical parameters guiding public health practice; analyze various factors that cause population-based health disparities; and assess the efficacy of national and global public health programs and practices. Building on this knowledge, learners focus on analyzing, applying, and conducting participatory action research; developing and leading collaborative, evidence-based public health solutions that mitigate health disparities and meet the needs of diverse populations; and implementing sustainable public health policies and programs that promote individual and population health and quality health care access. Upon successful completion of this degree program, learners have gained knowledge and skills in systems thinking, epidemiological research, collaborative leadership, and community advocacy and are prepared to advance in their careers and assume greater leadership responsibilities in public or private public health organizations, or pursue academic careers.

**Fourteen Required Courses** 80 quarter credits

*Core courses:*
- DRPH8004 * Introduction to the Public Health Profession
- DRPH8005 * Professional Communications Laboratory (non-credit)
- DRPH8110 * History and Theory of Public Health
- DRPH8120 * Domestic and International Public Health Policy Action
- DRPH8170 * Advanced Practice in Epidemiology
- DRPH8180 * Advanced Action Research Methods
- DRPH8190 * Experiential Project +
- DRPH9920 * Dissertation Courseroom (non-credit)
- DRPH9921 * Dissertation Research 1 (5 quarter credits)
- DRPH9922 * Dissertation Research 2 (5 quarter credits)
- DW-R8001 * Professional Dissertation Writer’s Retreat (non-credit) +
- DRPH9923 * Dissertation Research 3 (5 quarter credits)
- DRPH9924 * Dissertation Research 4 (5 quarter credits)

* Review of this program is pending in SC.*

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**Epidemiology**

The DrPH Epidemiology specialization presents learners with theories, research, and evidence-based practices that guide epidemiological practice and the methods used to develop an epidemiological research project and apply epidemiological data to public health policy and practice. The curriculum emphasizes the biogenetic, environmental, psychosocial, and occupational factors that contribute to national and global population-based health disparities and the epidemiological practices associated with infectious disease investigation, surveillance, prevention, and control and quality assurance in public health environments. Upon successful completion of this specialization, learners have gained the knowledge and skills needed to conduct ethical epidemiological research, analyze epidemiological data, and develop and lead evidence-based public health solutions.

The DrPH Epidemiology specialization is structured using a cohort model. Beginning in their first quarter, learners enroll in one course each quarter in a prescribed sequence, progressing through their program with the same group of learners. Earning the DrPH as part of a cohort enhances opportunities to gain skills and knowledge and develop professional relationships with other learners.

**Fourteen Required Courses** 80 quarter credits

*Core courses:*
- DRPH8004 * Introduction to the Public Health Profession
- DRPH8005 * Professional Communications Laboratory (non-credit)
- DRPH8110 * History and Theory of Public Health
- DRPH8120 * Domestic and International Public Health Policy Action
- DRPH8170 * Advanced Practice in Epidemiology
- DRPH8180 * Advanced Action Research Methods
- DRPH8190 * Experiential Project +
- DRPH9920 * Dissertation Courseroom (non-credit)
- DRPH9921 * Dissertation Research 1 (5 quarter credits)
- DRPH9922 * Dissertation Research 2 (5 quarter credits)
- DW-R8001 * Professional Dissertation Writer’s Retreat (non-credit) +
- DRPH9923 * Dissertation Research 3 (5 quarter credits)
- DRPH9924 * Dissertation Research 4 (5 quarter credits)

* Denotes courses that have prerequisites.  
Refer to the descriptions for further details.
Specialization courses:
DRPH8400 * Epidemiological Issues in Urban and Rural Health
DRPH8404 * Fundamentals of Epidemiological Research
DRPH8408 * Chronic and Infectious Diseases in Epidemiology
DRPH8412 * Biogenetics in Epidemiology
Total 80 quarter credits

Admission to the Epidemiology specialization requires learners to complete and submit the Cohort Auto-Registration Form.
+ Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Health Advocacy and Leadership
The DrPH Health Advocacy and Leadership specialization presents learners with the advocacy and leadership theories and principles central to effective public health program and policy planning, implementation, and evaluation. The curriculum emphasizes the physical, environmental, and psychosocial factors that contribute to national and global population-based health disparities and the communication, collaborative, and advocacy and leadership strategies used to address public health issues. Upon successful completion of this specialization, learners have gained the knowledge and skills needed to advocate for public health policies and programs that mitigate health disparities; conduct ethical public health research; analyze public health and epidemiological data and apply it to policy and program planning and evaluation; and develop and lead evidence-based public health solutions using systems thinking.

The DrPH Health Advocacy and Leadership specialization is structured using a cohort model. Beginning in their first quarter, learners enroll in one course each quarter in a prescribed sequence, progressing through their program with the same group of learners. Earning the DrPH as part of a cohort enhances opportunities to gain skills and knowledge and develop professional relationships with other learners.

Fourteen Required Courses 80 quarter credits
Core courses:
DRPH8004 Introduction to the Public Health Profession
DRPH8005 Professional Communications Laboratory (non-credit)
DRPH8110 * History and Theory of Public Health
DRPH8120 * Domestic and International Public Health Policy Action
DRPH8170 * Advanced Practice in Epidemiology
DRPH8180 * Advanced Action Research Methods
DRPH8190 * Experiential Project +
DRPH9920 * Dissertation Couiserroom (non-credit)
DRPH9921 * Dissertation Research 1 (5 quarter credits)
DRPH9922 * Dissertation Research 2 (5 quarter credits)
DW-R8001 * Professional Dissertation Writer’s Retreat (non-credit)
DRPH9923 * Dissertation Research 3 (5 quarter credits)
DRPH9924 * Dissertation Research 4 (5 quarter credits)

Specialization courses:
DRPH8200 * Critical Issues in Urban and Rural Health
DRPH8204 * Fundamentals of Public Health Research
DRPH8208 * Leading Public Health Institutions
DRPH8212 * Design and Implementation of Public Health Strategies
Total 80 quarter credits

Admission to the Health Advocacy and Leadership specialization requires learners to complete and submit the Cohort Auto-Registration Form.
+ Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Master of Health Administration (MHA)
The Master of Health Administration (MHA) degree program prepares learners to assume roles as health care administrators or managers who meet the industry’s need for master’s-prepared health care administrators. The curriculum includes focused, practice-based explorations of health care systems; policy and law; health care finance; economics and decision making; strategic health care planning; organizational leadership and governance; quality, risk, and regulatory compliance; information systems; research methodology; and ethical and professional standards of practice. Throughout the program, learners engage in collaborative group experiences that help them develop and strengthen the communication, collaboration, problem-solving, and decision-making skills needed to lead and manage complex health care organizations. Successful graduates of this degree program are prepared to apply culturally competent, evidence-based professional health care administration practices across national and global environments. Learners may pursue an MHA specialization in General Health Administration, Health Care Operations, or Health Policy.

Review of this program is pending in AZ, KS, KY, ND, SC, and TN.

* Denotes courses that have prerequisites.
Refer to the descriptions for further details.
Master of Health Administration (MHA) Specializations

General Health Administration
The MHA General Health Administration specialization synthesizes the fundamental concepts, principles, and processes presented in the core curriculum with the concepts, principles, and processes associated with effective health care operations and process improvement. The specialization curriculum emphasizes strategic leadership and management and is designed to prepare learners to lead operational solutions in all aspects of health care operations, including human capital management, health care consumerism and marketing in health care, and facilities and capital asset management. Upon successful completion of this specialization, learners are prepared to pursue director-level positions in health care operations supervising multiple health care-related departments.

Fourteen Required Courses  56 quarter credits
Core courses:
MHA5002  Survey of Health Care Systems
MHA5004 * Health Care Policy and Law
MHA5006 * Health Care Finance and Reimbursement
MHA5008 * Health Care Economics and Decision Making
MHA5010 * Strategic Health Care Planning
MHA5012 * Organizational Leadership and Governance
MHA5014 * Health Care Quality, Risk, and Regulatory Compliance
MHA5016 * Introduction to Health Information Systems
MHA5018 * Health Care Research Methodologies
MHA5020 * Health Administration Capstone
MHA5021 * Health Administration Field Experience +
Specialization courses:
MHA5002 (Human Capital Management in Health Care)
MHA5004 (Health Care Consumerism and Marketing)
MHA5006 (Facilities and Capital Asset Management)
MHA5020 (Comparative Models of Global Health Systems)
MHA5024 (Health Care Policy Drivers)
MHA5026 (Policy and Legislative Development Processes)

One Elective Course  4 quarter credits
Choose any graduate course(s).

Total  60 quarter credits

Health Care Operations
The MHA Health Care Operations specialization synthesizes the fundamental concepts, principles, and processes presented in the core curriculum with the concepts, principles, and processes associated with effective health care operations and process improvement. The specialization curriculum emphasizes strategic leadership and management and is designed to prepare learners to lead operational solutions in all aspects of health care operations, including human capital management, health care consumerism and marketing in health care, and facilities and capital asset management. Upon successful completion of this specialization, learners are prepared to pursue director-level positions in health care operations supervising multiple health care-related departments.

Fourteen Required Courses  56 quarter credits
Core courses:
MHA5002  Survey of Health Care Systems
MHA5004 * Health Care Policy and Law
MHA5006 * Health Care Finance and Reimbursement
MHA5008 * Health Care Economics and Decision Making
MHA5010 * Strategic Health Care Planning
MHA5012 * Organizational Leadership and Governance
MHA5014 * Health Care Quality, Risk, and Regulatory Compliance
MHA5016 * Introduction to Health Information Systems
MHA5018 * Health Care Research Methodologies
MHA5020 * Health Administration Capstone
MHA5021 * Health Administration Field Experience +
Specialization courses:
MHA5022 (Human Capital Management in Health Care)
MHA5024 (Health Care Consumerism and Marketing)
MHA5026 (Facilities and Capital Asset Management)
MHA5032 (Policy and Legislative Development Processes)

One Elective Course  4 quarter credits
Choose any graduate course(s).

Total  60 quarter credits

Health Policy
The MHA Health Policy specialization synthesizes the fundamental concepts, principles, and processes presented in the core curriculum with the concepts, principles, and processes associated with effective health policy and advocacy from domestic and global perspectives. The specialization curriculum emphasizes comparative models of global health systems, health policy drivers, and policy and legislative action in the development of effective health policy and improvement of health care system. Upon successful completion of this specialization, learners are prepared to pursue director-level positions in health policy and advocacy, including consulting and legislative lobbying.

Fourteen Required Courses  56 quarter credits
Core courses:
MHA5002  Survey of Health Care Systems
MHA5004 * Health Care Policy and Law
MHA5006 * Health Care Finance and Reimbursement
MHA5008 * Health Care Economics and Decision Making
MHA5010 * Strategic Health Care Planning
MHA5012 * Organizational Leadership and Governance
MHA5014 * Health Care Quality, Risk, and Regulatory Compliance
MHA5016 * Introduction to Health Information Systems
MHA5018 * Health Care Research Methodologies
MHA5020 * Health Administration Capstone
MHA5021 * Health Administration Field Experience +
Specialization courses:
MHA5028 (Comparative Models of Global Health Systems)
MHA5030 (Health Care Policy Drivers)
MHA5032 (Policy and Legislative Development Processes)

One Elective Course  4 quarter credits
Choose any graduate course(s).

Total  60 quarter credits

* Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Denotes courses that have prerequisites. Refer to the descriptions for further details.
Certificate

Health Administration
The Health Administration certificate is designed for professionals who want to increase their knowledge in the administrative, economic, and political aspects of health care administration, including strategic planning, organizational leadership and governance, and regulatory compliance.

Four Required Courses
- MHA5008 Health Care Economics and Decision Making
- MHA5010 Strategic Health Care Planning
- MHA5012 Organizational Leadership and Governance
- MHA5014 Health Care Quality, Risk, and Regulatory Compliance

Total 16 quarter credits

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School of Public Service Leadership

Doctor of Health Administration Courses

DHA8002 - Topics in Health Administration and Leadership (6 quarter credits). This course, learners examine the complexities of leadership in health administration and evaluate their skill levels as health administrators with emphasis on areas of particular strength and those in need of improvement. Learners analyze and demonstrate various skills required of effective health administrators to achieve the missions and goals of their organizations, including critical thinking, oral and written communication, ethics and social accountability, collaboration, and leadership. DHA8002 must be taken by DHA learners in their first quarter. Prerequisite(s): Concurrent enrollment in DHA8003. Cannot be fulfilled by transfer.

DHA8003 - Professional Communications Laboratory (non-credit). This course assists learners in developing the writing skills needed to be successful in their doctoral program. Learners use course work completed during DHA8002 and receive feedback on grammar, syntax, academic voice and style, appropriate source attribution, and proper use of APA style and formatting. Successful completion of this course is a component of the requirements for DHA8002. Learners must successfully complete this course to continue their doctoral program. Prerequisite(s): Concurrent enrollment in DHA8002. Cannot be fulfilled by transfer.

DHA8004 - Innovative Business Practices in Health Care (6 quarter credits). Learners in this course examine various health care business practices and trends, including creating a culture of accountability for personal, departmental, and organizational performance. Learners also evaluate their ability to accept responsibility for their organizational performance and demonstrate the skills they need to communicate effectively, take initiative, and reflect industry standards in the workplace. Prerequisite(s): DHA8002. Cannot be fulfilled by transfer.

DHA8006 - Financing the Mission of Health (6 quarter credits). The focus of this course is appropriate use of financial information in the health care organization’s decision-making process. Learners examine fundamental components of organizational stewardship, including information management; short- and long-term investment planning; and ethical, professional, and social accountability. Learners also demonstrate the skills needed to develop and implement short- and long-term organizational projects in the health care environment and garner the stakeholder support necessary for achieving the financial goals and objectives of the health care organization. Prerequisite(s): DHA8004. Cannot be fulfilled by transfer.

DHA8007 - Health Care Policy Processes (6 quarter credits). In this course, learners develop an understanding of health care policy processes. Learners examine the ways health care policy supports organizational and community wellness; the ways interpersonal and professional skills, policy-related relationships, and credible sources of evidence can influence health care policy decisions and change; and the ways appropriate use of health care ethics create equitable solutions to disparities in health care policy. Prerequisite(s): DHA8006. Cannot be fulfilled by transfer.

DHA8010 - Survey of Research Methods in Health Administration (6 quarter credits). In this course, learners apply evidence-based research in health care practice. Learners identify credible sources of evidence and effective health care research methods and examine the ways research can be used in evidence-based health care administration practice. Learners also demonstrate the skills needed to apply appropriate evidence-based research to address various health care administration issues. Prerequisite(s): DHA8008 and all specialization and elective course work. Cannot be fulfilled by transfer.

DHA8012 - Health Administration Field Experience (6 quarter credits). Learners in this course apply learning and skills gained from program course work to professional health care practice. Learners choose a health care practice setting in which to demonstrate health care administration knowledge and skills, including evaluating and applying current evidence-based health care research and effectively communicating and applying current industry and organizational trends in the workplace. Prerequisite(s): DHA8010. Cannot be fulfilled by transfer.

DHA8014 - Advanced Action Research Methods (6 quarter credits). In this course, learners examine participatory action research methods in the planning of a health administration research project. Learners design an action research project using critical theory, ethical parameters, and a range of qualitative and quantitative research methods. As part of the research project plan, learners prepare an action research proposal that delineates the research topic, data collection methods, and decision-making model on what action to pursue as a result of the research findings. Learners also explore effective communication skills and collaborative approaches associated with the relationship between the researcher and participant. Prerequisite(s): DHA8012. Cannot be fulfilled by transfer.

DHA8020 - Health Policy in the United States (6 quarter credits). In this course, learners evaluate the impact of and connection between United States health policy and services delivered from historical and sociopolitical perspectives. In particular, learners examine challenges and opportunities associated with United States health policy development and implementation, the areas in which current health care policy is successful and those in need of improvement, and the strategic communication skills needed to influence change in United States health care policy. Learners also study ethics and social accountability relative to domestic health policy. Prerequisite(s): DHA8008. Cannot be fulfilled by transfer.
DHA8022 - Global Health Policy (6 quarter credits). In this course, learners evaluate global health policy from a sociopolitical perspective. In particular, learners examine challenges and opportunities associated with global health policy development and implementation, the importance of global industry models in global health policy, and the strategic communication skills needed to influence global health care policy change. Learners also study ethics and social accountability relative to global health policy. Prerequisite(s): DHA General Health Administration learners must have completed DHA8008. DHA Health Policy and Advocacy learners must have completed DHA8020. Cannot be fulfilled by transfer.

DHA8024 - Policy Advocacy and Analysis (6 quarter credits). This course focuses on health care policy development and analysis from an advocacy perspective. Learners examine the respective influences of health care advocacy and health care policy and the ways each influences the other. Learners also demonstrate the skills needed to build coalitions to advance health care policy agendas, evaluate the short- and long-term policy objectives of the health care environment, and align health care policies with specific organizational priorities to improve the overall health care environment. Prerequisite(s): DHA General Health Administration learners must have completed DHA8008. DHA Health Policy and Advocacy learners must have completed DHA8022. Cannot be fulfilled by transfer.

DHA8030 - Contemporary Leadership Roles in Health Care (6 quarter credits). In this course, learners examine and develop the skills required of effective health care leaders. In particular, learners focus on strengthening the skills needed to develop personal and professional relationships, think critically and innovatively, lead teams, support top performers, create a culture of accountability, and promote personal and professional standards of excellence within the health care environment. Prerequisite(s): DHA8008. Cannot be fulfilled by transfer.

DHA8032 - Strategic Vision and Planning in Health Care (6 quarter credits). Learners in this course evaluate short- and long-term operational and organizational goals to gain an understanding of strategic vision and planning in the health care environment. Learners analyze organizational processes and designs from a strategic perspective and examine various methods of strategic planning, including the use and upgrading of information management systems as a means of improving organizational outcomes within the health care environment. Learners also demonstrate the interpersonal communication and strategic decision-making skills health care administrators use to influence and optimize organizational functioning. Prerequisite(s): DHA General Health Administration learners must have completed DHA8008. DHA Health Care Leadership learners must have completed DHA8030. Cannot be fulfilled by transfer.

DHA8034 - Evidence-Based Leadership in Health Care (6 quarter credits). In this course, learners apply health care management research to organizational processes and derive practical solutions to health care leadership issues from empirically based evidence. Learners also focus on the ways collaboration is used to optimize workforce performance and promote positive health care organizational outcomes. Prerequisite(s): DHA General Health Administration learners must have completed DHA8008. DHA Health Care Leadership learners must have completed DHA8032. Cannot be fulfilled by transfer.

DHA9920 - Dissertation Coursework (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. Grading for this course is R/NS. Prerequisite(s): DHA8014. Cannot be fulfilled by transfer.

DHA9921–DHA9950 - Dissertation Research 1–Research 30 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): DHA8014 and concurrent enrollment in DHA9920. Learners must complete DW-R8001 prior to enrolling in DHA9923. Cannot be fulfilled by transfer.

School of Public Service Leadership

Doctor of Public Health Courses

DRPH8004 - Introduction to the Public Health Profession (6 quarter credits). In this course, learners examine the leadership attributes of effective public health professionals and focus on developing the scholarly writing skills necessary for successful academic performance and professional practice. Learners examine the role of ethics, multidisciplinary collaboration, and systems thinking in effective public health program planning, implementation, and evaluation and analyze the physical, psychosocial, and environmental factors contributing to population-based health disparities. DRPH8004 must be taken by DrPH learners in their first quarter and must be taken concurrently with DRPH8005. Cannot be fulfilled by transfer.

DRPH8005 - Professional Communications Laboratory (non-credit). This course assists learners in developing the writing skills needed to be successful in their doctoral program. Learners use course work completed during DRPH8004 and receive feedback on grammar, syntax, academic voice and style, appropriate source attribution, and proper use of APA style and formatting. Successful completion of this course is a component of the requirements for DRPH8004. Learners must successfully complete this course to continue their doctoral program. Must be taken concurrently with DRPH8004. Cannot be fulfilled by transfer.

DRPH8110 - History and Theory of Public Health (6 quarter credits). Learners in this course engage in an extensive critique and analysis of the philosophical orientations influencing public health practice, including communications, leadership, systems, chaos, public administration, social justice, and epidemiology theories. Learners review historical developments in the field and evaluate the ways they contributed to current public health policy and decision making. Prerequisite(s): DRPH8004, DRPH8005. Cannot be fulfilled by transfer.

DRPH8120 - Domestic and International Public Health Policy Action (6 quarter credits). In this course, learners explore public health policy planning and implementation from domestic and global perspectives. Learners analyze the public health policy development cycle and review the public and private agencies and institutions that drive public health policy on local, national, and international levels. Learners also evaluate the role and function of advocacy in public health and the cultural and socioeconomic factors contributing to structural inequalities that require a public health policy response. Prerequisite(s): DRPH8110. Cannot be fulfilled by transfer.

DRPH8170 - Advanced Practice in Epidemiology (6 quarter credits). Learners in this course explore epidemiological action research and intervention strategies and evaluate the effects of interventions on the translation of clinical trial findings into public health practice. Learners also examine the etiology of diseases and interpret measures of disease frequency, prevalence, and association between risk factors and confounding variables. Prerequisite(s): Epidemiology learners must have completed DRPH8412. Health Advocacy and Leadership learners must have completed DRPH8212. Cannot be fulfilled by transfer.

DRPH8180 - Advanced Action Research Methods (6 quarter credits). In this course, learners examine participatory action research methods in the planning of a public health and epidemiological research project. Learners design an action research project using critical theory, ethical parameters, and a range of qualitative and quantitative research methods. As part of the research project plan, learners prepare an action research proposal that delineates the research topic, data collection methods, and decision-making model on what action to pursue as a result of the research findings. Learners also explore effective communication skills and collaborative approaches associated with the relationship between the researcher and participant. Prerequisite(s): DRPH8170. Cannot be fulfilled by transfer.
DRPH8190 - Experiential Project (6 quarter credits). Learners in this course integrate the theory, research, and practice knowledge gained during the program in a final experiential project and corresponding white paper. Learners attend a recognized professional fellowship, advocate for a public health program or policy, or design a work project that meets the needs of a recognized public health organization and develop a white paper. The white paper, which incorporates the tenets of action research and follows the publication standards of an appropriate peer-reviewed journal, includes an evaluation of the project topic and provides specific recommendations for action. Prerequisite(s): DRPH8180. Cannot be fulfilled by transfer.

DRPH8200 - Research (6 quarter credits). Can be fulfilled by transfer.

DRPH8200 - Critical Issues in Urban and Rural Health (6 quarter credits). In this course, learners evaluate critical issues in urban and rural populations from a public health advocacy and leadership perspective. Learners analyze the physical, environmental, and psychosocial factors that are unique to urban and rural areas and evaluate communication and collaboration strategies used to effectively allocate resources and plan for the health needs of geographically diverse populations. Prerequisite(s): DRPH8120. Cannot be fulfilled by transfer.

DRPH8204 - Fundamentals of Public Health Research (6 quarter credits). This course provides an overview of the fundamentals of epidemiological research development and conduct. Learners study the theories, practices, and ethical parameters that guide the acquisition of public health research data; analyze the methods used to plan, develop, implement, evaluate, and revise public health action research studies; and examine public health research principles, including disease occurrence measurements and risk calculation. Prerequisite(s): DRPH8400. Cannot be fulfilled by transfer.

DRPH8404 - Fundamentals of Epidemiological Research (6 quarter credits). This course provides an overview of the fundamentals of epidemiological research development and conduct. Learners study the theories, practices, and ethical parameters that guide the acquisition of public health research data; analyze the methods used to plan, develop, implement, evaluate, and revise public health action research studies; and examine epidemiological research principles, including disease occurrence measurements and risk calculation. Prerequisite(s): DRPH8404. Cannot be fulfilled by transfer.

School of Public Service Leadership
Graduate Writing Courses

DW-R8001 - Professional Dissertation Writer's Retreat (non-credit). This week-long, intensive writing experience supports doctoral learners in completing their dissertation. Learners focus on writing in an environment that provides them with the academic experts and writing resources they need to personalize their experience and further develop their dissertation. For DHA, DrPH, and DSW learners only. Grading for this course is S/NS. Prerequisite(s): DHA8014 or DRPH8190 or DW8160.

School of Public Service Leadership
Master of Health Administration Courses

MHA5002 - Survey of Health Care Systems (4 quarter credits). This course provides an overview of foundational academic and health care content that assists learners in preparing for master's-level course work. Learners examine professional health care concepts, principles, and standards; assess various health care systems, including population-based, integrated, and non-integrated health care organizational systems; participate in collaborative group experiences; and focus on developing the communication, leadership, and self-evaluation skills needed to promote quality health care and safe health care outcomes. MHA5002 must be taken by MHA learners in their first quarter. Cannot be fulfilled by transfer.

MHA5004 - Health Care Policy and Law (4 quarter credits). In this course, learners examine the legal, regulatory, and political issues impacting health care organizations and environments. In particular, learners focus on the effects health care policy has on health care practice and service delivery. Learners also identify and apply health care policy and law concepts to organizational improvement and participate in collaborative group experiences to gain an understanding of effective health care organization problem-solving processes as they relate to health care policy and law. Prerequisite(s): Completion of or concurrent enrollment in MHA5002.
MHA5006 - Health Care Finance and Reimbursement (4 quarter credits). Learners in this course study financial management concepts, principles, and processes and their applications in health care organizations. Learners examine accounting, financial statements and ratios, budgeting, capitalization, cost allocation, reimbursement methodologies and processes, and the impact of varying reimbursement structures on health care practice and service delivery. Learners also design, prepare, and manage a health care budget; analyze short- and long-term health care investment decisions; and participate in collaborative group experiences to gain an understanding of effective health care finance and accounting practices. Prerequisite(s): MHA5002.

MHA5008 - Health Care Economics and Decision Making (4 quarter credits). This course focuses on concepts, principles, issues, and trends in health care economics and the economic decision-making practices employed in the health care environment. Learners analyze the legal, political, regulatory, organizational, demographical, and multicultural implications of business decisions on health care economics and gain an understanding of the ways economic stakeholder influences affect operational planning and decision making. Learners also examine cost-effective problem solving; community- and population-based orientation; and effective use of health care market research, analysis, and assessment. Prerequisite(s): MHA5002. Prerequisite does not apply to Health Administration certificate learners.

MHA5010 - Strategic Health Care Planning (4 quarter credits). In this course, learners examine strategic orientation, planning, and decision making in health care organizations and environments. Learners consider the legal, political, regulatory, organizational, demographical, and multicultural implications of strategic planning decisions and the ways they impact communities and populations, define best practices for health care organization staff development, and prioritize organizational and regulatory needs with feasible cost-effective solutions. Prerequisite(s): MHA5002. Prerequisite does not apply to Health Administration certificate learners.

MHA5012 - Organizational Leadership and Governance (4 quarter credits). Learners in this course study the fundamental concepts and principles of health care organization management and leadership, including governance, cost-effective decision making, and managing and leading stakeholders and capital assets. Learners also identify best practices for mobilizing, managing, and improving employee, organization, stakeholder, and community commitment and for creating employee-centered organizations that foster professional and organizational accountability. Prerequisite(s): MHA5002, MHA5004, MHA5006, MHA5008, MHA5010. MHA5002, MHA5004, and MHA5006 prerequisites do not apply to Health Administration certificate learners.

MHA5014 - Health Care Quality, Risk, and Regulatory Compliance (4 quarter credits). This course focuses on concepts, principles, processes, and issues associated with health care quality, risk, and regulatory compliance. Learners examine patient safety, risk management, regulatory standards and compliance, quality and performance improvement, and patient and stakeholder satisfaction. Learners also address the impact of regulatory demands on health care organizations and environments and integrate health care market analysis and scorecard results into formal and informal designs for process improvement and organizational fitness. Prerequisite(s): MHA5002, MHA5004, MHA5006, MHA5008, MHA5010, MHA5012. MHA Health Care Operations learners must have completed MHA5022, MHA5024, MHA5026. MHA Health Policy learners must have completed MHA5028, MHA5030, MHA5032. MHA5002, MHA5004, and MHA5006 prerequisites do not apply to Health Administration certificate learners.

MHA5016 - Introduction to Health Information Systems (4 quarter credits). In this course, learners examine the knowledge and skills needed to effectively use health information systems and technology in health care organizations and environments. Learners differentiate between administrative, clinical, management, and decision-support information technology tools; design and evaluate short- and long-term information technology management projects; and incorporate best practices and industry standards of health information systems management into professional practice, with an emphasis on effective staff and organizational performance. Prerequisite(s): MHA5002, MHA5004, MHA5006, MHA5008, MHA5010, MHA5012. MHA Health Care Operations learners must have completed MHA5022, MHA5024, MHA5026. MHA Health Policy learners must have completed MHA5028, MHA5030, MHA5032.

MHA5018 - Health Care Research Methodologies (4 quarter credits). This course is an examination of health care research methodologies and their applications in health care organizations and environments. Learners differentiate between various health care research methodologies; synthesize health care market research, analysis, and assessment for process improvement and competitive strategy; and incorporate ethical and professional standards of health care research evaluation and implementation into practice. Learners also conduct and analyze research in support of achieving the health care organization’s goal of meeting community needs. Prerequisite(s): MHA5002, MHA5004, MHA5006, MHA5008, MHA5010. MHA5002, MHA5004, and MHA5006 prerequisites do not apply to Health Administration certificate learners.

MHA5020 - Health Administration Capstone (4 quarter credits). In this course, learners synthesize and apply foundational and advanced health care administration, management, and leadership concepts, principles, and best practices in a final project. Learners choose a health care problem to analyze, and evaluate and develop an appropriate intervention that addresses the problem, or propose a new application in their professional field. Prerequisite(s): Completion of all required and elective course work. May be taken concurrently with MHA5018. Cannot be fulfilled by transfer.

MHA5021 - Health Administration Field Experience (4 quarter credits). In this course, MHA learners demonstrate proficiency by applying learning from required and elective courses to the professional health administration discipline. Learners engage in a field experience in a health care organization or health environment and prepare a report that includes the field experience focus, goals, and outcomes. Learners also assess their level of competency in demonstrating program competencies. For MHA leaners only. Prerequisite(s): MHA5020. Cannot be fulfilled by transfer.

MHA5022 - Human Capital Management in Health Care (4 quarter credits). In this course, learners examine concepts, principles, and processes for creating employee-centered health care organizations. In particular, learners study employee recruitment and retention, influence and accountability, staff development and workforce optimization, human capital management and regulations, collaborative group communication and problem solving, and ethical decision making. Prerequisite(s): MHA5002, MHA5004, MHA5006, MHA5008, MHA5010, MHA5012.

MHA5024 - Health Care Consumerism and Marketing (4 quarter credits). Learners in this course examine consumerism and marketing concepts and processes used to optimize interactions with stakeholders and meet community needs. Learners differentiate between consumer and business markets; analyze the influence of social networking in consumer satisfaction and market share acquisition; synthesize health care market research, analysis, and assessment; study marketing communication processes; and design and implement a marketing plan targeting an identified health care consumer need. Prerequisite(s): MHA5002, MHA5004, MHA5006, MHA5008, MHA5010, MHA5012.

MHA5026 - Facilities and Capital Asset Management (4 quarter credits). In this course, learners examine and apply concepts and processes used to optimize facilities and capital asset management in health care organizations. Learners analyze obsolescence and routine maintenance in facility operations; synthesize formal and informal decision-making structures and power relationships; plan, execute, and evaluate short- and long-term capital projects; and identify ways to incorporate research, communication, and collaboration into professional practice with an emphasis on targeting the capital needs of the health care organization. Prerequisite(s): MHA5002, MHA5004, MHA5006, MHA5008, MHA5010, MHA5012.
MHA5028 - Comparative Models of Global Health Systems (4 quarter credits). In this course, learners analyze concepts and models of health in first, second, and third world countries. Learners also integrate organizational goals with the needs and values of the global community, synthesize formal and informal decision-making structures, and identify global health challenges and opportunities. Prerequisite(s): MHA5002, MHA5004, MHA5006, MHA5008, MHA5010, MHA5012.

MHA5030 - Health Care Policy Drivers (4 quarter credits). Learners in this course examine the issues driving health care policy. In particular, learners focus on the connection between health care policy and operational health objectives and the ways health care policy creates barriers to meeting those objectives. Learners also study the impact of policymaking and industry-specific strategic groups and forums on competitive positioning; political structures and motivators; and long-term health and wellness developments and trends. Prerequisite(s): MHA5002, MHA5004, MHA5006, MHA5008, MHA5010, MHA5012.

MHA5032 - Policy and Legislative Development Processes (4 quarter credits). Learners in this course analyze the health care policy development process from a political perspective. In particular, learners focus on the legislative processes that can lead to the development of various health care policies; the political and legislative barriers impeding changes in the health care environment; and advocacy group motivators and their impact on health care policy development. Prerequisite(s): MHA5002, MHA5004, MHA5006, MHA5008, MHA5010, MHA5012.
2010 University Catalog, Volume 10–11, No. 1
Catalog Addendum
Effective October 11, 2010

Page 13 - University Policies
The following university policies have been updated to reflect the addition of a new EdD Reading and Literacy specialization. They have also been updated to reflect new joint degree program and multiple specialization offerings. Capella University policies apply to all Capella learners. Since some policies may be updated after publication, learners, faculty, and staff should refer to iGuide for current policies and procedures. Learners are responsible for understanding and following the most current version of all Capella University policies.

2.01.01 Admission
2.01.02 Maximum Time to Degree Completion
2.02.07 Changing Degree Program, Specialization, Certificate
2.02.03 Concurrent Program Enrollments (formerly Multiple Program Enrollments)
3.01.04 Academic Standing
3.04.03 Transfer of Credit
3.04.04 Application of Capella Credits

Page 15 - Admission Components
The following admission components have been updated to reflect the addition of a new EdD Reading and Literacy specialization.

ADMISSION COMPONENTS

<table>
<thead>
<tr>
<th>School</th>
<th>Undergraduate Studies</th>
<th>Business and Technology</th>
<th>Education</th>
<th>Public Service Leadership</th>
<th>Harold Abel School of Social and Behavioral Sciences</th>
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<td>Official Transcript from Previous Institution*</td>
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<td>International Applicants: Proof of English Equivalency</td>
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<td>Letters of Recommendation</td>
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<td>PhD General Counselor Education and Supervision specialization; PsyD Clinical Psychology specialization; MS General Addiction Counseling, General Career Counseling, General Marriage and Family Therapy, General Mental Health Counseling, and General School Counseling specializations; MS School Psychology specialization</td>
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<tr>
<td>Curriculum Vitae</td>
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<td>PhD General Counselor Education and Supervision specialization</td>
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<tr>
<td>Writing Samples</td>
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<td>Extended Goal Statement</td>
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<td>MS General Addiction Counseling, General Career Counseling, General Marriage and Family Therapy, General Mental Health Counseling, and General School Counseling specializations</td>
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<tr>
<td>School</td>
<td>Undergraduate Studies</td>
<td>Business and Technology</td>
<td>Education</td>
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<td>Licensure Disclosure &amp; Responsibilities Acknowledgement</td>
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</tbody>
</table>

* Tennessee residents applying for admission to undergraduate degree programs must submit an official high school transcript as part of their application materials.
Pages 16–17- Admission Requirements

The following admission requirements have been updated to reflect the addition of a new EdD Reading and Literacy specialization. They have also been updated to reflect new admission requirements for the Bachelor of Science in Nursing (BSN) degree program.

ADMISSION REQUIREMENTS

<table>
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<tr>
<th>Capella Degree/Certificate</th>
<th>Minimum Level of Education Completed</th>
<th>Minimum Cumulative Grade Point Average (on a 4.0 scale)</th>
<th>Additional Requirements</th>
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<tr>
<td>BS</td>
<td>High school diploma or equivalent.</td>
<td>None</td>
<td>Applicants must be at least 24 years old. (This age requirement may be waived for active military applicants, veterans, and applicants with 90 or more quarter credits of prior college/university course work.)</td>
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<tr>
<td>BSN</td>
<td>Associate’s degree in nursing or diploma in nursing from an institution accredited by the Commission on Collegiate Nursing Education (CCNE), the National League for Nursing Accrediting Commission (NLNAC), or an internationally recognized institution.</td>
<td>2.00 cumulative GPA from an associate's degree or diploma granting institution.</td>
<td>Applicants must be at least 24 years old. (This age requirement may be waived for active military applicants, veterans, and applicants with 90 or more quarter credits of prior college/university course work.) Applicants to the School of Undergraduate Studies' BSN degree program must have a current, unrestricted RN license to practice in the United States and one year of licensed RN work experience.</td>
</tr>
<tr>
<td>BPA</td>
<td>High school diploma or equivalent.</td>
<td>None</td>
<td>Applicants must be at least 24 years old. (This age requirement may be waived for active military applicants, veterans, and applicants with 90 or more quarter credits of prior college/university course work.)</td>
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<tr>
<td>Post-Bachelor’s Certificate</td>
<td>Bachelor’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>2.30 cumulative GPA from a bachelor's degree granting institution.</td>
<td>Applicants to the School of Education’s MS Leadership in Educational Administration specialization must have three years of licensed teaching experience. Applicants to the Harold Abel School of Social and Behavioral Sciences’ MS in Addiction Counseling, MS in Career Counseling, MS in Marriage and Family Therapy, MS in Mental Health Counseling, and MS in School Counseling degree programs will be assessed on professionalism and academic fit to the program as determined by the school.</td>
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<tr>
<td>MS</td>
<td>Bachelor’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>*2.30 cumulative GPA from a bachelor's degree granting institution.</td>
<td>Applicants to the School of Public Service Leadership’s MSN Nurse Educator specialization must have a current, unrestricted RN license to practice in the United States, one year of licensed RN work experience, and a bachelor’s degree in nursing. Applicants to the School of Public Service Leadership’s MSN Nurse Educator Bridge specialization must have a current, unrestricted RN license to practice in the United States, one year of licensed RN work experience, and a bachelor’s degree in a field other than nursing.</td>
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<tr>
<td>MSN</td>
<td>Bachelor’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>2.30 cumulative GPA from a bachelor's degree granting institution.</td>
<td>Applicants to the School of Public Service Leadership’s MSN Nurse Educator specialization must have a current, unrestricted RN license to practice in the United States, one year of licensed RN work experience, and a bachelor’s degree in nursing. Applicants to the School of Public Service Leadership’s MSN Nurse Educator Bridge specialization must have a current, unrestricted RN license to practice in the United States, one year of licensed RN work experience, and a bachelor’s degree in a field other than nursing.</td>
</tr>
<tr>
<td>MBA</td>
<td>Bachelor’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>2.30 cumulative GPA from a bachelor's degree granting institution.</td>
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<tr>
<td>MHA</td>
<td>Bachelor’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>2.30 cumulative GPA from a bachelor's degree granting institution.</td>
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<tr>
<td>MPA</td>
<td>Bachelor’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>2.30 cumulative GPA from a bachelor's degree granting institution.</td>
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ADMISSION REQUIREMENTS, continued

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<th>Capella Degree/Certificate</th>
<th>Minimum Level of Education Completed</th>
<th>Minimum Cumulative Grade Point Average (on a 4.0 scale)</th>
<th>Additional Requirements</th>
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<tr>
<td>MPH</td>
<td>Bachelor’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>2.30 cumulative GPA from a bachelor’s degree granting institution.</td>
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<td>Post-Master’s Certificate</td>
<td>Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>3.00 cumulative GPA from a master’s degree granting institution.</td>
<td>Applicants to the Harold Abel School of Social and Behavioral Sciences’ Specialist Certificate in School Psychology must have a master’s degree with a specialization in School Psychology from Capella University.</td>
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<tr>
<td>EdS</td>
<td>Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>3.00 cumulative GPA from a master’s degree granting institution.</td>
<td>Applicants to the School of Education’s EdS Leadership in Educational Administration specialization must have three years of licensed teaching experience.</td>
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<tr>
<td>PhD</td>
<td>Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>*3.00 cumulative GPA from a master’s degree granting institution.</td>
<td>Applicants to the School of Education’s PhD Leadership in Educational Administration specialization must have three years of licensed teaching experience. Applicants to the School of Education’s PhD Nursing Education specialization must have a current license as a registered nurse and a master’s degree in nursing. Applicants to the School of Education’s PhD Special Education Leadership specialization must have a master’s degree in education, a certification or license in special education, and three years of licensed teaching experience. Applicants to the Harold Abel School of Social and Behavioral Sciences’ PhD in Counselor Education and Supervision degree program must have completed a CACREP-accredited or CACREP curriculum equivalent master’s degree program. Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.</td>
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<td>DBA</td>
<td>Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>3.00 cumulative GPA from a master’s degree granting institution.</td>
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<td>Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>3.00 cumulative GPA from a master’s degree granting institution.</td>
<td>Applicants to the School of Education’s EdD Reading and Literacy specialization must have a current teaching license and a master’s degree in Reading and Literacy or a related field.</td>
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<td>Applicants to the Harold Abel School of Social and Behavioral Sciences’ PsyD Clinical Psychology specialization must have a master’s degree in psychology or a related field. Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.</td>
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<td>Applicants to the Harold Abel School of Social and Behavioral Sciences’ DSW degree program must have a master’s degree in social work from an institution accredited by the Council of Social Work Education (CSWE).</td>
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* Selected degree programs have higher GPA and/or additional admission requirements. Refer to the procedures section II of this policy and Capella’s University Catalog for more information.
**Pages 76–79 - Tuition and Fees**
The tuition and fees table has been updated to reflect the addition of a new Master of Public Administration (MPA) and Master of Science (MS) in Public Safety joint degree program and a new EdD Reading and Literacy specialization.

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TUITION AND FEES, continued

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## Tuition and Fees, continued

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<th>BUSINESS AND TECHNOLOGY</th>
<th>EDUCATION</th>
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TUITION AND FEES, continued

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<td></td>
<td></td>
<td></td>
<td></td>
<td>$3,990</td>
</tr>
<tr>
<td>CERTIFICATE PROGRAM</td>
<td></td>
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<tr>
<td>Quarterly tuition for post-master’s certificate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$4,485</td>
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<tr>
<td>Tuition per 5-credit PSY course</td>
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<td></td>
<td></td>
<td></td>
<td>$2,030</td>
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<tr>
<td>Tuition per 4-credit HRM, LEAD, TS course</td>
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<td>$2,280</td>
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<tr>
<td>Tuition per 4-credit HS, PSF, COUN, CST course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$1,760 $1,760</td>
</tr>
<tr>
<td>Tuition per 4-credit MHA course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$1,692</td>
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<tr>
<td>Tuition per 3-credit PSY practicum course</td>
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<td></td>
<td></td>
<td></td>
<td>$1,218</td>
</tr>
<tr>
<td>Tuition per 2-credit PSY practicum course</td>
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<td></td>
<td></td>
<td>$812</td>
</tr>
<tr>
<td>Tuition per residential colloquium</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$495</td>
</tr>
<tr>
<td>Year-in-residence tuition per weekend-in-residence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$275</td>
</tr>
<tr>
<td>Year-in-residence tuition per week-in-residence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$1,495</td>
</tr>
<tr>
<td>Year-in-residence tuition per extended seminar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$2,990</td>
</tr>
</tbody>
</table>

*Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with residencies. See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide. PhD and MS learners who cancel their residency enrollment more than 30 days prior to the start of the residency will not be assessed a cancellation fee. Learners who cancel their residency enrollment 7–30 days prior to the start of the residency will be assessed a $150 cancellation fee. Learners who cancel their residency enrollment 0–7 days prior to the start of the residency will be assessed the entire residency fee.*
**Combined bachelor’s/master’s options**

Combined bachelor’s/master’s options are designated bachelor’s and master’s specializations with a set of shared master’s-level courses that are applied to the requirements for both a bachelor’s degree and a master’s degree. To qualify for a combined option, learners must enroll in an eligible bachelor’s degree program and earn a minimum 3.0 cumulative grade point average (GPA) while earning the first 100 quarter credits of bachelor’s-level course work. After earning 100 quarter credits of bachelor’s-level course work, learners may request to be enrolled in an eligible combined option during which they complete 12–15 quarter credits of master’s-level course work. Learners must earn a minimum 3.0 GPA in each of the master’s-level courses to remain enrolled in their chosen combined option. Once learners have successfully completed the requirements for their bachelor’s degree program and their degree has been awarded, they may apply for the master’s degree program that corresponds to their chosen combined option. The 12–15 quarter credits of master’s-level course work completed as part of the requirements for their bachelor’s degree program will be applied toward those for their master’s degree program. Upon completion of the remaining master’s degree program requirements, learners will be awarded a master’s degree.

**Multiple specializations**

Multiple specializations are designed to provide learners with knowledge in more than one course of study within an eligible degree program. They lead to the award of a single degree with two or more specializations. Learners enrolled in an eligible degree program may request to be enrolled in additional eligible specializations at any point during their program. The degree and its specializations are awarded simultaneously upon completion of the program requirements for each specialization.

**Bachelor of Science (BS) in Business**

The Bachelor of Science in Business 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. The curriculum provides an integrated approach to complex organizational systems, preparing learners to work in collaboration with diverse work groups and functional areas. Learners may pursue a specialization in Accounting, Business Administration, Finance, Health Care Management, Human Resource Management, Management and Leadership, Marketing, Project Management, or Retail Management.

This degree program offers a Combined BS/MBA option for all specializations. It also offers a Combined BS/MHA option or a Combined BS/MPH option for learners enrolled in the bachelor’s Health Care Management specialization. These options are available for qualified learners of exceptional ability and interest in business, health administration, or public health. Learners who qualify to take an option begin the graduate experience earlier, completing a specified number of graduate quarter credits as part of their bachelor’s degree program. Successful completion of the graduate course work will be applied toward the requirements for both the bachelor’s and MBA, MHA, or MPH degree programs.

**General Education Requirements**

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.

**Residents of Arkansas must complete Arkansas general education requirements.**

**Additional Program Requirements**

<table>
<thead>
<tr>
<th>Core courses - 42 quarter credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS3006  Developing a Health Care Management Perspective</td>
</tr>
<tr>
<td>BUS3010  Fundamentals of Management and Leadership</td>
</tr>
<tr>
<td>BUS3025  Introduction to Health Care, Wellness, and Disease</td>
</tr>
<tr>
<td>BUS3030  Fundamentals of Marketing and Sales</td>
</tr>
<tr>
<td>BUS3040  Fundamentals of Human Resource Management</td>
</tr>
<tr>
<td>BUS3050  Fundamentals of Organizational Communication</td>
</tr>
<tr>
<td>BUS3060  Fundamentals of Finance and Accounting</td>
</tr>
</tbody>
</table>

**Specialization courses - 48 quarter credits**

| BUS4121 * Ethics and Decision Making in Health Care |
| BUS4122 * Health Care Economics |
| BUS4123 * Quality Assurance Risk Management |
| BUS4124 * Health Care Marketing and Strategic Planning |
| BUS4125 * Legal Aspects of Health Care Management |
| BUS4126 * Health Care Information Management |
| BUS4127 * Evidence-Based Health Care Management |
| BUS4128 * Cultural Competence in Health Care |

**Elective courses - 39 quarter credits**

Choose 39 quarter credits of additional undergraduate courses.

All courses are 6 quarter credits except as noted.

* Denotes courses that have prerequisites. Refer to the descriptions for further details.
### Combined BS/MBA option
For an MBA specialization in General Business Administration, Accounting, Finance, Global Operations and Supply Chain Management, Health Care Management, Human Resource Management, Information Technology Management, Marketing, or Project Management:

**Specialization courses - 60 quarter credits**  
- [BUS4121](#) *Ethics and Decision Making in Health Care*
- [BUS4122](#) *Health Care Economics*
- [BUS4123](#) *Quality Assurance Risk Management*
- [BUS4124](#) *Health Care Marketing and Strategic Planning*
- [BUS4125](#) *Legal Aspects of Health Care Management*
- [BUS4126](#) *Health Care Information Management*
- [BUS4127](#) *Evidence-Based Health Care Management*
- [BUS4128](#) *Cultural Competence in Health Care*
- [MBA6010](#) *Professional Effectiveness (3 quarter credits)*
- [MBA6020](#) *Leading for Results (3 quarter credits)*
- [MBA6110](#) *Marketing and Brand Management (3 quarter credits)*
- [MBA6130](#) *Operations and Process Management (3 quarter credits)*

**Elective courses - 27 quarter credits**

Choose 27 quarter credits of additional undergraduate courses.

### Combined BS/MHA option
For an MHA specialization in General Health Administration, Health Care Operations, or Health Policy:

**Specialization courses - 60 quarter credits**  
- [BUS4121](#) *Ethics and Decision Making in Health Care*
- [BUS4122](#) *Health Care Economics*
- [BUS4123](#) *Quality Assurance Risk Management*
- [BUS4124](#) *Health Care Marketing and Strategic Planning*
- [BUS4125](#) *Legal Aspects of Health Care Management*
- [BUS4126](#) *Health Care Information Management*
- [BUS4127](#) *Evidence-Based Health Care Management*
- [MBA6010](#) *Professional Effectiveness (3 quarter credits)*
- [MBA6020](#) *Leading for Results (3 quarter credits)*
- [MBA6110](#) *Marketing and Brand Management (3 quarter credits)*
- [MBA6130](#) *Operations and Process Management (3 quarter credits)*

**Elective courses - 27 quarter credits**

Choose 27 quarter credits of additional undergraduate courses.

### Combined BS/MPH option
For an MPH specialization in General Public Health, Health Management and Policy, or Social and Behavioral Sciences:

**Specialization courses - 60 quarter credits**  
- [BUS4121](#) *Ethics and Decision Making in Health Care*
- [BUS4122](#) *Health Care Economics*
- [BUS4123](#) *Quality Assurance Risk Management*
- [BUS4124](#) *Health Care Marketing and Strategic Planning*
- [BUS4125](#) *Legal Aspects of Health Care Management*
- [BUS4126](#) *Health Care Information Management*
- [BUS4127](#) *Evidence-Based Health Care Management*
- [MBA6010](#) *Professional Effectiveness (3 quarter credits)*
- [MBA6020](#) *Leading for Results (3 quarter credits)*
- [MBA6110](#) *Marketing and Brand Management (3 quarter credits)*
- [MBA6130](#) *Operations and Process Management (3 quarter credits)*

**Elective courses - 27 quarter credits**

Choose 27 quarter credits of additional undergraduate courses.

**Capstone course - 6 quarter credits**

Taken during the learner’s final quarter:  
- [BUS4993](#) Business Capstone Project

**Total** 180 quarter credits

*In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 186 quarter credits in order to graduate.*

### Bachelor of Science (BS) in Psychology

The Bachelor of Science in Psychology degree program provides undergraduate learners with instruction across the broad science of psychology. The curriculum emphasizes the knowledge, skills, and values identified by the American Psychological Association (APA) as fundamental in the undergraduate study of psychology and is designed to foster understanding of the complexities of human behavior and thought and the development of the analytical, quantitative, and communication skills associated with psychology study. Successful graduates of this program are prepared to continue their studies at the graduate level or pursue careers in a variety of public and private employment settings in which psychology knowledge and skills are used to promote human welfare.

This degree program offers a Combined BS/MS in Psychology option, a Combined BS/MBA option, or a Combined BS/MS in Education option. These options are available for qualified learners of exceptional ability and interest in psychology, business, or education. Learners who qualify to take an option begin the graduate experience earlier, completing a specified number of graduate quarter credits as part of their bachelor’s degree program. Successful completion of the graduate course work will be applied toward the requirements for both the bachelor’s and master’s Psychology, Education, or MBA degree programs.

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* All courses are 6 quarter credits except as noted.  
  * Denotes courses that have prerequisites.  
  Refer to the descriptions for further details.
### Bachelor of Science (BS) in Psychology Specialization

**General Psychology**

Undergraduate learners in the General Psychology specialization integrate psychology knowledge with associated skills by engaging in a curriculum that presents fundamental psychological concepts, theories, empirical findings, and historical trends. In particular, learners focus on social, abnormal, positive, and biological psychology and lifespan development, motivation and performance, learning and cognition, research methodology, culture and diversity, and ethics. Successful graduates of this specialization are prepared to build on their knowledge and skills at the graduate level or pursue careers in a variety of settings, including education, public service, law enforcement and corrections, business, human development, and rehabilitation and mental health.

Learners enrolled in this specialization may qualify to take the Combined BS/MS in Psychology option, the Combined BS/MS in Education option, or the Combined BS/MBA option in which after completing 100 quarter credits of undergraduate course work, they complete 12 quarter credits of graduate course work. Successful completion of the graduate course work will be applied toward the requirements for both the bachelor’s General Psychology specialization and the learner’s chosen master’s Psychology, Education, or MBA specialization.

**General Education Requirements**

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.

- Required courses:
  - BIO1000  Human Biology
  - ENG1000  English Composition
  - MAT2001  Statistical Reasoning
  - PHI2000  Ethics
  - PSYC1000  Introduction to Psychology

- Residents of Arkansas must complete Arkansas general education requirements.

**Additional Program Requirements**

- Core courses - 66 quarter credits
  - PSYC3002  Developing a Psychology Perspective
  - PSYC3210  Human Lifespan Development
  - PSYC3500  Learning and Cognition
  - PSYC3520  Introduction to Social Psychology
  - PSYC3540  Culture, Ethnicity, and Diversity
  - PSYC4100  History and Modern Systems of Psychology
  - PSYC4310  Biological Psychology
  - PSY7610  Tests and Measurements
  - PSY7620  Inferential Statistics
  - PSY7650  Research Methods

- Elective courses - 63 quarter credits
  - PSYC4110  Positive Psychology
  - PSYC4170  Abnormal Psychology
  - PSYC4370  Introduction to Social Psychology
  - PSYC4380  History and Modern Systems of Psychology

In addition, choose 12 quarter credits from the following courses:

- PSYC3110  Abnormal Psychology
- PSYC3770  Introduction to Social Psychology
- PSYC4110  Positive Psychology

Other courses may also be acceptable with the approval of the learner’s advisor.

**Total 180 quarter credits**

Review of this specialization is pending in ND and SC.

In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 186 quarter credits in order to graduate.

---

### Combined BS/MS in Psychology option

**For an MS specialization in General Psychology:**

- Child and Adolescent Development
- Educational Psychology
- Evaluation, Research, and Measurement
- Industrial/Organizational Psychology
- Leadership Coaching Psychology
- Organizational Development
- Sport Psychology
- Clinical Psychology
- Counseling Psychology
- School Psychology

**Core courses - 69 quarter credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC3002  Developing a Psychology Perspective</td>
<td>5</td>
</tr>
<tr>
<td>PSYC3210  Human Lifespan Development</td>
<td>5</td>
</tr>
<tr>
<td>PSYC3500  Learning and Cognition</td>
<td>5</td>
</tr>
<tr>
<td>PSYC3520  Introduction to Social Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PSYC3540  Culture, Ethnicity, and Diversity</td>
<td>5</td>
</tr>
<tr>
<td>PSYC4100  History and Modern Systems of Psychology</td>
<td>5</td>
</tr>
</tbody>
</table>

**Elective courses - 51 quarter credits**

Choose 63 quarter credits of additional undergraduate courses.

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### Combined BS/MS in Education option

**For an MS specialization in Enrollment Management:**

- Instructional Design for Online Learning
- Leadership for Higher Education
- Postsecondary and Adult Education
- Professional Studies in Education
- Training and Performance Improvement

**Core courses - 78 quarter credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC3002  Developing a Psychology Perspective</td>
<td>4</td>
</tr>
<tr>
<td>PSYC3210  Human Lifespan Development</td>
<td>4</td>
</tr>
<tr>
<td>PSYC3500  Learning and Cognition</td>
<td>4</td>
</tr>
<tr>
<td>PSYC3520  Introduction to Social Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC3540  Culture, Ethnicity, and Diversity</td>
<td>4</td>
</tr>
<tr>
<td>PSYC4100  History and Modern Systems of Psychology</td>
<td>4</td>
</tr>
</tbody>
</table>

**Elective courses - 51 quarter credits**

Choose 63 quarter credits of additional undergraduate courses.

**In addition, choose 12 quarter credits from the following courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC3110  Abnormal Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PSYC3770  Introduction to Social Psychology</td>
<td>5</td>
</tr>
<tr>
<td>PSYC4110  Positive Psychology</td>
<td>5</td>
</tr>
</tbody>
</table>

Other courses may also be acceptable with the approval of the learner’s advisor.

**Total 180 quarter credits**

All courses are 6 quarter credits except as noted.

* Denotes courses that have prerequisites.

Refer to the descriptions for further details.
Bachelor of Science (BS) in Public Safety

The Bachelor of Science in Public Safety degree program provides undergraduate learners with knowledge of the processes and procedures involved in public safety. Learners may pursue a specialization in Criminal Justice, Homeland Security, or Emergency Management. Successful graduates of this program are prepared to pursue careers in the field of public safety such as border patrol agent, central intelligence analyst/officer, detective, law enforcement officer, intelligence analyst, public safety director, U.S. marshal, juvenile detention officer, emergency response specialist, anti-terrorism task force coordinator, corporate security manager, and mediation specialist.

This degree program offers a Combined BS/MS Public Safety option or a Combined BS/MPA option. These options are available for qualified learners of exceptional ability and interest in public safety or public administration. Learners who qualify to take an option begin the graduate experience earlier, completing a specified number of graduate quarter credits as part of their bachelor’s degree program. Successful completion of the graduate course work will be applied toward the requirements for both the bachelor’s and master’s Public Safety or MPA degree programs.

Criminal Justice

The Criminal Justice specialization provides undergraduate learners with knowledge of the processes and procedures related to the criminal justice profession. Learners examine the criminal justice system and the relationships among private, local, state, and federal law enforcement organizations. Learners also analyze crime investigation techniques and law enforcement principles. Upon successful completion of this specialization, learners are prepared for entry-level public safety careers such as U.S. Postal Service Inspectors and U.S. marshals; agents of the Drug Enforcement Administration; Internal Revenue Service; Bureau of Alcohol, Tobacco, and Firearms; United States Customs Service; Immigration and Naturalization Service; Department of the Treasury; Bureau of Engraving and Printing; and other local and state law enforcement agencies.

Learners enrolled in this specialization may qualify to take the Combined BS/MS in Public Safety option or the Combined BS/MPA option in which after completing 100 quarter credits of undergraduate course work, they complete 12 quarter credits of graduate course work. Successful completion of the graduate course work will be applied toward the requirements for both the bachelor’s specialization and the learner’s chosen master’s Public Safety specialization or the MPA specialization.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.

Required course:
MAT2050 Statistical Literacy

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements

Core courses - 48 quarter credits
PS3004 Communication Strategies for the Public Safety Professional
PS3100 Introduction to Criminal Justice (4 quarter credits)
PS3200 Introduction to Emergency Management (4 quarter credits)
PS3300 Principles of Security Management (4 quarter credits)
PS3400 Introduction to Homeland Security (4 quarter credits)
PS3500 Applied Public Safety Theory (4 quarter credits)
PS3600 Principles of Public Safety Investigation (4 quarter credits)
PS3700 Justice, Crime, and Ethics (4 quarter credits)
PS3800 Applied Public Safety Research Methods (4 quarter credits)
PS3900 History of Violence in the U.S. Society (4 quarter credits)
PS3950 * Introductory Public Safety Statistical Research

Specialization courses - 44 quarter credits
PS4105 * White Collar and Organized Crime Investigations (4 quarter credits)
PS4110 * Corrections, Probation, and Parole (4 quarter credits)
PS4115 * Juvenile Justice Practice (4 quarter credits)
PS4120 * Police-Community Relations (4 quarter credits)
PS4125 * Policing in the U.S. Society (4 quarter credits)
PS4135 * Race, Crime, and Criminal Justice (4 quarter credits)
PS4140 * Criminal Law and the Legal Process (4 quarter credits)
PS4145 * Criminal Law (4 quarter credits)
PS4150 * History of Drug Control (4 quarter credits)
PS4155 * Police Administration (4 quarter credits)
PS4160 * Criminal Procedure and Evidence (4 quarter credits)

Elective courses - 37 quarter credits
Choose 37 quarter credits of additional undergraduate courses.

Combined BS/MS in Public Safety option

For an MS specialization in Criminal Justice, Emergency Management, or Public Safety Leadership:

Specialization courses - 56 quarter credits
PS4105 * White Collar and Organized Crime Investigations (4 quarter credits)
PS4110 * Corrections, Probation, and Parole (4 quarter credits)
PS4115 * Juvenile Justice Practice (4 quarter credits)
PS4120 * Police-Community Relations (4 quarter credits)
PS4125 * Policing in the U.S. Society (4 quarter credits)
PS4135 * Race, Crime, and Criminal Justice (4 quarter credits)
PS4140 * Criminal Law and the Legal Process (4 quarter credits)
PS4145 * Criminal Law (4 quarter credits)
PS4150 * History of Drug Control (4 quarter credits)
PS4155 * Police Administration (4 quarter credits)
PS4160 * Criminal Procedure and Evidence (4 quarter credits)
PSF5002 Survey of Public Safety Issues, Theories, and Concepts (4 quarter credits)
PSF5006 Research Methodology in Public Safety (4 quarter credits)
PSF5334 Public Safety Ethnic and Cultural Awareness (4 quarter credits)

Elective courses - 25 quarter credits
Choose 25 quarter credits of additional undergraduate courses.

All courses are 6 quarter credits except as noted.
* Denotes courses that have prerequisites.
Refer to the descriptions for further details.
Combined BS/MPA option

Specialization courses - 56 quarter credits
PS4105 * White Collar and Organized Crime Investigations (4 quarter credits)
PS4110 * Corrections, Probation, and Parole (4 quarter credits)
PS4115 * Juvenile Justice Practice (4 quarter credits)
PS4120 * Police-Community Relations (4 quarter credits)
PS4125 * Policing in the U.S. Society (4 quarter credits)
PS4135 * Race, Crime, and Criminal Justice (4 quarter credits)
PS4140 * Criminal Law and the Legal Process (4 quarter credits)
PS4145 * Criminal Law (4 quarter credits)
PS4150 * History of Drug Control (4 quarter credits)
PS4155 * Police Administration (4 quarter credits)
PS4160 * Criminal Procedure and Evidence (4 quarter credits)
MPA5002 Survey of Research and Practice in Public Administration (4 quarter credits)
MPA5400 * Public Administration Theory (4 quarter credits)
MPA5404 * Public Administration Organizational Leadership and Theory (4 quarter credits)

Elective courses - 25 quarter credits
Choose 25 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits
Taken during the learner’s final quarter:
PS4990 Public Safety Senior Capstone Project

Total 180 quarter credits

Emergency Management

The Emergency Management specialization focuses on providing undergraduate learners with the knowledge and skills needed for effective emergency and disaster management. Specialization topics include emergency preparedness and planning, disaster response and recovery, hazard mitigation, and public safety. Upon successful completion of this specialization, learners are prepared to pursue careers in emergency management, emergency services coordination, response and recovery team management, hazard mitigation, emergency preparedness, and risk assessment.

Learners enrolled in this specialization may qualify to take the Combined BS/MS in Public Safety option or the Combined BS/MPA option in which after completing 100 quarter credits of undergraduate course work, they complete 12 quarter credits of graduate course work. Successful completion of the graduate course work will be applied toward the requirements for both the bachelor’s specialization and the learner’s chosen master’s Public Safety specialization or the MPA specialization.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.

Required course:
MAT2050 Statistical Literacy

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements

Core courses - 48 quarter credits
PS3004 Communication Strategies for the Public Safety Professional
PS3100 Introduction to Criminal Justice (4 quarter credits)
PS3200 Introduction to Emergency Management (4 quarter credits)
PS3300 Principles of Security Management (4 quarter credits)
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PS3500 Applied Public Safety Theory (4 quarter credits)
PS3600 Principles of Public Safety Investigation (4 quarter credits)
PS3700 Justice, Crime, and Ethics (4 quarter credits)
PS3800 Applied Public Safety Research Methods (4 quarter credits)
PS3900 History of Violence in the U.S. Society (4 quarter credits)
PS3950 * Introductory Public Safety Statistical Research

Specialization courses - 44 quarter credits
PS4210 * Principles of Emergency Management (4 quarter credits)
PS4220 Emergency Planning (4 quarter credits)
PS4225 Emergency Management and Homeland Security (4 quarter credits)
PS4230 Leadership in Emergency Management (4 quarter credits)
PS4240 Technology in Emergency Management (4 quarter credits)
PS4250 Decision Management in Critical Incidents (4 quarter credits)
PS4260 Hazard Identification and Vulnerability (4 quarter credits)
PS4265 * Hazard Mitigation and Preparedness (4 quarter credits)
PS4270 Disaster Response Operations and Management (4 quarter credits)
PS4280 * Disaster Recovery (4 quarter credits)
PS4290 Social Dimensions of Disaster (4 quarter credits)

Elective courses - 37 quarter credits
Choose 37 quarter credits of additional undergraduate courses.

Combined BS/MS in Public Safety option

For an MS specialization in Criminal Justice, Emergency Management or Public Safety Leadership: Specialization courses - 56 quarter credits

Specialization courses - 44 quarter credits
PS4210 * Principles of Emergency Management (4 quarter credits)
PS4220 Emergency Planning (4 quarter credits)
PS4225 Emergency Management and Homeland Security (4 quarter credits)
PS4230 Leadership in Emergency Management (4 quarter credits)
PS4240 Technology in Emergency Management (4 quarter credits)
PS4250 Decision Management in Critical Incidents (4 quarter credits)
PS4260 Hazard Identification and Vulnerability (4 quarter credits)
PS4265 * Hazard Mitigation and Preparedness (4 quarter credits)
PS4270 Disaster Response Operations and Management (4 quarter credits)
PS4280 * Disaster Recovery (4 quarter credits)
PS4290 Social Dimensions of Disaster (4 quarter credits)
PS4240 Technology in Emergency Management (4 quarter credits)
PS4250 Decision Management in Critical Incidents (4 quarter credits)
PS4260 Hazard Identification and Vulnerability (4 quarter credits)
PS4265 * Hazard Mitigation and Preparedness (4 quarter credits)
PS4270 Disaster Response Operations and Management (4 quarter credits)
PS4280 * Disaster Recovery (4 quarter credits)
PS4290 Social Dimensions of Disaster (4 quarter credits)
PS4240 Technology in Emergency Management (4 quarter credits)
PS4250 Decision Management in Critical Incidents (4 quarter credits)
PS4260 Hazard Identification and Vulnerability (4 quarter credits)
PS4265 * Hazard Mitigation and Preparedness (4 quarter credits)
PS4270 Disaster Response Operations and Management (4 quarter credits)
PS4280 * Disaster Recovery (4 quarter credits)
PS4290 Social Dimensions of Disaster (4 quarter credits)

All courses are 6 quarter credits except as noted.

* Denotes courses that have prerequisites.
Refer to the descriptions for further details.
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<tr>
<td>PS3900 History of Violence in the U.S.</td>
<td>4</td>
</tr>
<tr>
<td>PS3950 * Introductory Public Safety</td>
<td>4</td>
</tr>
</tbody>
</table>

**General Education Requirements**

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.

**Required course:**

MAT2050 Statistical Literacy

**Residents of Arkansas must complete Arkansas general education requirements.**

**Additional Program Requirements**

Core courses - 48 quarter credits

PS3004 Communication Strategies for the Public Safety Professional

PS3100 Introduction to Criminal Justice (4 quarter credits)

PS3200 Introduction to Emergency Management (4 quarter credits)

PS3300 Principles of Security Management (4 quarter credits)

PS3400 Introduction to Homeland Security (4 quarter credits)

PS3500 Applied Public Safety Theory (4 quarter credits)

PS3600 Principles of Public Safety Investigation (4 quarter credits)

PS3700 Justice, Crime, and Ethics (4 quarter credits)

PS3800 Applied Public Safety Research Methods (4 quarter credits)

PS3900 History of Violence in the U.S. Society (4 quarter credits)

PS3950 * Introductory Public Safety Statistical Research

**Homeland Security**

Undergraduate learners in the Homeland Security specialization examine the fundamentals of the homeland security profession and acquire knowledge and skills needed to manage public security in conjunction with federal resources. Specialization topics include world conflict and the geopolitical roots of terrorism, terrorist threat analysis, domestic and international terrorism, and the role of diplomacy and intelligence in homeland security. Successful graduates of this specialization are prepared to pursue careers as Immigration and Customs Enforcement officers, Federal Emergency Management Agency (FEMA) program specialists, or criminal investigators, or U.S. Department of Transportation security screening analysts.

Learners enrolled in this specialization may qualify to take the Combined BS/MS in Public Safety option or the Combined BS/MPA option in which after completing 100 quarter credits of undergraduate course work, they complete 12 quarter credits of graduate course work. Successful completion of the graduate course work will be applied toward the requirements for both the bachelor’s specialization and the learner’s chosen master’s Public Safety specialization or the MPA specialization.

**Combined BS/MS in Public Safety option**

For an MS specialization in Criminal Justice, Emergency Management or Public Safety Leadership:

Specialization courses - 44 quarter credits

PS4310 * Homeland Security in the 21st Century (4 quarter credits)

PS4320 Homeland Security and Multijurisdictional Coordination (4 quarter credits)

PS4325 Homeland Security and Emergency Management (4 quarter credits)

PS4330 Leadership in Homeland Security (4 quarter credits)

PS4340 Technology and Homeland Security (4 quarter credits)

PS4350 Government, Media, and Civil Liberties (4 quarter credits)

PS4360 Domestic and International Terrorism (4 quarter credits)

PS4365 * World Conflict (4 quarter credits)

PS4370 Diplomatic Approaches to National Security (4 quarter credits)

PS4380 Intelligence Role in Homeland Security (4 quarter credits)

PS4390 Multijurisdictional Approaches to Investigations (4 quarter credits)

Elective courses - 37 quarter credits

Choose 37 quarter credits of additional undergraduate courses.

**Combined BS/MPA option**

Specialization courses - 56 quarter credits

PS4210 * Principles of Emergency Management (4 quarter credits)

PS4220 Emergency Planning (4 quarter credits)

PS4225 Emergency Management and Homeland Security (4 quarter credits)

PS4230 Leadership in Emergency Management (4 quarter credits)

PS4240 Technology in Emergency Management (4 quarter credits)

PS4250 Decision Management in Critical Incidents (4 quarter credits)

PS4260 Hazard Identification and Vulnerability (4 quarter credits)

PS4265 * Hazard Mitigation and Preparedness (4 quarter credits)

PS4270 Disaster Response Operations and Management (4 quarter credits)

PS4280 * Disaster Recovery (4 quarter credits)

PS4290 Social Dimensions of Disaster (4 quarter credits)

MPA5002 Survey of Research and Practice in Public Administration (4 quarter credits)

MPA5400 * Public Administration Theory (4 quarter credits)

MPA5404 * Public Administration Organizational Leadership and Theory (4 quarter credits)

Elective courses - 25 quarter credits

Choose 25 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits

Taken during the learner’s final quarter:

PS4990 Public Safety Senior Capstone Project

Total 180 quarter credits

In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 186 quarter credits in order to graduate.

All courses are 6 quarter credits except as noted.

* Denotes courses that have prerequisites.

Refer to the descriptions for further details.
Combined BS/MPA option
Specialization courses - 56 quarter credits
PS4310 *  Homeland Security in the 21st Century
(4 quarter credits)
PS4320  Homeland Security and Multijurisdictional
Coordination (4 quarter credits)
PS4325  Homeland Security and Emergency
Management (4 quarter credits)
PS4330  Leadership in Homeland Security
(4 quarter credits)
PS4340  Technology and Homeland Security
(4 quarter credits)
PS4350  Government, Media, and Civil Liberties
(4 quarter credits)
PS4360  Domestic and International Terrorism
(4 quarter credits)
PS4365 *  World Conflict (4 quarter credits)
PS4370  Diplomatic Approaches to National
Security (4 quarter credits)
PS4380  Intelligence Role in Homeland Security
(4 quarter credits)
PS4390  Multi-jurisdictional Approaches to
Investigations (4 quarter credits)
MPA5002  Survey of Research and Practice in Public
Administration (4 quarter credits)
MPA5400 *  Public Administration Theory
(4 quarter credits)
MPA5404 *  Public Administration Organizational
Leadership and Theory (4 quarter credits)

Elective courses - 25 quarter credits
Choose 25 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits
Taken during the learner’s final quarter:
PS4990  Public Safety Senior Capstone Project

Total  180 quarter credits

In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 186 quarter credits in order to graduate.

Bachelor of Public Administration (BPA) Specialization

General Public Administration
The Bachelor of Public Administration (BPA) degree program provides undergraduate learners with knowledge of the critical-thinking, decision-making, and professional communication skills needed to serve the public with fairness, efficiency, and equity. The curriculum addresses methods used to assess resource requirements, direct the use of those resources, and solve public problems. Upon successful completion of this program, learners are prepared to pursue public administration roles in a variety of service settings and bring public value to the field.

This degree program offers a Combined BPA/MPA option. This option is available for qualified learners of exceptional ability and interest in public administration. Learners who qualify to take this option begin the graduate experience earlier, completing a specified number of graduate quarter credits as part of their bachelor’s degree program. Successful completion of the graduate course work will be applied toward the requirements for both the bachelor’s and MPA degree programs.

General Education Requirements
Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.

Residents of Arkansas must complete Arkansas general education requirements.

Additional Program Requirements
Core courses - 42 quarter credits
BPA3004  Developing a Public Administration Perspective
BUS3010  Fundamentals of Management and Leadership
BPA3025  Introduction to Public Administration
BPA3035  Theoretical Foundations of Public Administration
BPA3045  Human Resource Management in the Public Sector
BUS3050  Fundamentals of Organizational Communication
BPA3065  Introduction to Public Finance and Accounting

All courses are 6 quarter credits except as noted.

* Denotes courses that have prerequisites.
Refer to the descriptions for further details.
Specialization courses - 48 quarter credits
BPA4101 * Principles of Organizational Planning and Accountability
BPA4102 * Public Policies and Regulatory Processes
BPA4103 * Ethical Standards and Legal Issues in Public Administration
BPA4104 * Introduction to Diversity and Cultural Competence
BPA4105 * Creating Public Value
BPA4106 * Resource Management in the Public Sector
BPA4107 * The Political and Administrative System
BPA4108 * Privatization of Government Services

Elective courses - 39 quarter credits
Choose 39 quarter credits of additional undergraduate courses.

Combined BPA/MPA option
Specialization courses - 60 quarter credits
BPA4101 * Principles of Organizational Planning and Accountability
BPA4102 * Public Policies and Regulatory Processes
BPA4103 * Ethical Standards and Legal Issues in Public Administration
BPA4104 * Introduction to Diversity and Cultural Competence
BPA4105 * Creating Public Value
BPA4106 * Resource Management in the Public Sector
BPA4107 * The Political and Administrative System
BPA4108 * Privatization of Government Services
MPA5002 Survey of Research and Practice in Public Administration (4 quarter credits)
MPA5400 * Public Administration Theory (4 quarter credits)
MPA5404 * Public Administration Organizational Leadership and Theory (4 quarter credits)

Elective courses - 27 quarter credits
Choose 27 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits
Taken during the learner’s final quarter:
BPA4993 Public Administration Capstone Project

Total 180 quarter credits

In compliance with regulations of the Kansas Board of Regents, Kansas residents starting any undergraduate program after January 1, 2010 will be required to complete 186 quarter credits in order to graduate.

Page 131 - School of Business and Technology
The School of Business and Technology now offers the opportunity to pursue multiple specializations.

Multiple specializations
Multiple specializations are designed to provide learners with knowledge in more than one course of study within an eligible degree program. They lead to the award of a single degree with two or more specializations. Learners enrolled in an eligible degree program may request to be enrolled in additional eligible specializations at any point during their program. The degree and its specializations are awarded simultaneously upon completion of the program requirements for each specialization.

Page 153 - School of Education
The School of Education now offers the opportunity to pursue multiple specializations.

Multiple specializations
Multiple specializations are designed to provide learners with knowledge in more than one course of study within an eligible degree program. They lead to the award of a single degree with two or more specializations. Learners enrolled in an eligible degree program may request to be enrolled in additional eligible specializations at any point during their program. The degree and its specializations are awarded simultaneously upon completion of the program requirements for each specialization.

Effective October 1, 2010, the prefixes for all courses required for the EdD Educational Leadership and Management specialization will be redesignated as EDD. Additionally, the Doctor of Education degree program description has been updated to reflect the addition of a new EdD Reading and Literacy specialization.

Doctor of Education (EdD)
The School of Education’s Doctor of Education (EdD) degree program, structured as a cohort, provides practicing professionals the opportunity to further develop their skills and demonstrate proficiency in the essential competency areas of their discipline. The program emphasizes creative and critical thinking and practical application of inquiry, research, leadership, and management skills and prepares successful graduates to excel as effective strategists, problem solvers, and change managers in their chosen fields. Learners may pursue a specialization in Educational Leadership and Management or Reading and Literacy.

The Doctor of Education is structured using a cohort model. Beginning in their first quarter, learners enroll in their courses in a prescribed sequence, progressing through their program with the same group of learners. Earning the EdD as part of a cohort enhances opportunities to gain skills and knowledge and develop professional relationships with other learners.

All courses are 6 quarter credits except as noted.
* Denotes courses that have prerequisites.
Refer to the descriptions for further details.
Doctor of Education (EdD) Specializations

Educational Leadership and Management

The EdD specialization in Educational Leadership and Management, structured as a cohort, is designed to prepare practicing professionals to effectively lead colleges; universities; P–12 public, private, religious, charter, and non-traditional schools; and corporate, nonprofit, and governmental educational institutions. Throughout the specialization, learners focus on financial, human resource, operations, and change management; effective decision-making strategies, models, and tools; curriculum and instruction improvement processes; and cultural competence and advocacy. The curriculum is based on current industry knowledge and standards and provides learners with the opportunity to strengthen their inquiry, analysis, communication, decision-making, and leadership skills and use them to address critical, real-world problems. This specialization does not satisfy licensure requirements for P–12 public school teachers or administrators.

The EdD Educational Leadership and Management specialization is structured using a cohort model. Beginning in their first quarter, learners enroll in one course each quarter in a prescribed sequence, progressing through their program with the same group of learners. Earning the EdD as part of a cohort enhances opportunities to gain skills and knowledge and develop professional relationships with other learners.

Twelve Required Courses 72 quarter credits

All courses taken in the following sequence:

EDD8100 * Foundations of Educational Leadership and Management I
EDD8102 * Foundations of Educational Leadership and Management II
EDD8104 * Leadership Through Personal and Professional Development
EDD8106 * Creating a Culture of Learning
EDD8108 * Data-Informed Decision Making for Educational Leaders
EDD8110 * Leading and Managing Change I
EDD8112 * Leading and Managing Change II
EDD8114 * Practicum in Educational Leadership and Management
EDD9920 * Dissertation Courseroom (non-credit)
EDD9921 * Dissertation Research 1 (6 quarter credits)
EDD9922 * Dissertation Research 2 (6 quarter credits)
EDD9923 * Dissertation Research 3 (6 quarter credits)
EDD9924 * Dissertation Research 4 (6 quarter credits)

Total 72 quarter credits

Admission to the Educational Leadership and Management specialization requires learners to complete and submit the Cohort Auto-Registration Form.

The following new specialization has been added in the School of Education.

Reading and Literacy

The EdD specialization in Reading and Literacy, structured as a cohort, is designed to prepare learners to become leaders in the field of literacy who create and manage long-term professional development processes that support field-based best practices and advocate for systematic change in educational settings. Throughout the specialization, learners focus on developing the knowledge and skills needed to work with diverse populations, engage in a research cycle that results in data-informed decisions, and lead and manage in various P–12 and adult educational contexts, including literacy program operations and professional development. Successful graduates of this specialization are prepared to work as reading specialists, reading or literacy coaches, or supervisors or coordinators of reading/literacy programs.

The EdD Reading and Literacy specialization is structured using a cohort model. Beginning in their first quarter, learners enroll in their courses in a prescribed sequence, progressing through their program with the same group of learners. Earning the EdD as part of a cohort enhances opportunities to gain skills and knowledge and develop professional relationships with other learners.

Sixteen Required Courses 81 quarter credits

All courses taken in a prescribed sequence:

EDD8200 Theoretical Models and Processes of Literacy
EDD8202 * Foundations of Reading and Literacy
EDD8204 * Reading and Literacy Assessment and Evaluation
EDD8206 * Reading and Literacy Field Experience I (1 quarter credit) +
EDD8208 * Leading and Managing Literacy Programs
EDD8210 * Data-Driven Decision Making in Literacy Programs
EDD8212 * Grant Writing and Policy for Reading and Literacy Programs
EDD8214 * Reading and Literacy Field Experience II (1 quarter credit) +
EDD8216 * Literacy in School and Community Contexts
EDD8218 * Leading and Managing Professional Development
EDD8220 * Reading and Literacy Field Experience III (1 quarter credit) +
EDD8222 * Reading and Literacy Internship +
EDD9920 * Dissertation Courseroom (non-credit)
EDD9921 * Dissertation Research 1 (6 quarter credits)
EDD9922 * Dissertation Research 2 (6 quarter credits)
EDD9923 * Dissertation Research 3 (6 quarter credits)
EDD9924 * Dissertation Research 4 (6 quarter credits)

Total 81 quarter credits

Review of this specialization is pending in AL, AZ, KS, ND, SC, TN, WA.

Admission to the Reading and Literacy specialization requires learners to complete and submit the Teaching License Verification Form and the Cohort Auto-Registration Form.

+ Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
The following new joint degree program and concentrations have been added in the School of Public Service Leadership.

Master of Public Administration (MPA) and Master of Science (MS) in Public Safety Joint Degree Program

The Master of Public Administration (MPA) and Master of Science (MS) in Public Safety joint degree program allows learners to complete two complementary degree programs at an accelerated rate through a shared curriculum. Based on Capella’s practitioner-scholar model, the program engages learners in an interdisciplinary curriculum that presents a theoretical and practical foundation in the fields of public administration and public safety leadership. Successful graduates of this degree program develop the knowledge and skills needed to collaborate with diverse populations; manage human, technological, information, financial, political, and networking resources; analyze and formulate appropriate responses to public administration and public safety issues; think critically when assessing and addressing the complex issues of managing and leading public safety and emergency services organizations; communicate clearly and effectively; and maintain professional ethics and integrity. The MPA/MS in Public Safety joint degree program prepares successful graduates to pursue leadership positions in careers that require cross-disciplinary knowledge and skills within a range of public safety and public administration professions, including law enforcement, fire services, emergency management, Emergency Medical Services (EMS), and nonprofit organization management.

Sixteen Required Courses 64 quarter credits

PSPA5002 Survey of Public Administration and Public Safety Concepts
MPA5400 * Public Administration Theory
MPA5404 * Public Administration Organizational Leadership and Theory
MPA5410 * Strategic Management and Planning
MPA5412 * Ethics and Personal Leadership Development
MPA5416 * Quantitative and Qualitative Research
MPA5420 * Leadership and Human Resource Management in Public Services
MPA5424 * Policy Analysis and Research
MPA5428 * Integrative Public Administration Project
PSF5334 * Public Safety Ethnic and Cultural Awareness
PSF5600 * Public Safety Organizational Leadership
PSF5601 * Personal Leadership Development
PSF5602 * Leadership and Human Resource Management
PSF5610 * Accounting and Finance in Public Safety Organizations
PSF5611 * Managing Training and Performance Improvement
PSF5991 * Integrative Project for Public Safety Learners

Total 64 quarter credits

Five Elective Courses 20 quarter credits

Choose two from the following courses:
MPHS116 Strategic Planning and Operations Management
MPHS120 Evidence-Based Management of Public Health Programs
MPHS212 Assessment and Surveillance in Public Health
PSF5377 Criminal Justice Policy Analysis and Social Change
PSF5380 Law Enforcement: Intelligence-Led Policing
PSF5621 Disaster Management
PSF5623 Critical Infrastructure Risk Assessment, Evaluation, and Analysis

AND

Choose any three graduate course(s).

Total 84 quarter credits

Concentrations

Learners enrolled in a master’s or PhD program in the School of Public Service Leadership may earn a concentration while completing their degree program requirements.

Health Policy and Management

The Health Policy and Management concentration builds the knowledge and professional skills of learners from a variety of disciplines in both private and public sectors to effectively develop, implement, and manage health care policies. The concentration curriculum focuses on the issues influencing the direction of health care policy, the political processes that inform health care policy development and change, and the ways strategic planning and operations acknowledge the goals and mandates of health policy.

Three Required Courses 12 quarter credits
MHA5030 Health Care Policy Drivers
MHA5032 Policy and Legislative Development Processes
MHA5035 Health Policy Influences on the Health Care Environment

Total 12 quarter credits

Public Policy Management and Collaborative Governance

The Public Policy Management and Collaborative Governance concentration builds the knowledge and professional skills of learners from a variety of disciplines in both private and public sectors to effectively engage in and foster cross-sector collaborations for creating, implementing, and assessing public policy initiatives. The concentration curriculum focuses on models and tools of public policy making; the ways strategic planning can be used to meet community needs and public values; strategies for initiating and supporting ongoing collaboration among public and private entities involved in public policy implementation; and methods of measuring the quality of collaborative outcomes.

Three Required Courses 12 quarter credits
MPA5410 Strategic Management and Planning
MPA5424 Policy Analysis and Research
MPA5450 Implementation of Collaborative Governance

Total 12 quarter credits

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
Multiple specializations

Multiple specializations are designed to provide learners with knowledge in more than one course of study within an eligible degree program. They lead to the award of a single degree with two or more specializations. Learners enrolled in an eligible degree program may request to be enrolled in additional eligible specializations at any point during their program. The degree and its specializations are awarded simultaneously upon completion of the program requirements for each specialization.

The Harold Abel School of Social and Behavioral Sciences

The Harold Abel School of Social and Behavioral Sciences now offers the opportunity to pursue multiple specializations.

Doctor of Education Courses

Only learners enrolled in the EdD program may take EDD courses.

EDD8100 - Foundations of Educational Leadership and Management I (6 quarter credits). This course is the first of two consecutive introductory courses for all learners in the EdD Educational Leadership and Management specialization. It provides an overview of the specialization’s structure, competencies, and requirements and presents the fundamental principles and skills of leadership and management. Learners study the leader’s role in achieving organizational objectives and developing shared mission, vision, and values. Learners also explore methods of effective financial, human resource, and operations management and examine principles of inquiry and systems thinking. For EdD Educational Leadership and Management learners only. Cannot be fulfilled by transfer.

EDD8102 - Foundations of Educational Leadership and Management II (6 quarter credits). This course is the second of two consecutive introductory courses for all learners in the EdD Educational Leadership and Management specialization. Learners build on the knowledge gained during EDD8100 and continue their study of fundamental leadership and management principles and skills. For EdD Educational Leadership and Management learners only. Prerequisite(s): EDD8100. Cannot be fulfilled by transfer.

EDD8104 - Leadership Through Personal and Professional Development (6 quarter credits). In this course, learners analyze the personal, relational, and metacognitive dimensions of leadership. Learners reflect on personal values and behaviors and use metacognitive skills to examine their own learning and growth. Learners also employ the language and tools of various systems models to frame and solve problems and examine ways to negotiate and influence outcomes within organizations. For EdD Educational Leadership and Management learners only. Prerequisite(s): EDD8102. Cannot be fulfilled by transfer.

EDD8106 - Creating a Culture of Learning (6 quarter credits). Learners in this course identify the leadership and management skills needed to develop an assessment-, knowledge-, learning-, and community-centered culture. Learners explore ways to advocate for students and institutions; lead continuous and data-driven curriculum and instruction improvement processes; and promote academic excellence and cultural competence. For EdD Educational Leadership and Management learners only. Prerequisite(s): EDD8104. Cannot be fulfilled by transfer.

EDD8108 - Data-Informed Decision Making for Educational Leaders (6 quarter credits). In this course, learners examine the use of data in the planning, execution, and assessment of educational decision making. Learners consider research, multiple perspectives, laws and regulations, organizational resources, and ethics to make data-informed decisions using a variety of decision-making strategies, models, and tools. For EdD Educational Leadership and Management learners only. Prerequisite(s): EDD8106. Cannot be fulfilled by transfer.

EDD8110 - Leading and Managing Change I (6 quarter credits). This is the first of two consecutive courses in which learners apply the leadership and management competencies gained from previous course work to real-world situations. Learners identify and demonstrate the inquiry, analysis, communication, decision making, and leadership skills needed to address and solve problems; plan, implement, and evaluate change; improve processes; and demonstrate cultural competence. For EdD Educational Leadership and Management learners only. Prerequisite(s): EDD8108. Cannot be fulfilled by transfer.

EDD8112 - Leading and Managing Change II (6 quarter credits). This is the second of two consecutive courses in which learners apply the leadership and management competencies gained from previous course work to real-world situations. Learners continue to identify and demonstrate the skills exhibited during EDD8110. For EdD Educational Leadership and Management learners only. Prerequisite(s): EDD8110. Cannot be fulfilled by transfer.

EDD8114 - Practicum in Educational Leadership and Management (6 quarter credits). The practicum is the final course prior to the dissertation course sequence. Learners identify skills or knowledge related to specific competencies in their degree program that require further development and under the supervision of a Capella faculty member and site supervisor, create an improvement plan to address them during a 100-hour field experience. The course culminates in a final professional portfolio review. For EdD Educational Leadership and Management learners only. Prerequisite(s): EDD8112. Cannot be fulfilled by transfer.

EDD8200 - Theoretical Models and Processes of Literacy (6 quarter credits). This course provides an overview of the specialization’s structure, competencies, and requirements and presents the psychological, sociological, and linguistic foundations of reading and writing processes and their instructional applications in various educational contexts. Learners also focus on developing writing skills and building the research competencies needed to be successful throughout their course of study. For EdD Reading and Literacy learners only. Cannot be fulfilled by transfer.
EDD8202 - Foundations of Reading and Literacy (6 quarter credits). This course presents the fundamental components required of leaders in the reading and literacy field and the ways these leaders advocate for technology as an integral component of a literacy philosophy. Learners synthesize knowledge, research, and theoretical components of reading and explore their instructional applications in various educational contexts. Learners also model authentic reading and writing strategies for their students. For EdD Reading and Literacy learners only. Prerequisite(s): EDD8200. Cannot be fulfilled by transfer.

EDD8204 - Reading and Literacy Assessment and Evaluation (6 quarter credits). In this course, learners examine ways to apply formal and informal reading and literacy assessments to improve student achievement. Learners analyze reading and literacy assessment data, communicate assessment results to various stakeholders, and develop appropriate instruction plans to meet the needs of students. Learners also focus on providing leadership in creating effective instructional assessment models in diverse school settings. For EdD Reading and Literacy learners only. Prerequisite(s): EDD8202. Cannot be fulfilled by transfer.

EDD8206 - Reading and Literacy Field Experience I (1 quarter credit). In this course, learners engage in a field experience during which they prepare an action research plan to study a literacy challenge or opportunity within a diverse school setting. Learners diagnose a problem and identify key questions that provide the foundation for the research. Prerequisite(s): Concurrent enrollment in EDD8202 or EDD8204. For EdD Reading and Literacy learners only.

EDD8208 - Leading and Managing Literacy Programs (6 quarter credits). In this course, learners focus on developing the ability to lead and manage literacy program operations and resources. Learners also gain knowledge in leading continuous and data-informed curriculum, instruction, and assessment improvement processes and making legal and ethical decisions. For EdD Reading and Literacy learners only. Prerequisite(s): EDD8204, EDD8206. Cannot be fulfilled by transfer.

EDD8210 - Data-Driven Decision Making in Literacy Programs (6 quarter credits). Learners in this course examine the ways data is used to make decisions associated with reading and literacy programs. Learners prepare themselves to develop a research plan, implement the plan, analyze and evaluate the resulting data and outcomes, and communicate results to stakeholders. For EdD Reading and Literacy learners only. Prerequisite(s): EDD8208. Cannot be fulfilled by transfer.

EDD8212 - Grant Writing and Policy for Reading and Literacy Programs (6 quarter credits). In this course, learners examine and research the implications of local, state, and federal policy on reading and literacy programs. Learners focus on developing the skills needed to effectively write grants and prepare presentations for different audiences. Learners also continue to strengthen their professional research skills. For EdD Reading and Literacy learners only. Prerequisite(s): EDD8210. Cannot be fulfilled by transfer.

EDD8214 - Reading and Literacy Field Experience II (1 quarter credit). In this course, learners engage in a field experience during which they apply research skills to promote a school- or district-wide literacy philosophy that integrates technology into the literacy environment. Learners define a research problem, develop an associated research plan and reflect on the next steps associated with the research planning stage. For EdD Reading and Literacy learners only. Prerequisite(s): Concurrent enrollment in EDD8208 or EDD8210 or EDD8212. Cannot be fulfilled by transfer.

EDD8216 - Literacy in School and Community Contexts (6 quarter credits). This course emphasizes advocating for a philosophy of literacy instruction that is supported by theory and research and using it to develop and maintain a culture of literacy in school, district, and community settings. Learners explore the role of leadership in making decisions related to intervention models and demonstrate the belief that all children can learn at high levels. For EdD Reading and Literacy learners only. Prerequisite(s): EDD8212, EDD8214. Cannot be fulfilled by transfer.

EDD8218 - Leading and Managing Professional Development (6 quarter credits). Learners in this course examine theories and research of adult learning to explore the fundamental characteristics of effective literacy team collaboration. Learners also focus on developing the professional knowledge, skills, and dispositions associated with committing to reflective practice and lifelong learning and needed to coach and enhance the professional development of teachers and other education professionals. For EdD Reading and Literacy learners only. Prerequisite(s): EDD8212, EDD8214. Cannot be fulfilled by transfer.

EDD8220 - Reading and Literacy Field Experience III (1 quarter credit). In this course, learners engage in a field experience during which they research a literacy challenge or opportunity associated with leading and managing professional development in literacy. Learners complete the steps of the research cycle, including planning a research study, conducting and implementing the research, and evaluating and reflecting on the research outcomes. For EdD Reading and Literacy learners only. Prerequisite(s): Concurrent enrollment in EDD8216 or EDD8218. Cannot be fulfilled by transfer.

EDD8222 - Reading and Literacy Internship (6 quarter credits). In this course, learners engage in an internship experience during which they participate in professional development exercises, including coaching, supporting teachers, and reflecting on the professional development process. For EdD Reading and Literacy learners only. Prerequisite(s): EDD8218, EDD8220. Cannot be fulfilled by transfer.

EDD9920 - Dissertation Coursework (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. Grading for this course is R/NS. Prerequisite(s): EdD Educational Leadership and Management learners must have completed EDD8114. EdD Reading and Literacy learners must have completed EDD8222. Cannot be fulfilled by transfer.

EDD9921–EDDM9950 - Dissertation Research 1–Dissertation Research 30 (6 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): Concurrent enrollment in EDD9920. EdD Educational Leadership and Management learners must have completed EDD8114. EdD Reading and Literacy learners must have completed EDD8222. Cannot be fulfilled by transfer.
School of Public Service Leadership

Master of Health Administration Courses

MHA5030 - Health Care Policy Drivers (4 quarter credits). Learners in this course examine the issues driving health care policy. In particular, learners focus on the connection between health care policy and operational health objectives and the ways health care policy creates barriers to meeting those objectives. Learners also study the impact of policymaking and industry-specific strategic groups and forums on competitive positioning; political structures and motivators; and long-term health and wellness developments and trends. Prerequisite(s): MHA5002, MHA5004, MHA5006, MHA5008, MHA5010, MHA5012. Prerequisites do not apply to Health Policy and Management concentration learners.

MHA5032 - Policy and Legislative Development Processes (4 quarter credits). Learners in this course analyze the health policy development process from a political perspective. In particular, learners focus on the legislative processes that can lead to the development of various health care policies; the political and legislative barriers impeding changes in the health care environment; and advocacy group motivators and their impact on health care policy development. Prerequisite(s): MHA5002, MHA5004, MHA5006, MHA5008, MHA5010, MHA5012. Prerequisites do not apply to Health Policy and Management concentration learners.

MHA5035 - Health Policy Influences on the Health Care Environment (4 quarter credits). This course focuses on the ways government and nonprofit agencies and private sector organizations translate health care policies into responsive actions. Learners examine the ways health care strategic planning and operations acknowledge the goals and mandates of health policy and explore the skills needed to successfully implement and manage health policy.

School of Public Service Leadership

Master of Public Administration Courses

MPA5400 - Public Administration Theory (4 quarter credits). Learners in this course explore the history, foundations, and theories of public administration and its underlying political, social, and economic contexts. Learners examine organizational public policy environments and develop an understanding of public administration theory bases that provide a foundation for subsequent course work. Prerequisite(s): Completion of or concurrent enrollment in MPA5002 for MPA learners. Completion of or concurrent enrollment in PSPA5002 for MPA/MS in Public Safety joint degree program learners.

MPA5410 - Strategic Management and Planning (4 quarter credits). Learners in this course explore strategic management and planning concepts and processes, including collaboration, cooperation, and coordination within and among organizations. Learners apply these concepts to real-life situations and organizations, examining their internal and external environments, allocation of resources, and translation of strategic plans into tactical operations. Prerequisite(s): MPA learners must have completed MPA5408. MPA/MS in Public Safety joint degree program learners must have completed PSF5610.

MPA5412 - Ethics and Personal Leadership Development (4 quarter credits). In this course, learners evaluate the associations between ethics and social justice and economic disparity, power, and privilege. Learners use demographic data and current social trends and themes to identify and address ethical and social justice issues affecting global service delivery. Prerequisite(s): MPA learners must have completed MPA5408. MPA/MS in Public Safety joint degree program learners must have completed MPA5410.

MPA5416 - Quantitative and Qualitative Research (4 quarter credits). This course presents quantitative and qualitative research and evaluation methods used in the public sector. Learners examine models, metrics, and methodological tools used to evaluate programs and policies. Learners also study legal and ethical issues associated with research and evaluation and identify the strengths, limitations, and threats to the validity and reliability of research. Prerequisite(s): MPA learners must have completed MPA5408. MPA/MS in Public Safety joint degree program learners must have completed MPA5412.

MPA5420 - Leadership and Human Resource Management in Public Services (4 quarter credits). This course presents theories, approaches, and systems of employee acquisition, management, development, and retention in government organizations. Learners review case studies to explore public services topics associated with law and ethics, diversity, performance and conflict management, use of outside contractors, and policy development and implementation. Prerequisite(s): MPA learners must have completed MPA5408. MPA/MS in Public Safety joint degree program learners must have completed MPA5416.

MPA5424 - Policy Analysis and Research (4 quarter credits). In this course, learners examine the concepts, principles, and stages of public policy analysis and development. Learners study the models and tools used by policymakers and policy analysts to evaluate the effect of programs and projects on societal problems. Topics include political, legal, economic, and social institutions and processes; the impact of policy on public value; policy assessment; and global complications of policy processes. Prerequisite(s): MPA learners must have completed MPA5408. MPA/MS in Public Safety joint degree program learners must have completed MPA5420.

MPA5428 - Integrative Public Administration Project (4 quarter credits). In this course, learners demonstrate proficiency in their specialization area by applying learning from required and elective courses to complete an analysis of a public administration organization or system, or propose a new application in their professional field. For MPA and MPA/MS in Public Safety joint degree program learners only. Prerequisite(s): Completion of all required and elective course work. Cannot be fulfilled by transfer.

MPA5450 - Implementation of Collaborative Governance (4 quarter credits). This course presents issues associated with initiating and supporting ongoing collaboration among public and private entities involved in public policy implementation. Learners examine the operational capacity of collaborative organizations, including resource allocation, the scope and availability of discretionary and non-discretionary program resources, and knowledge sharing. Learners also assess the ways various aspects of the collaborative governance structure, such as performance measurements, leadership approaches, and transparent communication with the public, enable collaborations to meet or exceed program initiative goals and objectives.
School of Public Service Leadership

Master of Public Health Courses

MPH5116 - Strategic Planning and Operations Management (4 quarter credits). In this course, learners examine the concepts, tools, and evidence-based best practices needed to plan, implement, and manage public health programs. The course provides an overview of the theories and approaches used in strategic and operational planning, including administration and evaluation, quality assurance, information systems integration, budgeting, and compliance. Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512. Prerequisites do not apply to MPA or MPA/MS in Public Safety joint degree program learners.

MPH5120 - Evidence-Based Management of Public Health Programs (4 quarter credits). Learners in this course evaluate evidence-based public health programs and policies, and identify guidelines on how to select, administer, and evaluate them. Learners study and apply the tools and practices of evidence-based decision-making, including using scientific evidence to develop guidelines and intervention strategies. Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512. Prerequisites do not apply to MPA or MPA/MS in Public Safety joint degree program learners.

MPH5212 - Assessment and Surveillance in Public Health (4 quarter credits). This course presents the knowledge and skills needed to develop community assessment and surveillance strategies, and design programs and services that positively impact community and population health. Learners explore approaches to early disease detection, assessment, surveillance, and intervention. Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512. Prerequisites do not apply to MPA or MPA/MS in Public Safety joint degree program learners.

School of Public Service Leadership

Master’s and Doctoral Public Safety Courses

PSF5334 - Public Safety Ethnic and Cultural Awareness (4 quarter credits). Learners in this course examine the salience of race, ethnicity, and culture in public safety and the ways public safety addresses the diverse needs of multicultural citizens. Learners analyze cultural experiences from gender, social class, religion, and disabled-status perspectives, and study and apply theoretical approaches for addressing cross-culturalism. Prerequisite(s): MPA/MS in Public Safety joint degree program learners must have completed MPAS424.

PSF5600 - Public Safety Organizational Leadership (4 quarter credits). Learners in this course examine the strategic development and direction of public safety leadership within policing, law enforcement, fire suppression, emergency management, and emergency medical response in the United States. In particular, learners focus on the components of public safety, including risk assessment, preparedness, prevention, and response in an all-hazards environment. Learners also explore the role of the public safety leader, the need for the integration of functions in traditional public safety agencies, threats ranging from potential bio-terror attacks to natural disasters, and contemporary challenges outside the scope of public and private security and national defense. Prerequisite(s): MPA/MS in Public Safety joint degree program learners must have completed MPAS424.

PSF5601 - Personal Leadership Development (4 quarter credits). In this course, learners examine their personal leadership attributes, characteristics, and behaviors within the context of the type and level of the organizations they serve. Learners also evaluate various leadership practices and their respective applications. Prerequisite(s): MPA/MS in Public Safety joint degree program learners must have completed MPAS424.

PSF5602 - Leadership and Human Resource Management (4 quarter credits). This course focuses on organizational planning, which includes staff acquisition; team development; assigning project roles, responsibilities, and reporting relationships; motivation and leadership; and conflict resolution. Learners gain an understanding of the relationship between human resource management and project management and the processes required to make effective use of people and resources on a project in particular. Learners also participate in self-assessment exercises to determine their competence in applying techniques associated with interfacing and communicating with project stakeholders; designing effective organizational structures; and managing and resolving change, conflict, and stress. Prerequisite(s): MPA/MS in Public Safety joint degree program learners must have completed MPAS424.

PSF5610 - Accounting and Finance in Public Safety Organizations (4 quarter credits). This course is a survey of the elements of financial accounting and the ways organizations’ activities are influenced by accounting measurement. Learners focus on becoming good consumers, rather than producers, of financial information and engage in course topics and exercises that reinforce and demonstrate the implications of accounting choices, particularly in public service or government-funded organizations. Prerequisite(s): MPA/MS in Public Safety joint degree program learners must have completed MPAS404.

PSF5611 - Managing Training and Performance Improvement (4 quarter credits). Learners in this course explore the ways Internet-based learning and the emergence of performance management in the human resource development field have increased the complexity and accountability of the public safety training manager. Learners study the responsibilities required of effective public safety training managers, including determining priorities, assessing needs, creating missions and goals, developing budgets and marketing strategies, planning programs and performance interventions, conducting evaluations, hiring and managing personnel, and providing leadership. Prerequisite(s): MPA/MS in Public Safety joint degree program learners must have completed MPAS420.

PSF5991 - Integrative Project for Public Safety Learners (4 quarter credits). In this course, learners demonstrate proficiency in their specialization area by applying learning from required and elective courses to complete an analysis of a public safety organization or system, or propose a new application in their professional field. For MS in Public Safety and MPA/MS in Public Safety joint degree program learners only. Prerequisite(s): Completion of all required and elective course work. Cannot be fulfilled by transfer.

School of Public Service Leadership

Joint Degree Program Course

PSPA5002 - Survey of Public Administration and Public Safety Concepts (4 quarter credits). Learners in this course examine the fundamental theories and principles of the public administration and public safety disciplines. Learners study public safety concepts and practices within the framework of broader research in public administration, examining the ways the relationships between individuals, organizations, and society create public value in public services from a practitioner-scholar perspective. Learners also explore public administration and public safety topics, including law, policy analysis, emergency management and business continuity, leadership, multiculturalism, and research methodology. Learners in the MPA/MS in Public Safety joint degree program must take PSPA5002 in their first quarter. Cannot be fulfilled by transfer.
Page 13 - University Policies

The following university policies have been updated to reflect the addition of a new Doctor of Nursing Practice (DNP) degree program. Since some policies may be updated after publication, learners, faculty, and staff should refer to iGuide for current policies and procedures. Learners are responsible for understanding and following the most current version of all Capella University policies.

2.01.01 Admission
4.03.01 Tuition and Fees
4.03.02 Tuition Refunds

Page 15 - Admission Components

The following admission components have been updated to reflect the addition of a new Doctor of Nursing Practice (DNP) degree program.

ADMISSION COMPONENTS

<table>
<thead>
<tr>
<th>School</th>
<th>Undergraduate Studies</th>
<th>Business and Technology</th>
<th>Education</th>
<th>Public Service Leadership</th>
<th>Harold Abel School of Social and Behavioral Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgement Agreement</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Official Transcript from Previous Institution*</td>
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<td>BSN RN-to-BSN Degree Completion specialization</td>
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<td>International Applicants: Proof of English Equivalency</td>
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<tr>
<td>Letters of Recommendation</td>
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<td></td>
<td>PhD General Counselor Education and Supervision specialization; PsyD Clinical Psychology specialization; MS General Addiction Counseling, General Career Counseling, General Marriage and Family Therapy, General Mental Health Counseling, and General School Counseling specializations; MS School Psychology specialization</td>
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<tr>
<td>Curriculum Vitae</td>
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<td></td>
<td></td>
<td></td>
<td>PhD General Counselor Education and Supervision specialization</td>
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<tr>
<td>Writing Samples</td>
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<td></td>
<td>PhD General Counselor Education and Supervision specialization; PsyD Clinical Psychology specialization; MS School Psychology specialization</td>
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<tr>
<td>Extended Goal Statement</td>
<td></td>
<td></td>
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<td></td>
<td>MS General Addiction Counseling, General Career Counseling, General Marriage and Family Therapy, General Mental Health Counseling, and General School Counseling specializations</td>
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</table>
### ADMISSION COMPONENTS, continued

<table>
<thead>
<tr>
<th>School</th>
<th>Undergraduate Studies</th>
<th>Business and Technology</th>
<th>Education</th>
<th>Public Service Leadership</th>
<th>Harold Abel School of Social and Behavioral Sciences</th>
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<tr>
<td>RN License Verification and Work Experience Acknowledgement Form</td>
<td>BSN RN-to-BSN Degree Completion specialization</td>
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</tr>
<tr>
<td>DBA Course Registration Acknowledgment</td>
<td>DBA Business Intelligence, Global Operations and Supply Chain Management, and Strategy and Innovation specializations</td>
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<tr>
<td>Licensure Disclosure &amp; Responsibilities Acknowledgement</td>
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<td>Certification of Teaching Experience Form</td>
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<td></td>
<td>PhD, EdD, and MS Leadership in Educational Administration specializations; PhD Special Education Leadership specializations</td>
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<td></td>
</tr>
<tr>
<td>Certification of Licensed Teaching Form</td>
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<td></td>
<td>MS Curriculum and Instruction, Early Childhood Education, K–12 Studies in Education, Reading and Literacy, and Special Education Teaching specializations</td>
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</tr>
<tr>
<td>Teaching License Verification Form</td>
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<td>EdD Reading and Literacy specializations</td>
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<td>Cohort Auto-Registration Form</td>
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<td>EdD Educational Leadership and Management and Reading and Literacy specializations; DrPH Epidemiology and Health Advocacy and Leadership specializations</td>
<td></td>
<td>DSW General Social Work specialization</td>
</tr>
</tbody>
</table>

* Tennessee residents applying for admission to undergraduate degree programs must submit an official high school transcript as part of their application materials.
## ADMISSION REQUIREMENTS

<table>
<thead>
<tr>
<th>Capella Degree/Certificate</th>
<th>Minimum Level of Education Completed</th>
<th>Minimum Cumulative Grade Point Average (on a 4.0 scale)</th>
<th>Additional Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS</td>
<td>High school diploma or equivalent.</td>
<td>None</td>
<td>Applicants must be at least 24 years old. (This age requirement may be waived for active military applicants, veterans, and applicants with 90 or more quarter credits of prior college/university course work.)</td>
</tr>
<tr>
<td>BSN</td>
<td>Associate’s degree in nursing or diploma in nursing from an institution accredited by the Commission on Collegiate Nursing Education (CCNE), the National League for Nursing Accrediting Commission (NLNAC), or an internationally recognized institution.</td>
<td>2.00 cumulative GPA from an associate’s degree or diploma granting institution.</td>
<td>Applicants must be at least 24 years old. (This age requirement may be waived for active military applicants, veterans, and applicants with 90 or more quarter credits of prior college/university course work.) Applicants to the School of Undergraduate Studies’ BSN degree program must have a current, unrestricted RN license to practice in the United States and one year of licensed RN work experience.</td>
</tr>
<tr>
<td>BPA</td>
<td>High school diploma or equivalent.</td>
<td>None</td>
<td>Applicants must be at least 24 years old. (This age requirement may be waived for active military applicants, veterans, and applicants with 90 or more quarter credits of prior college/university course work.)</td>
</tr>
<tr>
<td>Post-Bachelor’s Certificate</td>
<td>Bachelor’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>2.30 cumulative GPA from a bachelor’s degree granting institution.</td>
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</tr>
<tr>
<td>MS</td>
<td>Bachelor’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>*2.30 cumulative GPA from a bachelor’s degree granting institution.</td>
<td>Applicants to the School of Education’s MS Leadership in Educational Administration specialization must have three years of licensed teaching experience. Applicants to the Harold Abel School of Social and Behavioral Sciences’ MS in Addiction Counseling, MS in Career Counseling, MS in Marriage and Family Therapy, MS in Mental Health Counseling, and MS in School Counseling degree programs will be assessed on professionalism and academic fit to the program as determined by the school.</td>
</tr>
<tr>
<td>MSN</td>
<td>Bachelor’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>2.30 cumulative GPA from a bachelor’s degree granting institution.</td>
<td>Applicants to the School of Public Service Leadership’s MSN Nurse Educator specialization must have a current, unrestricted RN license to practice in the United States, one year of licensed RN work experience, and a bachelor’s degree in nursing. Applicants to the School of Public Service Leadership’s MSN Nurse Educator Bridge specialization must have a current, unrestricted RN license to practice in the United States, one year of licensed RN work experience, and a bachelor’s degree in a field other than nursing.</td>
</tr>
<tr>
<td>MBA</td>
<td>Bachelor’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>2.30 cumulative GPA from a bachelor’s degree granting institution.</td>
<td></td>
</tr>
<tr>
<td>MHA</td>
<td>Bachelor’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>2.30 cumulative GPA from a bachelor’s degree granting institution.</td>
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<tr>
<td>MPA</td>
<td>Bachelor’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>2.30 cumulative GPA from a bachelor’s degree granting institution.</td>
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</tr>
<tr>
<td>Capella Degree/Certificate</td>
<td>Minimum Level of Education Completed</td>
<td>Minimum Cumulative Grade Point Average (on a 4.0 scale)</td>
<td>Additional Requirements</td>
</tr>
<tr>
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</tr>
<tr>
<td>MPH</td>
<td>Bachelor’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>2.30 cumulative GPA from a bachelor’s degree granting institution.</td>
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</tr>
<tr>
<td>Post-Master’s Certificate</td>
<td>Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>3.00 cumulative GPA from a master’s degree granting institution.</td>
<td>Applicants to the Harold Abel School of Social and Behavioral Sciences’ Specialist Certificate in School Psychology must have a master’s degree with a specialization in School Psychology from Capella University.</td>
</tr>
<tr>
<td>EdS</td>
<td>Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>3.00 cumulative GPA from a master’s degree granting institution.</td>
<td>Applicants to the School of Education’s EdS Leadership in Educational Administration specialization must have three years of licensed teaching experience.</td>
</tr>
<tr>
<td>PhD</td>
<td>Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>*3.00 cumulative GPA from a master’s degree granting institution.</td>
<td>Applicants to the School of Education’s PhD Leadership in Educational Administration specialization must have three years of licensed teaching experience. Applications to the School of Education’s PhD Nursing Education specialization must have a current license as a registered nurse and a master’s degree in nursing. Applications to the School of Education’s PhD Special Education Leadership specialization must have a master’s degree in education, a certification or license in special education, and three years of licensed teaching experience. Applicants to the Harold Abel School of Social and Behavioral Sciences’ PhD in Counselor Education and Supervision degree program must have completed a CACREP-accredited or CACREP curriculum equivalent master’s degree program. Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.</td>
</tr>
<tr>
<td>DBA</td>
<td>Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>3.00 cumulative GPA from a master’s degree granting institution.</td>
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</tr>
<tr>
<td>EdD</td>
<td>Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>3.00 cumulative GPA from a master’s degree granting institution.</td>
<td>Applicants to the School of Education’s EdD Reading and Literacy specialization must have a current teaching license and a master’s degree in Reading and Literacy or a related field.</td>
</tr>
<tr>
<td>DHA</td>
<td>Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>3.00 cumulative GPA from a master’s degree granting institution.</td>
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<tr>
<td>DNP</td>
<td>Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>3.00 cumulative GPA from a master’s degree granting institution.</td>
<td>Applicants to the School of Public Service Leadership’s DNP degree program must have a current, unrestricted RN license to practice in the United States, one year of licensed RN work experience, and a master’s degree in nursing.</td>
</tr>
<tr>
<td>DPA</td>
<td>Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>3.00 cumulative GPA from a master’s degree granting institution.</td>
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<tr>
<td>DrPH</td>
<td>Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>3.00 cumulative GPA from master’s degree granting institution.</td>
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## ADMISSION REQUIREMENTS, continued

<table>
<thead>
<tr>
<th>Capella Degree/Certificate</th>
<th>Minimum Level of Education Completed</th>
<th>Minimum Cumulative Grade Point Average (on a 4.0 scale)</th>
<th>Additional Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>PsyD</td>
<td>Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>3.00 cumulative GPA from a master’s degree granting institution or a combined score of 1,000 on the GRE General Exam.</td>
<td>Applicants to the Harold Abel School of Social and Behavioral Sciences’ PsyD Clinical Psychology specialization must have a master’s degree in psychology or a related field. Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.</td>
</tr>
<tr>
<td>DSW</td>
<td>Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.</td>
<td>3.00 cumulative GPA from a master’s degree granting institution.</td>
<td>Applicants to the Harold Abel School of Social and Behavioral Sciences’ DSW degree program must have a master’s degree in social work from an institution accredited by the Council of Social Work Education (CSWE).</td>
</tr>
</tbody>
</table>

* Selected degree programs have higher GPA and/or additional admission requirements. Refer to the procedures section II of this policy and Capella’s University Catalog for more information.
The tuition and fees table has been updated to reflect the addition of a new Doctor of Nursing Practice (DNP) degree program.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>UNDERGRADUATE STUDIES</th>
<th>BUSINESS AND TECHNOLOGY</th>
<th>EDUCATION</th>
<th>PUBLIC SERVICE LEADERSHIP</th>
<th>HAROLD ABEL SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES</th>
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<tr>
<td>ALL PROGRAMS</td>
<td>Application fee (non-refundable)</td>
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<td>Learner ID card replacement fee</td>
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| BACHELOR OF SCIENCE (BS) PROGRAM | | | | | |
| Capella Prior Learning Assessment per credit (non-refundable) | $75 |
| Tuition per 6-credit upper-division course (3000–4000 level) | $2,070 |
| Tuition per 4-credit upper-division course (3000–4000 level) | $1,380 |
| Tuition per 3-credit upper-division course (3000–4000 level) | $1,035 |
| Tuition per 6-credit lower-division course (1000–2000 level) | $1,590 |
| Tuition per 3-credit lower-division course (1000–2000 level) | $795 |
| Tuition per 5-credit graduate course for combined option | $1,725 |
| Tuition per 4-credit graduate course for combined option | $1,380 |
| Tuition per 3-credit graduate course for combined option | $1,035 |

| BACHELOR OF SCIENCE IN NURSING (BSN) PROGRAM | | | | | |
| Capella Prior Learning Assessment per credit (non-refundable) | $75 |
| Tuition per 6-credit upper-division course (3000–4000 level) | $1,950 |
| Tuition per 4-credit upper-division course (3000–4000 level) | $1,300 |
| Tuition per 6-credit lower-division course (1000–2000 level) | $1,590 |
| Tuition per 3-credit lower-division course (1000–2000 level) | $795 |

| BACHELOR OF PUBLIC ADMINISTRATION (BPA) PROGRAM | | | | | |
| Capella Prior Learning Assessment per credit (non-refundable) | $75 |
| Tuition per 6-credit upper-division course (3000–4000 level) | $2,070 |
| Tuition per 4-credit upper-division course (3000–4000 level) | $1,380 |
| Tuition per 6-credit lower-division course (1000–2000 level) | $1,590 |
| Tuition per 3-credit lower-division course (1000–2000 level) | $795 |
TUITION AND FEES, continued

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<th>SCHOOL</th>
<th>UNDERGRADUATE STUDIES</th>
<th>BUSINESS AND TECHNOLOGY</th>
<th>EDUCATION</th>
<th>PUBLIC SERVICE LEADERSHIP</th>
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<td>Capella Prior Learning Assessment per credit (non-refundable)</td>
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<tr>
<td>Tuition per 6-credit course</td>
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<td>Tuition per 5-credit course</td>
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<td>Tuition per 4-credit HRM, LEAD, OM, ORD, TS course</td>
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TUITION AND FEES, continued

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TUITION AND FEES, continued

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* Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with residencies. See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide. PhD and MS learners who cancel their residency enrollment more than 30 days prior to the start of the residency will not be assessed a cancellation fee. Learners who cancel their residency enrollment 7–30 days prior to the start of the residency will be assessed a $150 cancellation fee. Learners who cancel their residency enrollment 0–7 days prior to the start of the residency will be assessed the entire residency fee.
The following new degree program has been added in the School of Public Service Leadership.

Doctor of Nursing Practice (DNP)

The Doctor of Nursing Practice (DNP) degree program is designed for advanced practice nurses who want to move into administrative positions, nurse administrators who want to expand their leadership responsibilities, or nurse leaders who want to design and implement health care delivery programs. The curriculum emphasizes effective health care delivery; patient advocacy; and health care policy development, implementation, and reform. Throughout the program, learners gain competency in assessing and applying theory, building therapeutic relationships, designing and implementing therapeutic interventions, and leading and managing in the health care environment. Upon successful completion of this degree program, learners are prepared to apply the knowledge and skills needed to meet diverse patient needs and improve health care delivery. This DNP degree is not a clinical degree and is not designed to prepare advanced practice registered nurses for roles as nurse practitioners, clinical nurse specialists, certified nurse midwives, and certified nurse anesthetists.

Residency Requirement(s):
One five-day residential colloquium (DNP-R8016). See university policy 3.04.05 Attendance at Residencies and the Residential Colloquia page on iGuide for more information. Also see each graduate school's residency courses.

Field Experience Requirement(s):
Minimum of 1,000 field experience hours. See the following section, Field Experience, for more information.

Twenty-One Required Courses 52 quarter credits
All courses taken in the following sequence:

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<tr>
<td>DNP8007</td>
<td>DNP Field Experience 4 (1 quarter credit)</td>
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<tr>
<td>DNP8008</td>
<td>Executive Leadership and Ethics in Health Care</td>
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<tr>
<td>DNP8009</td>
<td>DNP Field Experience 5 (1 quarter credit)</td>
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<tr>
<td>DNP8010</td>
<td>Management in Advanced Contemporary Nursing</td>
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<tr>
<td>DNP8011</td>
<td>DNP Field Experience 6 (1 quarter credit)</td>
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<td>DNP8012</td>
<td>Nursing Technology and Health Care Information Systems</td>
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<td>DNP8013</td>
<td>DNP Field Experience 7 (1 quarter credit)</td>
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<td>DNP8014</td>
<td>Global Population Health</td>
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<td>DNP8015</td>
<td>DNP Field Experience 8 (1 quarter credit)</td>
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<td>DNP8016</td>
<td>DNP Capstone 1</td>
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<td>DNP8017</td>
<td>DNP Field Experience 9 (1 quarter credit)</td>
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<td>DNP8018</td>
<td>DNP Capstone 2</td>
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<td>DNP8019</td>
<td>DNP Field Experience 10 (1 quarter credit)</td>
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<tr>
<td>DNP-R8016</td>
<td>DNP Residential Colloquium (2 quarter credits)</td>
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<tr>
<td>Total</td>
<td>52 quarter credits</td>
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North Dakota residents are not eligible to enroll in this program at this time.

Admission to the DNP program requires learners to complete and submit the RN License Verification and Work Experience Acknowledgement Form.

+ Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Field Experience

Learners enrolled in the Doctor of Nursing Practice degree program are required to complete 1,000 documented hours of hands-on practice immersion experience. The practice immersion experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practice immersion experience. With their preceptors, learners then engage in in-depth work within a practice environment that is the focus of their final project. The environment for the practice immersion experience is a professional site at which learners, with the support of program faculty and their on-site preceptors, design and participate in a practice change initiative such as a pilot study, program evaluation, quality improvement project, evaluation of a new practice model, or consulting project. Learners use the practice immersion experience to help them achieve the DNP program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing’s The Essentials of Doctoral Education for Advanced Nursing Practice.

Additionally, learners are required to document their practice immersion experience in associated online field experience course work. The associated field experience courses provide systematic opportunities for feedback and reflection. The online field experience course work includes the following 10 courses that are taken in conjunction with the 1,000 hours of practice immersion experience: DNP8001, DNP8003, DNP8005, DNP8007, DNP8009, DNP8011, DNP8013, DNP8015, DNP8017, and DNP8019.

Learners should consult Doctor of Nursing Practice Learner Handbook for details about the DNP Field Experience.
School of Public Service Leadership
Doctor of Nursing Practice Courses

Only learners enrolled in the DNP program may take DNP courses.

DNP8000 - Theoretical Foundations and Applications (4 quarter credits). This course presents an aggregate/systems/organizational focus of nursing practice and provides learners with the foundation on which to build the advanced leadership skills exemplary of a DNP-educated nurse. Learners review the theoretical models and scientific underpinnings of advanced nursing practice and examine methods of writing for and communicating with diverse populations. Learners also perform a holistic, comprehensive assessment of a health issue or complex system and design, implement, and evaluate appropriate therapeutic interventions that incorporate diverse and culturally sensitive approaches. For DNP learners only. Must be taken by DNP learners in their first quarter. Prerequisite(s): Concurrent enrollment in DNP8001. Cannot be fulfilled by transfer.

DNP8001 - DNP Field Experience 1 (1 quarter credit). In this course, DNP learners engage in ongoing planning and documentation of their field experience and its relationship to the final DNP project, a deliverable academic product that synthesizes the learner’s professional and academic growth and practice immersion experiences. Learners focus on their writing and critical-thinking skills, assess and reflect on their own progress in relation to the program outcomes, integrate faculty and preceptor feedback, and synthesize these insights as inputs into the final DNP project. Learners also develop and maintain an electronic portfolio that includes course work products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). The field experience and associated courses provide the foundation and framework for the final DNP project. For DNP learners only. Grading for this course is S/NS. Prerequisite(s): Concurrent enrollment in DNP8000 and DNP8001. Cannot be fulfilled by transfer.

DNP8002 - DNP Field Experience 2 (1 quarter credit). In this course, DNP learners engage in ongoing planning and documentation of their field experience and its relationship to the final DNP project, a deliverable academic product that synthesizes the learner’s professional and academic growth and practice immersion experiences. Learners focus on their writing and critical-thinking skills, assess and reflect on their own progress in relation to the program outcomes, integrate faculty and preceptor feedback, and synthesize these insights as inputs into the final DNP project. Learners also develop and maintain an electronic portfolio that includes course work products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). The field experience and associated courses provide the foundation and framework for the final DNP project. For DNP learners only. Grading for this course is S/NS. Prerequisite(s): Concurrent enrollment in DNP8000 and DNP8001. Cannot be fulfilled by transfer.

DNP8003 - DNP Field Experience 2 (1 quarter credit). In this course, DNP learners engage in ongoing planning and documentation of their field experience and its relationship to the final DNP project, a deliverable academic product that synthesizes the learner’s professional and academic growth and practice immersion experiences. Learners focus on their writing and critical-thinking skills, assess and reflect on their own progress in relation to the program outcomes, integrate faculty and preceptor feedback, and synthesize these insights as inputs into the final DNP project. Learners also develop and maintain an electronic portfolio that includes course work products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). The field experience and associated courses provide the foundation and framework for the final DNP project. For DNP learners only. Grading for this course is S/NS. Prerequisite(s): Concurrent enrollment in DNP8000 and DNP8001. Cannot be fulfilled by transfer.

DNP8004 - Investigation, Discovery, and Integration (4 quarter credits). In this course, learners apply the steps of scientific investigation and discovery to health care leadership and examine the relevance of patterns of health care within a practice setting. Learners use scientific literature to determine and implement best practices for evaluating nursing practice outcomes and designing health care delivery approaches that meet current and future patient needs. For DNP learners only. Prerequisite(s): DNP8000, DNP8001, and concurrent enrollment in DNP8005. May be taken concurrently with DNP8002 and DNP8003. Cannot be fulfilled by transfer.

DNP8005 - DNP Field Experience 3 (1 quarter credit). In this course, DNP learners engage in ongoing planning and documentation of their field experience and its relationship to the final DNP project, a deliverable academic product that synthesizes the learner’s professional and academic growth and practice immersion experiences. Learners focus on their writing and critical-thinking skills, assess and reflect on their own progress in relation to the program outcomes, integrate faculty and preceptor feedback, and synthesize these insights as inputs into the final DNP project. Learners also develop and maintain an electronic portfolio that includes course work products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). The field experience and associated courses provide the foundation and framework for the final DNP project. For DNP learners only. Grading for this course is S/NS. Prerequisite(s): DNP8002, DNP8003, and concurrent enrollment in DNP8006. May be taken concurrently with DNP8004 and DNP8005. Cannot be fulfilled by transfer.

DNP8007 - DNP Field Experience 4 (1 quarter credit). In this course, DNP learners engage in ongoing planning and documentation of their field experience and its relationship to the final DNP project, a deliverable academic product that synthesizes the learner’s professional and academic growth and practice immersion experiences. Learners focus on their writing and critical-thinking skills, assess and reflect on their own progress in relation to the program outcomes, integrate faculty and preceptor feedback, and synthesize these insights as inputs into the final DNP project. Learners also develop and maintain an electronic portfolio that includes course work products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). The field experience and associated courses provide the foundation and framework for the final DNP project. For DNP learners only. Grading for this course is S/NS. Prerequisite(s): DNP8002, DNP8003, and concurrent enrollment in DNP8006. May be taken concurrently with DNP8004 and DNP8005. Cannot be fulfilled by transfer.
DNP8009 - DNP Field Experience 5 (1 quarter credit). In this course, DNP learners engage in ongoing planning and documentation of their field experience and its relationship to the final DNP project, a deliverable academic product that synthesizes the learner’s professional and academic growth and practice immersion experiences. Learners focus on their writing and critical-thinking skills, assess and reflect on their own progress in relation to the program outcomes, integrate faculty and preceptor feedback, and synthesize these insights as inputs into the final DNP project. Learners also develop and maintain an electronic portfolio that includes course work products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). The field experience and associated courses provide the foundation and framework for the final DNP project. For DNP learners only. Grading for this course is S/NS. Prerequisite(s): DNP8006, DNP8007, and concurrent enrollment in DNP8010. May be taken concurrently with DNP8008 and DNP8009. Cannot be fulfilled by transfer.

DNP8012 - Nursing Technology and Health Care Information Systems (4 quarter credits). Learners in this course apply information technology and research methods within the health care environment and design, apply, and evaluate the use of technology in health care information systems. In particular, learners focus on developing and executing evaluation plans that monitor an organization’s patient care, systems, and quality improvement outcomes. For DNP learners only. Prerequisite(s): DNP8008, DNP8009, and concurrent enrollment in DNP8013. May be taken concurrently with DNP8010 and DNP8011. Cannot be fulfilled by transfer.

DNP8010 - Management in Advanced Contemporary Nursing (4 quarter credits). This course focuses on the management skills needed to create valuable, proactive change in health care settings and complex health care delivery systems. Learners use conceptual and analytical skills to evaluate the links among practice, organizational, population, fiscal, and policy issues and apply this knowledge to professional practice. Learners also develop the skills needed to analyze the costs and benefits of and monitor the budgets for health care initiatives and employ principles of business, finance, economics, and health policy to develop and implement effective strategic management plans. For DNP learners only. Prerequisite(s): DNP8006, DNP8007, and concurrent enrollment in DNP8011. May be taken concurrently with DNP8008 and DNP8009. Cannot be fulfilled by transfer.

DNP8011 - DNP Field Experience 6 (1 quarter credit). In this course, DNP learners engage in ongoing planning and documentation of their field experience and its relationship to the final DNP project, a deliverable academic product that synthesizes the learner’s professional and academic growth and practice immersion experiences. Learners focus on their writing and critical-thinking skills, assess and reflect on their own progress in relation to the program outcomes, integrate faculty and preceptor feedback, and synthesize these insights as inputs into the final DNP project. Learners also develop and maintain an electronic portfolio that includes course work products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). The field experience and associated courses provide the foundation and framework for the final DNP project. For DNP learners only. Grading for this course is S/NS. Prerequisite(s): DNP8006, DNP8007, and concurrent enrollment in DNP8010. May be taken concurrently with DNP8008 and DNP8009. Cannot be fulfilled by transfer.

DNP8013 - DNP Field Experience 7 (1 quarter credit). In this course, DNP learners engage in ongoing planning and documentation of their field experience and its relationship to the final DNP project, a deliverable academic product that synthesizes the learner’s professional and academic growth and practice immersion experiences. Learners focus on their writing and critical-thinking skills, assess and reflect on their own progress in relation to the program outcomes, integrate faculty and preceptor feedback, and synthesize these insights as inputs into the final DNP project. Learners also develop and maintain an electronic portfolio that includes course work products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). The field experience and associated courses provide the foundation and framework for the final DNP project. For DNP learners only. Grading for this course is S/NS. Prerequisite(s): DNP8008, DNP8009, and concurrent enrollment in DNP8013. May be taken concurrently with DNP8010 and DNP8011. Cannot be fulfilled by transfer.

DNP8014 - Global Population Health (4 quarter credits). In this course, learners analyze epidemiological, biostatistical, occupational, and environmental data and use it to develop, implement, and evaluate health promotion and disease prevention efforts in global populations. Learners also evaluate the accuracy of consumer health information sources and focus on preparing themselves to lead the development and implementation of institutional, local, state, national, or international health care policy. For DNP learners only. Prerequisite(s): DNP8010, DNP8011, and concurrent enrollment in DNP8015. May be taken concurrently with DNP8012 and DNP8013. Cannot be fulfilled by transfer.

DNP8015 - DNP Field Experience 8 (1 quarter credit). In this course, DNP learners engage in ongoing planning and documentation of their field experience and its relationship to the final DNP project, a deliverable academic product that synthesizes the learner’s professional and academic growth and practice immersion experiences. Learners focus on their writing and critical-thinking skills, assess and reflect on their own progress in relation to the program outcomes, integrate faculty and preceptor feedback, and synthesize these insights as inputs into the final DNP project. Learners also develop and maintain an electronic portfolio that includes course work products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). The field experience and associated courses provide the foundation and framework for the final DNP project. For DNP learners only. Grading for this course is S/NS. Prerequisite(s): DNP8014, DNP8015, and concurrent enrollment in DNP8016. Cannot be fulfilled by transfer.
DNP8018 - DNP Capstone 2 (4 quarter credits). In this course, learners evaluate the importance of the dissemination of scholarly work in the nursing field and examine and practice applying the concepts of peer-mentorship, accountability, and ethical behavior. Learners complete all final project field experiences and field site evaluations; submit their final logs and documentation to their e-portfolio; finalize their capstone projects; and present them to an academic committee for review, evaluation, and approval. For DNP learners only. Prerequisite(s): DNP8016, DNP8017, and concurrent enrollment in DNP8019. Cannot be fulfilled by transfer.

DNP8019 - DNP Field Experience 10 (1 quarter credit). In this course, DNP learners engage in ongoing planning and documentation of their field experience and its relationship to the final DNP project, a deliverable academic product that synthesizes the learner’s professional and academic growth and practice immersion experiences. Learners focus on their writing and critical-thinking skills, assess and reflect on their own progress in relation to the program outcomes, integrate faculty and preceptor feedback, and synthesize these insights as inputs into the final DNP project. Learners also develop and maintain an electronic portfolio that includes course work products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). The field experience and associated courses provide the foundation and framework for the final DNP project. For DNP learners only. Grading for this course is S/NS. Prerequisite(s): DNP8016, DNP8017, and concurrent enrollment in DNP8019. Cannot be fulfilled by transfer.

School of Public Service Leadership
Residency Courses

DNP-R8016 - DNP Residential Colloquium (2 quarter credits). In this residential colloquium, learners continue their work on their final capstone projects and participate in face-to-face collaborative experiences with peers and faculty. Learners consult with faculty on their project progress and engage with them in coaching exercises that facilitate their professional preparation and improve their presentation skills and professional demeanor. Learners also interview faculty about their experiences in disseminating scholarship and develop a curriculum vitae to add to their e-portfolio. For DNP learners only. Prerequisite(s): DNP8014, DNP8015. May be taken concurrently with DNP8016, DNP8017, DNP8018, and DNP8019. Cannot be fulfilled by transfer.