

2018 UNIVERSITY CATALOG

Volume 18–19, No. 1 • July 2018

2018 University Catalog

Volume 18–19, No. 1

July 2018

Undergraduate and Graduate Programs

Division of Arts and Sciences General Education
Requirements and Concentration Information

School of Business and Technology

School of Counseling and Human Services

School of Education

School of Nursing and Health Sciences

Harold Abel School of Psychology

School of Public Service Leadership



CAPELLA UNIVERSITY

Capella Tower
225 South Sixth Street, Ninth Floor
Minneapolis, MN 55402
TOLL-FREE 1.888.CAPELLA (227.3552)
FAX 612.977.5060
www.capella.edu

Table of Contents

Welcome to Capella University	9
A Message from the President	9
About Capella University	10
University Mission Statement	
University Values	
Educational Philosophy	
Capella History	
Institutional Accreditation	
Professional Accreditation	
Affirmative Action	
Ownership of University	
Academic Freedom	
Access to Learning Resources	
Background Check Requirements	
Capella's Commitment to Learner Success	
Course Accommodations	
Course Formats	
Degree Offerings	
Doctoral Candidate Badge	
External Requests	
Gainful Employment Information	
Learner Complaints	
Learner Contact Information	
Plagiarism Detection	
Residencies	
Right to Change Requirements	
Social Media and Service Requests	
Transcripts	
Transferability of Capella University Credits	
Learner Services	
Computer Requirements	16
University Policies	17
Policy	18
1.01.08 Course Numbering	
Admission	18
2.01.01 Admission	
Admission Components	
University Minimum Admission Requirements	
2.01.02 Maximum Time to Degree Completion	
University Enrollment and Course Registration	29
2.02.01 Academic Year	
2.02.02 Course Registration	
Academic Calendar	
2.02.03 Concurrent Program Enrollments	
2.02.07 Changing Academic Program	
2.02.08 Leave of Absence	
2.02.10 Separation from the University	
2.02.11 Background Checks	
2.02.12 Military Leave	
Academic Standards	49
3.01.01 Academic Integrity and Honesty	
3.01.03 Academic Recognition	
3.01.04 Academic Standing	
3.01.05 Financial Aid Satisfactory Academic Progress	
3.01.09 Degree and Certificate Conferral	
3.01.10 Advanced Doctoral Learners	
Research	67
3.03.01 Human Research Protections	
3.03.02 Publication of Dissertations and Doctoral Capstones	
3.03.03 Use of Confidential Information	
3.03.05 Conflict of Interest in Research	
3.03.06 Research Misconduct	
Assessment, Credits, and Grading	69
3.04.01 Academic Readiness	
3.04.04 Application of Capella Credits	
3.04.05 Attendance at Residencies	
3.04.07 Grading	
Grade Values Summary	
3.04.08 Incomplete Grades	
3.04.09 Appealing a Grade	
3.04.11 Transfer Credit and Prior Learning Assessment	
Records and Documents	83
4.01.01 FERPA and Learner Directory Information	
4.01.02 Retention of Learner Records and Work Products	
4.01.06 Official Learner Name of Record	
Rights and Responsibilities	86
4.02.01 Learner Disability Accommodations	
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	
Tuition and Fees	99
4.03.01 Tuition and Fees	
Tuition and Fees Table	
4.03.02 Tuition and Fee Refunds	
Academic Services	109
4.04.01 Interlibrary Loan	
4.04.02 Licensure	
4.04.03 Honor Societies and Professional Organizations	
Financial Aid	112
Course Repeat Policy	
Financial Aid Satisfactory Academic Progress	
FlexPath Option and Course Progression Requirements	
Refund Procedure for Financial Aid Recipients	
Return of Title IV Policy	
Scholarships	
Military Education Benefits	113
Military and Veteran Education Benefits	
Yellow Ribbon Program	
Capella Service Grant	
Tuition Assistance (TA)	
UNDERGRADUATE AND GRADUATE PROGRAMS	115

Table of Contents, continued**Division of Arts and Sciences General Education
Requirements and Concentration Information117**

General Education Requirements
Concentrations

**Division of Arts and Sciences General
Education Courses119****Undergraduate Concentrations120**

Accounting
Addictions
Behavioral Health
Business Intelligence
Corrections
Emergency Management
Finance
Forensic Psychology
Health Care Management
Human Resource Management
Law Enforcement Leadership
Management and Leadership
Marketing
Project Management

School of Business and Technology123

Program Descriptions and Information123

School Mission Statement

Undergraduate—Business Degree Program

Bachelor of Science (BS) in Business

Graduate—Business Degree Programs

Doctor of Philosophy (PhD) in Business Management

Doctor of Business Administration (DBA)

Master of Business Administration (MBA)

Master of Business Administration (MBA), FlexPath option

Master of Science (MS) in Human Resource Management

Undergraduate—Technology Degree Program

Bachelor of Science (BS) in Information Technology

Graduate—Technology Degree Programs

Doctor of Philosophy (PhD) in Information Technology

Doctor of Information Technology (DIT)

Master of Science (MS) in Information Assurance and
Cybersecurity

Master of Science (MS) in Analytics

Master of Science (MS) in Information Technology

Bachelor's/Master's Options

Combined Bachelor's/Master's Option

Undergraduate Certificate Programs

Graduate Certificate Programs

Learning Formats

GuidedPath

FlexPath

Modular Program

Multiple Specializations

A Message from the Dean of Business and Technology. . .126**Undergraduate—Business Academic Offerings127**

Bachelor of Science (BS) in Business Specializations

Accounting

Accounting CPA

Accounting, FlexPath option

Business Administration

Business Administration, FlexPath option

Finance

Health Care Management

Combined BS in Business/MHA option

Combined BS in Business/MPH option

Health Care Management, FlexPath option

Human Resource Management

Combined BS in Business/MS in Human Resource
Management option

Human Resource Management, FlexPath option

Management and Leadership

Management and Leadership, FlexPath option

Marketing

Project Management, FlexPath option

Bachelor of Science (BS) in Business Minor

Business Intelligence

Undergraduate Business Certificate Program

Accounting

Graduate—Business Academic Offerings136

Doctor of Philosophy (PhD) in Business Management
Specializations

General Business Management

Accounting

Human Resource Management

Information Technology Management

Leadership

Project Management

Strategy and Innovation

Doctor of Business Administration (DBA) Specializations

Accounting

Business Intelligence

Global Operations and Supply Chain Management

Human Resource Management

Information Technology Management

Leadership

Project Management

Strategy and Innovation

Master of Business Administration (MBA) Specializations

Self-Designed

Self-Designed, FlexPath option

Health Care Management

Health Care Management, FlexPath option

Human Resource Management

Human Resource Management, FlexPath option

Project Management

Project Management, FlexPath option

Table of Contents, continued

Master of Science (MS) in Human Resource Management Specialization	Master of Science (MS) in Information Assurance and Cybersecurity Specializations
General Human Resource Management	Digital Forensics
Business Graduate Certificate Programs	Network Defense
Business Administration	Health Care Security
Business Administration, FlexPath option	Master of Science (MS) in Information Technology Specializations
Business Management, FlexPath Modular	General Information Technology
Human Resource Management	Analytics
Undergraduate—Technology Academic Offerings148	Cybersecurity
Bachelor of Science (BS) in Information Technology Specializations	Enterprise Networks and Cloud Computing
General Information Technology	Project Management
Combined BS in Information Technology/MS in Information Assurance and Cybersecurity option	Information Technology Graduate Certificate Programs
General Information Technology, FlexPath option	Analytics Using SAS®
Health Information Management	Advanced Analytics Using SAS®
Information Assurance and Cybersecurity	Digital Forensics
Combined BS in Information Technology, Information Assurance and Cybersecurity/MS in Information Assurance and Cybersecurity option	Information Assurance and Cybersecurity
Information Assurance and Cybersecurity, FlexPath option	Network Defense
Project Management	Project Management
Project Management, FlexPath option	School of Counseling and Human Services169
Software Development	Program Descriptions and Information169
Bachelor of Science (BS) in Information Technology Minors	School Mission Statement
Data Analytics	Graduate—Degree Programs
Data Management	Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior
Network Technology: Cisco®	Doctor of Philosophy (PhD) in Counselor Education and Supervision
Network Technology: Microsoft®	Doctor of Philosophy (PhD) in Human Services
Network Technology: Cisco®, FlexPath option	Doctor of Human Services (DHS)
Network Technology: Microsoft®, FlexPath option	Master of Science (MS) in Addiction Studies
System Development: Mobile	Master of Science (MS) in Human Services
System Development: Web Application	Master of Science (MS) in Marriage and Family Counseling/Therapy
System Development: Mobile, FlexPath option	Master of Science (MS) in Clinical Mental Health Counseling
System Development: Web Application, FlexPath option	Master of Science (MS) in School Counseling
Undergraduate Technology Certificate Programs	Graduate Certificate Programs
Network Technology: Cisco®	GuidedPath
Network Technology: Microsoft®	FlexPath
Software Development	Multiple Specializations
Graduate—Technology Academic Offerings159	Professional Licensure and Certification
Doctor of Philosophy (PhD) in Information Technology Specializations	A Message from the Dean of Counseling and Human Services171
General Information Technology	Graduate—Counseling and Human Services Academic Offerings172
Information Assurance and Cybersecurity	Doctor of Philosophy (PhD) in Counselor Education and Supervision Specialization
Information Technology Education	General Counselor Education and Supervision
Project Management	Practicum/Internship Experience
Doctor of Information Technology (DIT) Specializations	Master of Science (MS) in Addiction Studies
General Information Technology	Master of Science (MS) in Clinical Mental Health Counseling Degree Program
Information Assurance and Cybersecurity	Master of Science (MS) in Marriage and Family Counseling/Therapy Specialization
Information Technology Education	General Marriage and Family Counseling/Therapy
Project Management	
Master of Science (MS) in Analytics	

Table of Contents, continued

Master of Science (MS) in School Counseling Specialization	Nursing Education
General School Counseling	Postsecondary and Adult Education
Residencies	Professional Studies in Education
Practicum/Internship Experience	Doctor of Education (EdD) Specializations
Graduate Counseling Certificate Programs	Adult Education
Contemporary Theory in Addictive Behavior	Curriculum and Instruction
Contemporary Theory in Couple and Family Systems	Educational Leadership and Management
Contemporary Theory in Mental Health Services	Performance Improvement Leadership
Doctor of Philosophy (PhD) in Human Services Specializations	Personalized and Competency-Based Instruction
Multidisciplinary Human Services	Reading and Literacy
Nonprofit Management and Leadership	Teacher Leader in K–12 Studies
Social and Community Services	Teacher Leader in Digital Transformation
Doctor of Human Services (DHS) Specializations	Education Specialist (EdS) Specializations
Advanced Program Evaluation and Data Analytics	Curriculum and Instruction
Leadership and Organizational Management	Leadership in Educational Administration
Master of Science (MS) in Human Services Specializations	Personalized and Competency-Based Instruction
Leadership and Organizational Management	Reading and Literacy
Program Evaluation and Data Analytics	Teacher Leader in K–12 Studies
Social and Community Services	Teacher Leader in Digital Transformation
Graduate Human Services Certificate Programs	Master of Education (MEd) in Teaching and Learning
Nonprofit Management and Leadership	Master of Education (MEd) in Teaching and Learning, FlexPath option
Social and Community Services	Master of Science (MS) in Education Specializations
Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior Specialization	Curriculum and Instruction
General Advanced Studies in Human Behavior	Early Childhood Education
School of Education185	Early Childhood Education Studies
Program Descriptions and Information185	English Language Learning and Teaching
School Mission Statement	K–12 Studies in Education
Education Degree Programs	Leadership in Educational Administration
Doctor of Philosophy (PhD) in Education	Reading and Literacy
Doctor of Education (EdD)	Special Education Teaching
Education Specialist (EdS)	Instructional Design for Online Learning
Master of Education (MEd) in Teaching and Learning	Training and Performance Improvement
Master of Science (MS) in Education	Master of Science (MS) in Education Innovation and Technology Specializations
Master of Science (MS) in Education Innovation and Technology	General Educational Technology
Master of Science (MS) in Higher Education	Competency-Based Instruction
Graduate Certificate Programs	Instruction in the 1:1 Environment
Learning Formats	Personalized Learning
GuidedPath	Professional Growth and Development
FlexPath	Master of Science (MS) in Higher Education Specializations
Multiple Specializations	Adult Education
Professional Licensure and Certification	Higher Education Leadership and Administration
A Message from the Dean of Education.187	Integrative Studies
Education Academic Offerings188	Post-Master's Certificate Programs
Doctor of Philosophy (PhD) in Education Specializations	Post-Master's Certificate in Adult Education Leadership
Curriculum and Instruction	Post-Master's Certificate in College Teaching
K–12 Studies in Education	Post-Master's Certificate in Curriculum and Instruction
Leadership in Educational Administration	Post-Master's Certificate in Educational Leadership and Management
Special Education Leadership	Post-Master's Certificate in Leadership and Accountability
Instructional Design for Online Learning	Post-Master's Certificate in Leadership for Higher Education
Leadership for Higher Education	

Table of Contents, continued

Post-Master's Certificate in Performance Improvement Leadership	Leadership, FlexPath option
Post-Master's Certificate in Postsecondary and Adult Education	Accelerated Master's Pathway, BS in Health Care Administration/MHA option, FlexPath option
Post-Master's Certificate in Professional Studies in Education	Bachelor of Science in Public Health (BS) Degree Program
Post-Master's Certificate in Research	Accelerated Master's Pathway, BS in Public Health/MPH option
Graduate Certificate Programs	Department of Nursing 225
Adult Education	Bachelor of Science in Nursing (BSN) Degree Program
Competency-Based Instruction	Combined BSN/MSN option
Higher Education Leadership and Administration	Bachelor of Science in Nursing (BSN) Degree Program, FlexPath option
Instruction in the 1:1 Environment	Combined BSN/MSN option, FlexPath option
Personalized Learning	Graduate—Nursing and Health Sciences
Professional Growth and Development	Academic Offerings 227
School of Nursing and Health Sciences 217	Doctor of Health Administration (DHA) Specializations
Program Descriptions and Information 217	General Health Administration
School Mission Statement	Health Care Leadership
Undergraduate—Degree Programs	Health Care Quality and Analytics
Bachelor of Science (BS) in Health Care Administration	Health Policy and Advocacy
Bachelor of Science in Public Health (BS)	Practicum
Bachelor of Science in Nursing (BSN)	Doctor of Public Health (DrPH) Degree Program
Graduate—Degree Programs	Practicum
Doctor of Health Administration (DHA)	Master of Health Administration (MHA) Specializations
Doctor of Public Health (DrPH)	General Health Administration
Master of Health Administration (MHA)	General Health Administration, FlexPath option
Master of Public Health (MPH)	Health Care Informatics
Graduate—Degree Programs	Health Care Leadership
Doctor of Nursing Practice (DNP)	Health Care Operations
Master of Science in Nursing (MSN)	Master of Public Health (MPH) Degree Program
Certificate Programs	Practicum
Bachelor's/Master's Options	Health Sciences Post-Master's Certificate Program
Accelerated Master's Pathway	Epidemiology
Combined Bachelor's/Master's Options	Graduate Certificate Programs
Learning Formats	Health Administration
GuidedPath	Health Administration, FlexPath option
FlexPath	Health Care Informatics
Multiple Specializations	Health Care Leadership
Professional Licensure and Certification	Public Health
A Message from the Dean of Nursing and Health Sciences 221	Department of Nursing 236
Undergraduate—Nursing and Health Sciences	Doctor of Nursing Practice (DNP)
Academic Offerings 222	DNP Preparatory Program
Bachelor of Science (BS) in Health Care Administration Specializations	BSN-to-DNP
Health Information Management	Practicum
Accelerated Master's Pathway, BS in Health Care Administration/MHA option	Master of Science in Nursing (MSN) Specializations
Health Information Management, FlexPath option	Care Coordination
Accelerated Master's Pathway, BS in Health Care Administration/MHA option, FlexPath option	RN-to-MSN Care Coordination
Leadership	Care Coordination, FlexPath option
Accelerated Master's Pathway, BS in Health Care Administration/MHA option	RN-to-MSN Care Coordination, FlexPath option
	Diabetes Nursing
	RN-to-MSN Diabetes Nursing
	Nursing Education
	RN-to-MSN Nursing Education
	Nursing Education, FlexPath option

Table of Contents, continued

RN-to-MSN Nursing Education, FlexPath option	
Nursing Informatics	
RN-to-MSN Nursing Informatics	
Nursing Informatics, FlexPath option	
RN-to-MSN Nursing Informatics, FlexPath option	
Nursing Leadership and Administration	
RN-to-MSN Nursing Leadership and Administration	
Nursing Leadership and Administration, FlexPath option	
RN-to-MSN Nursing Leadership and Administration, FlexPath option	
Practicum	
Nursing Graduate Certificate Programs	
Care Coordination	
Diabetes Nursing	
Nursing Informatics	
Nursing Leadership	
Harold Abel School of Psychology	245
Program Descriptions and Information	245
School Mission Statement	
Undergraduate—Psychology Degree Program	
Bachelor of Science (BS) in Psychology	
Graduate—Psychology Degree Programs	
Doctor of Psychology (PsyD)	
Doctor of Psychology (PsyD) in School Psychology	
Doctor of Philosophy (PhD) in Psychology	
Master of Science (MS) in Psychology	
Master of Science (MS) in Clinical Psychology	
Psychology Graduate Certificate Programs	
Psychology Concentrations	
Bachelor's/Master's Options	
Combined Bachelor's/Master's Options	
Learning Formats	
GuidedPath	
FlexPath	
Multiple Specializations	
Professional Licensure and Certification	
A Message from the Dean of Psychology.	248
Undergraduate—Psychology Academic Offerings	249
Bachelor of Science (BS) in Psychology Specializations	
General Psychology	
Combined BS in Psychology/MS in Education or MS in Higher Education options	
Combined BS in Psychology/MS in Clinical Psychology option	
Combined BS/MS in Psychology option	
General Psychology, FlexPath option	
Bachelor of Science (BS) in Psychology Pre-Counseling Degree Program	
Pre-Counseling-to-Marriage and Family Counseling/Therapy concentration	
Pre-Counseling-to-Clinical Mental Health Counseling concentration	
Pre-Counseling-to-School Counseling concentration	
Graduate—Psychology Academic Offerings.	252
Doctor of Philosophy (PhD) in Psychology Specializations	
General Psychology	
Addiction Psychology	
Behavior Analysis	
Developmental Psychology	
Educational Psychology	
Industrial/Organizational Psychology	
Doctor of Psychology (PsyD) Specializations	
Clinical Psychology (master's entry)	
Clinical Psychology (bachelor's entry)	
PsyD Clinical Psychology Year-in-Residence	
PsyD Clinical Training	
Overview of Practicum	
Overview of Internship	
Doctor of Psychology (PsyD) in School Psychology	
PsyD in School Psychology Residencies	
Master of Science (MS) in Psychology Specializations	
General Psychology	
General Psychology, FlexPath option	
Applied Behavior Analysis	
Child and Adolescent Development	
Child and Adolescent Development, FlexPath option	
Educational Psychology	
Educational Psychology, FlexPath option	
Evaluation, Research, and Measurement	
Industrial/Organizational Psychology	
Industrial/Organizational Psychology, FlexPath option	
Leadership Coaching Psychology	
Sport Psychology	
Sport Psychology, FlexPath option	
Master of Science (MS) in Clinical Psychology Specializations	
Applied Research	
Clinical Counseling	
Forensic	
Sex Therapy	
MS in Clinical Psychology Residencies	
MS Psychology Clinical Training	
Overview of Practicum	
MS Psychology Year-in-Residence	
Psychology Certificate Programs	
Applied Behavior Analysis	
Play Therapy	
Specialist Certificate in School Psychology	
Specialist Certificate Year-in-Residence	
Specialist Certificate Clinical Training	
Overview of Practicum	
Overview of Internship	
Psychology Concentrations	
Family Psychology	
School of Public Service Leadership.	275
Program Descriptions and Information	275
School Mission Statement	

Table of Contents, continued

Undergraduate—Degree Program	
<i>Bachelor of Science (BS) in Criminal Justice</i>	
Graduate—Degree Programs	
<i>Doctor of Philosophy (PhD) in Criminal Justice</i>	
<i>Doctor of Philosophy (PhD) in Emergency Management</i>	
<i>Doctor of Emergency Management (DEM)</i>	
<i>Doctor of Public Administration (DPA)</i>	
<i>Master of Science (MS) in Criminal Justice</i>	
<i>Master of Science (MS) in Emergency Management</i>	
<i>Master of Public Administration (MPA)</i>	
Concentrations	
Department of Social Work.	276
Social Work Degree Programs	
<i>Doctor of Social Work (DSW)</i>	
<i>Master of Social Work—Advanced Standing</i>	
<i>Master of Social Work</i>	
A Message from the Dean of Public	
Service Leadership	278
Undergraduate—Public Service Leadership	
Academic Offerings	279
<i>Bachelor of Science (BS) in Criminal Justice</i>	
Graduate—Public Service Leadership Academic Offerings	280
<i>Doctor of Philosophy (PhD) in Criminal Justice Degree Program</i>	
<i>Doctor of Philosophy (PhD) in Emergency Management Degree Program</i>	
<i>Doctor of Emergency Management (DEM) Degree Program</i>	
<i>Doctor of Public Administration (DPA) Specialization</i>	
<i>Master of Science (MS) in Criminal Justice Degree Program</i>	
<i>Master of Science (MS) in Emergency Management Degree Program</i>	
<i>Master of Public Administration (MPA) Specializations</i>	
Concentrations	
<i>Continuity Management</i>	
<i>Corrections</i>	
<i>Criminology</i>	
<i>Critical Infrastructure and Key Resources</i>	
<i>Higher Education</i>	
<i>Human Resource Management</i>	
<i>Project Management</i>	
Department of Social Work.	286
<i>Doctor of Social Work (DSW)</i>	
<i>Master of Social Work—Advanced Standing</i>	
<i>Master of Social Work (MSW)</i>	
<i>Field Experience</i>	
COURSE DESCRIPTIONS	289
Governance.	455
Administration	
Capella University	
<i>Academic Administration</i>	
<i>Executive Administration</i>	
<i>Board of Directors</i>	
Capella Education Company	
<i>Executive Management</i>	
<i>Board of Directors</i>	
School Directories	
<i>Division of Arts and Sciences</i>	
<i>School of Business and Technology</i>	
<i>School of Counseling and Human Services</i>	
<i>School of Education</i>	
<i>School of Nursing and Health Sciences</i>	
<i>Harold Abel School of Psychology</i>	
<i>School of Public Service Leadership</i>	
Faculty	458
<i>Division of Arts and Sciences General</i>	
<i>Education Courses.</i>	<i>458</i>
<i>School of Business and Technology</i>	<i>459</i>
<i>School of Counseling and Human Services</i>	<i>465</i>
<i>School of Education</i>	<i>469</i>
<i>School of Nursing and Health Sciences</i>	<i>473</i>
<i>Harold Abel School of Psychology</i>	<i>477</i>
<i>School of Public Service Leadership</i>	<i>481</i>
State Regulatory Information	484

Welcome to Capella University



Richard Senese, PhD, LP
Capella University President

A Message from the President

Welcome to Capella University!

You may have initially selected Capella University because it offers the accredited program you seek, or because of its convenient 24/7 availability, or because it came highly recommended by a friend or family member. But we've found that after one course, our learners' reasons for attending Capella University change. What our learners find in the courserooms is an active and engaging community of learners and faculty, in which learners are invited to contribute their own knowledge and experiences while benefitting from the perspectives of their peers. Our learners tell us that this interaction with world-class faculty and with fellow learners from around the globe not only builds their skills and capabilities, but inspires them to make a difference—in their own lives as well as in their work places and communities.

This catalog is a comprehensive resource that gives you a sense of the breadth and depth of Capella University. It contains detailed descriptions of our schools, programs, and courses, as well as helpful information about our learner-facing services, policies, and procedures.

What the catalog cannot adequately convey is the power of the learning experience you will find here. During your time at Capella you will build strong relationships with faculty, fellow learners, and advisors, and you will engage in an academic program that is more rigorous and rewarding than you can imagine.

I wish you the best of luck in your studies and for your future academic and professional success.

Thanks for joining us.

Best regards,

Richard Senese
Capella 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.

University Values

Capella University is a learning-centered community that values:

Our learners.

We foster the success and achievement of our learners by providing an academically rich, outcomes-based education and a value-added customer experience.

Human potential.

We honor the potential of each person. We believe in people, challenge them, and help them achieve their goals; we enable transformations.

Achievement.

The achievement of Capella learners is our measure of success. We're proud to take accountability for our individual and organizational results.

Decisive collaboration.

As a nimble organization, we foster a culture of decisiveness that is informed by practical collaboration. We empower each other to seek input and constructive debate, then make decisions and move forward.

Innovation.

We value innovation and entrepreneurial risk-taking. We strive for continuous improvement of both the learning experience and our business performance.

Integrity.

We live our values with transparency and high ethical standards. We honor our commitments.

Educational Philosophy

At Capella University, we believe education transforms people's lives and society—immediately and permanently. The innovative, intentionally designed competency-based education we offer enables adult learners to meet challenges in their careers, lead and make new contributions in their disciplines, and reach their professional and personal goals. Our educational pathways respect existing expertise and allow learners to focus on what is essential, as they gain new competencies and expand on those they already have. The credentials they earn are signs of the professional relevancy, quality, and immediate applicability of their educational

experience at Capella University and help to create new opportunities in the future. As partners in their education, we proudly serve the lifelong learning ambitions that allow our learners, alumni, their many communities, and our broader society to thrive.

Capella 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 of higher education. Shank had observed that adults were underserved by traditional universities, partly because attending classes can be difficult for many working adults, and traditional curriculum may not correspond with the professional goals of mature adults. He envisioned a barrier-free university that people could attend remotely. The Graduate School of America (TGSA), which eventually became Capella University, was established.

In 1993, Dr. Harold Abel, an experienced leader in higher education and a former president of three universities, joined Stephen Shank to serve as founding president and academic leader of The Graduate School of America. 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 and became a member of the North Central Association of Colleges and Schools (NCA). The university's accreditation was reaffirmed by the Higher Learning Commission in 2008.

The Graduate School of America 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 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 2009, to better meet the professional needs of its learners in public service fields, Capella formed the School of Public Service Leadership. Capella's Harold Abel School of Social and Behavioral Sciences, was established in 2010. Programs from the two former schools, the School of Human Services and the Harold Abel School of Psychology, moved into that school, which housed the Department of Counseling and the Department of Psychology. In 2014, Capella separated its nursing and health care programs from the remainder of the School of Public Service Leadership's portfolio in order to better serve its learners as they progress toward their

About Capella University, *continued*

professional goals. The newly formed School of Nursing and Health Sciences houses the Department of Nursing, as well as certificate, master's, and doctoral programs in health administration and public health. In 2015, Capella moved the Department of Social Work to the School of Public Service Leadership to better align the social work programs with the school's human services, leadership, public administration, and public service programs and mission.

As part of its commitment to transparency, in 2009 Capella University launched a unique, award-winning website, www.capellareresults.com, dedicated to sharing learning and career outcomes information. The site includes data on demonstration of learning outcomes, student satisfaction, and career outcomes that reflect Capella graduates' success. It also houses expense, completion, and career information related to Gainful Employment required disclosures.

In 2013, the Higher Learning Commission approved two competency-based, direct assessment program options, called FlexPath, for the BS in Business, Business Administration specialization and the MBA, General Business Administration specialization. That same year, both offerings were also approved by the Department of Education for federal financial aid eligibility. Since that time, Capella has continued to expand its FlexPath portfolio.

In 2018, to better serve the professional needs of learners in respective programs, the Harold Abel School of Social and Behavioral Sciences became two schools, reestablishing the Harold Abel School of Psychology and creating the School of Counseling and Human Services. Also in 2018, undergraduate programs and courses within the School of Undergraduate Studies were aligned with their appropriate school creating more integrated schools that include the full range of degree levels and general education courses moved to the Division of Arts and Sciences.

Institutional Accreditation

Capella University is accredited by the Higher Learning Commission.

Professional Accreditation

Select Capella University programs and specializations have received [professional accreditations](#).

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.

Access to Learning Resources

Capella University recognizes the need to provide limited access to the online courseroom, Campus, the Capella University Library, 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 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 or confidential domain; neither learners nor faculty should assume privacy within the courseroom.

Library and Campus Access

For regulatory, accreditation, and other purposes, access to the Campus, Capella University Library, 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.

Background Check Requirements

Learners may be required to pass fingerprint and/or background checks required by a site or state licensing office in order to complete site-based learning requirements (such as practica, internships, field experiences or immersion experiences). Learners are responsible for understanding and complying with any applicable background check requirements, including any fees associated with completing the background check (approximately \$36–\$200 depending on state and/or site requirements). Learners will not be able to complete Capella's program if site-based learning requirements cannot be completed due to a failed background check. In some cases, a positive background check may result in remediation and/or academic sanctions, including administrative removal from the program. Additionally,

About Capella University, *continued*

fingerprint and/or background checks are required for most professional licenses and many professions. Learners are responsible for understanding how their personal and criminal background may impact their ability to complete the degree program, earn a professional license or secure employment.

Capella's Commitment to Learner Success

Capella University is committed to helping learners succeed. To that end, the university has developed a combination of coursework 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 their program with a first course that sets the stage for the rest of their studies.

Course Accommodations

Many courses at Capella include required live web conferencing activities and/or learner audio/video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations.

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 School of Counseling and Human Services. Directed study courses, in which learners work one-to-one with a faculty tutor, are offered quarterly. Additional details and requirements related to these course formats can be found in the [University Policies](#) section of this catalog and on Campus.

Degree Offerings

Capella University offers Bachelor of Science (BS), Bachelor of Science in Nursing (BSN), Bachelor of Science in Public Health (BS), Master of Education (MEd), Master of Science (MS), Master of Science in Nursing (MSN), Master of Business Administration (MBA), Master of Health Administration (MHA), Master of Public Administration (MPA), Master of Public Health (MPH), Master of Social Work (MSW), Education Specialist (EdS), Doctor of Philosophy (PhD), Doctor of Business Administration (DBA), Doctor

of Education (EdD), Doctor of Emergency Management (DEM), Doctor of Health Administration (DHA), Doctor of Human Services (DHS), Doctor of Information Technology (DIT), Doctor of Nursing Practice (DNP), Doctor of Public Administration (DPA), Doctor of Public Health (DrPH), Doctor of Psychology (PsyD), and Doctor of Social Work (DSW) degrees.

Doctoral Candidate Badge

Recognizing Doctoral Learner Achievement

This badge is issued in recognition of the individual's completion of advanced graduate study. Learners in PhD programs who qualify for this academic badge have successfully completed their required didactic courses and comprehensive exam and have moved into the dissertation phase of their program. For learners in professional doctorate programs, this recognition signifies the completion of their required didactic courses and transition to dissertation or doctoral capstone.

Eligibility

To be eligible for the electronic Doctoral Candidate Badge, a learner must currently be admitted to a doctoral program in any of Capella University's graduate schools and registered for doctoral coursework. Eligible learners must have completed requirements and coursework as outlined for their program by their school. This typically includes completion of core, specialization, and elective courses and relevant program and residency requirements, including field work, with a minimum cumulative grade point average of 3.0 on a 4.0 scale. Eligible learners will receive an email notification with instructions for claiming their badge.

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 Campus.

Gainful Employment Information

Important Information about the educational debt, earnings, and completion rates of students who attended Capella's programs: [CapellaResults.com/outcomes.asp](https://www.capella.edu/outcomes.asp).

About Capella University, *continued*

Learner Complaints

Learners who have complaints that have not otherwise been resolved through contact with Academic Advising, Enrollment Services, Financial Aid, University Operations Support, or Technical Support may submit their request to LearnerSupport@capella.edu.

Learner Contact Information

Learners are responsible for keeping their contact information accurate and current. Learner information may be updated at any time on Campus 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.

Plagiarism Detection

Capella University uses Turnitin for plagiarism detection both during admissions and in certain courses. Learners who take courses at Capella understand and agree that all required papers may be submitted to Turnitin for a textual similarity review. All submitted papers will then be included as source documents in the Turnitin reference database for the sole purpose of detecting plagiarism in future documents. Use of the Turnitin service is subject to the Terms and Conditions of Use posted on www.turnitin.com.

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 Campus.

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 website.

Social Media and Service Requests

Learner requests for enrollment and registration changes and other official actions must be communicated to Capella University via e-mail, telephone, or designated form. Requests made via social media platforms are not official and will not be processed.

Transcripts

Learners may [request transcripts](#) on Campus 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.

Learner Services

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

- **Campus**—Campus allows learners to access Capella's services in one convenient place. Learners can register for 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 and registration, courses, access, financial aid, billing, or technical problems that are not answered on Campus, 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.

About Capella University, *continued*

- **Academic Records**—Learner Services 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 Campus.

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 any documents collected or created during the application process; documents or information related to academic program, including transcripts, test scores, grades, university advising records, financial aid information, and changes to enrollment status; and any 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.

- **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 Campus.
- **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 Campus.
- **Bookstore**—Textbooks and software may be purchased through the bookstore, which is accessible on Campus.
- **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 Campus, 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. Additionally, many courses at Capella include required live web conferencing activities and/or learner audio/video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations. For more information, visit Disability Services on Campus 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 Campus.
- **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 Campus, call Learner Support at 1.888.CAPELLA (227.3552), or email fao@capella.edu.
- **Institutional Review Board (IRB) and the Compliance Office**—Capella University is dedicated to safeguarding human research participants and promoting excellence in research through its commitment to ethical principles for the responsible conduct of research. Ensuring the highest standards of ethical conduct in research and the protection of the rights and welfare of human research participants is a shared responsibility between the Capella University research community and the IRB. The IRB and Compliance Office promotes compliance with applicable local, state,

About Capella University, *continued*

and federal regulations and fosters ethical research through education, IRB review, quality assurance and improvement initiatives, and compliance monitoring. For more information, email IRB@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 website, accessible on Campus, 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 website. Learners may contact a reference librarian by calling 1.888.375.8221 or emailing Librarian@capella.edu.
- **Military Support**—Military Support services are available to Capella learners who are affiliated with the armed forces. Military 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. For more information about the resources and support available to servicemembers, veterans, and their families, visit Military Support on Campus. Additionally, existing learners may contact Military Support directly at 1.888.227.9885. Other interested parties may contact Military Support at 1.888.227.2706.
- **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 Campus.
- **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 Campus, also offers face-to-face writing instruction at residencies 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 Campus and are reflected in the [Computer Check-Up tool](#), also available on Campus.

Internet connection:

Capella University's technical support staff strongly recommends a broadband (Cable or DSL) Internet connection. Other high-speed and broadband connections will work but will not provide the best performance of tools and resources used by Capella, such as a Satellite connection or a shared/community internet connection.

Mobile: Refer to the Capella Mobile support page on Campus.

MINIMUM	RECOMMENDED
Internet Connection	
Broadband 512kbps download speed	Broadband (Cable or DSL) 2mbps download & 256kbps upload speed or higher
Software Requirements†	
Word Processing application to save and open Microsoft Office formats (.docx, .xlsx, .pptx) Adobe Acrobat Reader to view PDF files Adobe Flash Player to view videos, tutorials, and other media content Java Plug-in (optional) for secondary Capella sites and tools Anti-Virus Software to scan files and emails	Microsoft Office 2010 or higher (Word, Excel, PowerPoint) Adobe Acrobat Reader (Current Release) Adobe Flash (Current Release) Oracle Java 8 (Current Release)
Mac Software Requirements	
Mac OS 10.11 (El Capitan) Mac OS 10.12 (Sierra) Mac OS 10.13 (High Sierra) One of the following internet browsers for accessing and navigating Capella sites: Safari Firefox Chrome** Apple QuickTime	With Current Software Updates Safari 11 (Current Release) Firefox (Current Release) Chrome (Current Release)** Apple QuickTime (Current Release)
Windows Software Requirements	
Windows 7 Windows 8 Windows 10 One of the following internet browsers for accessing and navigating Capella sites: Internet Explorer Microsoft Edge** Firefox Chrome** Windows Media Player	With Current Windows Updates Internet Explorer 11 Firefox (Current Release) Chrome (Current Release)** Windows Media Player (Current Release)
Hardware Requirements	
1 GHz Processor 512MB of Memory (RAM) 20GB of free storage space	2 GHz Processor or higher 2GB or higher of Memory (RAM) 30GB or higher of free storage space Webcam and Headset*

* Courses in programs that require use of a webcam or headset will note that requirement in both the courseroom and bookstore.

** Java is not compatible with Chrome or Edge Browsers. Java is required for Kaltura and ePortfolio tools.

† Specific courses or programs may have additional requirements.

Information technology courses also require:

- Windows Professional operating systems is required for IIS functionality
- Mac users will need a Windows install or Windows set-up with Parallels
- Backup storage device

Some MBA courses also require Windows

- Mac users will need a Windows install or Windows set-up with Parallels

Capella recommends that new learners use or purchase a computer with the recommended standards listed above at the beginning of their program and review these technical standards on a regular basis.

While other browsers and platforms may perform adequately, Capella cannot provide technical support for browsers other than those listed above. Browsers listed as recommended are Capella's primary choice for best performance within the Capella courseroom and other related sites.

Adobe Acrobat and Flash Player are registered trademarks of Adobe Systems Incorporated in the United States and/or other countries. Mac, QuickTime, and Safari are registered trademarks of Apple Computer, Inc. Microsoft, Microsoft Edge, PowerPoint, Project, Outlook, Visio, Media Player, Internet Explorer, and Windows are registered trademarks of Microsoft Corporation in the United States and/or other countries. Firefox is a registered trademark of Mozilla Corporation. Java is a registered trademark of Oracle.

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 Campus for current policies and procedures. Learners are responsible for understanding and following the most current version of all **Capella University policies**.

POLICY

1.01.08 Course Numbering

ADMISSION

2.01.01 Admission

2.01.02 Maximum Time to Degree Completion

UNIVERSITY ENROLLMENT AND COURSE REGISTRATION

2.02.01 Academic Year

2.02.02 Course Registration

2.02.03 Concurrent Program Enrollments

2.02.07 Changing Academic Program

2.02.08 Leave of Absence

2.02.10 Separation from the University

2.02.11 Background Checks

2.02.12 Military Leave

ACADEMIC STANDARDS

3.01.01 Academic Integrity and Honesty

3.01.03 Academic Recognition

3.01.04 Academic Standing

3.01.05 Financial Aid Satisfactory Academic Progress

3.01.09 Degree and Certificate Conferral

3.01.10 Advanced Doctoral Learners

RESEARCH

3.03.01 Human Research Protections

3.03.02 Publication of Dissertations

3.03.03 Use of Confidential Information

3.03.05 Conflict of Interest in Research

3.03.06 Research Misconduct

ASSESSMENT, CREDITS, AND GRADING

3.04.01 Academic Readiness

3.04.04 Application of Capella Credits

3.04.05 Attendance at Residencies

3.04.07 Grading

3.04.08 Incomplete Grades

3.04.09 Appealing a Grade

3.04.11 Transfer Credit and Prior Learning Assessment

RECORDS AND DOCUMENTS

4.01.01 FERPA and Learner Directory Information

4.01.02 Retention of Learner Records and Work Products

4.01.06 Official Learner Name of Record

RIGHTS AND RESPONSIBILITIES

4.02.01 Learner Disability Accommodations

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

TUITION AND FEES

4.03.01 Tuition and Fees

4.03.02 Tuition and Fee Refunds

ACADEMIC SERVICES

4.04.01 Interlibrary Loan

4.04.02 Licensure

4.04.03 Honor Societies and Professional Organizations

University Policies, *continued*

POLICY

1.01.08 Course Numbering

Each Capella University course is identified by a unique, two-part course number. The first part, the subject, consists of a prefix and, when necessary, a designator; both are alphabetic characters. The second part is the numeric catalog number. A subject area is no more than four characters in length and a catalog number is four characters in length. Course numbers are established by the Academic Offerings Steering Committee and maintained by the Learner Services and Operations department and reflect the general subject area of the course, a specific type of course (if necessary), and the level of the course.

Catalog Number

Each catalog number represents a unique course and is an indicator of the level of learning for that course, as follows:

- Numbers beginning with 1 and 2 represent lower-division undergraduate courses.
- Numbers beginning with 3 and 4 represent upper-division 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 may be granted by the school dean or designee. There are no exceptions to admission requirements for the Doctor of Psychology program.

Learners are responsible for fulfilling the program requirements specified in the catalog in effect at the time they are enrolled.

Learners seeking to take an individual course at Capella may be admitted to the university as non-degree-seeking learners. Some courses may not be available to non-degree-seeking learners. Non-degree seeking learners registered for a Capella course are subject to all applicable university rules and policies.

International Applicants

International applicants must have attended an internationally-recognized institution. All applicants are expected to understand, read, speak, and write fluently in English.

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 for All Applicants

A. Applicants must complete the admission application and submit all required program-specific documentation as detailed in the Admission Components table.

B. 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 dismissed.

University Policies, *continued*

ADMISSION COMPONENTS

School	Undergraduate Studies	Business and Technology	Education	Nursing and Health Sciences	Public Service Leadership	School of Counseling and Human Services	Harold Abel School of Psychology
Acknowledgment Agreement	✓	✓	✓	✓	✓	✓	✓
BS Psychology Pre-Counseling Acknowledgement Form						✓	✓
Official Transcript from Previous Institution*	✓	✓	✓	✓	✓	✓	✓
International Applicants: Proof of English Equivalency	✓	✓	✓	✓	✓	✓	✓
Licensure Disclosure & Responsibilities Acknowledgment	✓	✓	✓	✓	✓	✓	✓
Automatic Course Registration Acknowledgment					PhD in Criminal Justice degree program; PhD in Emergency Management degree program; Doctor of Emergency Management degree program; Doctor of Social Work degree program; Doctor of Public Administration degree program; MS in Criminal Justice degree program; MS in Emergency Management degree program; Master of Public Administration degree program		
Letters of Recommendation					MSW degree program; MSW—Advanced Standing degree program	PhD General Counselor Education and Supervision specialization; MS in Addiction Studies degree program; MS General Marriage and Family Counseling/Therapy, Clinical Mental Health Counseling, and General School Counseling specializations	PsyD Clinical Psychology specializations; PsyD in School Psychology degree program
Curriculum Vitae					MSW degree program; MSW—Advanced Standing degree program	PhD General Counselor Education and Supervision specialization; MS in Addiction Studies degree program; MS General Marriage and Family Counseling/Therapy, Clinical Mental Health Counseling, and General School Counseling specializations	PsyD Clinical Psychology specializations; PsyD in School Psychology degree program
Extended Goal Statement							Specialist Certificate in School Psychology
Admission Essay/ Writing Samples					MSW degree program; MSW—Advanced Standing degree program	PhD General Counselor Education and Supervision specialization; MS in Addiction Studies degree program; MS General Marriage and Family Counseling/Therapy, Clinical Mental Health Counseling, and General School Counseling specializations	PsyD Clinical Psychology specializations; PsyD in School Psychology degree program; Specialist Certificate in School Psychology

University Policies, *continued*ADMISSION COMPONENTS, *continued*

School	Undergraduate Studies	Business and Technology	Education	Nursing and Health Sciences	Public Service Leadership	School of Counseling and Human Services	Harold Abel School of Psychology
Faculty Interview							PsyD Clinical Psychology specializations; PsyD in School Psychology degree program; Specialist Certificate in School Psychology
Background Acknowledgment		MS in Information Assurance and Security degree program (all specializations), MS in Information Systems and Technology Management degree program (all specializations), Network Management focus					
DIT Course Registration Acknowledgment		DIT degree program (all specializations)					
Teaching Experience Information Form			EdD and EdS Personalized Competency Based Instruction and Teacher Leader in Digital Transformation specializations				
Teaching Experience Verification Form			PhD, EdS, and MS Leadership in Educational Administration specializations; PhD Special Education Leadership specialization				
Teaching License Background Form			MS Early Childhood Education and Reading and Literacy specializations				
Experience and Access Acknowledgment			MEd in Teaching and Learning; MS General Educational Technology, Competency-Based Instruction, Curriculum and Instruction, Early Childhood Education Studies, English Language Learning and Teaching, Instruction in the 1:1 Environment, K–12 Studies in Education, Personalized Learning, Professional Growth and Development, and Special Education Teaching specializations; Competency-Based Instruction, Instruction in the 1:1 Environment, Personalized Learning, Professional Growth and Development graduate certificates				

University Policies, *continued*

UNIVERSITY MINIMUM ADMISSION REQUIREMENTS

Capella Academic Offering	Minimum Level of Education Completed; Post-Secondary Education from an Institution Accredited by a U.S. Department of Education-Recognized Accrediting Agency or an Internationally Recognized Institution	Minimum Cumulative Grade Point Average (on a 4.0 scale)	Programs with Additional Requirements
Non-Degree	Bachelor's-level course: high school diploma or equivalent. Master's-level course: bachelor's degree. Doctoral-level course: master's degree.	None	Counselor Education courses.*
Undergraduate Certificate	High School diploma or equivalent	None	School of Business and Technology's Accounting, Network Technology; Cisco, and Network Technology; Microsoft undergraduate certificates.*
BS	High school diploma or equivalent.	None	All undergraduate degree programs.* All Accelerated Master's Pathway options.*
RN-to-BSN	High school diploma or equivalent and a diploma or associate's degree in nursing.	None 2.00	School of Nursing and Health Sciences' RN-to-BSN degree program.*
Graduate Certificate	Bachelor's degree	2.30	School of Nursing and Health Sciences' Care Coordination, Diabetes Nursing, Nursing Informatics, and Nursing Leadership graduate certificates.* Harold Abel School of Psychology's Applied Behavior Analysis and Play Therapy graduate certificates.*
MS MBA MEd MHA MPA	Bachelor's degree	2.30	School of Education's MS Leadership in Educational Administration specialization.* School of Education's MS Early Childhood Education and Reading and Literacy Specializations* School of Counseling and Human Services' MS in Addiction Studies, MS in Marriage and Family Counseling/Therapy, MS in Clinical Mental Health Counseling, and MS in School Counseling degree programs.*
MPH	Bachelor's degree	2.50	
MSW	Bachelor's degree	2.70	School of Public Service Leadership's MSW and MSW—Advanced Standing degree program.*
MSN	Bachelor's degree	3.00	School of Nursing and Health Sciences' MSN degree program.*
RN-to-MSN	135 Undergraduate credits	3.00	School of Nursing and Health Sciences' RN-to-MSN degree program.*
Post-Master's Certificate	Master's degree	3.00	Harold Abel School of Psychology's Specialist Certificate in School Psychology.* School of Nursing and Health Sciences' Post-Master's Certificate in Epidemiology.
EdS	Master's degree	3.00	School of Education's EdS Leadership in Educational Administration specialization.*
PhD DBA DIT EdD DHA DNP DrPH DEM DPA DSW DHS	Master's degree	3.00	School of Education's PhD Leadership in Educational Administration, Nursing Education, and Special Education Leadership specializations.* School of Nursing and Health Sciences' DNP degree program and DNP Preparatory Program.* School of Nursing and Health Sciences' DrPH degree program* School of Public Service Leadership's DSW degree program.* School of Counseling and Human Services' PhD in Counselor Education and Supervision degree program.* Harold Abel School of Psychology's PhD in Behavior Analysis specialization.*
BSN-to-DNP	Bachelor's degree in nursing	3.00	School of Nursing and Health Sciences' BSN-to-DNP degree program.*
PsyD	Bachelor's Degree	3.00	Harold Abel School of Psychology's PsyD Clinical Psychology degree program and PsyD in School Psychology degree program*

* Select degree programs have higher GPA and/or additional admission requirements. Refer to procedures section VI of this policy and Capella's University Catalog for more information.

University Policies, *continued***FLEXPATH ADMISSION REQUIREMENTS**

Capella Academic Offering	Minimum Level of Education Completed; Post-Secondary Education from an Institution Accredited by a U.S. Department of Education-Recognized Accrediting Agency or an Internationally Recognized Institution	Recommended Grade Point Average* (on a 4.0 scale)	Programs with Additional Requirements
BS, FlexPath option	High school diploma or equivalent and 45 applied transfer college credits.	3.00	School of Business and Technology's FlexPath options in the BS in Business and BS in Information Technology degree programs.* Harold Abel School of Psychology's BS in Psychology degree program.*
BSN, FlexPath option	High school diploma or equivalent, 45 applied transfer college credits, and A diploma or associate's degree in nursing	3.00	School of Nursing and Health Sciences' FlexPath option in the RN-to-BSN degree program*
Graduate Certificate, FlexPath Option	Bachelor's degree	2.50	School of Business and Technology's FlexPath options in the Business Intelligence, Business Management, Entrepreneurship, and Management Consulting graduate certificates.*
MS, FlexPath option; MBA, FlexPath option; MHA, FlexPath option; MEd, FlexPath option; MSN, FlexPath option	Bachelor's degree	3.00	School of Business and Technology's FlexPath options in the MBA degree program.* School of Nursing and Health Sciences' FlexPath options in the MSN degree program*

FlexPath program admission is evaluated using a holistic review of an applicant's academic history. Lower GPA may be considered with additional documentation.

* Select degree programs have higher GPA and/or additional admission requirements. Refer to procedures section VII of this policy and Capella's University Catalog for more information.

University Policies, continued**2.01.01 Admission, continued****II. All International Applicants****A. Transcript Evaluation**

1. Applicants must have any international college or university transcripts evaluated and reviewed for eligibility for admission.
2. Applicants may elect to have their transcripts evaluated by an approved organization and sent to Capella or may choose to have Capella arrange a third-party evaluation for an additional, nonrefundable fee. Capella-facilitated evaluations are for the sole purpose of Capella admission review and may not be accepted by other academic institutions.
3. Transcript evaluation is not a guarantee of admission.

B. English Proficiency

1. Applicants whose language of instruction is not English are required to take one of the following English proficiency tests and achieve the listed minimum score.
 - a. Test of English as a Foreign Language (TOEFL) with a minimum acceptable score of 550 for the paper-based test or 79 for those completing the Internet-based examination.
 - b. Michigan English Language Assessment Battery (MELAB) with a minimum acceptable score of 77.
 - c. International English Language Testing System (IELTS) with a minimum acceptable score of 6.5.
 - d. Pearson Test of English (PTE) with a minimum acceptable score of 59.
2. Applicants who have earned a postsecondary degree from a U.S.-accredited university are not required to take an English proficiency test.

C. Student Visas

Capella is an online university and does not issue I-20 forms (U.S. Department of Homeland Security Certificates of Eligibility for student visas). Capella cannot fulfill requests for student visas. Obtaining any necessary immigration authorizations for residencies, supervised fieldwork, and any other non-online university events and activities is the sole responsibility of the learner.

III. Evaluation Process for All Applicants

The submitted information, in addition to any previous academic work at Capella, is reviewed by Admissions in accordance with admission requirements for the requested program. Clinical programs may also require faculty interviews of applicants. The review of all application material results in one of the following recommendations:

- A. Applicant meets all admission requirements and is offered admission.
- B. Applicants who do not fully satisfy admission requirements may be considered as exceptions and may be asked to submit a resume, extended goal statement, and/or other relevant documents in addition to initial application materials. These applications are reviewed by the school for an admission decision. The decision is referred to Admissions for processing.
- C. Conditional Admission may be available to applicants for select programs.
 1. Under conditional admission status, applicants who have not yet submitted all official transcripts and/or other required documentation may be granted permission to matriculate into their program while continuing the application process.
 2. Learners granted conditional admission have until the end of the first full quarter following their program start date to submit all official transcripts and/or required documentation. Upon acceptance of their admission offer, learners under conditional admission status will be permitted to register for second quarter courses at the next quarter start.
 3. Upon submission of all required materials, the application will be reviewed according to the evaluation process.
 4. Learners under conditional admission status are ineligible to have financial aid disbursed until they have been fully admitted. Learners are encouraged to contact a financial aid counselor for more information.
 5. Learners who fail to complete the application, submit all official transcripts and/or other required documentation, or meet admission requirements will be administratively withdrawn from the university.
- D. The applicant does not meet admission requirements. Admission is denied.
 1. Conditionally admitted learners who are denied full admission are allowed to complete any coursework in progress at the time of the denial and will remain registered in their current course(s) unless they initiate a course drop or withdrawal pursuant to university policy *2.02.02 Course Registration*.

University Policies, continued

2. Learners are financially responsible for any tuition and fees related to their course(s) in accordance with university policy *4.03.02 Tuition and Fee Refunds*.

IV. Field Experiences/Practice Immersions, Internships, or Practica

To ensure availability, appropriate supervision, and an equivalent experience in field experiences/practice immersions, internships, or practica, all individuals admitted to School of Nursing and Health Sciences, School of Public Service Leadership, School of Counseling and Human Services, and Harold Abel School of Psychology programs with any required, elective, or optional field experiences must be eligible to work within the United States, Canada, Guam, Puerto Rico, or the U.S. 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 U.S. Virgin Islands.

Note: 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. All individuals admitted to specializations that include field experiences/practice immersions, internships, or practica must be eligible to work within the United States, Canada, Guam, Puerto Rico, or the U.S. 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 U.S. Virgin Islands.

V. Returning Learners

- A. Learners who have been separated from the university through discontinuation or administrative withdrawal may be required to reapply for admission.
- B. Reapplication for admission is subject to review by the school dean or designee. The decision of the school dean or designee is final and not subject to appeal.
- C. Learners who do not register for courses for four consecutive quarters will be administratively withdrawn from the university and must reapply for admission. Admitted learners must meet the program-specific admission requirements effective in the catalog current at the time of admission.
- D. Alumni applicants seeking admission to a degree program at the same level as a conferred Capella degree will be ineligible for admission when that program is identical, equivalent, or has substantive course overlap to the individual's previously-earned degree, as defined by the Registrar's Office.

VI. Additional Admission Requirements for GuidedPath Programs

The following degree programs and specializations have additional admission requirements related to accreditation, licensing, or other determining factors:

A. Non-Degree Admission

Non-degree-seeking learners planning to take a graduate-level counseling course are required to submit a degree-conferred transcript for a bachelor's degree as well as transcripts from all previous institutions at which graduate work was completed (minimum degree-conferred GPA of 2.7 for undergraduate work and 3.0 cumulative GPA for graduate work). A rationale statement may also be required.

B. All Undergraduate Degree Programs

1. Applicants to all undergraduate degree and certificate programs must be at least 24 years old.
 - a. This age requirement may be waived for military applicants, veterans, and applicants with 24 or more applied transfer quarter credits of prior college/university coursework.
 - b. Applied transfer college coursework and/or credentials that map to preapproved prior learning assessment opportunities may be considered toward the 24-credit minimum equivalency total.
2. Applicants who do not have any credits eligible for college/university transfer must successfully complete a university-approved examination.
3. Applicants to Accelerated Master's Pathway options must have a cumulative 3.0 GPA on all previous college coursework, and no fewer than 24 applied transfer quarter credits. Applicants who do not meet the minimum cumulative GPA must successfully complete a university-approved examination.

D. School of Education

1. Applicants to the PhD, EdS, and MS Leadership in Educational Administration specializations must have three years of licensed teaching experience. Applicants to the Georgia Professional Standards Commission performance-based building-level leadership program and the PhD and EdS Leadership in Educational Administration specializations, must hold a master's degree in educational leadership or other approved field, meet pre-service educational leadership

University Policies, continued

- requirements, serve in a leadership role or position in a partner district, and meet any other specific admission requirements outlined in a district partnership agreement.
2. Applicants to the MS Early Childhood Education and Reading and Literacy specializations must have completed general education coursework equivalent to Capella's undergraduate general education requirements.
 3. Applicants to the PhD Nursing Education specialization must have a current, unrestricted RN license (or its equivalent) to practice in the United States and a master's degree in nursing.
 4. Applicants to the PhD Special Education Leadership specialization must have three years of licensed teaching experience.
- E. School of Nursing and Health Sciences
1. Applicants to the RN-to-BSN degree program must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States.
 2. Applicants to the RN-to-BSN degree program who do not have any credits eligible for college/university transfer must successfully complete a university-approved examination.
 3. Applicants to the Care Coordination, Diabetes Nursing, Nursing Informatics, and Nursing Leadership graduate certificates must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States and a bachelor's degree in nursing with a minimum 3.0 degree-conferred GPA from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.
 4. Applicants to the MSN Care Coordination, Diabetes Nursing, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration specializations must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States and a bachelor's degree in nursing from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.
 5. Applicants to the RN-to-MSN Bridge Care Coordination, Diabetes Nursing, Nursing Education, Nursing Informatics, and Nursing Leadership and Administration specializations must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States and a minimum of 135 completed undergraduate credits with a cumulative GPA of 3.0.
 6. Applicants to the post-master's certificate in Nursing Education must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States and a master's degree in nursing from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.
 7. Applicants to the post-master's certificate in Epidemiology must have a related graduate degree or any graduate degree and a graduate certificate in public health.
 8. Applicants to the DNP degree program must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States, one year of licensed RN work experience or currently be employed as an RN, and a master's degree in nursing.
 9. Applicants to the DNP Preparatory Program must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States, one year of licensed RN work experience or currently be employed as an RN, a bachelor's degree in nursing, and a master's degree.
 10. Applicants to the BSN-to-DNP degree program must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States, one year of licensed RN work experience or currently be employed as an RN, and a bachelor's degree in nursing.
 11. Applicants to the DrPH degree program must have a related graduate degree or any graduate degree and a graduate certificate in public health.

University Policies, *continued*

F. School of Public Service Leadership

1. Applicants to the MSW degree program must have a bachelor's degree from a regionally accredited institution or an internationally recognized institution with a minimum 2.7 degree-conferred GPA.
2. Applicants to the MSW—Advanced Standing degree program must have a bachelor's degree in social work from a Council of Social Work Education (CSWE)-accredited program and regionally-accredited institution, or an international program recognized by CSWE's International Social Work Degree Recognition and Evaluation Service at the time of degree conferral with a minimum 3.0 degree-conferred GPA.
3. Applicants to the DSW degree program must have a master's degree in social work from an institution accredited by the CSWE.

G. School of Counseling and Human Services

1. Applicants to the MS in Addiction Studies program are required to submit a degree conferred transcript for a bachelor's degree as well as transcripts from all previous institutions at which graduate work was completed (minimum degree-conferred GPA of 2.3 for undergraduate work and 3.0 cumulative GPA for related graduate work). Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.
2. Applicants to the MS in Marriage and Family Counseling/Therapy, MS in Clinical Mental Health Counseling, and MS in School Counseling degree programs are required to submit a degree conferred transcript for a bachelor's degree as well as transcripts from all previous institutions at which graduate work was completed (minimum degree-conferred GPA of 2.7 for undergraduate work and 3.0 cumulative GPA for related graduate work). Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.
3. Applicants to the PhD in Counselor Education and Supervision degree program are required to submit a degree-conferred transcript from a master's degree program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) or CACREP-curriculum equivalent as well as transcripts from

all previous institutions at which graduate work was completed (minimum degree-conferred GPA of 3.25 and a 3.25 cumulative GPA for related graduate work). Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.

H. Harold Abel School of Psychology

1. Applicants to the Applied Behavior Analysis graduate certificate must have a bachelor's degree in psychology, counseling, social work, education, medicine, engineering, occupational or speech therapy, or a related field.
2. Applicants to the Play Therapy graduate certificate are required to have a minimum 3.0 degree-conferred GPA from a master's degree-granting institution and a master's degree in counseling or psychology. Active learners currently enrolled in a Capella University master's counseling or psychology degree program may be admitted to the Play Therapy graduate certificate upon the successful completion of specific, predetermined courses within their degree program and/or specialization provided they have a minimum 3.0 cumulative GPA at the time of application.
3. Applicants to the Specialist Certificate in School Psychology must have a master's degree with a specialization in School Psychology from Capella University.
4. Applicants to the PhD in Psychology, Behavior Analysis specialization must have completed a verified course sequence (VCS) aligned with the most current Behavior Analyst Certification Board's task list or hold a current BCBA certification.
5. Applicants to the PsyD Clinical Psychology (bachelor's entry) specialization must have a bachelor's degree in psychology or a related field with a minimum 3.0 degree-conferred GPA. Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.
6. Applicants to the PsyD Clinical Psychology (master's entry) specialization must have a master's degree in psychology or a related field with a minimum 3.0 degree-conferred GPA. Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.

University Policies, continued

7. Applicants to the PsyD in School Psychology degree program must have a master's degree with a minimum 3.0 degree-conferred GPA. Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.

VII. Additional Requirements for FlexPath Programs.

- A. Applicants to FlexPath options in the BS degree programs will be evaluated for admission with a holistic review. Applicants with a GPA of less than 3.0 will be required to submit additional documents for review.
- B. Applicants to the FlexPath option in the RN-to-BSN degree program must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States. Applicants will be evaluated for admission with a holistic review. Applicants with a GPA of less than 3.0 will be required to submit additional documents for review.
- C. Applicants to FlexPath options in the graduate certificates in Business Intelligence, Business Management Entrepreneurship, and Management Consulting will be evaluated for admission with a holistic review. Applicants must have a bachelor's degree in a business-related field, or a bachelor's degree in a non-business-related field in addition to relevant business experience.
- D. Applicants to FlexPath options in the MBA degree program will be evaluated for admission with a holistic review. Applicants must have a bachelor's degree in a business-related field, or a bachelor's degree in a non-business-related field in addition to relevant business experience. Applicants with a GPA of less than 3.0 will be required to submit additional documents for review.
- E. Applicants to FlexPath options in the MS in Information Systems and Technology Management degree program will be evaluated with a holistic review. Applicants must have a bachelor's degree in information technology, information systems, or a similar technology degree; or eight years of relevant experience in a technology management field.
- F. Applicants to the FlexPath options in the MSN degree program will be evaluated with a holistic review. Applicants must have a current, independently verifiable, and unrestricted RN license (or its equivalent) to practice in the United States, and a bachelor's degree in nursing from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.

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:

Degrees and Certificates	Maximum Time from Program Start Date to Completion
Bachelor's Degree	8 years
Master's Degree*	4 years
Education Specialist Degree	4 years
Doctoral Degree†	7 years
Certificate‡	3 years

*Learners enrolled in the Master of Science in Marriage and Family Counseling/Therapy, Master of Science in Clinical Mental Health Counseling, Master of Science in School Counseling, Master of Science in Clinical Psychology with a specialization in Clinical Counseling, or Master of Science in Nursing have a maximum of six years to complete their degree program.

*Learners enrolled in the Master of Science in Information Technology or Master of Public Health have a maximum of five years to complete their degree program.

†Learners enrolled in the PsyD degree program have a maximum of nine 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 Campus.

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

- A. Learners who change their degree or certificate program are assigned a new maximum time to completion.
- B. Learners who are changing their specialization, minor, focus, emphasis, concentration, catalog, or delivery model are not assigned a new maximum time to completion.

University Policies, continued**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 specialization or extenuating circumstances may be approved by the faculty chair and validated by the Learner Services 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 Academic Advising to discuss their status.

1. Learners consult with Academic Advising 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 Campus 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. 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. Administrative Withdrawal
 - a. Bachelor's- and master's-level learners who have been administratively withdrawn from the university as a result of not completing their degree or certificate program before the maximum time to completion deadline may reapply for admission to Capella University.
 - b. Doctoral-level learners who have been administratively withdrawn from the university as a result of not completing their degree program before the maximum time to completion deadline are not eligible for readmission to that program, or for admission to any doctoral program at Capella University.

B. Readmission and Maximum Time to Completion

Learners who are readmitted are assigned a new maximum time to completion and catalog.

VI. Administrative Withdrawal Appeals Process for Doctoral Learners

- A. Learners must appeal an administrative withdrawal decision within seven calendar days of being sent notification of the decision.
- B. Learners must complete and submit the Max Time Administrative Withdrawal Appeal Form.

University Policies, continued

- C. Learners must include an explanation of the extenuating circumstances surrounding their administrative withdrawal and the impact of those circumstances on the learner's academic progress. The case decision is based on documentation/evidence supplied by the learner.
- D. Learners must indicate their plan for future academic progress and success.
- E. Learners are not permitted to register for any Capella course (including non-credit courses, residencies, etc.) while the outcome of their appeal is pending.
- F. A president's designee reviews the appeal, makes a determination, and emails the learner to notify him or her of the decision.
- G. The decision of the president's designee is final. Matters that have been reviewed and have received a final decision under this policy are not eligible for further review under another policy.

VII. All procedures in this policy apply to learners in GuidedPath and FlexPath programs.

UNIVERSITY ENROLLMENT AND COURSE REGISTRATION

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 30–33.

2.02.02 Course Registration

Learners' university enrollment status is based on course registration. Upon course registration, learners agree to pay tuition and fees to Capella University as stated in university policy *4.03.01 Tuition and Fees*. Learners may not register for more than three concurrent courses. Doctoral learners engaged in the advanced doctoral phase of their program may only register for courses in the comprehensive examination, dissertation, or capstone course sequence, unless specified in the University Catalog. 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 registration 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. Registration for All Learners

- A. Learners register for courses, including residencies, using Campus's online course registration process. Some courses require a more specific registration process, as follows:
 - 1. Preregistration/auto-registration
 - a. Learners work with appropriate Capella University staff to create an academic plan. During this process, learners may consent to be preregistered for their courses.
 - b. Once learners have been registered for their courses, they will be sent an automated email confirming their registration has been completed.
 - 2. Special Topics, Practicum, and Internship Registrations
 - a. Special topics course registration requires the consent of the appropriate school and may require a written course learning plan. Learners must submit their request for the special topics course through Academic Advising for school review.
 - b. Special topics courses may be repeated for credit with a different topic at the school's discretion.
 - c. Practicum and internship registrations require the consent of the appropriate school and may require a written course learning plan or application. Learners must submit their request for practicum and internship registrations through Academic Advising for school review.
- B. Upon course registration, 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 Campus for course registration dates and deadlines.

Continued on page 35

University Policies, continued**ACADEMIC CALENDAR WINTER AND SPRING 2018**

WINTER QUARTER 2018						SPRING QUARTER 2018			
ACADEMIC DEADLINES		January	February	Mid-February	March	April	May	Mid-May	June
Course Registration Begins		10-31-17	10-31-17	10-31-17	10-31-17	01-30-18	01-30-18	01-30-18	01-30-18
	6-Week Legacy MBA Program	10-31-17		10-31-17		01-30-18		01-30-18	
	10 Week MBA Program					01-30-18	01-30-18		01-30-18
Quarterly and Monthly Start Courses Begin		01-08-18	02-05-18		03-05-18	04-09-18	05-07-18		06-04-18
	6-Week Legacy MBA Program	01-08-18		02-19-18		04-09-18		05-21-18	
	10 Week MBA Program					04-09-18	05-07-18		06-04-18
Quarterly and Monthly Start Registration Ends		01-10-18	02-07-18		03-07-18	04-11-18	05-09-18		06-06-18
	6-Week Legacy MBA Program	01-10-18		02-21-18		04-11-18		05-23-18	
	10 Week MBA Program					04-11-18	05-09-18		06-06-18
Last Day to Drop Course Without "W"		01-19-18	02-16-18		03-16-18	04-20-18	05-18-18		06-15-18
	6-Week Legacy MBA Program	01-19-18		03-02-18		04-20-18		06-01-18	
	10 Week MBA Program					04-20-18	05-18-18		06-15-18
Midquarter Courses Begin *		01-08-18		02-12-18		04-09-18		05-14-18	
Midquarter Course Registration Ends *		01-10-18		02-14-18		04-11-18		05-16-18	
Last Day to Drop Midquarter Course Without "W" *		01-19-18		02-23-18		04-20-18		05-25-18	
Last Day to Drop Midquarter Course With "W" *		02-01-18		03-08-18		05-03-18		06-07-18	
Midquarter Courses End *		02-09-18		03-16-18		05-11-18		06-15-18	
Last Day to Drop Course With "W"		02-26-18	03-26-18		04-23-18	05-28-18	06-25-18		07-23-18
	6-Week Legacy MBA Program	02-06-18		03-20-18		05-08-18		06-19-18	
	10 Week MBA Program					05-28-18	06-25-18		07-23-18
End of Quarter		03-16-18	04-13-18		05-11-18	06-15-18	07-13-18		08-10-18
	6-Week Legacy MBA Program	02-16-18		03-30-18		05-18-18		06-29-18	
	10 Week MBA Program					06-15-18	07-13-18		08-10-18

* NOT Applicable to MBA Programs

2018 HOLIDAY SCHEDULE

Capella will observe the following holiday schedule in 2018. The office switchboard will be closed on the following dates:

New Year's Day Monday, January 1, 2018**Martin Luther King Jr. Day** Monday, January 15, 2018**Memorial Day** Monday, May 28, 2017**Independence Day** Wednesday, July 4, 2018**Labor Day** Monday, September 3, 2018**Thanksgiving Day** Thursday, November 22, 2018**Day after Thanksgiving** Friday, November 23, 2018**Christmas Eve Day** (observed) Monday, December 22, 2018**Christmas Day** Tuesday, December 25, 2018

University Policies, continued**ACADEMIC CALENDAR WINTER AND SPRING 2018, continued**

WINTER QUARTER 2018						SPRING QUARTER 2018			
FINANCIAL DEADLINES		January	February	Mid-February	March	April	May	Mid-May	June
Last Day to Drop Quarter and Monthly Start Courses With 100% Refund		01-12-18	02-09-18		03-09-18	04-13-18	05-11-18		06-08-18
	6-Week Legacy MBA Program	01-12-18		02-23-18		04-13-18		05-25-18	
	10 Week MBA Program					04-13-18	05-11-18		06-08-18
Last Day to Drop Quarter and Monthly Start Courses With 75% Refund		01-19-18	02-16-18		03-16-18	04-20-18	05-18-18		06-15-18
	6-Week Legacy MBA Program	01-19-18		03-02-18		04-20-18		06-01-18	
	10 Week MBA Program					04-20-18	05-18-18		06-15-18
Last Day to Drop Midquarter Course With 100% Refund *		01-12-18		02-16-18		04-13-18		05-18-18	
Last Day to Drop Midquarter Course With 75% Refund *		01-19-18		02-23-18		04-20-18		05-25-18	

* NOT Applicable to MBA Programs

FLEXPATH ACADEMIC CALENDAR WINTER 2018*

JANUARY 2018					FEBRUARY 2018				MARCH 2018			
ACADEMIC DEADLINES	Jan 8	Jan 15	Jan 22	Jan 29	Feb 5	Feb 12	Feb 19	Feb 26	Mar 5	Mar 12	Mar 19	Mar 26
Courses Begin (8:00 am Central Time)	01-08-18	01-15-18	01-22-18	01-29-18	02-05-18	02-12-18	02-19-18	02-26-18	03-05-18	03-12-18	03-19-18	03-26-18
Last Day to Drop Without a Grade (by 11:59 pm Central Time)	01-19-18	01-26-18	02-02-18	02-09-18	02-16-18	02-23-18	03-02-18	03-09-18	03-16-18	03-23-18	03-30-18	04-06-18
Last Day to Drop With a "W" Grade (by 11:59 pm Central Time)	03-09-18	03-16-18	03-23-18	03-30-18	04-06-18	04-13-18	04-20-18	04-27-18	05-04-18	05-11-18	05-18-18	05-25-18
Courses End for FlexPath Courses (by 5:00 pm Central Time)	04-01-18	04-08-18	04-15-18	04-22-18	04-29-18	05-06-18	05-13-18	05-20-18	05-27-18	06-03-18	06-10-18	06-17-18
Online Final Grades Due for a FlexPath Course	04-06-18	04-13-18	04-20-18	04-27-18	05-04-18	05-11-18	05-18-18	05-25-18	06-01-18	06-08-18	06-15-18	06-22-18

* FlexPath first courses begin each month. Learners may start all subsequent FlexPath courses on a daily basis. Academic deadlines vary in accordance with a learner's course start date.

University Policies, continued**FLEXPATH ACADEMIC CALENDAR SPRING 2018***

ACADEMIC DEADLINES	APRIL 2018				MAY 2018				JUNE 2018			
	Apr 9	Apr 16	Apr 23	Apr 30	May 7	May 14	May 21	May 28	Jun 4	Jun 11	Jun 18	Jun 25
Courses Begin (8:00 am Central Time)	04-09-18	04-16-18	04-23-18	04-30-18	05-07-18	05-14-18	05-21-18	05-28-18	06-04-18	06-11-18	06-18-18	06-25-18
Last Day to Drop Without a Grade (by 11:59 pm Central Time)	04-20-18	04-27-18	05-04-18	05-11-18	05-18-18	05-25-18	06-01-18	06-08-18	06-15-18	06-22-18	06-29-18	07-06-18
Last Day to Drop With a "W" Grade (by 11:59 pm Central Time)	06-08-18	06-15-18	06-22-18	06-29-18	07-06-18	07-13-18	07-20-18	07-27-18	08-03-18	08-10-18	08-17-18	08-24-18
Courses End for FlexPath Courses (by 5:00 pm Central Time)	07-01-18	07-08-18	07-15-18	07-22-18	07-29-18	08-05-18	08-12-18	08-19-18	08-26-18	09-02-18	09-09-18	09-16-18
Online Final Grades Due for a FlexPath Course	07-06-18	07-13-18	07-20-18	07-27-18	08-03-18	08-10-18	08-17-18	08-24-18	08-31-18	09-07-18	09-14-18	09-21-18

* FlexPath first courses begin each month. Learners may start all subsequent FlexPath courses on a daily basis. Academic deadlines vary in accordance with a learner's course start date.

ACADEMIC CALENDAR SUMMER AND FALL 2018

SUMMER QUARTER 2018						FALL QUARTER 2018			
ACADEMIC DEADLINES		July	August	Mid-August	September	October	November	Mid-November	December
Course Registration Begins		05-01-18	05-01-18	05-01-18	05-01-18	07-31-18	07-31-18	07-31-18	07-31-18
	6-Week Legacy MBA Program	05-01-18		05-01-18		07-31-18		07-31-18	
	10 Week MBA Program	05-01-18	05-01-18		05-01-18	07-31-18	07-31-18		07-31-18
Quarterly and Monthly Start Courses Begin		07-09-18	08-06-18		09-10-18	10-08-18	11-05-18		12-03-18
	6-Week Legacy MBA Program	07-09-18		08-20-18		10-08-18		11-19-18	
	10 Week MBA Program	07-09-18	08-06-18		09-10-18	10-08-18	11-05-18		12-03-18
Quarterly and Monthly Start Registration Ends		07-11-18	08-08-18		09-12-18	10-10-18	11-07-18		12-05-18
	6-Week Legacy MBA Program	07-11-18		08-22-18		10-10-18		11-21-18	
	10 Week MBA Program	07-11-18	08-08-18		09-12-18	10-10-18	11-07-18		12-05-18
Last Day to Drop Course Without "W"		07-20-18	08-17-18		09-21-18	10-19-18	11-16-18		12-14-18
	6-Week Legacy MBA Program	07-20-18		08-31-18		10-19-18		11-30-18	
	10 Week MBA Program	07-20-18	08-17-18		09-21-18	10-19-18	11-16-18		12-14-18
Midquarter Courses Begin *		07-09-18		08-13-18		10-08-18		11-12-18	
Midquarter Course Registration Ends *		07-11-18		08-15-18		10-10-18		11-14-18	
Last Day to Drop Midquarter Course Without "W" *		07-20-18		08-24-18		10-19-18		11-23-18	
Last Day to Drop Midquarter Course With "W" *		08-02-18		09-06-18		11-01-18		12-06-18	
Midquarter Courses End *		08-10-18		09-14-18		11-09-18		12-14-18	

University Policies, continued**ACADEMIC CALENDAR SUMMER AND FALL 2018, continued**

SUMMER QUARTER 2018						FALL QUARTER 2018			
ACADEMIC DEADLINES, continued		July	August	Mid-August	September	October	November	Mid-November	December
Last Day to Drop Course With "W"		08-27-18	09-24-18		10-29-18	11-26-18	12-24-18		01-21-19
	6-Week Legacy MBA Program	08-07-18		09-18-18		11-06-18		12-18-18	
	10 Week MBA Program	08-27-18	09-24-18		10-29-18	11-26-18	12-24-18		01-21-19
End of Quarter		09-14-18	10-12-18		11-16-18	12-14-18	01-11-19		02-08-19
	6-Week Legacy MBA Program	08-17-18		09-28-18		11-16-18		12-28-18	
	10 Week MBA Program	09-14-18	10-12-18		11-16-18	12-14-18	01-11-19		02-08-19

* NOT Applicable to MBA Programs

SUMMER QUARTER 2018						FALL QUARTER 2018			
FINANCIAL DEADLINES		July	August	Mid-August	September	October	November	Mid-November	December
Last Day to Drop Quarter and Monthly Start Courses With 100% Refund		07-13-18	08-10-18		09-14-18	10-12-18	11-09-18		12-07-18
	6-Week Legacy MBA Program	07-13-18		08-24-18		10-12-18		11-23-18	
	10 Week MBA Program	07-13-18	08-10-18		09-14-18	10-12-18	11-09-18		12-07-18
Last Day to Drop Quarter and Monthly Start Courses With 75% Refund		07-20-18	08-17-18		09-21-18	10-19-18	11-16-18		12-14-18
	6-Week Legacy MBA Program	07-20-18		08-31-18		10-19-18		11-30-18	
	10 Week MBA Program	07-20-18	08-17-18		09-21-18	10-19-18	11-16-18		12-14-18
Last Day to Drop Midquarter Course With 100% Refund *		07-13-18		08-17-18		10-12-18		11-16-18	
Last Day to Drop Midquarter Course With 75% Refund *		07-20-18		08-24-18		10-19-18		11-23-18	

* NOT Applicable to MBA Programs

University Policies, continued**FLEXPATH ACADEMIC CALENDAR SUMMER 2018***

ACADEMIC DEADLINES	JULY 2018				AUGUST 2018				SEPTEMBER 2018			
	Jul 9	Jul 16	Jul 23	Jul 30	Aug 6	Aug 13	Aug 20	Aug 27	Sept 3	Sept 10	Sept 17	Sept 24
Courses Begin (8:00 am Central Time)	07-09-18	07-16-18	07-23-18	07-30-18	08-06-18	08-13-18	08-20-18	08-27-18	09-03-18	09-10-18	09-17-18	09-24-18
Last Day to Drop Without a Grade (by 11:59 pm Central Time)	07-20-18	07-27-18	08-03-18	08-10-18	08-17-18	08-24-18	08-31-18	09-07-18	09-14-18	09-21-18	09-28-18	10-05-18
Last Day to Drop With a "W" Grade (by 11:59 pm Central Time)	09-07-18	09-14-18	09-21-18	09-28-18	10-05-18	10-12-18	10-19-18	10-26-18	11-02-18	11-09-18	11-16-18	11-23-18
Courses End for FlexPath Courses (by 5:00 pm Central Time)	09-30-18	10-07-18	10-14-18	10-21-18	10-28-18	11-04-18	11-11-18	11-18-18	11-25-18	12-02-18	12-09-18	12-16-18
Online Final Grades Due for a FlexPath Course	10-05-18	10-12-18	10-19-18	10-26-18	11-02-18	11-09-18	11-16-18	11-23-18	11-30-18	12-07-18	12-14-18	12-21-18

* FlexPath first courses begin each month. Learners may start all subsequent FlexPath courses on a daily basis. Academic deadlines vary in accordance with a learner's course start date.

FLEXPATH ACADEMIC CALENDAR FALL 2018*

ACADEMIC DEADLINES	OCTOBER 2018				NOVEMBER 2018				DECEMBER 2018			
	Oct 8	Oct 15	Oct 22	Oct 29	Nov 5	Nov 12	Nov 19	Nov 26	Dec 3	Dec 10	Dec 17	Dec 24
Courses Begin (8:00 am Central Time)	10-08-18	10-15-18	10-22-18	10-29-18	11-05-18	11-12-18	11-19-18	11-26-18	12-03-18	12-10-18	12-17-18	12-24-18
Last Day to Drop Without a Grade (by 11:59 pm Central Time)	10-19-18	10-26-18	11-02-18	11-09-18	11-16-18	11-23-18	11-30-18	12-07-18	12-14-18	12-21-18	12-28-18	01-04-19
Last Day to Drop With a "W" Grade (by 11:59 pm Central Time)	12-07-18	12-14-18	12-21-18	12-28-18	01-04-19	01-11-19	01-18-19	01-25-19	02-01-19	02-08-19	02-15-19	02-22-19
Courses End for FlexPath Courses (by 5:00 pm Central Time)	12-30-18	01-06-19	01-13-19	01-20-19	01-27-19	02-03-19	02-10-19	02-17-19	02-24-19	03-03-19	03-10-19	03-17-19
Online Final Grades Due for a FlexPath Course	01-04-19	01-11-19	01-18-19	01-25-19	02-01-19	02-08-19	02-15-19	02-22-19	03-01-19	03-08-19	03-15-19	03-22-19

* FlexPath first courses begin each month. Learners may start all subsequent FlexPath courses on a daily basis. Academic deadlines vary in accordance with a learner's course start date.

University Policies, continued**2.02.02 Course Registration, continued****III. Concurrent Course Registration for Comprehensive Examination and Dissertation Learners**

- A. Doctoral learners registered for comprehensive examination and dissertation courses may only be registered for courses in the comprehensive examination and dissertation course sequence.
- B. Doctoral learners registered for courses outside of the comprehensive examination and dissertation course sequence, with the exception of practica and internships, 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.

IV. Repeating Courses for All Learners

- A. Learners are allowed one opportunity to repeat a course they have completed and for which they have been assigned a grade.
- B. Courses from which learners withdraw and for which they 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 registration.
- D. 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.
- E. 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.

- F. 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.

- G. Special topics courses may not be repeated.

- H. Dissertation courses will not be subject to repeat course procedures.

V. Course Drop or Withdrawal

	Course Drop Period	Course Withdrawal Period
3-week course session	0–12 calendar days	13–15 calendar days
5-week course session	0–12 calendar days	13–25 calendar days
6-week course session	0–12 calendar days	13–30 calendar days
10-week course session	0–12 calendar days	13–50 calendar days
12-week FlexPath session	0–12 calendar days	13–61 calendar days

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

B. Advanced Doctoral Learners

Advanced doctoral learners should refer to the *Capella University Doctoral Manual* for details pertaining to their programs.

C. Course Drop

1. Learners may drop a course during the first 12 calendar days of the course or FlexPath session 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).
2. Learners may be financially impacted should they drop a course after the first five calendar days of the course. FlexPath learners may be financially impacted should they drop a course after the start of the FlexPath session. Learners are responsible for fully understanding the financial implications of a course drop. Learners should refer to university policy *4.03.02 Tuition and Fee Refunds* to determine the financial implications of a course drop.
3. Learners who receive financial aid should discuss the potential financial implications of a course drop, including the return of financial aid funds, with a financial aid counselor.

University Policies, continued

4. To drop a course, learners must contact a designated Enrollment Services representative, Academic Advising representative, or FlexPath coach, or complete and submit an online course drop request via the course drop functionality in Campus's Student Center.
 - a. Learners are responsible for clearly expressing their intention to drop a course by using language that indicates that intention through a specific request for institutional action. Course drop requests must include:
 - i. Learner name and verifiable contact information
 - ii. Course number and title
 - iii. Quarter or session/term/year
 - b. Learners may not use any other means to officially express their intention to drop a course, including verbal or written communication with faculty, discussion posts, or social media platforms.
 5. Learners receive confirmation that the course drop request has been processed via Campus's Student Center or email. Learners are responsible for checking their course registration status in Campus's Student Center.
 6. Learners who drop a course after the open course registration deadline will not be able to reverse the course drop.
- D. Course Withdrawal**
1. Learners may withdraw from a course from the 13th calendar day of the course through the official last day to withdraw.
 2. Learners may be financially impacted should they withdraw from a course. Learners are responsible for fully understanding the financial implications of a course withdrawal. Learners should refer to university policy *4.03.02 Tuition and Fee Refunds* to determine the financial implications of a course withdrawal.
 3. Learners who receive financial aid should discuss the potential financial implications of a course withdrawal, including the return of financial aid funds, with a financial aid counselor.
 4. To withdraw from a course, learners must contact a designated Enrollment Services representative, Academic Advising representative, or FlexPath coach or complete and submit an online course withdrawal request via the course withdrawal functionality in Campus's Student Center.
 - a. Learners are responsible for clearly expressing their intention to withdraw from a course by using language that indicates that intention through a specific request for institutional action. Course withdrawal requests must include:
 - i. Learner name and verifiable contact information
 - ii. Course number and title
 - iii. Quarter or session/term/year
 - b. Learners may not use any other means to officially express their intention to withdraw from a course, including verbal or written communication with faculty, discussion posts, or social media platforms.
 5. Learners receive confirmation of receipt of the course withdrawal request via Campus's Student Center or email. Learners are responsible for checking their course registration status in Campus's Student Center.
 6. Learners who withdraw from a course after the course registration deadline will not be able to reverse the withdrawal.
 7. 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 Withdrawal ("W") grade 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*.
 8. Once the course has been in session past the official last day to withdraw from the 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 V of this policy for recourse.

University Policies, continued**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 coursework in compliance with university policy *3.04.08 Incomplete Grades*. FlexPath learners must contact their FlexPath coach to review available options.
- C. If it is determined that the learner needs to request a late course withdrawal, the learner should contact Academic Advising to initiate the request.
- D. Learners who receive financial aid should discuss the potential financial implications of a late course withdrawal, including the return of financial aid funds, with a financial aid counselor.
- E. 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.
- F. 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.
- G. The school’s designee will review and approve or deny the request. The decision and rationale will be forwarded to the Learner Services and Operations department for validation.

H. Academic Advising will contact learners to notify them of the denial decision. The Learner Services and Operations department will email learners to notify them of the approval decision, copying their instructors and advisors.

- I. Military learners called to active duty should refer to university policy *2.02.08 Leave of Absence*.
- J. University policy *4.03.02 Tuition and Fee Refunds* remains in effect and does not provide any financial accommodation for late course withdrawals.
- K. 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 Academic Advising and provide the appropriate academic rationale.
- B. Academic Advising will forward the appeal request to the learner’s school, where it will be referred to the dean or dean’s designee.
- C. Within 14 calendar days of receiving the appeal request, the dean or dean’s designee will review the request and issue a decision.
- D. The decision of the dean or dean’s designee is final.
- E. The decision and academic rationale will be forwarded to the Learner Services and Operations department for validation.
- F. In cases of a denial decision, Academic Advising will contact the learner to notify him or her of the appeal denial decision. The Learner Services and Operations department will also contact the learner via email to notify him or her of either an appeal approval or denial decision, copying the learner’s instructors and advisors.

X. Additional GuidedPath Course Registration Procedures

- A. Course Load
 - 1. Learners may not register for more than three concurrent courses.
 - 2. Non-credit-bearing residency registration will not be included in a learner’s course load.
- B. Course Repeat Financial Aid Implications
 - 1. For learners in GuidedPath programs, financial aid may be used to cover the cost of the first repeat of a course for which the learner received either a passing or failing grade. Learners approved to repeat a course beyond this may not use financial aid to cover the cost of the additional course repeats.

University Policies, *continued*

2. Repeat course credits ineligible for financial aid are not included in course load calculations for financial aid purposes.
- C. Enrollment Status Based on Course Registration
 1. Undergraduate Learners
 - a. Undergraduate learners registered for 12 or more credits of Capella courses each quarter are considered to be enrolled on a full-time basis.
 - b. Undergraduate learners registered for six or more but fewer than 12 credits of Capella courses each quarter are considered to be enrolled on a half-time basis.
 2. Graduate Learners
 - a. Graduate learners registered in six or more credits of Capella courses each quarter are considered to be enrolled on a full-time basis.
 - b. Graduate learners registered in three or more but fewer than six credits of Capella courses each quarter are considered to be enrolled on a half-time basis.
 - c. Doctoral learners registered in comprehensive examination and dissertation courses are certified as full time.
- D. Late Course Registration
 1. Learners must request and receive permission from the appropriate school to register for a course between the end of open course registration and the eighth calendar day of the course.
 2. Late Course Registration Process
 - a. Learners may request permission to register for a course between the end of open course registration and the eighth calendar day of the course by contacting Academic Advising.
 - b. The request is reviewed by the Learner Services and Operations department and the school in which the learner requests the late course registration.
 - c. If approved, Capella registers the learner for the course, and the learner receives a course registration confirmation via email.
- E. GuidedPath Course Participation
 1. Initial Course Participation
 - a. Learners who submit a grade-eligible courseroom activity before the end of course census day have satisfied the requirement for initial course participation.
 - b. Learners who have satisfied the requirement for initial course participation agree to pay the applicable course tuition.
 - c. Learners who have satisfied the requirement for initial course participation but who wish to drop or withdraw from the course may initiate a request pursuant to section IV of this policy. Learners who have satisfied the requirement for initial course participation and who drop or withdraw from the course will be held to the refund schedule described in university policy 4.03.02 Tuition and Fee Refunds.
 - d. Learners who do not satisfy the requirement for initial course participation will be dropped from the course.
 - e. A course drop due to failing to meet the requirement for initial course participation is not noted on the learner's transcript and does not affect the learner's grade point average (GPA).
 - f. Learners who are dropped from a course for failing to satisfy the requirement for initial course participation will be refunded 100 percent of the course tuition.
 - g. Learners who are dropped from a course for failing to satisfy the requirement for initial course participation may request a late course registration pursuant to section VII.D of this policy. If the request is approved, the learner will be charged the applicable tuition and fees.
 - h. Learners who request a course drop or withdrawal as described in section IV of this policy and who have not satisfied the requirement for initial course participation will be refunded 100 percent of the course tuition.
 - i. Learners registered in non-credit-bearing residencies, practica, or internships; or laboratory or dissertation courses will not be dropped from their course(s) 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. Ongoing Course Participation**

- a. Learners who continuously submit and complete grade-eligible courseroom activities are satisfying the requirement for ongoing course participation. Learners must continuously participate in their courses to successfully complete the course.
- b. Learners who do not participate in a course for 14 or more consecutive days are not satisfying the requirement for ongoing course participation.
- c. Learners who do not satisfy the requirement for ongoing course participation will be notified by email.
- d. Within 14 calendar days of receiving notification that they are not satisfying the requirement for ongoing course participation, the learner must resume participation in the course.
- e. Learners who do not resume participation in the course will be withdrawn administratively from the course and will be held to the refund schedule described in university policy 4.03.02 Tuition and Fee Refunds.
- f. If the learner is administratively withdrawn from the course during the acceptable course withdrawal period, the learner will receive a grade of “W” for the course. If the learner is administratively withdrawn from the course after the acceptable course withdrawal period, the learner will receive a grade of “F” for the course. The grade will be noted on the learner’s transcript and will affect the learner’s GPA.
- g. Learners registered in practica, internships, field experiences, or residencies; or comprehensive examination, dissertation, or directed study courses will not be administratively withdrawn from their course(s) for failing to satisfy the requirement for ongoing course participation, but they will be subject to any financial aid award disbursement participation requirements.

XI. Additional FlexPath Course Registration Procedures**A. Auto-Registration**

FlexPath learners must contact their FlexPath coach to make changes to their auto-registration plan or to request manual registration in a course.

B. Course Load

FlexPath learners may not be registered in more than two concurrent courses.

C. Repeating Courses

For FlexPath learners, financial aid may be used to cover the cost of the first repeat of a course a learner has failed. Financial aid is not available to cover the cost of repeated courses for which the learner received a passing evaluation.

D. Enrollment Status

FlexPath learners who are registered in a course or courses are considered to be enrolled on a full-time basis.

E. FlexPath Participation**1. FlexPath Initial Course Participation**

- a. Learners who submit a personal course completion plan (PCCP) before the end of course census day have satisfied the requirement for FlexPath initial course participation.
- b. Learners who have satisfied the requirement for FlexPath initial course participation and who drop or withdraw from the course will be held to the refund schedule described in university policy 4.03.02 Tuition and Fee Refunds.
- c. Learners who do not satisfy the requirement for FlexPath initial course participation will be dropped from the course.
- d. A course drop due to failing to meet the requirement for FlexPath initial course participation is not noted on the learner’s transcript and does not affect the learner’s grade point average (GPA).

2. FlexPath Engagement

- a. Learners who regularly submit and complete predetermined FlexPath activities are satisfying the requirement for FlexPath engagement. Learners must regularly satisfy engagement requirements to successfully complete a FlexPath course.
- b. Learners who do not complete predetermined FlexPath activities for 14 or more consecutive days are not satisfying the requirement for FlexPath engagement and will be notified by email.
- c. Learners who do not satisfy the FlexPath engagement requirement for 21 or more consecutive days will be contacted by their FlexPath coach to discuss the consequences of non-engagement.

University Policies, *continued*

- d. Learners who do not resume engagement in their FlexPath course within 28 days will be withdrawn administratively from the course and may be responsible for tuition and fees as described in university policy 4.03.02 Tuition and Fee Refunds.
- e. Learners who are withdrawn administratively from a course for failing to meet the FlexPath engagement requirement will receive a competency evaluation of “Non-Performance” for the course. The competency evaluation will be noted on the learner’s transcript.

2.02.03 Concurrent Program Enrollments

Learners may not be enrolled in more than one Capella University degree program concurrently. Learners enrolled in specific bachelor’s or master’s degree programs may pursue multiple specializations within a single degree program concurrently, pursuant to the procedures described in this policy. Learners enrolled in specific bachelor’s, master’s, or doctoral degree programs may pursue multiple concentrations concurrently. Learners enrolled in select programs that require an emphasis may pursue multiple emphases concurrently.

Learners may pursue a certificate program concurrently with a degree program.

PROCEDURES

I. Requesting Multiple Specializations in Any Eligible Program

- A. Information about degree programs that allow multiple specialization enrollments is available in Capella’s University Catalog.
- B. New Learners
 - 1. New learners may request enrollment in multiple specializations at the time of admission.
 - 2. Learners may only request enrollment in multiple specializations within a single degree program (i.e., the degree program for which they are seeking admission).
 - 3. Learners who request enrollment in multiple specializations must meet the admission requirements for each requested specialization.
 - 4. Learners who do not meet the admission requirements for each requested specialization will only be enrolled in the specialization(s) for which they meet the admission requirements.

C. Current Learners

- 1. Current learners may request enrollment in an additional specialization(s) at any point during their program.
- 2. Learners may only request enrollment in an additional specialization(s) within the degree program in which they are currently enrolled.
- 3. Learners may request a change to a new degree program and enrollment in one or more additional specializations within their new degree program. For further information, see university policy *2.02.07 Changing Academic Program*.
- 4. Learners who request enrollment in one or more additional specializations within their degree program must meet admission requirements for each requested additional specialization.
- 5. Learners who request enrollment in one or more additional specializations within their degree program must meet the program requirements for the additional specialization(s) listed in the University Catalog in effect at the time they are admitted to the additional specialization(s).
- 6. Learners may request to add, change, or drop a specialization by completing and submitting the **Change Program, Specialization, Concentration, and Emphasis Form** located on Campus.

D. Three or More Specializations

- 1. New learners may request enrollment in three or more specializations at the time of admission.
- 2. Current learners may request enrollment in three or more specializations within their degree program at any point during their program.
- 3. Requests for enrollment in three or more specializations are reviewed and approved or denied by the school dean or designee.

E. Requirements and Restrictions

- 1. Learners must meet the program requirements of their specialization(s) listed in the University Catalog in effect at the time they were admitted to the university. For each specialization added to their degree program, learners must meet the program requirements listed in the University Catalog in effect at the time they are admitted to the additional specialization(s).

University Policies, continued

2. Learners who add specialization(s) to their degree program must complete the capstone course for each specialization should the degree program require a specialization-specific (rather than program-specific) capstone course.
3. Learners who add one or more specializations to their degree program may share no more than 25 percent of the combined total required specialization credits. Only full courses will be accepted toward the 25 percent limit.
4. Learners may have multiple specializations listed on their official academic transcript at the time of degree conferral.
5. Enrolling in multiple specializations does not increase the learner's maximum time to degree completion pursuant to university policy *2.01.02 Maximum Time to Degree Completion*.
6. Specializations cannot be added to conferred degrees.

II. Concentrations in Eligible Programs

- A. Learners must be enrolled in a degree program to be eligible to earn a concentration.
- B. Learners may pursue multiple concentrations concurrently.
- C. New learners may request enrollment in a concentration(s) at the time of admission.
- D. Current learners may request enrollment in a concentration(s) at any point during their program.
- E. Learners may request to add, change, or drop a concentration(s) by completing and submitting the **Change Program, Specialization, Concentration, and Emphasis Form** located on Campus.
- F. Learners who add one or more concentrations to their degree program may only apply one course taken as part of the requirements for one concentration to a subsequent concentration.
- G. Learners may have multiple concentrations listed on their official academic transcript at the time of degree conferral.
- H. Enrolling in multiple concentrations does not increase the learner's maximum time to degree completion pursuant to university policy *2.01.02 Maximum Time to Degree Completion*.
- I. Concentrations cannot be added to conferred degrees.

III. Emphases in Eligible Programs

- A. Learners must be enrolled in a specific degree program that requires an emphasis in order to be eligible to earn additional emphases.

- B. Learners may pursue multiple emphases concurrently.
- C. Learners enrolled in a program that requires an emphasis and who want to pursue an additional emphasis may request enrollment in the additional emphasis at the time of admission or at any point during their program.
- D. Learners may request to add, change, or drop an emphasis by completing and submitting the **Change Program, Specialization, Concentration, and Emphasis Form** located on Campus.
- E. Learners who add one or more emphases to their degree program may only apply one course taken as part of the requirements for one emphasis to the requirements for a subsequent emphasis.
- F. Learners may have multiple emphases listed on their official academic transcript at the time of degree conferral.
- G. Enrolling in multiple emphases does not increase the learner's maximum time to degree completion pursuant to university policy *2.01.02 Maximum Time to Degree Completion*.
- H. Emphases cannot be added to conferred degrees.

IV. Minors in Eligible Programs

- A. Learners must be enrolled in a degree program to be eligible to earn a minor.
- B. Learners may pursue multiple minors concurrently.
- C. Requests for enrollment in three or more minors are reviewed and approved or denied by the school dean or designee.
- D. Learners may request to add, change, or drop minors by completing and submitting the **Change Program, Specialization, Concentration, and Emphasis Form** located on Campus.
- E. Learners who add one or more minors to their degree program may share no more than 25 percent of the combined total required minor credits. Only full courses can fulfill the 25 percent limit.
- F. Learners may have multiple minors listed on their official academic transcript at the time of degree conferral.
- G. Enrolling in multiple minors does not increase the learner's maximum time to degree completion pursuant to university policy *2.01.02 Maximum Time to Degree Completion*.
- H. Minors cannot be added to conferred degrees.

University Policies, *continued*

V. FlexPath Learners

Learners enrolled in a FlexPath degree program may not concurrently pursue a certificate program outside the FlexPath delivery model.

2.02.07 Changing Academic Program

Capella University learners may apply to change their academic program 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—except for a change of catalog, which becomes effective immediately. A change of academic program results in changing the learner's current program requirements to those in the University Catalog or addendum that is in effect at the time of the change (the catalog of record). Learners are responsible for fulfilling the program requirements specified in their new catalog of record. Doctoral learners may not enroll in more than one Capella degree program or specialization concurrently.

PROCEDURES

I. Change to Academic Program for All Learners

A. Process for All Learners

1. Prior to initiating an academic program change, learners are encouraged to consult with Academic Advising to discuss options and considerations for the change.
2. The submitted academic program change request, in addition to any previous academic work at Capella, is reviewed in accordance with change of program requirements.
3. All learners are expected to work with Academic Advising to ensure their academic plan and course registrations are updated accordingly.
4. If accepted, learners begin the new academic program at the start of the next academic quarter.

B. Learners can only change from a GuidedPath program to a FlexPath program effective starting summer, fall, and winter quarters.

C. Current Course Registration

Learners remain registered in their current course(s) through the end of the term unless they initiate a course drop or withdrawal. The course withdrawal process is governed by university policy *2.02.02 Course Registration*.

D. Change of Academic Program Process

1. For all academic program changes, learners must request a change to the new academic program (and new school, if necessary) using the **Change Program, Specialization, Concentration, and Emphasis Form** on Campus.
2. Application fees are waived for academic program changes.
3. Learners who are approved for a change of academic program must meet the academic program requirements listed in the University Catalog in effect at the time they are admitted to the new academic program.
4. Learners are expected to take the first course affiliated with their new academic program.
5. A change of academic program requires a new transfer credit evaluation. Learners are responsible for understanding their new degree plan.

II. Change of Catalog for All Learners

A. Learner Catalog of Record

1. Learners are assigned their initial catalog of record upon their admission to Capella University.
 - a. Learners who begin their academic programs in winter or spring quarter are assigned to the January catalog and the April addendum respectively.
 - b. Learners who begin their academic programs in summer or fall quarter are assigned to the July catalog and the October addendum respectively.
 - c. Subsequent changes or additions to a learner's academic program may result in new catalog requirements. See university policy *2.02.03 Concurrent Program Enrollments* for details.

B. Change of Catalog Process

1. Prior to initiating a change of catalog, learners are encouraged to consult with Academic Advising to discuss options and related considerations.
2. Learners may request a change to the current catalog in order to complete a different set of program requirements, provided that the academic program is available in the current catalog. If the learner's request is approved, the learner must fulfill all program requirements specified in his or her new catalog of record.
3. A change of catalog requires a new transfer credit evaluation. Learners are responsible for understanding their new degree plan.

University Policies, continued**III. Bachelor's/Master's Integrated Pathways for Learners in eligible GuidedPath or FlexPath Programs****A. Change to Combined Options**

1. Learners currently enrolled in select Capella bachelor's degree programs may request to be enrolled in a combined option. A combined option enrollment or change includes the same procedures as an academic program change.
2. For all combined option changes, learners must request a change to the new combined option using the **Combined Option Request Form** on Campus.

B. Change of Bachelor's/Master's Integrated Pathways

Learners may change into other bachelor's/master's integrated pathways using the same form and procedures as an academic program change.

C. Additional Considerations for Eligible Bachelor's/Master's Integrated Pathways

1. After successfully completing the requirements for the bachelor's degree program, bachelor's/master's integrated pathway learners apply for the master's degree program that corresponds to their bachelor's degree program.
2. Learners who start a corresponding master's degree program within one year of completing their bachelor's degree program are held to the program requirements of the catalog in effect the quarter they successfully completed their first master's course while in their undergraduate degree program.
3. Change requests from learners whose intended bachelor's/master's integrated pathway master's degree program has been retired prior to their entering the master's degree program will be reviewed on a case-by-case basis to determine appropriate program requirements.
4. Learners admitted to a master's degree program not corresponding with their bachelor's degree program are held to the program requirements of the catalog in effect the quarter they are admitted into the master's degree program.
5. Learners admitted into any master's degree program more than one year after completing their bachelor's degree program are held to the program requirements of the catalog in effect the quarter they are admitted into the master's degree program.

6. Upon successful completion of the remaining master's degree program requirements, learners will be awarded a master's degree.

IV. Additional Considerations for FlexPath Learners

- A. Learners who are requesting a change within or from the FlexPath delivery model will have changes effective on the first day of the next Capella University term, regardless of the timing within the learner's session. The day prior to that effective date, all current and future course registrations are dropped. Learners should consult with a FlexPath coach to discuss options and the timing of the term start. Learners should plan to finish any active courses before the change is made.
- B. Learners may be financially impacted by the drop of current course registrations. Learners are responsible for fully understanding the financial implications of a course drop. Learners should refer to university policy 4.03.02 Tuition and Fee Refunds to determine the financial implications of a course drop.
- C. Learners who receive financial aid should discuss the potential implications of FlexPath program changes, including the return of financial aid funds, with a financial aid counselor.
- D. Learners who have been administratively withdrawn from or have voluntarily changed from the FlexPath delivery model may not return to the FlexPath delivery model at the same degree level.

2.02.08 Leave of Absence

Capella University FlexPath learners may request a planned leave of absence from their academic program when medical conditions prevent their active registration and engagement in their course(s).

Under extreme circumstances, a leave of absence from an academic program may be granted for other reasons. 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. GuidedPath Medical Leave of Absence**

Learners in GuidedPath programs are not eligible for a medical leave of absence.

University Policies, *continued*

II. FlexPath Medical Leave of Absence

A. Access to Services

During a leave of absence, learners have access to Academic Advising services. However, learners will not have access to other academic services, including academic or mentoring support and the Capella University Library.

B. Academic Standing and Financial Aid Satisfactory Academic Progress Status

Learners on academic probation per university policy *3.01.04 Academic Standing* or financial aid probation per university policy *3.01.05 Financial Aid Satisfactory Academic Progress* at the time a leave of absence was granted will remain at the same status upon returning from the leave of absence.

C. Criteria

1. Learners may request a planned FlexPath medical leave of absence for circumstances protected under the Family Medical Leave Act (FMLA).
2. A FlexPath medical leave of absence status cannot be granted retroactively.

D. Requesting a FlexPath Medical Leave of Absence

1. To request a FlexPath medical leave of absence, learners must complete and submit the FlexPath **Leave of Absence Request Form** located on Campus. Learners must indicate the beginning date of the leave of absence and the anticipated date of return. Learners must also submit documentation from a medical provider certifying the need for the medical leave of absence. The request will not be considered until documentation is submitted.
2. Learners may not request a FlexPath medical leave of absence for more than a total of 180 calendar days in any 12-month period.

E. FlexPath Medical Leave of Absence Approval

Upon receipt of the request, the Learner Services and Operations department will review the request, issue a decision, and notify the learner via email.

2. Learners granted a FlexPath medical leave of absence will be dropped from any courses in which they were registered during the leave of absence, and Capella will report their leave status to the National Student Clearinghouse.
3. Billing dates will be adjusted for an approved FlexPath leave of absence.

F. Returning from a FlexPath Medical Leave of Absence

1. Learners may resume courses upon return from a FlexPath medical leave of absence.

2. Catalog

Upon returning from a leave of absence, learners will remain under the same catalog that was in effect at the time the leave of absence was granted.

3. Last Day of Attendance

If learners do not resume registration at the end of an approved leave of absence, the learner's withdrawal date is the date the student began the leave of absence.

4. Failure to Return from a Leave of Absence

It is the learner's responsibility to contact his or her financial aid lender when taking a leave of absence, as it may affect their federal loan grace period. Learners who fail to return from a leave of absence will be reported to their financial aid lender.

III. FlexPath Leave of Absence Due to Other Circumstances

Capella FlexPath learners requesting a leave of absence from their academic program for any circumstances other than medical conditions, active military service, active military service of a spouse, or national emergency should follow the procedures outlined for requesting a FlexPath medical leave of absence.

IV. National Emergency Accommodations for All Learners

A. 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 reintegration. Capella University is committed to providing appropriate educational and financial accommodations to learners impacted by a national emergency.

B. Learners impacted by national emergencies are encouraged to contact Capella University as soon as possible. Learners may be given the option of withdrawing from their courses, resulting in a grade of Withdrawn ("W") for each course, or requesting an Incomplete ("I") grade for any courses in which they were registered. Learners who request an "I" grade must get approval from their course instructor and be able to complete the required assignments independently, outside of the courseroom.

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 and is noted on the learner's official academic transcript.

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 university 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

3.01.04 Academic Standing

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 and Fee Refunds

C. Suspension

3.01.04 Academic Standing

4.02.02 Learner Code of Conduct

D. Dismissal

3.01.01 Academic Integrity and Honesty

3.01.04 Academic Standing

3.01.05 Financial Aid Satisfactory Academic Progress

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 in the GuidedPath delivery model may request an immediate or delayed discontinuation from the university by completing and submitting the **Discontinuation Request Form** located on Campus.

B. Learners enrolled in the FlexPath delivery model may request immediate discontinuation from the university, as indicated in the Discontinuation Request Form.

C. Learners who request an immediate discontinuation from the university will be removed from all courses and subject to university policy *4.03.02 Tuition and Fee Refunds*. An immediate discontinuation is effective the date of the request.

University Policies, *continued*

- D. Learners who request a delayed discontinuation from the university will remain registered for all courses until the requested date of discontinuation, unless they initiate a course drop or withdrawal per university policy *2.02.02 Course Registration*. Learners removed from courses at the requested date of discontinuation are subject to university policy *4.03.02 Tuition and Fee Refunds*. Delayed discontinuations are effective the last date of the quarter.

III. All procedures in this policy apply to learners in GuidedPath and FlexPath programs.

2.02.11 Background Checks

Capella University requires that learners pursuing degrees in specific programs successfully complete and pass a criminal background check prior to course registration. Additionally, in order to retain the ability to register for courses in specific programs learners may need to complete an annual criminal background check. Failure to complete and/or pass a background check may result in administrative withdrawal from the university.

PROCEDURES

I. Background Checks

- A. Learners in specific programs requiring background checks must complete the background check through Capella University's approved provider.
- B. Learners in specific programs requiring background checks will be unable to register for courses until they have successfully completed and passed the background check.
- C. Learners are responsible for any fees required to complete the background check through Capella's approved provider.
- D. Capella University is unable to accept background checks completed for other purposes, including requirements for other educational institutions or vocational needs, as substitutions for the background check requirement.
- E. Capella University's approved provider will supply the results of the required background check directly to the learner and Capella University.
- F. Learners may review the results of their background check through Capella University's approved provider.
- G. Learners who are approved to change their Capella University program to one requiring a background check must complete a new background check to satisfy the new program's requirements.

H. Ongoing Review

1. Learners in specific programs may be required to pass additional background checks or submit updated materials on an annual basis to remain eligible to register in courses.
2. Learners wishing to complete field experiences/practice immersions, internships, or practica may be required to complete and pass a background check administered by the site or state where the supervised experience is completed.

II. Background Check Results

- A. Specific criteria for evaluating criminal convictions are determined by program. Learners should consult their program handbook for program-specific criteria.
- B. Learners who pass the background check requirements for their program will be eligible to register for courses in that program.
- C. Background Check Failure
 1. Learners whose background checks reveal specific criminal convictions as indicated by their program handbook will be unable to register in courses and are not subject to review.
 2. Learners whose background checks reveal prior criminal convictions may be subject to review by the school designee to determine if the learner can register for courses as indicated by their program handbook.
 3. Learners may provide evidence of extenuating circumstances to the school designee at the time of school review indicating the reasons they should be allowed to register for courses despite the results of the background check.
 4. Learners wishing to contest the results of a background check must contact Capella's approved provider to request changes or resolution to their records.
 5. Learners not approved to register for courses have 10 calendar days to submit a request to change to a new program. Learners who do not request a change to a new program will be administratively withdrawn from Capella University.

III. Administrative Withdrawal Appeals

- A. Learners must complete and submit appeals to the school designee within 10 calendar days of being sent notification of the decision.
- B. Learners must include an explanation of the extenuating circumstances surrounding their administrative withdrawal and their plan for future academic success.

University Policies, continued

- C. Learners are not permitted to register for any Capella course (including non-credit courses, residencies, etc.) pending the outcome of their appeal.
- D. The dean or dean's designee reviews the appeal and makes a determination.
- E. The decision of the dean or dean's designee is final.

IV. All procedures in this policy apply to learners in GuidedPath and FlexPath programs.

2.02.12 Military Leave

Capella University learners may request a planned leave from their academic program when active military service or active military service of a spouse prevents their active registration and engagement in their course(s).

Learners with loan obligations are advised to contact their lender(s) to discuss their circumstances and loan repayment status during their leave.

PROCEDURES

I. Military Leave

- A. Members of the United States military, including selected reserve forces, may be eligible for a military leave. 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 natural disaster.
- B. In order to qualify for a military leave, the learner's service obligations must prevent courseroom access. Capella University reserves the right to require documentation establishing the impact of the learner's service on courseroom access. Qualifying service may include but is not limited to deployment, assignment to a sequestered training environment, and the prohibition of voluntary education by the learner's command.
- C. 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:
 - 1. Learners who are granted a military leave will be given the option of withdrawing from all their courses, resulting in a grade of Military Withdrawal ("MW") for each course, or requesting an Incomplete ("I") grade for any courses in which they were registered when granted the leave. Learners who withdraw from their courses as a result of an approved leave will be given the option of a tuition credit or appropriate refund for the courses they were unable to complete. Learners who request an "I" grade must get approval from all their course instructors 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.
 - a. Learners who are granted a military leave are not required to meet financial obligations to Capella while on leave.
 - b. Time spent on a military leave does not count toward the learner's maximum time to degree completion.
 - c. Capella will provide flexibility and accommodations for administrative deadlines for learners on a military leave.
 - d. "MW" grades do not impact a learner's GPA or course completion ratio.
 - e. Courses assigned an incomplete grade through the military leave process may be converted to "MW" grades at the request of the learner upon return from leave.
- 2. Learners must coordinate the military leave process through Military Support.

D. Requesting a Military Leave

- 1. To request a formal military leave, learners must complete and submit the Military Leave Request Form located on Campus and the required documentation prior to the start of their military leave. Learners must indicate the beginning date of the leave and the anticipated date of return. Learners can also request a military leave by calling Military Support.
- 2. Learners must also submit one of the following pieces of documentation to Military Support at their earliest convenience:
 - a. Deployment or mobilization orders, including dates the learner will be unable to access the courseroom.
 - b. An official letter from a commanding supervisor within the learner's military unit, including dates the learner will be unable to access the courseroom.
 - c. Additional documentation detailing the impact of the learner's service obligations on courseroom access.

University Policies, *continued*

3. Upon receipt of the request, Military Support will review the request, issue a decision, and notify the learner via email.

E. Returning from a Military Leave

1. Military Support will track learners' anticipated dates of return and contact them before they resume their program.
 - a. Anticipated return dates are determined following an evaluation of the supporting documentation.
 - b. Learners who do not formally request to return from military leave prior to their anticipated return dates may have their leave canceled by the university.
2. Upon returning from a military leave, learners are responsible for completing and submitting the **Returning from a Military Leave Form** located on Campus. Learners can also request their return from a military leave by calling Military Support.
3. Military Support will work with learners to determine the next steps for resuming their program.
4. Learners returning from a military leave may resume courses the quarter after their leave has ended.
5. Learners will have one term from their return date to complete any previously awarded incomplete grades.

III. Military Spouse Leave

A. Criteria

1. Spouses of members of the United States military, including reserve forces, may be eligible for a military spouse leave. To qualify for a military spouse leave, a learner must be legally married to the military servicemember.
2. Capella University provides the following accommodations to learners who experience a disruption in their program due to active military service of a spouse:
 - a. Learners who are granted a military spouse leave will be given the option of withdrawing from all their courses, resulting in a grade of Withdrawn ("W") for each course, or requesting an Incomplete ("I") grade for all courses in which they were registered when granted the leave. Learners who withdraw from their courses as a result of a military spouse leave will be given the

option of a tuition credit or appropriate refund for the courses they were unable to complete. Learners who request an "I" grade must get approval from their course instructor 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 who are granted a military spouse leave are not required to meet financial obligations to Capella while on leave.
- c. Time spent during a military spouse leave does not count toward the learner's maximum time to degree completion.

3. Learners must coordinate the military spouse leave process through Military Support.

B. Requesting a Military Spouse Leave

1. To request a military spouse leave, learners must complete and submit the **Military Spouse Leave Request Form** located on Campus. Learners must indicate the reason for their request, the beginning date of the leave, and the anticipated date of return. Learners may also submit the request by calling Military Support.
2. Learners must also submit one of the following pieces of documentation to Military Support at their earliest convenience:
 - a. Deployment or mobilization orders for the servicemember, including dates the learner will be affected.
 - b. An official letter from the servicemember's commanding officer, including dates the learner will be affected.
 - c. Documentation confirming legal marriage to the servicemember.
 - d. Additional documentation upon request.
3. Upon receipt of the request, Military Support will review the request, issue a decision, and notify the learner via email.
4. If the learner is granted a military spouse leave, Capella will report their leave status to the National Student Clearinghouse.
5. Learners may not request a military spouse leave for more than two consecutive quarters in any 12-month period.

University Policies, continued**C. Returning from a Military Spouse Leave**

1. Military Support will track learners' anticipated dates of return and contact them before they resume their program.
 - a. Anticipated return dates are determined through an evaluation of the supporting documentation.
 - b. Learners who do not formally request to return from military spouse leave prior to their anticipated return dates may have their leaves canceled by the university.
2. Upon returning from a military spouse leave, learners are responsible for completing and submitting the **Returning from a Military Spouse Leave Form** located on Campus. Learners can also request their return by contacting Military Support.
3. Military Support will work with learners to determine the next steps for resuming their program.
4. Learners returning from a military spouse leave may resume courses only at the beginning of a quarter.
5. Learners will have one term from their return date to complete any previously awarded incomplete grades.

IV. All procedures in this policy apply to learners in GuidedPath and FlexPath programs.**ACADEMIC STANDARDS****3.01.01 Academic Integrity and Honesty**

Capella University is committed to providing learners with the competencies and skills associated with academic integrity and honesty. Capella learners are expected to act with integrity and honesty in all their interactions as associated with their academic endeavors pursuant to this policy. Learners are expected to be the sole authors of their work and to acknowledge the authorship of others' work through proper citation and reference. Use of another person's ideas, including another learner's, without proper reference or citation constitutes plagiarism and academic dishonesty and is prohibited conduct. Capella extends the concept of plagiarism to include issues of copyright and trademark infringement.

Collaboration in the completion of coursework is prohibited unless explicitly permitted by the course instructor. Where such collaboration is permitted by the course instructor, learners must acknowledge any collaboration and its extent in all submitted coursework.

The disciplinary consequences of failing to uphold this policy are determined on a case-by-case basis and may include but are not limited to one or more of the following faculty and university sanctions: non-acceptance of submitted coursework, failing grade on an assignment, lower grade in a course, failing grade in a course, written warning, suspension from the university, removal from the program, administrative withdrawal or dismissal from the university, and cancellation of previously awarded course credits or degrees.

Capella University learners, faculty, and staff share the responsibility for promptly reporting any alleged violation of this policy.

DEFINITIONS***Academic Dishonesty***

Academic dishonesty refers to either intellectual property produced by the work of others that has not been given the appropriate recognition or the intentional misuse of quantitative or qualitative data.

Academic Honesty

Academic honesty refers to intellectual property produced by the work of others that has been given appropriate recognition.

Plagiarism

Plagiarism is presenting someone else's ideas or work as one's own. Plagiarism also includes copying verbatim or rephrasing ideas without properly acknowledging the source by author, date, and publication medium. 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 other sources. Sources include published primary and secondary materials, electronic media, unpublished materials, and information and ideas gained through other people.

Sanction

A sanction is a disciplinary consequence that may be issued by faculty or the university due to a learner committing an act of academic dishonesty. Disciplinary consequences may include but are not limited to one or more of the following: non-acceptance of submitted coursework, failing grade on an assignment, lower grade in a course, failing grade in a course, written warning, suspension from the university, removal from the program, administrative withdrawal or dismissal from the university, and cancellation of previously awarded course credits or degrees. This list is not exhaustive, and Capella University reserves the right to issue sanctions on a case-by-case basis.

University Policies, *continued*

PROCEDURES

I. Academic Resources

- A. Campus offers resources to learners to aid in their success at Capella, such as the [Writing Program](#), Academic Tutoring, Turnitin, Reading Strategies, and more.
- B. The Publication Manual of the American Psychological Association (APA) is a required tool to help learners identify work that must be referenced, including their own published works, and determine how it must be cited. To avoid any instances that may be construed as plagiarism, learners should consult the APA style guide to apply the proper citation format. However, where this policy and the APA style guide diverge, this policy will take precedence.

II. Reporting Allegations of Academic Dishonesty

- A. Anyone may report an allegation of academic dishonesty.
- B. The allegation should be reported verbally or in writing to the faculty member or university official responsible for supervising the course or activity during which the allegation occurred.
- C. The individual receiving the report of the allegation will bring it to the attention of the faculty member or university official directly associated with the course or activity during which the alleged academic dishonesty occurred, should the report be made to someone other than this faculty member or university official.

III. Resolution of Allegations of Academic Dishonesty

The faculty member or university official directly associated with the course or activity during which the alleged academic dishonesty occurred will contact the learner to notify him or her of the alleged academic dishonesty. The learner will be given the opportunity to explain or refute the allegation. Documentation of the alleged academic dishonesty and any issued sanctions will become part of the learner's official academic record.

- A. If the faculty member or university official determines that the allegation was accurately identified as academic dishonesty, the faculty member or university official may offer the learner an opportunity to demonstrate academic integrity, conduct teaching/learning experiences to improve academic integrity competencies and skills, and/or issue another sanction appropriate to the course or activity.
- B. A record of the faculty member or university official's sanction will become part of the learner's official academic record.

IV. Academic Dishonesty Sanctions

- A. A single instance of academic dishonesty may result in severe sanctions, depending on the offense. Multiple instances of academic dishonesty may result in more severe sanctions.
- B. A failing course grade sanction can be issued during or after a learner's participation in a course. A learner who receives a failing grade as a sanction for a course is prohibited from dropping or withdrawing from that course.
- C. The university may refer allegations of academic dishonesty to a university designee to review the evidence associated with the allegation in conjunction with the learner's complete academic integrity history.
 1. If the university designee confirms or issues a sanction, the sanctioned learner will be notified in writing of the decision.
 2. The university designee may refer allegations of academic dishonesty to an independent review panel.
- D. Learners have the right to appeal faculty-, university official-, or university designee-issued sanctions to an independent review panel.

V. Review by Independent Review Panel

- A. An independent review panel may be convened at the university's discretion or due to a learner appeal of a faculty-, university official-, or university designee-issued sanction.
- B. A learner must submit his or her appeal within 30 calendar days after notification of the decision he or she is appealing has been sent. The appeal request must include a request for review of the allegation and must provide evidence that a violation of this policy did not occur or that administered sanctions were inappropriate.

VI. Independent Review Panel Review Process

- A. Upon being convened, the panel will acknowledge the request and inform all involved parties that a review has been initiated.
- B. All involved parties will be given the opportunity to submit written statements and other evidence supporting their respective positions.
- C. All involved parties will be given the opportunity to present their respective positions to the panel via telephone conference.

University Policies, continued

- D. The panel will review the evidence associated with the academic dishonesty allegation; any sanction already issued by faculty, a university official, or a university designee; and any statements made by an involved party. The panel will issue a decision as soon as practicable.
- E. The panel may conduct a full review of the learner, including his or her complete history of academic integrity.
- F. The panel maintains the right to issue an appropriate sanction. The panel's sanction may be more or less severe than any prior sanction issued to the learner.
- G. Both parties have the right to appeal the panel's decision pursuant to procedure VII.

VII. Appealing an Independent Review Panel Decision

- A. A written appeal request must be submitted to the president's designee via certified mail or email within 10 calendar days of notification of the panel's decision being sent.
- B. Upon receipt of the appeal request, the president's designee will acknowledge the request and inform all involved parties that an appeal has been initiated.
- C. The president's designee will review all prior evidence, records, and faculty and panel decisions associated with the academic dishonesty allegation. The president's designee may direct the panel to provide additional information.
- D. Following review, the president's designee will issue a decision and report it to all involved individuals as soon as practicable. The decision may uphold the panel's decision, reverse the panel's decision, or alter the panel's decision.
- E. The decision of the president's designee is final. Matters that have been reviewed and have received a final decision under this policy are not eligible for further review under another policy.

VIII. Recording a Final Decision

A record of any final decision and all related materials will become part of the learner's official academic record and upon request will be made available.

IX. Copyright

- A. Faculty, staff, and learners must comply with federal copyright and trademark laws, such as the Digital Millennium Copyright Act.
- B. No one may use Capella information resources and other information technology tools for unauthorized file sharing, posting of copyrighted materials as one's own, or other copyright violations.

- C. In addition to Capella University sanctions, under the Digital Millennium Copyright Act, copyright infringement can result in civil and criminal liabilities for unauthorized distribution of copyrighted materials including but not limited to the following:

1. Payment of money to the copyright holder in a lawsuit—between \$750 and \$30,000 for each file, and up to \$150,000 for each file if the infringement was willful.
2. Payment of copyright holder's costs and attorney fees to bring the lawsuit.
3. Payment of criminal fines of up to \$250,000, and up to 10 years jail time.
4. Seizure and destruction of infringing files.

X. All procedures in this policy apply to learners in GuidedPath and FlexPath programs.**3.01.03 Academic Recognition**

Capella University acknowledges the academic accomplishments of its learners through the academic recognitions described in this policy. Learners enrolled in degree programs may be eligible to be awarded academic achievement recognitions based on minimum cumulative grade point average (GPA) and other academic requirements established in this policy and procedures.

PROCEDURES**I. Recognition for Learners in GuidedPath Programs.****A. Dean's List**

1. Academic Requirements
 - a. Term GPA of 3.5 to 4.0
 - b. No Incomplete ("I") grades within the quarter
 - c. No repeat courses within the quarter
 - d. No "Not Satisfactory" ("NS") grades may be awarded within the quarter.
2. Eligibility
 - a. Learners are eligible for the Dean's List in their third quarter of registration. The learner must complete at least one credit-bearing course in the term for which the honor is awarded.
 - b. Undergraduate learners are eligible for the Dean's List.
 - c. Graduate learners are not eligible for the Dean's List.
 - d. Learners enrolled in only a certificate program are not eligible for the Dean's List.
3. Dean's List Calculation

The Dean's List is calculated quarterly.

University Policies, continued**B. President's List****1. Academic Requirements**

- a. Cumulative GPA of 4.0
- b. No Incomplete ("I") grades within the quarter
- c. No repeat courses within the quarter
- d. No "Not Satisfactory" ("NS") grades may be awarded within the quarter.

2. Eligibility

- a. Learners are eligible for the President's List in their fifth quarter of registration in the same degree program level. The learner must complete at least one credit-bearing course in the term for which the honor is awarded.
- b. Undergraduate and graduate learners are eligible for the President's List.
- c. Learners who have failed the comprehensive examination or dissertation are not eligible for the President's List.
- d. Learners enrolled in only a certificate program are not eligible for the President's List.

3. President's List Calculation

The President's List is calculated quarterly.

C. Graduation with Honors**1. Undergraduate Academic Requirements**

- a. GPA Requirements
 - i. Graduation with Honors—Cum Laude: 3.500–3.7499
 - ii. Graduation with High Honors—Magna Cum Laude: 3.7500–3.8499
 - iii. Graduation with Highest Honors—Summa Cum Laude: 3.8500 or higher
- b. No credit-bearing course may be taken under the Satisfactory/Not Satisfactory ("S"/"NS") option except COM1001 or equivalent.
- c. No Incomplete ("I") grades may be considered.
- d. No grade may be lower than a "C."
- e. No course may be repeated.

2. Graduate Academic Requirements

- a. GPA Requirements
 - Graduation with Distinction: 3.8500 or higher
- b. No Incomplete ("I") grades may be considered.
- c. No grade may be lower than a "B."
- d. No "NS" grades may be awarded.
- e. No course may be repeated.

3. Eligibility

- a. Learners are eligible for Graduation with Honors at the time of their graduation.
- b. Certificate learners are not eligible for Graduation with Honors.

4. Academic Honors Calculation

Graduation with Honors will be determined at the time of graduation and will only include academic work completed at Capella. Grade point averages at Capella are factored only at the career levels of undergraduate and graduate coursework. All courses taken within each career level comprise a running, cumulative total GPA, irrespective of degree conferral within that career level.

5. Academic Honors Notation

This distinction will be noted on the learner's official transcript and diploma.

II. Recognition for FlexPath Learners

FlexPath learners are not eligible for Academic Recognition as defined in this policy.

3.01.04 Academic Standing

Capella University requires that all learners maintain good academic standing in order to remain enrolled at the university. Academic standing is determined by academic performance and is measured by both the cumulative grade point average (GPA) and program-specific requirements listed in the University Catalog. Failure to maintain good academic standing may result in probation, administrative withdrawal, or dismissal. Learners may appeal an administrative withdrawal or dismissal decision pursuant to this policy and its procedures.

Requirements

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

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

Cumulative GPA is calculated separately for undergraduate and graduate coursework.

Learners must meet the program-specific requirements listed in the University Catalog pursuant to this policy and its procedures.

DEFINITIONS***Administrative Withdrawal***

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

University Policies, continued***Dean's Designee***

A dean's designee is an individual designated by the dean to act on his or her behalf. The designee must be in a leadership position equivalent to or above a faculty chair (e.g., an associate or assistant dean).

Dismissal

Dismissal is a university-initiated permanent separation of a learner from the university and is noted on the learner's academic transcript.

President's Designee

A president's designee is an individual designated by the university president to act on his or her behalf.

Program-Specific Requirements

Program-specific requirements refer to the requirements listed in the University Catalog that are necessary for the conferral of a degree or certificate.

Readmission

Readmission is the process by which learners reapply for admission to the university after at least four quarters of academic inactivity or after being placed on an academic status that requires readmission.

Re-Enrollment

Re-enrollment is the process by which separated learners register for courses without having to complete the readmission process. Learners may register for courses after at least one but fewer than four quarters of academic inactivity unless otherwise prohibited by policy.

PROCEDURES**I. Academic Standing Requirements for All Learners**

- A. Academic standing requirements consist of one or more of the following major components:
 1. Program-specific requirements
 2. Cumulative grade point average (GPA)
 3. FlexPath requirements
- B. To maintain good academic standing, learners must meet all of the requirements in each area.
- C. These requirements are described further in sections II, III, and IV of this policy.
- D. Non-degree learners who fail four courses will be administratively withdrawn from the university. These learners will not be eligible to return to a non-degree enrollment but may seek admission to a degree program.

II. Program-Specific Requirements for Learners in GuidedPath or FlexPath Programs

- A. Program-specific requirements include professional standards requirements and other requirements unique to individual programs, and are listed in the University Catalog and program-specific manual, if applicable.
- B. Assessing Academic Standing and Program-Specific Requirements
 1. Academic standing is assessed at the end of each academic quarter.
 2. Academic standing is first assessed after the first full quarter of academic activity.
 3. Learners must meet the established criteria for each requirement.
 4. Learners who do not meet the established criteria for each requirement are no longer considered to be in good academic standing and may not be able to continue their program until they successfully complete each requirement.
 5. Learners who do not meet the established criteria for each requirement on their first attempt are given a second opportunity to successfully complete the requirements.
 6. Learners who do not meet the established criteria for each requirement after a second attempt may be administratively withdrawn from their program.
 7. Learners receive an email notification when they fail to complete their program-specific requirements on their first attempt. Learners receive an email notification of administrative withdrawal status when they fail to complete their program-specific requirements on their second attempt. However, it is the learner's responsibility to know these standards, and failure to receive the notification does not nullify the learner's academic status.
 8. Learners' current academic status remains on their official record until there is academic activity for evaluation.
 9. Learners return to the university at the same academic status as when they departed.
 10. Doctoral-level learners who have been administratively withdrawn from the university as a result of failing to meet program-specific requirements are not eligible for readmission to that program, or for admission to any doctoral program at Capella University.

University Policies, continued

11. Learners may appeal an administrative withdrawal decision pursuant to section V of this policy.

C. Assessing Academic Standing and Professional Standards Requirements

1. Academic standing is assessed on an ongoing basis throughout the course of the learner's program.
2. Learners must meet the established criteria for their program's professional standards requirements at all times.

D. Review of Suspected Failure to Meet Program Professional Standards Requirements

1. Learners who are alleged to have failed to meet the established criteria for their program's professional standards requirements are sent notification of the allegation and provided the opportunity to refute or resolve the allegation.
2. The matter will be referred to an independent review panel. In the event an allegation of failing to meet the established criteria for professional standards requirements also involves an alleged violation of another university policy, the panel will review these allegations as part of the professional standards review.
3. Following referral of the matter, the panel will convene to issue a decision as soon as practicable.
4. The panel will provide the 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.
5. The panel will determine the appropriate sanction, which may include a written warning, course withdrawal, course retake, counseling, or administrative withdrawal.
6. The panel designee will report the panel's decision to the learner as soon as practicable. A record of the panel's decision and sanction will become part of the learner's official academic record.
7. Learners who are determined to have failed to meet established criteria for their program's professional standards requirements are no longer considered to be in good academic standing and may be administratively withdrawn from the university.
8. Learners may appeal an administrative withdrawal decision pursuant to section V of this policy.

III. Cumulative Grade Point Average (GPA) Requirements for Learners in GuidedPath Programs

- A. Undergraduate learners are required to maintain a cumulative GPA of 2.0 or higher. Graduate learners are required to maintain a cumulative GPA of 3.0 or higher.

B. Grades Impacting Academic Standing

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 GPA.

C. 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 the course completion ratio. Refer to university policies *2.01.02 Maximum Time to Degree Completion*, *2.02.02 Course Registration*, *3.01.05 Financial Aid Satisfactory Academic Progress*, *3.04.07 Grading*, and *3.04.08 Incomplete Grades* for more information.

D. Graduate-Level Credit and Cumulative GPA

1. Graduate-level credit completed as part of the requirements for an undergraduate degree program will be included in the learner's undergraduate cumulative GPA.
2. Graduate-level credit completed as part of the requirements for an undergraduate degree program and subsequently applied to a graduate degree program will not be included in the learner's graduate cumulative GPA.

E. Measuring Academic Standing for GPA

1. Academic standing is measured at the end of each academic quarter.
2. Academic standing is first measured after the first full quarter of academic activity.

Examples:

Learners who register for 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.

Learners who register for 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.

University Policies, continued

3. Learners' academic standing is measured only following quarters in which they are registered in one or more credit-bearing courses. Learners' academic standing does not change following a quarter of academic inactivity.
 4. Learners who fail to meet the minimum cumulative GPA requirement for their undergraduate or graduate coursework are placed on probation or dismissal status.
 5. 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.
 6. Learners' current academic status remains on their official record until there is academic activity for evaluation.
 7. Learners return to the university at the same academic status as when they departed.
- F. Probation Due to GPA**
1. Criteria/Notification
 - a. Learners are placed on probation status when they fail to meet the minimum cumulative GPA requirement for their undergraduate or graduate coursework.
 - b. 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.
 - c. Probation status cannot be appealed.
 2. Probation—stages one and two
 - a. Learners placed on probation stages one or two will be directed to tools to use in developing a plan for their return to good academic standing and future academic success.
 - b. Learners placed on probation stages one or two are encouraged to work with Academic Advising in developing their plan to return to good academic standing and future academic success.
 3. Probation—stage three
 - a. Learners placed on probation stage three must work with Academic Advising in developing a Learner Support Plan (LSP) for their return to good academic standing and future academic success.
 - b. Learners must complete and submit the LSP to Academic Advising.
 - c. Learners placed on probation stage three will be required to have an Academic Advising-approved LSP before they are permitted to register for any future courses.
 - d. Learners placed on probation stage three will be permitted to complete the courses for the quarter in which they are currently registered.
 4. Probation—stages four and five
 - a. Learners placed on probation stage four or five must contact Academic Advising to review and/or revise their LSP before they are permitted to register for any future courses.
 - b. Learners placed on probation stage four or five will be permitted to complete the courses for the quarter in which they are currently registered.
 5. Academic standing and LSP extensions
 - a. In some circumstances, learners may be granted an LSP extension beyond probation stage five to return to good academic standing.
 - b. LSP extension criteria
 - i. Learners must show quarterly GPA improvement.
 - ii. Learners must meet the following minimum cumulative quarterly GPA standards:
 - 1) 2.0 cumulative quarterly GPA for undergraduate learners.
 - 2) 3.0 cumulative quarterly GPA for graduate learners.
 - c. Learners must meet both criteria to be granted an LSP extension.
 6. Reinstatement to good academic standing
 - a. Learners placed on probation status are removed from probation when their GPA meets the requirement for their undergraduate or graduate coursework.
 - b. Learners receive an email notification when they have been removed from probation status.
 - c. A record of the notification will become part of the learner's official academic record.

University Policies, *continued*

G. Dismissal

1. 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 register for any Capella course (including non-credit courses, residencies, etc.) and are ineligible for readmission to any Capella University program at any time in the future.

2. Dismissal appeal

Learners have the option to appeal an administrative withdrawal or dismissal decision pursuant to section V of this policy.

IV. FlexPath Academic Standing Requirements

A. Learners who are enrolled in a FlexPath option are required to successfully complete every competency.

B. Assessing Academic Standing for FlexPath

1. Academic standing is assessed at the end of each FlexPath course.
2. FlexPath learners must meet the minimum performance level for their career level:
 - a. Undergraduate learners whose performance is below “Basic” on one or more competencies within a course will have failed to meet minimum requirements for good academic standing for that course.
 - b. Graduate learners whose performance is below “Proficient” on one or more competencies within a course will have failed to meet minimum requirements for good academic standing for that course.
3. Learners whose records reflect failure to meet minimum requirements for good academic standing in two courses will be removed from the FlexPath option for their degree program. If the learner is enrolled in concurrent certificate programs, the learner will also be removed from the FlexPath option for those programs.
4. Learners are not allowed to return to the FlexPath option at their degree level once they have been removed for failure to meet minimum FlexPath performance requirements for good academic standing.
5. Learners may appeal their removal from the FlexPath option pursuant to section V of this policy.

C. Repeating Courses

When repeating a course in the FlexPath option, the course in which the learner demonstrates all competencies at a level required for degree conferral will be used to determine completion of FlexPath performance requirements for good academic standing.

1. Each course attempt appears on the transcript.
2. All course attempts are used to evaluate the learner's completion percentage, per university policy
3.01.05 Financial Aid Satisfactory Academic Progress.

V. Administrative Withdrawal and Dismissal Appeals

- A. Learners must appeal an administrative withdrawal or dismissal decision within seven calendar days of being sent notification of the decision.
- B. Learners must complete and submit the Academic Standing Appeal Form.
- C. Learners must include an explanation of the extenuating circumstances surrounding their administrative withdrawal or dismissal and the impact the circumstances had on their academic progress. The case is determined by the documentation/evidence supplied by the learner.
- D. Learners must indicate their plan for future academic success.
- E. Learners are not permitted to register for any Capella course (including non-credit courses, residencies, etc.) pending the outcome of their appeal.
- F. The president's designee (and a dean's designee in cases involving professional standards requirements) reviews the appeal, makes a determination, and emails the learner to notify him or her of the decision.
- G. The decision of the president's designee or dean's designee is final. Matters that have been reviewed and have received a final decision under this policy are not eligible for further review under another policy.

VI. Recording Academic Standing

Probation, administrative withdrawal, and dismissal are official academic statuses. Dismissal is noted on the learner's official academic transcript.

University Policies, continued**3.01.05 Financial Aid Satisfactory Academic Progress**

Federal regulations require that all learners who receive financial aid maintain financial aid satisfactory academic progress (FASAP). Learners must meet minimum FASAP requirements to qualify for financial aid, as described in the program requirements sections of this policy and related procedures. Failure to maintain FASAP may result in financial aid warning, financial aid probation, or financial aid ineligibility. Learners who Capella determines are able to meet the minimum FASAP requirements by the end of their program may appeal financial aid ineligibility pursuant to the procedures described in this policy.

Undergraduate Degree Program Requirements

Undergraduate learners are required to maintain a cumulative grade point average (GPA) of 2.0 or higher and complete a minimum of two out of every three attempted credits (course completion ratio of 67 percent of cumulative attempted credits), regardless of payment source. FlexPath learners are required to earn a standard of “Basic” or better on all competencies within each course and complete a minimum of two out of every three attempted program points (course completion ratio of 67 percent of cumulative attempted program points), regardless of payment source.

Additionally, undergraduate learners will not be eligible for federal financial aid for any attempted credits or program points 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 higher and complete a minimum of one out of every two total attempted credits (course completion ratio of 50 percent of cumulative attempted credits), regardless of payment source. FlexPath learners are required to earn a standard of “Proficient” or better in all competencies within each course and complete a minimum of one out of every two attempted program points (course completion ratio of 50 percent of cumulative attempted credits), regardless of payment source.

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

Doctoral learners engaged in the advanced doctoral phase 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) for All Learners****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). Military Withdrawal (“MW”) grades do not impact a learner’s course completion ratio or 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 ratios. Refer to university policies *2.02.02 Course Registration*, *3.04.07 Grading*, and *3.04.08 Incomplete Grades* for more information.

II. Financial Aid Satisfactory Academic Progress (FASAP) Process for All Learners

A. FASAP is measured for all learners who receive federal financial aid. In addition to minimum FASAP requirements, there are undergraduate-, graduate-, and FlexPath-specific requirements, as described in sections III.A, III.B, and VI.A.

B. FASAP Requirements for All Learners

1. FASAP is evaluated only following quarters or payment periods during which the learner is registered in one or more courses. A learner’s financial aid eligibility will not change following a quarter or period of academic inactivity.
2. A learner’s current FASAP status remains on record until there is academic activity for evaluation.
3. The initial evaluation begins after the first full quarter or payment period of academic activity.

Examples:

Learners who initially register 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 register 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. FlexPath learners who have an extended payment period beyond the 24-week mark will be evaluated at the end of the extension.

University Policies, continued

4. All requirements are thereafter evaluated following each quarter or payment period there is academic activity.
5. Learners who receive a grade change in a previous quarter or payment period will have their current FASAP status re-evaluated using the new information.
 - a. Learners whose re-evaluation changes their eligibility for the current quarter or payment period may be subject to a reinstatement or return of disbursed funds. Contact the Financial Aid Office for more information.
 - b. Learners who receive a grade change due to an Incomplete (I) grade will be evaluated following the next quarter or payment period.
6. The minimum FASAP requirements are grade point average (GPA) and course completion ratio. The undergraduate- and graduate-specific GPA and ratio requirements are described in sections III.A, III.B, and VI.A
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. Transfer credit that is not accepted cannot be applied toward the completion ratio of a learner's degree program.
 - b. The number of transfer credits applied toward a learner's degree program affects the cumulative attempted credits or program points in the learner's course completion ratio. Transfer credits count toward both earned and attempted credits or program points when calculating the course completion ratio.
 - c. The number of transfer credits affects 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 III.A, III.B, and VI.B.
- C. Learners whose total number of attempted credits or program points exceeds the limit for their degree or certificate program will become ineligible for financial aid for all future quarters or payment periods.
- D. Notification of financial aid status

Learners will receive an email notification from the Financial Aid Office when they have been placed on financial aid warning or probation or become ineligible for financial aid. However, it is the learner's responsibility to know these requirements, and failure to receive the notification does not nullify the financial aid status.
- E. Appeal of financial aid ineligibility
 1. Learners who Capella determines are meeting the minimum FASAP requirements by the end of their program or who Capella believes have had an administrative error made on their record may appeal their financial aid ineligibility.
 2. Learners may also appeal their financial aid ineligibility due to extenuating circumstances. To appeal their financial aid ineligibility, learners must complete and submit the Financial Aid Satisfactory Academic Progress Appeal Form.
 - a. Extenuating circumstances may include but are not limited to the death of a family member, job-required relocation, or severe physical injury or illness.
 - b. Third party documentation of the extenuating circumstance may be required to substantiate claims made in the appeal.
 - c. Learners must include an explanation of the extenuating circumstances surrounding their financial aid ineligibility and the impact the extenuating circumstances had on their academic progress. Learners must also indicate the steps they will take to meet the minimum FASAP requirements. The case will be determined on the documentation/evidence supplied by the learner.
 3. Learners have 10 calendar days from the date the notification of their financial aid ineligibility was sent to submit their appeal. Learners who do not meet this deadline will remain ineligible for financial aid until they are meeting the minimum FASAP requirements.
 4. The Financial Aid Satisfactory Academic Progress Appeals Committee will review the appeal and make a determination.

University Policies, continued

- a. Within 10 calendar days of receipt of the appeal and any requested supporting documentation, the committee will review the appeal and issue a decision.
 - b. Learners will receive an email notification of the committee's decision and appeal results.
 - c. The committee's decision is final.
5. Appeal results
- a. Learners whose appeals are approved will be required to adhere to a Financial Aid Satisfactory Academic Progress Plan developed by the committee that, when followed, will ensure the learner will be able to meet the minimum FASAP requirements by an established date.
 - b. Learners who meet the conditions of their Financial Aid Satisfactory Academic Progress Plan will remain eligible for financial aid for the subsequent quarter or payment period.
 - c. Learners who fail to meet the conditions of their Financial Aid Satisfactory Academic Progress Plan will remain ineligible for financial aid until they are meeting the minimum FASAP requirements.
 - d. Learners whose appeals are approved will be placed on financial aid probation and will remain eligible for financial aid for the current quarter or payment period. At the end of the quarter or payment period, learners will be re-evaluated to see whether they are able to meet the minimum FASAP requirements.
 - e. Learners whose appeals are denied will remain ineligible for financial aid until they meet the minimum FASAP requirements.
 - f. Learners in GuidedPath programs whose appeals are denied must pay all outstanding charges within seven calendar days of being sent notification of their appeal denial. Learners who do not pay all outstanding charges will be withdrawn from all courses for which they are currently registered, and tuition charges for the quarter will be reversed.
 - g. FlexPath learners whose appeals are denied must pay all outstanding charges by the end of each billing session. Learners who do not pay all outstanding charges by the deadline will lose course access for current and future courses.

- 6. Removal of FASAP financial aid probation or ineligibility status

Learners will be removed from financial aid probation or ineligibility status upon meeting the minimum FASAP requirements described in section III.A, III.B, and VI.A.

- 7. Learners will receive an email notification from the Financial Aid Office when they have been removed from financial aid probation or ineligibility status.

III. Minimum Financial Aid Satisfactory Academic Progress (FASAP) Requirements for Learners in GuidedPath Programs

A. Undergraduate Learners

FASAP for undergraduate learners is evaluated on two requirements. Learners must meet both to maintain FASAP.

- 1. FASAP requirements
 - a. Minimum cumulative GPA
 - i. Undergraduate learners must maintain a minimum cumulative GPA of 2.0 or higher.
 - ii. The cumulative GPA is calculated for all undergraduate activity.
 - b. Minimum course completion ratio
 - i. Undergraduate learners must complete a minimum of two out of every three attempted credits (course completion ratio of 67 percent of cumulative attempted credits).
 - ii. The course completion ratio is calculated for all undergraduate activity. A learner's earned and attempted credits include any transfer credits applied toward their Capella program.
 - iii. Example: A learner transfers in 25 credits to their Capella program and has completed 10 out of 60 attempted credits of Capella courses. This means he or she has attempted 85 credits and earned a cumulative total of 35 credits. Since the number of earned credits divided by the attempted credits is less than 67 percent ($35/85 = 41$ percent), the learner does not meet the course completion ratio requirement. Learners will be notified by the Financial Aid Office when their course completion ratio is between 67–79.99 percent.

University Policies, *continued*

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 (110×150 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 financial aid once they have exceeded the 150 percent rule.

B. Graduate Learners

FASAP for graduate learners is evaluated on two requirements. Learners must meet both to maintain FASAP. In addition, doctoral learners engaged in the advanced doctoral phase of their program must meet additional requirements related to timely completion of their comprehensive examination and dissertation or doctoral capstone requirements as noted in the *Capella University Doctoral Manual*.

1. FASAP requirements

- a. Minimum cumulative GPA
 - i. Learners must maintain a minimum cumulative GPA of 3.0 or higher.
 - ii. The cumulative GPA is calculated for all graduate activity.
- b. Minimum course completion ratio
 - i. Graduate learners must complete a minimum of one out of every two attempted credits (course completion ratio of 50 percent of cumulative attempted credits).
 - ii. The course completion ratio is calculated for all graduate activity. A learner's earned and attempted credits include any transfer credits they have applied toward their Capella program.
 - iii. Example: A learner transfers in 25 credits toward their Capella program and has completed 10 out of 60 attempted credits of Capella courses. This means he or she has attempted 85 credits and earned a

cumulative of 35 credits. Since the number of earned credits divided by the number of attempted credits is less than 50 percent ($35/85 = 41$ percent), the learner does not meet the course completion ratio requirement. Learners will be notified by the Financial Aid Office when their course completion ratio is between 50–59.99 percent.

2. Maximum attempted credits

Graduate 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 (110×200 percent).
- b. Learners will be notified by the Financial Aid Office when they are within 12 to 16 credits of exceeding the 200 percent rule.
- c. Learners will become immediately ineligible for financial aid once they have exceeded the 200 percent rule.

C. Advanced Doctoral Learners

1. Learners who are engaged in the advanced doctoral phase of their program are considered in compliance with this policy.
2. FASAP for learners engaged in the advanced doctoral phase of their program is evaluated by the successful completion of the comprehensive examination, dissertation, or doctoral capstone requirements within the prescribed deadlines described in the *Capella University Doctoral Manual*.

IV. Failure to Maintain Financial Aid Satisfactory Academic Progress (FASAP) for Learners in GuidedPath Programs

This section does not apply to doctoral learners engaged in the advanced doctoral phase of their program. Doctoral learners engaged in the advanced doctoral phase of their program should refer to section V.

A. Financial Aid Warning

1. Criteria/Notification
 - a. Learners will be placed on financial aid warning status when they fail to maintain the minimum FASAP requirements described in sections III.A and III.B.

University Policies, continued

- b. Learners will receive an email notification from the Financial Aid Office when they have been placed on financial aid warning status.

- 2. Removal of FASAP warning status

- a. Learners will be removed from financial aid warning status upon meeting the minimum FASAP requirements described in sections III.A and III.B.

- b. Learners will receive an email notification from the Financial Aid Office when they have been removed from financial aid warning status.

- B. Financial Aid Ineligibility

- 1. Criteria/Notification

- a. Learners will be placed on financial aid ineligibility status when they fail to maintain the minimum FASAP requirements described in sections III.A and III.B.

- b. Learners will receive an email notification from the Financial Aid Office when they have been placed on financial aid ineligibility status.

V. Failure to Maintain Financial Aid Satisfactory Academic Progress (FASAP) for Advanced Doctoral Phase Learners

Learners engaged in the advanced doctoral phase of their program who fail to maintain FASAP as defined in section III.C will be considered out of compliance with this policy and will be administratively withdrawn from the university pursuant to university policy 3.01.04 Academic Standing.

VI. Financial Aid Satisfactory Academic Progress (FASAP) Process for FlexPath Learners

FASAP is measured at the end of each payment period for all FlexPath learners who receive federal financial aid. FlexPath learners must meet the minimum requirements for their career level as described in this section.

- A. FASAP requirements for FlexPath

- 1. Learners who are enrolled in the FlexPath option are required to successfully complete every competency within each course. Learners who fall below the minimum standard of performance for their career level on one course competency will be placed on financial aid warning. Failure to meet the minimum standard for two course competencies will result in financial aid ineligibility. Refer to section VII of this policy for more information.

- a. Undergraduate learners are required to perform at a minimum standard of “Basic” for every competency within a course.

- b. Graduate learners are required to perform at a minimum standard of “Proficient” for every competency within a course.

- 2. Learners enrolled in FlexPath will be required to meet the competency completion ratios outlined below:

- a. Undergraduate learners must complete a minimum of two out of every three program points attempted (competency completion ratio of 67 percent of cumulative attempted program points).

- b. Graduate learners must complete a minimum of one out of every two program points attempted (competency completion ratio of 50 percent of cumulative attempted program points).

- B. Maximum attempted program points

- 1. Graduate learners are not eligible for federal financial aid for any attempted program points that exceed 200 percent of the graduate degree program requirements.
- 2. Undergraduate learners are not eligible for federal financial aid for any attempted program points that exceed 150 percent of the undergraduate degree program requirements.

- C. Repeating Courses

When a learner repeats a FlexPath course, the course in which the learner demonstrates all competencies at a level required for conferral will be the one used to determine completion of FlexPath requirements.

- 1. Each course attempt appears on the transcript.
- 2. All attempts are used to evaluate the learner’s completion percentage for evaluation of FASAP. Refer to university policies *2.02.02 Course Registration*, *3.04.07 Grading*, and *3.04.08 Incomplete Grades* for more information.

- D. Changing from the FlexPath option to the GuidedPath delivery model

- 1. When learners change from FlexPath to the GuidedPath model, performance evaluations for courses taken through the FlexPath option will be converted to the equivalent GuidedPath model grades.

University Policies, *continued*

2. Program points attempted and earned in the FlexPath option will be converted into credits (1:2 ratio) to allow for completion rate review and maximum attempted credits to be calculated.
 3. Transfer credits will be converted from program points to credits for both attempted and completed courses.
 4. Courses repeated will fall under the repeating courses procedures outlined in university policy *2.02.02 Course Registration*.
- E. Changing from the GuidedPath program delivery model to the FlexPath option
1. Any current or former learner must meet the admission requirements for FlexPath and be in good standing for both university policies *3.01.05 Financial Aid Satisfactory Academic Progress* and *3.01.04 Academic Standing* to request a change to the FlexPath option.
 2. Credits attempted and earned in the GuidedPath model will be converted into program points (2:1 ratio). This will allow for completion rate and maximum attempted credits to be calculated in FlexPath.
 3. Transfer credits will be converted from credits to program points for both attempted and completed courses.
 4. Information about repeating courses is outlined in section VI.C.

VII. Failure to Maintain Financial Aid Satisfactory Academic Progress (FASAP), for FlexPath Learners

Learners in the FlexPath option will receive an email notification from the Financial Aid Office when they have been placed on financial aid warning or become ineligible for financial aid for failure to meet the minimum FASAP requirements for their career level as outlined in section VI.A. FlexPath learners may appeal their financial aid ineligibility as described in section II.E.

3.01.09 Degree and Certificate Conferral

Capella University learners are eligible for degree or certificate conferral upon successful completion of all degree or certificate program requirements as described in Capella's University Catalog and pursuant to this policy. Successful completion is determined by a degree audit conducted by the Learner Services and Operations department.

DEFINITIONS

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 issuance 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.

Credit Residence Requirement

The credit residence requirement is the minimum number of quarter credits earned at Capella University that are applied toward the conferral of a unique Capella degree.

Graduation

Graduation is the successful completion of a learner's degree or certificate program with the conferral of a degree from Capella University.

University Catalog

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

University Policies, continued**PROCEDURES****I. Degree and Certificate Conferral Requirements for All Learners**

A. Learners must complete all degree or certificate program requirements, including coursework, residencies, practica, internships, and any other components such as cumulative grade point average (GPA) and credit totals as described in their University Catalog of record.

1. A single course may satisfy multiple requirements within a degree program, but the credits from that course may only be applied once toward the total credits needed for the degree.

a. Undergraduate general education requirements may fulfill either core or specialization requirements when the course is applicable to both categories.

b. A single course may not fulfill both a core and a specialization requirement in any program.

2. Learners should refer to university policies *2.02.07 Changing Academic Program* and *4.01.04 University Catalog* for information about catalog and catalog changes.

3. Learners are encouraged to contact Academic Advising should they have questions about their current catalog requirements.

B. Learners must also meet the minimum university credit residence requirements for their degree or certificate level. Any credits above the university minimum may be fulfilled by transfer and/or prior learning assessment (PLA) credit.

C. To qualify for conferral in their degree or certificate program, learners must complete the following requirements. Advanced doctoral learners are exempt from these requirements in some circumstances.

1. Apply to each degree or certification program and be admitted to that program.

2. Register for and complete a minimum of one Capella University course that will be applied to their academic program requirements after admission, change of academic program, or change of catalog.

D. Learners must complete and submit the Graduation Application located on Campus for any bachelor's, master's, or specialist degree program or certificate program for which they are seeking conferral.

II. Degree and Certificate Conferral Process for All Learners

A. Bachelor's, master's, or specialist degree program or certificate program learners requesting consideration for conferral must complete and submit the Graduation Application located on Campus.

B. Upon receipt of the Graduation Application, the Learner Services and Operations department will conduct a degree audit of the learner's record.

C. Upon completion of the degree audit, the Learner Services and Operations department will notify the learner of the status of his or her graduation application.

D. Upon confirmation by the Learner Services and Operations department that the learner has met all degree or certificate program requirements, the learner will be conferred his or her degree or certificate.

E. Degrees and certificates are conferred on the last day of the month in which it is confirmed that the degree or certificate program requirements were met.

F. Learners who have one or more required courses to complete at the time of graduation application and who are not registered for those remaining required courses will be asked to reapply for graduation at a later time.

G. Changes in any form including GPA, quarter credit totals, or specializations, cannot be made to conferred degrees.

III. Commencement for All Learners**A. Approval for Commencement**

Learners who have applied for graduation, who are registered for but have not yet completed any remaining course requirements, and/or who have any Incomplete ("I") grades to resolve will be approved to participate in commencement.

B. Doctoral Learners

Learners in doctoral programs that require a dissertation or doctoral capstone must have completed all required milestones to be approved to participate in commencement.

C. Academic progress will be monitored for approved applicants until they have successfully completed their remaining requirements. These learners do not need to reapply for graduation.

D. Additional commencement information is located on Campus.

IV. Capella University Diplomas

Capella University diplomas will identify a learner by the individual's official learner name of record, unless the learner requests otherwise and the request is approved. To request that an alternate name appear on a Capella University diploma, a learner must contact Learner Services and Operations. Such requests shall be approved or denied on a case-by-case basis.

University Policies, continued

- V. Capella University Transcripts
- A. The Capella University transcript is the learner’s official academic record at Capella University.

B. Capella University will not modify a learner’s certificate- or degree-conferred transcript after a degree or certificate has been conferred. The learner’s record is considered to be sealed from retroactive change upon conferral, except to correct clerical errors.
- VI. All procedures with this policy apply to learners in GuidedPath and FlexPath programs.

Minimum University Credit Residence Requirements by Degree Level

Degree Level	Credit Minimum Earned at Capella University*	Additional Requirements
Bachelor's	45 quarter credits of total required credits. PLA may account for up to 15 credits of this minimum residence requirement.	<p>Minimum quarter credits includes courses that cannot be fulfilled by transfer as stated in the course descriptions in Capella’s University Catalog.</p> <p>30 quarter credits of Capella’s residence requirement must be fulfilled in core and specialization courses.</p> <p>Learners enrolled in any FlexPath bachelor’s degree program must complete a minimum of 22.5 program points at Capella University, with 15 program points in core and specialization courses.</p>
Undergraduate Certificate	12 quarter credits or at least 50% of total required credits, whichever is greater.	Only full courses will be accepted toward the 50% minimum.

University Policies, *continued*

Degree Level	Credit Minimum Earned at Capella University*	Additional Requirements
Master's	33 quarter credits of total required credits. PLA may account for up to eight credits of this minimum residence requirement.	<p>Minimum quarter credits includes courses that cannot be fulfilled by transfer as stated in the course descriptions in Capella's University Catalog.</p> <p>Learners enrolled in FlexPath master's degree programs must complete a minimum of 16.5 program points at Capella University.</p> <p>Learners enrolled in the Master of Education in Teaching and Learning must complete a minimum of 26 quarter credits at Capella University.</p> <p>Learners enrolled in the Master of Education in Teaching and Learning FlexPath option must complete a minimum of 13 program points at Capella University.</p>
Education Specialist	36 quarter credits of total required credits	Minimum quarter credits includes courses that cannot be fulfilled by transfer as stated in the course descriptions in Capella's University Catalog.
Professional Doctorate	52 quarter credits of total required credits	Minimum quarter credits includes courses that cannot be fulfilled by transfer as stated in the course descriptions in Capella's University Catalog.

Degree Level	Credit Minimum Earned at Capella University*	Additional Requirements
PhD	76 quarter credits of total required credits	<p>Minimum quarter credits includes courses that cannot be fulfilled by transfer as stated in the course descriptions in Capella's University Catalog.</p> <p>Learners enrolled in the PhD in Counselor Education and Supervision degree program must earn a minimum of 72 quarter credits at Capella University.</p>
Graduate Certificate	4 quarter credits or at least 25% of total required credits, whichever is greater.	Minimum quarter credits includes courses that cannot be fulfilled by transfer as stated in the course descriptions in Capella's University Catalog.

* Individual programs may have additional/greater **credit residence requirements**.

University Policies, *continued*

3.01.10 Advanced Doctoral Learners

Capella University requires that all doctoral learners successfully complete all didactic coursework, residencies, and comprehensive examination courses prior to conducting dissertation or doctoral capstone research. Capella University requires that all doctoral learners successfully complete the dissertation or doctoral capstone requirements of their program for degree conferral. The advanced doctoral phase is considered complete when learners successfully meet all of the designated milestones within the time frames established by the university. Learners are required to maintain good academic standing as defined in university policy *3.01.04 Academic Standing*. All doctoral learners are expected to remain continuously registered once they begin the advanced doctoral phase of their program, registering every quarter for the appropriate course in accordance with the advanced doctoral course sequence. Doctoral learners must complete the requirements for their program listed in Capella's *University Catalog* and the *Capella University Doctoral Manual*.

DEFINITIONS

Advanced Doctoral Phase

The advanced doctoral phase begins after a learner has completed all didactic coursework and residencies. An advanced doctoral learner's requirements include any remaining courses in the comprehensive examination, dissertation, or doctoral capstone course sequence, and any additional program requirements as published in the *University Catalog*.

Didactic Coursework

Didactic coursework refers to academic courses that focus predominantly on instruction of theories, facts, and competencies.

Dissertation and Doctoral Capstone Milestones

Dissertation and doctoral capstone milestones are sequenced steps in the successful production of a doctoral research project at Capella University.

Inactivity

A learner is considered "inactive" during any academic quarter in which he or she is not registered in any Capella course (including non-credit courses, residencies, etc.).

PROCEDURES

I. Comprehensive Examination Requirements

- A. It is expected that learners will require no more than one quarter to complete their comprehensive examination course requirements.

- B. A comprehensive examination course is considered complete when learners successfully complete all of its requirements and they have been reported complete by the assigned faculty member.
- C. Failure to successfully complete the comprehensive examination within the stated time frame will result in a Not Satisfactory ("NS") grade.
- D. An "NS" grade indicates failure of the comprehensive examination and failure to maintain good academic standing, and may result in a comprehensive examination retake or administrative withdrawal from the university. Learners should refer to the *Capella University Doctoral Manual* and university policy *3.01.04 Academic Standing* for additional information.

II. Dissertation and Doctoral Capstone Requirements

- A. The university has established reasonable time periods for completing each of the dissertation and doctoral capstone milestones.
- B. The advanced doctoral phase is considered complete when learners successfully complete all of the designated dissertation or doctoral capstone milestones within the time frames established by the university.
- C. A Not Satisfactory ("NS") grade indicates failure of the dissertation or doctoral capstone and failure to maintain good academic standing, and may result in administrative withdrawal from the university. Learners should refer to the *Capella University Doctoral Manual*, *Dissertation Manual*, and university policy *3.01.04 Academic Standing* for additional information.

III. PhD Learners Change of Program Options

- A. Prior to initiating a degree program change, PhD learners are encouraged to consult with academic advising to discuss options and considerations for the change.
- B. PhD Advanced Doctoral learners at the Comprehensive Examination:
 1. PhD learners who have not begun or completed their comprehensive examination requirements may request a change of degree under university policies *2.02.07 Changing Academic Program* and *3.01.04 Academic Standing*.

University Policies, continued

2. PhD learners who fail to complete their comprehensive examination requirements but are otherwise in good standing with Capella University may request a change of degree to a predetermined, aligned master's degree program, through the change of degree process described in university policies *2.02.07 Changing Academic Program* and *3.01.04 Academic Standing*. PhD learners who elect to change to the predetermined master's degree option will be required to complete the master's-level capstone(s) to be eligible for conferral of the master's degree.
3. PhD learners who request a change of degree to the predetermined, aligned master's degree program are not eligible for readmission to any doctoral program at Capella University.

C. PhD Advanced Doctoral Learners at the Dissertation:

1. PhD learners who have not begun or completed their dissertation requirements may request a change of degree under university policies *2.02.07 Changing Academic Program* and *3.01.04 Academic Standing*.
2. PhD learners who fail to complete their dissertation requirements but have passed their comprehensive examination and are otherwise in good standing with Capella University may request a change of degree to a predetermined, aligned master's degree program, through the change of degree process, under university policies *2.02.07 Changing Academic Program* and *3.01.04 Academic Standing*. Learners who elect to change to the predetermined option may be eligible for conferral of the master's degree.
3. PhD learners who request a change of degree to the predetermined, aligned master's degree program are not eligible for readmission to any doctoral program at Capella University.

- D. PhD learners with a conferred master's degree from Capella University may not request a change of degree to a conferred master's degree program. Learners who have previously earned a Capella University master's degree from Capella University will be ineligible for conferral of a duplicate second degree.**

IV. Inactivity and Advanced Doctoral Learners

- A. Doctoral learners do not have access to their dissertation or doctoral capstone courseroom during quarters in which they are not registered in a dissertation or doctoral capstone course.**

- B. Doctoral learners may access support services such as Academic Advising, Financial Aid, Disability Services, the Doctoral Success Center, and Military Support during quarters in which they are not registered in a dissertation or doctoral capstone course.**
- C. Doctoral learners who have not registered for a dissertation or doctoral capstone course for two quarters may have their mentor reassigned by the school and may need to request a new mentor.**
- D. PhD learners must be registered in dissertation courses until their final conference call is concluded and any practice immersion hours are validated.**
- E. Doctoral capstone learners must be registered in doctoral capstone courses until they have obtained school approval of their doctoral capstone.**

V. Institutional Review Board (IRB) Considerations for Advanced Doctoral Learners

- A. Data collected without IRB approval may not be used in a dissertation or doctoral capstone.**
- B. IRB approval will be suspended during quarters in which learners are not registered in dissertation or doctoral capstone courses; therefore, learners are not permitted to engage in recruitment activities, direct interaction with participants, data collection, or analysis of identifiable data.**

RESEARCH**3.03.01 Human Research Protections**

All learners conducting academic research under the program requirements at Capella University, including all doctoral learners conducting dissertation or doctoral capstone research and all employees or agents conducting academic 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. They are also required to comply with the policies and procedures outlined in Capella University's Research Integrity (RI) Standard Operating Procedures (SOPs). All employees or agents conducting academic research pursuant to institutionally designated authority or responsibility of Capella; researchers unaffiliated with Capella who are conducting academic research involving Capella learners, alumni, faculty, staff, and/or their records; and all research supervisors who are overseeing research activities are also required to comply with the policies and procedures outlined in the SOPs. Academic research conducted outside the purview of Capella as described above is not governed by Capella's IRB.

University Policies, *continued*

In the review and conduct of academic research involving human participants and/or their records, Capella University's IRB is guided by the ethical principles established in the Title 45 Code of Federal Regulations, Part 46 (**45 CFR 46**), **Nuremberg Code**, the **Declaration of Helsinki**, and **The Belmont Report**. In addition, Capella's IRB must review all research proposals in accordance with the policies and procedures outlined in Capella University's RI SOPs.

3.03.02 Publication of Dissertations and Doctoral Capstones

Capella University requires all doctoral learners to publish a dissertation or doctoral capstone manuscript written in partial fulfillment of their doctoral degree.

In relation to learner dissertations and doctoral capstone manuscripts, Capella University has perpetual, royalty-free rights to the following: copying and distributing dissertations and doctoral capstone manuscripts as part of Capella University's normal dissertation and doctoral capstone review process; placing copies of dissertations and doctoral capstone manuscripts on Capella University's website or archiving them with the Capella-approved website; making the dissertations and doctoral capstone manuscripts available to accrediting bodies, regulators, and other external groups who ask to review the dissertations and doctoral capstone manuscripts for purposes of Capella's business operations status; and performing any other action with respect to dissertations and doctoral capstone manuscripts that is required by law, accreditation, or regulation. Further, Capella University has the right to publish dissertations and doctoral capstone manuscripts, 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 doctoral capstones and to register their dissertations and doctoral capstones with the United States Copyright Office.

3.03.03 Use of Confidential Information

Capella University faculty and 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, comprehensive examinations, and dissertations.

PROCEDURES

Disclosure of Confidential Information

Faculty and staff members do not have authority to modify this policy. Therefore, Capella University 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 or staff member or committee 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 academic research under the program requirements at Capella University, including all doctoral learners conducting dissertation research and all employees or agents conducting academic research pursuant to institutionally designated authority or responsibility of Capella, are required to ensure that tangible and intangible conflicts of interest do not compromise the objectivity with which their research is designed, conducted, and reported. They are also required to comply with the policies and procedures outlined in Capella University's Human Research Protections (HRP) Standard Operating Procedures (SOPs). All employees or agents conducting academic research pursuant to institutionally designated authority or responsibility of Capella; researchers unaffiliated with Capella who are conducting academic research involving Capella learners, alumni, faculty, staff, and/or their records; and all research supervisors who are overseeing research activities are also required to comply with the policies and procedures outlined in the SOPs. Institutional Review Board (IRB) committee members are also subject to the policies and procedures outlined in the SOPs 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.

University Policies, *continued*

3.03.06 Research Misconduct

Capella University strives to promote a climate of honesty in research and is committed to fostering research that is both sound and ethical. Capella University expects that research will be conducted with integrity, and that individuals engaged in research review this policy and otherwise make themselves aware of what constitutes ethical and responsible conduct in research. Capella University researchers, including employees, learners, and others engaged in academic research as part of their employment or educational responsibilities, are expected to refrain from research misconduct. Research misconduct is defined in this policy, and may include falsification, fabrication, plagiarism, misappropriation, or other practices that deviate from those that are commonly accepted within the academic community for proposing, conducting, or reviewing research, or in reporting research results.

Research supervisors and others in positions of responsibility for the conduct of research activity are expected to exercise reasonable supervision of those under their direction to ensure the integrity of the research being conducted. Capella University employees and learners share the responsibility to promptly report any suspected research misconduct. The university assumes primary responsibility for investigating and resolving allegations of research misconduct made against its employees or learners.

The consequences of research misconduct may include but are not limited to non-acceptance of submitted coursework, failing grade on an assignment, lower grade in a course, failing grade in a course, written warning, loss of Institutional Review Board (IRB) approval, suspension from the university, removal from the program, administrative withdrawal or dismissal from the university, or cancellation of previously awarded course credits or degrees.

The university recognizes the importance of open debate regarding correct methodologies and protocols and that honest errors are an inevitable part of the research process.

ASSESSMENT, CREDITS, AND GRADING

3.04.01 Academic Readiness

To participate in Capella University programs, all learners must demonstrate 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.

First Course

First course is the learner's initial course, which provides the disciplinary foundation of each program. It is required for all learners in degree programs and some certificate programs and is designed to ensure learners demonstrate sufficient academic readiness for subsequent Capella courses.

PROCEDURES

I. First Course Registration for GuidedPath Programs

- A. At the time of admission, enrollment counselors register learners for their required first course and discuss with them the importance of its successful completion.
- B. Undergraduate learners who do not have any credits eligible for college/university transfer must prove successful performance within first course. If successful performance is not met, learners will be dropped from subsequent courses.
 1. Undergraduate learners who begin first course in the second month of a quarter and who do not have a midterm grade of "C" or higher will be dropped from their subsequent courses.
 2. Undergraduate learners who begin first course in the third month of a quarter and who do not have a midterm grade of "C" or higher will be dropped from course(s) beginning at the second 5-week session of the next quarter.

II. Successful Completion of First Course for GuidedPath Programs

- 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 register for the next course(s) of their programs.

University Policies, *continued*

III. Failure to Meet Academic Readiness Standards in GuidedPath Programs

- 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 coach to develop a plan to strengthen areas in need of improvement. Learners will remain registered in their concurrent course(s) unless they initiate a course drop or withdrawal. They will not be allowed to register for 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 coach to develop a plan to strengthen areas in need of improvement. Learners will remain registered in their concurrent course(s) unless they initiate a course drop or withdrawal. They will not be allowed to register for 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 registered at the time of the first course drop. They will not be allowed to register for 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 coach to develop a plan to strengthen areas in need of improvement. Learners will remain registered in their concurrent course(s) unless they initiate a course drop or withdrawal. They will not be allowed to register for any additional courses or continue their program until they successfully complete first course.
- E. University policy *4.03.02 Tuition and Fee Refunds* remains in effect and does not provide any financial accommodation for first course failure.

IV. Second First Course Attempt for GuidedPath Learners

- A. Learners are responsible for meeting the guidelines of all university policies to be eligible to register for a second first course attempt.

- B. Graduate 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.
- C. Undergraduate learners who fail first course on their initial attempt must request and obtain faculty approval for a second attempt from their school. If school approval is not granted for a second attempt at first course, undergraduate learners must wait one calendar year or complete eight additional transferable quarter credits before reapplying for admission.
- D. Learners who drop or withdraw from first course are allowed to register for first course at the beginning of a quarter at their discretion.
- E. Learners who register for a second first course attempt will not be allowed to register for any concurrent course(s).
- F. Learners register for their second first course attempt by contacting their academic coach.
- G. Learners who change programs must complete the first course affiliated with their new school and/or program.
- H. Learners who fail first course on their second attempt will be administratively withdrawn from the university.
- I. Undergraduate learners withdrawn from the university as a result of failing their second attempt at first course are not eligible for admission into any undergraduate degree or certificate program.
- J. Learners may appeal an administrative withdrawal pursuant to section VI.

V. FlexPath Academic Readiness

- A. Graduate learners enrolled in FlexPath who fail first course on their initial attempt are allowed a second first course attempt at the beginning of a session at their discretion.
- B. Undergraduate learners enrolled in FlexPath who fail first course on their initial attempt must work with their FlexPath coach to obtain faculty approval for a second attempt of first course from their school.
- C. Learners who drop or withdraw from first course are allowed to register for first course at the beginning of a session at their discretion.
- D. FlexPath learners who register for a second first course attempt will not be allowed to register for any concurrent course(s) or continue their program until they successfully complete first course.
- E. FlexPath learners register for their second first course attempt by contacting their FlexPath coach.
- F. FlexPath learners are responsible for meeting the guidelines of all university policies to be eligible to register for a second first course attempt.

University Policies, continued

- G. FlexPath learners who fail first course on their second attempt will be administratively withdrawn from the university and are not allowed to return to the FlexPath model.
- H. Undergraduate learners withdrawn from the university as a result of failing their second attempt at first course are not eligible for admission into any undergraduate degree or certificate program.

VI. Administrative Withdrawal Appeal Due to Extenuating Circumstances for All Learners

- 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 first course up to the time the extenuating circumstances occurred.
- D. If the appeal is approved, the learner may only register for first course. Learners will not be allowed to register for any additional courses or continue their program until they successfully complete first course.
- E. The decision of the school dean or designee is final. Matters that have been reviewed and have received a final decision under this policy are not eligible for further review under another policy.

3.04.04 Application of Capella Credits

Course credits previously earned at Capella University are evaluated and applied when appropriate to new degree or certificate programs, specializations, or concentrations, pursuant to the procedures established to support this policy.

PROCEDURES**I. Applying Capella Credits Earned as Non-Program Learners**

Learners may apply no more than 12 quarter credits earned at Capella toward a subsequent degree or certificate program, or 15 quarter credits toward a graduate psychology degree or certificate program. Only full courses may be applied.

II. Applying Capella Credits Earned as Certificate Learners

- A. Certificate learners changing their certificate program may apply previously earned Capella credits to their new certificate program provided that the credits satisfy the requirements for the new certificate program.
- B. Learners who have been conferred a Capella graduate certificate may apply courses earned for that certificate program toward a subsequent certificate program, provided that the credits satisfy the requirements for the subsequent graduate certificate program.
- C. Graduate learners will need to complete a minimum of four unique graduate quarter credits or at least 25 percent of total required credits, whichever is greater, toward their subsequent graduate certificate program, providing the credits satisfy the requirements for the subsequent certificate program.
- D. Undergraduate learners will need to complete a minimum of twelve unique undergraduate quarter credits or at least 50% of total required undergraduate quarter credits, whichever is greater, toward their subsequent certificate program, providing the credits satisfy the requirements for the subsequent certificate program.
- E. Learners who have been conferred a Capella certificate may apply credits earned as part of the requirements for that certificate program toward a subsequent degree program, provided that the credits satisfy the requirements for the degree program.

III. Applying Capella Credits Earned as Bachelor's Learners

- A. Bachelor's learners changing their degree program or specialization may apply previously earned Capella undergraduate credits to their new degree program or specialization, provided that the credits satisfy the requirements for the new degree program or specialization.

B. Second Bachelor's Degree

Learners who have a conferred Capella bachelor's degree and are seeking a subsequent Capella bachelor's degree must have approval from the dean of the school for the second bachelor's program.

- 1. Learners who have been conferred a Capella bachelor's degree may apply up to 135 quarter credits of general education and elective courses earned as part of the requirements for that degree program toward a subsequent bachelor's degree program, provided that the credits satisfy the requirements for the subsequent bachelor's degree program.

University Policies, continued

2. Learners will need to take a minimum of 45 unique quarter credits toward their subsequent bachelor's degree program, provided that the credits satisfy the requirements for the subsequent bachelor's degree program.

IV. Applying Capella Credits Earned as Master's Learners

- A. Master's learners changing their degree program or specialization may apply previously earned Capella graduate credits to their new degree program or specialization, provided that the credits satisfy the requirements for the new degree program or specialization.
- B. Learners who have been conferred a Capella master's degree may apply credits earned as part of the requirements for that degree program toward a subsequent master's degree program, provided that the credits satisfy the requirements for the subsequent master's degree program.
 1. Learners may apply a maximum of 12 quarter credits toward a subsequent master's degree program in the schools of Business and Technology, Education, Nursing and Health Sciences, Public Service Leadership, and Counseling and Human Services.
 2. Learners may apply a maximum of 15 quarter credits toward a subsequent master's degree in psychology in the Harold Abel School of Psychology.
- C. Learners who have been conferred a Capella master's degree may apply credits earned as part of the requirements for that degree program toward a subsequent doctoral degree program, provided that the credits satisfy the requirements for the doctoral degree program.

V. Applying Capella Credits Earned as Education Specialist (EdS) Learners

- A. EdS learners changing their degree program or specialization may apply previously earned Capella graduate credits to their new degree program or specialization, provided that the credits satisfy the requirements for the new degree program or specialization.
- B. Learners who have been conferred a Capella EdS degree may not apply any of the credits earned as part of the requirements for that degree program toward a second EdS degree program, even if they satisfy the requirements for the second EdS degree program.

- C. Learners who have been conferred a Capella EdS degree may apply credits earned as part of the requirements for that degree program toward a subsequent doctoral degree or certificate program, provided that the credits satisfy the requirements for the doctoral degree or certificate program.

VI. Applying Capella Credits Earned as Doctoral Learners

- A. Doctoral learners changing their degree program or specialization may apply previously earned Capella graduate credits to their new degree program or specialization, provided that the credits satisfy the requirements for the new degree program or specialization.
- B. Learners who have been conferred a Capella doctoral degree may not apply any of the credits earned as part of the requirements for that degree program toward any subsequent degree program or specialization, even if they satisfy the requirements for another degree program or specialization.

VII. Applying Capella Credit Earned in Bachelor's/Master's Integrated Pathways

Learners who have earned graduate course credit as part of the requirements for a Capella bachelor's degree program in an eligible bachelor's/master's integrated pathway may apply the graduate course credits toward a corresponding master's degree program.

- A. A learner may apply predetermined master's-level coursework taken as a part of the bachelor's/master's integrated pathway toward the corresponding master's degree program. The maximum amount of graduate credit that may be applied to both degrees is determined by the program and can be found in the program requirements in the learner's catalog.
- B. Learners may be able to apply master's-level coursework taken as a part of a bachelor's/master's integrated pathway toward another master's degree or certificate program, provided that the credits satisfy the requirements for the master's degree or certificate program.

VIII. Applying Capella Credit Toward Multiple Specializations

- A. Learners enrolled in multiple specializations may share no more than 25 percent of the combined total required specialization credits. Only full courses will be accepted toward the 25 percent limit. Learners should refer to university policy *2.02.03 Concurrent Program Enrollments* for more information about multiple specializations.

University Policies, continued

- B. Learners enrolled in multiple specializations may use a single course to satisfy multiple specialization requirements, should the specializations require the same course. The credits earned for that single course may only be applied toward the total number of required credits for one specialization.

IX. Applying Capella Courses Toward Multiple Concentrations

Learners who add an additional concentration to their degree program may only apply one course taken as part of the requirements for the first concentration toward a subsequent concentration.

X. All procedures in this policy apply to learners in GuidedPath and FlexPath programs.**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 successfully complete their degree requirements and be eligible for graduation. Residency requirements must be completed prior to registering for the final integrative project course (master's learners) or entering the advanced doctoral phase (doctoral learners). 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 are required to complete all of their residency requirements prior to entering the advanced doctoral phase of their doctoral program. In unusual circumstances, an exception to register may be granted by the chief academic officer upon the recommendation of the school dean.

B. Master's Learners

Master's learners are required to complete all of their residency requirements prior to registering for the final integrative project course(s) in their master's program. In unusual circumstances, an exception to register may be granted by the chief academic officer upon recommendation of the school dean.

III. Attendance**A. Residency Requirements**

Learners are required to complete all residency requirements, which may include online coursework, assessments, and attendance at a face-to-face experience. These requirements vary by program as listed in Capella's *University Catalog*.

1. Learners must log in to courserooms and check in to onsite events at the start times published in their residency schedules.
2. Learners must meet participation requirements for all residency components.
3. Learners must check out at the published check-out times for onsite events.
4. After attending onsite events, learners may be required to successfully complete an assessment and/or receive a passing grade to fulfill a program's residency requirement.

B. Exceptions

1. Exception criteria
 - a. In unexpected medical and family emergency situations, learners may be allowed to arrive late or depart early from a residency experience.
 - 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 Academic Advising prior to the event or contact staff at the residency information desk during the event.
 - b. Learners may be required to provide third party documentation that supports an exception request.
 - c. Requests for exceptions are reviewed by the school dean or designee on a case-by-case basis.
 - d. The school dean or designee will determine whether the learner must complete an additional assignment to receive credit for the residency experience.

IV. Tuition and Fees

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

University Policies, continued

B. Learners canceling their non-credit-bearing residency registration 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 non-credit-bearing residency registration must complete and submit the [Colloquium/Residency Cancellation Request Form](#) on Campus. See the Residencies section of Campus for details on registration and cancellation fees.

C. Learners canceling their credit-bearing residency registration as described in section VII of university policy *2.02.02 Course Registration*, should refer to university policy *4.03.02 Tuition and Fee Refunds* to determine the financial implications of their actions.

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.

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 the start of the event. Learners canceling fewer than seven calendar days prior to the event will be required to pay all cancellation fees incurred by the university for arranging disability accommodation services.

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 demonstration of course competencies can be factored into the grade only to the extent that they inhibit or interfere with demonstration of the published competencies.

DEFINITIONS

Competency

A competency is the knowledge, skills, abilities, and professional attributes required to successfully perform a task in a given context. At Capella University, courses are designed based on the competencies necessary to demonstrate a program's learning outcomes.

PROCEDURES

I. Matters Affecting Demonstration of Competencies for All Learners

Capella University's grades and competency evaluations reflect the degree to which the learner has demonstrated the specific published course competencies taught and assessed within a course. Matters that affect the demonstration of those competencies may also be factored into the learner's grade or evaluation.

- A. Learners are expected to submit all assignments through the courseroom as instructed.
- B. Faculty are responsible for determining which matters affect demonstration of published competencies.
- C. Matters that affect demonstration of published competencies can be factored into the grade only to the extent that those matters inhibit or interfere with the demonstration of published competencies.
- D. Matters that affect demonstration of published competencies include but are not limited to:
 - 1. Deadlines
 - 2. Spelling
 - 3. Grammar
 - 4. Style guidelines

II. Letter Grades for Courses in GuidedPath Programs

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

University Policies, continued

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 coursework that demonstrates mastery of the published competencies at a “Distinguished” level of performance and 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 grade point average (GPA).
- **A grade of “B”** is earned for coursework that demonstrates mastery of the published competencies at a “Proficient” level of performance and 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 coursework that demonstrates published competencies at a “Basic” level of performance and 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 coursework that demonstrates published competencies at a marginal level of performance 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 coursework.
- **A grade of “F”** is earned for coursework that demonstrates published competencies at the “Non-Performance” level and 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 course instructor. Final work must be completed by the end of the following quarter or earlier, if so directed by the course 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 coursework prior to the stated deadline, the learner will receive the appropriate grade and will earn the corresponding quality points. If the final coursework 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 coursework 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 grade of “B” or better at the graduate level and “C” or better at the undergraduate level. It 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 “NS” (Not Satisfactory)** is earned for coursework 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 course 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 coursework by the stated deadline, the learner will receive a final grade of “S.” If the final coursework 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 registered 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 grade.

University Policies, continued

- **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 registrations (subsequent to the initial course registration) or to course registrations for which the Learner Services 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 Registration*. 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 “MW” (Military Withdrawal)** is assigned when a military learner drops a course after census but prior to the final date learners may drop courses without academic consequences. A grade of “MW” does not earn quality points and is not included in the learner’s GPA. It does not count toward attempted credits or earned credits.
- **A grade of “PC” (Petition for Credit)** is assigned when a learner earns credit by prior learning assessment and competencies gained through 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 “CC” (Credential Credit)** is assigned for credit awarded through a prior learning assessment of select, externally recognized credentials. An externally recognized credential reflects learning and competencies gained by previous work or educational experience that has been evaluated by a Capella faculty subject matter expert. A grade of “CC” does not earn quality points and is not included in the learner’s GPA. It counts toward attempted 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.

III. Course Values Summary for GuidedPath Programs**GRADE VALUES SUMMARY**

Grade	Quality Points	Attempted Credits	Earned Credits	GPA	Defaults To
A	4	Y	Y	Y	
B	3	Y	Y	Y	
C	2	Y	Y	Y	
D	1	Y	Y	Y	
F	0	Y	N	Y	
I		Y	N	N	F
S		Y	Y	N	
NS		Y	N	N	
IS		Y	N	N	NS
IP		Y	N	N	
R		Y	Y	N	
NG		Y	N	N	
W		Y	N	N	
MW		N	N	N	
PC		Y	Y	N	
CC		Y	Y	N	
T		N	N	N	
NR		Y	N	N	

University Policies, continued**IV. Requesting Satisfactory/Not Satisfactory (“S”/“NS”) Grading for Courses in GuidedPath Programs**

- 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 Campus.
- 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.

V. Final Grade Submission for GuidedPath

- 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 Campus 10 calendar days after the final day of the course.
- C. Learners access their grades through the Student Center on Campus.
- D. Inquiries about grades that have not been posted to Campus within the 10 calendar day time frame should be directed to the course instructor.

VI. Course Evaluation for FlexPath Programs

- A. Learners enrolled in FlexPath programs receive competency evaluations in lieu of traditional letter grades. Competency evaluation performance is reflected on the learner’s official transcript.
- B. FlexPath learners may request a transcript which translates their evaluation into traditional letter grades and quarter credits.
- C. FlexPath Course Evaluation Process
 1. To complete a course prior to the course end date, all assessments must be completed and evaluated by the instructor. The instructor has up to two business days to evaluate each assessment.
 2. After all assessments are evaluated, the learner must check the box stating they have completed all assessments and click the “Complete this Course” button in order to receive a final course evaluation.
 3. When the course end date has been reached, all assessments will be evaluated and calculated into the final evaluation of the course as of 11:59 p.m. Central Time. Final evaluations are posted within five business days after completion of the course.

D. Course Evaluations and Change of Program Requests

Learners requesting a change to their academic program must complete any active course(s) by clicking the “Complete this Course” button before the change is processed to ensure the course(s) is completed and evaluated before moving into the new program. The change process is described in policy 2.02.07 Changing Academic Program.

VII. FlexPath Course Values Summary**GRADE VALUES SUMMARY**

Competency Evaluation	Attempted Credits	Earned Credits	Defaults To
Distinguished	Y	Y	
Proficient	Y	Y	
Basic	Y	Y	
Non-performance	Y	N	
Incomplete	Y	N	Non-performance
MW	N	N	
W	Y	N	

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., the learner only has 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 coursework 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 for Learners in GuidedPath Programs**

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

University Policies, *continued*

II. Incomplete Grade Request Process for Learners in GuidedPath Programs

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 Campus.

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 through the last day of the course.
2. The deadline for completing any remaining coursework is not to exceed the end of the following academic quarter.
3. No extensions will be granted for completing any remaining coursework after the end of the following academic quarter.
4. Learners who have applied to graduate and are awaiting the resolution of an incomplete grade are conferred as of the month in which the requirements are evident as being met according to the learner’s transcript. This would be the last day of the month in which the final passing grade is recorded, as described in university policy *3.01.09 Degree and Certificate Conferral*.

III. Completion of Work

When the remaining coursework 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 coursework 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

Learner Services 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.

V. FlexPath Learners

FlexPath learners must contact their FlexPath coach to discuss options when they expect that a course may not be completed in the expected time frame.

3.04.09 Appealing a Grade

Capella University learners may appeal a grade, or competency evaluation in the FlexPath delivery model, that they believe has been assigned as a result of instructor error or capriciousness. Learners may appeal within 30 calendar days following the posting of the course grade or competency evaluation.

DEFINITIONS

Capricious Grading

Capricious grading is defined as:

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

Faculty

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

Instructor Error

An instructor error refers to any mathematical, data entry, or other error made by the instructor resulting in the incorrect reporting of a learner’s grade or competency evaluation.

University Policies, continued**PROCEDURES****I. Initial Resolution Process for All Learners**

- A. If a learner believes that a grade has been assigned capriciously or erroneously, the learner must first confer with the faculty member or FlexPath coach. 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 for All Learners

- A. If the learner chooses to appeal the grade, he or she must complete and submit the **Grade Appeal Request Form** located on Campus 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 date(s), time(s), and place(s).
 - 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 for All Learners

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

- A. Upon receiving the appeal request, the president's designee will acknowledge receipt of the request and inform all involved parties that a formal appeal process has been initiated.
- B. The president's designee will receive and review all evidence, records, evaluations, and faculty member and panel decisions.
- C. Following the review, the president's designee will issue a decision and report it to all involved parties as soon as practicable. The decision will do one of the following: a) uphold the findings of the panel, b) reverse the findings of the panel, c) direct the panel to provide additional information, or d) the president's designee will determine his or her own findings. In the event the president's designee 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 president's designee is final. Matters that have been reviewed and have received a final decision under this policy are not eligible for further review under another policy.
- 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.

IV. FlexPath Competency Evaluations

FlexPath competency evaluations can be appealed in the same way course grades would be appealed. Only competency evaluations appearing on the learner's transcript may be appealed.

3.04.11 Transfer Credit and Prior Learning Assessment

Capella University recognizes relevant external learning that may be acceptable for credit toward a Capella degree or certificate program, including academic credit earned at other accredited institutions, credit based on nationally recognized examination programs, and credit based on prior learning.

Capella 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 on a case-by-case basis.

Capella also awards credit for acquired learning external to the university, based on nationally recognized examination programs such as the College-Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST), and American Council on Education (ACE)-recommended credits for learning, including business-related certifications and corporate and military training.

As a competency-based institution, Capella allows learners to document their prior learning through prior learning assessment (PLA), which demonstrates that they have mastered the competencies of one or more specific Capella courses. If mastery of the competencies is successfully demonstrated, learners are awarded credit for the Capella course(s) as described in this policy and its related procedures.

Capella reserves the right to limit the number of external and PLA credits accepted toward the requirements of specific

degree and certificate programs, in conjunction with the minimum residence requirements described in university policy *3.01.09 Degree and Certificate Conferral*.

PROCEDURES

I. Transfer Credit Requirements for All Learners

- A. To be considered for transfer credit, coursework must have been completed at an academic institution or program that was 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. Courses eligible for transfer will be evaluated using criteria such as the course credit total, department, title, level, and description of course content. In order for an external course to apply as a Capella course, it must be evaluated as having significant shared content.
- C. Credit awarded by other institutions through processes such as transfer, prior learning assessment (PLA) credit, portfolio assessments, or credit by examination will not be accepted for transfer credit at Capella.
- D. Not all courses for which Capella may award transfer credit are offered by Capella University, but may be allowed to transfer in as general elective credit to programs that offer electives.
- E. In order to award transfer credit, some programs at Capella may require that the original coursework was taken as part of a program holding specific program accreditation, such as Council for Accreditation of Counseling and Related Educational Programs (CACREP), National Council for Accreditation of Teacher Education (NCATE), The National League for Nursing Accrediting Commission (NLNAC), Council on Social Work Education (CSWE), or Commission on Collegiate Nursing Education (CCNE).
- F. Some Capella courses are not eligible for fulfillment through transfer credit as noted in the University Catalog course descriptions.
- G. Undergraduate Transfer Credit
 - 1. Minimum Grade Requirement
Applicants with previous undergraduate coursework from institutions meeting Capella's qualifications for transfer credit may only be awarded transfer credit for coursework completed with a grade of "C–" (or equivalent) or better.
 - 2. Vocational Courses
 - a. Capella will review vocational courses from

University Policies, continued

technical colleges and programs for transfer credit, provided the institution holds appropriate accreditation, as described in section I of this policy.

- b. Capella will accept a maximum of 18 quarter credits of approved vocational coursework as transfer credit; these credits may only be applied to Capella elective courses.
 - c. Some programs may offer courses that apply specifically to a program of study. Any such vocational transfer credit used toward program requirements will be included in the 18-credit transfer maximum.
3. Developmental or remedial coursework will not be awarded undergraduate transfer credit.
 4. Associate of Arts (AA) Requirements for Transfer Credit
 - a. An Associate of Arts (AA) degree from a Minnesota Transfer Curriculum institution may satisfy Capella's 45 quarter credit general education requirement provided that:
 - i. The degree was granted in 1994 or later.
 - ii. The degree was granted with a cumulative GPA of 2.0 or higher.
 - iii. The degree included at least 90 earned quarter credits.
 - iv. Each course meets the criteria for transfer as articulated in this policy.
 - b. Applicants who do not meet all of these criteria will receive a course-by-course transfer credit evaluation to determine credit that will fulfill their general education requirements, and may be required to complete additional general education coursework.

H. Graduate Learners

1. Applicants with previous graduate coursework from institutions meeting Capella's qualifications for transfer credit may only be awarded transfer credit for coursework completed with a grade of "B–" (or equivalent) or better.
2. Graduate-level courses applied toward a previous undergraduate degree will not be awarded graduate-level transfer credit.
3. Undergraduate-level courses applied toward a graduate degree program are not evaluated for graduate credit unless specified on the transcript key.

4. 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.
 5. Courses that were completed 10 years prior to the date of application to Capella University will not be accepted for transfer credit to psychology programs within the Harold Abel School of Psychology.
 6. Development, vocational, or remedial coursework will not be awarded graduate transfer credit.
- I. Transfer credit can be applied to select Capella certificate programs as determined by the school.

II. International Transfer Credit for All Learners

International courses may be awarded transfer credit depending on the review by a Capella-approved third-party evaluator who will assess their equivalency to U.S. courses or degree programs. Both an official transcript (or its equivalent) and a diploma (if a degree has been awarded) must be submitted to complete the evaluation process.

III. Transfer Credit Evaluation Process for All Learners

- A. Applicants seeking transfer credit from each previously attended external institution must submit official transcripts from the awarding institution(s) in sealed envelopes or through secure electronic transfer.
- B. The Learner Services and Operations (LSO) department reviews applicant transcripts and evaluates them against the criteria of the associated academic program and this policy. The transfer credit evaluation includes a summary of the courses that have been accepted for transfer and awarded transfer credit toward the applicant's academic program; transfer credit is awarded for those courses.
- C. Official transfer credit evaluations will be processed after the LSO department receives all official transcripts from each external institution or, for those entering undergraduate programs, after the end of the applicant's first academic quarter, whichever comes first.
- D. Change Requests
 1. Learners may request a change of catalog, degree or certificate program, specialization, concentration, or emphasis by submitting the **Change Program, Specialization, Concentration and Emphasis Form** located on Campus. Learners considering such changes should refer to university policy 2.02.07 *Changing Academic Program*.

University Policies, continued

2. Learners who make a change will have their previously awarded transfer credit re-evaluated and, if necessary, an advising team that specializes in the learner's new degree program will be assigned. The advising team will assist the learner in completing a new academic plan.

IV. Appeal of Transfer Credit Evaluation for All Learners

A. Learners and applicants have the right to appeal their transfer credit evaluation.

1. To appeal the results of the transfer credit evaluation, applicants or learners must submit a formal appeal request to the Learner Services and Operations (LSO) department by completing and submitting the [Transfer Credit Appeal](#) located on Campus. Learners must submit additional information, including an extended course description and course syllabus.
2. The LSO department will review all records from prior transfer credit evaluations and may consult with appropriate academic leadership in reviewing the appeal.
3. Following review of the appeal and records of prior transfer credit evaluations, the LSO department will issue a decision and report it to the learner or applicant as soon as practicable.
4. The duration of the transfer credit evaluation appeal review process is determined by the complexities of the case, but is not to exceed 90 calendar days.

B. The decision of the LSO department is final.

V. External Learning Assessments for All Learners

A. The following nationally recognized examination programs will be considered for transfer credit toward a Capella bachelor's degree program:

1. Advanced Placement (AP) examinations
Transfer credit is awarded for the successful completion of AP examinations as outlined by the American Council on Education (ACE) recommendations. When applicable, these credits are counted toward the completion of general education requirements and/or electives. If there is no ACE recommendation for the examination, scores of 3 or higher will be awarded six quarter credits.
2. International Baccalaureate (IB) examinations
Learners who have earned an IB diploma with composite scores of 30 or higher are awarded 12 quarter credits for each higher-level examination

and three quarter credits for each standard-level examination. 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 examination on which they scored 5 or higher.

3. College-Level Examination Program (CLEP)

Transfer credit is awarded for the successful completion of CLEP examinations as outlined by ACE recommendations.

4. DANTES Subject Standardized Tests (DSST)

Transfer credit is awarded for successful completion of DSST examinations as outlined by ACE recommendations.

B. ACE-recommended credits

1. Capella awards credit for knowledge obtained through learning experiences such as military training, corporate training, and business-related certifications that have been reviewed and recommended for credit by ACE.
2. All eligible ACE credit recommendations are considered for transfer and are applied as appropriate to Capella's academic programs.

VI. Prior Learning Assessment (PLA) for All Learners

A. PLA is a process by which learners demonstrate that they have mastered the competencies of one or more specific Capella courses. If mastery of the course competencies is successfully demonstrated, learners are awarded credit for the Capella course. PLA does not fulfill Capella's credit residence requirements as described in university policy *3.01.09 Degree and Certificate Conferral*.

B. PLA Eligibility for All Learners

Capella currently awards credit for prior learning for a limited number of courses at the bachelor's and master's levels. Learners should refer to the [Prior Learning Assessment Center](#) located on Campus. To request credit for prior learning through the PLA process, a learner must:

1. Be admitted to an approved Capella program.
2. Verify with his or her advising team that courses for which PLA credit is being requested apply to the requirements outlined in his or her academic plan.
3. Verify with his or her advising team that the courses for which PLA credit is being requested are in alignment with Capella's credit residence requirements described in university policy *3.01.09 Degree and Certificate Conferral*.

University Policies, continued

- C. Whether a request for PLA credit is approved or denied, Capella PLA fees are nonrefundable. Fees per credit are listed in the tuition and fees schedule located on Campus.
- D. Any certification presented for PLA credit may only be applied to one degree level per learner.
- E. PLA Request Timing

All learners are encouraged to submit PLA requests as early as possible. Delaying submission of a PLA request until the final quarters of a degree program may result in the loss of potential PLA credit. Learners should plan their PLA requests carefully to ensure compliance with minimum university credit residence requirements as described in university policy *3.01.09 Degree and Certificate Conferral*.

VII. Additional Considerations for FlexPath Learners

- A. FlexPath Transfer Credit Considerations
 - 1. FlexPath learners are only eligible to have courses evaluated and receive transfer credit within 12 weeks of starting their first FlexPath course.
 - 2. FlexPath learners requesting to apply transfer courses will have courses evaluated against the credit bearing versions of the program and applied to the degree requirements as appropriate.
- B. FlexPath Prior Learning Assessment (PLA) Considerations
 - 1. FlexPath learners are only eligible to submit certifications for PLA credit within 10 weeks of starting their first FlexPath course.
 - 2. Learners may not gain credit by petition for FlexPath courses.

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), 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 Learner Services and Operations department. The admissions and transfer officer and the legal department are the officials 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***Education Records***

Education records as defined by Section 99.3 of FERPA are “(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.”

PROCEDURES**I. Policy Scope**

- A. The scope of FERPA as outlined in Section 99.3 of FERPA is “any individual who is or has been in attendance at an educational agency or institution and regarding whom the agency or institution maintains education records.”
- B. For purposes of Capella University, this policy pertains to all individuals who have been admitted to Capella University or have otherwise engaged in academic or professional development coursework offered by Capella University, including those enrolled as non-degree learners or within non-credit continuing education offerings.

II. Education Records

- A. At Capella University, education records include records that are directly related to a learner which are maintained by Capella University, including but not limited to 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:
 - 1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.

University Policies, *continued*

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 other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; 2) made, maintained, or used solely in connection with providing treatment to the learner; and 3) not disclosed to anyone other than individuals providing such treatment. “Treatment” in this context does not include remedial educational activities or activities that are part of the program of instruction at the institution.
4. Records created or received by Capella University after a learner is no longer a learner and that are not directly related to the former learner’s attendance as a learner.
5. Records such as course syllabi which are intended for general use and hold no personal learner information.

III. 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 Learner Services and Operations department identifying the record(s) they wish to review. The Learner Services 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 Learner Services 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.

- C. *The right to provide written consent before the university discloses personally identifiable information contained in education records, except to the extent that FERPA authorizes disclosure without consent.* The university discloses education records without a student’s prior consent under the FERPA exception for disclosure 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 annually.

IV. 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 references for which the learner has waived their right of review, or if there is an unresolved disciplinary or academic dishonesty action against the learner.

V. 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.

University Policies, continued

At Capella University, directory information is defined as the following:

1. Learner name
 2. State or country of residence
 3. Email address
 4. Primary phone number
 5. School affiliation
 6. Program
 7. Field of study
 8. Class level (freshman, sophomore, junior, senior, graduate, or year in program)
 9. Enrollment status (full time or part time)
 10. Certificates or degrees received, and dates conferred
 11. Dates of attendance
 12. 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)
 13. Anticipated graduation date
 14. Honors and awards
- B. Capella University reserves the right to not release pieces of directory information through phone, email, or Campus.
- C. Withholding Consent for Disclosure
1. 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.
 2. Learners who want to withhold consent for the disclosure of their directory information may do so on Campus. Learner Services and Operations staff will identify the records of these learners, and their directory information will not be released.
- D. FERPA generally requires prior written consent from the learner before an educational agency or institution may disclose personally identifiable, non-directory 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 set forth in federal regulations at **34 CFR. 99.31**.

VI. All procedures in this policy apply to learners in GuidedPath and FlexPath programs.

4.01.02 Retention of Learner Records and Work Products

Capella University follows state and federal guidelines in maintaining learner records, which include official transcripts, documents, and files containing learner data regarding courses completed, academic credits earned, grades and degrees awarded, and periods of attendance.

Learner records are retained according to the university's records retention schedule and this policy. Learners' official Capella transcripts are maintained indefinitely. Transcripts serve as the permanent academic record of Capella University work.

Learner work products are not maintained indefinitely by Capella University. Capella University encourages learners to retain and back up learner work products and grading records while pursuing their program. Advanced doctoral learners are required to maintain some work products in alignment with Capella University's Research Integrity Standard Operating Procedures.

PROCEDURES

I. Learner Work Product Retention

- A. Learners are strongly encouraged to retain all course-related work and faculty correspondence related to final course grades in their own electronic files.
- B. Advanced doctoral learners are required to retain dissertation or doctoral capstone research records according to Capella University's Research Integrity Standard Operating Procedures.
- C. Faculty keep all learner work products in Capella courserooms and systems for the duration of the course.
- D. Learners have access to courserooms for the duration of their course. Learners may also access their course for up to one additional quarter after course completion.

II. All procedures in this policy apply to learners in GuidedPath and FlexPath programs.

University Policies, *continued*

4.01.06 Official Learner Name of Record

Capella University uses a learner's legal name, as associated with the learner's government-issued identification. This name is used in learner records, on transcripts, 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 name in Capella University systems and on transcripts requires official documentation.

Examples of acceptable documentation include:

1. For U.S. residents and permit residents, government-issued documentation such as a Social Security card, passport, or driver's license
2. For international learners, a government-issued ID from the country of residency

B. Once documentation has been received via fax or mail, the Learner Services 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 official university document.

III. All procedures in this policy apply to learners in GuidedPath and FlexPath programs.

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 Campus.
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
 - 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
 Capella Tower
 ATTN: Disability Services
 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.

University Policies, continued**II. Appealing a Disability Accommodation**

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.

A. 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.

B. 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.

1. The learner must submit the request to initiate the formal 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:
 - a. To determine whether the denial of accommodations was appropriate and whether alternative accommodations—if any were provided—were sufficient.
 - b. 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.
 2. The duration of the formal process is determined by the complexity of the case but typically does not exceed 30 calendar days.
 3. A learner begins the formal process by taking the following steps:
 - a. The learner shall submit a written appeal to the manager of Disability Services 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:
 - i. A summary of the original request for accommodations and the resulting decisions and actions.
 - ii. A detailed statement of the circumstances and any documentation relating to the complaint.
 - iii. 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.
 - iv. The resolution the learner is seeking.
 - b. Within seven calendar days of receiving the formal appeal, the manager of Disability Services or designee will acknowledge receipt of the request.
 - c. The manager of Disability Services or designee receives and reviews all evidence and records of prior discussions and deliberations.
 - d. Following the investigation, the manager of Disability Services 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.
 - e. A full report of the incident, appeal, and all related materials will be kept in Disability Services, records and, upon request, will be made available to all Capella University boards and any appropriate regulatory bodies.
- C. Appeal process—If a learner wishes to appeal the decision of the manager of Disability Services, he or she must submit a formal request to the Chief Academic Officer within seven calendar days of being notified of the decision by the manager of Disability Services.
1. The duration of the university-level process is determined by the complexities of the case but is not to exceed 30 calendar days.
 2. The appeal process involves the following steps:
 - a. The learner shall submit a written appeal to the Chief Academic Officer, 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:
 - i. A summary of the original request for accommodations and the resulting decisions and actions.

University Policies, continued

- ii. A detailed statement of the circumstances and any documentation relating to the complaint.
 - iii. A statement explaining why the learner disagrees with the decisions or actions of the formal process and the decision of the manager of Disability Services.
 - iv. The resolution the learner is seeking.
 - b. Within seven calendar days of receiving the appeal request, the Chief Academic Officer will notify the learner, Disability Services, and the manager of Disability Services that a university-level review process will take place.
 - c. The Chief Academic Officer receives and reviews all evidence and records of prior discussions and deliberations. The Chief Academic Officer may also ask for an independent investigation of the evidence and circumstances of the case.
 - d. Following the investigation, the Chief Academic Officer will render a decision regarding the matter and communicate it to the learner, all associated parties, and any other appropriate individuals as necessary.
 - e. A full report of the incident, appeal, and all related materials will be kept in Disability Services, records and, upon request, will be made available to all Capella University boards and any appropriate regulatory bodies.
3. The decision of the Chief Academic Officer 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.

IV. All procedures in this policy apply to learners in GuidedPath and FlexPath programs.**4.02.02 Learner Code of Conduct**

Capella University learners are expected to conduct themselves in a manner guided by respect, collegiality, honesty, and ethical behavior as part of their academic development. Learner conduct that infringes on the quality of such an educational experience is not acceptable. This policy describes the types of conduct that are deemed prohibited and unacceptable. (Separate university policies address academic honesty and discrimination, harassment, and assault. For further details, see university policies *3.01.01 Academic Integrity and Honesty* and *4.02.04 Discrimination, Harassment, and Assault*.) This policy also serves as Capella's tool to combat impersonation, identity theft, text mining, and/or creation of fictitious identities in an effort to secure access to federal funds.

Prohibited learner conduct includes but is not limited to the following: complicity, dishonesty, disruptive conduct, disrespect, document forgery, illegal activity, impersonation, text mining, and theft, as described in the definitions section of this policy.

DEFINITIONS***Complicity***

Complicity is helping, procuring, encouraging, and/or cooperating with another person in the commission of a violation of the learner code of conduct.

Dishonesty

Dishonesty is intentionally providing false information or forging, altering, or falsifying university documents. Learners may not misrepresent their academic record or status (which includes referring to oneself publicly as "doctor" prior to the conferral of an earned doctoral degree).

Dismissal

Dismissal is a university-initiated permanent separation of a learner from the university and is noted on the learner's official academic transcript.

Disrespect

Disrespect is harassing, threatening, or embarrassing 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 or discriminatory. Learners are expected to behave in an appropriate manner and treat other learners and university faculty, staff, and administrators with respect at all times.

Disruptive Conduct

Disruptive conduct is engaging or participating in an activity that interferes with teaching, administration, and other university functions, whether in the online course

University Policies, continued

environment or at a university-sponsored event (e.g., residency and commencement). Examples of disruptive conduct include, but are not limited to the following:

1. Threatening or belligerent language, posturing, physical acts, or gestures
2. Vulgar or offensive language or gestures
3. Bullying or cyber-bullying
4. Disturbance of public peace
5. Lewd or indecent language or behavior
6. Inciting others to engage in disruptive conduct

This list of examples of disruptive conduct is not exhaustive, and Capella reserves the right to determine whether behavior constitutes disruptive conduct on a case-by-case basis.

Document Forgery

Forging documents is falsifying any document or evidence required for admission to the university, completion of a course or examination, or receipt of any other university-related privilege or benefit, whether in print or electronic form.

Illegal Activity

Illegal activity is any behavior that results in a criminal conviction.

Impersonation

Impersonation is assuming the identity of another.

Prohibited Conduct

Prohibited conduct includes but is not limited to complicity, dishonesty, disruptive conduct, disrespect, document forgery, illegal activity, impersonation, text mining, or theft.

Sanction

A sanction is disciplinary action that may result from prohibited conduct. Disciplinary action may include one or more of the following: non-acceptance of work submitted; failing grade on an assignment; lowered grade for a course; failing grade in a course; formal, written warning; suspension from the university; dismissal from the university; and cancellation of a previously-awarded academic credit or degree. This list of possible sanctions is not exhaustive, and Capella University reserves the right to assign sanctions on a case-by-case basis.

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.

Text Mining

Text mining is analyzing and then synthesizing information from electronic documents, email messages, and other free-form text written by others as a way to create summary content of written work that is presented as one's own for the express purpose of seeking an advantage in completing one's academic assignment and/or work.

Theft

Theft is taking property that is not one's own, or posting, transmitting, promoting, or distributing 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; it describes certain conditions learners must meet to continue to have access to the courseroom.

PROCEDURES**I. Reporting 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 the university's faculty, staff, or administration.
- C. The university faculty, staff, or administration member will report the alleged prohibited conduct verbally or in writing to his or her supervisor. Should the alleged prohibited conduct occur during a university-sponsored activity or event (e.g., residency), the faculty, staff, or administration member will have the authority to 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.

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.

University Policies, continued

- A. The university official responsible for the activity or event during which the alleged prohibited conduct occurred will review the circumstances surrounding the alleged prohibited conduct to determine the appropriate action for the situation.
 - 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.
 - 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 that the matter is 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 V.

III. Summary Suspension

- A. In cases of an allegation of an egregious act of prohibited conduct; or in the case of prohibited conduct that suggests a threat of danger to any Capella faculty, staff, employee, contractor, or learner; a learner may be immediately suspended through this summary suspension process if it appears that the allegation of prohibited conduct is substantiated. The university official directly associated with the course, activity, or event in which the prohibited conduct occurs has the discretion to determine, consistent with this section, when summary suspension is appropriate.
- B. If a summary suspension is issued, the university official directly associated with the activity or event during which the alleged prohibited conduct occurred should promptly notify the learner of his or her summary suspension and his or her right to be heard by submitting a written response and/or responding by telephone within seven calendar days from the date said notification is issued.
- C. The university official directly associated with the activity or event during which the prohibited conduct occurred will complete the procedures described in sections II.A and II.B of this policy within 10 calendar days of issuing the notification of summary suspension.

- D. The learner may submit a written request for extension of time for his or her written or telephone response beyond the seven calendar day deadline described in section III.B of this policy. These extensions will automatically be granted for up to a maximum of 30 calendar days. However, in the event the learner exercises his or her right to an extension, the deadline for the university official's decision described in section III.C of this policy will be extended for the same duration as the learner's extension, with the summary suspension remaining in effect the entire time.

E. Outcome

- 1. In the event that the university official determines that prohibited conduct occurred, the process continues as described in section II of this policy, with the suspension remaining in place unless and until a review panel or the president's designee overturns the suspension as described in sections IV and V of this policy.
- 2. In the event that the university official finds no prohibited conduct, or in the event that no decision is issued by the university official within the time constraints described in sections III.C and III.D of this policy, the summary suspension will expire and the learner will return to his or her status previous to the summary suspension.
 - a. In this instance, the learner will have an opportunity to complete the missed coursework within 10 calendar days of returning to the courseroom without penalty.
 - b. If the learner was in the last two weeks of the course, he or she has the option of receiving an Incomplete ("I") grade; in that case, the coursework must be completed and submitted no later than two weeks after the course ends; or
 - c. The learner may choose to withdraw from the course and retake the course without financial penalty or any penalty for reusing work previously submitted to fulfill assignments for that specific course.

IV. Code of Conduct Review**A. Review by Independent Panel**

- 1. The university convenes independent panels for two distinct purposes under this policy:
 - a. Of its own accord and without prompting from faculty or a learner, the university may elect to review reports of prohibited conduct through an

University Policies, continued

- independent university panel that will convene to review evidence related to the report of prohibited conduct beyond a single course; and
- b. Upon a learner's appeal from a decision described in sections II.B or III.C of this policy, a university panel will convene to consider the appeal. The procedures for this appeal are described in section IV.B of this policy.
2. Regardless of whether the panel is convened under section IV.A.1.a or IV.A.1.b of this policy, the panel will do the following:
 - a. Undertake a full investigation and review of the learner, including his or her history and prior conduct. In all cases, and even in the event of a proceeding under section IV.A.1.b of this policy, the panel shall not be limited to the specific conduct at issue in any faculty's decision to sanction; and
 - b. Maintain the right to determine the appropriate sanction, if any. In all cases, and even in the event of a proceeding under section IV.A.1.b of this policy, a panel's sanction may be more or less severe than any prior sanction assessed to the learner, at the panel's discretion.
 3. Upon initiation of the code of conduct review described in section IV.A.1.a or IV.A.1.b of this policy, the panel designee will acknowledge receipt of the request and inform all involved parties that a review by an independent panel 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 the following:
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 deliver the resolution for implementation.
 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 president's designee. 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 president's designee will acknowledge receipt of the request and inform all involved parties that a formal appeal process has been initiated.
 - B. The president's designee will receive and review the record developed during the formal resolution process. In addition, at his or her sole discretion, the president's designee may accept or reject any evidence not presented at the formal resolution process stage.
 - C. Following the review, the president's designee will issue a decision and report it to all involved parties as soon as practicable. The decision will do one of the following: a) uphold the findings of the panel, b) reverse the findings of the panel, c) direct the

University Policies, continued

panel to provide additional information, or d) the president's designee will determine his or her own findings. In the event the president's designee requests additional information from the panel, the involved parties will be notified of a revised time frame for the determination of the grievance.

- D. In the event the president's designee reverses the findings of the panel:
1. The learner will have an opportunity to complete the missed coursework within 10 calendar days of returning to the courseroom, without penalty.
 2. If the learner was in the last two weeks of the course, he or she has the option of receiving an Incomplete ("I") grade and must complete and submit the coursework no later than two weeks after the course ends; or
 3. The learner may choose to withdraw from the course and retake the course without financial penalty or any penalty for reusing work previously submitted to fulfill assignments for that specific course.
- E. The decision of the president's designee is final. Matters that have been reviewed and have received a final decision under this policy are not eligible for further review under another policy.
- F. 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.

VI. All procedures in this policy apply to learners in GuidedPath and FlexPath programs.

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 President

A designee of the president 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 Affairs 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 registered in academic coursework who 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. Claims of harassment and/or discrimination. These will be processed according to the provisions described in university policy *4.02.04 Discrimination, Harassment, and Assault*.
- C. Personnel matters occurring outside the academic experience.
- D. Matters that are addressed under another university policy.
- E. Matters that have been reviewed and have received a final decision under another university policy.

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.

University Policies, continued

- B. The aggrieved party may contact the Learner Affairs department 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 Affairs department.

- A. Upon receiving the grievance, the Learner Affairs 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 IV.

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 president's designee. The appeal request must be submitted via mail or email within 10 calendar days of being sent notification of the GRP's decision.

- A. Upon receiving the appeal request, the president's designee will acknowledge receipt of the request and inform all involved parties that a formal appeal process has been initiated.
- B. The president's designee will receive and review all prior evidence, records, evaluations, and GRP decisions associated with the grievance.
- C. Following the review, the president's designee will issue a decision and report it to all involved parties as soon as practicable. The decision will do one of the following: a) uphold the findings of the GRP, b) reverse the findings of the GRP, c) direct the GRP to provide additional information, or d) the president's designee will determine his or her own findings. In the event the president's designee 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 president's designee 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.

V. External Resolution Process for Florida Learners

If a complaint cannot be resolved after exhausting the institution's learner grievance procedure, Florida learners may file complaints 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.

VI. All procedures in this policy apply to learners in GuidedPath and FlexPath programs.

University Policies, *continued*

4.02.04 Discrimination, Harassment, and Assault

Capella University does not discriminate on the basis of race, creed, national origin, religion, age, gender, gender identity or expression, disability, sexual orientation, marital status, veteran status, or status with regard to public assistance; or in its admission, enrollment, or employment policies or practices. Capella University prohibits the discrimination, harassment, or assault of any members of the university community and any retaliatory behavior related to reports of such conduct. This policy applies to alleged discrimination, harassment, consensual relationships, assault, or related retaliation against learners.

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, or against a person incapable of giving consent, and includes but is not limited to threat of sexual assault, sexual battery, forced oral copulation, forced sodomy, rape, acquaintance rape, and rape by a foreign object. Domestic violence, dating violence, and stalking also constitute sexual assault.

Community

Community includes all Capella learners, faculty, administrators, staff, contracted workers, and others who participate in any Capella-related activities, including but not limited to fieldwork, practicum, and internship.

Consensual Relationship

A consensual relationship is a voluntary romantic or sexual relationship between a learner and a Capella employee or agent who is in a position of authority with respect to the learner.

Dating Violence

Dating violence is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship is determined based on the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

Discrimination

Discrimination is the segregation, separation, or disparate treatment of individuals based on race, creed, national origin, age, gender, gender identity or expression, religion, disability, sexual orientation, marital status, veteran status, or status with regard to public assistance. Discriminatory practices include any instances of treatment or behavior that interfere 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.

Domestic Violence

Domestic violence is any felony or misdemeanor crime(s) of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under domestic or family violence laws, or by any other person against an adult or youth victim who is protected from that person's acts under domestic or family violence laws.

Harassment

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

Hostile Environment

A hostile environment is an objectively hostile or abusive university setting caused by severe and pervasive harassment.

Prohibited Conduct

Prohibited conduct includes: consensual relationships, dating violence, domestic violence, discrimination, harassment, sexual harassment, stalking, and retaliation, as defined in this policy, provided that conduct either: a) occurs at a Capella University facility, office, internet courseroom, or vehicle; b) occurs at or in connection with a course or other university-sponsored event; or c) is alleged to have created a hostile environment in a courseroom or other university-sponsored event.

Respondent

The respondent is the person alleged to have engaged in prohibited conduct.

Retaliation

Retaliation is an adverse action taken in retribution for one's reporting, supporting, or participating in an investigation related to an allegation of prohibited conduct, where the allegation is made in good faith.

Sanction

A sanction is a disciplinary action that may result from prohibited conduct. Disciplinary action against learners may include one or more of the following: a) formal written warning; b) mandated remedial activity; c) suspension from the university; d) dismissal from a program; e) dismissal from the university; f) cancellation of a previously-awarded academic credit or degree; or g) in cases where the prohibited conduct relates to the offending learner's academic submission: i) non-acceptance of work submitted; ii) failing an assignment; iii) lowering a grade for a course; or iv) failing a course. This list of possible sanctions is neither progressive nor exhaustive, and Capella University reserves the right to assess sanctions on a case-by-case basis. Disciplinary action against Capella employees related to

University Policies, continued

alleged prohibited conduct committed against learners shall be determined according to Capella's Human Resources policies, located on Stella and in the *Employee Handbook*.

Sexual Harassment

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

- Conduct that interferes with an individual's academic performance or creates an intimidating, hostile, or offensive 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 academic environment, and which are offensive to learners or employees.

Stalking

Stalking is engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

Summary Suspension

Summary suspension is the immediate suspension of a learner. Summary suspension is a temporary status during which a learner is prohibited from engaging in identified 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.

University Administrator

A university administrator is a university employee who holds a position of responsibility at a supervisory or managerial level, or higher. For purposes of faculty, "university administrator" refers to a faculty member holding the position of faculty chair or higher.

University Statutory Designee

The university statutory designee is the person or persons designated under Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act, and the Age Discrimination Act as the employee(s) primarily responsible for coordinating Capella University's efforts to comply with said statutes. Unless otherwise indicated by Capella University, the university statutory designee shall be the university's compliance analyst.

PROCEDURES**I. Reporting of Suspected Prohibited Conduct**

A. Anyone may report an instance of alleged prohibited conduct to

1. The faculty member or official directly associated with the activity or event
2. A university administrator
3. The university statutory designee; or
4. Learner Affairs

B. Upon receipt of an allegation, a faculty member, official, administrator, or statutory designee will notify Learner Affairs.

C. Learner Affairs may be contacted at:

1. Email: LearnerAffairs@Capella.edu;
2. U.S. Postal Service: 225 S. 6th Street, Minneapolis, MN 55402; or
3. Phone: 1-888-227-3552, request that an advisor connect the call to Learner Affairs.

D. Upon receipt of an allegation, Learner Affairs will document reports of prohibited conduct under this policy and will maintain such documentation as dictated by the applicable document retention policy.

E. An allegation of prohibited conduct under this policy 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. The corrective action the learner is seeking

University Policies, *continued*

- F. In the event of a factual dispute at any stage of these procedures, and which follows the report of alleged prohibited conduct, the burden is on the alleged victim to establish that his or her version of the events in question is more likely true than not true.
- G. If at any stage of these procedures the alleged victim requests that the complaint not be pursued, that request will be honored.
- H. If at any stage of these procedures the alleged victim requests anonymity, good faith efforts will be undertaken to act consistent with that request. However, the learner is advised that the ability to maintain anonymity while pursuing a claim under this policy is limited.
- I. The alleged victim maintains the right to notify law enforcement, including local police, at any time or to refrain from contacting such authorities. The alleged victim also maintains the right to seek an order of protection, no-contact order, restraining order, or similar lawful order from any court with jurisdiction. Upon the alleged victim's request, Capella will assist the alleged victim(s) in notifying law enforcement authorities. Capella at all times retains the right to notify law enforcement, at its discretion, to protect its learners and/or employees.

II. Initial Resolution Process

- A. The Initial Resolution Process shall be administered by Learner Affairs. Learner Affairs will consult with Human Resources when a faculty member or employee is involved.
- B. Upon receipt of an allegation, Learner Affairs will determine whether the allegation as stated constitutes an allegation of prohibited conduct under this policy. In the event Learner Affairs determines that the allegation does not contain alleged prohibited conduct under this policy, there will be no further proceedings under this policy.
- C. Learner Affairs may attempt to informally bring the matter to resolution, except in allegations involving alleged sexual assault, dating violence, domestic violence, or stalking. However, the alleged victim at all times retains the right to refuse informal resolution.
- D. If an informal resolution is not reached, the allegation will be sent to an independent review panel or Human Resources for investigation and review.

III. Investigation and Review

- A. Allegations of prohibited conduct under this policy will be investigated by an independent review panel if the respondent is a learner. Allegations will receive

a prompt, fair, and impartial investigation and resolution. This process will be conducted by school officials who receive annual training under this policy, which includes but is not limited to training on issues related to domestic violence, dating violence, sexual assault, and stalking, and how to conduct an investigation and hearing process that protects the safety of the victims and promotes accountability.

- B. Allegations of prohibited conduct under this policy will be investigated by Capella University's Human Resources department if the respondent is a Capella University employee or contractor. Allegations will receive a prompt, fair, and impartial investigation and resolution.
- C. Investigations of alleged prohibited conduct will include:
 - 1. Notification to the respondent of the allegation of prohibited conduct.
 - 2. An opportunity for both the alleged victim and the respondent to submit any writing, information, evidence, and/or witnesses supporting or refuting the allegation.
 - 3. An opportunity for both the alleged victim and the respondent to be heard via teleconference.
- D. Both the alleged victim and the respondent will be entitled to have the same opportunities to have others present on the teleconference, including the opportunity to be accompanied on the call by an advisor of their choice.
- E. Following the investigation, the independent review panel and/or Human Resources will consider the alleged victim's and respondent's submissions, any teleconference statements, and any other evidence found during the course of the investigation.
- E. The independent review panel and/or Human Resources will determine whether prohibited conduct has occurred and will issue a decision, including sanctions, if any, no later than 60 days after receipt of the matter from Learner Affairs, unless the alleged victim requests extension, or circumstances beyond Capella University's control require extension.
- F. In the event prohibited conduct is found, the independent review panel and/or Human Resources will determine steps to take to remedy the effects of any harassment, discrimination, assault, or retaliation and to prevent recurrence.
- G. Such remedy may include, at the sole discretion of the independent review panel and/or Human Resources,

University Policies, continued

an offer of counseling or other appropriate services to any person found to have been subjected to harassment, discrimination, assault, or retaliation.

H. Learner Affairs facilitates communication between the independent review panel and/or Human Resources and the parties. Once a determination is reached, Learner Affairs will report the decision and any appeal opportunities to the alleged victim and the respondent in writing, simultaneously.

I. The alleged victim and the respondent have the right to appeal the decision as described in section V.

IV. Summary Suspension

A. Where the respondent is a learner and the alleged prohibited conduct is deemed to be egregious or to give rise to a perceived threat of danger or hostile environment for any Capella faculty, staff, employee, contractor, or learner, a respondent may be immediately suspended by use of this summary suspension process if it initially appears that the allegation of prohibited conduct is substantiated. The university administrator directly associated with the course, activity, or event in which the prohibited conduct occurs will have the discretion to determine, consistent with this section, when summary suspension is appropriate.

B. If summary suspension is issued, the university administrator directly associated with the activity or event during which the alleged prohibited conduct occurred will promptly notify the respondent of his or her summary suspension and his or her right and opportunity to be heard by submitting a written response and/or appearing by telephone within seven calendar days from the date said notification is issued.

C. The university administrator directly associated with the activity or event during which the prohibited conduct occurred will complete the procedures set forth in section III within 10 calendar days of the date of issuance of the notification of summary suspension.

D. The respondent may submit a written request for extension of time for his or her written response or appearance by telephone beyond the seven calendar day deadline set forth in section IV.B. Such extensions shall be automatically granted up to a maximum of 30 calendar days. However, in the event the respondent should exercise this right to an extension, the deadline for the university official's decision under section III will be extended by the length of the learner's extension, with the summary suspension remaining in effect the entire time.

E. Outcome

1. In the event that the university administrator finds that the summary suspension was justified, the process continues as described in section III, with the suspension remaining in place unless and until reversed on appeal.
2. In the event that the university administrator finds that the evidence reviewed does not justify the summary suspension, or in the event that no decision is issued by the university administrator within the time constraints described in sections IV.C and IV.D, the summary suspension will expire. The process will continue as described in section III, but the respondent will return to the status previous to the summary suspension:
 - a. In this instance, the respondent will have an opportunity to complete the missed coursework within 10 calendar days of returning to the courseroom without penalty.
 - b. If the respondent was in the last two weeks of the course, he or she has the option of receiving an Incomplete ("I") grade; in that case, the coursework must be completed and submitted no later than two weeks after the course ends; or
 - c. The respondent may choose to withdraw from the course and retake the course without financial penalty or any penalty for reusing work previously submitted to fulfill assignments for that specific course.

V. Appeal Process

If either party chooses to appeal the initial decision, he or she must submit a formal, written appeal request to 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. The president or president's designee will receive and review the record developed at the investigation and review stage. In addition, at his or her sole discretion, the president or president's designee may accept or reject any evidence not presented at the investigation and review stage of the appeal process.
- B. Following the review, the president or president's designee will issue a decision and report it to the alleged victim and the respondent as soon as practicable. Decisions shall be issued no later than 60 calendar days after receipt of appeal, unless the alleged victim requests extension or circumstances beyond the university's control require extension. The president or president's

University Policies, continued

designee may affirm or reverse the panel's decision, in whole or in part, or may issue a new decision.

- C. The decision of the president or president's designee is final and will be communicated in writing to the alleged victim and respondent simultaneously.
- D. A record of the final decision and all related materials will become part of the respondent's official academic record and upon request, will be made available to all Capella University boards and any appropriate regulatory bodies.
- E. Capella University employees and contractors are ineligible to appeal final decisions rendered by the university's human resources staff pursuant to 4.02.04 Discrimination, Harassment and Assault.

VI. Additional Procedures for Reporting a Consensual Relationship

- A. Any reported cases of a consensual relationship involving an employee will be reported to Human Resources.
- B. If Capella determines a prohibited consensual relationship exists, the university employee's position of authority with respect to the specific learner at issue will be adjusted to eliminate the existence of the prohibited consensual relationship. Resolution of any discrimination, harassment, or assault resulting from the consensual relationship will be handled according to the procedures in sections II–V.

VII. All procedures in this policy apply to learners in GuidedPath and FlexPath programs.**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. Standards of Conduct**

- A. The unlawful possession, consumption, manufacture, sale, and/or distribution of drugs or alcohol by learners, faculty, or staff are prohibited by Capella University whether on Capella University property or at a university activity.
- B. In addition to Capella University sanctions, learners, faculty and staff who violate this policy may be subject to criminal prosecution under local, state, and federal law. Criminal penalties may include but are not limited to:
 - 1. A federal fine of \$1000 and one year imprisonment for simple possession to a \$2,000,000 fine and life imprisonment for continuing criminal enterprise, forfeiture of real and personal property, denial of federal benefits, and denial of federally-provided or supported professional and commercial licensure, as described in the Federal Controlled Substances Act, 21 U.S.C 801, and the DEA Federal Trafficking Penalties charts.
 - 2. Controlled substance and misuse of alcohol laws vary by state and will apply based on where the violation occurs.

II. Reporting a Violation

To report a violation, contact a university administrator or events staff member

III. Sanctions

- A. Staff and Faculty
 - 1. Prohibited conduct by Capella University staff and faculty members may result in disciplinary action up to and including immediate termination of employment as described in the Capella University *Employee Handbook*. Such violations may also have legal consequences.
 - 2. Staff and faculty members may be required to participate in a substance abuse rehabilitation or treatment program.
- B. Learners
 - 1. Prohibited conduct by Capella University learners will result in sanctions pursuant to university policy 4.02.02 *Learner Code of Conduct*, up to and including dismissal from the university. Such violations may also have legal consequences.

University Policies, *continued*

2. Learners may be required to complete an evaluation as a condition of continued enrollment. The cost of this evaluation, as well as any treatment costs, will be the responsibility of the learner.

IV. Reporting

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

V. Prevention, Education, and Support Resources

A. Health risks

The excessive use of alcohol, improper use of controlled substances, and use of illicit drugs pose significant health risks to individuals including addiction, permanent injury, and death. To make informed choices about drug and alcohol use, learners, faculty, and staff should educate themselves about the serious health consequences of the use, misuse, and abuse of alcohol and other drugs.

B. Resources

1. Employee resources: Capella University faculty and staff should consult the Capella University *Employee Handbook* for Capella's employee drug and alcohol policy and for related resources.
2. Learner resources
 - a. Capella learners may be eligible for LifeWorks. LifeWorks is a program providing free, confidential help and resources for personal and work-related issues including but not limited to addiction and recovery. Learners should contact Academic Advising for more information.
 - b. There are a variety of community organizations available to help individuals with substance abuse problems. Programs are listed in local telephone directories and on the Internet as well as in the resource table in this policy.

National Resources for Drug and Alcohol Abuse Prevention, Education, and Support

Organization Name	Description	Website Degree Level
Alcoholics Anonymous	Support for people who want to achieve sobriety	www.aa.org
Al-Anon Family Group	Support and help for families and friends of problem drinkers	www.al-anon.alateen.org
Narcotics Anonymous	Support in a recovery environment for people who abuse substances	www.na.org
Substance Abuse and Mental Health Services Administration	U.S. Department of Health and Human Services agency "that leads public health efforts to advance the behavioral health of the nation....and whose mission is to reduce the impact of substance abuse and mental illness on America's communities."	http://www.samhsa.gov/
LifeWorks	Free and confidential support service for Capella learners	www.lifeworks.com

TUITION AND FEES

See *Tuition and Fees* table on pages 99–103

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 website. Learners are responsible for payment of their tuition and fees according to the schedule and this policy and its related procedures.

*Accepted Payment Methods

Credit Card

Visa, MasterCard, Discover, and American Express are accepted. To pay via credit card, contact Financial Aid at 1.888.CAPELLA (227.3552)

Check

Check payments may be sent to the address below. Please include learner ID on the check.
Capella University Inc.—Learner Payments
62762 Collections Center Drive
Chicago, IL 60693

Domestic Wire Payment

Direct wire payments within the United States using the information below. Include learner name and ID.
Bank of America, New York, NY
Account Name: Capella University, Inc.
Account Number: 8666188419
ABA: 026-009-593

International Wire Payment

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.
Bank of America, New York, NY
Swift Code BOFAUS3N
Account Name: Capella University, Inc.
Account Number: 8666188419
ABA: 026-009-593

Continued on page 105

University Policies, *continued*

TUITION AND FEES TABLE

ALL SCHOOLS (NONREFUNDABLE)	Undergraduate	Graduate
Application fee	\$50	\$50
International transcript evaluation fee	\$100	\$100
Prior Learning Assessment petition evaluation fee per credit	\$75	\$125
Prior Learning Assessment documented credit evaluation fee*	\$50	\$50

* The Prior Learning Assessment documented credit evaluation fee is assessed once per quarter of submission for the evaluation of all eligible certifications.

SCHOOL OF BUSINESS AND TECHNOLOGY (SOBT)	Tuition (Per Credit)	Resource Kit (Per Quarter)	Tuition (Per Upper- Division Credit)	Tuition (Per Lower- Division Credit)	Tuition (Per Graduate Credit for Combined Option)	Quarterly Tuition (Flat Rate)	Capped Pricing
Bachelor of Science (BS) in Business		\$150	\$410	\$354	\$410		
Undergraduate Certificate in Accounting*	\$410	\$150					
Doctor of Philosophy (PhD) in Business Management†	\$953	\$175					\$953/\$1,906/\$2,859/ \$3,812/\$4,765/\$5,000‡
Doctor of Business Administration (DBA)†		\$175				\$4,800	
Bachelor of Science (BS) in Information Technology		\$175	\$410	\$354	\$410		
Undergraduate Certificate in Network Technology: Cisco*		\$175	\$410	\$354			
Undergraduate Certificate in Network Technology: Microsoft*		\$175	\$410	\$354			
Undergraduate Certificate in Software Development*		\$175	\$410	\$354			
Doctor of Information Technology (DIT)†		\$175				\$4,800	
Master of Business Administration (MBA)	\$796	\$175					
Master of Science (MS) in Analytics	\$695	\$175					
Master of Science (MS) in Human Resource Management	\$710	\$175					
Graduate Certificate in Business Administration*	\$796	\$175					
Graduate Certificate in Human Resource Management*	\$710	\$150					
Doctor of Philosophy (PhD) in Information Technology†	\$953	\$175					\$953/\$1,906/\$2,859/ \$3,812/\$4,765/\$5,000‡
Master of Science (MS) in Information Assurance and Cybersecurity	\$682	\$175					
Master of Science (MS) in Information Technology	\$689	\$175					
Graduate Certificate in Analytics Using SAS®*	\$689	\$175					
Graduate Certificate in Advanced Analytics Using SAS®*	\$689	\$175					
Graduate Certificate in Digital Forensics*	\$682	\$175					
Graduate Certificate in Information Assurance and Cybersecurity*	\$682	\$175					
Graduate Certificate in Network Defense*	\$682	\$175					
Graduate Certificate in Project Management*	\$689	\$175					

	Tuition (Per 12-Week Session)	Resource Kit (Per 12-Week Session)	Technology Fee (Per 12-Week Session)
Bachelor of Science (BS) in Business, FlexPath options	\$2,400		
Bachelor of Science (BS) in Information Technology, FlexPath options	\$2,400		\$100
Master of Business Administration (MBA), FlexPath options	\$2,650	\$175	
Graduate Certificate in Business Administration, FlexPath option	\$2,650	\$175	
Graduate Certificate in Business Management, FlexPath Modular option	\$2,650		

* Certificate tuition costs may vary when taken concurrently with other programs.

† 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 Campus. Learners who cancel their residency registration more than 30 days prior to the start of the residency will not be assessed a cancellation fee. Learners who cancel their residency registration 7–30 days prior to the start of the residency will be assessed a \$150 cancellation fee. Learners who cancel their residency registration 0–7 days prior to the start of the residency will be assessed the entire residency fee.

‡ The capped tuition rates are as follows for learners enrolled in the Doctor of Philosophy (PhD) in Business Management or PhD in Information Technology degree programs: \$953 for learners registered in 1 quarter credit; \$1,906 for learners registered in 2 quarter credits; \$2,859 for learners registered in 3 quarter credits; \$3,812 for learners registered in 4 quarter credits; \$4,765 for learners registered in 5 quarter credits; and \$5,000 for learners registered in 6 or more quarter credits.

University Policies, *continued*TUITION AND FEES TABLE, *continued*

SCHOOL OF COUNSELING AND HUMAN SERVICES (SOCHS)	Tuition (Per Credit)	Resource Kit (Per Quarter)	Quarterly Tuition	Quarterly Tuition (Comprehensive Examination and Dissertation)
Doctor of Philosophy (PhD) in Counselor Education and Supervision [†]	\$697	\$175		
Master of Science (MS) in Addiction Studies [†]	\$545	\$175		
Master of Science (MS) in Marriage and Family Counseling/Therapy [†]	\$487	\$175		
Master of Science (MS) in Clinical Mental Health Counseling [†]	\$487	\$175		
Master of Science (MS) in School Counseling [†]	\$487	\$175		
Graduate Certificate in Contemporary Theory in Addictive Behavior*	\$487	\$175		
Graduate Certificate in Contemporary Theory in Couple and Family Systems*	\$487	\$175		
Graduate Certificate in Contemporary Theory in Mental Health Services*	\$487	\$175		
Doctor of Philosophy (PhD) in Human Services [†]	\$697	\$175		\$2,780
Doctor of Human Services (DHS)	\$697	\$175		
Master of Science (MS) in Human Services	\$539	\$150		
Graduate Certificate in Nonprofit Management and Leadership*	\$539	\$125		
Graduate Certificate in Social and Community Services*	\$539	\$125		
Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior [†]		\$175	\$4,854	\$4,175

* Certificate tuition costs may vary when taken concurrently with other programs.

[†] 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 Campus. Learners who cancel their residency registration more than 30 days prior to the start of the residency will not be assessed a cancellation fee. Learners who cancel their residency registration 7–30 days prior to the start of the residency will be assessed a \$150 cancellation fee. Learners who cancel their residency registration 0–7 days prior to the start of the residency will be assessed the entire residency fee.

SCHOOL OF EDUCATION (SOE)	Tuition (Per Credit)	Resource Kit (Per Quarter)
Doctor of Education (EdD)	\$730	\$175
Doctor of Philosophy (PhD) in Education [†]	\$730	\$175
Education Specialist (EdS)	\$730	\$175
Master of Education (MEd) in Teaching and Learning	\$440	\$150
Master of Science (MS) in Education	\$453	\$150
Master of Science (MS) in Education Innovation and Technology	\$440	\$150
Master of Science (MS) in Higher Education	\$440	\$150
Post-Master's Certificate in Adult Education Leadership*	\$730	\$175
Post-Master's Certificate in College Teaching*	\$730	\$175
Post-Master's Certificate in Curriculum and Instruction*	\$730	\$175
Post-Master's Certificate in Educational Leadership and Management*	\$730	\$175
Post-Master's Certificate in Leadership and Accountability*	\$730	\$175
Post-Master's Certificate in Leadership for Higher Education*	\$730	\$175
Post-Master's Certificate in Performance Improvement Leadership*	\$730	\$175
Post-Master's Certificate in Postsecondary and Adult Education*	\$730	\$175
Post-Master's Certificate in Professional Studies in Education*	\$730	\$175
Post-Master's Certificate in Research*	\$730	\$175
Graduate Certificate in Adult Education*	\$440	\$150
Graduate Certificate in Higher Education Leadership and Administration*	\$440	\$150
Graduate Certificate in Competency-Based Instruction*	\$440	\$150
Graduate Certificate in Instruction in the 1:1 Environment*	\$440	\$150
Graduate Certificate in Personalized Learning*	\$440	\$150
Graduate Certificate in Professional Growth and Development*	\$440	\$150
	Tuition (Per 12-Week Session)	Resource Kit (Per 12-Week Session)
Master of Education (MEd) in Teaching and Learning, FlexPath option	\$2,300	\$150

* Certificate tuition costs may vary when taken concurrently with other programs.

[†] 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 Campus. Learners who cancel their residency registration more than 30 days prior to the start of the residency will not be assessed a cancellation fee. Learners who cancel their residency registration 7–30 days prior to the start of the residency will be assessed a \$150 cancellation fee. Learners who cancel their residency registration 0–7 days prior to the start of the residency will be assessed the entire residency fee.

University Policies, *continued***TUITION AND FEES TABLE, *continued***

SCHOOL OF NURSING AND HEALTH SCIENCES (SONHS)	Tuition (Per Credit)	Resource Kit (Per Quarter)	Tuition (Per Upper-Division Credit)	Tuition (Per Lower-Division Credit)	Tuition (Per Graduate Credit for Combined Option)
Bachelor of Science (BS) in Health Care Administration		\$125	\$368	\$344	
Bachelor of Science in Nursing (BSN)		\$125	\$360	\$336	\$360
Bachelor of Science in Public Health (BS)		\$125	\$368	\$344	
Doctor of Health Administration (DHA)	\$735	\$175			
Doctor of Public Health (DrPH)	\$735	\$175			
Master of Health Administration (MHA)	\$526	\$125			
Master of Public Health (MPH)	\$492	\$125			
Post-Master's Certificate in Epidemiology	\$735	\$175			
Graduate Certificate in Health Administration*	\$526	\$125			
Graduate Certificate in Health Care Informatics*	\$526	\$125			
Graduate Certificate in Health Care Leadership*	\$526	\$125			
Graduate Certificate in Public Health*	\$492	\$125			
Doctor of Nursing Practice (DNP) [†]	\$790	\$175/\$125/\$175 [‡]			
Master of Science in Nursing (MSN)	\$425	\$125			
Graduate Certificate in Care Coordination*	\$425	\$125			
Graduate Certificate in Diabetes Nursing*	\$425	\$125			
Graduate Certificate in Nursing Informatics*	\$425	\$125			
Graduate Certificate in Nursing Leadership*	\$425	\$125			
	Tuition (Per 12-Week Session)	Resource Kit (Per 12-Week Session)			
Bachelor of Science (BS) in Health Care Administration, FlexPath option	\$2,400	\$125			
Bachelor of Science in Nursing (BSN), FlexPath option	\$3,000				
Master of Health Administration (MHA), FlexPath option	\$2,300	\$125			
Master of Science in Nursing (MSN), FlexPath option	\$2,500	\$125			
Graduate Certificate in Health Administration, FlexPath option	\$2,100	\$125			

* Certificate tuition costs may vary when taken concurrently with other programs.

[†] Learners enrolled in the Doctor of Nursing Practice (DNP) Preparatory Program are charged the Master of Science of Nursing (MSN) tuition-per-credit for their DNP Preparatory Program courses.

[‡] The Resource Kit fees (per Quarter) are as follows: \$175 for learners enrolled in the Doctor of Nursing Practice (DNP) degree program; \$125 for learners enrolled in the Doctor of Nursing Practice (DNP) Preparatory Program; and \$175 for learners enrolled in the BSN-to-DNP pathway.

University Policies, *continued*TUITION AND FEES TABLE, *continued*

HAROLD ABEL SCHOOL OF PSYCHOLOGY (SOP) UNDERGRADUATE			Tuition (Per Upper-Division Credit)	Resource Kit (Per Quarter)	Tuition (Per Lower-Division Credit)	Tuition (Per Graduate Credit for Combined Option)			
Bachelor of Science (BS) in Psychology			\$411	\$150	\$357	\$411			
Bachelor of Science (BS) in Psychology Pre-Counseling Program			\$411	\$150	\$357	\$411			
			Tuition (Per 12-Week Session)						
Bachelor of Science (BS) in Psychology, FlexPath option			\$2,500						
HAROLD ABEL SCHOOL OF PSYCHOLOGY (SOP) GRADUATE	Tuition (Per Credit)	Resource Kit (Per Quarter)	Tuition (Per Credit for Practicum Coursework)	Quarterly Tuition	Quarterly Tuition (Comprehensive Examination and Dissertation)	Residency [†]	Year-in- Residence [†] (Weekend-in- Residence)	Year-in- Residence [†] (Week-in- Residence)	Year-in- Residence [†] (Extended Seminar)
Doctor of Philosophy (PhD) in Psychology [†]	\$530	\$175			\$2,780				
Doctor of Psychology (PsyD)	\$530	\$175			\$2,780			\$600	\$2,990
Doctor of Psychology (PsyD) in School Psychology [†]	\$530	\$175			\$2,780	\$1,495			
Master of Science (MS) in Clinical Psychology [†]	\$485	\$160							
Master of Science (MS) in Psychology	\$485	\$160							
Graduate Certificate in Applied Behavior Analysis*	\$485	\$160							
Graduate Certificate in Play Therapy*	\$485	\$160							
Specialist Certificate in School Psychology*	\$485	\$160	\$495				\$275	\$1,495	\$2,990
			Tuition (Per 12-Week Session)	Resource Kit (Per 12-Week Session)					
Master of Science (MS) in Psychology, FlexPath option			\$2,700	\$160					

* Certificate tuition costs may vary when taken concurrently with other programs.

[†] 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 Campus. Learners who cancel their residency registration more than 30 days prior to the start of the residency will not be assessed a cancellation fee. Learners who cancel their residency registration 7–30 days prior to the start of the residency will be assessed a \$150 cancellation fee. Learners who cancel their residency registration 0–7 days prior to the start of the residency will be assessed the entire residency fee.

University Policies, *continued***TUITION AND FEES TABLE, *continued***

SCHOOL OF PUBLIC SERVICE LEADERSHIP (SOPSL)	Tuition (Per Credit)	Resource Kit (Per Quarter)	Tuition (Per Upper-Division Credit)	Tuition (Per Lower-Division Credit)	Quarterly Tuition
Bachelor of Science (BS) in Criminal Justice		\$150	\$411	\$357	
Doctor of Philosophy (PhD) in Criminal Justice [†]	\$697	\$175			
Doctor of Philosophy (PhD) in Emergency Management [†]	\$697	\$175			
Doctor of Emergency Management (DEM) [†]	\$697	\$175			
Doctor of Public Administration (DPA) [†]	\$697	\$175			
Master of Science (MS) in Criminal Justice	\$530	\$150			
Master of Science (MS) in Emergency Management	\$530	\$150			
Master of Public Administration (MPA)	\$530	\$150			
Doctor of Social Work (DSW) [†]		\$175			\$4,296
Master of Social Work (MSW)—Advanced Standing [†]	\$505	\$150			
Master of Social Work (MSW) [†]	\$505	\$150			

* Certificate tuition costs may vary when taken concurrently with other programs.

[†] 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 Campus. Learners who cancel their residency registration more than 30 days prior to the start of the residency will not be assessed a cancellation fee. Learners who cancel their residency registration 7–30 days prior to the start of the residency will be assessed a \$150 cancellation fee. Learners who cancel their residency registration 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****PROCEDURES****I. Tuition Structure****A. Course Tuition**

Tuition charges are structured in multiple ways, including flat-rate quarterly, flat-rate per-session, and per-credit tuition as outlined in the [tuition and fees table](#). Learners in all programs pay tuition based on the program and/or courses in which they are registered and according to the tuition and fees table.

B. 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

- a. Learners canceling their non-credit-bearing residency registration may be charged a cancellation fee for the full tuition of the residency, depending on when the cancellation is made. See the Residencies section of [Campus](#) for details on registration and cancellation fees.
- b. Learners canceling their credit-bearing residency registration, as described in section IV of university policy *2.02.02 Course Registration*, should refer to university policy *4.03.02 Tuition and Fee Refunds* to determine the financial implications of their actions.

C. 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. All fees are due upon assessment.****B. 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 website for application and international transcript evaluation fees.

C. Resource Kit and Technology Fee

Either a resource kit fee or a technology fee will be assessed for select programs at the start of each quarter or FlexPath session following standard tuition due dates.

D. 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.

E. Diploma Fee

1. Capella University charges for duplicate diplomas.
2. The university also reserves the right to withhold original or duplicate diplomas of learners who are not in good financial standing with the institution.

F. Prior Learning Assessment Evaluation Fee

1. Capella University requires learners seeking credit for prior learning to pay an evaluation fee for each evaluation.
2. Refer to the tuition and fees schedule on the Capella University website for the prior learning assessment evaluation fee.
3. Prior learning assessment evaluation fees are nonrefundable, regardless of outcome.

G. Non-Sufficient Funds (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.

University Policies, continued**H. For California Learners Only: Student Tuition Recovery Fund (STRF) Fee**

California residents should refer to the following language provided by the state of California regarding the student tuition recovery fund fee:

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss.

Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment if you are not a California resident, or are not enrolled in a residency program

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

University Policies, continued

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

III. Reimbursements and Discounts**A. Employer Reimbursements**

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 Bills

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 Discounts

1. Learners may be eligible for an affiliation tuition discount due to an arrangement between Capella University and the learner's 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. Capella University Scholarships

- A. Learners may be considered for Capella University scholarships by completing an application and any requested documents. Scholarship application and fulfillment of requirements does not guarantee that a scholarship will be awarded.
- B. Scholarships may be used for tuition and fees for courses, residencies, or other academic requirements as stated in the description and details for each scholarship.
- C. Award of a scholarship may impact financial aid, employer tuition, and Veterans Affairs benefits.

V. Special Business Office Hold (SBOH)

- A. All learners with an outstanding balance may be placed on SBOH.
- B. FlexPath learners who are removed from their course(s) for SBOH after the last day to drop will be assigned a Withdrawal ("W") grade.
- C. While on SBOH, learners are not granted access to university activities or academic personnel or services, including advisors, mentors, courses, or the library.
- D. Access to the courseroom may be regained upon resolution of the account balance within the time lines communicated to affected learners.
- E. Learners who do not pay their outstanding account balance while on SBOH may be administratively withdrawn from the university.
- F. Learners who are administratively withdrawn for SBOH will be sent to a third party collection agency and/or reported to a credit bureau.

University Policies, *continued*

VI. Three-Day Cancellation

Learners providing written notice of cancellation within three days (excluding Saturday, Sunday, and federal and state holidays) of paying any fee are entitled to a refund of all monies paid. No later than 30 days after receiving the notice of cancellation, Capella University will provide a 100 percent refund.

VII. 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.

VIII. Resources for Communicating Tuition and Fees Information

- Tuition and fees are posted in Capella's University Catalog and on Campus.
- Tuition and fees are subject to change.
- Tuition and fees schedule can be found at:
https://www.capella.edu/content/dam/capella/PDF/tuition_chart.pdf

IX. All procedures with this policy apply to learners in GuidedPath and FlexPath programs.

4.03.02 Tuition and Fee 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 specified in this policy and its related procedures and schedules. Individual states may require a separate tuition refund schedule.

PROCEDURES

I. Tuition Structure and Fees for All Learners

A. Course Tuition

Tuition charges are structured in multiple ways, including flat-rate quarterly, flat-rate per-session, and per-credit tuition as outlined in the [tuition and fees table](#). Learners in all programs pay tuition based on the program and/or courses for which they are registered and according to the tuition and fees table.

B. Fees

- Capella University does not provide refunds for books, supplies, non-credit-bearing residencies, or other listed fees unless noted.
- Resource Kit Refund and Technology Fee Refund
 - For GuidedPath courses that have a resource kit fee or a technology fee, the fee will be refundable only during the first five days of the course.

- For FlexPath courses that have a resource kit fee or a technology fee, the fee will be refundable during the 100 percent refund period for the FlexPath session.

Note: No refund is given for tuition paid on a quarterly basis if a learner remains registered in one or more courses. For more information about course drops and withdrawals, refer to university policy 2.02.02 Course Registration.

II. Credit-Bearing Tuition Refund Schedule

A. Initial Course Participation

- Learners who are dropped from a course for failing to satisfy the requirement for initial course participation will be refunded 100 percent of the course tuition.
- Learners who request a course drop or withdrawal as described in section VII of university policy *2.02.02 Course Registration* and who have not satisfied the requirement for initial course participation will be refunded 100 percent of the course tuition.

B. Ongoing Course Participation

Learners who are administratively withdrawn from a course for failing to satisfy the requirement for ongoing course participation will be responsible for tuition based on the date of their withdrawal.

C. The following schedule applies to learners in credit-bearing courses:

Withdrawal or Drop Date From the Class Start Date	Tuition Refund
Through fifth calendar day	100%
6–12 calendar days	75%
Remainder of the term	No refund

III. FlexPath Tuition Refund Schedule

A. FlexPath Participation and Engagement

Learners who are administratively withdrawn from a course for failing to satisfy the requirement for FlexPath initial participation or engagement will be responsible for tuition based on the date of their drop or withdrawal.

B. FlexPath Refund Schedule

FlexPath learners will adhere to the following refund schedule.

- FlexPath learners in their first FlexPath program session will be refunded 100 percent of their subscription tuition if canceling on or before course census day, the 12th calendar day of the course.

University Policies, continued

2. FlexPath learners in their first FlexPath program session who have completed a FlexPath course and cancel their subscription between completion of that course and census will not receive a subscription tuition refund.
3. FlexPath learners in their second or a later session will not be eligible for subscription tuition refunds.

C. FlexPath Program Changes

Learners making a change to their FlexPath program may be eligible for a prorated tuition refund based on the date of the change of academic program. Learners should contact a FlexPath coach to discuss available options and Financial Aid to determine whether they are eligible for a prorated tuition refund.

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 \$56, the request will be canceled. Faculty and doctoral 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.

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 to avoid penalties. 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.

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

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.
 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.

University Policies, *continued*

- 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.

4.04.03 Honor Societies and Professional Organizations

Capella University provides support for institutionally approved chapters of national honor societies and professional organizations that are related to the university's academic offerings.

The Center for Academic and Learner Support department facilitates the approval of and coordinates the support for Capella University chapters of honor societies and professional organizations.

DEFINITIONS

Honor Societies and Professional Organizations

Honor societies and professional organizations are Capella University-approved and supported chapters of national honor societies and professional organizations that are related to the university's academic offerings.

PROCEDURES

I. Honor Society and Professional Organization Request, Approval, and Renewal

A. Honor Society and Professional Organization Request

- 1. To establish a new Capella University chapter of an honor society or professional organization, the faculty sponsor of the new chapter must complete the Honor Society and Professional Organization Chapter Request Form located on Campus and submit it to the Center for Academic and Learner Support department.
- 2. The Center for Academic and Learner Support department schedules review of the request by the Honor Society and Professional Organization Review Panel.

B. Honor Society and Professional Organization Chapter Approval

- 1. The Honor Society and Professional Organization Review Panel reviews and approves the request.
- 2. Honor society and professional organization chapter approval criteria
 - a. Chapters must be affiliated with a national honor society or professional organization.

University Policies, continued

- b. Chapters must relate to a minimum of one of the university's academic offerings.
- c. Chapters must be advised by a dean-approved faculty sponsor.
- d. Chapters must designate a learner as chapter president.
- e. Chapters must have a minimum of one chapter officer.
- f. Chapters must have completed an Honor Society and Professional Organization Request Form and had it approved by the Honor Society and Professional Organization Review Panel.
- g. The faculty sponsor must have completed a Faculty Acknowledgment Agreement located on Campus and submitted it to the Center for Academic and Learner Support department.

C. Honor Society and Professional Organization Chapter Renewal

- 1. Chapters must be renewed on an annual basis.
- 2. To be renewed, chapters must complete an Honor Society and Professional Organization Annual Review Form and submit it to the Center for Academic and Learner Support department, along with the following documents:
 - a. Current chapter officer list
 - b. Current chapter membership list
 - c. Annual report
- 3. Chapters that are not renewed on an annual basis will be dissolved.

II. Honor Society and Professional Organization Chapter Support and Responsibilities**A. Honor Society and Professional Organization Chapter Support**

- 1. Member eligibility verification processes:
 - a. The Center for Academic and Learner Support department verifies the eligibility of potential chapter members on behalf of the chapter.
 - b. On a quarterly basis, the chapter's faculty sponsor must provide the Center for Academic and Learner Support department with a current chapter membership list.
 - c. The Center for Academic and Learner Support department uses the chapter membership list to coordinate invitations of new chapter members on behalf of the chapter.

- 2. Capella University provides the following information technology resources for chapters to use as appropriate:

- a. Campus Micro site
- b. Email account
- c. SharePoint access (for faculty sponsors)

B. Honor Society and Professional Organization Chapter Responsibilities

- 1. Faculty sponsor responsibilities:
 - a. The faculty sponsor must be actively involved in the chapter.
 - b. The faculty sponsor is the chapter's designated contact person for internal university staff and the chapter's national governing organization, unless the responsibility is delegated to a learner chapter member.
- 2. Chapter president responsibilities:
 - a. Chapters must designate a learner as chapter president.
 - b. The chapter president is the chapter's designated learner contact for internal university staff and the chapter's national governing organization, unless the responsibility is delegated to a different chapter member.
- 3. Chapter finance responsibilities:
 - a. The faculty sponsor serves as the primary or secondary signatory on a bank account established specifically for the purpose of collecting dues and other expenses associated with the operations of the chapter.
 - b. Chapters must designate a chapter officer(s) to facilitate and maintain the chapter's financial activities.
 - c. Chapters are responsible for any liability associated with the chapter's financial activities.
- 4. Learners participating in chapter activities must maintain compliance with all university policies, including *4.02.02 Learner Code of Conduct*, *4.02.04 Discrimination, Harassment, and Assault*, and *4.02.05 Drugs and Alcohol*.
- 5. Capella University is not responsible for chapter activities, financial or otherwise.

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 Campus at [Financial Aid](#) and [Finances FAQs](#).

Course Repeat Policy

Undergraduate and Graduate Learners

Financial aid may be used to cover the cost of the first repeat of a failed course and for the first repeat of a course for which the learner received a passing grade. Learners approved to repeat a course beyond this may not use financial aid to cover the cost of the additional course repeats. This rule does not impact graduate learners in the comprehensive examination or dissertation courses.

Repeat course credits ineligible for financial aid are not included in course load calculations for financial aid purposes.

Financial Aid Satisfactory Academic Progress

Federal and state laws require learners to maintain 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 financial aid satisfactory academic progress, financial aid warning, financial aid probation, and the financial aid appeals process.

These policies are described in detail on Campus at [Resources, Policies and Administration, University Policies](#).

FlexPath Option and Course Progression Requirements

Financial aid recipients enrolled in a program with the FlexPath learning format must meet progression requirements to continue to receive financial aid disbursements.

The minimum progression requirements to maintain eligibility are as follows:

PROGRAM LEVEL	MINIMUM PROGRAM POINT ENROLLMENT	24-WEEK PROGRAM POINT REQUIREMENT	48-WEEK PROGRAM POINT REQUIREMENT
Graduate learners	1.5 program points	4.5 program points	9 program points
Undergraduate learners	3 program points	9 program points	18 program points

Progression is evaluated at weeks 24 and 48 of the learner's academic year. If progression is not met, the payment period end date may be extended, disbursements may be delayed, and there may be a loss of financial aid eligibility.

Refund Procedure for Financial Aid Recipients

Learners receiving financial aid should contact the Financial Aid Office before canceling course registration 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.

Return of Title IV Policy

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.

Undergraduate learners will have funds returned in the order of:

1. Unsubsidized Direct Loans
2. Subsidized Direct Loans
3. Federal Grants
4. Federal Supplemental Educational Opportunity Grants (FSEOG)

Graduate learners will have funds returned in the order of:

1. Unsubsidized Direct Loans
2. Graduate PLUS Loans

Financial aid eligibility is in direct correlation with course participation. If learners withdraw from Capella and have received financial aid, specific procedures will be followed, which can be found in the [Tuition and Fee Refunds](#) policy located on Campus.

Scholarships

Capella offers many scholarship options, including two internal scholarships - the Capella Business Leader Award and Capella Legacy 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 Campus. Free scholarship search engines are also available on [Campus](#).

Military Education Benefits

Military and Veteran Education Benefits

Capella University is approved by the Minnesota State Approving Agency to grant veterans education 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 education benefits on the Military Support page on Campus.

Capella honors the following military and veterans education 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)
- Veterans Educational Assistance Program (VEAP) (Chapter 32)
- Vocational Rehabilitation and Employment (Chapter 31)
- Tuition Assistance and Top-Up
- Minnesota GI Bill

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 [Military Support](#) page on Campus.

Capella Service Grant

Because only veterans are eligible for the Yellow Ribbon Program, Capella offers a grant program for active duty servicemembers (and their dependents) who are eligible for the Post-9/11 GI Bill at the 100 percent level. If tuition and fees exceed the Post-9/11 GI Bill's annual benefit limit, the Capella Service Grant will cover the unmet cost. Learners can find more information about this program on the [Military Support](#) page on Campus.

Tuition Assistance (TA)

Capella University accepts Tuition Assistance (TA) vouchers from each branch of the United States military, as well as the National Guard, Reserve, and Department of Defense (DoD). Capella is also a partner institution with GoArmyEd.

Capella University has signed the Department of Defense Memorandum of Understanding, which took effect in September 2014. Capella University has submitted its intent to comply with executive order 13607, Principles of Excellence.

To learn more about any military or veteran benefits, please visit the Military Support page on Campus.

UNDERGRADUATE AND GRADUATE PROGRAMS

Division of Arts and Sciences General
Education Requirements and
Concentration Information

School of Business and Technology

School of Counseling and
Human Services

School of Education

School of Nursing and Health Sciences

Harold Abel School of Psychology

School of Public Service Leadership

Division of Arts and Sciences General Education Requirements and Concentration Information

General Education Requirements

The General Education courses are aligned to a set of learning outcomes that help ensure our learners develop the knowledge, skills, and abilities foundational to a baccalaureate degree and advanced study. Those outcomes are:

- 1. Communication:** Capella learners will develop the communication skills necessary to effectively use the English language to communicate both verbally and in written form.
- 2. Critical Thinking:** Capella learners will develop the thinking skills necessary to critically evaluate information, integrate differing points of view, and develop a process of reasoning.
- 3. Ethical and Social Responsibility:** Capella learners will develop an understanding of the ethical dimensions of their personal and professional lives and learn what it means to be a socially responsible citizen in today's world.
- 4. Arts and Humanities :** Capella learners will develop an understanding of the arts and humanities as an expression of human culture.
- 5. Analytical Thinking:** Capella learners will develop an understanding of the world around them and establish a reasoned course of action for effectively solving problems and making decisions.
- 6. Social Awareness:** Capella learners will develop an understanding of human behavior and interaction, and acquire knowledge of the predominant theories.
- 7. Information Technology:** Capella learners will develop an understanding of how computers can be used as effective tools to access and transmit information, as well as understand the value of technology.

- 8. Information Literacy:** Capella learners will develop the ability to realize when information is needed and to have the ability to locate, evaluate and utilize the needed information. Learners will understand how to use information ethically and legally.

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 distribution areas

- 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.

3. Natural Science and Mathematics:

Capella learners develop an understanding of the scientific methods used to study the natural sciences phenomena and an appreciation of the role scientific inquiry plays in addressing the critical issues facing today's world. They develop an understanding of mathematical and logical reasoning and the ability to use mathematics and logic to address problems in their personal and professional lives.

- 4. Social Science:** Capella learners develop an understanding of the scientific methods used to study human behavior and interaction and acquire knowledge of the predominant social science theories.

Concentrations

Concentrations are designed to provide learners with deeper knowledge in a specific subject area. They include a specific set of courses in a narrowly defined field of study that is taken either to fulfill a degree program requirement or add to a degree program requirement. Learners enrolled in an eligible degree program that does not include a concentration as part of its requirements may request to be enrolled in eligible concentration at any point during their program. The degree and concentration are awarded simultaneously upon completion of the program and concentration requirements.



Genevieve Feliu, PhD
Dean of the Division of Arts
and Sciences

A Message from the Dean of the Division of Arts and Sciences

Welcome to Capella University's Division of Arts and Sciences.

Capella is dedicated to providing high quality academic programs for adult learners pursuing a baccalaureate degree. The goal of our programs is to connect what is learned in your course experiences to life beyond the course room. We accomplish this by integrating a broad-based curriculum with focused academic requirements that complement your career aspirations and enhance your personal effectiveness.

Our faculty members are scholar-practitioners with a wealth of knowledge and experience accumulated from years of scholarly investigation and practical experience. The Arts and Sciences faculty will challenge you to appreciate the complexities of the world and to use your growing scholarly insights to identify, address, and assess the challenges of tomorrow.

I look forward to the day I can extend my personal congratulations on successfully completing your program of study.

Genevieve Feliu, PhD
Dean of the Division of Arts and Sciences

Division of Arts and Sciences General Education Courses

General Education Courses

Choose 45 quarter credits with a minimum of 6 quarter credits from each category.

Communication

- ENG1000^{1,2} English Composition (6 quarter credits)
 ENG1100³ Writing Strategies for Criminal Justice (6 quarter credits)
 ENG2000 Research Writing (6 quarter credits)
 ENG3300 Business and Technical Writing (6 quarter credits)
 COM1000 Public Speaking (3 quarter credits)
 COM2000 Intercultural Communication (6 quarter credits)
 COM2050 Visual Design in Communications (3 quarter credits)
 COM3200 Leadership, Gender, and Communication (6 quarter credits)
 COM3700 Conflict Resolution (6 quarter credits)
 COM4100 Media and Culture (6 quarter credits)

Humanities

- ART2000 Art History Survey (6 quarter credits)
 HUM1000 Introduction to the Humanities (6 quarter credits)
 HUM1055 Approaches to Studying Religions (3 quarter credits)
 HUM3300 Perspectives on World Religions (6 quarter credits)
 LIT2001 Introduction to Literature: Short Stories (3 quarter credits)
 LIT2100 Women's Literature (3 quarter credits)
 PHI1000 Introduction to Philosophy (6 quarter credits)
 PHI2000¹ Ethics (6 quarter credits)
 PHI2051 Bioethics and Society (3 quarter credits)
 PHI2100 Introduction to Logic (6 quarter credits)
 PHI3200 Ethics in Health Care (6 quarter credits)

Natural Science and Mathematics

- BIO1000¹ Human Biology (6 quarter credits)
 BIO1050 Environmental Biology and Society (3 quarter credits)
 BIO2000 Environmental Health (6 quarter credits)
 PHY1000 Introduction to Astronomy (6 quarter credits)
 MAT1050 College Algebra (6 quarter credits)
 MAT1051 Pre-Calculus (6 quarter credits)
 MAT2001⁴ Statistical Reasoning (6 quarter credits)**OR**
 MAT2002⁴ Statistical Reasoning (6 quarter credits)
 MAT2050 Statistical Literacy (3 quarter credits)
 MAT2051^{5*} Discrete Mathematics (6 quarter credits)

Social Science

- ECO1050 Microeconomics (6 quarter credits)
 ECO1051 Macroeconomics (6 quarter credits)
 HIS1000 Immigrants in the American City (3 quarter credits)
 HIS3200 History of Health Care in America (3 quarter credits)
 HIS4100 Critical Aspects of American History (3 quarter credits)
 POL1000 The Politics of American Government (6 quarter credits)
 POL2000 Globalization (6 quarter credits)
 PSYC1000¹ Introduction to Psychology (6 quarter credits)
 PSYC2200 Educational Psychology (3 quarter credits)
 PSYC2210 Introduction to Psychology of Social Media (3 quarter credits)
 PSYC2300 Introduction to Addiction Theories (3 quarter credits)
 PSYC2330 Introduction to Forensic Psychology (3 quarter credits)
 PSYC2700 Child Development (3 quarter credits)
 PSYC2720 Adolescent Psychology (3 quarter credits)
 PSYC2740 Adult Development and Aging (3 quarter credits)
 PSYC2800 Introduction to Human Sexuality (3 quarter credits)
 SOC1000 Introduction to Human Society (6 quarter credits)
 SOC2000 Cultural Diversity (6 quarter credits)
 SOC3400 Social Deviance (6 quarter credits)

In addition, choose 21 quarter credits of additional undergraduate courses from general education courses above.

¹ Required for General Psychology specialization.

² Strongly recommended for learners who have not satisfied the communications requirement.

³ Required for learners in the BS in Criminal Justice degree program.

⁴ Required for Accounting, Finance, Marketing, Project Management (Business), and General Psychology specializations.

⁵ Required for all Information Technology specializations.

General Education Courses, FlexPath option

Communication

- COM-FP2050 Visual Design in Communications (1.5 program points)
 COM-FP3200 Leadership, Gender, and Communication (3 program points)
 COM-FP3700 Conflict Resolution (3 program points)
 COM-FPX3700 Conflict Resolution (3 program points)
 ENG-FP1000^{1,2} English Composition (3 program points)

Humanities

- HUM-FP1000 Introduction to the Humanities (3 program points)
 HUM-FPX1000 Introduction to the Humanities (3 program points)
 HUM-FP3300 Perspectives on World Religions (3 program points)
 PHI-FP2000¹ Ethics (3 program points)
 PHI-FP2051 Bioethics and Society (1.5 program points)

Natural Science and Mathematics

- BIO-FP1000¹ Human Biology (3 program points)
 BIO-FP2000 Environmental Health (3 program points)
 BIO-FPX2000 Environmental Health (3 program points)
 MAT-FP1050 College Algebra (3 program points)
 MAT-FP2001¹ Statistical Reasoning (3 program points)
 MAT-FP2051* Discrete Mathematics (3 program points)

Social Science

- HIS-FP4100 Critical Aspects of American History (3 program points)
 POL-FP2000 Globalization (3 program points)
 PSYC-FP1000¹ Introduction to Psychology (3 program points)
 SOC-FP2000 Cultural Diversity (3 program points)
 SOC-FPX2000 Cultural Diversity (3 program points)

¹ Required for General Psychology, FlexPath option specialization.

² Strongly recommended for learners who have not satisfied the communications requirement.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Undergraduate Concentrations

Accounting

The Accounting concentration provides learners with a basic understanding of accounting in an organization, including how to create financial statements and evaluate an enterprise's financial health. Learners gain an understanding of budgeting and analyze the time value of money. Learners also examine General Accepted Accounting Principles (GAAP) and Financial Accounting Standard Board (FASB) pronouncements.

Five Required Courses 24 quarter credits

BUS3061	Fundamentals of Accounting (3 quarter credits)
BUS3062	Fundamentals of Finance (3 quarter credits)
BUS4060*	Financial Accounting Principles (6 quarter credits)
BUS4061*	Managerial Accounting Principles (6 quarter credits)
BUS4062*	Intermediate Financial Accounting Topics and Trends (6 quarter credits)

Total 24 quarter credits

Addictions

In the Addictions concentration, learners apply knowledge of theories, treatments, and current research needed to understand and respond to the psychological and behavioral aspects of a variety of addictions. Successful graduates of this concentration are prepared to pursue additional undergraduate-level training, or advanced education in treating addictions. They are also prepared to pursue careers in entry-level positions such as intake worker or psychiatric technician, or in areas such as prevention education.

Four Required Courses 18 quarter credits

PSYC2300	Introduction to Addiction Theories (3 quarter credits)
PSYC2900**	Introduction to Psychology of Personality (3 quarter credits)
PSYC3110**	Abnormal Psychology (6 quarter credits)
PSYC4300*	Introduction to Addiction Treatment (6 quarter credits)

Total 18 quarter credits

**** This course has a prerequisite that is not listed as a required course, which may increase the total number of courses needed to complete this concentration. See course descriptions for additional course prerequisites.**

Behavioral Health

In the Behavioral Health concentration, learners demonstrate foundational counseling knowledge, application, and skills and apply them to general behavioral health topics in the field of psychology. Learners who successfully complete this concentration are prepared to pursue graduate work in the areas of clinical psychology, counseling psychology, mental health counseling, marriage and family therapy, addictions counseling, school counseling, social work, or other psychology-related degrees; and/or pursue careers such as case manager, crisis worker, victim advocate, psychiatric technician, or other entry-level careers in the field of psychology.

Four Required Courses 18 quarter credits

PSYC2320**	Introduction to Counseling and Psychotherapy (3 quarter credits)
PSYC2900**	Introduction to Psychology of Personality (3 quarter credits)
PSYC3110**	Abnormal Psychology (6 quarter credits)
PSYC4320**	Theories of Counseling and Psychotherapy (6 quarter credits)

Total 18 quarter credits

**** This course has a prerequisite that is not listed as a required course, which may increase the total number of courses needed to complete this concentration. See course descriptions for additional course prerequisites.**

Business Intelligence

Learners in the Business Intelligence concentration enhance their quantitative and technical skills in business and demonstrate the knowledge needed to successfully conduct analytics in a data intensive environment. Learners evaluate, synthesize, analyze, and apply business intelligence in business environments as well as develop the ability to solve real-life organizational problems. In addition, learners build their understanding of methodology, technology, practice, and management.

Eight Required Courses 24 quarter credits

IT4200	Data Governance and Stewardship (3 quarter credits)
BUS4200	Identifying Core Business Processes and Master Data (3 quarter credits)
BUS4210	Data Identification and Collection Strategies (3 quarter credits)
BUS4220*	Data Mining and Analysis in Business (3 quarter credits)
BUS4230	Data Modeling Strategies and Tools in Business (3 quarter credits)
BUS4240*	Data Interpretation and Statistical Analysis in Business (3 quarter credits)
BUS4250*	Advanced Data Interpretation and Statistical Analysis in Business (3 quarter credits)
IT4350	Information Solutions and Delivery Strategies (3 quarter credits)

Total 24 quarter credits

Corrections

In the Corrections concentration, learners apply foundational and application-based learning in correctional theory and practice and acquire knowledge and skills needed to pursue advancement in their field. Learners examine the goals of the U.S. Correctional System, correctional law, risk assessment, management, training, sentencing, offender classification and assessment, and pivot point changes in the law associated with rights and privatization. Learners also investigate the issues within diverse correctional communities and build a foundation in key facets of the correctional field as well as other core connected areas within the criminal justice system.

Three Required Courses 18 quarter credits

CJ3250	Corrections, Probation, and Parole (6 quarter credits)
CJ3260	Correctional Counseling (6 quarter credits)
CJ3270	Corrections Administration and Leadership (6 quarter credits)

Total 18 quarter credits

Emergency Management

The Emergency Management concentration provides an overview of the research, theory, and principles within the framework of emergency management. Learners develop analytical and problem-solving skills needed to address hazards and threats in the United States, and gain an understanding of evidence-based best practices that address the appropriate components of a disaster, while focusing on the role of communities in the response, mitigation, and other related challenges in an environment of terror.

Three Required Courses 18 quarter credits

CJ1100	Introduction to Emergency Management (6 quarter credits)
CJ3600	Emergency Planning (6 quarter credits)
CJ3620	Disaster Response Operations and Management (6 quarter credits)

Total 18 quarter credits

This program is not designed to prepare graduates for employment as law enforcement or peace officers. The qualifications to become a law enforcement or peace officer vary; learners should check their state's certification process and requirements.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Division of Arts and Sciences—General Education and Concentrations, *continued*

Concentrations, *continued*

Finance

The Finance concentration presents finance fundamentals and emphasizes financial decision-making principles, financial analysis, and the evaluation of financial information. The concentration is designed to prepare learners to engage in meaningful dialogue about the financial health of organizations and use financial information to make ethical and effective business decisions.

Four Required Courses	21 quarter credits
BUS3062 Fundamentals of Finance (3 quarter credits)	
BUS4070 * Foundations in Finance (6 quarter credits)	
BUS4072 * Analysis for Financial Management (6 quarter credits)	
BUS4073 * Investments and Portfolio Management (6 quarter credits)	
Total	21 quarter credits

Forensic Psychology

In the Forensic Psychology concentration, learners demonstrate foundational knowledge and application of the interactions between the legal system and psychology. The concentration focuses on introductory knowledge of the psychology behind criminal behavior and of the roles forensic psychology professionals play in legal proceedings and treatment. Additionally, learners recognize the role, rights, and needs of victims in the criminal justice process. Successful graduates of this concentration are prepared to pursue graduate work in forensic psychology or other areas of psychology of interest, or pursue careers in entry-level positions within the criminal justice system, such as a victim advocate or child protective worker.

Four Required Courses	18 quarter credits
PSYC2330 Introduction to Forensic Psychology (3 quarter credits)	
PSYC3110** Abnormal Psychology (6 quarter credits)	
PSYC3130 Criminal Psychology and Behavior (6 quarter credits)	
PSYC3150 Victimology (3 quarter credits)	
Total	18 quarter credits

** This course has a prerequisite that is not listed as a required course, which may increase the total number of courses needed to complete this concentration. See course descriptions for additional course prerequisites.

Health Care Management

In the Health Care Management concentration, learners acquire a basic understanding of health care business functions, including health care administration, health care economics, quality assurance and risk management, and ethics in health care operations. Learners explore public health, health policy, and operations within health services organizations and examine clinical scenarios and the impact health care reform has on providers, insurers, and consumers.

Four Required Courses	24 quarter credits
BUS3026 Foundations and Future of Health Care Delivery Management (6 quarter credits)	
BUS4121* Ethics in Health Care Management (6 quarter credits)	
BUS4122** Health Care Economics (6 quarter credits)	
BUS4123* Quality Assurance and Risk Management (6 quarter credits)	
Total	24 quarter credits

** This course has a prerequisite that is not listed as a required course, which may increase the total number of courses needed to complete this concentration. See course descriptions for additional course prerequisites.

Human Resource Management

Learners in this concentration apply the principles of human resource management to support organizational outcomes. Throughout the coursework, learners develop the skills and competence necessary to attract, recruit, engage, develop, and retain employees. Learners also build the fundamental knowledge of compensation, benefits, and the legal framework that guides the employment lifecycle.

Three Required Courses	18 quarter credits
BUS3040 Fundamentals of Human Resource Management (6 quarter credits)	
BUS4044* Legal Issues in Human Resource Management (6 quarter credits)	
BUS4045* Recruiting, Retention, and Development (6 quarter credits)	
Total	18 quarter credits

Law Enforcement Leadership

In the Law Enforcement Leadership concentration, learners investigate the research, theory, and principles related to effective decision making through the use of leadership skills in a law enforcement administrative environment. Learners acquire problem-solving skills needed to address the complex rules and procedures of the criminal justice system, and develop an ethics-centered, evidence-based approach to addressing police community relations.

Three Required Courses	18 quarter credits
CJ3500 Police Administration and Leadership (6 quarter credits)	
CJ3520 Police-Community Relations (6 quarter credits)	
CJ3560 Multiagency Investigations (6 quarter credits)	
Total	18 quarter credits

This program is not designed to prepare graduates for employment as law enforcement or peace officers. The qualifications to become a law enforcement or peace officer vary; learners should check their state's certification process and requirements.

Management and Leadership

In the Management and Leadership concentration, learners gain the knowledge and abilities needed to coordinate, implement, promote, supervise, and direct the activities of individuals, organizations, and businesses in order to effectively lead people and manage organizations. Learners also demonstrate the management, interpersonal, and professional thinking skills necessary to impact organizational effectiveness.

Four Required Courses	18 quarter credits
BUS3011 Fundamentals of Management (3 quarter credits)	
BUS3012 Fundamentals of Leadership (3 quarter credits)	
BUS4012* Leadership in Organizations (6 quarter credits)	
BUS4013* Organizational Structure, Learning, and Performance (6 quarter credits)	
Total	18 quarter credits

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Division of Arts and Sciences—General Education and Concentrations, *continued*

Concentrations, continued

Marketing

The Marketing concentration presents marketing fundamentals and emphasizes the 4 P's of marketing: product, price, place, and promotion. The curriculum also addresses sales and channel processes, brand identity, and marketing and research communications approaches. The concentration is designed to prepare learners to effectively contribute to the planning and execution of marketing activities in organizations.

Four Required Courses 24 quarter credits

BUS3030 Fundamentals of Marketing and Sales
(6 quarter credits)

BUS4030 * Marketing Distribution Channel
Management (6 quarter credits)

BUS4033 * Brand Identity and Marketing
Communications (6 quarter credits)

BUS4036 * Marketing Research (6 quarter credits)

Total 24 quarter credits

Project Management

The Project Management concentration presents the fundamentals of project management, including the skills, tools, and techniques used to initiate, plan, execute, control, and close projects. The concentration also presents principles of systems thinking and a systems solutions approach to manage project integration, scope, and change, as well as how to manage the project triple-constraints of time, cost, and quality. The concentration is designed to prepare learners to understand and apply globally recognized project management best practices and methodologies to professional and personal projects.

Four Required Courses 21 quarter credits

PM3000 Principles of Project Management
(3 quarter credits)

PM4010 * Process Groups and Knowledge Areas in
Project Management (6 quarter credits)

PM4020 * Integration and Scope Management
(6 quarter credits)

PM4030 * Scheduling, Cost, and Quality
Management (6 quarter credits)

Total 21 quarter credits

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

School of Business and Technology

Program Descriptions and Information

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.

Undergraduate—Business Degree Program

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.

Graduate—Business Degree Programs

Doctor of Philosophy (PhD) in Business Management

The Doctor of Philosophy (PhD) in Business Management degree program blends theory and practice and is designed to provide learners with the business knowledge and skills needed to lead 21st-century organizations in

global, uncertain, and rapidly changing environments. Throughout the program, learners develop and apply foundational, interdisciplinary business knowledge and critical- and systems-thinking skills. Learners engage in a curriculum in which they integrate research, theory, and personal reflection with practice; evaluate the wisdom and practicality of organizational theories, structures, and systems; and explore other related topics, including accounting, finance, and marketing; global micro- and macroeconomics; strategy; leadership; ethics; and research. Upon successful completion of this degree program, learners are prepared to apply business knowledge and skills in research, teaching, consulting, or management.

Doctor of Business Administration (DBA)

The Doctor of Business Administration (DBA) degree program is designed for individuals seeking to advance professionally within business organizations toward senior level positions in management, operations, and other areas, and for those who are interested in business consulting or education. The focus of the program is on the development of knowledge, skills, and business acumen within a framework that applies integrative and strategic research and thinking to improve business practice and decision making, solve problems, leverage opportunities, and meet business challenges. Successful completion of this degree program prepares learners to lead and advance approaches to effective and efficient business management and operations.

Master of Business Administration (MBA)

The Master of Business Administration (MBA) degree program is designed to provide working professionals with the knowledge and skills necessary for achieving their professional and personal goals and advancing their careers. It provides broad exposure to core business disciplines and the opportunity to increase the depth of competency in areas of specialization. Learners engage in a curriculum that

presents practical and relevant content integrated across functional business areas and emphasizes business analytics and leadership as key elements required by MBA graduates to be successful in the workplace. Upon successful completion of this degree program, learners have gained knowledge and skills in foundational business areas, integration across disciplines, the abilities to lead and collaborate in complex and diverse environments, and the ability to use data and evidence-based decision making in the workplace. Graduates are prepared to pursue advanced business careers managing today's complex, culturally diverse, global organizations.

Master of Business Administration (MBA), FlexPath option

The Master of Business Administration (MBA) degree program is designed to provide working professionals with the knowledge and skills necessary for achieving their professional and personal goals and advancing their careers. It provides broad exposure to core business disciplines and the opportunity to increase the depth of competency in areas of specialization. Learners engage in a curriculum that presents practical and relevant content integrated across functional business areas and emphasizes business analytics and leadership as key elements required by MBA graduates to be successful in the workplace. Upon successful completion of this degree program, learners have gained knowledge and skills in foundational business areas, integration across disciplines, the abilities to lead and collaborate in complex and diverse environments, and the ability to use data and evidence-based decision making in the workplace. Graduates are prepared to pursue advanced business careers managing today's complex, culturally diverse, global organizations. Learners who pursue this program through the FlexPath option earn an MBA through self-paced demonstrations of competencies.

School of Business and Technology, *continued*

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 lead and manage strategic and operational human resources management functions in organizations. Learners develop deep knowledge of the HRM disciplines within the context of aligning HR strategy and practice with organizational goals. In addition learners develop skills to effectively lead the practice of human resources within organizations through development of partnerships with leadership, consultation, and change management. The curriculum emphasizes the development of HRM competencies, critical thinking, professional expertise, and the development of business acumen. Learners 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. The program helps position learners for careers as strategic business partners or HRM leaders.

Undergraduate—Technology Degree Program

Bachelor of Science (BS) in Information Technology

The ABET-accredited 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 professional. Building on all of these concepts and skills, learners then specialize in fields that prepare them for specific IT careers.

Graduate—Technology Degree Programs

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. 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 Information Technology (DIT)

The Doctor of Information Technology (DIT) degree program is designed for experienced professionals seeking to advance in their careers as senior technology managers, consultants, researchers, or teachers. Throughout the program, learners integrate information technology and research with practice and develop expertise in one of the IT areas. Successful completion of this degree program prepares learners to apply the knowledge in the research literature related to his or her area of specialty in making better decisions involving Information Technology.

Master of Science (MS) in Information Assurance and Cybersecurity

The Master of Science in Information Assurance and Cybersecurity degree program prepares information security 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 security fundamentals, network, operating system and application security, information security ethics, laws and regulations, risk assessment and management and

planning. Upon successful completion of this degree program, learners are prepared to pursue careers as information and security specialists.

Master of Science (MS) in Analytics

The Master of Science in Analytics degree program prepares data analytics professionals to work with, understand, and transform data to develop solutions that resolve applied problems while effectively providing insights and communicating results to the organization. Throughout the program, learners develop skills in data sources, statistics, data mining, applied analytics and modeling, leadership, reporting, forecasting, and visualization in order to solve problems within a variety of industry domains. Additionally, learners strengthen their collaboration, communication, presentation, and negotiation skills. Upon successful completion of this degree program, learners are prepared to pursue careers in the diverse field of data analytics.

Master of Science (MS) in Information Technology

The Master of Science in Information Technology degree program provides computing professionals a technology-oriented career path with advanced knowledge, skills, and abilities in existing and emerging technologies. In this program, learners may pursue a specialization that allows them to combine technical electives to meet their professional needs. Throughout the program, learners develop theoretical and functional skills to analyze and address technical and organizational problems, needs, and opportunities. Learners also strengthen the communication, critical thinking, collaborative, and problem-solving skills needed in today's fast-changing IT organizations.

Bachelor's/Master's Options

Capella University offers a variety of bachelor's/master's options that allow learners to complete master's-level coursework while they are enrolled in an undergraduate degree program.

School of Business and Technology, continued**Combined Bachelor's/Master's Option**

Combined bachelor's/master's options are designated bachelor's offerings with a set of master's-level courses that are applied to the requirements for a bachelor's degree and may also be applied in a subsequent master's degree program. Within combined option offerings, the master's-level courses are often applied toward learners' undergraduate elective requirements.

To qualify for a GuidedPath combined option, learners must enroll in an eligible bachelor's degree program and earn a minimum 3.0 cumulative grade point average (GPA) while completing the first 100 quarter credits of bachelor's-level coursework, which includes a minimum of 18 quarter credits earned at Capella University (first course and at least 12 quarter credits of core and/or specialization or minor courses). After completing 100 quarter credits of bachelor's-level coursework, learners may request to be enrolled in an eligible combined option during which they complete 12–15 quarter credits of master's-level coursework. Learners must earn a minimum 3.0 GPA in each of the master's-level courses and maintain an overall cumulative GPA of 3.0 to remain enrolled in the 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. Learners are encouraged to enroll in their master's degree program within one year of graduating from their bachelor's degree program to ensure all master's-level courses are relevant and applicable to the graduate program's degree requirements. The 12–15 quarter credits of master's-level coursework completed as part of the requirements for their bachelor's degree program will be applied toward those for their master's degree program.

Undergraduate Certificate Programs

Undergraduate certificate programs provide learners with the opportunity to pursue new knowledge and skills through completion of a concentrated undergraduate-level program of study.

Graduate Certificate Programs

The School of Business and Technology graduate certificate programs provide business and information technology professionals with the opportunity to pursue new knowledge and skills through completion of a concentrated graduate-level program of study.

Learning Formats

Capella University offers two pathways for completing degree and certificate programs: the original GuidedPath, which is structured in credit hours and in which learners earn grades; and the innovative FlexPath, which is a self-paced, non-credit bearing, direct assessment pathway to earning the same degree or certificate. Both pathways are delivered online and, in both, learning is measured through the demonstration of competencies.

GuidedPath

GuidedPath allows learners to earn a Capella degree or certificate by demonstrating competencies through structured weekly assignments and interactions with faculty and peers in the online courseroom. Faculty offer substantive feedback on and assign grades to learners' coursework. Courses are offered in a traditional quarter-based academic calendar. The degree or certificate and its specialization are awarded upon completion of the learner's program requirements. All Capella programs are offered in the GuidedPath delivery model, unless otherwise noted.

FlexPath

FlexPath allows learners to earn a Capella degree or certificate through the demonstration of competencies on assessments completed at one's own pace. Learners prepare for assessments through self-designed study, which may include work experience and resources recommended by faculty and tutors. Faculty provide substantive feedback on and evaluate learners' assessments in terms of the level of competency demonstration, rather than assigning grades. FlexPath has a flat-rate tuition for a subscription period of 12 weeks, during which learners may be registered for two courses concurrently; learners may complete courses at their own pace but must complete a course within the subscription period. The degree or certificate and its specialization are awarded upon completion of the learner's program requirements. FlexPath is available for select offerings.

Modular Program

The FlexPath Modular program is designed to segment components of FlexPath courses and their respective competencies into smaller, focused courses of direct assessment.

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.



Rhonda Capron, EdD
Dean of Business and Technology

A Message from the Dean of Business and Technology

Welcome to the School of Business and Technology at Capella University. We are excited to participate in your academic journey as a lifelong learner. Offerings include doctoral, master's, and bachelor's degrees, and certificate programs. Within each program, a range of specialized and current, profession-relevant curricula provide you with opportunities to build knowledge and expand your skills.

Our business degrees offer preparation for the workplace through application of theory and practice of core business and professional knowledge and skills in a variety of organizational, technological, and academic settings.

Our information technology degrees integrate technology skill development with the business enterprise knowledge needed in today's rapidly changing global workplace by cultivating best practices in the field of IT and linking theory with practice in fundamentally new ways.

On behalf of myself and our faculty, welcome 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.

Rhonda Capron, EdD

Dean of Business and Technology

Undergraduate—Business Academic Offerings

[illegible]

Undergraduate—Business Academic Offerings, *continued*

Bachelor of Science (BS) in Business Specializations

Accounting

In the Accounting specialization, learners acquire and apply various methods of ethically maintaining accurate and up-to-date financial records and reporting procedures for business transactions. Learners also gain and practice 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.

Accounting CPA

Learners in the BS Accounting CPA acquire and apply various methods of ethically maintaining accurate and up-to-date records. Learners gain an understanding of a wide array of accounting-related services, including budget analysis, financial and investment planning, and financial statement and internal control auditing. Learners also delve deeper into accounting ethics as well as forensic, governmental, and international accounting. In addition, learners demonstrate the interpersonal and communication skills required to present information to both internal and external clients, influencing organizational effectiveness at all levels of an organization. Successful graduates of the BS Accounting CPA are prepared to pursue a profession in financial, managerial, taxation, auditing, nonprofit, or government accounting. Completion of the BS Accounting CPA alone does not adequately prepare learners to be eligible to sit for the CPA exam or to become licensed certified public accountants. Learners also need to understand and follow their specific state licensing requirements to ensure they meet their state's requirements.

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 (6 quarter credits)
OR

MAT2002 Statistical Reasoning (6 quarter credits)

Additional Program Requirements

BUS1003 Developing Business Thinking
(6 quarter credits)[†]

Core courses - 42 quarter credits

BUS3003 Developing a Business Perspective
(6 quarter credits)[‡] **OR**

BUS3007 Developing a Business Perspective
(6 quarter credits)[§]

BUS3011 Fundamentals of Management
(3 quarter credits)

BUS3012 Fundamentals of Leadership (3 quarter credits)

BUS3021 Fundamentals of Business Law
(3 quarter credits)

BUS3022 Fundamentals of Supply Chain Management (3 quarter credits)

BUS3030 Fundamentals of Marketing and Sales
(6 quarter credits)

BUS3040 Fundamentals of Human Resource Management (6 quarter credits)

BUS3050 Fundamentals of Organizational Communication (6 quarter credits)

BUS3061 Fundamentals of Accounting (3 quarter credits)

BUS3062 Fundamentals of Finance (3 quarter credits)

Specialization courses - 48 quarter credits

BUS4060 * Financial Accounting Principles
(6 quarter credits)

BUS4061 * Managerial Accounting Principles
(6 quarter credits)

BUS4062 * Intermediate Financial Accounting Topics and Trends (6 quarter credits)

BUS4063 * Advanced Financial Accounting Topics and Trends (6 quarter credits)

BUS4064 * Cost Accounting for Planning and Control
(6 quarter credits)

BUS4065 * Income Tax Concepts and Strategies
(6 quarter credits)

BUS4066 * Contemporary Auditing: An Ethical Perspective (6 quarter credits)

BUS4070 * Foundations in Finance (6 quarter credits)

Accounting CPA

In addition, choose 12 quarter credits from the following courses:

BUS4110 * Forensic Accounting (3 quarter credits)

BUS4111 Ethics in Accounting (3 quarter credits)

BUS4112 * Accounting Research (3 quarter credits)

BUS4113 * International Accounting
(3 quarter credits)

BUS4114 * Government and Nonprofit Accounting
(3 quarter credits)

BUS4115 Business Law in Accounting
(6 quarter credits)

Elective courses - 27^{||} or 39[¶] quarter credits

Choose any undergraduate courses.

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

BUS4993 Business Capstone Project
(6 quarter credits)

Total 180 quarter credits

[†] Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take BUS1003 during their first quarter.

[‡] Learners who have completed BUS1003 are required to take BUS3003.

[§] Learners who are not required to take BUS1003 are placed in BUS3007.

^{||} Learners enrolled in the Accounting CPA must complete 27 quarter credits of additional undergraduate courses. However, those learners enrolled in the Accounting CPA who have completed BUS1003 choose only 21 quarter credits of additional undergraduate courses.

[¶] Learners enrolled in the Accounting specialization must complete 39 quarter credits of additional undergraduate courses. However, those learners enrolled in the Accounting specialization who have completed BUS1003 choose only 33 quarter credits of additional undergraduate courses.

Completion of Accounting CPA courses alone will not meet the educational requirements to be eligible to sit for the CPA exam or to become licensed certified public accountants. Graduates will need to complete additional credits and/or degrees outside of Capella. Each state has minimum credit requirements and specific course requirements that exceed Capella's graduation requirements. Learners seeking a CPA license will need to evaluate their Capella coursework to determine how their state's educational requirements can be fulfilled. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Undergraduate—Business Academic Offerings, continued

BS in Business Specializations, continued

Accounting, FlexPath option

In the Accounting specialization, learners acquire and apply various methods of ethically maintaining accurate and up-to-date financial records and reporting procedures for business transactions. Learners also gain and practice 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 who pursue this specialization through the FlexPath option earn a BS in Business through self-paced demonstrations of competencies.

General Education Requirements

A minimum of 22.5 program points; see [General Education Courses, FlexPath option](#).[†]

Additional Program Requirements

Core courses - 21 program points

BUS-FP3007	Developing a Business Perspective (3 program points)
BUS-FP3011	Fundamentals of Management (1.5 program points)
BUS-FP3012	Fundamentals of Leadership (1.5 program points)
BUS-FP3021	Fundamentals of Business Law (1.5 program points)
BUS-FP3022	Fundamentals of Supply Chain Management (1.5 program points)
BUS-FP3030	Fundamentals of Marketing and Sales (3 program points)
BUS-FP3040	Fundamentals of Human Resource Management (3 program points)
BUS-FP3050	Fundamentals of Organizational Communication (3 program points)
BUS-FP3061	Fundamentals of Accounting (1.5 program points)
BUS-FP3062	Fundamentals of Finance (1.5 program points)

Specialization courses - 24 program points

BUS-FP4060 *	Financial Accounting Principles (3 program points)
BUS-FP4061 *	Managerial Accounting Principles (3 program points)
BUS-FP4062 *	Intermediate Financial Accounting Topics and Trends (3 program points)
BUS-FP4063 *	Advanced Financial Accounting Topics and Trends (3 program points)
BUS-FP4064 *	Cost Accounting for Planning and Control (3 program points)
BUS-FP4065 *	Income Tax Concepts and Strategies (3 program points)
BUS-FP4066 *	Contemporary Auditing: An Ethical Perspective (3 program points)
BUS-FP4070 *	Foundations in Finance (3 program points)

Elective courses - 19.5 program points

Choose courses to fulfill total program points.[†]

Capstone course - 3 program points

Taken during the learner's final quarter:

BUS-FP4993	Business Capstone Project (3 program points)
------------	--

Total

90 program points

[†] Learners in this specialization choose general education and elective courses from the FlexPath (-FP) course list.

Business Administration

The BS Business Administration specialization provides learners with opportunities to develop and demonstrate the business, interpersonal, and professional knowledge, skills, and abilities needed to contribute to organizational effectiveness across all functional levels in manufacturing, service, professional, and government arenas. Learners select elective courses based on their individual professional needs.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

Additional Program Requirements

BUS1003	Developing Business Thinking (6 quarter credits) [†]
---------	---

Core courses - 42 quarter credits

BUS3003	Developing a Business Perspective (6 quarter credits) [‡] OR
BUS3007	Developing a Business Perspective (6 quarter credits) [§]
BUS3011	Fundamentals of Management (3 quarter credits)
BUS3012	Fundamentals of Leadership (3 quarter credits)
BUS3021	Fundamentals of Business Law (3 quarter credits)
BUS3022	Fundamentals of Supply Chain Management (3 quarter credits)
BUS3030	Fundamentals of Marketing and Sales (6 quarter credits)
BUS3040	Fundamentals of Human Resource Management (6 quarter credits)
BUS3050	Fundamentals of Organizational Communication (6 quarter credits)
BUS3061	Fundamentals of Accounting (3 quarter credits)
BUS3062	Fundamentals of Finance (3 quarter credits)

Specialization courses - 36 quarter credits

Required course:

BUS4801	Ethics and Enterprise (6 quarter credits)
---------	---

In addition, choose 30 quarter credits of upper-division business or project management courses.

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:

BUS4993	Business Capstone Project (6 quarter credits)
---------	---

Total

180 quarter credits

[†] Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take BUS1003 during their first quarter.

[‡] Learners who have completed BUS1003 are required to take BUS3003.

[§] Learners who are not required to take BUS1003 are placed in BUS3007.

[‡] Learners who have completed BUS1003 choose 45 quarter credits of additional undergraduate courses.

Business Administration, FlexPath option

The BS Business Administration specialization provides learners with opportunities to develop and demonstrate the business, interpersonal, and professional knowledge, skills, and abilities needed to contribute to organizational effectiveness across all functional levels in manufacturing, service, professional, and government arenas. Learners select elective courses based on their individual professional needs. Learners who pursue this specialization through the FlexPath option earn a BS in Business through self-paced demonstrations of competencies.

General Education Requirements

A minimum of 22.5 program points; see [General Education Courses, FlexPath option](#).[†]

Additional Program Requirements

Core courses - 21 program points

BUS-FP3007	Developing a Business Perspective (3 program points)
BUS-FP3011	Fundamentals of Management (1.5 program points)
BUS-FP3012	Fundamentals of Leadership (1.5 program points)
BUS-FP3021	Fundamentals of Business Law (1.5 program points)
BUS-FP3022	Fundamentals of Supply Chain Management (1.5 program points)
BUS-FP3030	Fundamentals of Marketing and Sales (3 program points)
BUS-FP3040	Fundamentals of Human Resource Management (3 program points)
BUS-FP3050	Fundamentals of Organizational Communication (3 program points)
BUS-FP3061	Fundamentals of Accounting (1.5 program points)
BUS-FP3062	Fundamentals of Finance (1.5 program points)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Undergraduate—Business Academic Offerings, *continued*

BS in Business Specializations, continued

Specialization courses - 18 program points

Required course:

BUS-FP4801 Ethics and Enterprise (3 program points)

In addition, 15 program points of upper-division business or project management courses.[†]

Elective courses - 25.5 program points

Choose additional FlexPath undergraduate courses to fulfill total program points.[†]

Capstone course - 3 program points

Taken during the learner's final quarter:

BUS-FP4993 Business Capstone Project (3 program points)

Total **At least 90 program points**

[†] Learners in this specialization choose general education, specialization, and elective courses from the FlexPath (-FP) course list.

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.

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 (6 quarter credits) **OR**

MAT2002 Statistical Reasoning (6 quarter credits)

Additional Program Requirements

BUS1003 Developing Business Thinking (6 quarter credits)[†]

Core courses - 42 quarter credits

BUS3003 Developing a Business Perspective (6 quarter credits)[†] **OR**

BUS3007 Developing a Business Perspective (6 quarter credits)[§]

BUS3011 Fundamentals of Management (3 quarter credits)

BUS3012 Fundamentals of Leadership (3 quarter credits)

BUS3021 Fundamentals of Business Law (3 quarter credits)

BUS3022 Fundamentals of Supply Chain Management (3 quarter credits)

BUS3030 Fundamentals of Marketing and Sales (6 quarter credits)

BUS3040 Fundamentals of Human Resource Management (6 quarter credits)

BUS3050 Fundamentals of Organizational Communication (6 quarter credits)

BUS3061 Fundamentals of Accounting (3 quarter credits)

BUS3062 Fundamentals of Finance (3 quarter credits)

Specialization courses - 48 quarter credits

BUS4070 * Foundations in Finance (6 quarter credits)

BUS4071 * Financial Markets and Institutions (6 quarter credits)

BUS4072 * Analysis for Financial Management (6 quarter credits)

BUS4073 * Investments and Portfolio Management (6 quarter credits)

BUS4801 Ethics and Enterprise (6 quarter credits)

In addition, choose 18 quarter credits from the following courses:

BUS4074 * Entrepreneurial Finance (6 quarter credits)

BUS4075 * Public and Nonprofit Finance (6 quarter credits)

BUS4076 * Issues in International Finance (6 quarter credits)

BUS4077 * Risk Management Strategies (6 quarter credits)

BUS4078 * Financial Institution Management (6 quarter credits)

BUS4079 * Real Estate Finance (6 quarter credits)

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:

BUS4993 Business Capstone Project (6 quarter credits)

Total **180 quarter credits**

[†] Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take BUS1003 during their first quarter.

[‡] Learners who have completed BUS1003 are required to take BUS3003.

[§] Learners who are not required to take BUS1003 are placed in BUS3007.

[‡] Learners who have completed BUS1003 choose 33 quarter credits of additional undergraduate courses

Health Care Management

The bachelor's Health Care Management specialization provides learners with an opportunity to demonstrate their understanding of basic health care business functions, including accounting, finance, human resources, communications, and marketing, as well as more focused functions such as 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.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

Additional Program Requirements

Core courses - 42 quarter credits

BUS3006 Developing a Health Care Management Perspective (6 quarter credits)

BUS3011 Fundamentals of Management (3 quarter credits)

BUS3012 Fundamentals of Leadership (3 quarter credits)

BUS3026 Foundations and Future of Health Care Delivery Management (6 quarter credits)

BUS3030 Fundamentals of Marketing and Sales (6 quarter credits)

BUS3040 Fundamentals of Human Resource Management (6 quarter credits)

BUS3050 Fundamentals of Organizational Communication (6 quarter credits)

BUS3061 Fundamentals of Accounting (3 quarter credits)

BUS3062 Fundamentals of Finance (3 quarter credits)

Specialization courses - 48 quarter credits

BUS4121 * Ethics in Health Care Management (6 quarter credits)

BUS4122 * Health Care Economics (6 quarter credits)

BUS4123 * Quality Assurance and Risk Management (6 quarter credits)

BUS4124 * Health Care Marketing and Strategic Planning (6 quarter credits)

BUS4125 * Legal Aspects of Health Care Management (6 quarter credits)

BUS4126 * Health Care Information Management (6 quarter credits)

BUS4127 * Evidence-Based Health Care Management (6 quarter credits)

BUS4128 * Cultural Competence in Health Care (6 quarter credits)

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:

BUS4993 Business Capstone Project (6 quarter credits)

Total **180 quarter credits**

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Undergraduate—Business Academic Offerings, *continued*

BS in Business Specializations, continued

Combined BS in Business/MHA option

Learners enrolled in the Combined BS in Business/MHA option complete the following master's-level courses.

Master's-level courses - 12 quarter credits

NHS5004 Communication, Collaboration, and Case Analysis for Master's Learners (4 quarter credits)

MHA5010 Strategic Health Care Planning (4 quarter credits)

NHS6008 Economics and Decision Making in Health Care (4 quarter credits)

These courses are taken in addition to the general education, core, and specialization courses and may be applied toward learners' elective requirements.

Total 180 quarter credits

Combined BS in Business/MPH option

Learners enrolled in the Combined BS in Business/MPH option complete the following master's-level courses.

Master's-level courses - 12 quarter credits

NHS5004 Communication, Collaboration, and Case Analysis for Master's Learners (4 quarter credits)

MPH5500 Introduction to Public Health Administrative Systems (4 quarter credits)

MPH5503 Environmental Health Concepts in Public Health (4 quarter credits)

These courses are taken in addition to the general education, core, and specialization courses and may be applied toward learners' elective requirements.

Total 180 quarter credits

Health Care Management, FlexPath option

The bachelor's Health Care Management specialization provides learners with an opportunity to demonstrate their understanding of basic health care business functions, including accounting, finance, human resources, communications, and marketing, as well as more focused functions such as 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 who pursue this specialization through the FlexPath option earn a BS in Business through self-paced demonstrations of competencies.

General Education Requirements

A minimum of 22.5 program points; see [General Education Courses, FlexPath option](#).[†]

Additional Program Requirements

Core courses - 21 program points

BUS-FP3006 Developing a Health Care Management Perspective (3 program points)

BUS-FP3011 Fundamentals of Management (1.5 program points)
 BUS-FP3012 Fundamentals of Leadership (1.5 program points)
 BUS-FP3026 Foundations and Future of Health Care Delivery Management (3 program points)
 BUS-FP3030 Fundamentals of Marketing and Sales (3 program points)
 BUS-FP3040 Fundamentals of Human Resource Management (3 program points)
 BUS-FP3050 Fundamentals of Organizational Communication (3 program points)
 BUS-FP3061 Fundamentals of Accounting (1.5 program points)
 BUS-FP3062 Fundamentals of Finance (1.5 program points)

Specialization courses - 24 program points

BUS-FP4121 * Ethics in Health Care Management (3 program points)
 BUS-FP4122 * Health Care Economics (3 program points)
 BUS-FP4123 * Quality Assurance and Risk Management (3 program points)
 BUS-FP4124 * Health Care Marketing and Strategic Planning (3 program points)
 BUS-FP4125 * Legal Aspects of Health Care Management (3 program points)
 BUS-FP4126 * Health Care Information Management (3 program points)
 BUS-FP4127 * Evidence-Based Health Care Management (3 program points)
 BUS-FP4128 * Cultural Competence in Health Care (3 program points)

Elective courses - 19.5 program points

Choose courses to fulfill total program points.[†]

Capstone course - 3 program points

Taken during the learner's final quarter:

BUS-FP4993 Business Capstone Project (3 program points)

Total 90 program points

[†] Learners in this specialization choose general education, specialization, and elective courses from the FlexPath (-FP) course list.

Human Resource Management

Learners in the bachelor's Human Resource Management specialization build the human resource management, interpersonal, and professional thinking skills needed to manage talent, develop intellectual capital, deal with continuous change, and impact organizational effectiveness as HR leaders and managers at all levels of their organizations. Learners gain and demonstrate a working knowledge of how to staff an organization, train and develop employees, maintain a fair and equitable compensation system, establish human resource policies and procedures, and institute strategies to meet the HR needs for the organization's future.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

Additional Program Requirements

BUS1003 Developing Business Thinking (6 quarter credits)[†]

Core courses - 42 quarter credits

BUS3003 Developing a Business Perspective (6 quarter credits)[†] **OR**

BUS3007 Developing a Business Perspective (6 quarter credits)[‡]

BUS3011 Fundamentals of Management (3 quarter credits)

BUS3012 Fundamentals of Leadership (3 quarter credits)

BUS3021 Fundamentals of Business Law (3 quarter credits)

BUS3022 Fundamentals of Supply Chain Management (3 quarter credits)

BUS3030 Fundamentals of Marketing and Sales (6 quarter credits)

BUS3040 Fundamentals of Human Resource Management (6 quarter credits)

BUS3050 Fundamentals of Organizational Communication (6 quarter credits)

BUS3061 Fundamentals of Accounting (3 quarter credits)

BUS3062 Fundamentals of Finance (3 quarter credits)

Specialization courses - 48 quarter credits

BUS4043 * Compensation and Benefits Management (6 quarter credits)

BUS4044 * Legal Issues in Human Resource Management (6 quarter credits)

BUS4045 * Recruiting, Retention, and Development (6 quarter credits)

BUS4046 * Employee and Labor Relations (6 quarter credits)

BUS4047 * Employee Training and Development (6 quarter credits)

BUS4048 * International Human Resource Management Issues (6 quarter credits)

BUS4801 Ethics and Enterprise (6 quarter credits)

BUS4802 Change Management (6 quarter credits)

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:

BUS4993 Business Capstone Project (6 quarter credits)

Total 180 quarter credits

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Undergraduate—Business Academic Offerings, *continued*

BS in Business Specializations, continued

Combined BS in Business/MS in Human Resource Management option

Learners enrolled in the Combined BS in Business/MS in Human Resource Management option complete the following master's-level courses in lieu of BUS4043 and BUS4047.

Master's-level courses - 12 quarter credits

- HRM5015 * Leading and Managing Workplace Learning (4 quarter credits)
 HRM5045 * Enterprise-Aligned Human Resource Management Strategy (4 quarter credits)
 HRM5055 * Comprehensive Reward Systems (4 quarter credits)

These courses are taken in addition to the general education, core, and specialization courses and may be applied toward learners' elective requirements.

Total 180 quarter credits

[†] Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take BUS1003 during their first quarter.

^{*} Learners who have completed BUS1003 are required to take BUS3003.

[§] Learners who are not required to take BUS1003 are placed in BUS3007.

^{||} Learners who have completed BUS1003 choose 33 quarter credits of additional undergraduate courses.

Human Resource Management, FlexPath option

Learners in the bachelor's Human Resource Management specialization build the human resource management, interpersonal, and professional thinking skills needed to manage talent, develop intellectual capital, deal with continuous change, and impact organizational effectiveness as HR leaders and managers at all levels of their organizations. Learners gain and demonstrate a working knowledge of how to staff an organization, train and develop employees, maintain a fair and equitable compensation system, establish human resource policies and procedures, and institute strategies to meet the HR needs for the organization's future. Learners who pursue this specialization through the FlexPath option earn a BS in Business through self-paced demonstrations of competencies.

General Education Requirements

A minimum of 22.5 program points; see [General Education Courses, FlexPath option](#).[†]

Additional Program Requirements

Core courses - 21 program points

- BUS-FP3007 Developing a Business Perspective (3 program points)
 BUS-FP3011 Fundamentals of Management (1.5 program points)
 BUS-FP3012 Fundamentals of Leadership (1.5 program points)

- BUS-FP3021 Fundamentals of Business Law (1.5 program points)
 BUS-FP3022 Fundamentals of Supply Chain Management (1.5 program points)
 BUS-FP3030 Fundamentals of Marketing and Sales (3 program points)
 BUS-FP3040 Fundamentals of Human Resource Management (3 program points)
 BUS-FP3050 Fundamentals of Organizational Communication (3 program points)
 BUS-FP3061 Fundamentals of Accounting (1.5 program points)
 BUS-FP3062 Fundamentals of Finance (1.5 program points)

Specialization courses - 24 program points

- BUS-FP4043 * Compensation and Benefits Management (3 program points)
 BUS-FP4044 * Legal Issues in Human Resource Management (3 program points)
 BUS-FP4045 * Recruiting, Retention, and Development (3 program points)
 BUS-FP4046 * Employee and Labor Relations (3 program points)
 BUS-FP4047 * Employee Training and Development (3 program points)
 BUS-FP4048 * International Human Resource Management Issues (3 program points)
 BUS-FP4801 Ethics and Enterprise (3 program points)
 BUS-FP4802 Change Management (3 program points)

Elective courses - 19.5 program points

Choose courses to fulfill total program points.[†]

Capstone course - 3 program points

Taken during the learner's final quarter:

- BUS-FP4993 Business Capstone Project (3 program points)

Total 90 program points

[†] Learners in this specialization choose general education, specialization, and elective courses from the FlexPath (-FP) course list.

Management and Leadership

Learners in the bachelor's Management and Leadership specialization develop and apply the skills and competencies necessary to successfully coordinate, implement, promote, supervise, and lead people in a dynamic, global environment. Throughout the specialization, learners demonstrate the management, interpersonal, and professional thinking skills needed to impact organizational effectiveness as leaders and managers at all levels of their organizations.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

Additional Program Requirements

- BUS1003 Developing Business Thinking (6 quarter credits)[†]

Core courses - 42 quarter credits

- BUS3003 Developing a Business Perspective (6 quarter credits)[†] **OR**
 BUS3007 Developing a Business Perspective (6 quarter credits)[§]
 BUS3011 Fundamentals of Management (3 quarter credits)
 BUS3012 Fundamentals of Leadership (3 quarter credits)
 BUS3021 Fundamentals of Business Law (3 quarter credits)
 BUS3022 Fundamentals of Supply Chain Management (3 quarter credits)
 BUS3030 Fundamentals of Marketing and Sales (6 quarter credits)
 BUS3040 Fundamentals of Human Resource Management (6 quarter credits)
 BUS3050 Fundamentals of Organizational Communication (6 quarter credits)
 BUS3061 Fundamentals of Accounting (3 quarter credits)
 BUS3062 Fundamentals of Finance (3 quarter credits)

Specialization courses - 48 quarter credits

- BUS4011 * Virtual Team Collaboration (6 quarter credits)
 BUS4012 * Leadership in Organizations (6 quarter credits)
 BUS4013 * Organizational Structure, Learning, and Performance (6 quarter credits)
 BUS4014 * Operations Management for Competitive Advantage (6 quarter credits)
 BUS4015 * Strategic Planning and Implementation (6 quarter credits)
 BUS4016 * Global Business Relationships (6 quarter credits)
 BUS4801 Ethics and Enterprise (6 quarter credits)
 BUS4802 Change Management (6 quarter credits)

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:

- BUS4993 Business Capstone Project (6 quarter credits)

Total 180 quarter credits

[†] Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take BUS1003 during their first quarter.

^{*} Learners who have completed BUS1003 are required to take BUS3003.

[§] Learners who are not required to take BUS1003 are placed in BUS3007.

^{||} Learners who have completed BUS1003 choose 33 quarter credits of additional undergraduate courses.

^{*} Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Undergraduate—Business Academic Offerings, *continued*

BS in Business Specializations, continued

Management and Leadership, FlexPath option

Learners in the bachelor's Management and Leadership specialization develop and apply the skills and competencies necessary to successfully coordinate, implement, promote, supervise, and lead people in a dynamic, global environment. Throughout the specialization, learners demonstrate the management, interpersonal, and professional thinking skills needed to impact organizational effectiveness as leaders and managers at all levels of their organizations. Learners who pursue this specialization through the FlexPath option earn a BS in Business through self-paced demonstrations of competencies.

General Education Requirements

A minimum of 22.5 program points; see *General Education Courses, FlexPath option*.[†]

Additional Program Requirements

Core courses - 21 program points

BUS-FP3007	Developing a Business Perspective (3 program points)
BUS-FP3011	Fundamentals of Management (1.5 program points)
BUS-FP3012	Fundamentals of Leadership (1.5 program points)
BUS-FP3021	Fundamentals of Business Law (1.5 program points)
BUS-FP3022	Fundamentals of Supply Chain Management (1.5 program points)
BUS-FP3030	Fundamentals of Marketing and Sales (3 program points)
BUS-FP3040	Fundamentals of Human Resource Management (3 program points)
BUS-FP3050	Fundamentals of Organizational Communication (3 program points)
BUS-FP3061	Fundamentals of Accounting (1.5 program points)
BUS-FP3062	Fundamentals of Finance (1.5 program points)

Specialization courses - 24 program points

BUS-FP4011 *	Virtual Team Collaboration (3 program points)
BUS-FP4012 *	Leadership in Organizations (3 program points)
BUS-FP4013 *	Organizational Structure, Learning, and Performance (3 program points)
BUS-FP4014 *	Operations Management for Competitive Advantage (3 program points)
BUS-FP4015 *	Strategic Planning and Implementation (3 program points)
BUS-FP4016 *	Global Business Relationships (3 program points)
BUS-FP4801	Ethics and Enterprise (3 program points)
BUS-FP4802	Change Management (3 program points)

Elective courses - 19.5 program points

Choose courses to fulfill total program points.[†]

Capstone course - 3 program points

Taken during the learner's final quarter:

BUS-FP4993	Business Capstone Project (3 program points)
------------	--

Total 90 program points

[†] Learners in this specialization choose general education, specialization, and elective courses from the FlexPath (-FP) course list.

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.

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 (6 quarter credits)
OR	
MAT2002	Statistical Reasoning (6 quarter credits)

Additional Program Requirements

BUS1003	Developing Business Thinking (6 quarter credits) [†]
---------	---

Core courses - 42 quarter credits

BUS3003	Developing a Business Perspective (6 quarter credits) [†] OR
BUS3007	Developing a Business Perspective (6 quarter credits) [§]
BUS3011	Fundamentals of Management (3 quarter credits)
BUS3012	Fundamentals of Leadership (3 quarter credits)
BUS3021	Fundamentals of Business Law (3 quarter credits)
BUS3022	Fundamentals of Supply Chain Management (3 quarter credits)
BUS3030	Fundamentals of Marketing and Sales (6 quarter credits)
BUS3040	Fundamentals of Human Resource Management (6 quarter credits)
BUS3050	Fundamentals of Organizational Communication (6 quarter credits)
BUS3061	Fundamentals of Accounting (3 quarter credits)
BUS3062	Fundamentals of Finance (3 quarter credits)

Specialization courses - 48 quarter credits

BUS4022 *	E-Marketing (6 quarter credits)
BUS4030 *	Marketing Distribution Channel Management (6 quarter credits)
BUS4033 *	Brand Identity and Marketing Communications (6 quarter credits)
BUS4036 *	Marketing Research (6 quarter credits)
BUS4801	Ethics and Enterprise (6 quarter credits)
BUS4802	Change Management (6 quarter credits)

In addition, choose 12 quarter credits from the following courses:

BUS4024 *	Customer Behavior (6 quarter credits)
BUS4025 *	Sales and Sales Management (6 quarter credits)
BUS4026 *	Services Marketing (6 quarter credits)
BUS4027 *	Public Relations (6 quarter credits)
BUS4034 *	Marketing Strategy (6 quarter credits)
BUS4035 *	Global Marketing (6 quarter credits)
BUS4037 *	Digital Marketing Tools (6 quarter credits)

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:

BUS4993	Business Capstone Project (6 quarter credits)
---------	---

Total 180 quarter credits

[†] Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take BUS1003 during their first quarter.

[‡] Learners who have completed BUS1003 are required to take BUS3003.

[§] Learners who are not required to take BUS1003 are placed in BUS3007.

[‡] Learners who have completed BUS1003 choose 33 quarter credits of additional undergraduate courses.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Undergraduate—Business Academic Offerings, *continued*

BS in Business Specializations, continued

Project Management

The Project Management specialization provides undergraduate business learners with a foundational education in the processes, procedures, tools, and techniques of coordinating and managing projects in an organizational setting. The curriculum integrates practice and theory, and focuses on the basics of project management and ten knowledge areas of practice, including but not limited to resource allocation, risk assessment, and stakeholder management. Learners examine the role of project manager as a change agent working with others to create value for an organization. The curriculum focuses on development of project management technical skills, professional behavior, and strategic awareness that is required to make informed decisions. Successful graduates of this specialization are prepared to pursue careers as project coordinators, project managers, business analysts, and program managers.

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 (6 quarter credits)
OR
MAT2002 Statistical Reasoning (6 quarter credits)

Additional Program Requirements

- BUS1003 Developing Business Thinking
(6 quarter credits)[†]

Core courses - 42 quarter credits

- BUS3003 Developing a Business Perspective
(6 quarter credits)[‡] OR
BUS3007 Developing a Business Perspective
(6 quarter credits)[§]
BUS3011 Fundamentals of Management
(3 quarter credits)
BUS3012 Fundamentals of Leadership
(3 quarter credits)
BUS3022 Fundamentals of Supply Chain
Management (3 quarter credits)
BUS3030 Fundamentals of Marketing and Sales
(6 quarter credits)
BUS3040 Fundamentals of Human Resource
Management (6 quarter credits)
BUS3050 Fundamentals of Organizational
Communication (6 quarter credits)
BUS3061 Fundamentals of Accounting
(3 quarter credits)
BUS3062 Fundamentals of Finance (3 quarter credits)
PM3000 Principles of Project Management
(3 quarter credits)

Specialization courses - 48 quarter credits

- PM4010 * Process Groups and Knowledge Areas in
Project Management (6 quarter credits)
PM4020 * Integration and Scope Management
(6 quarter credits)
PM4030 * Scheduling, Cost, and Quality
Management (6 quarter credits)
PM4040 * Human Resources and Motivation
Management (6 quarter credits)

- PM4050 * Communication and Stakeholder
Management (6 quarter credits)
PM4060 * Risk Management in Project
Management (6 quarter credits)
PM4070 * Procurement Management in Project
Management (6 quarter credits)
PM4080 * Agile Project Management
(6 quarter credits)

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:
BUS4993 Business Capstone Project
(6 quarter credits)

Total 180 quarter credits

[†] Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take BUS1003 during their first quarter.

[‡] Learners who have completed BUS1003 are required to take BUS3003.

[§] Learners who are not required to take BUS1003 are placed in BUS3007.

^{||} Learners who have completed BUS1003 choose 33 quarter credits of additional undergraduate courses.

Project Management, FlexPath option

The Project Management specialization provides undergraduate business learners with a foundational education in the processes, procedures, tools, and techniques of coordinating and managing projects in an organizational setting. The curriculum integrates practice and theory, and focuses on the basics of project management and ten knowledge areas of practice, including but not limited to resource allocation, risk assessment, and stakeholder management. Learners examine the role of project manager as a change agent working with others to create value for an organization. The curriculum focuses on development of project management technical skills, professional behavior, and strategic awareness that is required to make informed decisions. Successful graduates of this specialization are prepared to pursue careers as project coordinators, project managers, business analysts, and program managers. Learners who pursue this specialization through the FlexPath option earn a BS in Business through self-paced demonstrations of competencies.

General Education Requirements

A minimum of 22.5 program points; see [General Education Courses, FlexPath option](#).[†]

Additional Program Requirements

Core courses - 21 program points

- BUS-FP3007 Developing a Business Perspective
(3 program points)
BUS-FP3011 Fundamentals of Management
(1.5 program points)
BUS-FP3012 Fundamentals of Leadership
(1.5 program points)
BUS-FP3022 Fundamentals of Supply Chain
Management (1.5 program points)
BUS-FP3030 Fundamentals of Marketing and Sales
(3 program points)
BUS-FP3040 Fundamentals of Human Resource
Management (3 program points)
BUS-FP3050 Fundamentals of Organizational
Communication (3 program points)
BUS-FP3061 Fundamentals of Accounting
(1.5 program points)
BUS-FP3062 Fundamentals of Finance
(1.5 program points)
PM-FP3000 Principles of Project Management
(1.5 program points)

Specialization courses - 24 program points

- PM-FP4010 * Process Groups and Knowledge Areas in
Project Management (3 program points)
PM-FP4020 * Integration and Scope Management
(3 program points)
PM-FP4030 * Scheduling, Cost, and Quality
Management (3 program points)
PM-FP4040 * Human Resources and Motivation
Management (3 program points)
PM-FP4050 * Communication and Stakeholder
Management (3 program points)
PM-FP4060 * Risk Management in Project
Management (3 program points)
PM-FP4070 * Procurement Management in Project
Management (3 program points)
PM-FP4080 * Agile Project Management
(3 program points)

Elective courses - 19.5 program points

Choose courses to fulfill total program points.[†]

Capstone course - 3 program points

Taken during the learner's final quarter:
BUS-FP4993 Business Capstone Project
(3 program points)

Total 90 program points

[†] Learners in this specialization choose general education, specialization, and elective courses from the FlexPath (-FP) course list.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Undergraduate—Business Academic Offerings, continued**Bachelor of Science (BS) in Business Minor****Business Intelligence**

The Business Intelligence minor is designed to provide learners with knowledge, skills, and abilities necessary to collect and interpret business data in a field of advancing information technology. The curriculum addresses evaluation, synthesis, and application of business intelligence in business environments and enables learners to successfully conduct analysis in a data-intensive environment. Learners obtain understanding of data collection and its use in making operational, tactical, and strategic business decisions. Learners acquire quantitative and technical skills, and gain understanding in assessing and resolving real-life organizational problems. Topics include methodology, technology, practice, and management. Upon successful completion of this minor, learners are prepared to pursue careers as business analysts, data analysts, financial analysts, marketing analysts, risk analysts, security analysts, and consultants; or to pursue graduate coursework in business, business intelligence, and information technology.

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 (6 quarter credits) **OR**
MAT2002 Statistical Reasoning (6 quarter credits)

Additional Program Requirements

BUS1003 Developing Business Thinking (6 quarter credits)[†]

Core courses - 42 quarter credits

BUS3003 Developing a Business Perspective (6 quarter credits)[‡] **OR**
BUS3007 Developing a Business Perspective (6 quarter credits)[§]
BUS3011 Fundamentals of Management (3 quarter credits)
BUS3012 Fundamentals of Leadership (3 quarter credits)
BUS3021 Fundamentals of Business Law (3 quarter credits)
BUS3022 Fundamentals of Supply Chain Management (3 quarter credits)
BUS3030 Fundamentals of Marketing and Sales (6 quarter credits)
BUS3040 Fundamentals of Human Resource Management (6 quarter credits)
BUS3050 Fundamentals of Organizational Communication (6 quarter credits)
BUS3061 Fundamentals of Accounting (3 quarter credits)
BUS3062 Fundamentals of Finance (3 quarter credits)

Minor courses - 24 quarter credits

IT4200 Data Governance and Stewardship (3 quarter credits)
BUS4200 Identifying Core Business Processes and Master Data (3 quarter credits)
BUS4210 Data Identification and Collection Strategies (3 quarter credits)
BUS4220 Data Mining and Analysis in Business (3 quarter credits)
BUS4230 Data Modeling Strategies and Tools in Business (3 quarter credits)
BUS4240 * Data Interpretation and Statistical Analysis in Business (3 quarter credits)
BUS4250 * Advanced Data Interpretation and Statistical Analysis in Business (3 quarter credits)
IT4350 Information Solutions and Delivery Strategies (3 quarter credits)

Elective courses - 63 quarter credits

Choose 63 quarter credits of additional undergraduate courses.[‡]

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

BUS4993 Business Capstone Project (6 quarter credits)

Total 180 quarter credits

[†] Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take BUS1003 during their first quarter.

[‡] Learners who have completed BUS1003 are required to take BUS3003.

[§] Learners who are not required to take BUS1003 are placed in BUS3007.

[‡] Learners who have completed BUS1003 choose 33 quarter credits of additional undergraduate courses.

Undergraduate Business Certificate Program**Accounting**

Learners in this undergraduate certificate gain a basic knowledge of accounting theories, concepts, and principles; acquire and apply various methods used to ethically maintain accurate and up-to-date financial records; and practice an understanding of a wide array of accounting-related topics, including budgeting, taxation, financial and investment planning, and financial statement and internal control auditing. This undergraduate certificate is not designed to prepare learners for a CPA exam.

Eight Required Courses 45 quarter credits

BUS3061 Fundamentals of Accounting (3 quarter credits)
BUS4060 * Financial Accounting Principles (6 quarter credits)
BUS4061 * Managerial Accounting Principles (6 quarter credits)
BUS4062 * Intermediate Financial Accounting Topics and Trends (6 quarter credits)
BUS4063 * Advanced Financial Accounting Topics and Trends (6 quarter credits)
BUS4064 * Cost Accounting for Planning and Control (6 quarter credits)
BUS4065 * Income Tax Concepts and Strategies (6 quarter credits)
BUS4066 * Contemporary Auditing: An Ethical Perspective (6 quarter credits)

Total 45 quarter credits

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Business Academic Offerings

Degree Programs	Specializations	Certificate Programs	Multiple Specializations (must be within the same degree program)
Doctor of Philosophy (PhD) in Business Management	General Business Management		
	Accounting		
	Human Resource Management		
	Information Technology Management		
	Leadership		
	Project Management		
	Strategy and Innovation		
Doctor of Business Administration (DBA)	Accounting		
	Business Intelligence		
	Global Operations and Supply Chain Management		
	Human Resource Management		
	Information Technology Management		
	Leadership		
	Project Management		
Master of Business Administration (MBA)	Strategy and Innovation		
	Self-Designed		
	Self-Designed, FlexPath option		
	Health Care Management		✓
	Health Care Management, FlexPath option		
	Human Resource Management		✓
	Human Resource Management, FlexPath option		
	Project Management		✓
Master of Science (MS) in Human Resource Management	Project Management, FlexPath option		
	General Human Resource Management		
		Graduate Certificate in Business Administration	
		Graduate Certificate in Business Administration, FlexPath option	
		Graduate Certificate in Business Management, FlexPath Modular	
		Graduate Certificate in Human Resource Management	

Graduate—Business Academic Offerings, *continued*

Doctor of Philosophy (PhD) in Business Management Specializations

General Business Management

The doctoral specialization in General Business Management provides learners with a deep understanding of business theory, research, and practice. The curriculum focuses on business systems and leadership, financial management, accounting, economics, strategy, and social responsibility. In addition, core courses will also equip learners with a strong global, ethical, and inter-disciplinary perspective. In addition to the core curriculum, learners gain advanced knowledge and skills in research design and application. Successful completion of the General Business Management specialization prepares learners to lead, consult, or teach in the field of business management with a theoretical and pragmatic perspective, creating practical solutions to real-world problems.

Residency Requirement(s):

Three six-week courses with a four-day embedded residency experience (BMGT-R8925, BMGT-R8926, BMGT-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Nineteen Required Courses 70 quarter credits

BMGT8002	Research Processes, Theory and Practice in Global Business (6 quarter credits)
BMGT8006	Business Principles and Practices (4 quarter credits)
BMGT8008 *	Ethics and Leadership in Global Environments (4 quarter credits)
BMGT8010 *	Economics in Global Environments (4 quarter credits) OR
BMGT8014 *	Accounting and Finance Principles and Practice (4 quarter credits)
BMGT8012 *	Marketing Principles and Practice (4 quarter credits) OR
BMGT8016 *	Strategic Management and Practice (4 quarter credits)
BMGT8018 *	The 21st-Century Organization (4 quarter credits)
BMGT8030	Management Theory Creation (4 quarter credits)
BMGT8032 *	Survey of Applied Research Methods (4 quarter credits)
BMGT8034 *	Quantitative Research Techniques (4 quarter credits)
BMGT8040 *	Advanced Qualitative Research (4 quarter credits) OR
BMGT8042 *	Applied Multivariate Modeling (4 quarter credits)
WRIT7086	Becoming an Academic Writer (4 quarter credits)
BMGT-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
BMGT-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)

BMGT-R8927* PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Upon completion of all required coursework:

GBUS9919 * Doctoral Comprehensive Examination (3 quarter credits)

Learners must register for GBUS9960 a minimum of four times to fulfill their specialization requirements.

GBUS9960 * Dissertation Courseroom (3 quarter credits each)

Five Elective Courses 20 quarter credits

Choose any graduate course(s).

Total 90 quarter credits

Accounting

The PhD in Business Management specialization in Accounting is designed for accounting faculty, accounting professionals such as certified public accountants and certified and chartered management accountants, or those with a Master of Accountancy or equivalent degree. The specialization provides learners with the opportunity to develop advanced knowledge of accounting research, practice, and education and strengthen the skills needed to think critically about and formulate appropriate solutions to accounting problems in the global era. Throughout the specialization, learners evaluate advanced theoretical constructs, standards, and techniques of accounting practice; analyze strategic implications of accounting issues; and conduct scholarly research that contributes to the field of accounting. Successful completion of this specialization prepares learners to pursue advancement in accounting research, practice, teaching, management, or consulting.

Residency Requirement(s):

Three six-week courses with a four-day embedded residency experience (BMGT-R8925, BMGT-R8926, BMGT-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Twenty-Four Required Courses 90 quarter credits

Core courses:

BMGT8002	Research Processes, Theory and Practice in Global Business (6 quarter credits)
BMGT8006	Business Principles and Practices (4 quarter credits)
BMGT8008 *	Ethics and Leadership in Global Environments (4 quarter credits)
BMGT8010 *	Economics in Global Environments (4 quarter credits) OR
BMGT8014 *	Accounting and Finance Principles and Practice (4 quarter credits)
BMGT8012 *	Marketing Principles and Practice (4 quarter credits) OR
BMGT8016 *	Strategic Management and Practice (4 quarter credits)
BMGT8018 *	The 21st-Century Organization (4 quarter credits)

BMGT8030	Management Theory Creation (4 quarter credits)
BMGT8032 *	Survey of Applied Research Methods (4 quarter credits)
BMGT8034 *	Quantitative Research Techniques (4 quarter credits)
BMGT8040 *	Advanced Qualitative Research (4 quarter credits) OR
BMGT8042 *	Applied Multivariate Modeling (4 quarter credits)
WRIT7086	Becoming an Academic Writer (4 quarter credits)
BMGT-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
BMGT-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
BMGT-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Specialization courses:

BMGT8110 *	Advanced Research in Accounting (4 quarter credits)
BMGT8112 *	Financial Reporting (4 quarter credits)
BMGT8114 *	Accounting in the Global Era (4 quarter credits)
BMGT8116 *	Forensic Accounting (4 quarter credits)
BMGT8118 *	Advancing Accounting Theory (4 quarter credits)

Upon completion of all required coursework:

GBUS9919 * Doctoral Comprehensive Examination (3 quarter credits)

Learners must register for GBUS9960 a minimum of four times to fulfill their specialization requirements.

GBUS9960 * Dissertation Courseroom (3 quarter credits each)

Total 90 quarter credits

Human Resource Management

The PhD Human Resource Management specialization focuses on knowledge and skills needed to teach, consult, lead, practice, and conduct research in the field of human resource management. Learners evaluate multidisciplinary theories and human resource management strategies and practices for creating flexible and innovative settings in the 21st century's global workplace. The specialization focuses on key issues related to attracting, developing, and retaining a global workforce. The coursework addresses diverse demographic and cultural perspectives, the influence of new technologies on the workplace, and the impact of the dynamic external work environment on human resource management practices.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Business Academic Offerings, *continued*

PhD in Business Management Specializations, *continued*

Residency Requirement(s):

Three six-week courses with a four-day embedded residency experience (BMGT-R8925, BMGT-R8926, BMGT-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Twenty-Four Required Courses 90 quarter credits

Core courses:

BMGT8002	Research Processes, Theory and Practice in Global Business (6 quarter credits)
BMGT8006	Business Principles and Practices (4 quarter credits)
BMGT8008 *	Ethics and Leadership in Global Environments (4 quarter credits)
BMGT8010 *	Economics in Global Environments (4 quarter credits) OR
BMGT8014 *	Accounting and Finance Principles and Practice (4 quarter credits)
BMGT8012 *	Marketing Principles and Practice (4 quarter credits) OR
BMGT8016 *	Strategic Management and Practice (4 quarter credits)
BMGT8018 *	The 21st-Century Organization (4 quarter credits)
BMGT8030	Management Theory Creation (4 quarter credits)
BMGT8032 *	Survey of Applied Research Methods (4 quarter credits)
BMGT8034 *	Quantitative Research Techniques (4 quarter credits)
BMGT8040 *	Advanced Qualitative Research (4 quarter credits) OR
BMGT8042 *	Applied Multivariate Modeling (4 quarter credits)
WRIT7086	Becoming an Academic Writer (4 quarter credits)
BMGT-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
BMGT-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
BMGT-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Specialization courses:

BMGT8410 *	Foundations of Human Resource Theory and Practice (4 quarter credits)
BMGT8412 *	Creating Adaptive, Innovative Workplaces (4 quarter credits)
BMGT8414 *	Attracting and Retaining Talent (4 quarter credits)
BMGT8416 *	Human Resource Practices for Developing Talent (4 quarter credits)
BMGT8418 *	Research Paradigms in Human Resource Management (4 quarter credits)

Upon completion of all required coursework:

GBUS9919 *	Doctoral Comprehensive Examination (3 quarter credits)
------------	--

Learners must register for GBUS9960 a minimum of four times to fulfill their specialization requirements.

GBUS9960 *	Dissertation Courseroom (3 quarter credits each)
------------	--

Total 90 quarter credits

Information Technology Management

The PhD in Business Management specialization in Information Technology Management is designed for mid- and senior-level IT professionals and practicing IT executives, individuals with senior business management experience, or those with a master's degree in a related field. The specialization focuses on emerging trends, technological influences, and multidisciplinary research to advance the theory and practice of leading IT strategic planning and management in complex environments, including diverse organizational and global cultural contexts. Learners evaluate collaborative relationships among IT and other leaders in the organization in pursuit of organizational goals; strategies for fostering an organizational culture that integrates technological innovation within the context of changing business needs; and the ethical and legal issues that influence the theory and practice of IT management. The specialization prepares 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 encountered as organizations compete in the global marketplace.

Residency Requirement(s):

Three six-week courses with a four-day embedded residency experience (BMGT-R8925, BMGT-R8926, BMGT-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Twenty-Four Required Courses 90 quarter credits

Core courses:

BMGT8002	Research Processes, Theory and Practice in Global Business (6 quarter credits)
BMGT8006	Business Principles and Practices (4 quarter credits)
BMGT8008 *	Ethics and Leadership in Global Environments (4 quarter credits)
BMGT8010 *	Economics in Global Environments (4 quarter credits) OR
BMGT8014 *	Accounting and Finance Principles and Practice (4 quarter credits)
BMGT8012 *	Marketing Principles and Practice (4 quarter credits) OR
BMGT8016 *	Strategic Management and Practice (4 quarter credits)
BMGT8018 *	The 21st-Century Organization (4 quarter credits)
BMGT8030	Management Theory Creation (4 quarter credits)
BMGT8032 *	Survey of Applied Research Methods (4 quarter credits)
BMGT8034 *	Quantitative Research Techniques (4 quarter credits)
BMGT8040 *	Advanced Qualitative Research (4 quarter credits) OR
BMGT8042 *	Applied Multivariate Modeling (4 quarter credits)
WRIT7086	Becoming an Academic Writer (4 quarter credits)

BMGT-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
BMGT-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
BMGT-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Specialization courses:

BMGT8210 *	Information Technology Leaders as Partners in Organizational Strategic Planning (4 quarter credits)
BMGT8212 *	Leading Information Technology Strategic Planning in Complex and Global Environments (4 quarter credits)
BMGT8214 *	Guiding the Implementation of Information Technology Policies and Processes (4 quarter credits)
BMGT8216 *	Innovating Information Technology Life Cycle Management Processes in a Changing Environment (4 quarter credits)
BMGT8218 *	Advancing Research in Information Technology Management (4 quarter credits)

Upon completion of all required coursework:

GBUS9919 *	Doctoral Comprehensive Examination (3 quarter credits)
------------	--

Learners must register for GBUS9960 a minimum of four times to fulfill their specialization requirements.

GBUS9960 *	Dissertation Courseroom (3 quarter credits each)
------------	--

Total 90 quarter credits

Leadership

The PhD Leadership specialization emphasizes multi-disciplinary scholarly literature and emerging trends in the leadership field, advancing the theory or practice of leadership to meet the challenges of leading in a dynamic global business environment. The specialization helps learners develop leadership qualities that support integrating multiple perspectives by building the skills in systems thinking, critical thinking, creative thinking, reflective thinking, and statistical thinking that enable leaders to build productive relationships and strengthen an organization's viability. The specialization focuses on helping leaders become aware of and shift their beliefs and behaviors as leaders enabling them to more effectively influence and impact the organization and its external environment.

Residency Requirement(s):

Three six-week courses with a four-day embedded residency experience (BMGT-R8925, BMGT-R8926, BMGT-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Business Academic Offerings, continued*PhD in Business Management
Specializations, continued***Twenty-Four Required Courses 90 quarter credits***Core courses:*

BMGT8002	Research Processes, Theory and Practice in Global Business (6 quarter credits)
BMGT8006	Business Principles and Practices (4 quarter credits)
BMGT8008 *	Ethics and Leadership in Global Environments (4 quarter credits)
BMGT8010 *	Economics in Global Environments (4 quarter credits) OR
BMGT8014 *	Accounting and Finance Principles and Practice (4 quarter credits)
BMGT8012 *	Marketing Principles and Practice (4 quarter credits) OR
BMGT8016 *	Strategic Management and Practice (4 quarter credits)
BMGT8018 *	The 21st-Century Organization (4 quarter credits)
BMGT8030	Management Theory Creation (4 quarter credits)
BMGT8032 *	Survey of Applied Research Methods (4 quarter credits)
BMGT8034 *	Quantitative Research Techniques (4 quarter credits)
BMGT8040 *	Advanced Qualitative Research (4 quarter credits) OR
BMGT8042 *	Applied Multivariate Modeling (4 quarter credits)
WRIT7086	Becoming an Academic Writer (4 quarter credits)
BMGT-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
BMGT-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
BMGT-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Specialization courses:

BMGT8610 *	Leadership Theory and Practice in a Global Environment (4 quarter credits)
BMGT8612 *	Leadership as Personal Practice (4 quarter credits)
BMGT8614 *	Leading the Organizational System (4 quarter credits)
BMGT8616 *	Leading Dynamic Systems with Multi-Dimensional Thinking (4 quarter credits)
BMGT8618 *	Advancing Leadership Theory (4 quarter credits)

Upon completion of all required coursework:

GBUS9919 *	Doctoral Comprehensive Examination (3 quarter credits)
------------	--

Learners must register for GBUS9960 a minimum of four times to fulfill their specialization requirements.

GBUS9960 *	Dissertation Courseroom (3 quarter credits each)
------------	--

Total 90 quarter credits

Project Management

The PhD in Business Management specialization in Project Management is designed for learners with a working knowledge of project management, for example those with a Project Management Professional (PMP®) certification or at least one master's-level project management course. The specialization focuses on current and emerging methodologies and frameworks; contemporary leadership theories and practices; communications approaches; social networking theories; and complexity theories for improving project and program results. Learners investigate and acquire the knowledge, skills, tools, and techniques necessary to effectively lead projects and programs in a variety of settings, and to conduct appropriate research to improve project management practices. Topics include advanced project and program management methodologies, risk management, portfolio optimization, and leadership. Successful completion of this specialization prepares learners to lead, consult, perform research, or teach in the field of project management from an informed, strategic perspective.

Residency Requirement(s):

Three six-week courses with a four-day embedded residency experience (BMGT-R8925, BMGT-R8926, BMGT-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Twenty-Four Required Courses 90 quarter credits*Core courses:*

BMGT8002	Research Processes, Theory and Practice in Global Business (6 quarter credits)
BMGT8006	Business Principles and Practices (4 quarter credits)
BMGT8008 *	Ethics and Leadership in Global Environments (4 quarter credits)
BMGT8010 *	Economics in Global Environments (4 quarter credits) OR
BMGT8014 *	Accounting and Finance Principles and Practice (4 quarter credits)
BMGT8012 *	Marketing Principles and Practice (4 quarter credits) OR
BMGT8016 *	Strategic Management and Practice (4 quarter credits)
BMGT8018 *	The 21st-Century Organization (4 quarter credits)
BMGT8030	Management Theory Creation (4 quarter credits)
BMGT8032 *	Survey of Applied Research Methods (4 quarter credits)
BMGT8034 *	Quantitative Research Techniques (4 quarter credits)
BMGT8040 *	Advanced Qualitative Research (4 quarter credits) OR
BMGT8042 *	Applied Multivariate Modeling (4 quarter credits)
WRIT7086	Becoming an Academic Writer (4 quarter credits)

BMGT-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
BMGT-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
BMGT-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Specialization courses:

BMGT8430 *	Advanced Concepts of Project Management Methodologies (4 quarter credits)
BMGT8432 *	Projects as Complex Adaptive Systems (4 quarter credits)
BMGT8434 *	Advanced Risk Management Systems and Research (4 quarter credits)
BMGT8436 *	Dynamics of Program and Portfolio Management (4 quarter credits)
BMGT8438 *	Emerging Trends, Research, and Theories for Successful Project Management (4 quarter credits)

Upon completion of all required coursework:

GBUS9919 *	Doctoral Comprehensive Examination (3 quarter credits)
------------	--

Learners must register for GBUS9960 a minimum of four times to fulfill their specialization requirements.

GBUS9960 *	Dissertation Courseroom (3 quarter credits each)
------------	--

Total 90 quarter credits

Strategy and Innovation

The PhD Strategy and Innovation specialization provides learners with a theoretical and practical orientation to the strategies organizations use to create and sustain innovations and compete in today's business environment. The curriculum emphasizes evidence-based, multi-disciplined research; 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, research, or teach in the area of organizational strategy.

Residency Requirement(s):

Three six-week courses with a four-day embedded residency experience (BMGT-R8925, BMGT-R8926, BMGT-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Business Academic Offerings, continued*PhD in Business Management
Specializations, continued***Twenty-Four Required Courses 90 quarter credits***Core courses:*

BMGT8002	Research Processes, Theory and Practice in Global Business (6 quarter credits)
BMGT8006	Business Principles and Practices (4 quarter credits)
BMGT8008 *	Ethics and Leadership in Global Environments (4 quarter credits)
BMGT8010 *	Economics in Global Environments (4 quarter credits) OR
BMGT8014 *	Accounting and Finance Principles and Practice (4 quarter credits)
BMGT8012 *	Marketing Principles and Practice (4 quarter credits) OR
BMGT8016 *	Strategic Management and Practice (4 quarter credits)
BMGT8018 *	The 21st-Century Organization (4 quarter credits)
BMGT8030	Management Theory Creation (4 quarter credits)
BMGT8032 *	Survey of Applied Research Methods (4 quarter credits)
BMGT8034 *	Quantitative Research Techniques (4 quarter credits)
BMGT8040 *	Advanced Qualitative Research (4 quarter credits) OR
BMGT8042 *	Applied Multivariate Modeling (4 quarter credits)
WRIT7086	Becoming an Academic Writer (4 quarter credits)
BMGT-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
BMGT-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
BMGT-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Specialization courses:

BMGT8130 *	Foresight: Anticipating the Future (4 quarter credits)
BMGT8132 *	Identifying Opportunities for Innovation (4 quarter credits)
BMGT8134 *	Competing with Disruptive Innovation (4 quarter credits)
BMGT8136 *	Building an Innovation Strategy (4 quarter credits)
BMGT8138 *	Advancing Research Paradigms in Strategy and Innovation Theory (4 quarter credits)

Upon completion of all required coursework:

GBUS9919 *	Doctoral Comprehensive Examination (3 quarter credits)
------------	--

Learners must register for GBUS9960 a minimum of four times to fulfill their specialization requirements.

GBUS9960 *	Dissertation Courseroom (3 quarter credits each)
------------	--

Total 90 quarter credits

Doctor of Business Administration (DBA) Specializations**Accounting**

The DBA Accounting specialization is designed for accounting faculty, accounting professionals such as certified public accountants and certified and chartered management accountants, or those with a Master of Accountancy or equivalent degree. The specialization provides learners with the opportunity to develop advanced knowledge of accounting research, practice, and education and strengthen the skills needed to think critically about and formulate appropriate solutions to accounting problems in the global era. Throughout the specialization, learners evaluate advanced theoretical constructs, standards, and techniques of accounting practice; analyze strategic implications of accounting issues; and conduct scholarly research that contributes to the field of accounting. Successful completion of this specialization prepares learners to pursue advancement in accounting research, practice, teaching, management, or consulting.

Residency Requirement(s):

Two four-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Sixteen Required Courses 82 quarter credits*Core courses:*

DB8002	Introduction to Doctoral Studies in Business (6 quarter credits)
DB8008	Becoming a Business Researcher (6 quarter credits)
DB8015 *	Applied Business Research Projects (6 quarter credits)
DB-R8957 *	Conceptualization Strategies for Applied Business Research (3 quarter credits) [†]
DB8025	Leading Processes, Technology and People (6 quarter credits)
DB8030	Global Operations (6 quarter credits) [†]
DB8040	Financial Decision Making (6 quarter credits)
DB-R8959 *	Research Design and Implementation Planning (3 quarter credits) [†]
DB8065 *	Contemporary Issues Impacting Organizational Success (6 quarter credits)
DB8075	Marketing in a Connected World (6 quarter credits)

Specialization courses:

BMGT8110 *	Advanced Research in Accounting (4 quarter credits)
BMGT8112 *	Financial Reporting (4 quarter credits)
BMGT8114 *	Accounting in the Global Era (4 quarter credits)
BMGT8116 *	Forensic Accounting (4 quarter credits)

Upon completion of all required core and specialization coursework, learners must register for DB9971 a minimum three times to fulfill their program requirements.

DB9971 *	Doctoral Capstone (4 quarter credits)
----------	---------------------------------------

Total 82 quarter credits

[†] Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

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):

Two four-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Sixteen Required Courses 82 quarter credits*Core courses:*

DB8002	Introduction to Doctoral Studies in Business (6 quarter credits)
DB8008	Becoming a Business Researcher (6 quarter credits)
DB8015 *	Applied Business Research Projects (6 quarter credits)
DB-R8957 *	Conceptualization Strategies for Applied Business Research (3 quarter credits) [†]
DB8025	Leading Processes, Technology and People (6 quarter credits)
DB8030	Global Operations (6 quarter credits) [†]
DB8040	Financial Decision Making (6 quarter credits)
DB-R8959 *	Research Design and Implementation Planning (3 quarter credits) [†]
DB8065 *	Contemporary Issues Impacting Organizational Success (6 quarter credits)
DB8075	Marketing in a Connected World (6 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Business Academic Offerings, *continued*

DBA Specializations, *continued*

Specialization courses:

DB8210	Business Intelligence, Analytics, and Decision Support (4 quarter credits)
DB8212	Data Warehousing and Descriptive Analytics (4 quarter credits)
DB8214 *	Data Mining and Predictive Analytics (4 quarter credits)
DB8216 *	Data Modeling and Prescriptive Analytics (4 quarter credits)

Upon completion of all required core and specialization coursework, learners must register for DB9971 a minimum three times to fulfill their program requirements.

DB9971 * Doctoral Capstone (4 quarter credits)

Total 82 quarter credits

† 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):

Two four-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Sixteen Required Courses 82 quarter credits

Core courses:

DB8002	Introduction to Doctoral Studies in Business (6 quarter credits)
DB8008	Becoming a Business Researcher (6 quarter credits)
DB8015 *	Applied Business Research Projects (6 quarter credits)
DB-R8957 *	Conceptualization Strategies for Applied Business Research (3 quarter credits)†
DB8025	Leading Processes, Technology and People (6 quarter credits)

DB8030	Global Operations (6 quarter credits)†
DB8040	Financial Decision Making (6 quarter credits)
DB-R8959 *	Research Design and Implementation Planning (3 quarter credits)†
DB8065 *	Contemporary Issues Impacting Organizational Success (6 quarter credits)
DB8075	Marketing in a Connected World (6 quarter credits)

Specialization courses:

DB8321	Designing a Global Operations and Supply Chain Network (4 quarter credits)
DB8323	Supply Chain Transformation Through Innovation (4 quarter credits)
DB8325 *	Supplier Relationship Management (4 quarter credits)
DB8327 *	Global Supply Chain Design (4 quarter credits)

Upon completion of all required core and specialization coursework, learners must register for DB9971 a minimum three times to fulfill their program requirements.

DB9971 * Doctoral Capstone (4 quarter credits)

Total 82 quarter credits

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Human Resource Management

The DBA Human Resource Management specialization focuses on knowledge and skills needed to teach, consult, lead, practice, and conduct research in the field of human resource management. Learners evaluate multidisciplinary theories and human resource management strategies and practices for creating flexible and innovative settings in the 21st century's global workplace. The specialization focuses on key issues related to attracting, developing, and retaining a global workforce, and the coursework addresses diverse demographic and cultural perspectives, the influence of new technologies on the workplace, and the impact of the dynamic external work environment on human resource management practices.

Residency Requirement(s):

Two four-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Sixteen Required Courses 82 quarter credits

Core courses:

DB8002	Introduction to Doctoral Studies in Business (6 quarter credits)
DB8008	Becoming a Business Researcher (6 quarter credits)
DB8015 *	Applied Business Research Projects (6 quarter credits)

DB-R8957 *	Conceptualization Strategies for Applied Business Research (3 quarter credits)†
DB8025	Leading Processes, Technology and People (6 quarter credits)
DB8030	Global Operations (6 quarter credits)†
DB8040	Financial Decision Making (6 quarter credits)
DB-R8959 *	Research Design and Implementation Planning (3 quarter credits)†
DB8065 *	Contemporary Issues Impacting Organizational Success (6 quarter credits)
DB8075	Marketing in a Connected World (6 quarter credits)

Specialization courses:

BMGT8410 *	Foundations of Human Resource Theory and Practice (4 quarter credits)
BMGT8412 *	Creating Adaptive, Innovative Workplaces (4 quarter credits)
BMGT8414 *	Attracting and Retaining Talent (4 quarter credits)
BMGT8416 *	Human Resource Practices for Developing Talent (4 quarter credits)

Upon completion of all required core and specialization coursework, learners must register for DB9971 a minimum three times to fulfill their program requirements.

DB9971 * Doctoral Capstone (4 quarter credits)

Total 82 quarter credits

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Information Technology Management

The DBA Information Technology Management specialization is designed for mid- and senior-level IT professionals and practicing IT executives, individuals with senior business management experience, or those with a master's degree in a related field. The specialization focuses on emerging trends, technological influences, and multidisciplinary research to advance the theory and practice of leading IT strategic planning and management in complex environments, including diverse organizational and global cultural contexts. Learners evaluate collaborative relationships among IT and other leaders in the organization in pursuit of organizational goals; strategies for fostering an organizational culture that integrates technological innovation within the context of changing business needs; and the ethical and legal issues that influence the theory and practice of IT management. The specialization prepares 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 encountered as organizations compete in the global marketplace.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Business Academic Offerings, *continued*

DBA Specializations, *continued*

Residency Requirement(s):

Two four-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Sixteen Required Courses 82 quarter credits

Core courses:

DB8002	Introduction to Doctoral Studies in Business (6 quarter credits)
DB8008	Becoming a Business Researcher (6 quarter credits)
DB8015 *	Applied Business Research Projects (6 quarter credits)
DB-R8957 *	Conceptualization Strategies for Applied Business Research (3 quarter credits) [†]
DB8025	Leading Processes, Technology and People (6 quarter credits)
DB8030	Global Operations (6 quarter credits) [†]
DB8040	Financial Decision Making (6 quarter credits)
DB-R8959 *	Research Design and Implementation Planning (3 quarter credits) [†]
DB8065 *	Contemporary Issues Impacting Organizational Success (6 quarter credits)
DB8075	Marketing in a Connected World (6 quarter credits)

Specialization courses:

BMGT8210 *	Information Technology Leaders as Partners in Organizational Strategic Planning (4 quarter credits)
BMGT8212 *	Leading Information Technology Strategic Planning in Complex and Global Environments (4 quarter credits)
BMGT8214 *	Guiding the Implementation of Information Technology Policies and Processes (4 quarter credits)
BMGT8216 *	Innovating Information Technology Life Cycle Management Processes in a Changing Environment (4 quarter credits)

Upon completion of all required core and specialization coursework, learners must register for DB9971 a minimum three times to fulfill their program requirements.

DB9971 *	Doctoral Capstone (4 quarter credits)
----------	---------------------------------------

Total 82 quarter credits

[†] Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Leadership

The DBA Leadership specialization emphasizes multi-disciplinary scholarly literature and emerging trends in the leadership field, advancing the theory or practice of leadership to meet the challenges of leading in a dynamic global business environment. The specialization helps learners develop leadership qualities that support integrating multiple perspectives by building the skills in systems thinking, critical thinking, creative thinking, reflective thinking, and statistical thinking that enable leaders to build productive relationships and strengthen an organization's viability. The specialization focuses on helping leaders become aware of and shift their beliefs and behaviors as leaders enabling them to more effectively influence and impact the organization and its external environment.

Residency Requirement(s):

Two four-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Sixteen Required Courses 82 quarter credits

Core courses:

DB8002	Introduction to Doctoral Studies in Business (6 quarter credits)
DB8008	Becoming a Business Researcher (6 quarter credits)
DB8015 *	Applied Business Research Projects (6 quarter credits)
DB-R8957 *	Conceptualization Strategies for Applied Business Research (3 quarter credits) [†]
DB8025	Leading Processes, Technology and People (6 quarter credits)
DB8030	Global Operations (6 quarter credits) [†]
DB8040	Financial Decision Making (6 quarter credits)
DB-R8959 *	Research Design and Implementation Planning (3 quarter credits) [†]
DB8065 *	Contemporary Issues Impacting Organizational Success (6 quarter credits)
DB8075	Marketing in a Connected World (6 quarter credits)

Specialization courses:

BMGT8610 *	Leadership Theory and Practice in a Global Environment (4 quarter credits)
BMGT8612 *	Leadership as Personal Practice (4 quarter credits)
BMGT8614 *	Leading the Organizational System (4 quarter credits)
BMGT8616 *	Leading Dynamic Systems with Multi-Dimensional Thinking (4 quarter credits)

Upon completion of all required core and specialization coursework, learners must register for DB9971 a minimum three times to fulfill their program requirements.

DB9971 *	Doctoral Capstone (4 quarter credits)
----------	---------------------------------------

Total 82 quarter credits

[†] Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Project Management

The DBA Project Management specialization is designed for learners with a working knowledge of project management, for example those with a Project Management Professional (PMP®) certification or at least one master's-level project management course. The specialization focuses on current and emerging methodologies and frameworks; contemporary leadership theories and practices; communications approaches; social networking theories; and complexity theories for improving project and program results. Learners investigate and acquire the knowledge, skills, tools, and techniques necessary to effectively lead projects and programs in a variety of settings, and to conduct appropriate research to improve project management practices. Topics include advanced project and program management methodologies, risk management, portfolio optimization, and leadership. Successful completion of this specialization prepares learners to lead, consult, or teach in the field of project management from an informed, strategic perspective.

Residency Requirement(s):

Two four-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Sixteen Required Courses 82 quarter credits

Core courses:

DB8002	Introduction to Doctoral Studies in Business (6 quarter credits)
DB8008	Becoming a Business Researcher (6 quarter credits)
DB8015 *	Applied Business Research Projects (6 quarter credits)
DB-R8957 *	Conceptualization Strategies for Applied Business Research (3 quarter credits) [†]
DB8025	Leading Processes, Technology and People (6 quarter credits)
DB8030	Global Operations (6 quarter credits) [†]
DB8040	Financial Decision Making (6 quarter credits)
DB-R8959 *	Research Design and Implementation Planning (3 quarter credits) [†]
DB8065 *	Contemporary Issues Impacting Organizational Success (6 quarter credits)
DB8075	Marketing in a Connected World (6 quarter credits)

Specialization courses:

BMGT8430 *	Advanced Concepts of Project Management Methodologies (4 quarter credits)
BMGT8432 *	Projects as Complex Adaptive Systems (4 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Business Academic Offerings, continued*DBA Specializations, continued*

- BMGT8434 * Advanced Risk Management Systems and Research (4 quarter credits)
- BMGT8436 * Dynamics of Program and Portfolio Management (4 quarter credits)

Upon completion of all required core and specialization coursework, learners must register for DB9971 a minimum three times to fulfill their program requirements.

- DB9971 * Doctoral Capstone (4 quarter credits)

Total 82 quarter credits

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

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 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):

Two four-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Sixteen Required Courses 82 quarter credits

Core courses:

- DB8002 Introduction to Doctoral Studies in Business (6 quarter credits)
- DB8008 Becoming a Business Researcher (6 quarter credits)
- DB8015 * Applied Business Research Projects (6 quarter credits)
- DB-R8957 * Conceptualization Strategies for Applied Business Research (3 quarter credits)†
- DB8025 Leading Processes, Technology and People (6 quarter credits)
- DB8030 Global Operations (6 quarter credits)†
- DB8040 Financial Decision Making (6 quarter credits)
- DB-R8959 * Research Design and Implementation Planning (3 quarter credits)†
- DB8065 * Contemporary Issues Impacting Organizational Success (6 quarter credits)
- DB8075 Marketing in a Connected World (6 quarter credits)

Specialization courses:

- BMGT8130 * Foresight: Anticipating the Future (4 quarter credits)
- BMGT8132 * Identifying Opportunities for Innovation (4 quarter credits)
- BMGT8134 * Competing with Disruptive Innovation (4 quarter credits)
- BMGT8136 * Building an Innovation Strategy (4 quarter credits)

Upon completion of all required core and specialization coursework, learners must register for DB9971 a minimum three times to fulfill their program requirements.

- DB9971 * Doctoral Capstone (4 quarter credits)

Total 82 quarter credits

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Master of Business Administration (MBA) Specializations

Only learners enrolled in the FlexPath MBA degree program or the FlexPath MS in Information Systems and Technology Management degree program may take FlexPath 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 FlexPath MBA degree program.

Self-Designed

The MBA Self-Designed specialization provides an introduction to foundational business disciplines including leadership, accounting, finance, marketing, operations, strategy, and business analytics. Learners in this specialization are able to incorporate courses in a variety of disciplines to meet individual interests and needs.

Eight Required Courses 33 quarter credits

- MBA5002 MBA Leadership (4 quarter credits)
- MBA5006 * Business Strategy (4 quarter credits)
- MBA5008 Applied Business Analytics (4 quarter credits)
- MBA5010 Accounting Methods for Leaders (4 quarter credits)
- MBA5012 * Marketing Management (4 quarter credits)
- MBA5014 * Applied Managerial Finance (4 quarter credits)
- MBA5016 * Operations Management for Leaders (4 quarter credits)

Taken during the learner's final quarter:

- MBA5910 * MBA Capstone Experience (5 quarter credits)

Elective Courses 12 quarter credits

Choose three graduate-level courses.

Total 45 quarter credits

Self-Designed, FlexPath option

The MBA Self-Designed specialization provides an introduction to foundational business disciplines including leadership, accounting, finance, marketing, operations, strategy, and business analytics. Learners in this specialization are able to incorporate courses in a variety of disciplines to meet individual interests and needs. Learners who pursue this specialization through the FlexPath option earn an MBA through self-paced demonstrations of competencies.

Eight Required Courses 16.5 program points

- MBA-FPX5002 MBA Leadership (2 program points)
- MBA-FPX5006 * Business Strategy (2 program points)
- MBA-FPX5008 Applied Business Analytics (2 program points)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Business Academic Offerings, continued*MBA Specializations, continued*

MBA-FPX5010	Accounting Methods for Leaders (2 program points)
MBA-FPX5012 *	Marketing Management (2 program points)
MBA-FPX5014 *	Applied Managerial Finance (2 program points)
MBA-FPX5016 *	Operations Management for Leaders (2 program points)
<i>Taken during the learner's final quarter:</i>	
MBA-FPX5910 *	MBA Capstone Experience (2.5 program points)
Three Elective Courses 6 program points	
<i>Choose three from the following recommended electives:</i>	
ACC-FPX5610 *	Advanced Accounting, Budget Planning and Control (2 program points)
ANLY-FPX5510 *	Advanced Business Analytics (2 program points)
ENTR-FPX5412	New Ventures and Entrepreneurship (2 program points)
FIN-FPX5710	Economic Foundations for Financial Decision Making (2 program points)
HCM-FPX5310	Decision-Making in the Health Care System (2 program points)
HCM-FPX5312 *	Analyzing the Health Care Environment (2 program points)
HCM-FPX5314 *	Driving Health Care Results (2 program points)
HRM-FPX5025 *	Talent Acquisition and Workforce Planning (2 program points)
HRM-FPX5122 *	Developing an Effective Workplace (2 program points)
HRM-FPX5310	Strategic Human Resource Management (2 program points)
ITEC-FPX5030	Emerging Technologies (2 program points)
LEAD-FPX5210	Leading Global and Diverse Cultures (2 program points)
LEAD-FPX5220	Leader as Change Agent (2 program points)
MKT-FPX5410	Digital Marketing (2 program points)
MKT-FPX5416	Consumer Insights (2 program points)
OPS-FPX5620 *	Supply Chain Foundations and Management (2 program points)
OPS-FPX5630 *	Strategic Supply Chain Sourcing (2 program points)
PM-FPX5018	Project Management Foundations (2 program points)
PM-FPX5332 *	Project Management, Planning, Execution, and Control (2 program points)
PM-FPX5333 *	Project Budgeting, Procurement, and Quality (2 program points)
PM-FPX5334 *	Project Risk Assessment and Control (2 program points)
OR	
<i>Choose at least three graduate-level courses totaling a minimum of 6 program points.†</i>	
Total	22.5 program points

† Learners in this degree program choose electives from the FlexPath (-FPX) course list.

Health Care Management

The MBA Health Care Management specialization focuses on the application of business and management knowledge, skills, and abilities learners need within the complex and dynamic health care industry. Learners gain a thorough understanding of the health care system; government influence; and law, ethics, policy, and organizational strategy. Learners use evidence-based decision making that drives quality management, operations, and financial management practices based on organizational strategy and goals. Upon successful completion of this specialization, learners will have developed the knowledge and skills needed to pursue middle- or senior-level positions within health care organizations or organizations that serve the health care industry.

Eleven Required Courses **45 quarter credits**
Core courses:

MBA5002	MBA Leadership (4 quarter credits)
MBA5006 *	Business Strategy (4 quarter credits)
MBA5008	Applied Business Analytics (4 quarter credits)
MBA5010	Accounting Methods for Leaders (4 quarter credits)
MBA5012 *	Marketing Management (4 quarter credits)
MBA5014 *	Applied Managerial Finance (4 quarter credits)
MBA5016 *	Operations Management for Leaders (4 quarter credits)

Specialization courses:

HCM5310	Decision-Making in the Health Care System (4 quarter credits)
HCM5312 *	Analyzing the Health Care Environment (4 quarter credits)
HCM5314 *	Driving Health Care Results (4 quarter credits)

Taken during the learner's final quarter:

MBA5910 *	MBA Capstone Experience (5 quarter credits)
-----------	---

Total **45 quarter credits**

Health Care Management, FlexPath option

The MBA Health Care Management specialization focuses on the application of business and management knowledge, skills, and abilities learners need within the complex and dynamic health care industry. Learners gain a thorough understanding of the health care system; government influence; and law, ethics, policy, and organizational strategy. Learners use evidence-based decision making that drives quality management, operations, and financial management practices based on organizational strategy and goals. Upon successful completion of this specialization, learners will have developed the knowledge and skills needed to pursue middle- or senior-level positions within health care organizations or organizations that serve the health care industry. Learners who pursue this specialization through the FlexPath option earn an MBA through self-paced demonstrations of competencies.

Eleven Required Courses **22.5 program points**
Core courses:

MBA-FPX5002	MBA Leadership (2 program points)
MBA-FPX5006 *	Business Strategy (2 program points)
MBA-FPX5008	Applied Business Analytics (2 program points)
MBA-FPX5010	Accounting Methods for Leaders (2 program points)
MBA-FPX5012 *	Marketing Management (2 program points)
MBA-FPX5014 *	Applied Managerial Finance (2 program points)
MBA-FPX5016 *	Operations Management for Leaders (2 program points)

Specialization courses:

HCM-FPX5310	Decision-Making in the Health Care System (2 program points)
HCM-FPX5312 *	Analyzing the Health Care Environment (2 program points)
HCM-FPX5314 *	Driving Health Care Results (2 program points)

Taken during the learner's final quarter:

MBA-FPX5910 *	MBA Capstone Experience (2.5 program points)
---------------	--

Total **22.5 program points**

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Business Academic Offerings, *continued*

MBA Specializations, *continued*

Human Resource Management

The MBA Human Resource Management (HRM) specialization focuses on the application of knowledge, competencies, and skills necessary to integrate business and human resource functions in organizations. Learners focus on communicating clearly to stakeholders and developing data-informed recommendations in support of organizational goals and strategy. Upon successful completion of this specialization, 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 or advance in HRM-related careers and to make appropriate decisions about human capital.

Eleven Required Courses **45 quarter credits**
Core courses:

MBA5002 MBA Leadership (4 quarter credits)
MBA5006 * Business Strategy (4 quarter credits)
MBA5008 Applied Business Analytics (4 quarter credits)
MBA5010 Accounting Methods for Leaders (4 quarter credits)
MBA5012 * Marketing Management (4 quarter credits)
MBA5014 * Applied Managerial Finance (4 quarter credits)
MBA5016 * Operations Management for Leaders (4 quarter credits)

Specialization courses:

HRM5025 * Talent Acquisition and Workforce Planning (4 quarter credits)
HRM5122 * Developing an Effective Workplace (4 quarter credits)
HRM5310 Strategic Human Resource Management (4 quarter credits)

Taken during the learner's final quarter:

MBA5910 * MBA Capstone Experience (5 quarter credits)

Total **45 quarter credits**

Human Resource Management, FlexPath option

The MBA Human Resource Management (HRM) specialization focuses on the application of knowledge, competencies, and skills necessary to integrate business and human resource functions in organizations. Learners focus on communicating clearly to stakeholders and developing data-informed recommendations in support of organizational goals and strategy. Upon successful completion of this specialization, 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 or advance in HRM-related careers and to make appropriate decisions about human capital. Learners who pursue this specialization through the FlexPath option earn an MBA through self-paced demonstrations of competencies.

Eleven Required Courses **22.5 program points**
Core courses:

MBA-FPX5002 MBA Leadership (2 program points)
MBA-FPX5006 * Business Strategy (2 program points)
MBA-FPX5008 Applied Business Analytics (2 program points)
MBA-FPX5010 Accounting Methods for Leaders (2 program points)
MBA-FPX5012 * Marketing Management (2 program points)
MBA-FPX5014 * Applied Managerial Finance (2 program points)
MBA-FPX5016 * Operations Management for Leaders (2 program points)

Specialization courses:

HRM-FPX5025 * Talent Acquisition and Workforce Planning (2 program points)
HRM-FPX5122 * Developing an Effective Workplace (2 program points)
HRM-FPX5310 Strategic Human Resource Management (2 program points)

Taken during the learner's final quarter:

MBA-FPX5910 * MBA Capstone Experience (2.5 program points)

Total **22.5 program points**

Project Management

The MBA Project Management specialization aligns with the Project Management Institute's (PMI®) global standards. This specialization introduces learners to fundamental project management theories, processes, and strategies and provides learners with the knowledge, skills, and experience to ensure project success. Learners focus on developing decision-making skills and the ability to reflect on the impact of their judgment in dynamic project situations. Upon successful completion of this specialization, learners are prepared to pursue advanced project management positions in global enterprises or entrepreneurial start-ups.

Eleven Required Courses **45 quarter credits**

MBA5002 MBA Leadership (4 quarter credits)
MBA5006 * Business Strategy (4 quarter credits)
MBA5008 Applied Business Analytics (4 quarter credits)
MBA5010 Accounting Methods for Leaders (4 quarter credits)
PM5018 Project Management Foundations (4 quarter credits)
MBA5014 * Applied Managerial Finance (4 quarter credits)
MBA5016 * Operations Management for Leaders (4 quarter credits)

Specialization courses:

PM5332 * Project Management, Planning, Execution, and Control (4 quarter credits)
PM5333 * Project Budgeting, Procurement, and Quality (4 quarter credits)
PM5334 * Project Risk Assessment and Control (4 quarter credits)

Taken during the learner's final quarter:

MBA5910 * MBA Capstone Experience (5 quarter credits)

Total **45 quarter credits**

Project Management, FlexPath option

The MBA Project Management specialization aligns with the Project Management Institute's (PMI®) global standards. This specialization introduces learners to fundamental project management theories, processes, and strategies and provides learners with the knowledge, skills, and experience to ensure project success. Learners focus on developing decision-making skills and the ability to reflect on the impact of their judgment in dynamic project situations. Upon successful completion of this specialization, learners are prepared to pursue advanced project management positions in global enterprises or entrepreneurial start-ups. Learners who pursue this specialization through the FlexPath option earn an MBA through self-paced demonstrations of competencies.

Eleven Required Courses **22.5 program points**
Core courses:

MBA-FPX5002 MBA Leadership (2 program points)
MBA-FPX5006 * Business Strategy (2 program points)
MBA-FPX5008 Applied Business Analytics (2 program points)
MBA-FPX5010 Accounting Methods for Leaders (2 program points)
PM-FPX5018 Project Management Foundations (2 program points)
MBA-FPX5014 * Applied Managerial Finance (2 program points)
MBA-FPX5016 * Operations Management for Leaders (2 program points)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Business Academic Offerings, continued**MBA Specializations, continued***Specialization courses:*

PM-FPX5332 * Project Management, Planning, Execution, and Control (2 program points)

PM-FPX5333 * Project Budgeting, Procurement, and Quality (2 program points)

PM-FPX5334 * Project Risk Assessment and Control (2 program points)

Taken during the learner's final quarter:

MBA-FPX5910 * MBA Capstone Experience (2.5 program points)

Total **22.5 program points**

Master of Science (MS) in Human Resource Management Specialization**General Human Resource Management**

The Master of Science in General Human Resource Management specialization provides learners with the knowledge and skills needed to lead and manage strategic and operational human resources management functions in organizations. Learners gain knowledge of the discipline and profession of HRM, and applied experience in specific HRM areas of practice and develop the critical-thinking skills needed to make informed decisions in collaborative, global work environments. In addition learners develop skills to effectively lead the practice of human resources within organizations through knowledge of business acumen, partnerships with business leadership, consultation, and effective communication. The program prepares learners for a career as a human resources generalist and specialist.

Twelve Required Courses **48 quarter credits**

HRM5002 Survey of Human Resource Management in Practice (4 quarter credits)

HRM5015 * Leading and Managing Workplace Learning (4 quarter credits)

HRM5025 * Talent Acquisition and Workforce Planning (4 quarter credits)

HRM5035 * Analytics, Metrics, and Decision Making for Human Resource Management (4 quarter credits)

HRM5045 * Enterprise-Aligned Human Resource Management Strategy (4 quarter credits)

HRM5055 * Comprehensive Reward Systems (4 quarter credits)

HRM5065 * Employment Law in the Successful Workplace (4 quarter credits)

HRM5075 * Leading and Influencing for the Human Resource Practitioner (4 quarter credits)

In addition, choose three from the following courses AND the capstone course:

HRM5110 Enhancing Business Acumen for Human Resource Management Professionals (4 quarter credits)

HRM5112 Certification Examination Preparation for the aPHR, PHR and SPHR (4 quarter credits)

HRM5115 Certification Examination Preparation for the SHRM-CP and SHRM-SCP (4 quarter credits)

HRM5116 Human Resource Professionals as Internal Consultants (4 quarter credits)

HRM5118 * Human Resource Legal Challenges and Solutions (4 quarter credits)

HRM5120 * Global Human Resource Practice (4 quarter credits)

HRM5122 Developing an Effective Workplace (4 quarter credits)

LEAD5210 Leading Global and Diverse Cultures (4 quarter credits)

LEAD5220 Leader as Change Agent (4 quarter credits)

Taken during the learner's final quarter:

HRM5900 * HRM Capstone: Creating an Effective Human Resource Practice (4 quarter credits)

Total **48 quarter credits**

Business Graduate Certificate Programs**Business Administration**

The Business Administration graduate certificate provides learners with practical and relevant content integrated across functional business areas and emphasizes analytics and leadership as key elements required of MBA graduates for success in the workplace. Learners gain knowledge and skills in these foundational business areas and learn how to apply data to evidence-based decision making in the workplace.

Four Required Courses **16 quarter credits**

MBA5008 Applied Business Analytics (4 quarter credits)

AND*Choose three from the following:*

MBA5006 * Business Strategy (4 quarter credits)

MBA5010 Accounting Methods for Leaders (4 quarter credits)

MBA5012 * Marketing Management (4 quarter credits)

MBA5014 * Applied Managerial Finance (4 quarter credits)

MBA5016 * Operations Management for Leaders (4 quarter credits)

Total **16 quarter credits**

Business Administration, FlexPath option

The Business Administration graduate certificate provides learners with practical and relevant content integrated across functional business areas and emphasizes analytics and leadership as key elements required of MBA graduates for success in the workplace. Learners gain knowledge and skills in these foundational business areas and learn how to apply data to evidence-based decision making in the workplace. Learners who pursue this graduate certificate through the FlexPath option earn a Business Administration graduate certificate through self-paced demonstrations of competencies.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Business Academic Offerings, continued*Business Certificate Programs, continued***Four Required Courses 8 program points**

MBA-FPX5008 Applied Business Analytics
(2 program points)

AND

Choose three from the following:

MBA-FPX5006 * Business Strategy
(2 program points)

MBA-FPX5010 Accounting Methods for Leaders
(2 program points)

MBA-FPX5012 * Marketing Management
(2 program points)

MBA-FPX5014 * Applied Managerial Finance
(2 program points)

MBA-FPX5016 * Operations Management for
Leaders (2 program points)

Total 8 program points

Business Management, FlexPath Modular

The Business Management graduate certificate provides learners with a thorough exposure to foundational business disciplines. Learners strengthen their understanding and demonstrate knowledge of leadership principles as well as insights regarding their own personal leadership acumen. This graduate certificate emphasizes fundamental business knowledge, skills and abilities necessary for achieving professional and personal goals, and career advancement. Upon successful completion of this graduate certificate, learners are prepared with a strong foundational understanding of business management, leadership skills, business communication, critical thinking, problem solving, and are ready to apply these skills to opportunities in diverse organizations. Learners who pursue this graduate certificate through the FlexPath Modular option earn a Business Management graduate certificate through self-paced demonstrations of competencies.

Fifteen Required Courses 7.5 program points

MBA-FP6006A Leading Innovation in the Global Organization A (.5 program points)

MBA-FP6006B* Leading Innovation in the Global Organization B (.5 program points)

MBA-FP6006C* Leading Innovation in the Global Organization C (.5 program points)

MBA-FP6012A Integrated Global Marketing A
(.25 program points)

MBA-FP6012B* Integrated Global Marketing B
(.75 program points)

MBA-FP6012C* Integrated Global Marketing C
(.5 program points)

MBA-FP6014A Financial Accounting A
(.25 program points)

MBA-FP6014B* Financial Accounting B
(.75 program points)

MBA-FP6014C* Financial Accounting C
(.5 program points)

MBA-FP6016A* Finance and Value Creation A
(.5 program points)

MBA-FP6016B* Finance and Value Creation B
(.5 program points)

MBA-FP6016C* Finance and Value Creation C
(.5 program points)

MBA-FP6024A* Organizational Strategy A
(.25 program points)

MBA-FP6024B* Organizational Strategy B
(.75 program points)

MBA-FP6024C* Organizational Strategy C
(.5 program points)

Total 7.5 program points

Human Resource Management

The Human Resource Management graduate certificate helps professionals increase their expertise in the principles and practices of the human resource function. The graduate 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 graduate certificate prepares participants for the challenges and demands faced by HR professionals.

Four Required Courses 16 quarter credits

Choose four from the following courses:

HRM5015 Leading and Managing Workplace Learning (4 quarter credits)

HRM5025 Talent Acquisition and Workforce Planning (4 quarter credits)

HRM5035 Analytics, Metrics, and Decision Making for Human Resource Management (4 quarter credits)

HRM5045 Enterprise-Aligned Human Resource Management Strategy (4 quarter credits)

HRM5055 Comprehensive Reward Systems (4 quarter credits)

HRM5065 Employment Law in the Successful Workplace (4 quarter credits)

HRM5075 Leading and Influencing for the Human Resource Practitioner (4 quarter credits)

HRM5112 Certification Examination Preparation for the aPHR, PHR and SPHR (4 quarter credits) **OR**

HRM5115 Certification Examination Preparation for the SHRM-CP and SHRM-SCP (4 quarter credits)

HRM5120 Global Human Resource Practice (4 quarter credits)

Total 16 quarter credits

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Undergraduate—Technology Academic Offerings

Degree Program	Specializations/ Minors	Combined Bachelor's/ Master's Options		Concentrations														Emphases				Multiple Specializations (must be within the same degree program)
		Combined BS in IT/MS in IAC option	Combined BS in IT, IAC/MS in IAC option	Accounting	Additions	Behavioral Health	Business Intelligence	Emergency Management	Finance	Forensic Psychology	Health Care Management	Human Resource Management	Law Enforcement Leadership	Management and Leadership	Marketing	Project Management	Mobile Development	Web Development	Cloud Application Development	Programming and Application Development		
Bachelor of Science (BS) in Information Technology	General Information Technology	✓ ¹		✓			✓		✓	✓	✓		✓	✓	✓						✓	
	General Information Technology, FlexPath option																					
	Health Information Management			✓			✓		✓	✓	✓		✓	✓	✓						✓	
	Information Assurance and Cybersecurity		✓ ¹	✓			✓		✓	✓	✓		✓	✓	✓						✓	
	Information Assurance and Cybersecurity, FlexPath option																					
	Project Management			✓			✓		✓	✓	✓		✓	✓							✓	
	Project Management, FlexPath option																					
	Data Analytics Minor			✓			✓		✓	✓	✓		✓	✓	✓						✓	
	Data Management Minor			✓			✓		✓	✓	✓		✓	✓	✓						✓	
	Network Technology Cisco® Minor			✓			✓		✓	✓	✓		✓	✓	✓						✓	
	Network Technology Microsoft® Minor			✓			✓		✓	✓	✓		✓	✓	✓						✓	
	Network Technology Cisco® Minor, FlexPath option																					
	Network Technology Microsoft® Minor, FlexPath option																					
	Software Development																✓	✓	✓	✓	✓	
	System Development Mobile Minor			✓			✓		✓	✓	✓		✓	✓	✓						✓	
	System Development Web Application Minor			✓			✓		✓	✓	✓		✓	✓	✓						✓	
	System Development Mobile Minor, FlexPath option																					
	System Development Web Application Minor, FlexPath option																					

1. The Combined BS/MS in Information Technology option is specialization- and minor-specific. See the Combined Bachelor's/Master's Options section and the program requirements for each bachelor's Information Technology specialization or minor for details.

Undergraduate—Technology Academic Offerings, continued

Degree Program	Specializations/ Minors	Combined Bachelor's/Master's Options		Concentrations														Emphases				Multiple Specializations (must be within the same degree program)
		Combined BS in IT/MS in IAC option	Combined BS in IT, IAC/MS in IAC option	Accounting	Additions	Behavioral Health	Business Intelligence	Emergency Management	Finance	Forensic Psychology	Health Care Management	Human Resource Management	Law Enforcement Leadership	Management and Leadership	Marketing	Project Management	Mobile Development	Web Development	Cloud Application Development	Programming and Application Development		
Undergraduate Certificate	Network Technology: Cisco®																					
	Network Technology: Microsoft®																					
	Software Development																					

Bachelor of Science (BS) in Information Technology Specializations**General Information Technology**

In the General Information Technology specialization, undergraduate learners develop their knowledge and skills in courses that cover the fundamental IT domains of networking, database, web development, systems analysis and design, and project management. Learners may also select 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.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

Required courses:

MAT1050 College Algebra (6 quarter credits)

MAT2051 * Discrete Mathematics (6 quarter credits)

Additional Program Requirements

Core courses - 54 quarter credits

IT1006	Information Technology Concepts and Practices (6 quarter credits) OR
IT3006	Communication Strategies for the Information Technology Professional (6 quarter credits)
IT2230	Introduction to Database Systems (3 quarter credits)
IT2249	Introduction to Programming with Java (6 quarter credits)
IT2250	Introduction to Network Technology (3 quarter credits)
IT3165	Ethics for the Information Technology Professional (3 quarter credits)
IT3212	Introduction to Web Development (3 quarter credits)
IT3215 *	Introduction to Javascript (3 quarter credits)
IT3225	Business Goals for the Information Technology Professional (3 quarter credits)

IT3301 * User Experience and Interaction Design (3 quarter credits)

IT3315 Hardware and Operating Systems (3 quarter credits)

IT3318 Systems Administration (3 quarter credits)

IT3345 * Software Architecture (3 quarter credits)

IT3349 * Intermediate Java Programming (3 quarter credits)

IT3355 * Network Architecture (3 quarter credits)

IT3358 Information Security Concepts for the Information Technology Professional (3 quarter credits)

PM3000 Principles of Project Management (3 quarter credits)

Specialization courses - 30 quarter credits

Choose 30 quarter credits of upper division health information management, information technology, or project management courses.

Elective courses - 45 quarter credits

Choose 45 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

IT4990 Information Technology Capstone Project (6 quarter credits)

Total

180 quarter credits

Combined BS in Information Technology/MS in Information Assurance and Cybersecurity option

Learners enrolled in the Combined BS in Information Technology/MS in Information Assurance and Cybersecurity option complete the following master's-level courses.

Master's-level courses - 12 quarter credits

IAS5002 Communication Skills for Today's Information Security Professional (4 quarter credits)

IAS5010 Information Technology Security Fundamentals (4 quarter credits)

IAS5015 * Network Security Fundamentals and Cryptography (4 quarter credits)

These courses are taken in addition to the general education, core, and specialization courses and may be applied toward learners' elective requirements.

Total

180 quarter credits

General Information Technology, FlexPath option

In the General Information Technology specialization, undergraduate learners develop their knowledge and skills in courses that cover the fundamental IT domains of networking, database, web development, systems analysis and design, and project management. Learners may also select 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 who pursue this specialization through the FlexPath option earn a BS in IT through self-paced demonstrations of competencies.

General Education Requirements

A minimum of 22.5 program points; see [General Education Courses, FlexPath option](#).[†]

Additional Program Requirements

Core courses - 27 program points

IT-FP3006	Communication Strategies for the Information Technology Professional (3 program points)
IT-FP2230	Introduction to Database Systems (1.5 program points)
IT-FP2249	Introduction to Programming with Java (3 program points)
IT-FP2250	Introduction to Network Technology (1.5 program points)
IT-FP3165	Ethics for the Information Technology Professional (1.5 program points)
IT-FP3212	Introduction to Web Development (1.5 program points)
IT-FP3215 *	Introduction to Javascript (1.5 program points)
IT-FP3225	Business Goals for the Information Technology Professional (1.5 program points)
IT-FP3301 *	User Experience and Interaction Design (1.5 program points)
IT-FP3315	Hardware and Operating Systems (1.5 program points)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Undergraduate—Technology Academic Offerings, *continued*

BS in Information Technology Specializations, continued

IT-FP3318 Systems Administration (1.5 program points)
 IT-FP3345 * Software Architecture (1.5 program points)
 IT-FP3349 * Intermediate Java Programming (1.5 program points)
 IT-FP3355 * Network Architecture (1.5 program points)
 IT-FP3358 Information Security Concepts for the Information Technology Professional (1.5 program points)
 PM-FP3000 Principles of Project Management (1.5 program points)

Specialization courses - 15 program points

In addition, 15 program points of upper division health information management, information technology, or project management courses.†

Elective courses - 22.5 program points

Complete at least 22.5 program points of additional undergraduate courses.†

Capstone course - 3 program points

Taken during the learner's final quarter:

IT-FP4990 Information Technology Capstone Project (3 program points)

Total **At least 90 program points**

† Learners in this specialization choose general education, specialization, and elective courses from the FlexPath (-FP) course list.

Health Information Management

In the BS in IT, Health Information Management specialization, learners gain skills in information management and health care administrative environments. Learners acquire and apply various processes, tools, technologies, and methods used to support clinicians, who gather, store, and manipulate clinical data. Learners analyze medical terminology, electronic health records and health information systems, data management, quality management, statistical analysis, data governance, and information security. Learners also evaluate methods of designing and maintaining clinical data systems to support data extraction and manipulation, which are used by health care providers and organizational stakeholders. Upon successful completion of this specialization, learners are prepared to pursue careers as information specialists, data managers, database administrators, information analysts, quality coordinators, performance improvement managers, research analysts, and information consultants in health care settings.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

Required courses:

MAT1050 College Algebra (6 quarter credits)

MAT2051 * Discrete Mathematics (6 quarter credits)

Additional Program Requirements

Core courses - 54 quarter credits

IT1006 Information Technology Concepts and Practices (6 quarter credits) **OR**
 IT3006 Communication Strategies for the Information Technology Professional (6 quarter credits)
 IT2230 Introduction to Database Systems (3 quarter credits)
 IT2249 Introduction to Programming with Java (6 quarter credits)
 IT2250 Introduction to Network Technology (3 quarter credits)
 IT3165 Ethics for the Information Technology Professional (3 quarter credits)
 IT3212 Introduction to Web Development (3 quarter credits)
 IT3215 * Introduction to Javascript (3 quarter credits)
 IT3225 Business Goals for the Information Technology Professional (3 quarter credits)
 IT3301 * User Experience and Interaction Design (3 quarter credits)
 IT3315 Hardware and Operating Systems (3 quarter credits)
 IT3318 Systems Administration (3 quarter credits)
 IT3345 * Software Architecture (3 quarter credits)
 IT3349 * Intermediate Java Programming (3 quarter credits)
 IT3355 * Network Architecture (3 quarter credits)
 IT3358 Information Security Concepts for the Information Technology Professional (3 quarter credits)
 PM3000 Principles of Project Management (3 quarter credits)

Specialization courses - 42 quarter credits

HIM4610 Medical Terminology (6 quarter credits)
 HIM4620 * Data Management in Health Information Systems (6 quarter credits)
 HIM4630 * Statistical Analysis for Health Information Management (6 quarter credits)
 HIM4640 * Electronic Health Records and Health Information Systems (6 quarter credits)
 HIM4650 * Decision Support and Quality Management in Health Information Management (6 quarter credits)
 HIM4660 * Information Security, Privacy, and Ethics in Health Care (6 quarter credits)
 HIM4670 Health Information Systems and Management (6 quarter credits)

Elective courses - 33 quarter credits

Choose 33 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

IT4990 Information Technology Capstone Project (6 quarter credits)

Total **180 quarter credits**

Information Assurance and Cybersecurity

In the Information Assurance and Cybersecurity specialization, learners acquire and apply various processes, tools, technologies, and methods of securing an enterprise. In particular, learners evaluate 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 cybersecurity expertise, learners in this specialization demonstrate the business, interpersonal, and communication skills required to influence internal decision making and overall organizational effectiveness.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

Required courses:

MAT1050 College Algebra (6 quarter credits)

MAT2051 * Discrete Mathematics (6 quarter credits)

Additional Program Requirements

Core courses - 51 quarter credits

IT1006 Information Technology Concepts and Practices (6 quarter credits) **OR**
 IT3006 Communication Strategies for the Information Technology Professional (6 quarter credits)
 IT2230 Introduction to Database Systems (3 quarter credits)
 IT2249 Introduction to Programming with Java (6 quarter credits)
 IT2250 Introduction to Network Technology (3 quarter credits)
 IT3165 Ethics for the Information Technology Professional (3 quarter credits)
 IT3212 Introduction to Web Development (3 quarter credits)
 IT3215 * Introduction to Javascript (3 quarter credits)
 IT3225 Business Goals for the Information Technology Professional (3 quarter credits)
 IT3301* User Experience and Interaction Design (3 quarter credits)
 IT3315 Hardware and Operating Systems (3 quarter credits)
 IT3318 Systems Administration (3 quarter credits)
 IT3345 * Software Architecture (3 quarter credits)
 IT3349 * Intermediate Java Programming (3 quarter credits)
 IT3355 * Network Architecture (3 quarter credits)
 PM3000 Principles of Project Management (3 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Undergraduate—Technology Academic Offerings, *continued*

BS in Information Technology Specializations, continued

Specialization courses - 51 quarter credits

IT2240	Introduction to Programming (3 quarter credits)
IT4803 *	System Assurance Security (6 quarter credits)
IT4070 *	Cyber Defense and Countermeasures (6 quarter credits)
IT4071 *	Cyber Attacks and Ethical Hacking (6 quarter credits)
IT4073 *	Organizational Security (6 quarter credits)
IT4075 *	Computer Forensics (6 quarter credits)
IT4076 *	Security Management and Policies (6 quarter credits)
IT4079 *	Python Scripting (6 quarter credits)
IT4080 *	Operating Systems and Application Security (6 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:

IT4990	Information Technology Capstone Project (6 quarter credits)
--------	---

Total 180 quarter credits

Combined BS in Information Technology, Information Assurance and Cybersecurity/MS in Information Assurance and Cybersecurity option

Learners enrolled in the Combined BS in Information Technology, Information Assurance and Cybersecurity/MS in Information Assurance and Cybersecurity option complete the following master's-level courses:

Master's-level courses - 12 quarter credits

IAS5002	Communication Skills for Today's Information Security Professional (4 quarter credits)
IAS5010	Information Technology Security Fundamentals (4 quarter credits)
IAS5015 *	Network Security Fundamentals and Cryptography (4 quarter credits)

These courses are taken in addition to the general education, core, and specialization courses and may be applied toward learners' elective requirements.

Total 180 quarter credits

Information Assurance and Cybersecurity, FlexPath option

In the Information Assurance and Cybersecurity specialization, learners acquire and apply various processes, tools, technologies, and methods of securing an enterprise. In particular, learners evaluate 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 cybersecurity expertise, learners in this specialization demonstrate the business, interpersonal, and communication skills required to influence internal decision making and overall organizational effectiveness. Learners who pursue this specialization through the FlexPath option earn a BS in IT through self-paced demonstrations of competencies.

General Education Requirements

A minimum of 22.5 program points; see [General Education Courses, FlexPath option](#).†

Additional Program Requirements

Core courses - 25.5 program points

IT-FP3006	Communication Strategies for the Information Technology Professional (3 program points)
IT-FP2230	Introduction to Database Systems (1.5 program points)
IT-FP2249	Introduction to Programming with Java (3 program points)
IT-FP2250	Introduction to Network Technology (1.5 program points)
IT-FP3165	Ethics for the Information Technology Professional (1.5 program points)
IT-FP3212	Introduction to Web Development (1.5 program points)
IT-FP3215 *	Introduction to Javascript (1.5 program points)
IT-FP3225	Business Goals for the Information Technology Professional (1.5 program points)
IT-FP3301 *	User Experience and Interaction Design (1.5 program points)
IT-FP3315	Hardware and Operating Systems (1.5 program points)
IT-FP3318	Systems Administration (1.5 program points)
IT-FP3345 *	Software Architecture (1.5 program points)
IT-FP3349 *	Intermediate Java Programming (1.5 program points)
IT-FP3355 *	Network Architecture (1.5 program points)
PM-FP3000	Principles of Project Management (1.5 program points)

Specialization courses - 25.5 program points

IT-FP2240	Introduction to Programming (1.5 quarter credits)
IT-FP4803 *	System Assurance Security (3 program points)
IT-FP4070 *	Cyber Defense and Countermeasures (3 program points)
IT-FP4071 *	Cyber Attacks and Ethical Hacking (3 program points)

IT-FP4073 *	Organizational Security (3 program points)
IT-FP4075 *	Computer Forensics (3 program points)
IT-FP4076 *	Security Management and Policies (3 program points)
IT-FP4079 *	Python Scripting (3 program points)
IT-FP4080 *	Operating Systems and Application Security (3 program points)

Elective courses - 13.5 program points

Choose 13.5 program points of additional undergraduate courses.†

Capstone course - 3 program points

Taken during the learner's final quarter:

IT-FP4990	Information Technology Capstone Project (3 program points)
-----------	--

Total At least 90 program points

† Learners in this specialization choose general education, specialization, and elective courses from the FlexPath (-FP) course list.

Project Management

The Project Management specialization provides undergraduate IT learners with a foundational education in the processes, procedures, tools, and techniques of coordinating and managing projects in an organizational setting. The curriculum integrates practice and theory, and focuses on the basics of project management and ten knowledge areas of practice, including but not limited to resource allocation, risk assessment, and stakeholder management. Learners examine the role of project manager as a change agent working with others to create value for an organization. The curriculum focuses on development of project management technical skills, professional behavior, and strategic awareness that is required to make informed decisions. Successful graduates of this specialization are prepared to pursue careers as project coordinators, project managers, business analysts, and program managers.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

Required courses:

MAT1050	College Algebra (6 quarter credits)
MAT2051 *	Discrete Mathematics (6 quarter credits)

Additional Program Requirements

Core courses - 54 quarter credits

IT1006	Information Technology Concepts and Practices (6 quarter credits) OR
IT3006	Communication Strategies for the Information Technology Professional (6 quarter credits)
IT2230	Introduction to Database Systems (3 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Undergraduate—Technology Academic Offerings, *continued*

BS in Information Technology Specializations, continued

IT2249	Introduction to Programming with Java (6 quarter credits)
IT2250	Introduction to Network Technology (3 quarter credits)
IT3165	Ethics for the Information Technology Professional (3 quarter credits)
IT3212	Introduction to Web Development (3 quarter credits)
IT3215 *	Introduction to Javascript (3 quarter credits)
IT3225	Business Goals for the Information Technology Professional (3 quarter credits)
IT3301 *	User Experience and Interaction Design (3 quarter credits)
IT3315	Hardware and Operating Systems (3 quarter credits)
IT3318	Systems Administration (3 quarter credits)
IT3345 *	Software Architecture (3 quarter credits)
IT3349 *	Intermediate Java Programming (3 quarter credits)
IT3355 *	Network Architecture (3 quarter credits)
IT3358	Information Security Concepts for the Information Technology Professional (3 quarter credits)
PM3000	Principles of Project Management (3 quarter credits)

Specialization courses - 48 quarter credits

PM4010 *	Process Groups and Knowledge Areas in Project Management (6 quarter credits)
PM4020 *	Integration and Scope Management (6 quarter credits)
PM4030 *	Scheduling, Cost, and Quality Management (6 quarter credits)
PM4040 *	Human Resources and Motivation Management (6 quarter credits)
PM4050 *	Communication and Stakeholder Management (6 quarter credits)
PM4060 *	Risk Management in Project Management (6 quarter credits)
PM4070 *	Procurement Management in Project Management (6 quarter credits)
PM4080 *	Agile Project Management (6 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:

IT4990	Information Technology Capstone Project (6 quarter credits)
--------	---

Total 180 quarter credits

Project Management, FlexPath option

The Project Management specialization provides undergraduate IT learners with a foundational education in the processes, procedures, tools, and techniques of coordinating and managing projects in an organizational setting. The curriculum integrates practice and theory, and, the curriculum focuses on the basics of project management and ten knowledge areas of practice, including but not limited to resource allocation, risk assessment, and stakeholder management. Learners examine the role of project manager as a change agent working with others to create value for an organization. The curriculum focuses on development of project management technical skills, professional behavior, and strategic awareness that is required to make informed decisions. Successful graduates of this specialization are prepared to pursue careers as project coordinators, project managers, business analysts, and program managers. Learners who pursue this specialization through the FlexPath option earn a BS in IT through self-paced demonstrations of competencies.

General Education Requirements

A minimum of 22.5 program points; see [General Education Courses, FlexPath option](#).[†]

Additional Program Requirements

Core courses - 27 program points

IT-FP3006	Communication Strategies for the Information Technology Professional (3 program points)
IT-FP2230	Introduction to Database Systems (1.5 program points)
IT-FP2249	Introduction to Programming with Java (3 program points)
IT-FP2250	Introduction to Network Technology (1.5 program points)
IT-FP3165	Ethics for the Information Technology Professional (1.5 program points)
IT-FP3212	Introduction to Web Development (1.5 program points)
IT-FP3215 *	Introduction to Javascript (1.5 program points)
IT-FP3225	Business Goals for the Information Technology Professional (1.5 program points)
IT-FP3301 *	User Experience and Interaction Design (1.5 program points)
IT-FP3315	Hardware and Operating Systems (1.5 program points)
IT-FP3318	Systems Administration (1.5 program points)
IT-FP3345 *	Software Architecture (1.5 program points)
IT-FP3349 *	Intermediate Java Programming (1.5 program points)
IT-FP3355 *	Network Architecture (1.5 program points)
IT-FP3358	Information Security Concepts for the IT Professional (1.5 program points)
PM-FP3000	Principles of Project Management (1.5 program points)

Specialization courses - 24 program points

PM-FP4010 *	Process Groups and Knowledge Areas in Project Management (3 program points)
PM-FP4020 *	Integration and Scope Management (3 program points)
PM-FP4030 *	Scheduling, Cost, and Quality Management (3 program points)
PM-FP4040 *	Human Resources and Motivation Management (3 program points)
PM-FP4050 *	Communication and Stakeholder Management (3 program points)
PM-FP4060 *	Risk Management in Project Management (3 program points)
PM-FP4070 *	Procurement Management in Project Management (3 program points)
PM-FP4080 *	Agile Project Management (3 program points)

Elective courses - 13.5 program points

Choose at least 13.5 program points of additional undergraduate courses.[†]

Capstone course - 3 program points

Taken during the learner's final quarter:

IT-FP4990	Information Technology Capstone Project (3 program points)
-----------	--

Total At least 90 program points

[†] Learners in this specialization choose general education, specialization, and elective courses from the FlexPath (-FP) course list.

Software Development

The Software Development specialization helps learners to develop increasingly complex computer programs and end-user applications using Agile methods as well as theories, concepts, and practices supported by the *Software Engineering Body of Knowledge (SWEBOK)*. Software requirements definition, design, construction, testing, and application security methods are applied in all approaches. Learners also choose from four emphases: Mobile Development, Web Development, Cloud Application Development, and Programming and Application Development. Successful graduates of this specialization are prepared to pursue careers as software developers, software engineers, application analysts, or to seek associated software development industry certifications.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Undergraduate—Technology Academic Offerings, *continued*

BS in Information Technology Specializations, continued

Mobile Development Emphasis

The mobile development emphasis prepares learners to apply core software development knowledge, skills, and abilities to the development of applications designed for mobile platforms. The courses address planning, evaluating, designing, and managing mobile applications in environments from single user to complex enterprises. Upon successful completion of the software development specialization with a mobile development emphasis, learners are prepared to pursue careers as mobile application designers and developers, software engineers, or to seek associated mobile application development industry certifications.

Web Development Emphasis

The web development emphasis prepares learners to apply core software development knowledge, skills, and abilities to the development of web-based applications. The courses address planning, evaluating, designing, and managing interactive, data-oriented, web-based applications that meet fundamental design standards. Upon successful completion of the software development specialization with a web development emphasis, learners are prepared to pursue careers as web application designers and developers, software engineers, analysts, or to seek associated web application development industry certifications.

Cloud Application Development Emphasis

The cloud application development emphasis prepares learners to apply core software development knowledge, skills, and abilities to the development of cloud-based applications. The courses address planning, evaluating, designing, and managing interactive, data-oriented, cloud-based applications that are optimized for performance and meet security standards. Upon successful completion of the software development specialization with a cloud application development emphasis, learners are prepared to pursue careers as cloud application designers and developers, software engineers, analysts, or to seek associated cloud application development industry certifications.

Programming and Application Development Emphasis

The programming and application development emphasis prepares learners to apply core software development knowledge, skills, and abilities to the development of desktop applications. The emphasis provides the learner with a range of experience with different programming languages and platforms. The courses address planning, evaluating, designing, and managing data-oriented applications. Upon successful completion of the software development specialization with the programming and application development emphasis, learners are prepared to pursue careers as software developers, software engineers, programmer analysts, or to seek associated programming application development industry certifications.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see *General Education Courses*.

Required courses:

MAT1050 College Algebra (6 quarter credits)

MAT2051 * Discrete Mathematics (6 quarter credits)

Additional Program Requirements

Core courses - 54 quarter credits

IT1006	Information Technology Concepts and Practices (6 quarter credits) OR
IT3006	Communication Strategies for the Information Technology Professional (6 quarter credits)
IT2230	Introduction to Database Systems (3 quarter credits)
IT2249	Introduction to Programming with Java (6 quarter credits)
IT2250	Introduction to Network Technology (3 quarter credits)
IT3165	Ethics for the Information Technology Professional (3 quarter credits)
IT3212	Introduction to Web Development (3 quarter credits)
IT3215 *	Introduction to Javascript (3 quarter credits)
IT3225	Business Goals for the Information Technology Professional (3 quarter credits)
IT3301 *	User Experience and Interaction Design (3 quarter credits)
IT3315	Hardware and Operating Systems (3 quarter credits)
IT3318	Systems Administration (3 quarter credits)
IT3345 *	Software Architecture (3 quarter credits)
IT3349 *	Intermediate Java Programming (3 quarter credits)
IT3355 *	Network Architecture (3 quarter credits)
IT3358	Information Security Concepts for the Information Technology Professional (3 quarter credits)
PM3000	Principles of Project Management (3 quarter credits)

Specialization courses - 48 quarter credits

IT4711 *	Software Requirements (3 quarter credits)
IT4731 *	Database Development (3 quarter credits)
IT4733 *	Advanced Database Development (3 quarter credits)
IT4772 *	Software Design and Modeling (3 quarter credits)
IT4774 *	Software Construction (6 quarter credits)
IT4776 *	Software Testing, Security, and Quality Assurance (6 quarter credits)

In addition, choose one of the following emphases:

For a Mobile Development emphasis:

IT4736 *	SQL and NoSQL Programming (6 quarter credits)
IT4749 *	Advanced Java Application Development (6 quarter credits)
IT4782	Mobile Application Development Essentials (3 quarter credits)
IT4784 *	Advanced Mobile Application Development (3 quarter credits)
IT4786 *	Cross-Platform Mobile Application Development (3 quarter credits)
IT4789 *	Mobile Cloud Computing Application Development (3 quarter credits)

For a Web Development emphasis:

IT4736 *	SQL and NoSQL Programming (6 quarter credits)
IT4791 *	Fundamentals of Website Design (3 quarter credits)
IT4793 *	Advanced Website Design (3 quarter credits)
IT4795 *	Web Application Development (3 quarter credits)
IT4797 *	Advanced Web Application Development (3 quarter credits)
IT4799 *	Dynamic Web Development (6 quarter credits)

For a Cloud Application Development emphasis:

IT4736 *	SQL and NoSQL Programming (6 quarter credits)
IT4749 *	Advanced Java Application Development (6 quarter credits)
IT4751 *	Cloud Computing Development (6 quarter credits)
IT4753 *	DevOps and Cloud Security (6 quarter credits)

For a Programming and Application Development emphasis:

IT4736 *	SQL and NoSQL Programming (6 quarter credits)
IT4747 *	C# Programming and Application Development (6 quarter credits)
IT4749 *	Advanced Java Application Development (6 quarter credits)
IT4751 *	Cloud Computing Development (6 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:

IT4990	Information Technology Capstone Project (6 quarter credits)
--------	---

Total 180 quarter credits

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Undergraduate—Technology Academic Offerings, *continued*

Bachelor of Science (BS) in Information Technology Minors

Data Analytics

The Data Analytics minor is designed to provide learners with the knowledge, skills, and abilities necessary to examine data in a variety of applications and settings. The curriculum addresses the range of process and workflow concepts and activities that comprise data analytics within an IT environment. Specific topics include data identification and collection as well as data cleansing and quality measurement. These topics are applied to data mining and analytics projects involving data transformation, manipulation, analysis, and presentation. This minor prepares learners to successfully solve IT problems using a variety of data analytics tools and techniques. Learners acquire an understanding of the roles of data governance and management as factors that impact data analytics with data preparation. Learners gain knowledge of transformation and manipulation in order to prepare datasets for business analysts and to create business solutions specific to the IT environment. This minor provides foundational information for learners with an interest in pursuing SAS® certifications.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

Required courses:

MAT1050 College Algebra (6 quarter credits)

MAT2051 * Discrete Mathematics (6 quarter credits)

Additional Program Requirements

Core courses - 54 quarter credits

IT1006	Information Technology Concepts and Practices (6 quarter credits) OR
IT3006	Communication Strategies for the Information Technology Professional (6 quarter credits)
IT2230	Introduction to Database Systems (3 quarter credits)
IT2249	Introduction to Programming with Java (6 quarter credits)
IT2250	Introduction to Network Technology (3 quarter credits)
IT3165	Ethics for the Information Technology Professional (3 quarter credits)
IT3212	Introduction to Web Development (3 quarter credits)
IT3215 *	Introduction to Javascript (3 quarter credits)
IT3225	Business Goals for the Information Technology Professional (3 quarter credits)
IT3301 *	User Experience and Interaction Design (3 quarter credits)
IT3315	Hardware and Operating Systems (3 quarter credits)

IT3318	Systems Administration (3 quarter credits)
IT3345 *	Software Architecture (3 quarter credits)
IT3349 *	Intermediate Java Programming (3 quarter credits)
IT3355 *	Network Architecture (3 quarter credits)
IT3358	Information Security Concepts for the Information Technology Professional (3 quarter credits)
PM3000	Principles of Project Management (3 quarter credits)

Minor courses - 24 quarter credits

IT4200 *	Data Governance and Stewardship (3 quarter credits)
IT4300 *	Data Storage Strategies (3 quarter credits)
IT4310 *	Data Integration (3 quarter credits)
IT4320 *	ETL and Data Transformation (3 quarter credits)
IT4330 *	Data Mining and Analysis in Information Technology (3 quarter credits)
IT4340 *	Data Interpretation and Statistical Analysis in Information Technology (3 quarter credits)
IT4350 *	Information Solutions and Delivery Strategies (3 quarter credits)
IT4460 *	Data Distribution and Virtualization (3 quarter credits)

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:

IT4990	Information Technology Capstone Project (6 quarter credits)
--------	---

Total 180 quarter credits

Data Management

The Data Management minor is designed to provide learners with the knowledge, skills, and abilities necessary to support an effective data management program in a variety of settings. The curriculum addresses the range of process and workflow concepts and activities specific to effective management of organizational data assets. Specific topics include data governance, architecture, design and integration, database administration, data modeling and standards, and strategies and techniques in traditional, distributed, and virtual environments. Learners integrate recognized concepts in business process, data architecture and design, and database development with best practices used in real-world situations, in order to excel as practitioners in their chosen careers. Upon successful completion of this minor, learners are prepared to effectively solve business challenges using a variety of data management processes. This minor provides foundational information for learners with an interest in pursuing Certified Data Management Professional (CDMP) certification offered by Data Management Association (DAMA).

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#). Required courses:

MAT1050 College Algebra (6 quarter credits)

MAT2051 * Discrete Mathematics (6 quarter credits)

Additional Program Requirements

Core courses - 54 quarter credits

IT1006	Information Technology Concepts and Practices (6 quarter credits) OR
IT3006	Communication Strategies for the Information Technology Professional (6 quarter credits)
IT2230	Introduction to Database Systems (3 quarter credits)
IT2249	Introduction to Programming with Java (6 quarter credits)
IT2250	Introduction to Network Technology (3 quarter credits)
IT3165	Ethics for the Information Technology Professional (3 quarter credits)
IT3212	Introduction to Web Development (3 quarter credits)
IT3215 *	Introduction to Javascript (3 quarter credits)
IT3225	Business Goals for the Information Technology Professional (3 quarter credits)
IT3301 *	User Experience and Interaction Design (3 quarter credits)
IT3315	Hardware and Operating Systems (3 quarter credits)
IT3318	Systems Administration (3 quarter credits)
IT3345 *	Software Architecture (3 quarter credits)
IT3349 *	Intermediate Java Programming (3 quarter credits)
IT3355 *	Network Architecture (3 quarter credits)
IT3358	Information Security Concepts for the Information Technology Professional (3 quarter credits)
PM3000	Principles of Project Management (3 quarter credits)

Minor courses - 24 quarter credits

IT4200 *	Data Governance and Stewardship (3 quarter credits)
BUS4200 *	Identifying Core Business Processes and Master Data (3 quarter credits)
IT4210 *	Data Architecture and Design (3 quarter credits)
IT4220 *	Database Administration (3 quarter credits)
IT4230 *	Managing Data Integration (3 quarter credits)
IT4240 *	Data Quality Management (3 quarter credits)
IT4450 *	Data Modeling Standards and Techniques (3 quarter credits)
IT4460 *	Data Distribution and Virtualization (3 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Undergraduate—Technology Academic Offerings, continued*BS in Information**Technology Minors, continued**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:

IT4990 Information Technology Capstone Project
(6 quarter credits)

Total 180 quarter credits

Network Technology: Cisco®

The Network Technology: Cisco minor is designed to provide learners with the knowledge and skills needed to administer Cisco networks in a variety of environments. The curriculum addresses planning, designing, configuring, and troubleshooting Cisco networks in environments ranging from small, local networks to enterprise-wide integrated networks. Learners demonstrate an understanding of cloud computing, security, wireless networks, and RFID architectures. Upon successful completion of this minor, learners are prepared to pursue careers as network analysts, administrators, security engineers, support engineers, and consultants, or to pursue associated network technology industry certifications.

Network Technology: Microsoft®

The Network Technology: Microsoft minor is designed to provide learners with the knowledge and abilities needed to administer Microsoft networks in a variety of environments. The curriculum addresses planning, designing, configuring, and troubleshooting Microsoft networks in environments ranging from small, local networks to enterprise-wide integrated networks. Learners apply knowledge of cloud computing, security, wireless networks, virtualizations, Active Directory, and RFID architectures. Upon successful completion of this minor, learners are prepared to pursue careers as network analysts, administrators, security engineers, support engineers, and consultants, or to pursue associated network technology industry certifications.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

Required courses:

MAT1050 College Algebra (6 quarter credits)

MAT2051 * Discrete Mathematics (6 quarter credits)

Additional Program Requirements*Core courses - 54 quarter credits*

IT1006 Information Technology Concepts and Practices (6 quarter credits) **OR**

IT3006 Communication Strategies for the Information Technology Professional (6 quarter credits)

IT2230	Introduction to Database Systems (3 quarter credits)
IT2249	Introduction to Programming with Java (6 quarter credits)
IT2250	Introduction to Network Technology (3 quarter credits)
IT3165	Ethics for the Information Technology Professional (3 quarter credits)
IT3212	Introduction to Web Development (3 quarter credits)
IT3215 *	Introduction to Javascript (3 quarter credits)
IT3225	Business Goals for the Information Technology Professional (3 quarter credits)
IT3301 *	User Experience and Interaction Design (3 quarter credits)
IT3315	Hardware and Operating Systems (3 quarter credits)
IT3318	Systems Administration (3 quarter credits)
IT3345 *	Software Architecture (3 quarter credits)
IT3349 *	Intermediate Java Programming (3 quarter credits)
IT3355 *	Network Architecture (3 quarter credits)
IT3358	Information Security Concepts for the Information Technology Professional (3 quarter credits)
PM3000	Principles of Project Management (3 quarter credits)

Minor courses - 24 quarter credits

Choose at least one of the following minors:

For a Network Technology: Cisco minor:

IT4150 *	Internetworking Architectures 1 (3 quarter credits)
IT4155 *	Internetworking Architectures 2 (3 quarter credits)
IT4160 *	Internetwork Analysis and Design (3 quarter credits)
IT4165 *	Internetwork System Assurance and Security (3 quarter credits)
IT4170 *	Wireless Networks (3 quarter credits)
IT4561 *	Linux Operating Systems (3 quarter credits)
IT4571 *	Advanced Linux Operating Systems (3 quarter credits)
IT4580 *	RFID Technologies (3 quarter credits)

For a Network Technology: Microsoft minor:

IT4510 *	Network Infrastructures Administration (3 quarter credits)
IT4520 *	Advanced Network Infrastructures Administration (3 quarter credits)
IT4530 *	Enterprise Administration (3 quarter credits)
IT4541 *	Enterprise Server Infrastructure 1 (3 quarter credits)
IT4551 *	Enterprise Server Infrastructure 2 (3 quarter credits)
IT4561 *	Linux Operating Systems (3 quarter credits)
IT4571 *	Advanced Linux Operating Systems (3 quarter credits)
IT4580 *	RFID Technologies (3 quarter credits)

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:

IT4990 Information Technology Capstone Project
(6 quarter credits)

Total 180 quarter credits

Network Technology: Cisco®, FlexPath option

The Network Technology: Cisco minor is designed to provide learners with the knowledge and skills needed to administer Cisco networks in a variety of environments. The curriculum addresses planning, designing, configuring, and troubleshooting Cisco networks in environments ranging from small, local networks to enterprise-wide integrated networks. Learners demonstrate an understanding of cloud computing, security, wireless networks, and RFID architectures. Upon successful completion of this minor, learners are prepared to pursue careers as network analysts, administrators, security engineers, support engineers, and consultants, or to pursue associated network technology industry certifications. Learners who pursue this specialization through the FlexPath option earn a BS in IT through self-paced demonstrations of competencies.

Network Technology: Microsoft®, FlexPath option

The Network Technology: Microsoft minor is designed to provide learners with the knowledge and abilities needed to administer Microsoft networks in a variety of environments. The curriculum addresses planning, designing, configuring, and troubleshooting Microsoft networks in environments ranging from small, local networks to enterprise-wide integrated networks. Learners apply knowledge of cloud computing, security, wireless networks, virtualizations, Active Directory, and RFID architectures. Upon successful completion of this minor, learners are prepared to pursue careers as network analysts, administrators, security engineers, support engineers, and consultants, or to pursue associated network technology industry certifications. Learners who pursue this specialization through the FlexPath option earn a BS in IT through self-paced demonstrations of competencies.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Undergraduate—Technology Academic Offerings, *continued*

BS in Information

Technology Minors, *continued*

General Education Requirements

A minimum of 22.5 program points; see [General Education Courses, FlexPath option](#).[†]

Additional Program Requirements

Core courses - 27 program points

- IT-FP3006 Communication Strategies for the Information Technology Professional (3 program points)
- IT-FP2230 Introduction to Database Systems (1.5 program points)
- IT-FP2249 Introduction to Programming with Java (3 program points)
- IT-FP2250 Introduction to Network Technology (1.5 program points)
- IT-FP3165 Ethics for the Information Technology Professional (1.5 program points)
- IT-FP3212 Introduction to Web Development (1.5 program points)
- IT-FP3215 * Introduction to Javascript (1.5 program points)
- IT-FP3225 Business Goals for the Information Technology Professional (1.5 program points)
- IT-FP3301 * User Experience and Interaction Design (1.5 program points)
- IT-FP3315 Hardware and Operating Systems (1.5 program points)
- IT-FP3318 Systems Administration (1.5 program points)
- IT-FP3345 * Software Architecture (1.5 program points)
- IT-FP3349 * Intermediate Java Programming (1.5 program points)
- IT-FP3355 * Network Architecture (1.5 program points)
- IT-FP3358 Information Security Concepts for the Information Technology Professional (1.5 program points)
- PM-FP3000 Principles of Project Management (1.5 program points)

Minor courses - 12 program points

Choose at least one of the following minors:

For a Network Technology: Cisco minor:

- IT-FP4150 * Internetworking Architectures 1 (1.5 program points)
- IT-FP4155 * Internetworking Architectures 2 (1.5 program points)
- IT-FP4160 * Internetwork Analysis and Design (1.5 program points)
- IT-FP4165 * Internetwork System Assurance and Security (1.5 program points)
- IT-FP4170 * Wireless Networks (1.5 program points)
- IT-FP4561 * Linux Operating Systems (1.5 program points)
- IT-FP4571 * Advanced Linux Operating Systems (1.5 program points)
- IT-FP4580 * RFID Technologies (1.5 program points)

For a Network Technology: Microsoft minor:

- IT-FP4510 * Network Infrastructures Administration (1.5 program points)
- IT-FP4520 * Advanced Network Infrastructures Administration (1.5 program points)
- IT-FP4530 * Enterprise Administration (1.5 program points)

- IT-FP4541 * Enterprise Server Infrastructure 1 (1.5 program points)
- IT-FP4551 * Enterprise Server Infrastructure 2 (1.5 program points)
- IT-FP4561 * Linux Operating Systems (1.5 program points)
- IT-FP4571 * Advanced Linux Operating Systems (1.5 program points)
- IT-FP4580 * RFID Technologies (1.5 program points)

Elective courses - 25.5 program points
Choose 25.5 program points of additional undergraduate courses.[†]

Capstone course - 3 program points

Taken during the learner's final quarter:

- IT-FP4990 Information Technology Capstone Project (3 program points)

Total **At least 90 program points**

[†] Learners in this specialization choose general education, specialization, and elective courses from the FlexPath (-FP) course list.

System Development: Mobile

The System Development: Mobile minor is designed to provide learners with the knowledge, skills, and abilities needed to develop applications designed for use in mobile environments.

The minor addresses planning, evaluating, designing, and managing mobile applications in environments from single user to complex enterprise. Learners gain and demonstrate an understanding of application development for modern mobile devices such as those using the Android™ OS. Special topics include managing data and effective requirements analysis. Upon successful completion of this minor, learners are prepared to pursue careers as mobile application developers, software engineers, technical analysts, and consultants, or to seek associated mobile application development industry certifications.

System Development: Web Application

In the System Development: Web Application minor, learners acquire the knowledge, skills, and abilities needed to develop web applications designed for use in Internet environments. The curriculum addresses planning, evaluating, designing, and managing web applications in environments from single user to complex enterprise. Learners in this minor apply a working comprehension of developing websites that meet fundamental design standards. Special topics include implementing multimedia, application services, databases, and servlets. Upon successful completion of this minor, learners are prepared to pursue careers as web application developers, software engineers, technical analysts, and consultants, or to seek associated web application development industry certifications.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

Required courses:

- MAT1050 College Algebra (6 quarter credits)
- MAT2051 * Discrete Mathematics (6 quarter credits)

Additional Program Requirements

Core courses - 54 quarter credits

- IT1006 Information Technology Concepts and Practices (6 quarter credits) **OR**
- IT3006 Communication Strategies for the Information Technology Professional (6 quarter credits)
- IT2230 Introduction to Database Systems (3 quarter credits)
- IT2249 Introduction to Programming with Java (6 quarter credits)
- IT2250 Introduction to Network Technology (3 quarter credits)
- IT3165 Ethics for the Information Technology Professional (3 quarter credits)
- IT3212 Introduction to Web Development (3 quarter credits)
- IT3215 * Introduction to Javascript (3 quarter credits)
- IT3225 Business Goals for the Information Technology Professional (3 quarter credits)
- IT3301 * User Experience and Interaction Design (3 quarter credits)
- IT3315 Hardware and Operating Systems (3 quarter credits)
- IT3318 Systems Administration (3 quarter credits)
- IT3345 * Software Architecture (3 quarter credits)
- IT3349 * Intermediate Java Programming (3 quarter credits)
- IT3355 * Network Architecture (3 quarter credits)
- IT3358 Information Security Concepts for the Information Technology Professional (3 quarter credits)
- PM3000 Principles of Project Management (3 quarter credits)

Minor courses - 24 quarter credits

Choose at least one of the following minors:

For a System Development: Mobile minor:

- IT4711 * Software Requirements (3 quarter credits)
- IT4731 * Database Development (3 quarter credits)
- IT4733 * Advanced Database Development (3 quarter credits)
- IT4772 * Software Design and Modeling (3 quarter credits)
- IT4782 Mobile Application Development Essentials (3 quarter credits)
- IT4784 * Advanced Mobile Application Development (3 quarter credits)
- IT4786 * Cross-Platform Mobile Application Development (3 quarter credits)
- IT4789 * Mobile Cloud Computing Application Development (3 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Undergraduate—Technology Academic Offerings, *continued*

BS in Information

Technology Minors, *continued*

For a System Development: Web Application minor:

- IT4711 * Software Requirements (3 quarter credits)
- IT4731 * Database Development (3 quarter credits)
- IT4733 * Advanced Database Development (3 quarter credits)
- IT4772 * Software Design and Modeling (3 quarter credits)
- IT4791 * Fundamentals of Website Design (3 quarter credits)
- IT4793 * Advanced Website Design (3 quarter credits)
- IT4795 * Web Application Development (3 quarter credits)
- IT4797 * Advanced Web Application Development (3 quarter credits)

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:

- IT4990 Information Technology Capstone Project (6 quarter credits)

Total **180 quarter credits**

System Development: Mobile, FlexPath option

The System Development: Mobile minor is designed to provide learners with the knowledge, skills, and abilities needed to develop applications designed for use in mobile environments. The minor addresses planning, evaluating, designing, and managing mobile applications in environments from single user to complex enterprise. Learners gain and demonstrate an understanding of application development for modern mobile devices such as those using the Android™ OS. Special topics include managing data and effective requirements analysis. Upon successful completion of this minor, learners are prepared to pursue careers as mobile application developers, software engineers, technical analysts, and consultants, or to seek associated mobile application development industry certifications. Learners who pursue this specialization through the FlexPath option earn a BS in IT through self-paced demonstrations of competencies.

System Development: Web Application, FlexPath option

In the System Development: Web Application minor, learners acquire the knowledge, skills, and abilities needed to develop web applications designed for use in Internet environments. The curriculum addresses planning, evaluating, designing, and managing web applications in environments from single user to complex enterprise. Learners in this minor apply a working comprehension of developing websites that meet fundamental design standards. Special topics include implementing multimedia, application services, databases, and servlets. Upon successful completion of this minor, learners are prepared to pursue careers as web application developers, software engineers, technical analysts, and consultants, or to seek associated web application development industry certifications. Learners who pursue this specialization through the FlexPath option earn a BS in IT through self-paced demonstrations of competencies.

General Education Requirements

A minimum of 22.5 program points; see *General Education Courses, FlexPath option.*[†]

Additional Program Requirements

Core courses - 27 program points

- IT-FP3006 Communication Strategies for the Information Technology Professional (3 program points)
- IT-FP2230 Introduction to Database Systems (1.5 program points)
- IT-FP2249 Introduction to Programming with Java (3 program points)
- IT-FP2250 Introduction to Network Technology (1.5 program points)
- IT-FP3165 Ethics for the Information Technology Professional (1.5 program points)
- IT-FP3212 Introduction to Web Development (1.5 program points)
- IT-FP3215 Introduction to Javascript (1.5 program points)
- IT-FP3225 Business Goals for the Information Technology Professional (1.5 program points)
- IT-FP3301 * User Experience and Interaction Design (1.5 program points)
- IT-FP3315 Hardware and Operating Systems (1.5 program points)
- IT-FP3318 Systems Administration (1.5 program points)
- IT-FP3345 * Software Architecture (1.5 program points)
- IT-FP3349 * Intermediate Java Programming (1.5 program points)
- IT-FP3355 * Network Architecture (1.5 program points)
- IT-FP3358 Information Security Concepts for the Information Technology Professional (1.5 program points)
- PM-FP3000 Principles of Project Management (1.5 program points)

Minor courses - 12 program points

Choose at least one of the following minors:

For a System Development: Mobile minor:

- IT-FP4711 * Software Requirements (1.5 program points)
- IT-FP4731 * Database Development (1.5 program points)
- IT-FP4733 * Advanced Database Development (1.5 program points)
- IT-FP4772 * Software Design and Modeling (1.5 program points)
- IT-FP4782 Mobile Application Development Essentials (1.5 program points)
- IT-FP4784 * Advanced Mobile Application Development (1.5 program points)
- IT-FP4786 * Cross-Platform Mobile Application Development (1.5 program points)
- IT-FP4789 * Mobile Cloud Computing Application Development (1.5 program points)

For a System Development: Web Application minor:

- IT-FP4711 * Software Requirements (1.5 program points)
- IT-FP4731 * Database Development (1.5 program points)
- IT-FP4733 * Advanced Database Development (1.5 program points)
- IT-FP4772 * Software Design and Modeling (1.5 program points)
- IT-FP4791 * Fundamentals of Website Design (1.5 program points)
- IT-FP4793 * Advanced Website Design (1.5 program points)
- IT-FP4795 * Web Application Development (1.5 program points)
- IT-FP4797 * Advanced Web Application Development (1.5 program points)

Elective courses - 25.5 program points

Choose 25.5 program points of additional undergraduate courses.[†]

Capstone course - 3 program points

Taken during the learner's final quarter:

- IT-FP4990 Information Technology Capstone Project (3 program points)

Total **At least 90 program points**

[†] Learners in this specialization choose general education, specialization, and elective courses from the FlexPath (-FP) course list.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Undergraduate—Technology Academic Offerings, *continued*

Undergraduate Technology Certificate Programs

Network Technology: Cisco®

The Network Technology: Cisco undergraduate certificate is designed to provide learners with the knowledge and skills needed to install, configure, design, operate, and troubleshoot medium- to enterprise-size routed and switched networks in a variety of environments. The curriculum addresses the foundational application of topologies, systems architecture, and hardware ranging from small, local networks to enterprise-wide integrated networks. Learners build and demonstrate knowledge of troubleshooting strategies, application of networking, and specific related security issues that are associated with operating systems such as Apple, Android, and Windows environments.

Eight Required courses		24 quarter credits
IT2250	Introduction to Network Technology (3 quarter credits)	
IT3315	Hardware and Operating Systems (3 quarter credits)	
IT3318	Systems Administration (3 quarter credits)	
IT3355 *	Network Architecture (3 quarter credits)	
IT3358	Information Security Concepts for the Information Technology Professional (3 quarter credits)	
IT4150 *	Internetworking Architectures 1 (3 quarter credits)	
IT4155 *	Internetworking Architectures 2 (3 quarter credits)	
IT4160 *	Internetwork Analysis and Design (3 quarter credits)	
Total		24 quarter credits

Network Technology: Microsoft®

The Network Technology: Microsoft undergraduate certificate is designed to provide learners with the knowledge and skills needed to administer Microsoft networks in a variety of environments. The curriculum addresses the foundational application of topologies, servers, systems, and hardware along with planning, designing, configuring, and troubleshooting Microsoft networks in environments ranging from small, local networks to enterprise-wide integrated networks. Learners apply an understanding of troubleshooting strategies, networking, and security issues within the server operating systems such as Apple, Android, and Windows environments as well as planning, designing, installing, configuring, and administering Windows and advanced server environments.

Eight Required courses		24 quarter credits
IT2250	Introduction to Network Technology (3 quarter credits)	
IT3315	Hardware and Operating Systems (3 quarter credits)	
IT3318	Systems Administration (3 quarter credits)	
IT3355 *	Network Architecture (3 quarter credits)	
IT3358	Information Security Concepts for the Information Technology Professional (3 quarter credits)	
IT4510 *	Network Infrastructures Administration (3 quarter credits)	
IT4520 *	Advanced Network Infrastructures Administration (3 quarter credits)	
IT4530 *	Enterprise Administration (3 quarter credits)	
Total		24 quarter credits

Software Development

In the Software Development undergraduate certificate program, learners develop increasingly complex computer programs and end-user applications using Agile methods as well as theories, concepts, and practices supported by the *Software Engineering Body of Knowledge (SWEBOK)*. The certificate includes software requirements definition, software design and modeling, database fundamentals, code testing, and application security methods. Learners who complete this certificate are prepared for entry level careers as software developers, software engineers, application analysts, or to seek associated software development industry certifications.

Seven Required Courses		24 quarter credits
IT2230	Introduction to Database Systems (3 quarter credits)	
IT2249	Introduction to Programming with Java (6 quarter credits)	
IT3301 *	User Experience and Interaction Design (3 quarter credits)	
IT3345 *	Software Architecture (3 quarter credits)	
IT3349 *	Intermediate Java Programming (3 quarter credits)	
IT4711 *	Software Requirements (3 quarter credits)	
IT4772 *	Software Design and Modeling (3 quarter credits)	
Total		24 quarter credits

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Technology Academic Offerings

Degree Programs	Specializations	Certificate Programs	Multiple Specializations (must be within the same degree program)
Doctor of Philosophy (PhD) in Information Technology	General Information Technology		
	Information Assurance and Cybersecurity		
	Information Technology Education		
	Project Management		
Doctor of Information Technology (DIT)	General Information Technology		
	Information Assurance and Cybersecurity		
	Information Technology Education		
	Project Management		
Master of Science (MS) in Analytics			
Master of Science (MS) in Information Assurance and Cybersecurity	Digital Forensics		✓
	Health Care Security		✓
	Network Defense		✓
Master of Science (MS) in Information Technology	General Information Technology		
	Analytics		✓
	Cybersecurity		✓
	Enterprise Networks and Cloud Computing		✓
	Project Management		✓
		Graduate Certificate in Analytics using SAS	
		Graduate Certificate in Advanced Analytics using SAS	
		Graduate Certificate in Digital Forensics	
		Graduate Certificate in Information Assurance and Cybersecurity	
		Graduate Certificate in Network Defense	
		Graduate Certificate in Project Management	

Graduate—Technology Academic Offerings, *continued*

Doctor of Philosophy (PhD) in Information Technology Specializations

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 six-week courses with a four-day embedded residency experience (BMGT-R8925, BMGT-R8926, BMGT-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Nineteen Required Courses 70 quarter credits

TS8005	Research Processes, Theory, and Practice in Information Technology (6 quarter credits)
BMGT8030	Management Theory Creation (4 quarter credits)
BMGT8032 *	Survey of Applied Research Methods (4 quarter credits)
BMGT8034 *	Quantitative Research Techniques (4 quarter credits)
BMGT8040 *	Advanced Qualitative Research (4 quarter credits) OR
BMGT8042 *	Applied Multivariate Modeling (4 quarter credits)
BMGT8212	Leading Information Technology Strategic Planning in Complex and Global Environments (4 quarter credits)
BMGT8214	Guiding the Implementation of Information Technology Policies and Processes (4 quarter credits)
BMGT8216	Innovating Information Technology Life Cycle Management Processes in a Changing Environment (4 quarter credits)
BMGT8218	Advancing Research in Information Technology Management (4 quarter credits)
TS8940 *	Information Technology Consulting Practice Seminar (4 quarter credits) OR
TS8950 *	Teaching Practice Seminar in Information Technology Education (4 quarter credits)
WRIT7086	Becoming an Academic Writer (4 quarter credits)
BMGT-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
BMGT-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)

BMGT-R8927* PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Upon completion of all required coursework:

TS9919 * Doctoral Comprehensive Examination (3 quarter credits)

Learners must register for TS9960 a minimum of four times to fulfill their specialization requirements.

TS9960 * Dissertation Courseroom (3 quarter credits each)

Five Elective Courses 20 quarter credits

Choose any graduate course(s).

Total 90 quarter credits

Information Assurance and Cybersecurity

The doctoral Information Assurance and Cybersecurity 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 six-week courses with a four-day embedded residency experience (BMGT-R8925, BMGT-R8926, BMGT-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Twenty-Four Required Courses 90 quarter credits

Core courses:

TS8005	Research Processes, Theory, and Practice in Information Technology (6 quarter credits)
BMGT8030	Management Theory Creation (4 quarter credits)
BMGT8032 *	Survey of Applied Research Methods (4 quarter credits)
BMGT8034 *	Quantitative Research Techniques (4 quarter credits)
BMGT8040 *	Advanced Qualitative Research (4 quarter credits) OR
BMGT8042 *	Applied Multivariate Modeling (4 quarter credits)
BMGT8212	Leading Information Technology Strategic Planning in Complex and Global Environments (4 quarter credits)

BMGT8214 Guiding the Implementation of Information Technology Policies and Processes (4 quarter credits)

BMGT8216 Innovating Information Technology Life Cycle Management Processes in a Changing Environment (4 quarter credits)

BMGT8218 Advancing Research in Information Technology Management (4 quarter credits)

TS8940 * Information Technology Consulting Practice Seminar (4 quarter credits) **OR**

TS8950 * Teaching Practice Seminar in Information Technology Education (4 quarter credits)

WRIT7086 Becoming an Academic Writer (4 quarter credits)

BMGT-R8925 * PhD Dissertation Research Seminar Track 1 (3 quarter credits)

BMGT-R8926* PhD Dissertation Research Seminar Track 2 (3 quarter credits)

BMGT-R8927* PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Specialization courses:

TS8531	Network Security Advances (4 quarter credits)
TS8533	Enterprise Security Risk Management (4 quarter credits)
TS8535	System and Application Security Advances (4 quarter credits)
TS8537	Assurance Controls and Compliance Management (4 quarter credits)
TS8539	Security Governance and Management (4 quarter credits)

Upon completion of all required coursework:

TS9919 * Doctoral Comprehensive Examination (3 quarter credits)

Learners must register for TS9960 a minimum of four times to fulfill their specialization requirements.

TS9960 * Dissertation Courseroom (3 quarter credits each)

Total 90 quarter credits

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Technology Academic Offerings, *continued*

PhD in Information Technology Specializations, continued

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.

Residency Requirement(s):

Three six-week courses with a four-day embedded residency experience (BMGT-R8925, BMGT-R8926, BMGT-R8927). See university policy [3.04.05](#) **Attendance at Residencies** and the **Residencies** page on Campus for more information. Also see each graduate school's residency courses.

Twenty-Four Required Courses 90 quarter credits

Core courses:

TS8005	Research Processes, Theory, and Practice in Information Technology (6 quarter credits)
BMGT8030	Management Theory Creation (4 quarter credits)
BMGT8032 *	Survey of Applied Research Methods (4 quarter credits)
BMGT8034 *	Quantitative Research Techniques (4 quarter credits)
BMGT8040 *	Advanced Qualitative Research (4 quarter credits) OR
BMGT8042 *	Applied Multivariate Modeling (4 quarter credits)
BMGT8212	Leading Information Technology Strategic Planning in Complex and Global Environments (4 quarter credits)
BMGT8214	Guiding the Implementation of Information Technology Policies and Processes (4 quarter credits)
BMGT8216	Innovating Information Technology Life Cycle Management Processes in a Changing Environment (4 quarter credits)
BMGT8218	Advancing Research in Information Technology Management (4 quarter credits)
TS8950 *	Teaching Practice Seminar in Information Technology Education (4 quarter credits)
WRIT7086	Becoming an Academic Writer (4 quarter credits)
BMGT-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
BMGT-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
BMGT-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Specialization courses:

TS8951	Survey of Research Literature in Information Technology Education (4 quarter credits)
ED7311	Theory and Methods of Educating Adults (4 quarter credits)
ED7312	Teaching Adults (4 quarter credits)
ED7712	Classroom Assessment in Education (4 quarter credits)
ED8446	Curriculum Development and Teaching Strategies for Adult Learning (4 quarter credits) OR
ED8601	Online Course Design, Facilitation, and Assessment (4 quarter credits)

Upon completion of all required coursework:

TS9919 *	Doctoral Comprehensive Examination (3 quarter credits)
----------	--

Learners must register for TS9960 a minimum of four times to fulfill their specialization requirements.

TS9960 *	Dissertation Coursework (3 quarter credits each)
----------	--

Total 90 quarter credits

Learners may not transfer in more than two education courses to fulfill their specialization requirements.

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 six-week courses with a four-day embedded residency experience (BMGT-R8925, BMGT-R8926, BMGT-R8927). See university policy [3.04.05](#) **Attendance at Residencies** and the **Residencies** page on Campus for more information. Also see each graduate school's residency courses.

Twenty-Four Required Courses 90 quarter credits

Core courses:

TS8005	Research Processes, Theory, and Practice in Information Technology (6 quarter credits)
BMGT8030	Management Theory Creation (4 quarter credits)
BMGT8032 *	Survey of Applied Research Methods (4 quarter credits)

BMGT8034 *	Quantitative Research Techniques (4 quarter credits)
BMGT8040 *	Advanced Qualitative Research (4 quarter credits) OR
BMGT8042 *	Applied Multivariate Modeling (4 quarter credits)
BMGT8212	Leading Information Technology Strategic Planning in Complex and Global Environments (4 quarter credits)
BMGT8214	Guiding the Implementation of Information Technology Policies and Processes (4 quarter credits)
BMGT8216	Innovating Information Technology Life Cycle Management Processes in a Changing Environment (4 quarter credits)
BMGT8218	Advancing Research in Information Technology Management (4 quarter credits)
TS8940 *	Information Technology Consulting Practice Seminar (4 quarter credits) OR
TS8950 *	Teaching Practice Seminar in Information Technology Education (4 quarter credits)
WRIT7086	Becoming an Academic Writer (4 quarter credits)
BMGT-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
BMGT-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
BMGT-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Specialization courses:

BMGT8430	Advanced Concepts of Project Management Methodologies (4 quarter credits)
BMGT8432	Projects as Complex Adaptive Systems (4 quarter credits)
BMGT8434	Advanced Risk Management Systems and Research (4 quarter credits)
BMGT8436	Dynamics of Program and Portfolio Management (4 quarter credits)
BMGT8438	Emerging Trends, Research, and Theories for Successful Project Management (4 quarter credits)

Upon completion of all required coursework:

TS9919 *	Doctoral Comprehensive Examination (3 quarter credits)
----------	--

Learners must register for TS9960 a minimum of four times to fulfill their specialization requirements.

TS9960 *	Dissertation Coursework (3 quarter credits each)
----------	--

Total 90 quarter credits

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Technology Academic Offerings, *continued*

Doctor of Information Technology (DIT) Specializations

General Information Technology

The General Information Technology specialization offers advanced information technology knowledge and skills and allows for learners to select courses from one or more specializations, provided that they meet all 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. Upon successful completion of the General Information Technology specialization, learners are prepared to lead, consult, or teach in the field of IT.

Residency Requirement(s):

Three four-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Fourteen Required Courses 66 quarter credits

All courses taken in a prescribed sequence.

DIT8004	Research and Practice in Information Technology (6 quarter credits)
DIT-R8921	DIT Residency Track 1 (2 quarter credits) [†]
DIT9940 *	Dissertation Mentor Coursework (non-credit) [†]
DIT8020 *	Research Foundations (6 quarter credits)
DIT8055 *	Research Design and Methodology (6 quarter credits)
DIT8210	Information Technology Leaders as Partners in Organizational Strategic Planning (6 quarter credits)
DIT8212	Leading Information Technology Strategic Planning in Complex and Global Environments (6 quarter credits)
DIT-R8922 *	DIT Residency Track 2 (2 quarter credits) [†]
DIT8214 *	Guiding the Implementation of Information Technology Policies and Processes (6 quarter credits)
DIT8216 *	Innovating Information Technology Life Cycle Management Processes in a Changing Environment (6 quarter credits)
DIT-R8923 *	DIT Residency Track 3 (2 quarter credits) [†]
DIT8940 *	Information Technology Consulting Practice Seminar (6 quarter credits) OR
DIT8950 *	Teaching Practice Seminar in Information Technology Education (6 quarter credits)

Four Elective Courses 16 quarter credits

Choose four from the following courses:

BMGT8430	Advanced Concepts of Project Management Methodologies (4 quarter credits)
BMGT8432	Projects as Complex Adaptive Systems (4 quarter credits)
BMGT8434 *	Advanced Risk Management Systems and Research (4 quarter credits)
BMGT8436 *	Dynamics of Program and Portfolio Management (4 quarter credits)
ED7311	Theory and Methods of Educating Adults (4 quarter credits)
ED7312	Teaching Adults (4 quarter credits)
ED7712	Classroom Assessment in Education (4 quarter credits)
ED8446	Curriculum Development and Teaching Strategies for Adult Learning (4 quarter credits)
TS8531	Network Security Advances (4 quarter credits)
TS8533	Enterprise Security Risk Management (4 quarter credits)
TS8535	System and Application Security Advances (4 quarter credits)
TS8537	Assurance Controls and Compliance Management (4 quarter credits)

Learners must register for DIT9921 a minimum of two times to fulfill their program requirements:

DIT9921 *	Dissertation with Project Mentoring (6 quarter credits)
-----------	---

Total 82 quarter credits

[†] Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

* Learners must register for DIT9940 a minimum of ten times to fulfill their program requirements.

Learners who receive an "NS" (Not Satisfactory) grade in DIT9940 are required to register for DIT9940 concurrently with DIT9950, in their next quarter of registration. Learners are not able to register in any course other than DIT9940 while registered in DIT9950. Learners must complete these two courses concurrently, prior to progressing to the next sequenced course in the program.

Information Assurance and Cybersecurity

The DIT Information Assurance and Cybersecurity specialization is designed for information security and IT professionals who have a master's degree in information technology or a related field. Specialization topics include network and enterprise security, risk management, system and application security, assurance controls and compliance, and security governance and management. This specialization provides learners with advanced research, scholarly writing, and information security skills. Successful graduates of this specialization are prepared to pursue careers as information security consultants, practitioners, managers, or educators.

Residency Requirement(s):

Three four-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Eighteen Required Courses 82 quarter credits

All courses taken in a prescribed sequence.

Core courses:

DIT8004	Research and Practice in Information Technology (6 quarter credits)
DIT-R8921	DIT Residency Track 1 (2 quarter credits) [†]
DIT9940 *	Dissertation Mentor Coursework (non-credit) [†]
DIT8020 *	Research Foundations (6 quarter credits)
DIT8055 *	Research Design and Methodology (6 quarter credits)
DIT8210	Information Technology Leaders as Partners in Organizational Strategic Planning (6 quarter credits)
DIT8212	Leading Information Technology Strategic Planning in Complex and Global Environments (6 quarter credits)
DIT-R8922 *	DIT Residency Track 2 (2 quarter credits) [†]
DIT8214 *	Guiding the Implementation of Information Technology Policies and Processes (6 quarter credits)
DIT8216 *	Innovating Information Technology Life Cycle Management Processes in a Changing Environment (6 quarter credits)
DIT-R8923 *	DIT Residency Track 3 (2 quarter credits) [†]
DIT8940 *	Information Technology Consulting Practice Seminar (6 quarter credits) OR
DIT8950 *	Teaching Practice Seminar in Information Technology Education (6 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Technology Academic Offerings, continued*DIT Specializations, continued**Specialization courses:*

TS8531	Network Security Advances (4 quarter credits)
TS8533	Enterprise Security Risk Management (4 quarter credits)
TS8535	System and Application Security Advances (4 quarter credits)
TS8537	Assurance Controls and Compliance Management (4 quarter credits)

Learners must register for DIT9921 a minimum of two times to fulfill their program requirements:

DIT9921 *	Dissertation with Project Mentoring (6 quarter credits)
-----------	--

Total 82 quarter credits

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

* Learners must register for DIT9940 a minimum of ten times to fulfill their program requirements.

Learners who receive an “NS” (Not Satisfactory) grade in DIT9940 are required to register for DIT9940 concurrently with DIT9950, in their next quarter of registration. Learners are not able to register in any course other than DIT9940 while registered in DIT9950. Learners must complete these two courses concurrently, prior to progressing to the next sequenced course in the program.

Information Technology Education

The DIT Information Technology Education specialization is intended for information technology professionals who have earned a master’s degree in IT or a related field. This specialization provides learners with advanced IT knowledge and skills, and assists them in developing solid research, scholarly writing, and advanced teaching abilities. Successful graduates of this specialization are prepared to pursue careers as IT faculty 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 residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school’s residency courses.

Eighteen Required Courses 82 quarter credits

All courses taken in a prescribed sequence.

Core courses:

DIT8004	Research and Practice in Information Technology (6 quarter credits)
DIT-R8921	DIT Residency Track 1 (2 quarter credits)†
DIT9940 *	Dissertation Mentor Courseroom (non-credit)‡
DIT8020 *	Research Foundations (6 quarter credits)

DIT8055 *	Research Design and Methodology (6 quarter credits)
DIT8210	Information Technology Leaders as Partners in Organizational Strategic Planning (6 quarter credits)
DIT8212	Leading Information Technology Strategic Planning in Complex and Global Environments (6 quarter credits)
DIT-R8922 *	DIT Residency Track 2 (2 quarter credits)†
DIT8214 *	Guiding the Implementation of Information Technology Policies and Processes (6 quarter credits)
DIT8216 *	Innovating Information Technology Life Cycle Management Processes in a Changing Environment (6 quarter credits)
DIT-R8923 *	DIT Residency Track 3 (2 quarter credits)†
DIT8950 *	Teaching Practice Seminar in Information Technology Education (6 quarter credits)

Specialization courses:

ED7311	Theory and Methods of Educating Adults (4 quarter credits)
ED7312	Teaching Adults (4 quarter credits)
ED7712	Classroom Assessment in Education (4 quarter credits)
ED8446	Curriculum Development and Teaching Strategies for Adult Learning (4 quarter credits)

Learners must register for DIT9921 a minimum of two times to fulfill their program requirements:

DIT9921 *	Dissertation with Project Mentoring (6 quarter credits)
-----------	--

Total 82 quarter credits

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

* Learners must register for DIT9940 a minimum of ten times to fulfill their program requirements.

Learners who receive an “NS” (Not Satisfactory) grade in DIT9940 are required to register for DIT9940 concurrently with DIT9950, in their next quarter of registration. Learners are not able to register in any course other than DIT9940 while registered in DIT9950. Learners must complete these two courses concurrently, prior to progressing to the next sequenced course in the program.

Project Management

The DIT Project Management specialization is intended for information technology project management and IT professionals who have a master’s degree in information technology or a related field. Specialization topics include project, program, and portfolio management, risk management, project governance, and portfolio optimization. This specialization provides learners with advanced research, scholarly writing, and 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 residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school’s residency courses.

Eighteen Required Courses 82 quarter credits

All courses taken in a prescribed sequence.

Core courses:

DIT8004	Research and Practice in Information Technology (6 quarter credits)
DIT-R8921	DIT Residency Track 1 (2 quarter credits)†
DIT9940 *	Dissertation Mentor Courseroom (non-credit)‡
DIT8020 *	Research Foundations (6 quarter credits)
DIT8055 *	Research Design and Methodology (6 quarter credits)
DIT8210	Information Technology Leaders as Partners in Organizational Strategic Planning (6 quarter credits)
DIT8212	Leading Information Technology Strategic Planning in Complex and Global Environments (6 quarter credits)
DIT-R8922 *	DIT Residency Track 2 (2 quarter credits)†
DIT8214 *	Guiding the Implementation of Information Technology Policies and Processes (6 quarter credits)
DIT8216 *	Innovating Information Technology Life Cycle Management Processes in a Changing Environment (6 quarter credits)
DIT-R8923 *	DIT Residency Track 3 (2 quarter credits)†
DIT8940 *	Information Technology Consulting Practice Seminar (6 quarter credits) OR
DIT8950 *	Teaching Practice Seminar in Information Technology Education (6 quarter credits)

Specialization courses:

BMGT8430	Advanced Concepts of Project Management Methodologies (4 quarter credits)
BMGT8432	Projects as Complex Adaptive Systems (4 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Technology Academic Offerings, continued*DIT Specializations, continued*

BMGT8434 *	Advanced Risk Management Systems and Research (4 quarter credits)
BMGT8436 *	Dynamics of Program and Portfolio Management (4 quarter credits)

Learners must register for DIT9921 a minimum of two times to fulfill their program requirements:

DIT9921 *	Dissertation with Project Mentoring (6 quarter credits)
-----------	---

Total **82 quarter credits**

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

‡ Learners must register for DIT9940 a minimum of ten times to fulfill their program requirements.

Learners who receive an "NS" (Not Satisfactory) grade in DIT9940 are required to register for DIT9940 concurrently with DIT9950, in their next quarter of registration. Learners are not able to register in any course other than DIT9940 while registered in DIT9950. Learners must complete these two courses concurrently, prior to progressing to the next sequenced course in the program.

Master of Science (MS) in Analytics

The Master of Science in Analytics degree program prepares data analytics professionals to work with, understand, and transform data to develop solutions that resolve applied problems while effectively providing insights and communicating results to the organization. Throughout the program, learners develop skills in data sources, statistics, data mining, applied analytics and modeling, leadership, reporting, forecasting, and visualization in order to solve problems within a variety of industry domains. Additionally, learners strengthen their collaboration, communication, presentation, and negotiation skills. Upon successful completion of this degree program, learners are prepared to pursue careers in the diverse field of data analytics.

Twelve Required Courses **48 quarter credits**

Required courses:

ANLT5002	Basic Applications of Analytics (4 quarter credits)
ANLT5010	Foundations in Analytics (4 quarter credits)
ANLT5020 *	Data Sources for Analytics (4 quarter credits)
ANLT5030 *	Statistical Methods in Analytics (4 quarter credits)
ANLT5040	Leadership for Analytics (4 quarter credits)
ANLT5050 *	Concepts of Data Mining (4 quarter credits)
ANLT5060 *	Applied Forecasting (4 quarter credits)
ANLT5070 *	Text Mining (4 quarter credits)
ANLT5080 *	Advanced Analytics and Modeling (4 quarter credits)
ANLT5090 *	Reporting Solutions with Analytics (4 quarter credits)
ANLT5100 *	Visual Analytics (4 quarter credits)
<i>Taken during the learner's final quarter:</i>	
ANLT5900 *	Capstone in Analytics (4 quarter credits)

Total **48 quarter credits**

Master of Science (MS) in Information Assurance and Cybersecurity Specializations**Digital Forensics**

The Digital Forensics master's specialization prepares information security professionals for successful performance-effective computer forensics and the legal challenges associated with conducting computer forensics investigations. Learners examine the ways data can be hidden on a computer, evaluate computer forensics investigation tools and procedures, apply methods of handling and transporting uncovered data, and create the reports necessary for presentation of digital forensic evidence at trial.

Twelve Required Courses **48 quarter credits**

Core courses:

IAS5002	Communication Skills for Today's Information Security Professional (4 quarter credits)
IAS5010	Information Technology Security Fundamentals (4 quarter credits)
IAS5015 *	Network Security Fundamentals and Cryptography (4 quarter credits)
IAS5020	Information Security Regulatory and Legal Environment (4 quarter credits)
IAS5025 *	Network and Operating System Defense (4 quarter credits)
IAS5030 *	Identifying and Managing Risk (4 quarter credits)

Specialization courses:

IAS5100	Data Engineering (4 quarter credits)
IAS5110	Digital Forensics Processes (4 quarter credits)
IAS5120	Digital Forensics Tools (4 quarter credits)
IAS5130	Programming for Security Professionals (4 quarter credits)
IAS5200	Network Architecture and Cyberoperations (4 quarter credits)

Capstone course - 4 quarter credits

Taken during the learner's final quarter:

IAS5900 *	IAS Capstone (4 quarter credits)
-----------	----------------------------------

Total **48 quarter credits**

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Technology Academic Offerings, continued*MS in Information Assurance and Cybersecurity Specializations, continued***Network Defense**

The Network Defense master's specialization prepares information security professionals to assess, develop, and implement solutions to safeguard the information assets and enterprise IT infrastructures of an organization. Learners examine the technical and managerial controls critical to the success of a network defense specialization, including network security controls and testing, telecommunication, cryptography, penetration testing, visualization, risk assessment, and information security regulation standards.

Twelve Required Courses 48 quarter credits*Core courses:*

IAS5002	Communication Skills for Today's Information Security Professional (4 quarter credits)
IAS5010	Information Technology Security Fundamentals (4 quarter credits)
IAS5015 *	Network Security Fundamentals and Cryptography (4 quarter credits)
IAS5020	Information Security Regulatory and Legal Environment (4 quarter credits)
IAS5025 *	Network and Operating System Defense (4 quarter credits)
IAS5030 *	Identifying and Managing Risk (4 quarter credits)

Specialization courses:

IAS5210	Data Communications (4 quarter credits)
IAS5220	Network Security Controls and Testing (4 quarter credits)
IAS5230	Secure Network Design and Engineering (4 quarter credits)
IAS5130	Programming for Security Professionals (4 quarter credits)
IAS5200	Network Architecture and Cyberoperations (4 quarter credits)

*Capstone course - 4 quarter credits**Taken during the learner's final quarter:*

IAS5900 *	IAS Capstone (4 quarter credits)
-----------	----------------------------------

Total 48 quarter credits**Health Care Security**

The Health Care Security master's specialization prepares information security professionals for the specific security needs of the health care field. Learners analyze the requirements of HIPAA privacy regulations as well as other federal and state legal security requirements, determine security risks caused by third parties used as part of health care, and evaluate the differences in types of health care data. Learners apply the compliance and enforcement processes in the health care environment needed to prevent security breaches and protect patient privacy. In addition, learners apply the technology used to investigate security breaches as well as to create physical and technical safeguards for the health care environment.

Twelve Required Courses 48 quarter credits*Core courses:*

IAS5002	Communication Skills for Today's Information Security Professional (4 quarter credits)
IAS5010	Information Technology Security Fundamentals (4 quarter credits)
IAS5015 *	Network Security Fundamentals and Cryptography (4 quarter credits)
IAS5020	Information Security Regulatory and Legal Environment (4 quarter credits)
IAS5025 *	Network and Operating System Defense (4 quarter credits)
IAS5030 *	Identifying and Managing Risk (4 quarter credits)

Specialization courses:

IAS5110	Digital Forensics Processes (4 quarter credits)
IAS5230	Secure Network Design and Engineering (4 quarter credits)
IAS5310	Health Care Environment (4 quarter credits)
IAS5320 *	Patient Privacy Rights and Health Care Regulatory Requirements (4 quarter credits)
IAS5330 *	Third Party Risk Management in Health Care (4 quarter credits)

*Capstone course - 4 quarter credits**Taken during the learner's final quarter:*

IAS5900 *	IAS Capstone (4 quarter credits)
-----------	----------------------------------

Total 48 quarter credits**Master of Science (MS) in Information Technology Specializations****General Information Technology**

The General Information Technology master's specialization provides an understanding of information technology topics by providing flexibility in selecting courses of special importance to the learner. In conjunction with the core curriculum, the General Information Technology specialization presents learners the depth of coverage that matches their personal experience and unique professional needs.

Seven Required Courses 28 quarter credits

ITEC5002	Information Technology and System Trends (4 quarter credits)
ITEC5010	Security and Enterprise Networks (4 quarter credits)
ITEC5020	Database and Application Development (4 quarter credits)
ITEC5030	Emerging Technologies (4 quarter credits)
PM5331	Project Management Fundamentals (4 quarter credits)

Taken during the learner's final quarters:

ITEC5900	Applied Information Technology Project 1 (4 quarter credits)
ITEC5905 *	Applied Information Technology Project 2 (4 quarter credits)

Five Elective Courses 20 quarter credits

Choose any graduate-level information technology course(s).

Total 48 quarter credits**Analytics**

The Analytics master's specialization provides learners the knowledge needed to work with, understand, and transform data to support decision making. Learners develop solutions that address applied organizational and technical problems in a global environment. Learners also evaluate and select tools and methods to design systems and applications, while obtaining a working knowledge of analytics tools to analyze business problems, complete data projects, and adhere to ethical standards.

Twelve Required Courses 48 quarter credits*Core courses:*

ITEC5002	Information Technology and System Trends (4 quarter credits)
ITEC5010	Security and Enterprise Networks (4 quarter credits)
ITEC5020	Database and Application Development (4 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Technology Academic Offerings, *continued*

MS in Information Technology Specializations, continued

ITEC5030	Emerging Technologies (4 quarter credits)
PM5331	Project Management Fundamentals (4 quarter credits)
<i>Specialization courses:</i>	
ANLT5010	Foundations in Analytics (4 quarter credits)
ANLT5020 *	Data Sources for Analytics (4 quarter credits)
ANLT5030 *	Statistical Methods in Analytics (4 quarter credits)
ANLT5100 *	Visual Analytics (4 quarter credits)
ITEC5040 *	Predictive Models and Classification Methods (4 quarter credits)
<i>Taken during the learner's final quarters:</i>	
ITEC5900	Applied Information Technology Project 1 (4 quarter credits)
ITEC5905 *	Applied Information Technology Project 2 (4 quarter credits)
Total	48 quarter credits

Cybersecurity

The Cybersecurity master's specialization is designed to prepare learners to manage data and information security within organization, industry, and legal parameters for technology stakeholders. Learners focus on developing competencies and information security knowledge and experience through practice and interaction. Learners apply tools, strategies, and legal and ethical considerations to mitigate risk, design solutions, and identify opportunities.

Twelve Required Courses 48 quarter credits

Core courses:

ITEC5002	Information Technology and System Trends (4 quarter credits)
ITEC5010	Security and Enterprise Networks (4 quarter credits)
ITEC5020	Database and Application Development (4 quarter credits)
ITEC5030	Emerging Technologies (4 quarter credits)
PM5331	Project Management Fundamentals (4 quarter credits)

Specialization courses:

IAS5015 *	Network Security Fundamentals and Cryptography (4 quarter credits)
IAS5020	Information Security Regulatory and Legal Environment (4 quarter credits)
IAS5025 *	Network and Operating System Defense (4 quarter credits)
IAS5030 *	Identifying and Managing Risk (4 quarter credits)
IAS5110	Digital Forensics Processes (4 quarter credits)

Taken during the learner's final quarters:

ITEC5900	Applied Information Technology Project 1 (4 quarter credits)
ITEC5905 *	Applied Information Technology Project 2 (4 quarter credits)

Total **48 quarter credits**

Enterprise Networks and Cloud Computing

In the Enterprise Networks and Cloud Computing master's specialization, learners focus on current and emerging enterprise network and cloud infrastructure trends and operational issues. Learners strengthen their knowledge of current network and cloud architecture that prepares them to plan, design, implement, and troubleshoot enterprise IT infrastructure for an organization, and explore the ramifications of increasingly complex networks specific to security and privacy, with emphasis on cloud architecture and enterprise network service environments. Additional topics also include the impacts of regulation and laws on the governance of networks and the cost-benefit of various network and cloud architecture offerings. Finally, learners demonstrate hands-on practice in the use of cloud services to configure and implement cloud infrastructure, virtual machines, data servers, and application deployment.

Twelve Required Courses 48 quarter credits

Core courses:

ITEC5002	Information Technology and System Trends (4 quarter credits)
ITEC5010	Security and Enterprise Networks (4 quarter credits)
ITEC5020	Database and Application Development (4 quarter credits)
ITEC5030	Emerging Technologies (4 quarter credits)
PM5331	Project Management Fundamentals (4 quarter credits)

Specialization courses:

ISTM5110 *	Strategic Management of Network Technology (4 quarter credits)
ISTM5112 *	Global Network Policy, Regulation, and Governance (4 quarter credits)
ISTM5114 *	Enterprise Network Analysis, Architecture, and Design (4 quarter credits)
ITEC5050 *	Cloud Architecture and Distributed Systems (4 quarter credits)
ITEC5060 *	Cloud Application Deployment and Operations (4 quarter credits)

Taken during the learner's final quarters:

ITEC5900	Applied Information Technology Project 1 (4 quarter credits)
ITEC5905 *	Applied Information Technology Project 2 (4 quarter credits)

Total **48 quarter credits**

Project Management

Learners in the Project Management master's specialization examine the fundamentals of project management from the lens of the current state of technology, including its organizational, legal, ethical, and professional influences. Specialization topics present a real-world understanding that include the application of 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 using both traditional and Agile project management methodologies.

Twelve Required Courses 48 quarter credits

Core courses:

ITEC5002	Information Technology and System Trends (4 quarter credits)
ITEC5010	Security and Enterprise Networks (4 quarter credits)
ITEC5020	Database and Application Development (4 quarter credits)
ITEC5030	Emerging Technologies (4 quarter credits)
PM5331	Project Management Fundamentals (4 quarter credits)

Specialization courses:

PM5332 *	Project Management, Planning, Execution, and Control (4 quarter credits)
PM5333 *	Project Budgeting, Procurement, and Quality (4 quarter credits)
PM5334 *	Project Risk Assessment and Control (4 quarter credits)
PM5335 *	Project Leadership and Management (4 quarter credits)
PM5336 *	Agile Project Management Theory and Practice (4 quarter credits)

Taken during the learner's final quarters:

ITEC5900	Applied Information Technology Project 1 (4 quarter credits)
ITEC5905 *	Applied Information Technology Project 2 (4 quarter credits)

Total **48 quarter credits**

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Technology Academic Offerings, *continued*

Information Technology Graduate Certificate Programs

Analytics Using SAS®

The Analytics Using SAS® graduate certificate is an academic certificate jointly offered by Capella University and approved by SAS. It provides learners with the foundational knowledge needed to work with, understand, and transform data, and to develop solutions that resolve business and applied problems. Learners obtain and demonstrate a working knowledge of SAS analytics tools, such as Base SAS®, Enterprise Guide®, Enterprise Miner™, and SAS/STAT®, as they analyze business problems, lead data projects, and adhere to ethical standards. In addition and throughout the program, learners are given the opportunity to earn exam vouchers for SAS certifications.

Five Required Courses		20 quarter credits
ANLT5002	Basic Applications of Analytics (4 quarter credits)	
ANLT5010	Foundations in Analytics (4 quarter credits)	
ANLT5020 *	Data Sources for Analytics (4 quarter credits)	
ANLT5030 *	Statistical Methods in Analytics (4 quarter credits)	
ANLT5040	Leadership for Analytics (4 quarter credits)	

Total 20 quarter credits

Advanced Analytics Using SAS®

The Advanced Analytics Using SAS® graduate certificate is an academic certificate jointly offered by Capella University and approved by SAS. It prepares learners to advance in the data analytics field by providing the knowledge needed to effectively manage, analyze, and visually represent complex data. Learners develop and demonstrate advanced skills in data mining, data modeling, forecasting, analysis, and visual representation. Using both structured and unstructured data, learners formulate and solve complex business problems using advanced data analysis strategies. Learners also obtain and demonstrate knowledge in applying SAS analytics tools such as Enterprise Guide®, Enterprise Miner™, Forecast Server, Rapid Predictive Modeler, Text Miner, Visual Analytics, and Visual Statistics. In addition and throughout the program, learners are given the opportunity to earn exam vouchers for SAS certifications.

Five Required Courses		20 quarter credits
ANLT5050	Concepts of Data Mining (4 quarter credits)	
ANLT5060 *	Applied Forecasting (4 quarter credits)	
ANLT5070	Text Mining (4 quarter credits)	
ANLT5080 *	Advanced Analytics and Modeling (4 quarter credits)	
ANLT5100	Visual Analytics (4 quarter credits)	

Total 20 quarter credits

Digital Forensics

The Digital Forensics graduate certificate prepares information security professionals for successful computer forensics activities and the legal challenges associated with conducting computer forensics investigations. Learners examine the ways data can be hidden on a computer, evaluate computer forensics investigation tools and procedures, apply methods of handling and transporting uncovered data, and create the reports necessary for presentation of digital forensic evidence at trial.

Five Required Courses		20 quarter credits
IAS5100	Data Engineering (4 quarter credits)	
IAS5110	Digital Forensics Processes (4 quarter credits)	
IAS5120	Digital Forensics Tools (4 quarter credits)	
IAS5130	Programming for Security Professionals (4 quarter credits)	
IAS5200	Network Architecture and Cyberoperations (4 quarter credits)	

Total 20 quarter credits

Information Assurance and Cybersecurity

This graduate certificate is designed to prepare learners 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. Learners focus on developing competencies associated with the CISSP certification from (ISC)² and gaining information security knowledge and experience through practice and interaction.

Five Required Courses		20 quarter credits
IAS5010	Information Technology Security Fundamentals (4 quarter credits)	
IAS5015 *	Network Security Fundamentals and Cryptography (4 quarter credits)	
IAS5020	Information Security Regulatory and Legal Environment (4 quarter credits)	
IAS5025 *	Network and Operating System Defense (4 quarter credits)	
IAS5030 *	Identifying and Managing Risk (4 quarter credits)	

Total 20 quarter credits

Network Defense

The Network Defense graduate certificate prepares information security professionals to assess, develop, and implement solutions to safeguard the information assets and enterprise IT infrastructures of an organization. Learners examine the technical and managerial controls critical to the success of a network defense specialization, including network security controls and testing, telecommunication, cryptography, penetration testing, visualization, risk assessment, and information security regulation standards.

Five Required Courses		20 quarter credits
IAS5210	Data Communications (4 quarter credits)	
IAS5220	Network Security Controls and Testing (4 quarter credits)	
IAS5230	Secure Network Design and Engineering (4 quarter credits)	
IAS5130	Programming for Security Professionals (4 quarter credits)	
IAS5200	Network Architecture and Cyberoperations (4 quarter credits)	

Total 20 quarter credits

Project Management

This graduate certificate is designed to prepare learners to manage larger projects using methodology based on A Guide to the Project Management Body of Knowledge (PMBOK®) Guide from the Project Management Institute (PMI). Learners focus on developing competencies associated with the Project Management Professional (PMP®) certification from the PMI and gaining project management knowledge and experience through practice and interaction.

Five Required Courses		20 quarter credits
PM5331	Project Management Fundamentals (4 quarter credits)	
PM5332 *	Project Management Planning, Execution, and Control (4 quarter credits)	
PM5333 *	Project Budgeting, Procurement, and Quality (4 quarter credits)	
PM5334 *	Project Risk Assessment and Control (4 quarter credits)	
PM5335 *	Project Leadership and Management (4 quarter credits)	

Total 20 quarter credits

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

School of Counseling and Human Services

Program Descriptions and Information

School Mission Statement

The School of Counseling and Human Services aspires to establish high quality learning communities within each program and across the school. We promote the professional development and academic achievement of our learners and graduates through competency-based education and training and innovative programming. Our mission is to provide our learners with the knowledge and skills needed to lead positive change in lives and communities across the globe while reaching their professional goals.

Graduate—Degree Programs

Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior

The Doctor of Philosophy in Advanced Studies in Human Behavior degree program is designed for learners pursuing advanced educational, consultative, or leadership roles in institutional, public, or private settings. Learners engage in a curriculum that emphasizes advanced research and interdisciplinary leadership theory, program development and evaluation, and social influences on the field of human behavior. This degree program is not designed to meet licensure requirements for the counseling, psychology, or social work professions.

Doctor of Philosophy (PhD) in Counselor Education and Supervision

The CACREP-accredited Doctor of Philosophy in Counselor Education and Supervision degree program offers doctoral preparation for counseling professionals seeking career advancement within the counseling profession or leadership positions in academic, clinical, and consultative settings. Learners in this degree program develop expertise in graduate-level instruction, clinical supervision, and advanced clinical practice. Successful graduates of this degree program are prepared to pursue positions as counselor educators, supervisors, researchers, and advanced practitioners in academic and clinical settings.

Doctor of Philosophy (PhD) in Human Services

The Doctor of Philosophy (PhD) in Human Services degree program uses the scholar-practitioner model and is designed to guide learners toward the acquisition and application of the advanced theory and leadership competencies needed to effect social change. Upon successful completion of this degree program, learners are prepared to conduct valid, reliable, and ethical human services research.

Doctor of Human Services (DHS)

The Doctor of Human Services (DHS) degree program prepares learners to use a multidisciplinary approach to attend to human needs and improve the general well-being of diverse populations. Throughout the program, learners develop and demonstrate the skills needed to manage and evaluate human services organizations by providing advanced practice of knowledge and data-driven decision making. Learners apply advanced human services skills to collaboratively resolve current issues in diverse for-profit, nonprofit, and government settings.

Master of Science (MS) in Addiction Studies

The Master of Science in Addiction Studies degree program provides learners with the knowledge, competencies, and skills necessary to become practitioner-scholars in addiction treatment delivery, service coordination, and supervision. The curriculum emphasizes principles of addiction treatment and intervention for individuals and groups and focuses on established standards and ethics of addiction professionals, including awareness and sensitivity to the complex needs of a multicultural society. Successful graduates of this degree program are prepared to pursue positions as addiction professionals in treatment and prevention programs, as well as in general clinical settings where addiction professionals serve as members of a treatment team.

Master of Science (MS) in Human Services

The Master of Science in Human Services degree program prepares learners to understand the trends and needs of individuals, communities, organizations, and societies. Throughout the program, learners gain the skills needed to identify and analyze problems and create meaningful solutions based on an understanding of human needs, data, and best practices. Learners integrate knowledge gained with professional experiences to collaborate and solve issues in diverse for-profit, nonprofit, and government settings.

Master of Science (MS) in Marriage and Family Counseling/Therapy

The COAMFTE- and CACREP-accredited Master of Science in Marriage and Family Counseling/Therapy degree program is designed to prepare learners to serve as marriage and family counselors/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. Learners receive preparation in systemic case conceptualization and theories, family developmental dynamics, and clinical training designed to instill high standards for professional practice based on ethical standards and sensitivity to the complex family systems needs of a multicultural and ethnically diverse society. The primary goal of this program is to develop the ability to apply systems-based theory to clinical services, integrating wellness approaches and relevant research through assessment and intervention with individuals, groups, couples, and families.

School of Counseling and Human Services, *continued*

Master of Science (MS) in Clinical Mental Health Counseling

The CACREP-accredited Master of Science in Clinical Mental Health Counseling degree program is designed to prepare learners to serve as clinical 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.

Master of Science (MS) in School Counseling

The CACREP-accredited Master of Science in School Counseling degree program is designed to prepare learners to serve as school counselors and leaders who advocate for the academic, career, personal, and social needs of students. 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 school counseling and knowledge and skills in associated areas of wellness theory and research, advocacy and change, leadership, assessment and treatment, cultural competence, and ethical practice.

Graduate Certificate Programs

The counseling and human services graduate certificate programs provide concentrated, discipline-specific knowledge that is directly applicable to human services professionals.

Learning Formats

Capella University offers two pathways for completing degree and certificate programs: the original GuidedPath, which is structured in credit hours and in which learners earn grades; and the innovative FlexPath, which is a self-paced, non-credit bearing, direct assessment pathway to earning the same degree or certificate. Both pathways are delivered online and, in both, learning is measured through the demonstration of competencies.

GuidedPath

GuidedPath allows learners to earn a Capella degree or certificate by demonstrating competencies through structured weekly assignments and interactions with faculty and peers in the online courseroom. Faculty offer substantive feedback on and assign grades to learners' coursework. Courses are offered in a traditional quarter-based academic calendar. The degree or certificate and its specialization are awarded upon completion of the learner's program requirements. All Capella programs are offered in the GuidedPath delivery model, unless otherwise noted.

FlexPath

FlexPath allows learners to earn a Capella degree or certificate through the demonstration of competencies on assessments completed at one's own pace. Learners prepare for assessments through self-designed study, which may include work experience and resources recommended by faculty and tutors. Faculty provide substantive feedback on and evaluate learners' assessments in terms of the level of competency demonstration, rather than assigning grades. FlexPath has a flat-rate tuition for a subscription period of 12 weeks, during which learners may be registered for two courses concurrently; learners may complete courses at their own pace but must complete a course within the subscription period. The degree or certificate and its specialization are awarded upon completion of the learner's program.

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.

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 Acknowledgment](#) 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 Campus.



Anna Hultquist, PhD, LMFT
Dean of Counseling and Human Services

A Message from the Dean of Counseling and Human Services

Welcome to the School of Counseling and Human Services at Capella University. We offer advanced programs that provide the academic study and real-world preparation required of today's counseling and human services professionals.

The School of Counseling and Human Services includes two complementary units. The Counseling Education Unit includes master's programs in Clinical Mental Health Counseling, Marriage and Family Counseling/Therapy, and School Counseling; and a doctoral program in Counselor Education and Supervision. All of these programs are CACREP accredited. The MS in Marriage and Family Therapy is also COAMFTE accredited. The Human Services Unit consists of master's and doctoral programs that position learners for leadership positions in a wide range of human service settings.

As a Capella learner engaged in graduate studies in the School of Counseling and Human Services, you are part of a group of talented colleagues preparing to make a difference in their communities. We are delighted to partner with you as you embark on this phase of your educational journey.

Anna Hultquist, PhD, LMFT

Dean of Counseling and Human Services

Graduate—Counseling and Human Services Academic Offerings

Degree Programs	Specializations	Certificate Programs
Doctor of Philosophy (PhD) in Counselor Education and Supervision	General Counselor Education and Supervision	
Master of Science (MS) in Addiction Studies		
Master of Science (MS) in Clinical Mental Health Counseling		
Master of Science (MS) in Marriage and Family Counseling/Therapy	General Marriage and Family Counseling/Therapy	
Master of Science (MS) in School Counseling	General School Counseling	
		Graduate Certificate in Contemporary Theory in Addictive Behavior
		Graduate Certificate in Contemporary Theory in Couple and Family Systems
		Graduate Certificate in Contemporary Theory in Mental Health Services
Doctor of Philosophy (PhD) in Human Services	Multidisciplinary Human Services	
	Nonprofit Management and Leadership	
	Social and Community Services	
Doctor of Human Services (DHS)	Advanced Program Evaluation and Data Analytics	
	Leadership and Organizational Management	
Master of Science (MS) in Human Services	Leadership and Organizational Management	
	Program Evaluation and Data Analytics	
	Social and Community Services	
		Graduate Certificate in Nonprofit Management and Leadership
		Graduate Certificate in Social and Community Services
Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior	General Advanced Studies in Human Behavior	

Graduate—Counseling and Human Services Academic Offerings, *continued*

Doctor of Philosophy (PhD) in Counselor Education and Supervision Specialization

General Counselor Education and Supervision

The CACREP-accredited General Counselor Education and Supervision doctoral specialization is designed to provide counseling professionals with advanced counseling, teaching, independent research, and supervisory skills. Learners build their skills in multiple methods of graduate-level instructional delivery in professional counseling, counseling 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 coursework and field 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 six-week courses with a four-day embedded residency experience (DRS-R8925, DRS-R8926, DRS-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus 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 72 quarter credits

CES8004	Advanced Research in Human Development (4 quarter credits)
CES8110	Foundations of Advanced Social Science Research and Design (4 quarter credits)
CES8120 *	Quantitative Methods for Counselor Education Research (4 quarter credits)
CES8122 *	Advanced Qualitative Methods in Counselor Education Research (4 quarter credits)
CES8123 *	Advanced Study in Counselor Education Research Methods (4 quarter credits)
CES8760	Advanced Counseling Practice (4 quarter credits)
CES8768 *	Counselor Education Teaching and Practice (4 quarter credits)
CES8772 *	Counselor Supervision (4 quarter credits)
CES8776 *	Leadership and Advocacy in Counseling (4 quarter credits)
DRS-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
DRS-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
DRS-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)
<i>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.</i>	
CES8780 *	Counselor Education and Supervision Practicum (4 quarter credits)
CES8784 *	Counselor Education and Supervision Internship 1 (4 quarter credits)
CES8785 *	Counselor Education and Supervision Internship 2 (4 quarter credits)
CES9919 *	Doctoral Comprehensive Examination (3 quarter credits)

Learners must register for CES9960 a minimum of four times to fulfill their specialization requirements.

CES9960 * Dissertation Courseroom (3 quarter credits each)

Total 72 quarter credits

Practicum/Internship Experience

Learners enrolled in the Doctor of Philosophy in 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. Learners may register for a third internship course (**CES8786**) should they need additional time or need to meet additional requirements for state licensure. 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 [CEU Fieldwork Manual](#) for details about the practicum/internship experience.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Counseling and Human Services Academic Offerings, continued**Master of Science (MS) in
Addiction Studies**

The Master of Science in Addiction Studies degree program provides learners with the knowledge, competencies, and skills necessary to become practitioner-scholars in addiction treatment delivery, service coordination, and supervision. The curriculum emphasizes principles of addiction treatment and intervention for individuals and groups and focuses on established standards and ethics of addiction professionals, including awareness and sensitivity to the complex needs of a multicultural society. Successful graduates of this degree program are prepared to pursue positions as addiction professionals in treatment and prevention programs, as well as in general clinical settings where addiction professionals serve as members of a treatment team.

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 MS in Addiction Studies degree program 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):

One six-day residency. See university policy [3.04.05 Attendance at Residencies](#), the [Residencies](#) page on Campus, and the [Residencies](#) section for more information. Also see each graduate school's residency courses.

Practicum/Internship Experience Requirement(s):

Minimum of 300 internship hours. See the following section, [Practicum/Internship Experience](#), for more information.

Twelve Required Courses 48 quarter credits

ADD5004 Survey of Research in Human Development for Addiction Professionals (4 quarter credits)

ADD5106 Assessment of Addiction (4 quarter credits)
ADD5107 Principles of Integrated Addiction and Mental Health Treatment (4 quarter credits)
ADD5217 Ethical and Legal Issues in Addiction Treatment (4 quarter credits)
ADD5258 Group Therapy in Addiction Treatment (4 quarter credits)
ADD5260 Theories and Models of Addiction Treatment (4 quarter credits)
ADD5262 Interventions in Addiction Treatment (4 quarter credits)
ADD5264 Foundations and Current Issues in Addiction Treatment (4 quarter credits)
ADD5336 Implications of Addiction Treatment with Diverse Populations (4 quarter credits)
ADD5945 Supervision and Program Management in Addiction Treatment (4 quarter credits)

All academic courses listed below include specific residency, practice, or clinical experiences. Learners must complete prerequisites to be eligible to complete each course in the sequence.

ADD-R5941 * Addiction Studies Residency (4 quarter credits)
ADD6431 * Addiction Studies Internship (4 quarter credits)

Total 48 quarter credits

Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website (www.capella.edu).

**Master of Science (MS) in
Clinical Mental Health Counseling
Degree Program**

Learners in the MS in Clinical Mental Health Counseling degree program who are seeking a professional counselor license in North Carolina must complete at least one 5-quarter-credit practicum course in order to satisfy that state's requirements. Capella University has designed COUN6301 to fulfill the program requirements for these learners or learners from other states who may need a 5-quarter-credit practicum course.

Learners in the MS in Clinical Mental Health Counseling degree program who need to enhance their knowledge in the area of psychopharmacology for licensure purposes may register for PSY7330. This course is in addition to the program requirements.

The CACREP-accredited Master of Science in Clinical Mental Health Counseling degree program is designed to prepare learners to serve as clinical 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.

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 Clinical Mental Health Counseling degree program 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.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Counseling and Human Services Academic Offerings, continued*MS in Clinical Mental Health Counseling Degree Program, continued***Residency Requirement(s):**

Two six-day residencies. See university policy [3.04.05 Attendance at Residencies](#), the [Residencies](#) page on Campus, and the [Residencies](#) section for more information. Also see each graduate school's residency courses.

Practicum/Internship Requirement(s):

Minimum of 100 practicum hours and 600 internship hours. See the following section, [Practicum/Internship Experience](#), for more information.

Twenty-Two Required Courses 90 quarter credits*Core courses:*

COUN5004	Survey of Research in Human Development for Professional Counselors (4 quarter credits)
COUN5006	Survey of Research Methodology (4 quarter credits)
COUN5106	Assessment, Tests, and Measures (4 quarter credits)
COUN5107 *	Principles of Psychopathology and Diagnosis (4 quarter credits)
COUN5108 *	Foundations of Addiction and Addictive Behavior (4 quarter credits)
COUN5217	Ethical and Legal Issues in Professional Counseling (4 quarter credits)
COUN5223	Introduction to Clinical Mental Health Counseling (4 quarter credits)
COUN5225	Human Sexuality (4 quarter credits)
COUN5238	Crisis Assessment and Intervention (4 quarter credits)
COUN5239	Theories of Psychotherapy (4 quarter credits)
COUN5254	Child and Adolescent Counseling (4 quarter credits)
COUN5271	Marriage and Family Systems (4 quarter credits)
COUN5279	Life Planning and Career Development (4 quarter credits)
COUN5336	Counseling and Advocacy with Diverse Populations (4 quarter credits)
COUN5830 *	Mental Health Counseling Approaches and Interventions (4 quarter credits)
COUN5832 *	Group Counseling and Clinical Applications in Mental Health Counseling (4 quarter credits)
COUN6965 *	Applied Research and Program Evaluation in Mental Health Counseling (4 quarter credits)

All academic courses listed below include specific residency or clinical experiences. Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

COUN-R5831 *	Advanced Mental Health Counseling Approaches and Interventions: Residency Track 1 (4 quarter credits)
COUN-R5833 *	Advanced Group Counseling and Clinical Applications in Mental Health Counseling: Residency Track 2 (4 quarter credits)

COUN6302 *	Mental Health Counseling Clinical Practicum (4 quarter credits)
COUN6321 *	Mental Health Counseling Clinical Internship 1 (5 quarter credits)
COUN6322 *	Mental Health Counseling Clinical Internship 2 (5 quarter credits)

Total**90 quarter credits**

Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the [Licensure](#) section for this program on Capella's website (www.capella.edu).

Master of Science (MS) in Marriage and Family Counseling/Therapy Specialization

Learners in the MS in Marriage and Family Counseling/Therapy specialization who need to enhance their knowledge in the area of psychopharmacology for licensure purposes may register for PSY7330. This course is in addition to the specialization requirements.

General Marriage and Family Counseling/Therapy

The COAMFTE- and CACREP-accredited master's General Marriage and Family Counseling/Therapy specialization is designed to prepare learners to assume positions as marriage and family counselors/therapists serving individuals, couples, and families in institutional, public, or private practice settings. The curriculum is built on CACREP counseling standards as well as the core principles of Marriage and Family Therapy education, which include the AAMFT code of ethics; the AAMFT core competencies; and the AMFTRB examination domains, task statements, and knowledge statements. 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 coursework and clinical experience.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Counseling and Human Services Academic Offerings, *continued*

MS in Marriage and Family Counseling/Therapy Specialization, continued

Personal Suitability and Fitness for the Profession
Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) and the American Association for Marriage and Family Therapy (AAMFT) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the Marriage and Family Counseling/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 residencies. See university policy [3.04.05 Attendance at Residencies](#), the [Residencies](#) page on Campus, and the [Residencies](#) section 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-Three Required Courses 92 quarter credits

COUN5004	Survey of Research in Human Development for Professional Counselors (4 quarter credits)
COUN5006	Survey of Research Methodology (4 quarter credits)
COUN5106	Assessment, Tests, and Measures (4 quarter credits)
COUN5107 *	Principles of Psychopathology and Diagnosis (4 quarter credits)
COUN5108 *	Foundations of Addiction and Addictive Behavior (4 quarter credits)
COUN5220	Introduction to Marriage and Family Therapy and Counseling (4 quarter credits)
COUN5222 *	Professional Ethics in Marriage and Family Counseling/Therapy (4 quarter credits)
COUN5232 *	Systemic Approaches to Gender and Sexuality (4 quarter credits)
COUN5239	Theories of Psychotherapy (4 quarter credits)
COUN5270 *	Family Therapy Theory and Methods (4 quarter credits)
COUN5271	Marriage and Family Systems (4 quarter credits)

COUN5273 *	Couple and Marital Therapy (4 quarter credits)
COUN5275 *	Utilizing Systemic Approaches: Infancy Through Adolescence (4 quarter credits)
COUN5336	Counseling and Advocacy with Diverse Populations (4 quarter credits)
COUN5279	Life Planning and Career Development (4 quarter credits)
COUN5820 *	Marriage and Family Counseling/Therapy Theory and Practice (4 quarter credits)
COUN5822 *	Group Counseling and Clinical Applications in Marriage and Family Therapy (4 quarter credits)

All academic courses listed below include specific residency or clinical experiences. Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

COUN-R5821 *	Advanced Marriage and Family Counseling/Therapy Theory and Practice: Residency Track 1 (4 quarter credits)
COUN-R5823 *	Advanced Group Counseling and Clinical Applications in Marriage and Family Therapy: Residency Track 2 (4 quarter credits)
COUN6202 *	Marriage and Family Counseling/Therapy Clinical Practicum (4 quarter credits)
COUN6231 *	Marriage and Family Counseling/Therapy Clinical Internship 1 (4 quarter credits)
COUN6232 *	Marriage and Family Counseling/Therapy Clinical Internship 2 (4 quarter credits)
COUN6233 *	Marriage and Family Counseling/Therapy Clinical Internship 3 (4 quarter credits)

Total 92 quarter credits

Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website (www.capella.edu).

Master of Science (MS) in School Counseling Specialization

General School Counseling

The CACREP-accredited master's General School Counseling specialization is designed to prepare learners to assume positions as school counselors serving a diverse population of students in public or private elementary, middle, and high school settings. Built on national standards and models, the curriculum offers a comprehensive approach to effectively deliver and manage contemporary school counseling programs and emphasizes assessment; intervention; individual and group counseling; classroom guidance; consultation and collaboration with teachers, parents, and the community; and advocacy of systemic change in the P–12 environment. Learners engage in academic study and skills training during which they demonstrate various counseling approaches for working with P–12 children and adolescents. This specialization requires coursework and clinical experience.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) and the American School Counselor Association (ASCA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the General School 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 residencies. See university policy [3.04.05 Attendance at Residencies](#), the [Residencies](#) page on Campus, and the [Residencies](#) section for more information. Also see each graduate school's residency courses.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Counseling and Human Services Academic Offerings, continued*MS in School Counseling
Specialization, continued***Practicum/Internship Experience Requirement(s):**

Minimum of 100 practicum hours and 600 internship hours. See the following section, **Practicum/Internship Experience**, for more information.

Eighteen Required Courses 72 quarter credits

COUN5004	Survey of Research in Human Development for Professional Counselors (4 quarter credits)
COUN5006	Survey of Research Methodology (4 quarter credits)
COUN5106	Assessment, Tests, and Measures (4 quarter credits)
COUN5217	Ethical and Legal Issues in Professional Counseling (4 quarter credits)
COUN5240	Theories of Counseling and Guidance for Children and Adolescents (4 quarter credits)
COUN5241 *	Group Counseling and Psychotherapy (4 quarter credits)
COUN5246 *	Contemporary Issues in School Counseling (4 quarter credits)
COUN5279	Life Planning and Career Development (4 quarter credits)
COUN5280	Introduction to School Counseling (4 quarter credits)
COUN5284	School Counseling Program Development and Evaluation (4 quarter credits)
COUN5336	Counseling and Advocacy with Diverse Populations (4 quarter credits)
COUN5338	Crisis Intervention, Trauma Response, and Emergency Management (4 quarter credits)
COUN6915 *	School Counseling Integrative Project (4 quarter credits)

All academic courses listed below include specific residency, practice, or counseling skills experiences. Learners must complete prerequisites to be eligible to complete each course in the sequence.

COUN-R5811*	Counseling Approaches and Techniques: School Counseling Residency Track 1 (4 quarter credits)
COUN-R5813 *	Advanced Counseling Approaches and Group Techniques: School Counseling Residency Track 2 (4 quarter credits)
COUN6102 *	School Counseling Practicum (4 quarter credits)
COUN6131 *	School Counseling Internship 1 (4 quarter credits)
COUN6132 *	School Counseling Internship 2 (4 quarter credits)

Total 72 quarter credits

Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website (www.capella.edu).

Arkansas and Kentucky residents are not eligible to enroll in this degree program.

Residencies**Addiction Studies**

The residency requirement for the Master of Science in Addiction Studies degree program is satisfied by completion of an online course consisting of pre- and post-residency activities and a six-day residency experience (**ADD-R5941**). The residency for the Master of Science in Addiction Studies degree program requires learners to receive a minimum of 40 total hours of training and practice in the areas of interventions assessment, diversity, culture, and ethics. Learners must have completed the residency requirement prior to starting their internship course (**ADD6431**).

Clinical Mental Health Counseling

The residency requirement for the Master of Science in Clinical Mental Health Counseling degree program is satisfied by the completion of two online courses, each consisting of a six-day residency (**COUN-R5831 and COUN-R5833**). Learners must have completed the residency requirement prior to starting their practicum (**COUN6302**) or final integrative project (**COUN6965**). Each residency experience for the Master of Science in Clinical Mental Health Counseling degree program requires learners to receive a minimum of 40 total hours of training and practice in the areas of counseling theory and intervention, assessment, multicultural issues, legal and ethical issues, group counseling, and advanced counseling/therapy. Through the counseling residencies, learners gain a stronger sense of academic community by networking and discussing concepts and issues in the field of professional counseling. This experience provides a learning environment that fosters the application of critical thinking and integrated knowledge to professional issues.

Marriage and Family Counseling/Therapy

The residency requirement for the Master of Science in Marriage and Family Counseling/Therapy degree program is satisfied by the completion of two online courses, each consisting of a six-day residency (**COUN-R5821 and COUN-R5823**). Learners must have completed the residency requirement prior to starting their practicum (**COUN6202**). Each residency experience for the Master of Science in Marriage and Family Counseling/Therapy degree program requires learners to receive a minimum of 40 total hours of training and practice in the areas of counseling theory and intervention, assessment, multicultural issues, legal and ethical issues, group counseling, and advanced counseling/therapy. Through the counseling residencies, learners gain a stronger sense of academic community by networking and discussing concepts and issues in the field of professional counseling. This experience provides a learning environment that fosters the application of critical thinking and integrated knowledge to professional issues.

School Counseling

The residency requirement for the Master of Science in School Counseling degree program is satisfied by the completion of two residency tracks, each consisting of an online coursework and a six-day residency (**COUN-R5811 and COUN-R5813**). Learners must have completed the residency requirement prior to starting their practicum (**COUN6102**) or final integrative project (**COUN6915**). Each residency experience for the Master of Science in School Counseling degree program requires learners to receive a minimum of 40 total hours of training and practice in the areas of counseling skills, intervention, assessment, diversity, culture, and ethics.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Counseling and Human Services Academic Offerings, *continued*

Practicum/Internship Experience

Addiction Studies

Learners enrolled in the Master of Science in Addiction Studies degree program complete supervised onsite fieldwork experience as a requirement of their program. The internship (ADD6431) is an online course that requires completion of 300 hours of supervised fieldwork experience performed at an approved fieldwork site. Learners apply the skills developed throughout the course of their program while working in an addiction treatment recovery clinic, agency, or other setting that provides addiction treatment services.

Clinical Mental Health Counseling

Learners enrolled in the Master of Science in Clinical Mental Health Counseling degree program complete supervised onsite counseling experiences as a requirement of their program. The practicum and internship experiences consist of the following online courses and supervised field work:

The practicum (COUN6302) is an online course that requires completion of 100 hours of supervised counseling experience performed at an approved fieldwork site. Learners apply the skills developed throughout the course of their program while working in a school, clinic, agency, or other setting that provides counseling services.

The internships (COUN6321 and COUN6322) are two online courses that require 600 total hours of experience completed under supervision at an approved fieldwork site. Learners may register for a third or fourth internship course (COUN6333 and COUN6334) should they need additional time or need to meet additional requirements for state licensure. The internships include a more intensive experience at the fieldwork site where learners continue to demonstrate the counseling competencies and proficiencies required in their program.

Learners should consult the *Counselor Education Fieldwork Manual* for a full description of the practicum/internship experience and all fieldwork requirements.

Marriage and Family Counseling/Therapy

Learners enrolled in the Master of Science in Marriage and Family Counseling/Therapy degree program complete supervised onsite counseling experiences as a requirement of their program. The practicum and internship experiences consist of direct client contact (individual, couple, family, and group), supervision on site, and non-direct clinical activities such as clinical staffings, documentation, and training.

The practicum (COUN6202) is an online course that requires completion of 100 hours of supervised counseling experience performed at

an approved fieldwork site. Learners apply the skills developed throughout the course of their program while working in a school, clinic, agency, or other setting that provides counseling services.

The internships (COUN6231, COUN6232, and COUN6233) are online-directed courses that require 600 total hours of experience completed under supervision at an approved fieldwork site. Learners may register for additional internship courses should they need additional time or need to meet additional requirements for state licensure. The internships include a more intensive experience at the fieldwork site where learners continue to demonstrate the counseling competencies and proficiencies required in their program.

Learners should consult the *Counselor Education Fieldwork Manual* for a full description of the practicum/internship experience and all fieldwork requirements.

School Counseling

Learners enrolled in the Master of School Counseling degree program complete supervised onsite counseling experiences as a requirement of their program. The practicum and internship experiences consist of the following online courses and supervised field work:

The practicum (COUN6102) is an online course that requires completion of 100 hours of supervised counseling experience performed at an approved fieldwork site. Learners apply the skills developed throughout the course of their program while working in a school, clinic, agency, or other setting that provides counseling services.

The internships (COUN6131 and COUN6132) are two online courses that require 600 total hours of experience completed under supervision at an approved fieldwork site. Learners may register for a third or fourth internship course (COUN6333 and COUN6334) should they need additional time or need to meet additional requirements for state licensure. The internships include a more intensive experience at the fieldwork site where learners continue to demonstrate the counseling competencies and proficiencies required in their program.

Learners should consult the *Counselor Education Fieldwork Manual* for a full description of the practicum/internship experience and all fieldwork requirements.

Graduate Counseling Certificate Programs

Contemporary Theory in Addictive Behavior

The Contemporary Theory in Addictive Behavior graduate certificate is designed for professionals who want to increase their knowledge of substance abuse, addiction, and compulsive behaviors. This graduate certificate is not designed to meet licensure requirements for the counseling professions.

Five Required Courses	20 quarter credits
COUN5004	Survey of Research in Human Development for Professional Counselors (4 quarter credits)
COUN5258	Group Therapy and Treatment of Compulsive and Addictive Behaviors (4 quarter credits)
COUN5260	Theories of Addiction Treatment (4 quarter credits)
COUN5262	Interventions with Substance Abuse and Dependence (4 quarter credits)
COUN5264	Current Issues in Compulsive and Addictive Behavior Treatment (4 quarter credits)
Total	20 quarter credits

Contemporary Theory in Couple and Family Systems

The Contemporary Theory in Couple and Family Systems graduate certificate is designed for professionals who want to increase their knowledge of couple and family therapy. This graduate certificate is not designed to meet licensure requirements for the counseling professions.

Five Required Courses	20 quarter credits
COUN5004	Survey of Research in Human Development for Professional Counselors (4 quarter credits)
COUN5220	Introduction to Marriage and Family Therapy and Counseling (4 quarter credits)
COUN5270*	Family Therapy Theory and Methods (4 quarter credits)
COUN5271	Marriage and Family Systems (4 quarter credits)
COUN5273 *	Couple and Marital Therapy (4 quarter credits)
Total	20 quarter credits

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Counseling and Human Services Academic Offerings, continued*Graduate Counseling Certificate Programs, continued***Contemporary Theory in Mental Health Services**

The Contemporary Theory in Mental Health Services graduate certificate is designed for professionals who want to increase their knowledge of assessment and treatment of mental health issues. This graduate certificate is not designed to meet licensure requirements for the counseling professions.

Five Required Courses		20 quarter credits
COUN5004	Survey of Research in Human Development for Professional Counselors (4 quarter credits)	
COUN5217	Ethical and Legal Issues in Professional Counseling (4 quarter credits)	
COUN5223	Introduction to Clinical Mental Health Counseling (4 quarter credits)	
COUN5239	Theories of Psychotherapy (4 quarter credits)	
COUN5336	Counseling and Advocacy with Diverse Populations (4 quarter credits)	
Total		20 quarter credits

Doctor of Philosophy (PhD) in Human Services Specializations**Multidisciplinary Human Services**

The doctoral Multidisciplinary Human Services specialization is designed to help learners develop as human services leaders that use a multidisciplinary approach to solve complex social problems, create innovative solutions, and facilitate change that incorporates research and practice. Learners engage in a curriculum that focuses on leading change, program development and management, strategic planning, research, and ethics. Learners also have the opportunity to choose their elective curriculum, providing them with the flexibility to develop a program of study that reflects their professional goals and interests. Successful graduates of this specialization are prepared to apply multidisciplinary knowledge and skills in a variety of leadership roles and settings.

Residency Requirement(s):

Three six-week courses with a four-day embedded residency experience (DRS-R8925, DRS-R8926, DRS-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Eighteen Required Courses **64 quarter credits**

HMSV8002	Multidisciplinary Practice and Case Analysis for Doctoral Learners (4 quarter credits)
HMSV8120 *	Advanced Qualitative Research Methods in Human Services (4 quarter credits)
HMSV8130 *	Advanced Quantitative Research Methods in Human Services (4 quarter credits)
HMSV8140 *	Advanced Research Methods in Human Services (4 quarter credits)
HS8213	Program Development and Management (4 quarter credits)
HS8216	Strategic Planning and Organizational Effectiveness (4 quarter credits)
HS8413	Social Influences of Behavior (4 quarter credits)
HS8515	Ethics and Decision Making in Human Services (4 quarter credits)
HS8604 *	Advanced Communication Skills for the Human Services Leader (4 quarter credits)
PSL7860 *	Survey of Research Methods (4 quarter credits)
DRS-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
DRS-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
DRS-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Upon completion of all required coursework:

HS9919 * Doctoral Comprehensive Examination (3 quarter credits)

Learners must register for HS9960 a minimum of four times to fulfill their specialization requirements.

HS9960 * Dissertation Courseroom (3 quarter credits each)

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

Total **92 quarter credits**

Nonprofit Management and Leadership

The doctoral Nonprofit Management and Leadership specialization is designed for professionals with a master's degree in business, administration, human services, counseling, or a related field, who want to teach in higher education, develop innovative solutions to address social problems, or contribute to the nonprofit management and leadership body of knowledge through research. The curriculum focuses on leadership, organizational and community collaboration, nonprofit culture and cultural context, management strategies, and global nongovernmental organizations (NGOs). Learners engage in a curriculum that employs simulations, group problem solving, and real-time coaching to gain knowledge of fund development, public policy, program evaluation, and performance improvement in the nonprofit sector. Upon successful completion of this specialization, learners are prepared to pursue advanced positions as nonprofit leaders or consultants.

Residency Requirement(s):

Three six-week courses with a four-day embedded residency experience (DRS-R8925, DRS-R8926, DRS-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Twenty-Five Required Courses **92 quarter credits****Core courses:**

HMSV8002	Multidisciplinary Practice and Case Analysis for Doctoral Learners (4 quarter credits)
HMSV8120 *	Advanced Qualitative Research Methods in Human Services (4 quarter credits)
HMSV8130 *	Advanced Quantitative Research Methods in Human Services (4 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Counseling and Human Services Academic Offerings, continued*PhD in Human Services
Specializations, continued*

HMSV8140 *	Advanced Research Methods in Human Services (4 quarter credits)
HS8300	Diversity in the Workplace (4 quarter credits)
PSL7860 *	Survey of Research Methods (4 quarter credits)
PSL8106	Epistemology of Practice Knowledge (4 quarter credits)
DRS-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
DRS-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
DRS-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Specialization courses:

NPL7104	Leadership, Governance, and Ethics (4 quarter credits)
NPL8208	Advanced Fund Development Philosophy and Practice (4 quarter credits)
NPL7304	Financial Analysis and Reporting for Nonprofit Leaders (4 quarter credits)
NPL7308	Leading Resource Performance in Nonprofit Organizations (4 quarter credits)
NPL7608	Nonprofit Marketing, Public Policy, and Advocacy (4 quarter credits)
NPL8304	Collaboration, Coalitions, and Public Relations (4 quarter credits)
NPL8308	Nonprofit Legal Issues (4 quarter credits)
NPL8312	Program Evaluation and Research Application in the Nonprofit Sector (4 quarter credits)
NPL7704	Strategy and Performance in Nonprofit Organizations (4 quarter credits)
NPL8704	Innovation and Future Trends in the Social Sector (4 quarter credits)

Upon completion of all required coursework:

HS9919 *	Doctoral Comprehensive Examination (3 quarter credits)
----------	--

Learners must register for HS9960 a minimum of four times to fulfill their specialization requirements.

HS9960 *	Dissertation Coursework (3 quarter credits each)
----------	--

Total 92 quarter credits

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 six-week courses with a four-day embedded residency experience (DRS-R8925, DRS-R8926, DRS-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Twenty-Three Required Courses 84 quarter credits*Core courses:*

HMSV8002	Multidisciplinary Practice and Case Analysis for Doctoral Learners (4 quarter credits)
HMSV8120 *	Advanced Qualitative Research Methods in Human Services (4 quarter credits)
HMSV8130 *	Advanced Quantitative Research Methods in Human Services (4 quarter credits)
HMSV8140 *	Advanced Research Methods in Human Services (4 quarter credits)
HS8300	Diversity in the Workplace (4 quarter credits)
HS8415	Advanced Professional Scientific Ethics (4 quarter credits)
PSL7860 *	Survey of Research Methods (4 quarter credits)
PSL8106	Epistemology of Practice Knowledge (4 quarter credits)
DRS-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
DRS-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
DRS-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Specialization courses:

HS8103	Principles and Practices of Social Work (4 quarter credits)
HS8413	Social Influences of Behavior (4 quarter credits)
HS8453	Prevention and Causes of Child Abuse (4 quarter credits)
HS8476	Methods of Family Research (4 quarter credits)

HS8478	The Family in Social Context (4 quarter credits)
HS8745	Grief and Bereavement Counseling (4 quarter credits)
HS8764	Contemporary Issues in Compulsive and Addictive Behavior Treatment (4 quarter credits)

Upon completion of all required coursework:

HS9919 *	Doctoral Comprehensive Examination (3 quarter credits)
----------	--

Learners must register for HS9960 a minimum of four times to fulfill their specialization requirements.

HS9960 *	Dissertation Coursework (3 quarter credits each)
----------	--

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

Total 92 quarter credits

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Counseling and Human Services Academic Offerings, continued**Doctor of Human Services (DHS) Specializations****Advanced Program Evaluation and Data Analytics**

The doctoral Advanced Program Evaluation and Data Analytics specialization is designed for supervisors and leaders in the human services field who wish to advance their careers in human services analytics. Throughout the specialization, learners develop and demonstrate their understanding of organizational performance and advanced program evaluation, as well as the various reporting solutions, technological policies and processes, and statistical methods used in the field. Successful graduates of this specialization are prepared to address human services trends by using data analytics, program evaluation and design tools, and funding and financial management strategies. This specialization is not designed to meet licensure requirements for counseling or social work professions.

Sixteen Required Courses 60 quarter credits

Core courses:

HMSV8002	Multidisciplinary Practice and Case Analysis for Doctoral Learners (4 quarter credits)
HMSV8110	Action Research Methods in Human Services (4 quarter credits)
HMSV8212 *	Advanced Ethics and Leadership for Diverse Populations (4 quarter credits)
HMSV8214	Funding and Grant Writing Skills for Human Services (4 quarter credits)
HMSV8216	Advanced Program Design in Human Services (4 quarter credits)
HMSV8218	Advanced Data Analytics and Program Evaluation in Human Services (4 quarter credits)
HMSV8700	Keystone: Determining Readiness for the Professional Doctorate Project (4 quarter credits)

Specialization courses:

HMSV8502	Organizational Performance and Advanced Program Evaluation (4 quarter credits)
HMSV8512 *	Advanced Leadership for Human Services Analytics (4 quarter credits)
HMSV8516 *	Advanced Reporting Solutions in Human Services Analytics (4 quarter credits)
HMSV8520 *	Information Technology Policies and Processes in Human Services (4 quarter credits)
HMSV8524 *	Advanced Statistical Methods in Human Services Analytics (4 quarter credits)

Learners must register for HMSV9971 a minimum of four times to fulfill their specialization requirements.

HMSV9971 * Doctoral Capstone (3 quarter credits each)

Three Elective Courses 12 quarter credits

Choose any graduate course(s).

Total 72 quarter credits

Leadership and Organizational Management

The doctoral Leadership and Organizational Management specialization focuses on increasing organizational effectiveness through strategic planning and evidence-based best practices and behaviors. Throughout the specialization, learners gain and apply skills in effective negotiation and mediation, conflict management, and creating effective collaboration across an organization. This specialization is not designed to meet licensure requirements for counseling or social work professions.

Sixteen Required Courses 60 quarter credits

Core courses:

HMSV8002	Multidisciplinary Practice and Case Analysis for Doctoral Learners (4 quarter credits)
HMSV8110	Action Research Methods in Human Services (4 quarter credits)
HMSV8212 *	Advanced Ethics and Leadership for Diverse Populations (4 quarter credits)
HMSV8214	Funding and Grant Writing Skills in Human Services (4 quarter credits)
HMSV8216	Advanced Program Design in Human Services (4 quarter credits)
HMSV8218	Advanced Data Analytics and Program Evaluation in Human Services (4 quarter credits)
HMSV8700	Keystone: Determining Readiness for the Professional Doctorate Project (4 quarter credits)

Specialization courses:

HMSV8304	Strategic Planning and Organizational Effectiveness for Human Services (4 quarter credits)
HMSV8320 *	Effective Negotiation and Mediation Skills for Human Services Leaders (4 quarter credits)
HMSV8404	Leadership Theory and Practice in For-Profit, Nonprofit, and Government Human Services Programs (4 quarter credits)
HMSV8406	Community Collaboration and Outreach in Human Services (4 quarter credits)
HMSV8408	Advanced Financial Management in For-Profit, Nonprofit, and Government Human Services Programs (4 quarter credits)

Learners must register for HMSV9971 a minimum of four times to fulfill their specialization requirements.

HMSV9971 * Doctoral Capstone (3 quarter credits each)

Three Elective Courses 12 quarter credits

Choose any graduate course(s).

Total 72 quarter credits

Master of Science (MS) in Human Services Specializations**Leadership and Organizational Management**

The master's Leadership and Organizational Management specialization focuses on the human behavior theories, research, and knowledge needed to address demographic and social trends, as well as organizational integration practices within the community. This specialization uses a multidisciplinary approach to decision making and promoting collaboration among various stakeholders within the public service field. Throughout the specialization, learners examine the ways in which research informs the delivery of human services, with particular emphasis on advocacy, legal and ethical issues, and working with culturally diverse populations. This specialization is not designed to meet licensure requirements for counseling or social work professions.

Eleven Required Courses 44 quarter credits

Core courses:

HMSV5002	Theory and Application in Human Services (4 quarter credits)
HMSV5316	The Effective Use of Analytics in Human Services (4 quarter credits)
HMSV5320 *	Ethical Practice in Human Services (4 quarter credits)
HMSV5390	Interpersonal and Leadership Skills for Human Services Professionals (4 quarter credits)
HMSV5334	Diversity and Inclusion in Human Services (4 quarter credits)
HMSV5993 *	Human Services Capstone for Master's Learners (4 quarter credits)

Specialization courses:

HMSV5314	Program Development and Evaluation in Human Services (4 quarter credits)
HMSV5340	Leading in For-Profit, Nonprofit, and Government Organizations (4 quarter credits)
HMSV5410	Financial Management and Budgeting in Human Service Organizations (4 quarter credits)
HMSV5420	Developing Innovative Human Service Organizations (4 quarter credits)
HMSV5430 *	Leading Adaptive Organizational Systems in Human Services (4 quarter credits)

One Elective Course 4 quarter credits

Choose any graduate course(s).

Total 48 quarter credits

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Counseling and Human Services Academic Offerings, *continued*

MS in Human Services Specializations, continued

Program Evaluation and Data Analytics

The master's Program Evaluation and Data Analytics specialization is designed for entry-level professionals who wish to advance their careers in human services analytics. Successful graduates of this specialization are prepared to assume leadership roles in an agency, conduct program evaluations, utilize data analytics, and effectively manage organizations. This specialization is not designed to meet licensure requirements for counseling or social work professions.

Ten Required Courses 40 quarter credits

Core courses:

- HMSV5002 Theory and Application in Human Services (4 quarter credits)
- HMSV5316 The Effective Use of Analytics in Human Services (4 quarter credits)
- HMSV5320 * Ethical Practice in Human Services (4 quarter credits)
- HMSV5390 Interpersonal and Leadership Skills for Human Services Professionals (4 quarter credits)
- HMSV5334 Diversity and Inclusion in Human Services (4 quarter credits)
- HMSV5993 * Human Services Capstone for Master's Learners (4 quarter credits)

Specialization courses:

- HMSV5500 Foundations in Human Services Analytics (4 quarter credits)
- HMSV5510 * Data Sources in Human Services Analytics (4 quarter credits)
- HMSV5520 * Reporting Solutions in Human Services Analytics (4 quarter credits)
- HMSV5530 * Statistical Methods in Human Services Analytics (4 quarter credits)

Two Elective Courses 8 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 individuals who are focused on helping individuals and communities in nonprofit, for-profit, or government settings. Throughout the specialization, learners gain the skills they need to manage services, track and identify trends within communities and organizations, evaluate appropriate programs to meet identified needs, and advocate for those they serve. Successful graduates of this specialization are prepared to pursue leadership roles in a variety of diverse work settings. This specialization is not designed to meet licensure requirements for counseling or social work professions.

Nine Required Courses 36 quarter credits

Core courses:

- HMSV5002 Theory and Application in Human Services (4 quarter credits)
- HMSV5316 The Effective Use of Analytics in Human Services (4 quarter credits)
- HMSV5320 * Ethical Practice in Human Services (4 quarter credits)
- HMSV5390 Interpersonal and Leadership Skills for Human Services Professionals (4 quarter credits)
- HMSV5334 Diversity and Inclusion in Human Services (4 quarter credits)
- HMSV5993* Human Services Capstone for Master's Learners (4 quarter credits)

Specialization courses:

- HMSV5314 Program Development and Evaluation in Human Services (4 quarter credits)
- HMSV5340 Leading in For-Profit, Nonprofit, and Government Organizations (4 quarter credits)
- HMSV5402 Social Change and Public Policy in Human Services (4 quarter credits)

Three Elective Courses 12 quarter credits

Recommended elective courses:

- HS8478 The Family in Social Context (4 quarter credits)
- SHB8775 Issues in Aging, Grief, and Bereavement (4 quarter credits)

OR

Choose any graduate course(s).

Total 48 quarter credits

Graduate Human Services Certificate Programs

Nonprofit Management and Leadership

The Nonprofit Management and Leadership graduate certificate is designed for professionals who want to increase their knowledge of the nonprofit sector as it relates to nature, role, and societal impact from local and global perspectives. This graduate certificate addresses fundamental concepts and issues in nonprofit governance, strategic planning, program evaluation, fund development, fund management, and cross-sector collaboration.

Four Required Courses 16 quarter credits

- NPM5010 Nonprofit Governance and Accountability (4 quarter credits)
- MPA5014 Nonprofit Organizational Performance and Program Evaluation (4 quarter credits)
- NPM5018 Fund Development and Management (4 quarter credits)
- NPM6008 Nonprofit Strategic and Operational Planning (4 quarter credits)

Total 16 quarter credits

Social and Community Services

The Social and Community Services graduate certificate is designed for professionals who desire greater knowledge in the fundamentals of social and community services. The Social and Community Services graduate certificate is not designed to meet licensure requirements for the social work professions.

Four Required Courses 16 quarter credits

- HS5401 History of Social Welfare (4 quarter credits)
- HS5423 Philosophy of Social Work (4 quarter credits)
- HS5436 Utilization of Community Resources (4 quarter credits)
- HS8478 The Family in Social Context (4 quarter credits)

Total 16 quarter credits

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Counseling and Human Services Academic Offerings, *continued***Doctor of Philosophy (PhD) in
Advanced Studies in Human
Behavior Specialization****General Advanced Studies in
Human Behavior**

The PhD General Advanced Studies in Human Behavior specialization is designed for learners pursuing advanced educational, consultative, or leadership roles in institutional, public, or private settings. Throughout the specialization, learners develop breadth and depth of knowledge in contemporary issues in human behavior, including issues specific to children and adolescents, families, eating disturbances, addictive behaviors, and aging and grief. Learners also focus on the significance of ethics in working with diverse populations in social and behavioral settings. This specialization is not designed to meet licensure or certification requirements in the area of applied behavioral analysis, or for the counseling, psychology, or social work professions.

Residency Requirement(s):

Three six-week courses with a four-day embedded residency experience (DRS-R8925, DRS-R8926, DRS-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Twenty-Four Required Courses 88 quarter credits

SHB8002	Advanced Research in Adult Human Development and Behavior (4 quarter credits)
HMSV8120 *	Advanced Qualitative Research Methods in Human Services (4 quarter credits)
HMSV8130 *	Advanced Quantitative Research Methods in Human Services (4 quarter credits)
HMSV8140 *	Advanced Research Methods in Human Services (4 quarter credits)
HS8478	The Family in Social Context (4 quarter credits)
SHB8100	Fundamentals of Social Science Research (4 quarter credits)
SHB8101	Interdisciplinary Leadership in Social and Behavioral Sciences (4 quarter credits)
SHB8315	Advanced Program Design (4 quarter credits)
SHB8316	Advanced Program Evaluation (4 quarter credits)
SHB8331	Advanced Child and Adolescent Studies (4 quarter credits)
SHB8441	Advanced Ethics and Leadership in Studies in Human Behavior (4 quarter credits)
SHB8551	Advanced Contemporary Issues in Studies in Human Behavior (4 quarter credits)
SHB8661	Risk and Resiliency in Diverse Populations (4 quarter credits)

SHB8775	Issues in Aging, Grief, and Bereavement (4 quarter credits)
SHB8810	Advanced Issues in Eating Disturbances (4 quarter credits)
SHB8811	Advanced Issues in Addictive Behaviors (4 quarter credits)
DRS-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
DRS-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
DRS-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Upon completion of all required coursework:

SHB9919 *	Doctoral Comprehensive Examination (3 quarter credits)
-----------	--

Learners must register for SHB9960 a minimum of four times to fulfill their specialization requirements.

SHB9960 *	Dissertation Coursework (3 quarter credits each)
-----------	--

Four Elective Courses 16 quarter credits

Choose any graduate courses related to human behavior within the fields of psychology, counseling, social work, human services, health care, public administration, education, or business.

Total	104 quarter credits
--------------	----------------------------

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

School of Education

Program Descriptions and Information

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.

Education Degree Programs

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.

Doctor of Education (EdD)

The School of Education's Doctor of Education (EdD) degree program 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.

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 Education (MEd) in Teaching and Learning

The Master of Education (MEd) in Teaching and Learning degree program is designed for current educators seeking to become master teachers and educational innovators in their schools and districts. The program provides learners with 21st-century knowledge and skills to deepen their understanding of how curriculum and assessment innovations, pedagogical methods, technology integration, and cultural competency interplay to foster and improve student learning. Through rigorous and relevant curriculum, teachers apply their learning in their daily classrooms to create immediate impact for their students, classrooms, and schools. Learners who pursue this specialization through the FlexPath option earn a Master of Education (MEd) in Teaching and Learning through self-paced demonstrations of competencies.

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.

Master of Science (MS) in Education Innovation and Technology

The Master of Science in Education Innovation and Technology degree program provides learners with the knowledge and skills necessary to leverage 21st-century digital tools and resources in order to maximize learning for all K–12 students. The core curriculum's strong foundation in using technology to promote innovation and change in school settings provides learners with opportunities to apply their new learning to classroom- and school-based interventions and instruction that engages students and positively impacts their learning.

Master of Science (MS) in Higher Education

The School of Education's Master of Science in Higher Education 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 field. The degree program focuses on acquisition and application of relevant learning theory, leadership and administration, the needs of diverse learners, 21st-century trends, innovation in various fields of postsecondary education, the use of technologies, and assessment and learning. Learners document career and program achievements through an integrated career portfolio.

Graduate 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.

Learning Formats

Capella University offers two pathways for completing degree and certificate programs: the original GuidedPath, which is structured in credit hours and in which learners earn grades; and the innovative FlexPath, which is a self-paced, non-credit bearing, direct assessment pathway to earning the same degree or certificate. Both pathways are delivered online and, in both, learning is measured through the demonstration of competencies.

School of Education, *continued*

GuidedPath

GuidedPath allows learners to earn a Capella degree or certificate by demonstrating competencies through structured weekly assignments and interactions with faculty and peers in the online courseroom. Faculty offer substantive feedback on and assign grades to learners' coursework. Courses are offered in a traditional quarter-based academic calendar. The degree or certificate and its specialization are awarded upon completion of the learner's program requirements. All Capella programs are offered in the GuidedPath delivery model, unless otherwise noted.

FlexPath

FlexPath allows learners to earn a Capella degree or certificate through the demonstration of competencies on assessments completed at one's own pace. Learners prepare for assessments through self-designed study, which may include work experience and resources recommended by faculty and tutors. Faculty provide substantive feedback on and evaluate learners' assessments in terms of the level of competency demonstration, rather than assigning grades. FlexPath has a flat-rate tuition for a subscription period of 12 weeks, during which learners may be registered for two courses concurrently; learners may complete courses at their own pace but must complete a course within the subscription period. The degree or certificate and its specialization are awarded upon completion of the learner's program.

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.

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 Acknowledgment](#) 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 Campus.



Amy Smith, PhD
Dean of Education

A Message from the Dean of Education

The School of Education at Capella University is at the forefront of dramatic advancements in educational technologies and personalized learning environments—increasing diversity of learners and educators, and focusing on workforce development. Because of this, we are uniquely positioned to prepare you for the professional, technological, and intellectual challenges of the 21st-century educational environment.

All of the School's faculty members have earned terminal degrees in their fields. They engage in research and scholarly activities that enhance their fields, inform their teaching practice, and enhance Capella's reputation among graduate education programs. With a focus on excellence in teaching in the online environment, and deep commitment to every learner's success, our faculty have helped learner's earn rewarding career promotions, and enabled learners to change the trajectories of their institutions and companies.

At the Capella School of Education, graduate learners can truly engage with a committed, strongly-networked community of scholar-practitioners. You are welcome here—you are valued here—you will prosper here.

Amy Smith, PhD
Dean of Education

School of Education Academic Offerings, *continued*

Degree Programs	Specializations			Certificate Programs	Emphases						Multiple Specializations (must be within the same degree program)
	General	Higher Education and Training	P-12		District Leadership	School Leadership	Standards-Based English Language Arts	Standards-Based Math	Standards-Based Science	Standards-Based Social Studies	
Master of Science (MS) in Education Innovation and Technology	General Educational Technology										
			Competency-Based Instruction								
			Instruction in the 1:1 Environment								
			Personalized Learning								
Master of Science (MS) in Higher Education			Professional Growth and Development								
		Adult Education									
		Higher Education Leadership and Administration									
		Integrative Studies									
				Post-Master's Certificate in Adult Education Leadership							
				Post-Master's Certificate in College Teaching							
				Post-Master's Certificate in Curriculum and Instruction							
				Post-Master's Certificate in Educational Leadership and Management							
				Post-Master's Certificate in Leadership and Accountability							
				Post-Master's Certificate in Leadership for Higher Education							
				Post-Master's Certificate in Performance Improvement Leadership							
				Post-Master's Certificate in Postsecondary and Adult Education							
				Post-Master's Certificate in Professional Studies in Education							
				Post-Master's Certificate in Research							
				Graduate Certificate in Adult Education							
				Graduate Certificate in Competency-Based Instruction							
				Graduate Certificate in Higher Education and Leadership Administration							
				Graduate Certificate Instruction in the 1:1 Environment							
				Graduate Certificate in Personalized Learning							
				Graduate Certificate in Professional Growth and Development							

Education Academic Offerings, *continued*

Doctor of Philosophy (PhD) in Education Specializations

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 six-week courses with a four-day embedded residency experience (ED-R8925, ED-R8926, ED-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Twenty-Three Required Courses 84 quarter credits

Core courses:

EDD8000	Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)
ED8112	Educational Research Methods (4 quarter credits)
ED8102 *	Introduction to Qualitative Research (4 quarter credits)
ED8132 *	Educational Quantitative Research 1 (4 quarter credits)
ED7108 *	Imperatives for Educational Leaders (4 quarter credits)
ED7088	Applying Research in an Academic Writing Process (4 quarter credits)
ED-R8925	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
ED-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
ED-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Specialization courses:

ED7820	Principles of Educational Administration (4 quarter credits)
ED7537	Emerging Technology and Multimedia for Curriculum and Instruction (4 quarter credits)
ED8533 *	Advanced Curriculum Mapping: Reflection and Practice (4 quarter credits)
ED8534 *	Advanced Instruction and Assessment: Theory and Practice (4 quarter credits)

ED8535 *	Advanced Collaboration for the Improvement of Curriculum and Instruction (4 quarter credits)
ED8536 *	Advanced Application of Research for the Improvement of Curriculum and Instruction (4 quarter credits)
ED8538	Advanced Curriculum and Instruction: Program Evaluation (4 quarter credits)
ED8550 *	Curriculum and Instruction Internship 1 (4 quarter credits)
ED8551 *	Curriculum and Instruction Internship 2 (4 quarter credits)

Upon completion of all required coursework:

EDCN9919 * Doctoral Comprehensive Examination (3 quarter credits)

Learners must register for EDCN9960 a minimum of four times to fulfill their specialization requirements.

EDCN9960 * Dissertation Courseroom (3 quarter credits each)

Two Elective Courses 8 quarter credits

Recommended elective courses:

ED5504	Strategies for Eliminating the Achievement Gap (4 quarter credits)
ED7106	Curriculum Development (4 quarter credits)

OR

Choose any graduate course(s).

Total 92 quarter credits

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement

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 teacher leadership, instructional strategies, creating effective learning environments, enhancing diversity, and learning theory. This specialization allows learners to share knowledge and experiences and demonstrate innovative and timely theory, research, and practice.

Residency Requirement(s):

Three six-week courses with a four-day embedded residency experience (ED-R8925, ED-R8926, ED-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Twenty Required Courses 72 quarter credits

Core courses:

EDD8000	Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)
ED8112	Educational Research Methods (4 quarter credits)
ED8102 *	Introduction to Qualitative Research (4 quarter credits)
ED8515	Advanced Action Research for Teacher-Leaders (4 quarter credits)
ED8132*	Educational Quantitative Research 1 (4 quarter credits)
ED7088	Applying Research in an Academic Writing Process (4 quarter credits)
ED-R8925	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
ED-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
ED-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Specialization courses:

ED5516	Adult Learning and Professional Development (4 quarter credits)
ED7014	Leading Diverse Schools (4 quarter credits)
ED7701	Educational Philosophy and Change (4 quarter credits)
ED7818	The Future of Teaching and Learning: Issues for the Educational Leader (4 quarter credits)
ED8111	The Historical and Social Foundations of Education (4 quarter credits)
ED8502	Advanced Learning Theory and Instructional Practice (4 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Education Academic Offerings, continuedPhD in Education Specializations, continued

Upon completion of all required coursework:

EDCN9919 * Doctoral Comprehensive Examination
(3 quarter credits)

Learners must register for EDCN9960 a minimum of four times to fulfill their specialization requirements.

EDCN9960 * Dissertation Courseroom
(3 quarter credits each)

Five Elective Courses 20 quarter credits

Recommended elective courses:

ED5508	Research and Best Practices in Mathematics Instruction (4 quarter credits)
ED5514	Educational Leadership for Teacher-Leaders (4 quarter credits)
ED5526	Student Assessment and Work Analysis in Science Instruction (4 quarter credits)
ED5533	Curriculum Mapping: Reflection and Practice (4 quarter credits)
ED5604	Best Practices in Teaching Civic Education and Economics (4 quarter credits)

OR

Choose any graduate course(s).

Total 92 quarter credits

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Leadership in Educational Administration

The doctoral Leadership in Educational Administration specialization is aligned with nationally recognized leadership standards and is designed to help learners develop and strengthen the knowledge, skills, attributes, and dispositions needed to successfully meet the challenges of an ever-changing educational system as ethical and innovative leaders. The curriculum provides learners the opportunity to pursue emphases that offer focused exploration of the research, leadership, management, and problem-solving skills the current student achievement-focused P-12 environment requires of its principals and superintendents. Upon successful completion of this specialization, learners have the knowledge and skills necessary for providing school or district leadership and are prepared to pursue licensure as P-12 principals or superintendents in most states.

School Leadership emphasis

The School Leadership emphasis is intended for learners who want to build their knowledge and skills as school principals who provide vision, guidance, and oversight within a school. The curriculum focuses on the principal's role in articulating, developing, and implementing a school vision that aligns with and supports district priorities. Learners assess issues associated with procuring and managing school funds; evaluate research-based approaches for supervising and evaluating teachers and managing the school learning environment, school operations, and resources; examine the role of technology in supporting instructional programs and school operations; and apply best practices for communicating and collaborating with school stakeholders.

District Leadership emphasis

The District Leadership emphasis is intended for learners who want to build their knowledge and skills as superintendents who provide vision, guidance, and oversight across a district. Learners evaluate the cultural, social, economic, political, and legal contexts of district leadership; assess the strategic planning and processes associated with managing district operations and resources; explore ways to leverage data to make informed district decisions; and apply best practices for communicating and collaborating with district stakeholders.

Residency Requirement(s):

Three six-week courses with a four-day embedded residency experience (ED-R8925, ED-R8926, ED-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Twenty-Three Required Courses 84 quarter credits

Core courses:

EDD8000	Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits) [†]
ED8112	Educational Research Methods (4 quarter credits)
ED8102 *	Introduction to Qualitative Research (4 quarter credits)

ED8132 * Educational Quantitative Research 1 (4 quarter credits)

ED-R8925 PhD Dissertation Research Seminar Track 1 (3 quarter credits)

ED-R8926 * PhD Dissertation Research Seminar Track 2 (3 quarter credits)

ED-R8927 * PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Specialization courses:

ED7820 Principles of Educational Administration (4 quarter credits)

ED7014 Leading Diverse Schools (4 quarter credits)

ED7545 * Special Education Administration (4 quarter credits)

ED7823 * Education and the Law (4 quarter credits)

Upon completion of all required coursework:

EDCN9919 * Doctoral Comprehensive Examination
(3 quarter credits)^{†§}

Learners must register for EDCN9960 a minimum of four times to fulfill their specialization requirements.

EDCN9960 * Dissertation Courseroom
(3 quarter credits each)

In addition, choose one of the following emphases:

For a School Leadership emphasis:

ED7016 * Technology Integration in Schools (4 quarter credits)

ED7541 * Teacher Supervision and Evaluation (4 quarter credits)

ED7822 * The Funding of Educational Institutions (4 quarter credits)

ED7852 * P-12 Principalship (4 quarter credits)

ED7901 * Educational Administration Internship 1 (4 quarter credits)

ED7902 * Educational Administration Internship 2 (4 quarter credits)

ED8322 * School Improvement for P-12 School Leaders (4 quarter credits)

For a District Leadership emphasis:

ED7108 * Imperatives for Educational Leaders (4 quarter credits)

ED7542 * The Politics of P-12 Education (4 quarter credits)

ED7543 * The Superintendency (4 quarter credits)

ED7544 * Introduction to School Business Administration (4 quarter credits)

ED8812 * The Governance of Educational Institutions (4 quarter credits)

ED7903 * Superintendency Internship 1 (4 quarter credits)

ED7904 * Superintendency Internship 2 (4 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Education Academic Offerings, *continued*

PhD in Education Specializations, continued

Two Elective Courses 8 quarter credits

Recommended elective courses:

ED7108 * Imperatives for Educational Leaders
(4 quarter credits)

ED7857 Personnel Administration (4 quarter credits)

OR

Choose any graduate course(s).

Total 92 quarter credits

[†] Learners in the PhD Leadership in Educational Administration specialization are required to complete the Dispositions Self-Assessment as a condition of continued enrollment in the program.

[‡] Learners in the School Leadership emphasis are required to take the Praxis II Series Educational Leadership: Administration and Supervision test prior to being enrolled in the comprehensive exam. To be recommended for licensure learners must pass the Praxis II Series Educational Leadership: Administration and Supervision with a score of 145. Learners must identify Capella University as a recipient to ensure the score report is sent to the university. Learners under an earlier catalog, who are required to take the School Leaders Licensure Assessment (SLLA), may take the Praxis II Series Educational Leadership: Administration and Supervision as a substitute for the SLLA. Learners are responsible for any costs associated with this assessment.

In addition, the Georgia Professional Standards Commission requires Georgia learners in the School Leadership emphasis to take the Georgia Assessment of the Certification of Educators (Educational Leadership test) to be recommended for licensure. Learners must be enrolled in the internship (ED7901 or ED7902) before they are granted eligibility to complete the assessment. The Georgia Professional Standards Commission also requires Georgia learners, who are still enrolled in a performance-based educational leadership program on or after July 1, 2016, to attempt the Program Exit (Test 380) prior to program completion and pass the exam for certification in the field of educational leadership. Learners are responsible for any costs associated with this assessment.

[§] Learners in the District Leadership emphasis are required to take the Praxis II Series Educational Leadership: Administration and Supervision test prior to being enrolled in the comprehensive exam. To be recommended for licensure learners must pass the Praxis II Series Educational Leadership: Administration and Supervision with a score of 145. Learners must identify Capella University as a recipient to ensure the score report is sent to the university. Learners under an earlier catalog, who are required to take the School Superintendent Assessment (SSA), may take the Praxis II Series Educational Leadership: Administration and Supervision as a substitute for the SSA. Learners are responsible for any costs associated with this assessment.

Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

The Arizona Department of Education has approved the School Leadership emphasis for principal preparation.

Learners seeking certification in Arizona must secure a Structured English Immersion endorsement (SEI) and specific coursework in the U.S. and Arizona constitution. Both are available online through many Arizona universities. For more information, see the Licensure section for this program on Capella's website (www.capella.edu).

Applicants seeking Georgia Performance-Based Leadership certification are not eligible to enroll in this specialization.

The School Leadership emphasis holds building level developmental provisional approval from the Georgia Professional Standards Commission.

The Minnesota Board of School Administrators has approved the School Leadership emphasis for principal preparation and District Leadership emphasis for superintendent preparation.

In Minnesota, learners pursuing an endorsement to an existing administrative license must complete additional internship hours. To add a K-12 endorsement to an elementary or secondary license, learners must complete an additional 200-hour internship. To add a principal endorsement to a superintendent endorsement (or vice versa), learners must complete an additional 320-hour internship. For more information, see the Licensure section for this program on Capella's website (www.capella.edu).

Arkansas residents are not eligible to enroll in this specialization.

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 coursework, internship, and residency 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 six-week courses with a four-day embedded residency experience (ED-R8925, ED-R8926, ED-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Twenty-Four Required Courses 88 quarter credits

Core courses:

- EDD8000 Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)[†]
- ED8112 Educational Research Methods (4 quarter credits)
- ED8102 * Introduction to Qualitative Research (4 quarter credits)
- ED8132 * Educational Quantitative Research 1 (4 quarter credits)
- ED-R8925 PhD Dissertation Research Seminar Track 1 (3 quarter credits)
- ED-R8926 * PhD Dissertation Research Seminar Track 2 (3 quarter credits)
- ED-R8927 * PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Specialization courses:

- ED7537 Emerging Technology and Multimedia for Curriculum and Instruction (4 quarter credits)
- ED7541 * Teacher Supervision and Evaluation (4 quarter credits)
- ED7545 * Special Education Administration (4 quarter credits)
- ED7550 * Leadership for Director of Special Education (4 quarter credits)
- ED7551 * Special Education Curriculum and Instructional Strategies (4 quarter credits)
- ED7554 * Internship for Director of Special Education 1 (4 quarter credits)
- ED7555 * Internship for Director of Special Education 2 (4 quarter credits)
- ED7556 * Special Education Finance for Leaders (4 quarter credits)
- ED7557 * Special Education Law and Ethics for Leaders (4 quarter credits)
- ED7820 Principles of Educational Administration (4 quarter credits)
- ED7822 * The Funding of Educational Institutions (4 quarter credits)
- ED7823 * Education and the Law (4 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Education Academic Offerings, *continued*

PhD in Education Specializations, continued

Upon completion of all required coursework:

EDCN9919 * Doctoral Comprehensive Examination (3 quarter credits)[†]

Learners must register for EDCN9960 a minimum of four times to fulfill their specialization requirements.

EDCN9960 * Dissertation Coursework (3 quarter credits each)

One Elective Course 4 quarter credits

Choose any graduate course(s).

Total 92 quarter credits

[†] Learners in the PhD Special Education Leadership specialization are required to complete the Dispositions Self-Assessment as a condition of continued enrollment in the program.

* Learners in the PhD Special Education Leadership specialization are required to take the Praxis II Series Educational Leadership: Administration and Supervision (0411 or 5411) test prior to being enrolled in the comprehensive exam. To be recommended for licensure learners must pass the Praxis II Series Educational Leadership: Administration and Supervision (0411 or 5411) with a score of 145. Learners must identify Capella University as a recipient to ensure the score report is sent to the university. Learners are responsible for any costs associated with this assessment.

Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

The Minnesota Board of School Administrators has approved the Special Education Leadership program for special education director preparation.

Arkansas residents are not eligible to enroll in this specialization.

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 six-week courses with a four-day embedded residency experience (ED-R8925, ED-R8926, ED-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Twenty-Two Required Courses 80 quarter credits

Core courses:

EDD8000 Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)

ED8112 Educational Research Methods (4 quarter credits)

ED8102 * Introduction to Qualitative Research (4 quarter credits)

ED8132 * Educational Quantitative Research 1 (4 quarter credits)

ED7620 * Theoretical Basis of Instructional Design (4 quarter credits)

ED8829 * Research in Instructional Design and Development (4 quarter credits)

ED-R8925 PhD Dissertation Research Seminar Track 1 (3 quarter credits)

ED-R8926 * PhD Dissertation Research Seminar Track 2 (3 quarter credits)

ED-R8927 * PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Specialization courses:

ED5802 Principles of Instructional Design (4 quarter credits)

ED5803 * Processes of Instructional Design (4 quarter credits)

ED7624 * Theories of Learning and Instruction (4 quarter credits)

ED8810 * Ethics and Social Responsibility in Distance Education (4 quarter credits)

ED7496 * Advanced Instructional Design (4 quarter credits)

ED7504 * Leadership for Instructional Design (4 quarter credits)

ED8831 * Theoretical Constructs for Evaluation and Assessment of Instructional Design (4 quarter credits)

ED8841 * Leading Instructional Design Initiatives (4 quarter credits)

Upon completion of all required coursework:

EDCN9919 * Doctoral Comprehensive Examination (3 quarter credits)

Learners must register for EDCN9960 a minimum of four times to fulfill their specialization requirements.

EDCN9960 * Dissertation Coursework (3 quarter credits each)

Three Elective Courses 12 quarter credits

Recommended elective courses:

ED7088 Applying Research in an Academic Writing Process (4 quarter credits)

ED7212 Administration and Leadership of Distance Education Programs (4 quarter credits)

ED7673 The Future of Corporate and Technical Training: Issues and Trends (4 quarter credits)

OR

Choose any graduate course(s).

Total 92 quarter credits

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Leadership for Higher Education

The doctoral Leadership for Higher Education specialization integrates current, recognized theory and best practices with practical application. Learners engage in a curriculum that emphasizes leadership theories and models; higher education history, politics, law, assessment, funding and financing, human resource management and administration; and the future of teaching and learning. Throughout the specialization, learners focus on developing the research and problem-solving skills needed to meet leadership challenges in higher education and guide traditional and distance education programs. Successful graduates of this specialization are prepared to pursue academic or executive leadership positions at community colleges; universities; or other public, private, or for-profit postsecondary educational institutions.

Residency Requirement(s):

Three six-week courses with a four-day embedded residency experience (ED-R8925, ED-R8926, ED-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Twenty-Two Required Courses 80 quarter credits

Core courses:

EDD8000 Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)

ED8112 Educational Research Methods (4 quarter credits)

ED8102 * Introduction to Qualitative Research (4 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Education Academic Offerings, *continued*

PhD in Education Specializations, continued

ED8132 *	Educational Quantitative Research 1 (4 quarter credits)
ED7540	Leadership in Higher Education (4 quarter credits)
ED7841	The History of Higher Education (4 quarter credits)
ED-R8925	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
ED-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
ED-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)
<i>Specialization courses:</i>	
ED7546	Human Resources in Higher Education (4 quarter credits)
ED7547	Assessment in Higher Education (4 quarter credits)
ED7818	The Future of Teaching and Learning: Issues for the Educational Leader (4 quarter credits)
ED7212	Administration and Leadership of Distance Education Programs (4 quarter credits)
ED7834	Higher Education and the Law (4 quarter credits)
ED8447	Advanced Funding and Managing Education Enterprises (4 quarter credits)
ED7840	The Politics of Higher Education (4 quarter credits)
ED7855	Higher Education Administration (4 quarter credits)

Upon completion of all required coursework:

EDCN9919 * Doctoral Comprehensive Examination (3 quarter credits)

Learners must register for EDCN9960 a minimum of four times to fulfill their specialization requirements.

EDCN9960 * Dissertation Courseroom (3 quarter credits each)

Three Elective Courses 12 quarter credits

Recommended elective courses:

ED7713	Student Advising and Retention (4 quarter credits)
ED8123 *	Statistics for Educational Research 2 (4 quarter credits)

OR

Choose any graduate course(s).

Total 92 quarter credits

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

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 six-week courses with a four-day embedded residency experience (ED-R8925, ED-R8926, ED-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Twenty-Two Required Courses 80 quarter credits

Core courses:

EDD8000	Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)
ED8112	Educational Research Methods (4 quarter credits)
ED8102 *	Introduction to Qualitative Research (4 quarter credits)
ED8132 *	Educational Quantitative Research 1 (4 quarter credits)
ED7311	Theory and Methods of Educating Adults (4 quarter credits)
ED7590	Critical Thinking in Adult Education (4 quarter credits)
ED-R8925	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
ED-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
ED-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Specialization courses:

ED7314	International and Multicultural Perspectives in Postsecondary and Adult Education (4 quarter credits)
ED7712	Classroom Assessment in Education (4 quarter credits)
ED7310	Evaluating the Effectiveness of the Educational Process (4 quarter credits)
ED8350	Advanced Nursing Theory and Concepts (4 quarter credits)
ED8355	Curriculum Design and Evaluation in Nursing Education (4 quarter credits)
ED8360	The Nurse Educator: Faculty Roles and Responsibilities (4 quarter credits)
ED8365	Teaching Strategies in Nursing Education (4 quarter credits)
ED8370	Nursing Leadership and Professional Practice (4 quarter credits)

Upon completion of all required coursework:

EDCN9919 * Doctoral Comprehensive Examination (3 quarter credits)

Learners must register for EDCN9960 a minimum of four times to fulfill their specialization requirements.

EDCN9960 * Dissertation Courseroom (3 quarter credits each)

Three Elective Courses 12 quarter credits

Recommended elective courses:

ED7212	Administration and Leadership of Distance Education Programs (4 quarter credits)
ED7716	Faculty Leadership (4 quarter credits)
ED7818	The Future of Teaching and Learning: Issues for the Educational Leader (4 quarter credits)

OR

Choose any graduate course(s).

Total 92 quarter credits

Postsecondary and Adult Education

The doctoral Postsecondary and Adult Education specialization is designed to enhance learners' qualifications in adult education and college teaching. 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 six-week courses with a four-day embedded residency experience (ED-R8925, ED-R8926, ED-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Twenty Required Courses 72 quarter credits

Core courses:

EDD8000	Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)
ED8112	Educational Research Methods (4 quarter credits)
ED8102 *	Introduction to Qualitative Research (4 quarter credits)
ED8132 *	Educational Quantitative Research 1 (4 quarter credits)
ED7311	Theory and Methods of Educating Adults (4 quarter credits)
ED7590	Critical Thinking in Adult Education (4 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Education Academic Offerings, *continued*

PhD in Education Specializations, continued

- ED-R8925 PhD Dissertation Research Seminar Track 1 (3 quarter credits)
- ED-R8926 * PhD Dissertation Research Seminar Track 2 (3 quarter credits)
- ED-R8927 * PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Specialization courses:

- ED7312 Teaching Adults (4 quarter credits)
- ED7712 Classroom Assessment in Education (4 quarter credits)
- ED7314 International and Multicultural Perspectives in Postsecondary and Adult Education (4 quarter credits)
- ED7310 Evaluating the Effectiveness of the Educational Process (4 quarter credits)
- ED7716 Faculty Leadership (4 quarter credits)
- ED8446 Curriculum Development and Teaching Strategies for Adult Learning (4 quarter credits)

Upon completion of all required coursework:

- EDCN9919 * Doctoral Comprehensive Examination (3 quarter credits)

Learners must register for EDCN9960 a minimum of four times to fulfill their specialization requirements.

- EDCN9960 * Dissertation Courseroom (3 quarter credits each)

Five Elective Courses 20 quarter credits

Recommended elective courses:

- ED5346 Assessment of Learning and Teaching in Adult Education (4 quarter credits)
- ED5317 Foundations of Adult Education (4 quarter credits)
- ED8601 Online Course Design, Facilitation, and Assessment (4 quarter credits)

OR

Choose any graduate course(s).

Total 92 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 six-week courses with a four-day embedded residency experience (ED-R8925, ED-R8926, ED-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Seventeen Required Courses 60 quarter credits

Core courses:

- EDD8000 Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)
- ED8112 Educational Research Methods (4 quarter credits)
- ED8102 * Introduction to Qualitative Research (4 quarter credits)
- ED8132 * Educational Quantitative Research 1 (4 quarter credits)
- ED7701 Educational Philosophy and Change (4 quarter credits)
- ED7590 Critical Thinking in Adult Education (4 quarter credits)
- ED-R8925 PhD Dissertation Research Seminar Track 1 (3 quarter credits)
- ED-R8926 * PhD Dissertation Research Seminar Track 2 (3 quarter credits)
- ED-R8927 * PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Specialization courses:

- ED7311 Theory and Methods of Educating Adults (4 quarter credits)
- ED7818 The Future of Teaching and Learning: Issues for the Educational Leader (4 quarter credits)
- ED8222 Professionalism in the 21st Century (4 quarter credits)

Upon completion of all required coursework:

- EDCN9919 * Doctoral Comprehensive Examination (3 quarter credits)

Learners must register for EDCN9960 a minimum of four times to fulfill their specialization requirements.

- EDCN9960 * Dissertation Courseroom (3 quarter credits each)

Eight Elective Courses 32 quarter credits

Recommended elective course:

- ED8123 * Statistics for Educational Research 2 (4 quarter credits)

OR

Choose any graduate course(s).

Total 92 quarter credits

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Education Academic Offerings, *continued*

Doctor of Education (EdD) Specializations

Adult Education

The Doctor of Education (EdD) specialization in Adult Education is designed to prepare professionals to provide effective leadership in a variety of adult education settings, including colleges, universities, corporations, nonprofit and governmental educational organizations. Throughout the specialization, learners focus on the leadership and management competencies successful educational professionals should demonstrate. 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 then use them to address critical, real-world problems.

Eleven Required Courses 64 quarter credits

All courses taken in a prescribed sequence.

- EDD8000 Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)
- EDD8300 Leadership through Personal and Professional Development (6 quarter credits)
- EDD8302 * Becoming a Critical Consumer of Action Research (6 quarter credits)
- EDD8304 * The How-To of Becoming an Action Researcher (6 quarter credits)
- EDD8306 * Systems and Theories of Organizational Dynamics and Change (6 quarter credits)
- EDD8330 * Adult Learning Theory and Practice (6 quarter credits)
- EDD8332 * Program Planning and Evaluation in Adult Learning Settings (6 quarter credits)
- EDD8334 * Leading and Managing in Adult Learning Settings and Contexts (6 quarter credits)
- EDD8338 * Practice and Planning in Adult Education (6 quarter credits)

Learners must register for EDD9971 a minimum of two times to fulfill their specialization requirements.

- EDD9971 * Doctoral Capstone (6 quarter credits each)

Total 64 quarter credits

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Curriculum and Instruction

Learners in the EdD in Curriculum and Instruction specialization develop and demonstrate the research-based knowledge, skills, and attitudes necessary for effective classroom, building, district-level, university-level and corporate-level curriculum and instruction leadership. 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 in 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.

Eleven Required Courses 64 quarter credits

All courses taken in a prescribed sequence.

- EDD8000 Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)
- EDD8300 Leadership through Personal and Professional Development (6 quarter credits)
- EDD8302 * Becoming a Critical Consumer of Action Research (6 quarter credits)
- EDD8304 * The How-To of Becoming an Action Researcher (6 quarter credits)
- EDD8306 * Systems and Theories of Organizational Dynamics and Change (6 quarter credits)
- EDD8340 * Supervision and Evaluation of Curriculum, Instruction, and Assessment Programs (6 quarter credits)
- EDD8342 * Collaboration for the Improvement of Curriculum, Instruction, and Assessment (6 quarter credits)
- EDD8344 * Applying Research to the Improvement of Curriculum, Instruction, and Assessment (6 quarter credits)
- EDD8348 * Reflection and Planning in Curriculum and Instruction (6 quarter credits)

Learners must register for EDD9971 a minimum of two times to fulfill their specialization requirements.

- EDD9971 * Doctoral Capstone (6 quarter credits each)

Total 64 quarter credits

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Educational Leadership and Management

The EdD in Educational Leadership and Management specialization is designed to prepare practicing professionals to lead colleges, universities, P–12 schools as well as corporate, governmental and non-governmental education organizations. Throughout the specialization, learners focus on the leadership and management competencies of successful educational professionals. The curriculum is based on current professional 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.

Eleven Required Courses 64 quarter credits

All courses taken in a prescribed sequence.

- EDD8000 Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)
- EDD8300 Leadership through Personal and Professional Development (6 quarter credits)
- EDD8302 * Becoming a Critical Consumer of Action Research (6 quarter credits)
- EDD8304 * The How-To of Becoming an Action Researcher (6 quarter credits)
- EDD8306 * Systems and Theories of Organizational Dynamics and Change (6 quarter credits)
- EDD8320 * Collaboration in Leading and Managing a Culture of Learning (6 quarter credits)
- EDD8322 * Leading and Managing Change (6 quarter credits)
- EDD8324 * Leading and Managing the Application of Organizational Theory (6 quarter credits)
- EDD8328 * Reflection and Planning in Education Leadership and Management (6 quarter credits)

Learners must register for EDD9971 a minimum of two times to fulfill their specialization requirements.

- EDD9971 * Doctoral Capstone (6 quarter credits each)

Total 64 quarter credits

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Education Academic Offerings, continued

EdD Specializations, continued

Performance Improvement Leadership

The EdD in Performance Improvement Leadership specialization is designed for experienced career professionals who wish to advance to leadership roles such as chief learning officer, training director, professor, performance improvement specialist, or manager of learning and performance improvement. Throughout the specialization, learners broaden and deepen their understanding of both strategic and tactical issues that are important to the success of any performance improvement intervention. Learners gain knowledge necessary to excel as scholar-practitioners, and apply advanced skills in innovative and critical thinking, research, and problem solving. The curriculum is based on the human performance improvement standards and models from the Association of Talent Development (ATD) and the International Society for Performance Improvement (ISPI). Learners have the opportunity to conduct an ROI impact study as a capstone project and apply for an ROI Professional Certification from the ROI Institute and/or apply for the Certified Performance Technologist (CPT) credential from the International Society of Performance Improvement (ISPI) using their project portfolios compiled during their doctoral studies.

Eleven Required Courses 64 quarter credits

All courses taken in a prescribed sequence.

- EDD8000 Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)
- EDD8300 * Leadership Through Personal and Professional Experience (6 quarter credits)
- EDD8302 * Becoming a Critical Consumer of Action (6 quarter credits)
- EDD8304 * How to of Becoming an Action Researcher (6 quarter credits)
- EDD8306 * Systems and Theories of Organizational Dynamics and Change (6 quarter credits)
- EDD8360 * Introduction to Human Performance Improvement Systems (6 quarter credits)
- EDD8362 * Human Performance Improvement Needs Assessment: Models and Procedures (6 quarter credits)
- EDD8364 * Designing, Delivering, and Evaluating Human Performance Improvement Interventions (6 quarter credits)
- EDD8366 * Return on Investment of Human Performance Improvement Interventions (6 quarter credits)

Learners must register for EDD9971 a minimum of two times to fulfill their specialization requirements.

- EDD9971 * Doctoral Capstone (6 quarter credits each)

Total 64 quarter credits

Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Personalized and Competency-Based Instruction

Learners in the EdD in Personalized and Competency-Based Instruction specialization develop and demonstrate the research-based knowledge, skills, and attitudes necessary for effective classroom, building, and district-level leadership in the areas of personalized and competency-based learning and curriculum design. Learners focus on current theory and research in curriculum design, competency based learning and personalized instructional models, and assessment strategies focused in increasing student achievement as supported by current research and technology. Learners also participate in course discussions and activities that provide practical experiences and projects that demonstrate innovative and timely theory, research, and practice.

Eleven Required Courses 64 quarter credits

All courses taken in a prescribed sequence:

- EDD8000 Advanced Studies in Education: Theory, Practice and Purpose (4 quarter credits)
- EDD8402 * Leadership Principles in Technology Integration, Innovation and School Improvement (6 quarter credits)
- EDD8404 * Action Research for School Practitioners (6 quarter credits)
- EDD8406 * Developing a Collaborative Culture in the Digital Age (6 quarter credits)
- EDD8408 * Using Technology for Instructional Improvement: Research, Data, and Best Practices (6 quarter credits)
- EDD8430 * Advanced Theories and Concepts in Competency-Based Learning (6 quarter credits)
- EDD8432 * Advanced Theories and Concepts in Personalized Learning (6 quarter credits)
- EDD8434 * Implementing a Competency-Based and Personalized Learning Curriculum (6 quarter credits)
- EDD8436 * Evaluating and Assessing Personalized and Competency-Based Curriculum (6 quarter credits)

Learners must register for EDD9971 a minimum of two times to fulfill their specialization requirements.

- EDD9971 * Doctoral Capstone (6 quarter credits each)

Total 64 quarter credits

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Reading and Literacy

The EdD specialization in Reading and Literacy, 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.

Twelve Required Courses 70 quarter credits

All courses taken in a prescribed sequence.

- EDD8000 Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)
- EDD8200 Theoretical Models and Processes of Literacy (6 quarter credits)
- EDD8202 * Foundations of Reading and Literacy (6 quarter credits)
- EDD8204 * Reading and Literacy Assessment and Evaluation (6 quarter credits)
- EDD8208 * Leading and Managing Literacy Programs (6 quarter credits)
- EDD8210 * Data-Driven Decision Making in Literacy Programs (6 quarter credits)
- EDD8212 * Grant Writing and Policy for Reading and Literacy Programs (6 quarter credits)
- EDD8216 * Literacy in School and Community Contexts (6 quarter credits)
- EDD8218 * Leading and Managing Professional Development (6 quarter credits)
- EDD8224 * Program Improvement in Reading and Literacy (6 quarter credits)

Learners must register for EDD9971 a minimum of two times to fulfill their specialization requirements.

- EDD9971 * Doctoral Capstone (6 quarter credits each)

Total 70 quarter credits

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Education Academic Offerings, *continued*

EdD Specializations, continued

Teacher Leader in K–12 Studies

The EdD specialization in Teacher Leader in K–12 Studies is designed to equip learners with the leadership skills needed to build a culture of effective teaching and learning in their classroom, school, and district. Learners develop the knowledge and ability to guide curriculum and instruction initiatives, as well as mentor and coach other teachers. Using research-based, innovative instruction, learners promote culture change in schools to encourage collaboration and professional inquiry, and also support the needs of 21st-century teachers and students. Learners use data-driven decision making and action research to improve educational outcomes.

Eleven Required Courses 64 quarter credits

All courses taken in a prescribed sequence.

- EDD8000 Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)
- EDD8310 * Research and Theory of Effective Teacher Leadership (6 quarter credits)
- EDD8404 * Action Research for School Practitioners (6 quarter credits)
- EDD8408 * Using Technology for Instructional Improvement: Research, Data, and Best Practices (6 quarter credits)
- EDD8350 * Emerging Technology Trends in Education (6 quarter credits)
- EDD8352 * Innovation in Teaching and Learning (6 quarter credits)
- EDD8354 * Cultural Competency in Schools and Communities (6 quarter credits)
- EDD8356 * Data Analysis and Transforming Assessments (6 quarter credits)
- EDD8358 * Teacher Mentoring and Coaching (6 quarter credits)

Learners must register for EDD9971 a minimum of two times to fulfill their specialization requirements.

- EDD9971 * Doctoral Capstone (6 quarter credits each)

Total Credits 64 quarter credits

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Teacher Leader in Digital Transformation

Learners in the EdD in Teacher Leader in Digital Transformation specialization develop and demonstrate the research-based knowledge, skills, and attitudes necessary for leading teachers in the digital age. The specialization is designed for educators interested in leading their classroom, department, school building, and community in instructional improvement and social change efforts. Learners examine principles of leadership, action research, technology integration, personalized instructional models, and collaborative platforms for initiating and supporting student and overall school improvement. Learners participate in course discussions and activities, as well as complete a capstone that provides practical experiences to support the integration of theory, research, and practice.

Eleven Required Courses 64 quarter credits

All courses taken in a prescribed sequence:

- EDD8000 Advanced Studies in Education: Theory, Practice and Purpose (4 quarter credits)
- EDD8402 * Leadership Principles in Technology Integration, Innovation and School Improvement (6 quarter credits)
- EDD8404 * Action Research for School Practitioners (6 quarter credits)
- EDD8406 * Developing a Collaborative Culture in the Digital Age (6 quarter credits)
- EDD8408 * Using Technology for Instructional Improvement: Research, Data, and Best Practices (6 quarter credits)
- EDD8420 * Leadership Development in the Digital Age (6 quarter credits)
- EDD8422 * Transformational Thinking to Meet 21st-Century Skills (6 quarter credits)
- EDD8424 * Current Trends in Personalized Learning and the One-to-One Environment (6 quarter credits)
- EDD8426 * Technology to Enhance Innovative Teaching and Improve Learning (6 quarter credits)

Learners must register for EDD9971 a minimum of two times to fulfill their specialization requirements.

- EDD9971 * Doctoral Capstone (6 quarter credits each)

Total 64 quarter credits

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Education Specialist (EdS) Specializations

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, building, 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 for teachers and administrators who have completed a master's degree and are interested in pursuing leadership positions guiding curriculum and instructional improvement initiatives to increase student achievement.

Equivalent coursework taken as part of the requirements for the EdS degree program may be applied toward the requirements for a subsequent Capella PhD degree program.

Twelve Required Courses 48 quarter credits

Core courses:

- EDD8000 Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)
- ED8112 Educational Research Methods (4 quarter credits)

Specialization courses:

- ED7108 * Imperatives for Educational Leaders (4 quarter credits)
- ED7537 Emerging Technology and Multimedia for Curriculum and Instruction (4 quarter credits)
- ED7820 Principles of Educational Administration (4 quarter credits)
- ED8533 * Advanced Curriculum Mapping: Reflection and Practice (4 quarter credits)
- ED8534 * Advanced Instruction and Assessment: Theory and Practice (4 quarter credits)
- ED8535 * Advanced Collaboration for the Improvement of Curriculum and Instruction (4 quarter credits)
- ED8536 * Advanced Application of Research for the Improvement of Curriculum and Instruction (4 quarter credits)
- ED8538 Advanced Curriculum and Instruction: Program Evaluation (4 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Education Academic Offerings, *continued*

ED8550 *	Curriculum and Instruction Internship 1 (4 quarter credits)
ED8551 *	Curriculum and Instruction Internship 2 (4 quarter credits)
Total	48 quarter credits

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Leadership in Educational Administration

The EdS Leadership in Educational Administration specialization is aligned with nationally recognized leadership standards and is designed to help learners who have already earned a master's degree develop and strengthen the knowledge, skills, attributes, and dispositions needed to successfully meet the challenges of an ever-changing educational system as ethical and innovative leaders. The curriculum provides learners the opportunity to pursue emphases that offer focused exploration of the research, leadership, management, and problem-solving skills the current student achievement-focused P-12 environment requires of its principals and superintendents. Upon successful completion of this specialization, learners have the knowledge and skills necessary for providing school or district leadership and are prepared to pursue licensure as P-12 principals or superintendents in most states.

School Leadership emphasis

The School Leadership emphasis is intended for learners who want to build their knowledge and skills as school principals who provide vision, guidance, and oversight within a school. The curriculum focuses on the principal's role in articulating, developing, and implementing a school vision that aligns with and supports district priorities. Learners assess issues associated with procuring and managing school funds; evaluate research-based approaches for supervising and evaluating teachers and managing the school learning environment, school operations, and resources; examine the role of technology in supporting instructional programs and school operations; and apply best practices for communicating and collaborating with school stakeholders.

District Leadership emphasis

The District Leadership emphasis is intended for learners who want to build their knowledge and skills as superintendents who provide vision, guidance, and oversight across a district. Learners evaluate the cultural, social, economic, political, and legal contexts of district leadership; assess the strategic planning and processes associated with managing district operations and resources; explore ways to leverage data to make informed district decisions; and apply best practices for communicating and collaborating with district stakeholders.

Twelve Required Courses 48 quarter credits

Core courses:

EDD8000	Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits) [†]
ED8112	Educational Research Methods (4 quarter credits)

Specialization courses:

ED7820	Principles of Educational Administration (4 quarter credits)
ED7014	Leading Diverse Schools (4 quarter credits)
ED7545 *	Special Education Administration (4 quarter credits)
ED7823 *	Education and the Law (4 quarter credits)

In addition, choose one of the following emphases:

For a School Leadership emphasis:

ED7016 *	Technology Integration in Schools (4 quarter credits)
ED7541 *	Teacher Supervision and Evaluation (4 quarter credits)
ED7822 *	The Funding of Educational Institutions (4 quarter credits)
ED7852 *	P-12 Principalship (4 quarter credits)
ED7901 *	Educational Administration Internship 1 (4 quarter credits)
ED7902 *	Educational Administration Internship 2 (4 quarter credits)

For a District Leadership emphasis:

ED7542 *	The Politics of P-12 Education (4 quarter credits)
ED7543 *	The Superintendency (4 quarter credits)
ED7544 *	Introduction to School Business Administration (4 quarter credits)
ED8812 *	The Governance of Educational Institutions (4 quarter credits)
ED7903 *	Superintendency Internship 1 (4 quarter credits)
ED7904 *	Superintendency Internship 2 (4 quarter credits)

Total 48 quarter credits

[†] Learners in the EdS Leadership in Educational Administration specialization are required to complete the Dispositions Self-Assessment as a condition of continued enrollment in the program.

Learners in the School Leadership emphasis are required to take the Praxis II Series Educational Leadership: Administration and Supervision (0411 or 5411) test to successfully complete their program. To be recommended for licensure learners must pass the Praxis II Series Educational Leadership: Administration and Supervision (0411 or 5411) with a score of 145. Learners must identify Capella University as a recipient to ensure the score report is sent to the university. Learners under an earlier catalog, who are required to take the School Leaders Licensure Assessment (SLLA), may take the Praxis II Series Educational Leadership: Administration and Supervision (0411 or 5411) as a substitute for the SLLA. Learners are responsible for any costs associated with this assessment.

In addition, the Georgia Professional Standards Commission requires Georgia learners in the School Leadership emphasis to take the Georgia Assessment of the Certification of Educators (Educational Leadership test) to be recommended for licensure. Learners must be enrolled in the internship (ED7901 or ED7902) before they are granted eligibility to complete the assessment. The Georgia Professional Standards Commission also requires Georgia learners, who are still enrolled in a performance-based educational leadership program on or after July 1, 2016, to attempt the Program Exit (Test 380) prior to program completion and pass the exam for certification in the field of educational leadership. Learners are responsible for any costs associated with this assessment.

Learners in the District Leadership emphasis are required to take the Praxis II Series Educational Leadership: Administration and Supervision (0411 or 5411) test to successfully complete their program. To be recommended for licensure learners must pass the Praxis II Series Educational Leadership: Administration and Supervision (0411 or 5411) with a score of 145. Learners must identify Capella University as a recipient to ensure the score report is sent to the university. Learners under an earlier catalog, who are required to take the School Superintendent Assessment (SSA), may take the Praxis II Series Educational Leadership: Administration and Supervision (0411 or 5411) as a substitute for the SSA. Learners are responsible for any costs associated with this assessment.

Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

The Arizona Department of Education has approved the School Leadership emphasis for principal preparation.

Learners seeking certification in Arizona must secure a Structured English Immersion endorsement (SEI) and specific coursework in the U.S. and Arizona constitution. Both are available online through many Arizona universities. For more information, see the Licensure section for this program on Capella's website (www.capella.edu).

The Minnesota Board of School Administrators has approved the School Leadership emphasis for principal preparation and District Leadership emphasis for superintendent preparation.

In Minnesota, learners pursuing an endorsement to an existing administrative license must complete additional internship hours. To add a K-12 endorsement to an elementary or secondary license, learners must complete an additional 200-hour internship. To add a principal endorsement to a superintendent endorsement (or vice versa), learners must complete an additional 320-hour internship. For more information, see the Licensure section for this program on Capella's website (www.capella.edu).

Arkansas residents are not eligible to enroll in this specialization.

Applicants seeking Georgia Performance-Based Leadership certification are not eligible to enroll in this specialization.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Education Academic Offerings, *continued*

EdS Specializations, continued

Personalized and Competency-Based Instruction

Learners in the EdS in the Personalized and Competency-Based Instruction specialization develop and demonstrate the research-based knowledge, skills, and attitudes necessary for effective classroom, building, district-, university-, and corporate-level leadership in the areas of personalized and competency-based learning and curriculum design. Learners focus on current theory and research in curriculum design, competency-based learning and personalized instructional models, and assessment strategies focused in increasing student achievement as supported by current research and technology. Learners participate in course discussions and activities that provide practical experiences and projects that demonstrate innovative and timely theory, research, and practice.

Nine Required Courses **52 quarter credits**

All courses taken in a prescribed sequence:

- EDD8000 Advanced Studies in Education: Theory, Practice and Purpose (4 quarter credits)
- EDD8402 * Leadership Principles in Technology Integration, Innovation and School Improvement (6 quarter credits)
- EDD8404 * Action Research for School Practitioners (6 quarter credits)
- EDD8406 * Developing a Collaborative Culture in the Digital Age (6 quarter credits)
- EDD8408 * Using Technology for Instructional Improvement: Research, Data, and Best Practices (6 quarter credits)
- EDD8430 * Advanced Theories and Concepts in Competency-Based Learning Systems (6 quarter credits)
- EDD8432 * Advanced Theories and Concepts in Personalized Learning (6 quarter credits)
- EDD8434 * Implementing a Competency-Based and Personalized Learning Curriculum (6 quarter credits)
- EDD8436 * Evaluating and Assessing Personalized and Competency-Based Curriculum (6 quarter credits)

Total **52 quarter credits**

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Reading and Literacy

The Education Specialist (EdS) specialization in Reading and Literacy helps learners develop and demonstrate the research-based knowledge, skills, and attitudes necessary for effective classroom, school, and district-level leadership in reading and literacy. 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 Reading and Literacy specialization is designed around national standards and is for educators who have completed a master's degree and are interested in developing, leading, or evaluating, reading and literacy programs at the classroom, school or district level.

Ten Required Courses **58 quarter credits**

All courses taken in a prescribed sequence:

- EDD8000 Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)
- EDD8200 * Theoretical Models and Processes of Literacy (6 quarter credits)
- EDD8202 * Foundations of Reading and Literacy (6 quarter credits)
- EDD8204 * Reading and Literacy Assessment and Evaluation (6 quarter credits)
- EDD8208 * Leading and Managing Literacy Programs (6 quarter credits)
- EDD8210 * Data Driven Decision Making in Literacy (6 quarter credits)
- EDD8212 * Grant Writing and Policy for Reading and Literacy (6 quarter credits)
- EDD8216 * Literacy in School and Community (6 quarter credits)
- EDD8218 * Leading and Managing Professional Development (6 quarter credits)
- EDD8224 * Program Improvement in Reading and Literacy (6 quarter credits)

Total **58 quarter credits**

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Teacher Leader in K–12 Studies

The Education Specialist (EdS) specialization in Teacher Leader in K–12 Studies is designed to help learners develop and demonstrate the research-based knowledge, skills, and attitudes necessary for educational leadership at the school or district level. Learners study research and theory, and engage in critical analysis, reflection, and collaboration to gain the practical experience needed to foster and guide improvement initiatives. The Teacher Leader in K–12 Studies specialization is designed around national standards and is for educators who have completed a master's degree and are interested in instructional leadership and leadership in social change.

Nine Required Courses **52 quarter credits**

All courses taken in a prescribed sequence:

- EDD8000 Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)
- EDD8310 * Research and Theory of Effective Teacher Leadership (6 quarter credits)
- EDD8404 * Action Research for School Practitioners (6 quarter credits)
- EDD8408 * Using Technology for Instructional Improvement: Research, Data, and Best Practices (6 quarter credits)
- EDD8350 * Emerging Technology Trends in Education (6 quarter credits)
- EDD8352 * Innovation in Teaching and Learning (6 quarter credits)
- EDD8354 * Cultural Competency in Schools and Communities (6 quarter credits)
- EDD8356 * Data Analysis and Transforming Assessments (6 quarter credits)
- EDD8358 * Teacher Mentoring and Coaching (6 quarter credits)

Total **52 quarter credits**

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Education Academic Offerings, *continued*

EdS Specializations, continued

Teacher Leader in Digital Transformation

Learners in the EdS in Teacher Leader in Digital Transformation specialization develop and demonstrate the research-based knowledge, skills, and attitudes necessary for leading teachers in the digital age. The specialization is designed for educators interested in leading their classroom, department, school building, and community in instructional improvement and social change efforts. Learners examine principles of leadership, action research, technology integration, personalized instructional models, and collaborative platforms for initiating and supporting student and overall school improvement. Learners participate in course discussions and activities that provide practical experiences to support the integration of theory, research, and practice.

Nine Required Courses 52 quarter credits

All courses taken in a prescribed sequence:

- EDD8000 Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)
- EDD8402 * Leadership Principles in Technology Integration, Innovation and School Improvement (6 quarter credits)
- EDD8404 * Action Research for School Practitioners (6 quarter credits)
- EDD8406 * Developing a Collaborative Culture in the Digital Age (6 quarter credits)
- EDD8408 * Using Technology for Instructional Improvement: Research, Data, and Best Practices (6 quarter credits)
- EDD8420 * Leadership Development in the Digital Age (6 quarter credits)
- EDD8422 * Transformational Thinking to Meet 21st-Century Skills (6 quarter credits)
- EDD8424 * Current Trends in Personalized Learning and the One-to-One Environment (6 quarter credits)
- EDD8426 * Technology to Enhance Innovative Teaching and Improve Learning (6 quarter credits)

Total 52 quarter credits

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Master of Education (MEd) in Teaching and Learning

The Master of Education (MEd) in Teaching and Learning degree program is designed for current educators seeking to become master teachers and educational innovators in their schools and districts. The program provides learners with 21st-century knowledge and skills to deepen their understanding of how curriculum and assessment innovations, pedagogical methods, technology integration, and cultural competency interplay to foster and improve student learning. Through rigorous and relevant curriculum, teachers apply their learning in their daily classrooms to create immediate impact for their students, classrooms, and schools.

Eleven Required Courses 46 quarter credits

- ED5010 Foundations of Master's Studies in Education (4 quarter credits)
- EDT5100 Leading Innovation and Implementing Change (4 quarter credits)
- EDT5102 Integrating Technology into Data Assessment and Evaluation (4 quarter credits)
- EDT5104 Teacher Dispositions and Ethics in the Digital Age (4 quarter credits)

In addition, choose one course from each of the following four categories. Courses appearing in multiple categories below may be applied only once toward the satisfaction of a single requirement.

Choose one from the following two curriculum courses:

- ED5300 Curriculum Theory and Design (4 quarter credits)
- EDT5130 Understanding Competency-Based Curriculum and Instruction (4 quarter credits)

Choose one from the following six instruction courses:

- ED5301 Theories of Instruction for 21st Century Learners (4 quarter credits)
- EDT5120 Instruction in the 21st Century Classroom (4 quarter credits)
- EDT5125 Integrating Technology to Enhance Learning (4 quarter credits)
- EDT5130 Understanding Competency-Based Curriculum and Instruction (4 quarter credits)
- EDT5140 Personalized Learning: Instruction and Assessment (4 quarter credits)
- EDT5142 Adaptive Instruction and Assessment (4 quarter credits)

Choose one from the following five assessment courses:

- ED5304 Assessment of Learning (4 quarter credits)
- EDT5132 Authentic Assessments and the Data-Driven Classroom (4 quarter credits)
- EDT5134 Adaptive Learning and Competency-Based Assessments (4 quarter credits)

- EDT5140 Personalized Learning: Instruction and Assessment (4 quarter credits)

- EDT5142 Adaptive Instruction and Assessment (4 quarter credits)

Choose one from the following two cultural competency/diversity courses:

- ED5303 Diversity and Multicultural Perspectives in Education (4 quarter credits)
- ED5730 Culture, Society, and Language (4 quarter credits)

In addition, complete the following research course:

- ED5306 Action Research to Enhance Practice (4 quarter credits)

In addition, complete the following learning science course:

- ED5302 Research and Practice in Learning Theory (4 quarter credits)

Taken during the learner's final quarter:

- ED5980 Capstone in Teaching and Learning (6 quarter credits)

Total 46 quarter credits

This program does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Education Academic Offerings, continued**Master of Education (MEd)
in Teaching and Learning,
FlexPath option**

The Master of Education (MEd) in Teaching and Learning degree program is designed for current educators seeking to become master teachers and educational innovators in their schools and districts. The program provides learners with 21st-century knowledge and skills to deepen their understanding of how curriculum and assessment innovations, pedagogical methods, technology integration, and cultural competency interplay to foster and improve student learning. Through rigorous and relevant curriculum, teachers apply their learning in their daily classrooms to create immediate impact for their students, classrooms, and schools. Learners who pursue this specialization through the FlexPath option earn a Master of Education (MEd) in Teaching and Learning through self-paced demonstrations of competencies.

Thirty-Five Required Courses 23 program points

ED-FPX5010	Foundations for Master's Studies in Education (2 program points)
EDT-FPX5100A	Change Research and Theory and Technology Integration (.5 program points)
EDT-FPX5100B	Collaboration in Technology Integration (.5 program points)
EDT-FPX5100C	Innovations to Serve Diverse Learners (.5 program points)
EDT-FPX5100D	Communicating Innovation and Change with Stakeholders (.5 program points)
EDT-FPX5102A	Data Collection and Analysis Strategies (.5 program points)
EDT-FPX5102B	Analyzing Data (.5 program points)
EDT-FPX5102C	Technology for Data Collection (.5 program points)
EDT-FPX5102D	Digital Tools for Communicating with Stakeholders (.5 program points)
EDT-FPX5104A	Dispositions for Positive Change (.5 program points)
EDT-FPX5104B	Teacher Digital Rights and Responsibilities (.5 program points)
EDT-FPX5104C	Enhancing Digital Learning for Students (.5 program points)
EDT-FPX5104D	Guiding Student Digital Behaviors (.5 program points)

In addition, choose four courses from each of the following four categories. Courses appearing in multiple categories below may be applied only once toward the satisfaction of a single requirement.

Choose four from the following curriculum courses:

ED-FPX5300A	Evaluating Curricular Models and Theories (.5 program points)
ED-FPX5300B	Applying Curricular Models and Theories (.5 program points)
ED-FPX5300C	Team Collaboration Theories and Practices for Curriculum Design and Improvement (.5 program points)

ED-FPX5300D	Team Practices in Curriculum Design and Implementation (.5 program points)
EDT-FPX5130A	Standards, Outcomes, and Competencies for Curriculum Development (.5 program points)
EDT-FPX5130B	Applying Competency-Based Curriculum Development (.5 program points)
EDT-FPX5130C	Competency-Based Instruction with Research-Based Practices (.5 program points)
EDT-FPX5130D	Competency-Based Student-Centered Environments (.5 program points)

Choose four from the following instruction courses:

ED-FPX5301A	Research-Based Pedagogical Methods and Models (.5 program points)
ED-FPX5301B	Designing Research-Based Instructional Methods (.5 program points)
ED-FPX5301C	Delivering Research-Based Instructional Methods (.5 program points)
ED-FPX5301D	Integrating Educational Technology into Teaching (.5 program points)
EDT-FPX5120A	21st-Century Instructional Frameworks (.5 program points)
EDT-FPX5120B	Applying Technology Tools to Enhance Lesson Design and Instruction (.5 program points)
EDT-FPX5120C	1:1 Computing Models and Instructional Design (.5 program points)
EDT-FPX5120D	Applying the Flipped Classroom (.5 program points)
EDT-FPX5125A	Planning Educational Technology to Personalize Instruction and Increase Engagement (.5 program points)
EDT-FPX5125B	Implementing Educational Technology to Personalize Instruction (.5 program points)
EDT-FPX5125C	Technology Infusion: Applying Universal Design for Learning for Diverse Learners (.5 program points)
EDT-FPX5125D	Implementing Educational Technology for Adaptive Learning (.5 program points)
EDT-FPX5130A	Standards, Outcomes, and Competencies for Curriculum Development (.5 program points)
EDT-FPX5130B	Applying Competency-Based Curriculum Development (.5 program points)
EDT-FPX5130C	Competency-Based Instruction with Research-Based Practices (.5 program points)
EDT-FPX5130D	Competency-Based Student-Centered Environments (.5 program points)
EDT-FPX5140A	Planning Personalized Instruction (.5 program points)
EDT-FPX5140B	Implementing Personalized Instruction (.5 program points)

EDT-FPX5140C	Using Assessments to Personalize Learning (.5 program points)
EDT-FPX5140D	Analyzing Assessment Data to Improve Personalized Instruction (.5 program points)
EDT-FPX5142A	Implementing Adaptive Learning for Diverse Learners (.5 program points)
EDT-FPX5142B	Universal Design for Learning for Personalized and Adaptive Instructional Strategies (.5 program points)
EDT-FPX5142C	Adaptive Instruction and Assessment Strategies (.5 program points)
EDT-FPX5142D	Adaptive Learning Systems (.5 program points)
<i>Choose four from the following assessment courses:</i>	
ED-FPX5304A	Assessment Models and Approaches (.5 program points)
ED-FPX5304B	Assessment Design and Implementation (.5 program points)
ED-FPX5304C	Analyzing Assessment Data for Decision Making (.5 program points)
ED-FPX5304D	Communicating Assessment Results to Stakeholders (.5 program points)
EDT-FPX5132A	Forms of Authentic Assessment (.5 program points)
EDT-FPX5132B	Developing Authentic Assessments (.5 program points)
EDT-FPX5132C	Using Assessment Data to Promote Student Learning (.5 program points)
EDT-FPX5132D	Collaborative Assessment Data Analysis (.5 program points)
EDT-FPX5134A	Formative and Authentic Assessment Techniques (.5 program points)
EDT-FPX5134B	Interpreting Formative Assessment Data to Inform Instruction (.5 program points)
EDT-FPX5134C	Implementing Adaptive Learning Approaches (.5 program points)
EDT-FPX5134D	Universal Design for Learning and Competency-Based Assessments (.5 program points)
EDT-FPX5140A	Planning Personalized Instruction (.5 program points)
EDT-FPX5140B	Implementing Personalized Instruction (.5 program points)
EDT-FPX5140C	Using Assessments to Personalize Learning (.5 program points)
EDT-FPX5140D	Analyzing Assessment Data to Improve Personalized Instruction (.5 program points)
EDT-FPX5142A	Implementing Adaptive Learning for Diverse Learners (.5 program points)
EDT-FPX5142B	Universal Design for Learning for Personalized and Adaptive Instructional Strategies (.5 program points)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Education Academic Offerings, continued

MEd in Teaching and Learning, FlexPath option, continued

EDT-FPX5142C	Adaptive Instruction and Assessment Strategies (.5 program points)
EDT-FPX5142D	Adaptive Learning Systems (.5 program points)
<i>Choose four from the following cultural competency/diversity courses:</i>	
ED-FPX5303A	Multicultural Theories, Frameworks, and Models (.5 program points)
ED-FPX5303B	Student Culture and Teaching Practices (.5 program points)
ED-FPX5303C	Implementing Multicultural Instruction (.5 program points)
ED-FPX5303D	Culture and Diversity Dispositions (.5 program points)
ED-FPX5730A	English Language Learner Considerations in Teaching (.5 program points)
ED-FPX5730B	Modeling Cultural Competency to Enhance Learning (.5 program points)
ED-FPX5730C	Socio-Linguistic Theories (.5 program points)
ED-FPX5730D	Legislation Affecting English Language Learner Education (.5 program points)
<i>Take the following research course:</i>	
ED-FPX5306	Action Research to Enhance Practice (2 program points)
<i>Take the following learning science courses:</i>	
ED-FPX5302A	Student Learning Research (.5 program points)
ED-FPX5302B	Research-Based Curriculum Design (.5 program points)
ED-FPX5302C	Brain-Based Learning Theory and Principles (.5 program points)
ED-FPX5302D	Technology Impacts on Learning (.5 program points)
<i>Taken during the learner's final quarter:</i>	
ED-FPX5980	Teaching and Learning Capstone (3 program points)
Total	23 program points

This program does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (HYPERLINK "<http://www.capella.edu>" www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

This program has not yet been evaluated by the Minnesota State Approving Agency and is therefore not currently eligible for VA benefits. Military tuition assistance is not currently available for this program.

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.

Eleven Required Courses 46 quarter credits

Core courses:

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
ED5500	Standards-Based Curriculum, Instruction, and Assessment (4 quarter credits) OR
EDT5130	Understanding Competency-Based Curriculum and Instruction (4 quarter credits)
ED5503	Classroom Management Strategies (4 quarter credits) OR
EDT5122	Digital Citizenship and Technology Applications (4 quarter credits)
ED5504	Strategies for Eliminating the Achievement Gap (4 quarter credits)
ED5006	Survey of Research Methodology (4 quarter credits)

In addition, choose one from the following courses:

ED5501	Assessment and Improvement of Instruction (4 quarter credits)
EDT5140	Personalized Learning: Instruction and Assessment (4 quarter credits)
EDT5142	Adaptive Instruction and Assessment (4 quarter credits)
EDT5150	Instructional Coaching to Improve Teaching and Learning (4 quarter credits)

Specialization courses:

ED5533	Curriculum Mapping: Reflection and Practice (4 quarter credits)
ED5534*	Instruction and Assessment: Theory and Practice (4 quarter credits) OR
EDT5142	Adaptive Instruction and Assessment (4 quarter credits)
ED5535*	Collaboration for the Improvement of Curriculum and Instruction (4 quarter credits) OR
EDT5126	Collaborative Learning Environments (4 quarter credits)

ED5538*	Program Evaluation of Curriculum and Instruction (4 quarter credits)
ED5546 *	Curriculum and Instruction Practicum for Master's Learners (6 quarter credits)

Total 46 quarter credits

Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Kentucky residents are not eligible to enroll in this specialization.

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).

Eleven Required Courses 46 quarter credits

Core courses:

ED5010	Foundations of Master's Studies in Education (4 quarter credits) [†]
ED5500	Standards-Based Curriculum, Instruction, and Assessment (4 quarter credits)
ED5501	Assessment and Improvement of Instruction (4 quarter credits)
ED5503	Classroom Management Strategies (4 quarter credits)
ED5006	Survey of Research Methodology (4 quarter credits)
ED5420 *	Exceptional Children in the Early Childhood Setting (4 quarter credits)

Specialization courses:

ED5405	Infant and Child Development (4 quarter credits)
ED5410 *	The Early Childhood Learning Environment (4 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Education Academic Offerings, *continued*

MS in Education Specializations, continued

ED5430 * Children, Families, and Society (4 quarter credits)	
ED5440 Early Childhood Reading and Literacy Instruction (4 quarter credits)	
ED5450 * Early Childhood Education Practicum (6 quarter credits)	
Total	46 quarter credits

† Learners in the MS in Education, Early Childhood Education specialization are required to complete the Dispositions Self-Assessment, and complete ED5010 with a grade of “B” or higher as a condition of continued enrollment in the program.

Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella’s website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Learners are required to pass the Minnesota Teacher Licensure Examinations (MTLE) to successfully complete their program. Learners must identify Capella University as a recipient to ensure the score report is sent to the university. Learners are responsible for any costs associated with these examinations.

Arkansas and Kentucky residents are not eligible to enroll in this specialization.

Early Childhood Education Studies

The requirements for this specialization are not designed to prepare graduates for licensure. The specialization offers master’s learners the opportunity to expand their knowledge and improve their teaching skills and ability to help young children learn. It 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 as well as examine the learning styles of young children, the educational needs of exceptional children, and the role of family relationships in childhood education.

Nine Required Courses	38 quarter credits
<i>Core courses:</i>	
ED5010 Foundations of Master’s Studies in Education (4 quarter credits)	
ED5503 Classroom Management Strategies (4 quarter credits)	
ED5306 Action Research to Enhance Practice (4 quarter credits)	

Specialization courses:

ED5405 Infant and Child Development (4 quarter credits)	
ED5410 * The Early Childhood Learning Environment (4 quarter credits)	
ED5420 * Exceptional Children in the Early Childhood Setting (4 quarter credits)	
ED5430 * Children, Families, and Society (4 quarter credits)	
ED5440 Early Childhood Reading and Literacy Instruction (4 quarter credits)	
ED5950 * Early Childhood Education Studies Capstone (6 quarter credits)	

Two Elective Courses	8 quarter credits
<i>Choose any graduate course(s).</i>	

Total	46 quarter credits
--------------	---------------------------

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella’s website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

English Language Learning and Teaching

The master’s specialization in English Language Learning and Teaching is designed to prepare licensed P–12 teachers to provide effective instruction to English Language Learners (ELLs); work collaboratively with other administrators, teachers, school guidance staff, and families to ensure the success of every student; and provide curricular leadership to schools and school systems. The curriculum, based on standards in the field, provides a practical, relevant exploration of current practices and emerging trends that can be used to contribute to the success of ELLs. Upon successful completion of this specialization, learners are prepared to contribute to instruction planning and implementation decisions in the English language learning environment at the school and district levels.

Eleven Required Courses	46 quarter credits
<i>Core courses:</i>	

ED5010 Foundations of Master’s Studies in Education (4 quarter credits)	
ED5006 Survey of Research Methodology (4 quarter credits)	
ED5500 Standards-Based Curriculum, Instruction, and Assessment (4 quarter credits) OR	
EDT5130 Understanding Competency-Based Curriculum and Instruction (4 quarter credits)	
ED5503 Classroom Management Strategies (4 quarter credits) OR	
EDT5122 Digital Citizenship and Technology Applications (4 quarter credits)	
ED5720 Assessment and Instruction of English Language Learners (4 quarter credits)	
ED5722 Strategies for Eliminating the Achievement Gap for English Language Learners (4 quarter credits)	

Specialization courses:

ED5724 Applied Linguistics (4 quarter credits)	
ED5726 * Second Language Acquisition (4 quarter credits)	
ED5728 * Methods, Curriculum, and Materials for English Language Learners (4 quarter credits)	
ED5730 Culture, Society, and Language (4 quarter credits)	
ED5699 Master’s Capstone in English Language Learning and Teaching (6 quarter credits)	

Total	46 quarter credits
--------------	---------------------------

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella’s website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

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 in this specialization customize their programs by selecting an area of emphasis that meets their educational, personal, professional, and school site needs. The following courses have been designed for practicing educators and may require K–12 classroom access.

Standards-Based English Language Arts emphasis

The Standards-Based English Language Arts emphasis is intended for learners who want to focus on the language arts of oral, print, media, and digital presentations. Learners design curriculum, instruction, and assessments based on state, national, and professional standards, with particular emphasis on technology, diversity, and research. Throughout their courses, learners apply the multiple literacies of language arts to grade-level-specific lesson planning and instructional practice and participate in collaborative planning with parents, colleagues, and administrators.

Standards-Based Math emphasis

The Standards-Based Math emphasis is intended for learners who want to explore the development and implementation of standards-based, research-supported curriculum, instruction, and assessment in K–12 mathematics. In this emphasis, learners create instruction in the areas of numbers and operations, algebra, geometry, and data analysis and probability using hands-on lessons, technology, and differentiated instruction to meet the diverse needs of students.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Education Academic Offerings, *continued*

MS in Education Specializations, continued

Standards-Based Science emphasis

The Standards-Based Science emphasis is intended for learners who want to explore the many facets of inquiry in science education. Learners in this emphasis create an inquiry-based learning environment by analyzing the relationship among inquiry; content; and state, national, and professional standards. Learners evaluate science curriculum materials and resources in order to discover the ways in which they can integrate literacy and technology into their science lessons to enhance both critical and creative thinking skills.

Standards-Based Social Studies emphasis

The Standards-Based Social Studies emphasis is intended for learners who want to focus on teaching and learning in the areas of social sciences and humanities, with particular emphasis on best practices for learning and assessing student achievement. Learners in this emphasis develop curriculum and instruction that promotes the intellectual skills and critical thinking abilities required for students to become active participants in public life. Throughout their courses, learners study the ways in which they can effectively teach diverse audiences, incorporate the latest research in social studies, and integrate technology in meaningful ways that promote learning.

Nine Required Courses 38 quarter credits

Core courses:

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
ED5500	Standards-Based Curriculum, Instruction, and Assessment (4 quarter credits) OR
EDT5130	Understanding Competency-Based Curriculum and Instruction (4 quarter credits)
ED5503	Classroom Management Strategies (4 quarter credits) OR
EDT5122	Digital Citizenship and Technology Applications (4 quarter credits)
ED5504	Strategies for Eliminating the Achievement Gap (4 quarter credits)

In addition, choose one from the following courses:

ED5501	Assessment and Improvement of Instruction (4 quarter credits)
EDT5140	Personalized Learning: Instruction and Assessment (4 quarter credits)
EDT5142	Adaptive Instruction and Assessment (4 quarter credits)
EDT5150	Instructional Coaching to Improve Teaching and Learning (4 quarter credits)

Specialization course:

ED5542	Master's Capstone in K–12 Studies in Education (6 quarter credits)
--------	--

In addition, learners have the option to choose one of the following emphases:

For a Standards Based English Language Arts emphasis:

ED5580	English Language Arts: Standards-Based Instruction (4 quarter credits)
ED5582	English Language Arts: Instruction and Assessment (4 quarter credits)
ED5584	English Language Arts: Research and Collaboration (4 quarter credits)

For a Standards Based Math emphasis:

ED5506	Standards and the K–12 Mathematics Curriculum (4 quarter credits)
ED5507	The Art of Planning Mathematics Instruction (4 quarter credits)
ED5508	Research and Best Practices in Mathematics Instruction (4 quarter credits)

For a Standards Based Science emphasis:

ED5522	The Art of Planning Science Instruction: Creating the Engaged Science Student (4 quarter credits)
ED5625	Inquiry-Based Curriculum and Resources for Science Teachers (4 quarter credits)
ED5526	Student Assessment and Work Analysis in Science Instruction (4 quarter credits)

For a Standards Based Social Studies emphasis:

ED5600	Integrated Social Studies Aligned to Standards (4 quarter credits)
ED5602	Methods for Teaching and Assessing History and Geography (4 quarter credits)
ED5604	Best Practices in Teaching Civic Education and Economics (4 quarter credits)

Two Elective Courses 8 quarter credits

Recommended elective courses:

ED5514	Educational Leadership for Teacher-Leaders (4 quarter credits) AND
ED5515	Action Research for Teacher-Leaders (4 quarter credits)

OR

ED5528	Technology Skills for the Virtual School Teacher (4 quarter credits) AND
ED5530	Assessment Strategies for the Virtual School Teacher (4 quarter credits)

OR

Choose any graduate course(s).

Total 46 quarter credits

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Leadership in Educational Administration

The master's Leadership in Educational Administration specialization is aligned with nationally recognized leadership standards and is designed to help learners develop and strengthen the knowledge and skills needed to successfully meet the challenges of an ever-changing educational system as ethical and innovative leaders. The curriculum focuses on translating theory into effective leadership practice and includes an emphasis in School Leadership, which offers focused exploration of the leadership, management, and problem-solving skills the current student achievement-focused P–12 environment requires of school leaders. Upon successful completion of this specialization, learners have developed the knowledge and skills necessary for providing school leadership within P–12 institutions.

School Leadership emphasis

The School Leadership emphasis is intended for learners who want to build school-level leadership knowledge and skills. The curriculum focuses on the principal's role in articulating, developing, and implementing a school vision that aligns with and supports district priorities. Learners examine the leadership skills needed to evaluate the systems and processes for continuous school improvement; protect the interests of school and community stakeholders; and integrate their personal expertise with current best practices and legal and ethical standards to promote school achievement.

Twelve Required Courses 46 quarter credits

Core courses:

ED5010	Foundations of Master's Studies in Education (4 quarter credits) [†]
ED5006	Survey of Research Methodology (4 quarter credits)
ED5501	Assessment and Improvement of Instruction (4 quarter credits)
ED5504	Strategies for Eliminating the Achievement Gap (4 quarter credits)

Specialization courses:

ED5320	School Leadership and Management Practices (4 quarter credits)
ED5322 *	School Leadership: Data, Decision-Making, and School Improvement (4 quarter credits)
ED7823 *	Education and the Law (4 quarter credits)

School Leadership emphasis courses:

ED7822 *	The Funding of Educational Institutions (4 quarter credits)
ED7852 *	P–12 Principalship (4 quarter credits)
ED7857 *	Personnel Administration (4 quarter credits)
ED5903 *	Principal Capstone Coursework 1 (3 quarter credits)
ED5904 *	Principal Capstone Coursework 2 (3 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Education Academic Offerings, *continued*

MS in Education Specializations, continued

Learners must register for ED5905 a minimum of two times to fulfill their specialization requirements.

ED5905 Principal Capstone Clinical Experience (non-credit)

Total 46 quarter credits

† Learners in the MS in Education, Leadership in Educational Administration specialization are required to complete the Dispositions Self-Assessment, and complete ED5010 with a grade of “B” or higher as a condition of continued enrollment in the program.

Learners in the School Leadership emphasis are required to take the Praxis II Series Educational Leadership: Administration and Supervision (0411 or 5411) test to successfully complete their program. To be recommended for licensure learners must pass the Praxis II Series Educational Leadership: Administration and Supervision (0411 or 5411) with a score of 145. Learners must identify Capella University as a recipient to ensure the score report is sent to the university. Learners under an earlier catalog, who are required to take the School Leaders Licensure Assessment (SLLA), may take the Praxis II Series Educational Leadership: Administration and Supervision (0411 or 5411) as a substitute for the SLLA. Learners are responsible for any costs associated with this assessment.

Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella’s website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Arkansas and Kentucky residents are not eligible to enroll in this specialization.

The Arizona Department of Education has approved the School Leadership emphasis for principal preparation.

Learners seeking licensure in Arizona must secure a Structured English Immersion endorsement (SEI) and specific coursework in the U.S. and Arizona constitution. For more information, see the Licensure section for this program on Capella’s website (www.capella.edu).

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 coursework and field experiences reflect state and national standards. The Reading and Literacy specialization is state-approved by the Minnesota Professional Educator Licensing and Standards Board using the Standards of Effective Practice and the Teachers of Reading standards.

Twelve Required Courses 45 quarter credits

Core courses:

- ED5010 Foundations of Master’s Studies in Education (4 quarter credits)[†]
- ED5501 Assessment and Improvement of Instruction (4 quarter credits)
- ED5500 Standards-Based Curriculum, Instruction, and Assessment (4 quarter credits)
- ED5503 Classroom Management Strategies (4 quarter credits)
- ED5504 Strategies for Eliminating the Achievement Gap (4 quarter credits)
- ED5006 Survey of Research Methodology (4 quarter credits)

Specialization courses:

- ED5551 Developing Fluent Readers (3 quarter credits)
- ED5552 * Teaching Comprehension Strategies (3 quarter credits)
- ED5553 * Assessment-Based Reading Instruction (3 quarter credits)
- ED5554 * Sociocultural Context of Reading Instruction (3 quarter credits)
- ED5555 * Foundational Theories in Reading Instruction (3 quarter credits)
- ED5559 * Reading and Literacy Practicum (6 quarter credits)

Total 45 quarter credits

† Learners in the MS in Education, Reading and Literacy specialization are required to complete the Dispositions Self-Assessment, and complete ED5010 with a grade of “B” or higher as a condition of continued enrollment in the program.

Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella’s website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Learners seeking Minnesota Teacher(s) of Reading endorsement upon completion of the MS in Education specialization in Reading and Literacy must document having completed a minimum of 25 percent of their clinical field work experiences at the elementary level (grades 1–6), the middle level (grades 5–8), and secondary level (grades 9–12). Access to active educational settings is required for all reading and literacy coursework.

Learners are required to pass the Minnesota Teacher Licensure Examinations (MTLE) to successfully complete their program. Learners must identify Capella University as a recipient to ensure the score report is sent to the university. Learners are responsible for any costs associated with these examinations.

Arkansas and Kentucky residents are not eligible to enroll in this specialization.

Special Education Teaching

The master’s Special Education Teaching specialization is intended for teachers who want to help students with disabilities achieve success in P–12 environments. The curriculum, developed around national special education standards, is designed to help teachers effectively instruct and advocate for the increasingly diverse populations of children with disabilities. Learners study current and emerging instruction practices, strategies, and techniques for teaching children with disabilities, and gain experience that is applicable and relevant to their current work. The Special Education Teaching specialization incorporates the Council for Exceptional Children (CEC) advanced preparation standards to assure that individuals with exceptionalities have well-prepared, career-oriented special educators.

Eleven Required Courses 46 quarter credits

Core courses:

- ED5010 Foundations of Master’s Studies in Education (4 quarter credits)
- ED5006 Survey of Research Methodology (4 quarter credits)
- ED5500 Standards-Based Curriculum, Instruction, and Assessment (4 quarter credits) **OR**
- EDT5130 Understanding Competency-Based Curriculum and Instruction (4 quarter credits)
- ED5503 Classroom Management Strategies (4 quarter credits) **OR**
- EDT5122 Digital Citizenship and Technology Applications (4 quarter credits)
- ED5504 Strategies for Eliminating the Achievement Gap (4 quarter credits)

In addition, choose one from the following courses:

- ED5501 Assessment and Improvement of Instruction (4 quarter credits)
- EDT5140 Personalized Learning: Instruction and Assessment (4 quarter credits)
- EDT5142 Adaptive Instruction and Assessment (4 quarter credits)
- EDT5150 Instructional Coaching to Improve Teaching and Learning (4 quarter credits)

Specialization courses:

- ED5700 Foundations of Special Education (4 quarter credits)
- ED5706 Assessment and Planning for Students with Disabilities (4 quarter credits)
- ED5707 Instruction for Students with Disabilities (4 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Education Academic Offerings, *continued*

MS in Education Specializations, continued

ED5712	Communication, Consultation, and Collaboration for Special Education (4 quarter credits)
ED5714	Programming and Leadership for Diverse Groups Capstone (6 quarter credits)
Total	46 quarter credits

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

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 40 quarter credits

Core courses:

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
ED5006	Survey of Research Methodology (4 quarter credits)

Specialization courses:

ED5802	Principles of Instructional Design (4 quarter credits)
ED5803 *	Processes of Instructional Design (4 quarter credits)
ED5807	Design of Instructional Media (4 quarter credits)
ED5810	Project Management for e-Learning Development (4 quarter credits)
ED7484 *	Application of Learning Theories to Instructional Design (4 quarter credits)
ED7505 *	Evaluation and Assessment of Instructional Design (4 quarter credits)
ED5992	Instructional Design for Online Learning Capstone (4 quarter credits)

In addition, choose one from the following courses:

ED5804	The Delivery of Distance Education (4 quarter credits)
ED7503	Instructional Design Technologies (4 quarter credits)
ED7814 *	Interface Design (4 quarter credits)

Two Elective Courses 8 quarter credits

Recommended elective courses:

ED7311	Theory and Methods of Educating Adults (4 quarter credits)
ED7641	Needs Assessment: Models and Procedures (4 quarter credits)

OR

Choose any graduate course(s).

Total 48 quarter credits

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

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 that include performance analysis of need or opportunity, intervention selection, design, development, and evaluation, 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 Human Performance Improvement standards and models adopted by the Association of Talent Development (ATD) and the International Society for Performance Improvement (ISPI). Learners have the opportunity to conduct an ROI impact study as a capstone project and apply for an ROI Professional Certification from the ROI Institute and/or apply for the Certified Performance Technologist (CPT) credential from the International Society of Performance Improvement (ISPI) using their project portfolios compiled during the final master's program capstone course.

Ten Required Courses 40 quarter credits

Core courses:

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
ED5006	Survey of Research Methodology (4 quarter credits)

Specialization courses:

ED7631	Introduction to Training and Performance Systems (4 quarter credits)
ED7641	Needs Assessment: Models and Procedures (4 quarter credits)
ED7662	Designing Training and Performance Solutions (4 quarter credits)
ED7672	Delivery Systems for Training and Performance Improvement (4 quarter credits)
ED7652	Evaluating Training and Performance Improvement Systems (4 quarter credits)
ED7675 *	Return on Investment in Training and Performance Improvement (4 quarter credits)
ED5994 *	Training and Performance Improvement Capstone (4 quarter credits)

In addition, choose one from the following courses:

ED7677	Survey of Training and Performance Improvement Research (4 quarter credits)
ED5804	The Delivery of Distance Education (4 quarter credits)
ED7673	The Future of Corporate and Technical Training: Issues and Trends (4 quarter credits)
ED5317	Foundations of Adult Education (4 quarter credits)
ED7830	Coaching for High Performance (4 quarter credits)

Two Elective Courses 8 quarter credits

Choose any graduate course(s).

Total 48 quarter credits

Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Education Academic Offerings, *continued*

Master of Science (MS) in Education Innovation and Technology Specializations

General Educational Technology

The General Educational Technology specialization is designed to provide learners with a strong foundation in 21st-century educational technology skills. The curriculum in this specialization emphasizes using technology to engage students and personalize their learning experience and give them voice and choice in their learning outcomes. Learners also apply meaningful formative and summative assessments to improve instruction and use quantitative and qualitative data in order to monitor and adjust instruction. Upon successful completion of this specialization, learners are prepared to lead colleagues in technology integration and digital dispositions needed to lead and promote innovation in K–12 settings.

Eight Required Courses 34 quarter credits

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
EDT5100	Leading Innovation and Implementing Change (4 quarter credits)
EDT5102	Integrating Technology into Data Assessment and Evaluation (4 quarter credits)
EDT5104	Teacher Dispositions and Ethics in the Digital Age (4 quarter credits)
EDT5900	Innovation and Technology Capstone (6 quarter credits)

In addition, choose three from the following courses:

EDT5120	Instruction in the 21st-Century Classroom (4 quarter credits)
EDT5122	Digital Citizenship and Technology Applications (4 quarter credits)
EDT5125	Integrating Technology to Enhance Learning (4 quarter credits)
EDT5126	Collaborative Learning Environments (4 quarter credits)
EDT5130	Understanding Competency-Based Curriculum and Instruction (4 quarter credits)
EDT5132	Authentic Assessments and the Data-Driven Classroom (4 quarter credits)
EDT5134	Adaptive Learning and Competency-Based Assessments (4 quarter credits)
EDT5140	Personalized Learning: Instruction and Assessment (4 quarter credits)
EDT5142	Adaptive Instruction and Assessment (4 quarter credits)
EDT5144	Using Data to Personalize Instruction (4 quarter credits)
EDT5150	Instructional Coaching to Improve Teaching and Learning (4 quarter credits)
EDT5152	Planning and Implementing Site-Based Initiatives (4 quarter credits)

Three Elective Courses 12 quarter credits

Recommended elective courses:

ED5528	Technology Skills for the Virtual School Teacher (4 quarter credits)
ED5530	Assessment Strategies for the Virtual School Teacher (4 quarter credits)

OR

Choose any graduate course(s)

Total 46 quarter credits

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Competency-Based Instruction

The Competency-Based Instruction master's specialization provides learners with a strong foundation in using standards, outcomes, and competencies to guide curriculum and instruction decisions. The curriculum emphasizes gaining expertise in designing authentic assessments to measure identified learning goals, using formative and summative assessments, and collaborating with colleagues and students to develop learning objectives and track progress toward them. Upon successful completion of this specialization, learners are prepared to use formative and summative assessment to improve instruction and to document student progress toward desired competencies.

Nine Required Courses 38 quarter credits

Core courses:

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
EDT5100	Leading Innovation and Implementing Change (4 quarter credits)
EDT5102	Integrating Technology into Data Assessment and Evaluation (4 quarter credits)
EDT5104	Teacher Dispositions and Ethics in the Digital Age (4 quarter credits)

Specialization courses:

EDT5130	Understanding Competency-Based Curriculum and Instruction (4 quarter credits)
EDT5132	Authentic Assessments and the Data-Driven Classroom (4 quarter credits)
EDT5134	Adaptive Learning and Competency-Based Assessments (4 quarter credits)
EDT5126	Collaborative Learning Environments (4 quarter credits)
EDT5900	Innovation and Technology Capstone (6 quarter credits)

Two Elective Courses 8 quarter credits

Recommended elective courses:

EDT5120	Instruction in the 21st-Century Classroom (4 quarter credits)
EDT5122	Digital Citizenship and Technology Applications (4 quarter credits)

EDT5125	Integrating Technology to Enhance Learning (4 quarter credits)
EDT5140	Personalized Learning: Instruction and Assessment (4 quarter credits)
EDT5142	Adaptive Instruction and Assessment (4 quarter credits)
EDT5144	Using Data to Personalize Instruction (4 quarter credits)
EDT5150	Instructional Coaching to Improve Teaching and Learning (4 quarter credits)
EDT5152	Planning and Implementing Site-Based Initiatives (4 quarter credits)

OR

Choose any graduate course(s).

Total 46 quarter credits

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Instruction in the 1:1 Environment

The Instruction in the 1:1 Environment specialization is designed to provide learners with a thorough understanding of how 21st-century digital skills support dynamic instruction, how to collect meaningful assessment data on student learning and the capability to implement their knowledge in both areas. The curriculum in this specialization emphasizes using technology and multimedia to personalize learning, using digital literacy skills, and incorporating meaningful assessments that inform instruction. Upon successful completion of this specialization, learners are prepared to incorporate digital tools and resources into engaging instruction for all students in K–12 settings.

Nine Required Courses 38 quarter credits

Core courses:

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
EDT5100	Leading Innovation and Implementing Change (4 quarter credits)
EDT5102	Integrating Technology into Data Assessment and Evaluation (4 quarter credits)
EDT5104	Teacher Dispositions and Ethics in the Digital Age (4 quarter credits)

Specialization courses:

EDT5120	Instruction in the 21st-Century Classroom (4 quarter credits)
EDT5122	Digital Citizenship and Technology Applications (4 quarter credits)
EDT5125	Integrating Technology to Enhance Learning (4 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Education Academic Offerings, continued

MS in Education Innovation and Technology Specializations, continued

EDT5126	Collaborative Learning Environments (4 quarter credits)
EDT5900	Innovation and Technology Capstone (6 quarter credits)

Two Elective Courses 8 quarter credits

Recommended elective courses:

EDT5130	Understanding Competency-Based Curriculum and Instruction (4 quarter credits)
EDT5132	Authentic Assessments and the Data-Driven Classroom (4 quarter credits)
EDT5134	Adaptive Learning and Competency-Based Assessments (4 quarter credits)
EDT5140	Personalized Learning: Instruction and Assessment (4 quarter credits)
EDT5142	Adaptive Instruction and Assessment (4 quarter credits)
EDT5144	Using Data to Personalize Instruction (4 quarter credits)
EDT5150	Instructional Coaching to Improve Teaching and Learning (4 quarter credits)
EDT5152	Planning and Implementing Site-Based Initiatives (4 quarter credits)

OR

Choose any graduate course(s).

Total 46 quarter credits

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Personalized Learning

The Personalized Learning master's specialization is designed to equip learners with the knowledge and skills needed to provide individualized learning opportunities for K–12 students. Using technology, learners create authentic learning experiences that incorporate student skill levels, interests, strengths, and challenges. The curriculum focuses on differentiated instruction, formative assessment, and Universal Design for Learning. Upon successful completion of this specialization, learners have gained expertise in using models of problem-based and deeper learning to improve higher-level thinking skills in K–12 students.

Nine Required Courses 38 quarter credits

Core courses:

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
EDT5100	Leading Innovation and Implementing Change (4 quarter credits)
EDT5102	Integrating Technology into Data Assessment and Evaluation (4 quarter credits)
EDT5104	Teacher Dispositions and Ethics in the Digital Age (4 quarter credits)

Specialization courses:

EDT5140	Personalized Learning: Instruction and Assessment (4 quarter credits)
EDT5142	Adaptive Instruction and Assessment (4 quarter credits)
EDT5144	Using Data to Personalize Instruction (4 quarter credits)
EDT5126	Collaborative Learning Environments (4 quarter credits)
EDT5900	Innovation and Technology Capstone (6 quarter credits)

Two Elective Courses 8 quarter credits

Recommended elective courses:

EDT5120	Instruction in the 21st-Century Classroom (4 quarter credits)
EDT5122	Digital Citizenship and Technology Applications (4 quarter credits)
EDT5125	Integrating Technology to Enhance Learning (4 quarter credits)
EDT5130	Understanding Competency-Based Curriculum and Instruction (4 quarter credits)
EDT5132	Authentic Assessments and the Data-Driven Classroom (4 quarter credits)
EDT5134	Adaptive Learning and Competency-Based Assessments (4 quarter credits)
EDT5150	Instructional Coaching to Improve Teaching and Learning (4 quarter credits)
EDT5152	Planning and Implementing Site-Based Initiatives (4 quarter credits)

OR

Choose any graduate course(s).

Total 46 quarter credits

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Professional Growth and Development

The Professional Growth and Development master's specialization is designed to provide learners with a thorough understanding of strategies for leading and mentoring other educators in developing as professionals. The curriculum in this specialization emphasizes the skills required to engage in professional learning communities and how learners acquire the skills to engage in instructional mentoring and coaching that improves and supports the teaching practice of other educators. Upon successful completion of this specialization, learners are prepared to lead their colleagues in ongoing professional development.

Nine Required Courses 38 quarter credits

Core courses:

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
EDT5100	Leading Innovation and Implementing

	Change (4 quarter credits)
EDT5102	Integrating Technology into Data Assessment and Evaluation (4 quarter credits)
EDT5104	Teacher Dispositions and Ethics in the Digital Age (4 quarter credits)

Specialization courses:

EDT5130	Understanding Competency-Based Curriculum and Instruction (4 quarter credits)
EDT5150	Instructional Coaching to Improve Teaching and Learning (4 quarter credits)
EDT5152	Planning and Implementing Site-Based Initiatives (4 quarter credits)
EDT5126	Collaborative Learning Environments (4 quarter credits)
EDT5900	Innovation and Technology Capstone (6 quarter credits)

Two Elective Courses 8 quarter credits

Recommended elective courses:

EDT5120	Instruction in the 21st-Century Classroom (4 quarter credits)
EDT5122	Digital Citizenship and Technology Applications (4 quarter credits)
EDT5125	Integrating Technology to Enhance Learning (4 quarter credits)
EDT5132	Authentic Assessments and the Data-Driven Classroom (4 quarter credits)
EDT5134	Adaptive Learning and Competency-Based Assessments (4 quarter credits)
EDT5140	Personalized Learning: Instruction and Assessment (4 quarter credits)
EDT5142	Adaptive Instruction and Assessment (4 quarter credits)
EDT5144	Using Data to Personalize Instruction (4 quarter credits)

OR

Choose any graduate course(s).

Total 46 quarter credits

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Education Academic Offerings, *continued*

Master of Science (MS) in Higher Education Specializations

Adult Education

The master's Adult Education specialization is designed to enhance learners' qualifications in adult education and college teaching. The curriculum emphasizes reflective practice within adult education settings and integration of current theory with best practices in adult learning and teaching. Learners focus on the learning styles of individuals from various backgrounds, collaborative learning, and program development for the adult learner. Learners who successfully complete this specialization are prepared to pursue careers as educators in community college, distance education, college, university, corporate, or other adult education settings.

Twelve Required Courses 48 quarter credits

Core courses:

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
ED5006	Survey of Research Methodology (4 quarter credits)
ED5012 *	Overview of Higher Education (4 quarter credits)
ED5016	Foundations of Higher Education Assessment and Evaluation (4 quarter credits)

Specialization courses:

ED5317	Foundations of Adult Education (4 quarter credits)
ED5340 *	Theories and Principles of Adult Learning (4 quarter credits)
ED5342	Multicultural Perspectives in Adult Education (4 quarter credits)
ED5344 *	Strategies and Best Practices for Teaching and Learning (4 quarter credits)
ED5346 *	Assessment of Learning and Teaching in Adult Education (4 quarter credits)
ED5348 *	Adult Education Program Development (4 quarter credits)
ED5390 *	Adult Education Capstone (4 quarter credits)

In addition, choose one of the following:

ED7713	Student Advising and Retention (4 quarter credits)
ED7716	Faculty Leadership (4 quarter credits)
ED8601	Online Course Design, Facilitation, and Assessment (4 quarter credits)

Total 48 quarter credits

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Higher Education Leadership and Administration

The master's Higher Education Leadership and Administration specialization integrates current, recognized theory and best practices with practical application. Learners pursue a specific emphasis within their program, engaging in a curriculum that focuses on history, politics and public policy, law and governance, finance and development, and program administration. Successful graduates of this specialization are prepared to pursue leadership positions at community colleges; universities; or other public, private, or for-profit postsecondary educational institutions.

Community College Leadership emphasis

The Community College Leadership emphasis is designed to prepare community college educators for leadership roles. Learners are introduced to the philosophy, culture, leadership attributes, and issues and trends of the comprehensive community college.

Higher Education Program Administration emphasis

The Higher Education Program Administration emphasis is designed for learners who desire flexibility in their higher education careers. Learners are introduced to the major divisions of higher education institutions and to related topics including law and internal governance. In addition, learners apply theory to common, practical challenges faced by leaders in higher education.

Twelve Required Courses 48 quarter credits

Core courses:

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
ED5006	Survey of Research Methodology (4 quarter credits)
ED5012 *	Overview of Higher Education (4 quarter credits)
ED5016	Foundations of Higher Education Assessment and Evaluation (4 quarter credits)

Specialization courses:

ED5570	History, Issues, and Trends in Higher Education (4 quarter credits)
ED5572 *	Politics and Public Policy in Higher Education (4 quarter credits)
ED5574 *	Financial Management and Institutional Development (4 quarter credits)
ED7540 *	Leadership in Higher Education (4 quarter credits)
ED5890 *	Higher Education Leadership and Administration Capstone (4 quarter credits)

In addition, choose one of the following emphases: For a Community College Leadership emphasis:

ED6562 *	Comprehensive Community Colleges (4 quarter credits)
ED6564 *	Governance and Politics in Community Colleges (4 quarter credits)
ED6566 *	Issues and Trends in Community Colleges (4 quarter credits)

For a Higher Education Program Administration emphasis:

ED6572 *	Organization and Functions of Higher Education Programs (4 quarter credits)
ED6574 *	Law and Governance in Higher Education (4 quarter credits)
ED6576 *	Higher Education Program Administration (4 quarter credits)

Total 48 quarter credits

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Integrative Studies

The master's Integrative Studies specialization is designed for mid-career professionals and leaders in a variety of settings, including adult and higher education, alternative educational programs, allied health care, military, and for-profit and nonprofit organizations. Learners engage in a curriculum that emphasizes a customized program of study that fits the unique needs of a diverse group of professionals in changing educational environments, culminating in a final professional portfolio. Integrative Studies learners seek this specialization whether they want to remain in their current profession or be prepared to change professions. Upon successful completion of the master's specialization in Integrative Studies, learners are prepared to pursue a variety of teaching or educational roles.

Six Required Courses 24 quarter credits

Core courses:

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
ED5006	Survey of Research Methodology (4 quarter credits)
ED5012 *	Overview of Higher Education (4 quarter credits)
ED5016	Foundations of Higher Education Assessment and Evaluation (4 quarter credits)

Specialization courses:

ED5414 *	Introduction to Integrative Studies (4 quarter credits)
ED5490 *	Capstone in Integrative Studies (4 quarter credits)

Six Elective Courses 24 quarter credits

Recommended elective courses:

ED5340	Theories and Principles of Adult Learning (4 quarter credits)
ED5342	Multicultural Perspectives in Adult Education (4 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Education Academic Offerings, *continued*

MS in Higher Education Specializations, continued

ED5344	Strategies and Best Practices for Teaching and Learning (4 quarter credits)
ED5515	Action Research for Teacher-Leaders (4 quarter credits)
ED5804	The Delivery of Distance Education (4 quarter credits)
ED7106	Curriculum Development (4 quarter credits)
ED7540	Leadership in Higher Education (4 quarter credits)
ED7590	Critical Thinking in Adult Education (4 quarter credits)
ED7641	Needs Assessment: Models and Procedures (4 quarter credits)
ED7701	Educational Philosophy and Change (4 quarter credits)
ED7818	The Future of Teaching and Learning: Issues for the Educational Leader (4 quarter credits)
ED7830	Coaching for High Performance (4 quarter credits)
ED8111	The Historical and Social Foundations of Education (4 quarter credits)
ED8446	Curriculum Development and Teaching Strategies for Adult Learning (4 quarter credits)

OR

Choose any graduate course(s).

Total 48 quarter credits

This specialization does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Post-Master's Certificate Programs

Post-Master's Certificate in Adult Education Leadership

The Post-Master's Certificate in Adult Education Leadership is designed to develop effective leadership and management and program planning skills in a variety of adult education settings, including governmental, educational, industrial, or nonprofit organizations. Additionally, learners strengthen their understanding of adult learning theories and current issues surrounding their role as adult education professionals.

Four Required Courses 24 quarter credits

All courses taken in a prescribed sequence:

EDD8330 *	Adult Learning Theory and Practice (6 quarter credits)
EDD8332 *	Program Planning and Evaluation in Adult Learning Settings (6 quarter credits)
EDD8334 *	Leading and Managing Adult Learning (6 quarter credits)
EDD8338 *	Practice and Planning in Adult Education (6 quarter credits)

Total 24 quarter credits

This certificate does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

This certificate has not been reviewed or approved by the Kentucky Education Professional Standards Board (EPSB); KY residents are not eligible for certification, endorsement, rank change, licensure, renewal, etc. by the EPSB.

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 (4 quarter credits)
ED7312	Teaching Adults (4 quarter credits)
ED7712	Classroom Assessment in Education (4 quarter credits)
ED8446	Curriculum Development and Teaching Strategies for Adult Learning (4 quarter credits) OR
ED8601	Online Course Design, Facilitation, and Assessment (4 quarter credits)
ED8320 *	Practicum in College Teaching (4 quarter credits)

Total 20 quarter credits

This certificate does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Post-Master's Certificate in Curriculum and Instruction

The Post-Master's Certificate in Curriculum and Instruction is designed for professionals in leadership careers who are guiding curriculum and instructional improvement initiatives supported by current theory and research in curriculum design, instructional models, and assessment strategies. Learners develop and demonstrate the research-based knowledge, skills, and attitudes necessary for effective classroom, building, district-level, university-level, and corporate-level curriculum and instructional leadership. Learners also participate in course discussions and activities that provide practical experiences and projects that demonstrate innovative and timely theory, research, and practice in the areas of leading and collaborating with others in order to improve curriculum, instruction, and assessment.

Four Required Courses 24 quarter credits

All courses taken in a prescribed sequence:

EDD8340 *	Supervision and Evaluation of Curriculum, Instruction, and Assessment Programs (6 quarter credits)
EDD8342 *	Collaboration for the Improvement of Curriculum, Instruction, and Assessment (6 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Education Academic Offerings, *continued*

Post-Master's Certificate Programs, continued

EDD8344 * Applying Research to the Improvement of Curriculum, Instruction, and Assessment (6 quarter credits)

EDD8348 * Reflection and Planning in Curriculum and Instruction (6 quarter credits)

Total 24 quarter credits

This certificate does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

This certificate has not been reviewed or approved by the Kentucky Education Professional Standards Board (EPSB); KY residents are not eligible for certification, endorsement, rank change, licensure, renewal, etc. by the EPSB.

Post-Master's Certificate in Educational Leadership and Management

The Post-Master's Certificate in Educational Leadership and Management is designed to help practicing professionals develop their leadership skills in colleges, universities, P–12 schools and districts, as well as corporate, governmental and non-governmental education organizations. Throughout the program, learners focus on the leadership and management competencies of successful educational professionals such as collaborating to create a culture of learning and leading and managing change, which provides learners the opportunity to strengthen their inquiry, analysis, communication, decision-making, and leadership skills.

Four Required Courses 24 quarter credits

All courses taken in a prescribed sequence:

EDD8320 * Collaboration in Leading and Managing a Culture of Learning (6 quarter credits)

EDD8322 * Leading and Managing Change (6 quarter credits)

EDD8324 * Leading and Managing Application of Organizational Theory (6 quarter credits)

EDD8328 * Reflection and Planning in Education Leadership and Management (6 quarter credits)

Total 24 quarter credits

This certificate does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

This certificate has not been reviewed or approved by the Kentucky Education Professional Standards Board (EPSB); KY residents are not eligible for certification, endorsement, rank change, licensure, renewal, etc. by the EPSB.

Post-Master's Certificate in Leadership and Accountability

The Post-Master's Certificate in Leadership and Accountability provides practicing education professionals the opportunity to enhance their skills and demonstrate proficiency in the essential competency areas of their discipline, such as evaluation of educational theory and problem solving approaches, communication and collaboration skills with stakeholders, and evaluation of evidence-based decision-making. The certificate emphasizes creative and critical thinking and practical application of inquiry, research, leadership, and management skills in a variety of education settings (e.g., schools; school districts; colleges; universities; corporations, non-profit and governmental educational organizations, etc.) and prepares successful graduates to excel as effective strategists, problem solvers, and change managers in their chosen educational settings.

Five Required Courses 28 quarter credits

All courses taken in a prescribed sequence:

EDD8000 Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)

EDD8300 * Leadership through Personal and Professional Development (6 quarter credits)

EDD8302 * Becoming a Critical Consumer of Action Research (6 quarter credits)

EDD8304 * How to of Becoming an Action Researcher (6 quarter credits)

EDD8306 * Systems and Theories of Organizational Dynamics and Change (6 quarter credits)

Total 28 quarter credits

This certificate does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

This certificate has not been reviewed or approved by the Kentucky Education Professional Standards Board (EPSB); KY residents are not eligible for certification, endorsement, rank change, licensure, renewal, etc. by the EPSB.

Post-Master's Certificate in Leadership for Higher Education

The Post-Master's Certificate in Leadership for Higher Education is designed for learners seeking advanced knowledge and skills in the major areas of postsecondary leadership while complementing previous educational and professional experiences. This certificate delivers competencies that are focused on a thorough background in leadership theory and application, the history of higher education, current issues and trends, the culture and politics of colleges and universities, and best practices in human resource management. Upon successful completion of this certificate, learners are prepared to make sound decisions based on best practices in higher education leadership and administration.

Five Required Courses 20 quarter credits

EDD8000 Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)

ED7540 Leadership in Higher Education (4 quarter credits)

ED7841 The History of Higher Education (4 quarter credits)

ED7840 The Politics of Higher Education (4 quarter credits)

ED7546 Human Resources in Higher Education (4 quarter credits)

Total 20 quarter credits

This certificate does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

This certificate has not been reviewed or approved by the Kentucky Education Professional Standards Board (EPSB); KY residents are not eligible for certification, endorsement, rank change, licensure, renewal, etc. by the EPSB.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Education Academic Offerings, *continued*

Post-Master's Certificate Programs, *continued*

Post-Master's Certificate in Performance Improvement Leadership

The Post-Master's Certificate in Performance Improvement Leadership is designed for experienced career professionals who wish to advance to leadership roles such as chief learning officer, training director, professor, performance improvement specialist, or manager of learning and performance improvement. In this program, learners strengthen their understanding of strategic and tactical issues related to performance improvement interventions and develop their critical thinking, research, and problem solving skills to help them become reflective scholar-practitioners and innovative thinkers. The curriculum is based on the human performance improvement standards and models from the Association for Talent Development (ATD) and the International Society for Performance Improvement (ISPI).

Four Required Courses 24 quarter credits

All courses taken in a prescribed sequence:

- EDD8360 * Introduction to Human Performance Improvement Systems (6 quarter credits)
- EDD8362 * Human Performance Improvement Needs Assessment: Models and Procedures (6 quarter credits)
- EDD8364 * Designing, Delivering, and Evaluating Human Performance Improvement Interventions (6 quarter credits)
- EDD8366 * Return on Investment of Human Performance Improvement Interventions (6 quarter credits)

Total 24 quarter credits

This certificate does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

This certificate has not been reviewed or approved by the Kentucky Education Professional Standards Board (EPSB); KY residents are not eligible for certification, endorsement, rank change, licensure, renewal, etc. by the EPSB.

Post-Master's Certificate in Postsecondary and Adult Education

The Post-Master's Certificate in Postsecondary and Adult Education is designed to assist learners in facilitating the learning process for adults and providing vision and direction in adult-serving postsecondary education and community settings. Successful completion of this certificate, which includes courses that address learning theory, international and multicultural perspectives, classroom assessment, and adult teaching strategies, prepares learners to pursue instructional and administrative positions in a variety of postsecondary and adult educational institutions.

Five Required Courses 20 quarter credits

- EDD8000 Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)
- ED7311 Theory and Methods of Educating Adults (4 quarter credits)
- ED7314 International and Multicultural Perspectives in Postsecondary and Adult Education (4 quarter credits)
- ED7310 Evaluating the Effectiveness of the Educational Process (4 quarter credits)
- ED7712 Classroom Assessment in Education (4 quarter credits)

Total 20 quarter credits

Post-Master's Certificate in Professional Studies in Education

The Post-Master's Certificate in Professional Studies in Education is designed for experienced professionals in a variety of teaching and/or training settings. The curriculum within this certificate supplements previous undergraduate or graduate educational experiences and provides learners with a foundational knowledge of major competencies in theory and philosophy of education. To complete the certificate, learners can choose from electives tailored to their interests. Upon successful completion of this certificate, learners are prepared to advance in the practice of teaching and learning.

Five Required Courses 20 quarter credits

- EDD8000 Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)
- ED7701 Educational Philosophy and Change (4 quarter credits)
- ED8222 Professionalism in the 21st Century (4 quarter credits)
- ED7818 The Future of Teaching and Learning: Issues for the Educational Leader (4 quarter credits)
- ED7311 Theory and Methods of Educating Adults (4 quarter credits)

Total 20 quarter credits

This certificate does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

This certificate has not been reviewed or approved by the Kentucky Education Professional Standards Board (EPSB); KY residents are not eligible for certification, endorsement, rank change, licensure, renewal, etc. by the EPSB.

Post-Master's Certificate in Research

The Post-Master's Certificate in Research is designed to help learners strengthen their understanding of conceptualizing and implementing analytic driven solutions to a variety of contemporary issues facing educational organizations and institutions. Learners focus on project development and research grounded in both the quantitative and qualitative methodologies, and develop expertise in developing empirically-based solutions by utilizing psychometrically appropriate assessments. Learners also gain an understanding of linear models, multilevel modeling, multivariate analysis, measurement models, generalized linear models, causal inference, approaches to missing data, causal inference, high-dimensional data measurement, missing data, model selection, multivariate analysis, multilevel modeling, and surveys and sampling. Finally, learners develop expertise in a variety of qualitative designs including, but not limited to the following: basic qualitative design, case study, ethnography, grounded study, and phenomenology.

Seven Required Courses 28 quarter credits

- EDD8000 Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)
- ED8112 Educational Research Methods (4 quarter credits)
- ED8102 Introduction to Qualitative Research (4 quarter credits)
- ED8132 * Educational Quantitative Research 1 (4 quarter credits)
- ED8120 * Institutional Research (4 quarter credits)
- ED8121 * Tests and Measurement for Educational Research (4 quarter credits)
- ED8123 * Statistics for Educational Research II (4 quarter credits)

Total 28 quarter credits

This certificate does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Education Academic Offerings, *continued*

Graduate Certificate Programs

Adult Education

The Adult Education graduate certificate supplements previous undergraduate or graduate educational experiences and provides learners with a foundational knowledge of major competency areas in the field of adult education. The curriculum focuses on the characteristics of adult learners and the adult education profession, as well as adult education settings, philosophies, principles, and theories. Upon successful completion of this graduate certificate, learners are prepared to advance the practice of learning and teaching within the field of adult education; apply adult education principles and theories to instruction, program development, and enhancement of learning; adapt strategies and methods to address the characteristics of adult learners; and apply reflective strategies that lead to improved personal and professional practice.

Five Required Courses 20 quarter credits

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
ED5012 *	Overview of Higher Education (4 quarter credits)
ED5317	Foundations of Adult Education (4 quarter credits)
ED5340 *	Theories and Principles of Adult Learning (4 quarter credits)
ED5344 *	Strategies and Best Practices for Teaching and Learning (4 quarter credits) OR
ED5348 *	Adult Education Program Development (4 quarter credits)

Total **20 quarter credits**

Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Competency-Based Instruction

The Competency-Based Instruction graduate certificate provides learners with a strong foundation in using standards, outcomes, and competencies to guide curriculum and instruction decisions. The curriculum in this graduate certificate emphasizes gaining expertise in designing authentic assessments to measure identified learning goals, using formative and summative assessments, and collaborating with colleagues and students to develop learning objectives and track progress toward them. Upon successful completion of this graduate certificate, learners are prepared to use formative and summative assessment to improve instruction and to document student progress toward desired competencies.

Four Required Courses 16 quarter credits

EDT5130	Understanding Competency-Based Curriculum and Instruction (4 quarter credits)
EDT5132	Authentic Assessments and the Data-Driven Classroom (4 quarter credits)
EDT5134	Adaptive Learning and Competency-Based Assessments (4 quarter credits)
EDT5126	Collaborative Learning Environments (4 quarter credits)

Total **16 quarter credits**

This certificate does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

This certificate has not been reviewed or approved by the Kentucky Education Professional Standards Board (EPSB); KY residents are not eligible for certification, endorsement, rank change, licensure, renewal, etc. by the EPSB.

Higher Education Leadership and Administration

The Higher Education Leadership and Administration graduate certificate supplements previous undergraduate or graduate educational experiences and provides learners with foundational knowledge of major competency areas in the field of higher education. The graduate certificate curriculum provides an overview of the scope and functions of higher education, its history, current issues and trends, and leadership theory. Learners create an action plan for professional development and an e-portfolio, and engage in a curriculum that emphasizes scholarly inquiry, critical thinking, and communication within the context of higher education. Upon successful completion of this graduate certificate, learners are prepared to make sound decisions based on best practices in higher education leadership through an application of theory that is grounded in an understanding of the roles and functions of institutional divisions, as well as the culture and politics of four-year and community colleges.

Learners who intend to pursue the master's Higher Education Leadership and Administration specialization are encouraged to take the course that corresponds with their emphasis: Community College Leadership or Program Administration.

Five Required Courses 20 quarter credits

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
ED5012 *	Overview of Higher Education (4 quarter credits)
ED5570	History, Issues, and Trends in Higher Education (4 quarter credits)
ED7540	Leadership in Higher Education (4 quarter credits)
ED6562 *	Comprehensive Community Colleges (4 quarter credits) OR
ED6572 *	Organization and Functions of Higher Education Programs (4 quarter credits)

Total **20 quarter credits**

This certificate does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Education Academic Offerings, *continued*

Graduate Certificate Programs, *continued*

Instruction in the 1:1 Environment

The Instruction in the 1:1 Environment graduate certificate is designed to provide learners with a thorough understanding of how 21st-century digital skills support dynamic instruction, how to collect meaningful assessment data on student learning and the capability to implement their knowledge in both areas. The curriculum in this graduate certificate emphasizes using technology and multimedia to personalize learning, using digital literacy skills, and incorporating meaningful assessments that inform instruction. Upon successful completion of this graduate certificate, learners are prepared to incorporate digital tools and resources into engaging instruction for all students in K–12 settings.

Four Required Courses	16 quarter credits
EDT5120 Instruction in the 21st-Century Classroom (4 quarter credits)	
EDT5122 Digital Citizenship and Technology Applications (4 quarter credits)	
EDT5125 Integrating Technology to Enhance Learning (4 quarter credits)	
EDT5126 Collaborative Learning Environments (4 quarter credits)	
Total	16 quarter credits

This certificate does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

This certificate has not been reviewed or approved by the Kentucky Education Professional Standards Board (EPSB); KY residents are not eligible for certification, endorsement, rank change, licensure, renewal, etc. by the EPSB.

Personalized Learning

The Personalized Learning graduate certificate is designed to equip learners with the knowledge and skills needed to provide individualized learning opportunities for K–12 students. Using technology, learners create authentic learning experiences that incorporate student skill levels, interests, strengths, and challenges. The curriculum in this graduate certificate focuses on differentiated instruction, formative assessment, and Universal Design for Learning. Upon successful completion of this graduate certificate, learners have gained expertise in using models of problem-based and deeper learning to improve higher level thinking skills in K–12 students.

Four Required Courses	16 quarter credits
EDT5140 Personalized Learning: Instruction and Assessment (4 quarter credits)	
EDT5142 Adaptive Instruction and Assessment (4 quarter credits)	
EDT5144 Using Data to Personalize Instruction (4 quarter credits)	
EDT5126 Collaborative Learning Environments (4 quarter credits)	
Total	16 quarter credits

This certificate does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

This certificate has not been reviewed or approved by the Kentucky Education Professional Standards Board (EPSB); KY residents are not eligible for certification, endorsement, rank change, licensure, renewal, etc. by the EPSB.

Professional Growth and Development

The Professional Growth and Development graduate certificate is designed to provide learners with a thorough understanding of strategies for leading and mentoring other educators in developing as professionals as well as leading the successful implementation of site based initiatives. The curriculum in this graduate certificate emphasizes the skills required to engage in professional learning communities and how learners acquire the skills to engage in instructional mentoring and coaching that improves and supports the teaching practice of other educators. Upon successful completion of this certificate, learners are prepared to lead their colleagues in ongoing professional development.

Four Required Courses	16 quarter credits
EDT5130 Understanding Competency-Based Curriculum and Instruction (4 quarter credits)	
EDT5150 Instructional Coaching to Improve Teaching and Learning (4 quarter credits)	
EDT5152 Planning and Implementing Site-Based Initiatives (4 quarter credits)	
EDT5126 Collaborative Learning Environments (4 quarter credits)	
Total	16 quarter credits

This certificate does not lead to license, endorsement, or other professional credential. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

This certificate has not been reviewed or approved by the Kentucky Education Professional Standards Board (EPSB); KY residents are not eligible for certification, endorsement, rank change, licensure, renewal, etc. by the EPSB.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

School of Nursing and Health Sciences

Program Descriptions and Information

School Mission Statement

The mission of the School of Nursing and Health Sciences is to be a leader in providing quality undergraduate and graduate nursing and health care education with distinction in scholarship and practice for health care practitioners and leaders seeking to maximize their personal and professional potential, preparing them for a lifetime of learning, service, leadership, and contribution. This mission is fulfilled through innovative programs responsive to needs of adult learners and an online environment. The program provides the nursing and health care professional with the knowledge, competencies, research, evidence-based best practices, and skills to meet the challenges and opportunities within current and global nursing, health care, public health, and inter-professional environments. Graduates are prepared to apply culturally competent, evidence-based professional practices to improve the outcomes of both diverse populations and health care organizations.

Undergraduate—Degree Programs

Bachelor of Science (BS) in Health Care Administration

The Bachelor of Science in Health Care Administration degree program prepares learners to pursue roles as health care professionals who meet the industry's need for entry-level to mid-career-management talent. The curriculum includes focused, practical explorations of the United States health care system, including population/community health; organizational development and behavior theory; operations assessment and improvement; management of human resources; health care finance; economics and decision making; strategic health care planning; health care marketing; quality management; statistical analysis; and research methodology. 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 influence health care professionals and organizational processes, lead performance management, ensure the implementation of initiatives, and optimize the effectiveness of health care organizations.

Bachelor of Science in Public Health (BS)

The Bachelor of Science in Public Health degree program provides learners with foundational knowledge in the core areas of biostatistics, epidemiology, environmental health, social determinants, and public health policy and management. The degree program curriculum emphasizes the theories of social and behavioral change that guide public health professionals in understanding health behaviors in the contexts in which they occur; structural and social barriers to better health; statistical data evaluation and interpretation; and evidence-based practices for the ways in which public health professionals can use a collaborative community approach to promote disease prevention through the planning and evaluation of public health programs and policies. Upon successful completion of this degree program learners are prepared to supplement their current position with public health knowledge or pursue entry-level positions within the field of public health.

DEPARTMENT OF NURSING

Bachelor of Science in Nursing (BSN)

Learners in the CCNE-accredited* RN-to-BSN degree program build upon prior RN education and prepare to meet the growing demand for bachelor's-prepared nurses. The program is designed to provide the additional knowledge and critical thinking skills needed in today's complex health care environment. Learners gain and demonstrate analytical and application skills that focus on preparing for a broader scope of practice, gaining a better understanding of the issues that impact patients and influence

care delivery, and utilizing evidenced-based practice for improved health care outcomes for individuals and communities in a variety of health care delivery settings.

Graduate—Degree Programs

Doctor of Health Administration (DHA)

The Doctor of Health Administration (DHA) degree program is designed to develop and strengthen the knowledge, skills, and attitudes health care administrators need to lead in today's complex and dynamic health care delivery environment. Learners focus on developing a strategic orientation to approaching health administration problems and issues, innovative thinking skills that produce effective solutions, and a results-oriented leadership style that is grounded in performance measurement and management. Throughout the program, learners apply evidence-based leadership and management strategies, analyze the challenges and opportunities associated with health policy development and implementation, and evaluate emerging trends and innovations in health administration. Building on these skills, learners conduct an action research project that is designed to improve the performance of a health care delivery system and contribute new information to the field. Upon successful completion of this degree program, learners are prepared to pursue advanced health administration leadership roles in academic, organizational, consulting, or policy-making settings.

Doctor of Public Health (DrPH)

The Doctor of Public Health (DrPH) degree program is designed to prepare public health professionals to positively impact health across diverse communities through leadership, service, research, and practice. Learners evaluate theories, research, and ethical parameters guiding public health practice; analyze various factors that impact population-based

*The BSN, MSN, and DNP degree programs at Capella University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW Suite 530, Washington, DC 20036, (202) 887-6791.

School of Nursing and Health Sciences, *continued*

health disparities; and assess the efficacy of national and global public health programs and practices. Building on this knowledge, learners apply scholarly research within a particular professional context to advance their knowledge as public health practitioners; 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, graduates are prepared to lead culturally competent, evidence-based professional practices to improve the outcomes of both diverse populations and public health organizations.

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 practice-based explorations of health care systems and technology; policy and law; health care finance; economics and decision making; strategic health care planning; organizational leadership and governance; quality, risk, and regulatory compliance; health care information systems and informatics; 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.

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 promotion of healthy lifestyles and environments; research and education; prevention of injuries, disease, and epidemics; identification of environmental hazards; and disaster response. This program provides learners with knowledge and application of fundamental public health concepts, theories, and practices and emphasizes the role of the public health professional in assessing health status; mitigating health disparities; analyzing epidemiology of specific diseases; developing, implementing, and sustaining public health programs; managing administrative functions; conducting program evaluation and outcomes research; developing and sustaining 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 community public health practice. Successful graduates are prepared to assume positions in government, private, or community-based public health organizations.

DEPARTMENT OF NURSING

Graduate—Degree Programs

Doctor of Nursing Practice (DNP)

The accredited* Doctor of Nursing Practice (DNP) degree program is designed for master's-prepared 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. The DNP degree program is not designed to prepare advanced practice registered nurses for roles as nurse practitioners, clinical nurse specialists, certified nurse midwives, or certified nurse anesthetists. Registered nurses who have a master's degree in nursing, those who have a master's degree in a field other than nursing, and those who have a BSN degree may pursue Capella's DNP.

Master of Science in Nursing (MSN)

The accredited* Master of Science in Nursing (MSN) degree program is designed to prepare registered nurses for advanced nursing practice in a variety of innovative and specialized roles, such as directors of care coordination, directors of professional practice, diabetes specialists, chief informatics nurse officers, and chief system nurse officers. The MSN degree program focuses on high-level knowledge and skill development in the integration of sciences and humanities into nursing practice, organizational and systems leadership, quality improvement and safety, the translation and integration of scholarship into practice, informatics and health care technologies, health policy and advocacy, interprofessional collaboration, clinical prevention and population health, and advanced nursing practice. The Master of Science in Nursing degree program does not prepare learners for certification or licensure as an advanced practice registered nurse.

*The BSN, MSN, and DNP degree programs at Capella University are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW Suite 530, Washington, DC 20036, (202) 887-6791.

School of Nursing and Health Sciences, *continued***Certificate Programs**

The Capella University School of Nursing and Health Sciences certificate program mission is to provide concentrated, discipline-specific knowledge that is directly applicable to the nursing, public health, and health administration professions.

Bachelor's/Master's Options

Capella University offers a variety of bachelor's/master's options that allow learners to complete master's-level coursework while they are enrolled in an undergraduate degree program. Many of Capella's bachelor's/master's options are available in both the GuidedPath and FlexPath learning formats.

Accelerated Master's Pathway

Accelerated master's pathway (AMP) options are designated undergraduate offerings that incorporate specific master's-level courses into a learner's undergraduate core or specialization requirements.

Learners may apply and be admitted to AMP-designated undergraduate programs upon initial entry to Capella University, or they may elect to later change into an AMP option through the change of program process. To qualify for an accelerated master's pathway option, learners must submit transcripts from all previous higher education institutions, have received a minimum 3.0 cumulative grade point average (GPA) on all previous college coursework, and have no fewer than 24 total eligible transfer credits. Applicants who do not meet the minimum cumulative GPA must successfully complete a university-approved examination. Learners who apply to change into an AMP option after initial admission to the university must have a minimum 3.0 cumulative GPA at Capella and at least 24 completed college credits.

Once enrolled in a GuidedPath accelerated master's pathway option, learners must maintain an overall cumulative GPA of 3.0 and receive no more than one grade of "C" in any master's-level course to remain enrolled in the AMP option. Learners falling below this threshold will be automatically changed into the associated non-AMP undergraduate offering.

Once enrolled in a FlexPath accelerated master's pathway option, learners must earn a minimum "Proficient" evaluation on all master's-level competencies and all competencies in their program to remain enrolled in the AMP option. Learners falling below this threshold will be automatically changed into the associated non-AMP undergraduate offering.

Once learners have successfully completed the requirements for their bachelor's degree program and their degree has been awarded, they may apply to the master's degree program that corresponds to their chosen accelerated master's pathway option. Learners are encouraged to enroll in their master's degree program within one year of graduating from their bachelor's degree program to ensure all master's-level courses are relevant and applicable to the graduate program's degree requirements.

Combined Bachelor's/Master's Options

Combined bachelor's/master's options are designated bachelor's offerings with a set of master's-level courses that are applied to the requirements for a bachelor's degree and may also be applied in a subsequent master's degree program. Within combined option offerings, the master's-level courses are often applied toward learners' undergraduate elective requirements.

To qualify for a GuidedPath combined option, learners must enroll in an eligible bachelor's degree program and earn a minimum 3.0 cumulative grade

point average (GPA) while completing the first 100 quarter credits of bachelor's-level coursework, which includes a minimum of 18 quarter credits earned at Capella University (first course and at least 12 quarter credits of core and/or specialization or minor courses). After completing 100 quarter credits of bachelor's-level coursework, learners may request to be enrolled in an eligible combined option during which they complete 12–15 quarter credits of master's-level coursework. Learners must earn a minimum 3.0 GPA in each of the master's-level courses and maintain an overall cumulative GPA of 3.0 to remain enrolled in the 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. Learners are encouraged to enroll in their master's degree program within one year of graduating from their bachelor's degree program to ensure all master's-level courses are relevant and applicable to the graduate program's degree requirements. The 12–15 quarter credits of master's-level coursework completed as part of the requirements for their bachelor's degree program will be applied toward those for their master's degree program.

To qualify for a FlexPath combined option, learners must enroll in an eligible bachelor's degree program and earn a minimum evaluation of "Proficient" on all competencies while completing the first 50 program points of bachelor's-level coursework, which includes a minimum of 9 program points earned at Capella University (first course and 6 program points of core and/or specialization or minor courses). After completing 50 program points of bachelor's-level coursework, learners may request to be enrolled in an eligible combined option during which they complete

School of Nursing and Health Sciences, *continued*

6–7.5 program points of master’s-level coursework. Learners must earn a minimum “Proficient” evaluation on all master’s-level competencies and a “Proficient” evaluation on all competencies in their program to remain enrolled in the 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. Learners are encouraged to enroll in their master’s degree program within one year of graduating from their bachelor’s degree program to ensure all master’s-level courses are relevant and applicable to the graduate program’s degree requirements. The 6–7.5 program points of master’s-level coursework completed as part of the requirements for their bachelor’s degree program will be applied toward those for their master’s degree program.

Learning Formats

Capella University offers two pathways for completing degree and certificate programs: the original GuidedPath, which is structured in credit hours and in which learners earn grades; and the innovative FlexPath, which is a self-paced, non-credit bearing, direct assessment pathway to earning the same degree or certificate. Both pathways are delivered online and, in both, learning is measured through the demonstration of competencies.

GuidedPath

GuidedPath allows learners to earn a Capella degree or certificate by demonstrating competencies through structured weekly assignments and interactions with faculty and peers in the online courseroom. Faculty offer substantive feedback on and assign grades to learners’ coursework. Courses are offered in a traditional quarter-based academic calendar. The degree

or certificate and its specialization are awarded upon completion of the learner’s program requirements. All Capella programs are offered in the GuidedPath delivery model, unless otherwise noted.

FlexPath

FlexPath allows learners to earn a Capella degree or certificate through the demonstration of competencies on assessments completed at one’s own pace. Learners prepare for assessments through self-designed study, which may include work experience and resources recommended by faculty and tutors. Faculty provide substantive feedback on and evaluate learners’ assessments in terms of the level of competency demonstration, rather than assigning grades. FlexPath has a flat-rate tuition for a subscription period of 12 weeks, during which learners may be registered for two courses concurrently; learners may complete courses at their own pace but must complete a course within the subscription period. The degree or certificate and its specialization are awarded upon completion of the learner’s program.

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.

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 Acknowledgment](#) in which they agree that it is their responsibility to understand and comply with licensing and certification laws and regulations.



F. Patrick Robinson, PhD, RN, FAAN
Dean of Nursing and Health
Sciences

A Message from the Dean of Nursing and Health Sciences

At the School of Nursing and Health Sciences, we offer bachelor's, master's, doctoral degree and certificate programs in select specialty areas. Our expert faculty members have designed curricula to enable our learners and graduates to impact patient, systems, and population outcomes. We do this by maintaining close collaborative relationships with our colleagues in practice to ensure we are appropriately focusing on current and emerging needs. In addition, our school curriculum framework focuses all programs on developing competencies in the critical areas of interprofessional teamwork, quality improvement, evidence-based practice, and information management.

Our rigorous online competency-based course work is designed to engage the learner and make learning immediately applicable. All our courses incorporate real-world assignments that reflect the challenges of the practice environment. Our goal is to give learners the opportunity to demonstrate competencies using real tools, processes, and practices. Learning takes place in a highly supportive environment enriched with multiple resources aimed at assisting with success.

Thank you for choosing us as your partner on your educational journey.

Sincerely,

F. Patrick Robinson, PhD, RN, FAAN
Dean of Nursing and Health Sciences

Undergraduate—Nursing and Health Sciences Academic Offerings

Degree Programs	Specializations	Accelerated Master's Pathway
Bachelor of Science (BS) in Health Care Administration	Health Information Management	✓
	Health Information Management, FlexPath option	✓
	Leadership	✓
	Leadership, FlexPath option	✓
Bachelor of Science in Public Health (BS)		✓

Department of Nursing	
Degree Programs	Combined Bachelor's/Master's Option
	Combined BSN/MSN Option
Bachelor of Science in Nursing (BSN)	✓
Bachelor of Science in Nursing (BSN), FlexPath Option	✓

Bachelor of Science (BS) in Health Care Administration Specializations

Health Information Management

In the Bachelor of Science in Health Care Administration, Health Information Management specialization, learners gain an understanding of medical terminology, electronic health records and health information systems, data management, quality management, statistical analysis, data governance, and information security. Upon successful completion of this specialization, learners are prepared to pursue entry-level positions as health information support specialists, health information systems support specialists, patient registrars, health information abstractors, and physician office specialists.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

Core courses - 42 quarter credits

NHS4000	Developing a Health Care Perspective (6 quarter credits)
BHA4002	History of the United States Health Care System (3 quarter credits)
BHA4003	Present and Future State Developments within the United States Health Care System (3 quarter credits)
PHI3200	Ethics in Health Care (6 quarter credits)
BHA4004	Patient Safety and Quality Improvement in Health Care (6 quarter credits)
BHA4006	Health Care Regulation and Compliance (6 quarter credits)
BHA4008	Health Care Budgeting and Reporting (3 quarter credits)

BHA4009 Health Care Reimbursement Systems (3 quarter credits)

BHA4010 Introduction to Health Care Research (6 quarter credits)

Specialization courses - 54 quarter credits

BHA4106 Introduction to Managing Health Care Information (6 quarter credits)

BHA4102 Leadership and Communication in Health Care Organizations (6 quarter credits)

HIM4610 Medical Terminology (6 quarter credits)

HIM4620 * Data Management in Health Information Systems (6 quarter credits)

HIM4630 * Statistical Analysis for Health Information Management (6 quarter credits)

HIM4640 * Electronic Health Records and Health Information Systems (6 quarter credits)

HIM4650 * Decision Support and Quality Management in Health Information Management (6 quarter credits)

HIM4660 * Information Security, Privacy, and Ethics in Health Care (6 quarter credits)

HIM4670 Health Information Systems and Management (6 quarter credits)

Elective courses - 33 quarter credits

Choose 33 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

BHA4020 Health Care Administration Capstone Project (6 quarter credits)

Total 180 quarter credits

Accelerated Master's Pathway, BS in Health Care Administration/MHA option

Learners enrolled in the Accelerated Master's Pathway, BS in Health Care Administration/MHA option complete the following master's-level courses in lieu of BHA4006 and BHA4102.

Master's-level courses - 12 quarter credits

MHA5010 Strategic Health Care Planning (4 quarter credits)

MHA5012 * Organizational Leadership and Governance (4 quarter credits)

NHS6004 Health Care Law and Policy (4 quarter credits)

These courses are taken in addition to the general education and remaining required courses.

Total 180 quarter credits

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Undergraduate—Nursing and Health Sciences Academic Offerings, *continued*

BS in Health Care

Administration Specializations, *continued*

Health Information Management, FlexPath option

In the Bachelor of Science in Health Care Administration, Health Information Management specialization, learners gain an understanding of medical terminology, electronic health records and health information systems, data management, quality management, statistical analysis, data governance, and information security. Upon successful completion of this specialization, learners are prepared to pursue entry-level positions as health information support specialists, health information systems support specialists, patient registrars, health information abstractors, and physician office specialists. Learners who pursue this specialization through the FlexPath option earn a BS in Health Care Administration through self-paced demonstrations of competencies.

General Education Requirements

A minimum of 22.5 program points; see [General Education Courses, FlexPath option](#).[†]

Core courses - 21 program points

NHS-FPX4000	Developing a Health Care Perspective (3 program points)
BHA-FPX4002	History of the United States Health Care System (1.5 program points)
BHA-FPX4003	Present and Future State Developments within the United States Health Care System (1.5 program points)
BHA-FPX4004	Patient Safety and Quality Improvement in Health Care (3 program points)
BHA-FPX4006	Health Care Regulation and Compliance (3 program points)
BHA-FPX4008	Health Care Budgeting and Reporting (1.5 program points)
BHA-FPX4009	Health Care Reimbursement Systems (1.5 program points)
BHA-FPX4010	Introduction to Health Care Research (3 program points)
PHI-FPX3200	Ethics in Health Care (3 program points)

Specialization courses - 27 program points

BHA-FPX4102	Leadership and Communication in Health Care Organizations (3 program points)
BHA-FPX4106	Introduction to Managing Health Care Information (3 program points)
HIM-FPX4610	Medical Terminology (3 program points)
HIM-FPX4620 *	Data Management in Health Information Systems (3 program points)
HIM-FPX4630 *	Statistical Analysis for Health Information Management (3 program points)
HIM-FPX4640 *	Electronic Health Records and Health Information Systems (3 program points)
HIM-FPX4650 *	Decision Support and Quality Management in Health Information Management (3 program points)

HIM-FPX4660 *	Information Security, Privacy, and Ethics in Health Care (3 program points)
HIM-FPX4670	Health Information Systems and Management (3 program points)

Elective courses - 16.5 program points
Choose 16.5 program points of additional undergraduate courses.[†]

Capstone course - 3 program points

Taken during the learner's final quarter:

BHA-FPX4020	Health Care Administration Capstone Project (3 program points)
-------------	--

Total 90 program points

[†] Learners in this degree program choose general education and elective courses from the FlexPath (-FPX) course list.

Accelerated Master's Pathway, BS in Health Care Administration/MHA option, FlexPath option

Learners enrolled in the Accelerated Master's Pathway, BS in Health Care Administration/MHA option, FlexPath option complete the following master's-level courses in lieu of BHA-FPX4006 and BHA-FPX4102.

Master's-level courses - 6 program points

MHA-FPX5010	Strategic Health Care Planning (2 program points)
MHA-FPX5012 *	Organizational Leadership and Governance (2 program points)
NHS-FPX6004	Health Care Law and Policy (2 program points)

These courses are taken in addition to the general education and remaining required courses.

Total 90 program points

Leadership

The Bachelor of Science in Health Care Administration specialization in Leadership focuses on providing a foundation upon which learners can build their professional skills surrounding effective change management and the leadership of high-performance teams in a variety of complex, dynamic health care environments. The specialization curriculum emphasizes evidence-based best practices for change leadership, planning and marketing, patient safety and quality improvement, health care economics, wellness promotion, team collaboration, and professional development that build a continuous learning system for sustainable health care delivery. Upon successful completion of this specialization, learners are prepared to pursue department-level management positions in a wide range of health care settings.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

Core courses - 42 quarter credits

NHS4000	Developing a Health Care Perspective (6 quarter credits)
BHA4002	History of the United States Health Care System (3 quarter credits)
BHA4003	Present and Future State Developments within the United States Health Care System (3 quarter credits)
PHI3200	Ethics in Health Care (6 quarter credits)
BHA4004	Patient Safety and Quality Improvement in Health Care (6 quarter credits)
BHA4006	Health Care Regulation and Compliance (6 quarter credits)
BHA4008	Health Care Budgeting and Reporting (3 quarter credits)
BHA4009	Health Care Reimbursement Systems (3 quarter credits)
BHA4010	Introduction to Health Care Research (6 quarter credits)

Specialization courses - 36 quarter credits

BHA4102	Leadership and Communication in Health Care Organizations (6 quarter credits)
BHA4104	Strategic Leadership and Workforce Planning in Health Care (6 quarter credits)
BHA4106	Introduction to Managing Health Care Information (6 quarter credits)
BHA4108	Managing Population Health (6 quarter credits)
BHA4110	Health Care Systems and Operations (6 quarter credits)
BHA4112	Economics of Health Care (6 quarter credits)

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:

BHA4020	Health Care Administration Capstone Project (6 quarter credits)
---------	---

Total 180 quarter credits

Accelerated Master's Pathway, BS in Health Care Administration/MHA option

Learners enrolled in the Accelerated Master's Pathway, BS in Health Care Administration/MHA option complete the following master's-level courses in lieu of BHA4006 and BHA4102.

Master's-level courses - 12 quarter credits

MHA5010	Strategic Health Care Planning (4 quarter credits)
MHA5012 *	Organizational Leadership and Governance (4 quarter credits)
NHS6004	Health Care Law and Policy (4 quarter credits)

These courses are taken in addition to the general education and remaining required courses.

Total 180 quarter credits

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Undergraduate—Nursing and Health Sciences Academic Offerings, *continued*

BS in Health Care

Administration Specializations, continued

Leadership, FlexPath option

The Bachelor of Science in Health Care Administration specialization in Leadership focuses on providing a foundation upon which learners can build their professional skills surrounding effective change management and the leadership of high performance teams in a variety of complex, dynamic health care environments. The specialization curriculum emphasizes evidence-based best practices for change leadership, planning and marketing, patient safety and quality improvement, health care economics, wellness promotion, team collaboration, and professional development that build a continuous learning system for sustainable health care delivery. Upon successful completion of this specialization, learners are prepared to pursue department-level management positions in a wide range of health care settings. Learners who pursue this specialization through the FlexPath option earn a BS in Health Care Administration through self-paced demonstrations of competencies.

General Education Requirements

A minimum of 22.5 program points; see [General Education Courses, FlexPath option](#).[†]

Core courses - 21 program points

NHS-FPX4000	Developing a Health Care Perspective (3 program points)
BHA-FPX4002	History of the United States Health Care System (1.5 program points)
BHA-FPX4003	Present and Future State Developments within the United States Health Care System (1.5 program points)
BHA-FPX4004	Patient Safety and Quality Improvement in Health Care (3 program points)
BHA-FPX4006	Health Care Regulation and Compliance (3 program points)
BHA-FPX4008	Health Care Budgeting and Reporting (1.5 program points)
BHA-FPX4009	Health Care Reimbursement Systems (1.5 program points)
BHA-FPX4010	Introduction to Health Care Research (3 program points)
PHI-FPX3200	Ethics in Health Care (3 program points)

Specialization courses - 18 program points

BHA-FPX4102	Leadership and Communication in Health Care Organizations (3 program points)
BHA-FPX4104	Strategic Leadership and Workforce Planning in Health Care (3 program points)
BHA-FPX4106	Introduction to Managing Health Care Information (3 program points)
BHA-FPX4108	Managing Population Health (3 program points)
BHA-FPX4110	Health Care Systems and Operations (3 program points)
BHA-FPX4112	Economics of Health Care (3 program points)

Elective courses - 25.5 program points

Choose 25.5 program points of additional undergraduate courses.[†]

Capstone course - 3 program points

Taken during the learner's final quarter:

BHA-FPX4020	Health Care Administration Capstone Project (3 program points)
-------------	--

Total 90 program points

[†] Learners in this degree program choose general education and elective courses from the FlexPath (-FPX) course list.

Accelerated Master's Pathway, BS in Health Care Administration/MHA option, FlexPath option

Learners enrolled in the Accelerated Master's Pathway, BS in Health Care Administration/MHA option, FlexPath option complete the following master's-level courses in lieu of BHA-FPX4006 and BHA-FPX4102.

Master's-level courses - 6 program points

MHA-FPX5010	Strategic Health Care Planning (2 program points)
MHA-FPX5012 *	Organizational Leadership and Governance (2 program points)
NHS-FPX6004	Health Care Law and Policy (2 program points)

These courses are taken in addition to the general education and remaining required courses.

Total 90 program points

Bachelor of Science in Public Health (BS) Degree Program

The Bachelor of Science in Public Health degree program provides learners with foundational knowledge in the core areas of biostatistics, epidemiology, environmental health, social determinants, and public health policy and management. The degree program curriculum emphasizes the theories of social and behavioral change that guide public health professionals in understanding health behaviors in the contexts in which they occur; structural and social barriers to better health; statistical data evaluation and interpretation; and evidence-based practices for the ways in which public health professionals can use a collaborative community approach to promote disease prevention through the planning and evaluation of public health programs and policies. Upon successful completion of this degree program, learners are prepared to supplement their current position with public health knowledge or pursue entry-level positions within the field of public health.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

Required courses 66 quarter credits

NHS4000	Developing a Health Care Perspective (6 quarter credits)
BHA4010	Introduction to Health Care Research (6 quarter credits)
BHA4102	Leadership and Communication in Healthcare Organizations (6 quarter credits)
BHA4108	Managing Population Health (6 quarter credits)
PHI3200	Ethics in Health Care (6 quarter credits)
PUBH4001	Foundations of Public Health (4 quarter credits)
PUBH4003	Introduction to Theories of Social and Behavioral Change (4 quarter credits)
PUBH4006	Social Determinants of Health and Wellness (4 quarter credits)
PUBH4009	Introduction to Biostatistics (4 quarter credits)
PUBH4012	Introduction to Epidemiology (4 quarter credits)
PUBH4015	Planning and Evaluation in Evidence-Based Practice (4 quarter credits)
PUBH4018	Introduction to Public Health Policy and Management (4 quarter credits)
PUBH4024	Introduction to Environmental Health (4 quarter credits)
PUBH4027	Community Health Promotion, Education and Advocacy (4 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Undergraduate—Nursing and Health Sciences Academic Offerings, continued***BS in Public Health, continued****Elective courses - 63 quarter credits**Choose 63 quarter credits of additional undergraduate courses.**Capstone course - 6 quarter credits**Taken during the learner's final quarter:*PUBH4900 * Public Health Capstone
(6 quarter credits)**Total 180 quarter credits****Accelerated Master's Pathway, BS in Public Health/MPH option***Learners enrolled in the Accelerated Master's Pathway, BS in Public Health/MPH option complete the following master's-level courses in lieu of PUBH4003, PUBH4006, and PUBH4024.**Master's-level courses - 12 quarter credits*MPH5220 Social Determinants of Health Equity
(4 quarter credits)MPH5503 Environmental Health Concepts in
Public Health (4 quarter credits)MPH5506 Social and Behavioral Foundations in
Public Health (4 quarter credits)*These courses are taken in addition to the general education and remaining required courses.***Total 180 quarter credits****Department of Nursing****Bachelor of Science in
Nursing (BSN) Degree Program**

Learners in the CCNE-accredited RN-to-BSN degree program build upon prior RN education and prepare to meet the growing demand for bachelor's-prepared nurses. The program is designed to provide the additional knowledge and critical thinking skills needed in today's complex health care environment. Learners gain and demonstrate analytical and application skills that focus on preparing for a broader scope of practice, gaining a better understanding of the issues that impact patients and influence care delivery, and utilizing evidenced-based practice for improved health care outcomes for individuals and communities in a variety of health care delivery settings.

General Education Requirements*Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).***Additional Program Requirements***Foundational nursing courses - 30 quarter credits**Undergraduate nursing skills coursework totaling 30 quarter credits.**Required courses - 60 quarter credits*NHS4000 Developing a Health Care Perspective
(6 quarter credits)BSN4002 Assessment, Communication, and
Collaboration (6 quarter credits)BSN4004 Nursing Research and Informatics
(6 quarter credits)BSN4006 Policy, Law, Ethics, and Regulations
(6 quarter credits)BSN4008 Organizational and Systems Management
for Quality Outcomes (6 quarter credits)BSN4010 Health Promotion and Disease
Prevention in Vulnerable and Diverse
Populations (6 quarter credits)BSN4012 Nursing Leadership and Management
(6 quarter credits)BSN4014 Global Perspectives of Community and
Public Service (6 quarter credits)BSN4016 Pharmacology for Patient Safety
(6 quarter credits)BSN4017 Collaborative Group Process for Nursing
Professionals (6 quarter credits)*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:*

BSN4020 Nursing Capstone Project (6 quarter credits)

Total 180 quarter credits**Combined BSN/MSN option***Learners enrolled in the Combined BSN/MSN Nursing option complete the following master's-level courses in lieu of BSN4006 and BSN4012.**Master's-level courses - 12 quarter credits*NHS5004 Communication, Collaboration, and Case
Analysis for Master's Learners
(4 quarter credits)NHS6004 Health Care Law and Policy
(4 quarter credits)MSN6011 Evidence-Based Practice for Patient-
Centered Care and Population Health
(4 quarter credits)*These courses are taken in addition to the general education and remaining required courses.***Total 180 quarter credits****Admission to the Combined BSN/MSN option requires learners to have a current, unrestricted RN license.****Washington residents are currently not eligible to enroll in this specialization.****The BSN degree program requires learners to maintain a current, independently verifiable, and unrestricted RN license throughout their program.**

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Admission to the Combined BSN/MSN option requires learners to have a current, unrestricted RN license.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Nursing and Health Sciences Academic Offerings

Degree Programs	Specializations	Certificate Programs	Multiple Specializations (must be within the same degree program)
Doctor of Health Administration (DHA)	General Health Administration		
	Health Care Leadership		
	Health Care Quality and Analytics		
	Health Policy and Advocacy		
Doctor of Public Health (DrPH)			
Master of Health Administration (MHA)	General Health Administration		✓
	General Health Administration, FlexPath option		
	Health Care Informatics		✓
	Health Care Leadership		✓
	Health Care Operations		✓
Master of Public Health (MPH)			
		Post-Master's Certificate in Epidemiology	
		Graduate Certificate in Health Administration	
		Graduate Certificate in Health Administration, FlexPath option	
		Graduate Certificate in Health Care Informatics	
		Graduate Certificate in Health Care Leadership	
		Graduate Certificate in Public Health	

Graduate—Nursing and Health Sciences Academic Offerings, *continued*

Department of Nursing		
Degree Programs	Specializations	Certificate Programs
Doctor of Nursing Practice (DNP)		
Master of Science of Nursing (MSN)	Care Coordination	
	RN-to-MSN Care Coordination	
	Care Coordination, FlexPath option	
	RN-to-MSN Care Coordination, FlexPath option	
	Diabetes Nursing	
	RN-to-MSN Diabetes Nursing	
	Nursing Education	
	RN-to-MSN Nursing Education	
	Nursing Education, FlexPath option	
	RN-to-MSN Nursing Education, FlexPath option	
	Nursing Informatics	
	RN-to-MSN Nursing Informatics	
	Nursing Informatics, Flexpath option	
	RN-to-MSN Nursing Informatics, Flexpath option	
	Nursing Leadership and Administration	
	RN-to-MSN Nursing Leadership and Administration	
	Nursing Leadership and Administration, FlexPath option	
	RN-to-MSN Nursing Leadership and Administration, FlexPath option	
		Graduate Certificate in Care Coordination
		Graduate Certificate in Diabetes Nursing
		Graduate Certificate in Nursing Informatics
		Graduate Certificate in Nursing Leadership

Graduate—Nursing and Health Sciences Academic Offerings, *continued***Doctor of Health Administration (DHA) Specializations****General Health Administration**

The DHA General Health Administration specialization is designed for health administration practitioners who want to develop applied research and leadership competencies in health administration. The curriculum presents a breadth of health 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 leadership and management positions in the health care industry.

Practicum Requirement(s):

Minimum of 100 supervised practicum hours. See the following section, **Practicum**, for more information.

Sixteen Required Courses 76 quarter credits

NHS8002	Collaboration, Communication, and Case Analysis for Doctoral Learners (4 quarter credits)
DHA8004	Innovative Business Practices in Health Care (6 quarter credits)
DHA8007	Strategic Financial Management in Health Care (6 quarter credits)
DHA8008	Health Care Policy Processes (6 quarter credits)
NHS8040 *	21st-Century Health Care Leadership (4 quarter credits)
NHS8050	Preparing for the Professional Doctorate in Nursing and Health Sciences (4 quarter credits)
NHS8060 *	Scholarly Methods in Nursing and Health Sciences (4 quarter credits)
NHS8070 *	Evaluation and Interpretation of Data in Health Care (4 quarter credits)
NHS8700 *	Keystone: Determining Readiness for the Professional Doctorate Project (4 quarter credits)

Choose three from the following courses:

DHA8020	Health Policy in the United States (6 quarter credits)
DHA8022	Global Health Policy (6 quarter credits)
DHA8026	Regulatory Compliance for Health Care Leaders (6 quarter credits)
DHA8032	Strategic Vision and Planning in Health Care (6 quarter credits)
DHA8034	Evidence-Based Leadership in Health Care (6 quarter credits)
DHA8036	Health Care Leadership Excellence in a Consumer-Driven Market (6 quarter credits)
DHA8040	Health Data Analytics in Quality (6 quarter credits)
DHA8042	Performance Management and Process Improvement (6 quarter credits)
DHA8044	Patient Safety, Accreditation, and Regulation in Health Care (6 quarter credits)

Learners must register for DHA9971 a minimum of four times to fulfill their program requirements.

DHA9971 Doctoral Capstone (4 quarter credits each)*

Total 76 quarter credits

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Health Care Leadership

The DHA Health Care Leadership specialization promotes synthesis of advanced-level leadership concepts, theories, and techniques into professional practice. The curriculum emphasizes evidence-based leadership and management, with particular focus on contemporary leadership roles, strategic vision and planning, and performance measurement and management. Upon successful completion of this specialization, learners are prepared to pursue senior-level leadership and management positions in the health care industry, such as health administration chief operating officer, executive officer, or department director.

Practicum Requirement(s):

Minimum of 100 supervised practicum hours. See the following section, **Practicum**, for more information.

Sixteen Required Courses 76 quarter credits

Core courses:

NHS8002	Collaboration, Communication, and Case Analysis for Doctoral Learners (4 quarter credits)
DHA8004	Innovative Business Practices in Health Care (6 quarter credits)
DHA8007	Strategic Financial Management in Health Care (6 quarter credits)
DHA8008	Health Care Policy Processes (6 quarter credits)
NHS8040 *	21st-Century Health Care Leadership (4 quarter credits)
NHS8050	Preparing for the Professional Doctorate in Nursing and Health Sciences (4 quarter credits)
NHS8060 *	Scholarly Methods in Nursing and Health Sciences (4 quarter credits)
NHS8070 *	Evaluation and Interpretation of Data in Health Care (4 quarter credits)
NHS8700 *	Keystone: Determining Readiness for the Professional Doctorate Project (4 quarter credits)

Specialization courses:

DHA8032	Strategic Vision and Planning in Health Care (6 quarter credits)
DHA8034	Evidence-Based Leadership in Health Care (6 quarter credits)
DHA8036	Health Care Leadership Excellence in a Consumer-Driven Market (6 quarter credits)

Learners must register for DHA9971 a minimum of four times to fulfill their program requirements.

DHA9971 Doctoral Capstone (4 quarter credits each)*

Total 76 quarter credits

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Health Care Quality and Analytics

The DHA Health Care Quality and Analytics specialization is designed for health administration practitioners who want to develop advanced competencies focused on health care quality and data analytics. The curriculum emphasizes proficiency in quality improvement, risk assessment, communication, legal issues, and strategies that contribute to performance management, process improvement, and building a culture of safety. Upon successful completion of this specialization, learners are prepared to pursue senior-level positions in quality and safety where they will assure accountability and reliability in quality and safety improvement initiatives in a variety of health care settings.

Practicum Requirement(s):

Minimum of 100 supervised practicum hours. See the following section, **Practicum**, for more information.

Sixteen Required Courses 76 quarter credits

Core courses:

NHS8002	Collaboration, Communication, and Case Analysis for Doctoral Learners (4 quarter credits)
DHA8004	Innovative Business Practices in Health Care (6 quarter credits)
DHA8007	Strategic Financial Management in Health Care (6 quarter credits)
DHA8008	Health Care Policy Processes (6 quarter credits)
NHS8040 *	21st-Century Health Care Leadership (4 quarter credits)
NHS8050	Preparing for the Professional Doctorate in Nursing and Health Sciences (4 quarter credits)
NHS8060 *	Scholarly Methods in Nursing and Health Sciences (4 quarter credits)
NHS8070 *	Evaluation and Interpretation of Data in Health Care (4 quarter credits)
NHS8700 *	Keystone: Determining Readiness for the Professional Doctorate Project (4 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Nursing and Health Sciences Academic Offerings, *continued*

DHA Specializations, continued

Specialization courses:

DHA8040	Health Data Analytics in Quality (6 quarter credits)
DHA8042	Performance Management and Process Improvement in Health Care (6 quarter credits)
DHA8044	Patient Safety, Accreditation, and Regulation in Health Care (6 quarter credits)

Learners must register for DHA9971 a minimum of four times to fulfill their program requirements.

DHA9971	Doctoral Capstone (4 quarter credits each) [†]
---------	--

Total **76 quarter credits**

[†] Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Specialization courses:

DHA8020	Health Policy in the United States (6 quarter credits)
DHA8022	Global Health Policy (6 quarter credits)
DHA8026	Regulatory Compliance for Health Care Leaders (6 quarter credits)

Learners must register for DHA9971 a minimum of four times to fulfill their program requirements.

DHA9971	Doctoral Capstone (4 quarter credits each) [†]
---------	--

Total **76 quarter credits**

[†] Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Practicum

Learners enrolled in the Doctor of Health Administration (DHA) degree program must complete 100 supervised hours of hands-on practicum at an approved site as a requirement of their program. In the DHA practicum, learners apply the skills developed throughout the course of the program in a health administration setting where the practicum is completed. The practicum provides learners with the opportunity to participate in advanced practice with guidance from a preceptor and mentor, and engage in in-depth work within a practice environment that is the focus of their capstone paper. Learners use the practicum experience to help them achieve their program outcomes, competencies, and learning objectives.

Health Policy and Advocacy

The DHA Health Policy and Advocacy specialization promotes synthesis of advanced-level health policy advocacy concepts, theories, and techniques into professional practice. The curriculum emphasizes national and global perspectives of health policy and policy advocacy and analysis, with particular focus on evidence-based strategies for promoting positive community-oriented health outcomes and influencing health policy change. Upon successful completion of this specialization, learners are prepared to pursue senior-level positions in national or international health advocacy.

Practicum Requirement(s):

Minimum of 100 supervised practicum hours. See the following section, [Practicum](#), for more information.

Sixteen Required Courses **76 quarter credits**

Core courses:

NHS8002	Collaboration, Communication, and Case Analysis for Doctoral Learners (4 quarter credits)
DHA8004	Innovative Business Practices in Health Care (6 quarter credits)
DHA8007	Strategic Financial Management in Health Care (6 quarter credits)
DHA8008	Health Care Policy Processes (6 quarter credits)
NHS8040 *	21st-Century Health Care Leadership (4 quarter credits)
NHS8050	Preparing for the Professional Doctorate in Nursing and Health Sciences (4 quarter credits)
NHS8060 *	Scholarly Methods in Nursing and Health Sciences (4 quarter credits)
NHS8070 *	Evaluation and Interpretation of Data in Health Care (4 quarter credits)
NHS8700 *	Keystone: Determining Readiness for the Professional Doctorate Project (4 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Nursing and Health Sciences Academic Offerings, *continued***Doctor of Public Health (DrPH) Degree Program**

The Doctor of Public Health (DrPH) degree program is designed to prepare public health professionals to positively impact health across diverse communities through leadership, service, research, and practice. Learners evaluate theories, research, and ethical parameters guiding public health practice; analyze various factors that impact population-based health disparities; and assess the efficacy of national and global public health programs and practices. Building on this knowledge, learners apply scholarly research within a particular professional context to advance their knowledge as public health practitioners; 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, graduates are prepared to lead culturally competent, evidence-based professional practices to improve the outcomes of both diverse populations and public health organizations.

Practicum Requirement(s):

Minimum of 100 supervised practicum hours. See the following section, **Practicum**, for more information.

Sixteen Required Courses 76 quarter credits

NHS8002	Collaboration, Communication, and Case Analysis for Doctoral Learners (4 quarter credits)
DRPH8130	Leadership and Emerging Trends in Public Health (6 quarter credits)
DRPH8140	Educating the Public Health Workforce (6 quarter credits)
DRPH8170	Advanced Practice in Epidemiology (6 quarter credits)
DRPH8210	Public Health Policy Design (6 quarter credits)
DRPH8212	Design and Implementation of Public Health Strategies (6 quarter credits)
DRPH8300	Community Health Behavior and Promotion (6 quarter credits)
NHS8040 *	21st-Century Health Care Leadership (4 quarter credits)
NHS8050	Preparing for the Professional Doctorate in Nursing and Health Sciences (4 quarter credits)
NHS8060 *	Scholarly Methods in Nursing and Health Sciences (4 quarter credits)
NHS8070 *	Evaluation and Interpretation of Data in Health Care (4 quarter credits)
NHS8700 *	Keystone: Determining Readiness for the Professional Doctorate Project (4 quarter credits)

Learners must register for DRPH9971 a minimum of four times to fulfill their program requirements.

DRPH9971 Doctoral Capstone (4 quarter credits each)[†]

Total 76 quarter credits

[†] Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Practicum

Learners enrolled in the Doctor of Public Health (DrPH) degree program must complete 100 supervised hours of hands-on practicum at an approved site as a requirement of their program. In the DrPH practicum, learners apply the skills developed throughout the course of the program in a public health setting where the practicum is completed. The practicum provides learners with the opportunity to participate in advanced practice with guidance from a preceptor and mentor and engage in in-depth work within a practice environment that is the focus of their capstone paper. Learners use the practicum experience to help them achieve their program outcomes, competencies, and learning objectives.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Nursing and Health Sciences Academic Offerings, *continued*

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 general health administration and process improvement. The specialization curriculum includes practice-based explorations and collaborative group experiences in a choice of health administration specialization topics, including human capital management, health care consumerism and marketing, facilities and capital asset management, comparative models of global health systems, health care policy drivers, and policy and legislative development processes. Upon successful completion of this specialization, learners are prepared to pursue careers as supervisors, managers, and directors in various health care settings, such as health clinics, hospitals, and ambulatory care health facilities, with an emphasis on general health administration.

Twelve Required Courses 48 quarter credits

Core courses:

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners (4 quarter credits)
MHA5006	Health Care Finance and Reimbursement (4 quarter credits)
MHA5010	Strategic Health Care Planning (4 quarter credits)
MHA5012 *	Organizational Leadership and Governance (4 quarter credits)
MHA5019 *	Project Management and Team Leadership (4 quarter credits)
NHS6004	Health Care Law and Policy (4 quarter credits)
NHS6008	Economics and Decision Making in Health Care (4 quarter credits)
MHA5020 *	Health Administration Capstone (4 quarter credits)

Specialization courses:

MHA5014 *	Health Care Quality, Risk, and Regulatory Compliance (4 quarter credits)
MHA5016 *	Introduction to Health Information Systems (4 quarter credits)

In addition, choose two from the following courses:

MHA5021 *	Health Administration Field Experience (4 quarter credits)
MHA5022 *	Human Capital Management in Health Care (4 quarter credits)

MHA5024 *	Health Care Consumerism and Marketing (4 quarter credits)
MHA5026 *	Facilities and Capital Asset Management (4 quarter credits)
MHA5028 *	Comparative Models of Global Health Systems (4 quarter credits)
MHA5032 *	Policy and Legislative Development Processes (4 quarter credits)

Total 48 quarter credits

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

General Health Administration, FlexPath option

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 general health administration and process improvement. The specialization curriculum includes practice-based explorations and collaborative group experiences in a choice of health administration specialization topics, including human capital management, health care consumerism and marketing, facilities and capital asset management, comparative models of global health systems, health care policy drivers, and policy and legislative development processes. Upon successful completion of this specialization, learners are prepared to pursue careers as supervisors, managers, and directors in various health care settings, such as health clinics, hospitals, and ambulatory care health facilities, with an emphasis on general health administration. Learners who pursue this specialization through the FlexPath option earn an MHA through self-paced demonstrations of competencies.

Twelve Required Courses 24 program points

Core courses:

NHS-FP5004	Communication, Collaboration, and Case Analysis for Master's Learners (2 program points)
MHA-FP5006	Health Care Finance and Reimbursement (2 program points)
MHA-FP5010	Strategic Health Care Planning (2 program points)
MHA-FP5012 *	Organizational Leadership and Governance (2 program points)
MHA-FP5019 *	Project Management and Team Leadership (2 program points)
NHS-FP6004	Health Care Law and Policy (2 program points)
NHS-FP6008	Economics and Decision Making in Health Care (2 program points)
MHA-FP5020 *	Health Administration Capstone (2 program points)

Specialization courses:

MHA-FP5014 *	Health Care Quality, Risk, and Regulatory Compliance (2 program points)
MHA-FP5016 *	Introduction to Health Information Systems (2 program points)

In addition, choose two from the following courses:

MHA-FP5022 *	Human Capital Management in Health Care (2 program points)
MHA-FP5024 *	Health Care Consumerism and Marketing (2 program points)
MHA-FP5026 *	Facilities and Capital Asset Management (2 program points)
MHA-FP5028 *	Comparative Models of Global Health Systems (2 program points)
MHA-FP5032 *	Policy and Legislative Development Processes (2 program points)

Total 24 program points

Health Care Informatics

The MHA Health Care Informatics specialization focuses on the impact of information technology within the ever-changing health care industry. The specialization immerses learners into the world of health informatics and explores the depth and breadth of health information systems and how they influence strategic planning, decision making, and daily operations. The specialization curriculum emphasizes best practices in health informatics essentials, including electronic medical records, workflow, meaningful use, change management, and information technology alignment with regard to clinical operations. Upon successful completion of this specialization, learners are prepared to pursue director-level and leadership positions in a wide range of health care settings and organizations that utilize various health information technologies.

Twelve Required Courses 48 quarter credits

Core courses:

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners (4 quarter credits)
MHA5006	Health Care Finance and Reimbursement (4 quarter credits)
MHA5010	Strategic Health Care Planning (4 quarter credits)
MHA5012 *	Organizational Leadership and Governance (4 quarter credits)
MHA5019 *	Project Management and Team Leadership (4 quarter credits)
NHS6004	Health Care Law and Policy (4 quarter credits)
NHS6008	Economics and Decision Making in Health Care (4 quarter credits)
MHA5020 *	Health Administration Capstone (4 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Nursing and Health Sciences Academic Offerings, *continued****MHA Specializations, continued****Specialization courses:*

- MHA5062 * Health Care Delivery: New Environments in Health Informatics (4 quarter credits)
- MHA5064 * Health Care Information Systems Analysis and Design for Administrators (4 quarter credits)
- MHA5066 * Cornerstones of Health Informatics for Organizational Operations (4 quarter credits)
- MHA5068 * Leadership, Management, and Meaningful Use of Health Care Technology (4 quarter credits)

Total **48 quarter credits**

Health Care Leadership

The MHA Health Care Leadership specialization focuses on effective change management and the development of high-performance teams in complex, dynamic health care environments. The specialization curriculum emphasizes evidence-based best practices for change leadership, coaching, team collaboration, and professional development that build a continuous learning system for sustainable health care delivery. Upon successful completion of this specialization, learners are prepared to pursue director-level and leadership positions in a wide range of health care settings.

Twelve Required Courses **48 quarter credits**

Core courses:

- NHS5004 Communication, Collaboration, and Case Analysis for Master's Learners (4 quarter credits)
- MHA5006 Health Care Finance and Reimbursement (4 quarter credits)
- MHA5010 Strategic Health Care Planning (4 quarter credits)
- MHA5012 * Organizational Leadership and Governance (4 quarter credits)
- MHA5019 * Project Management and Team Leadership (4 quarter credits)
- NHS6004 Health Care Law and Policy (4 quarter credits)
- NHS6008 Economics and Decision Making in Health Care (4 quarter credits)
- MHA5020 * Health Administration Capstone (4 quarter credits)

Specialization courses:

- MHA5014 * Health Care Quality, Risk, and Regulatory Compliance (4 quarter credits)
- MHA5016 * Introduction to Health Information Systems (4 quarter credits)
- MHA5040 * Health Administration Change Leadership (4 quarter credits)
- MHA5042 * Team Development and Personal Leadership in Health Care Settings (4 quarter credits)

Total **48 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.

Twelve Required Courses **48 quarter credits**

Core courses:

- NHS5004 Communication, Collaboration, and Case Analysis for Master's Learners (4 quarter credits)
- MHA5006 Health Care Finance and Reimbursement (4 quarter credits)
- MHA5010 Strategic Health Care Planning (4 quarter credits)
- MHA5012 * Organizational Leadership and Governance (4 quarter credits)
- MHA5019 * Project Management and Team Leadership (4 quarter credits)
- NHS6004 Health Care Law and Policy (4 quarter credits)
- NHS6008 Economics and Decision Making in Health Care (4 quarter credits)
- MHA5020 * Health Administration Capstone (4 quarter credits)

Specialization courses:

- MHA5014 * Health Care Quality, Risk, and Regulatory Compliance (4 quarter credits)
- MHA5016 * Introduction to Health Information Systems (4 quarter credits)
- MHA5022 * Human Capital Management in Health Care (4 quarter credits)
- MHA5026 * Facilities and Capital Asset Management (4 quarter credits)

Total **48 quarter credits**

Master of Public Health (MPH) Degree Program

The Master of Public Health (MPH) degree program focuses on preparing health professionals to protect and improve the health of communities and populations through promotion of healthy lifestyles and environments; research and education; prevention of injuries, disease, and epidemics; identification of environmental hazards; and disaster response. This program provides learners with knowledge and application of fundamental public health concepts, theories, and practices and emphasizes the role of the public health professional in assessing health status; mitigating health disparities; analyzing epidemiology of specific diseases; developing, implementing, and sustaining public health programs; managing administrative functions; conducting program evaluation and outcomes research; developing and sustaining 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 community public health practice. Successful graduates are prepared to assume positions in government, private, or community-based public health organizations.

Practicum Requirement(s):

Minimum of 80 supervised practicum hours. See the following section, Practicum, for more information.

Fifteen Required Courses **60 quarter credits**

- NHS5004 Communication, Collaboration, and Case Analysis for Master's Learners (4 quarter credits)
- MPH5500 Introduction to Public Health Administrative Systems (4 quarter credits)
- MPH5503 Environmental Health Concepts in Public Health (4 quarter credits)
- MPH5506 Social and Behavioral Foundations in Public Health (4 quarter credits)
- MPH5509 Principles of Biostatistics (4 quarter credits)
- MPH5512 * Principles of Epidemiology (4 quarter credits)
- MPH5100 * Management of Health Service Organizations (4 quarter credits)
- MPH5200 * Social and Behavioral Research Methods (4 quarter credits)
- MPH5208 * Public Health Program Planning and Evaluation (4 quarter credits)
- MPH5220 * Social Determinants of Health Equity (4 quarter credits)
- MPH5304 * Learning to Lead in Public Health Settings: Personal and Team Development (4 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Nursing and Health Sciences Academic Offerings, *continued*

MPH, continued

MPH5921 *	Public Health Practicum 1 (4 quarter credits) [†]
MPH5922 *	Public Health Practicum 2 (4 quarter credits) [†]
MPH5990 *	Public Health Capstone (4 quarter credits)
NHS6008	Economics and Decision Making in Health Care (4 quarter credits)
Total	60 quarter credits

[†] Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Practicum

Learners enrolled in the Master of Public Health (MPH) degree program complete practicum as a requirement of their program. The practicum consists of the following online courses and supervised experience. The practicum (MPH5921, MPH5922) is a series of online courses that learners take to complete an 80-hour experience. Learners apply course competencies and further develop related skills within a supervised public health setting. In the MPH practicum, learners blend their courseroom education with real-world experiences to develop generalist practice skills under the leadership and supervision of an experienced preceptor. This practicum provides learners with the opportunity to experience direct practice in public health.

Health Sciences Post-Master’s Certificate Program

Epidemiology

The Post-Master’s Certificate in Epidemiology is designed for working professionals from a variety of backgrounds, such as public health administrators, doctors, nurses, clinical researchers, and health educators who work in local and state health departments, federal agencies, hospitals, private health care, and international and nongovernmental agencies. Learners gain and demonstrate knowledge and skills needed to investigate disease trends; identify the patterns, causes, and effects of diseases; and solve public health issues in the United States and around the world.

Three Required Courses	18 quarter credits
DRPH8170	Advanced Practice in Epidemiology (6 quarter credits)
DRPH8400	Epidemiological Issues in Urban and Rural Health (6 quarter credits)
DRPH8408	Chronic and Infectious Diseases in Epidemiology (6 quarter credits)
Total	18 quarter credits

* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.
GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Nursing and Health Sciences Academic Offerings, *continued***Graduate Certificate Programs****Health Administration**

The Health Administration graduate 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 16 quarter credits

MHA5010	Strategic Health Care Planning (4 quarter credits)
MHA5012 *	Organizational Leadership and Governance (4 quarter credits)
MHA5014 *	Health Care Quality, Risk, and Regulatory Compliance (4 quarter credits)
NHS6008	Economics and Decision Making in Health Care (4 quarter credits)

Total 16 quarter credits

Health Administration, FlexPath option

The Health Administration graduate 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. Learners who pursue this graduate certificate through the FlexPath option earn a Health Administration graduate certificate through self-paced demonstrations of competencies.

Four Required Courses 8 program points

MHA-FP5010	Strategic Health Care Planning (2 program points)
MHA-FP5012 *	Organizational Leadership and Governance (2 program points)
MHA-FP5014 *	Health Care Quality, Risk, and Regulatory Compliance (2 program points)
NHS-FP6008	Economics and Decision Making in Health Care (2 program points)

Total 8 program points

Health Care Informatics

The Health Care Informatics graduate certificate is designed for professionals who want to increase their knowledge in managing and leading the delivery of quality health care using health care technology and the many components that comprise health informatics. Using an evidence-based approach, learners address how health information systems influence strategic planning, decision making, and daily operations.

Four Required Courses 16 quarter credits

MHA5062	Health Care Delivery: New Environments in Health Informatics (4 quarter credits)
MHA5064 *	Health Care Information Systems Analysis & Design for Administrators (4 quarter credits)
MHA5066 *	Cornerstones of Health Informatics for Organizational Operations (4 quarter credits)
MHA5068 *	Leadership, Management, and Meaningful Use of Health Care Technology (4 quarter credits)

Total 16 quarter credits

Health Care Leadership

The Health Care Leadership graduate certificate is designed for professionals who want to increase their knowledge of leadership within the health care organization. This graduate certificate focuses on fundamental concepts and issues related to health care leadership, including change leadership, coaching, strategic planning, team development, and personal development.

Four Required Courses 16 quarter credits

MHA5010	Strategic Health Care Planning (4 quarter credits)
MHA5012 *	Organizational Leadership and Governance (4 quarter credits)
MHA5040 *	Health Administration Change Leadership (4 quarter credits)
MHA5042 *	Team Development and Personal Leadership in Health Care Settings (4 quarter credits)

Total 16 quarter credits

Public Health

The Public Health graduate certificate is designed for professionals who want to enhance their knowledge in core public health concepts, including health administration, environmental health, biostatistics, behavioral health, and epidemiology.

Five Required Courses 20 quarter credits

MPH5500	Introduction to Public Health Administrative Systems (4 quarter credits)
MPH5503	Environmental Health Concepts in Public Health (4 quarter credits)
MPH5506	Social and Behavioral Foundations in Public Health (4 quarter credits)
MPH5509	Principles of Biostatistics (4 quarter credits)
MPH5512 *	Principles of Epidemiology (4 quarter credits)

Total 20 quarter credits

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Nursing and Health Sciences Academic Offerings, *continued*

Department of Nursing

Doctor of Nursing Practice (DNP)

Capella University offers a DNP Preparatory Program for registered nurses who have a master's degree in a field other than nursing. Learners in the DNP Preparatory program who do not have a master's degree in nursing are required to successfully complete MSN6013, MSN6014, and MSN6038 with a cumulative 3.0 or higher GPA prior to registering for NHS8002.

An MSN degree will not be conferred as part of that offering.

Capella University offers a BSN-to-DNP pathway for registered nurses who currently have a BSN degree. **An MSN degree will not be conferred as part of that offering.**

The accredited Doctor of Nursing Practice (DNP) degree program is designed for master's-prepared 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. The DNP degree program is not designed to prepare advanced practice registered nurses for roles as nurse practitioners, clinical nurse specialists, certified nurse midwives, or certified nurse anesthetists. Registered nurses who have a master's degree in nursing, those who have a master's degree in a field other than nursing, and those who have a BSN degree may pursue Capella's DNP.

DNP Preparatory Program

The DNP Preparatory Program provides registered nurses who have a Bachelor's of Science in Nursing (BSN) and a master's degree in an unrelated field the opportunity to pursue a Doctor of Nursing Practice (DNP). The DNP Preparatory Program curriculum incorporates The Essentials of Master's Education in Nursing established by the American Association of Colleges of Nursing (AACN) and is designed to expand learners' knowledge of nursing theory, advanced nursing practice, evidence-based practice, quality improvement, informatics, and leadership concepts in order to help them develop a practice framework that supports change and informs decision making in a complex health care environment. In addition, learners assess various factors that impact the delivery of culturally competent health care. Upon successful completion of the DNP Preparatory Program courses, learners pursue the program requirements for the Doctor of Nursing Practice (DNP) degree program. **A Master of Science in Nursing (MSN) degree will not be conferred.**

BSN-to-DNP

The BSN-to-DNP pathway provides registered nurses who have a Bachelor of Science in Nursing (BSN) the opportunity to pursue a Doctor of Nursing Practice (DNP). The DNP curriculum follows the Essentials of Doctoral Education for Advanced Practice Nursing established by the American Association of Colleges of Nursing (AACN) and is designed to cultivate learners' knowledge of nursing theory, advanced nursing practice, evidence-based practice, quality improvement, informatics, and leadership concepts in order to help them develop a practice framework that supports change and informs decision making in a complex health care environment. In addition, learners assess various factors that impact the delivery of culturally competent health care. This pathway does not prepare learners for an advanced clinical practice (i.e. nurse practitioner) role. Upon successful completion of required BSN-to-DNP courses learners complete the program requirements for the Doctor of Nursing Practice (DNP) degree program. **A Master of Science in Nursing (MSN) degree will not be conferred.**

Practicum Requirement(s):

Minimum of 1,000 supervised practicum hours. See the following section, [Practicum](#), for more information.

DNP Preparatory Program

Three Required Courses 12 quarter credits

DNP Preparatory Program courses:

- MSN6013 * Principles of Advanced Nursing Practice (4 quarter credits)
- MSN6014 * Advanced Leadership for Contemporary Nursing (4 quarter credits)
- MSN6038 Evidence-Based Practice and Technology for Nursing (4 quarter credits)

BSN-to-DNP

Seventeen Required Courses 68 quarter credits

Required courses:

- NHS8002 Collaboration, Communication, and Case Analysis for Doctoral Learners (4 quarter credits)
- MSN6013 * Principles of Advanced Nursing Practice (4 quarter credits)
- MSN6014 * Advanced Leadership for Contemporary Nursing (4 quarter credits)
- MSN6038 Evidence-Based Practice and Technology for Nursing (4 quarter credits)
- NHS6008 Economics and Decision Making in Health Care (4 quarter credits)

Thirteen Required Courses 52 quarter credits

- NHS8002 Collaboration, Communication, and Case Analysis for Doctoral Learners (4 quarter credits)
- DNP8010 Management in Advanced Contemporary Nursing (4 quarter credits)
- DNP8012 Nursing Technology and Health Care Information Systems (4 quarter credits)
- DNP8014 * Global Population Health (4 quarter credits)
- NHS8040 * 21st-Century Health Care Leadership (4 quarter credits)
- NHS8050 Preparing for the Professional Doctorate in Nursing and Health Sciences (4 quarter credits)
- NHS8060 * Scholarly Methods in Nursing and Health Sciences (4 quarter credits)
- NHS8070 * Evaluation and Interpretation of Data in Health Care (4 quarter credits)
- NHS8700 * Keystone: Determining Readiness for the Professional Doctorate Project (4 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Nursing and Health Sciences Academic Offerings, continued*DNP, continued*

Learners must register for DNP9971 a minimum of four times to fulfill their program requirements.

DNP9971 Doctoral Capstone
(4 quarter credits each)[†]

DNP Total	52 quarter credits
DNP with Preparatory Program Total	64 quarter credits
BSN-to-DNP Total	68 quarter credits

This program does not prepare graduates for licensure as an RN or APRN.

[†] Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Learners enrolled in the DNP degree program are required to maintain a current, unrestricted RN license throughout their program.

Practicum

Learners enrolled in the Doctor of Nursing Practice degree program must have 1,000 documented hours of post-bachelor's, hands-on practicum experience as a requirement of their program. The practicum 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 practicum 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 practicum 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 practicum 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*.

Master of Science in Nursing (MSN) Specializations

Capella University offers RN-to-MSN bridge specializations for licensed registered nurses who have completed 135 quarter credits of undergraduate coursework. Learners in the RN-to-MSN bridge specializations are required to complete NHS5004, MSN5003, MSN5005, and MSN5007 before registering for any other MSN course. Upon successful completion of the RN-to-MSN bridge courses, learners pursue the program requirements for any Master of Science in Nursing specialization. A Bachelor of Science in Nursing (BSN) degree will not be conferred.

Care Coordination

Learners in the MSN Care Coordination specialization examine and apply theories, research, and best practices for the nurse care coordinator. The specialization curriculum emphasizes client assessment and evaluation; care planning; transitioning of care; clinical efficiency; and monitoring, reporting, and analysis techniques used to meet the needs of individuals, caregivers, families, communities, populations, and healthcare organizations. Throughout the specialization, learners evaluate the historical evolution of care coordination and its relevance in population health, emerging health care models and their relationships to care coordination, care coordination structure and process, legal and ethical considerations, the role of cultural competence in care coordination, and the role professional nursing leadership plays in achieving successful quality measurement. Successful graduates of this specialization are prepared to pursue director-level and leadership positions in a wide range of health care settings and organizations that specialize in care coordination nursing. Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies.

Practicum Requirement(s):

Minimum of 100 practicum hours. See the following section, [Practicum](#), for more information.

RN-to-MSN Care Coordination**Three Required Bridge Courses 12 quarter credits***Required courses:*

- MSN5003 * Health Assessment and Promotion for Disease Prevention in Population-Focused Health (4 quarter credits)
- MSN5005 * Introduction to Nursing Research, Ethics, and Technology (4 quarter credits)
- MSN5007 * Leadership for Nursing Practice (4 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Nursing and Health Sciences Academic Offerings, *continued**MSN Specializations, continued***Thirteen Required Courses 54 quarter credits***Core courses:*

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners (4 quarter credits)
NHS6004	Health Care Law and Policy (4 quarter credits)
NHS6008	Economics and Decision Making in Health Care (4 quarter credits)
MSN6011	Evidence-Based Practice for Patient-Centered Care and Population Health (4 quarter credits)
MSN6016	Quality Improvement of Interprofessional Care (4 quarter credits)
MSN6021	Biopsychosocial Concepts for Advanced Nursing Practice 1 (4 quarter credits)
MSN6026	Biopsychosocial Concepts for Advanced Nursing Practice 2 (4 quarter credits)
MSN6030	MSN Practicum and Capstone (6 quarter credits) [†]

Specialization courses:

MSN6610	Introduction to Care Coordination (4 quarter credits)
MSN6612 *	Emerging Health Care Models and Care Coordination (4 quarter credits)
MSN6614 *	Structure and Process in Care Coordination (4 quarter credits)
MSN6616 *	Ethical and Legal Considerations in Care Coordination (4 quarter credits)
MSN6618 *	Leadership in Care Coordination (4 quarter credits)

MSN Care Coordination Total 54 quarter credits**RN-to-MSN Care Coordination Total 66 quarter credits**

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the MSN Care Coordination and RN-to-MSN Care Coordination specializations are required to maintain a current, unrestricted RN license throughout their program.

[†] Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Care Coordination, FlexPath option

Learners in the MSN Care Coordination specialization examine and apply theories, research, and best practices for the nurse care coordinator. The specialization curriculum emphasizes client assessment and evaluation; care planning; transitioning of care; clinical efficiency; and monitoring, reporting, and analysis techniques used to meet the needs of individuals, caregivers, families, communities, populations, and healthcare organizations. Throughout the specialization, learners evaluate the historical evolution of care coordination and its relevance in population health, emerging health care models and their relationships to care coordination, care coordination structure and process, legal and ethical considerations, the role of cultural competence in care coordination, and the role professional nursing leadership plays in achieving successful quality measurement. Successful graduates of this specialization are prepared to pursue director-level and leadership positions in a wide range of health care settings and organizations that specialize in care coordination nursing. Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies.

Practicum Requirement(s):

Minimum of 100 practicum hours. See the following section, **Practicum**, for more information.

RN-to-MSN Care Coordination, FlexPath option**Three Required Bridge Courses 6 program points***Required courses:*

MSN-FP5003 *	Health Assessment and Promotion for Disease Prevention in Population-Focused Health (2 program points)
MSN-FP5005 *	Introduction to Nursing Research, Ethics, and Technology (2 program points)
MSN-FP5007 *	Leadership for Nursing Practice (2 program points)

Thirteen Required Courses 27 program points*Core courses:*

NHS-FP5004	Communication, Collaboration, and Case Analysis for Master's Learners (2 program points)
NHS-FP6004	Health Care Law and Policy (2 program points)
NHS-FP6008	Economics and Decision Making in Health Care (2 program points)
MSN-FP6011	Evidence-Based Practice for Patient-Centered Care and Population Health (2 program points)
MSN-FP6016	Quality Improvement of Interprofessional Care (2 program points)
MSN-FP6021	Biopsychosocial Concepts for Advanced Nursing Practice 1 (2 program points)

MSN-FP6026	Biopsychosocial Concepts for Advanced Nursing Practice 2 (2 program points)
------------	---

MSN-FP6030	MSN Practicum and Capstone (3 program points) [†]
------------	--

Specialization courses:

MSN-FP6610	Introduction to Care Coordination (2 program points)
MSN-FP6612 *	Emerging Health Care Models and Care Coordination (2 program points)
MSN-FP6614 *	Structure and Process in Care Coordination (2 program points)
MSN-FP6616 *	Ethical and Legal Considerations in Care Coordination (2 program points)
MSN-FP6618 *	Leadership in Care Coordination (2 program points)

MSN Care Coordination, FlexPath option Total 27 program points**RN-to-MSN Care Coordination, FlexPath option Total 33 program points**

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the MSN Care Coordination and RN-to-MSN Care Coordination FlexPath option specializations are required to maintain a current, unrestricted RN license throughout their program.

[†] Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Diabetes Nursing

The MSN Diabetes Nursing specialization presents advanced theories, research, and evidence-based practices of caring for the needs of individuals, groups, communities, and diverse populations with diabetes and its related conditions across the lifespan. Learners explore the advanced diabetes-specific pathophysiology needed to conduct physical and psychosocial assessments that inform diagnoses and help prioritize the needs and problems of diabetes patients. Learners collaborate with interdisciplinary teams to develop and implement education plans and outcomes-based care plans that effectively and safely treat and manage diabetes in patients. The curriculum also emphasizes the advanced professional nurse's role in coaching, leading, consulting, educating, researching, evaluating, practicing, and serving as a change agent. Successful graduates of this specialization are prepared to pursue advanced roles as practitioner-scholars or diabetes specialists in a variety of research, education, or clinical settings to meet individual, community, population, organization, or system needs.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Nursing and Health Sciences Academic Offerings, *continued***MSN Specializations, *continued*****Practicum Requirement(s):**

Minimum of 100 practicum hours. See the following section, **Practicum**, for more information.

RN-to-MSN Diabetes Nursing**Three Required Bridge Courses 12 quarter credits***Required courses:*

- MSN5003 * Health Assessment and Promotion for Disease Prevention in Population-Focused Health (4 quarter credits)
- MSN5005 * Introduction to Nursing Research, Ethics, and Technology (4 quarter credits)
- MSN5007 * Leadership for Nursing Practice (4 quarter credits)

Thirteen Required Courses 54 quarter credits*Core courses:*

- NHS5004 Communication, Collaboration, and Case Analysis for Master's Learners (4 quarter credits)
- NHS6004 Health Care Law and Policy (4 quarter credits)
- NHS6008 Economics and Decision Making in Health Care (4 quarter credits)
- MSN6011 Evidence-Based Practice for Patient-Centered Care and Population Health (4 quarter credits)
- MSN6016 Quality Improvement of Interprofessional Care (4 quarter credits)
- MSN6021 Biopsychosocial Concepts for Advanced Nursing Practice 1 (4 quarter credits)
- MSN6026 Biopsychosocial Concepts for Advanced Nursing Practice 2 (4 quarter credits)
- MSN6030 MSN Practicum and Capstone (6 quarter credits)[†]

Specialization courses:

- MSN6310 * Diabetes Pathophysiology and Assessment (4 quarter credits)
- MSN6312 * Evidence-Based Education, Planning, and Outcomes for Diabetes Care (4 quarter credits)
- MSN6314 * Nonpharmacologic Interventions for Diabetes Care (4 quarter credits)
- MSN6316 * Pharmacologic Interventions for Diabetes Care (4 quarter credits)
- MSN6318 * Data Evaluation and Program Development in Diabetes Care (4 quarter credits)

MSN Diabetes Nursing Total 54 quarter credits**RN-to-MSN Diabetes Nursing Total 66 quarter credits**

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the MSN Diabetes Nursing and RN-to-MSN Diabetes Nursing specializations are required to maintain a current, unrestricted RN license throughout their program.

[†] Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Nursing Education

The MSN Nursing Education specialization is designed to prepare professional nurses for the advanced specialty role of a nurse educator and presents the theories, research, and best practices relevant to nursing education. Throughout their coursework, learners develop the knowledge and skills required to facilitate learning; design, deliver, evaluate, and assess nursing education programs; and effectively assess and evaluate learners in a variety of educational settings. Successful graduates of this specialization are prepared to pursue roles as nurse educators in academic and health care settings. The requirements for this specialization are designed to meet the educational requirements for the Certified Nurse Educator (CNE) credential offered by the National League for Nursing (NLN).

Practicum Requirement(s):

Minimum of 100 practicum hours. See the following section, **Practicum**, for more information.

RN-to-MSN Nursing Education**Three Required Bridge Courses 12 quarter credits***Required courses:*

- MSN5003 * Health Assessment and Promotion for Disease Prevention in Population-Focused Health (4 quarter credits)
- MSN5005 * Introduction to Nursing Research, Ethics, and Technology (4 quarter credits)
- MSN5007 * Leadership for Nursing Practice (4 quarter credits)

Thirteen Required Courses 54 quarter credits*Core courses:*

- NHS5004 Communication, Collaboration, and Case Analysis for Master's Learners (4 quarter credits)
- NHS6004 Health Care Law and Policy (4 quarter credits)
- NHS6008 Economics and Decision Making in Health Care (4 quarter credits)
- MSN6011 Evidence-Based Practice for Patient-Centered Care and Population Health (4 quarter credits)
- MSN6016 Quality Improvement of Interprofessional Care (4 quarter credits)
- MSN6021 Biopsychosocial Concepts for Advanced Nursing Practice 1 (4 quarter credits)
- MSN6026 Biopsychosocial Concepts for Advanced Nursing Practice 2 (4 quarter credits)
- MSN6030 MSN Practicum and Capstone (6 quarter credits)[†]

Specialization courses:

- MSN6103 The Nurse Educator Role (4 quarter credits)
- MSN6105 * Teaching and Active Learning Strategies (4 quarter credits)
- MSN6107* Curriculum Design, Development, and Evaluation (4 quarter credits)

- MSN6109 * Integrating Technology into Nursing Education (4 quarter credits)

- MSN6111 * Assessment and Evaluation in Nursing Education (4 quarter credits)

MSN Nursing Education Total**54 quarter credits****RN-to-MSN Nursing Education****Total 66 quarter credits**

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the MSN Nursing Education and RN-to-MSN Nursing Education specializations are required to maintain a current, unrestricted RN license throughout their program.

[†] Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Nursing Education, FlexPath option

The MSN Nursing Education specialization is designed to prepare professional nurses for the advanced specialty role of a nurse educator and presents the theories, research, and best practices relevant to nursing education. Throughout their coursework, learners develop the knowledge and skills required to facilitate learning; design, deliver, evaluate, and assess nursing education programs; and effectively assess and evaluate learners in a variety of educational settings. Successful graduates of this specialization are prepared to pursue roles as nurse educators in academic and health care settings. The requirements for this specialization are designed to meet the educational requirements for the Certified Nurse Educator (CNE) credential offered by the National League for Nursing (NLN). Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies.

Practicum Requirement(s):

Minimum of 100 practicum hours. See the following section, **Practicum**, for more information.

RN-to-MSN Nursing Education, FlexPath option**Three Required Bridge Courses****6 program points***Required courses:*

- MSN-FP5003 * Health Assessment and Promotion for Disease Prevention in Population-Focused Health (2 program points)
- MSN-FP5005 * Introduction to Nursing Research, Ethics, and Technology (2 program points)
- MSN-FP5007 * Leadership for Nursing Practice (2 program points)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Nursing and Health Sciences Academic Offerings, *continued*

MSN Specializations, *continued*

Thirteen Required Courses 27 program points	
<i>Core courses:</i>	
NHS-FP5004	Communication, Collaboration, and Case Analysis for Master's Learners (2 program points)
NHS-FP6004	Health Care Law and Policy (2 program points)
NHS-FP6008	Economics and Decision Making in Health Care (2 program points)
MSN-FP6011	Evidence-Based Practice for Patient-Centered Care and Population Health (2 program points)
MSN-FP6016	Quality Improvement of Interprofessional Care (2 program points)
MSN-FP6021	Biopsychosocial Concepts for Advanced Nursing Practice 1 (2 program points)
MSN-FP6026	Biopsychosocial Concepts for Advanced Nursing Practice 2 (2 program points)
MSN-FP6030	MSN Practicum and Capstone (3 program points) [†]
<i>Specialization courses:</i>	
MSN-FP6103	The Nurse Educator Role (2 program points)
MSN-FP6105 *	Teaching and Active Learning Strategies (2 program points)
MSN-FP6107 *	Curriculum Design, Development, and Evaluation (2 program points)
MSN-FP6109 *	Integrating Technology into Nursing Education (2 program points)
MSN-FP6111 *	Assessment and Evaluation in Nursing Education (2 program points)
MSN Nursing Education, FlexPath option Total 27 program points	
RN-to-MSN Nursing Education, FlexPath option Total 33 program points	

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the MSN Nursing Education and RN-to-MSN Nursing Education FlexPath option specializations are required to maintain a current, unrestricted RN license throughout their program.

[†] Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Nursing Informatics

In the MSN Nursing Informatics specialization, learners analyze and implement contemporary models, theories, research, and best practices for providing nursing care across the lifespan using various health care technologies. Learners investigate the world of health informatics and examine the depth and breadth of health information systems and how they influence strategic planning, decision making, and clinical project management. The specialization curriculum emphasizes best practices in health informatics essentials, including patient safety, electronic medical records, workflow, meaningful use, change management, and the health information system life cycle.

Practicum Requirement(s):
Minimum of 200 practicum hours. See the following section, **Practicum**, for more information.

RN-to-MSN Nursing Informatics

Three Required Bridge Courses 12 quarter credits

Required courses:

- MSN5003 * Health Assessment and Promotion for Disease Prevention in Population-Focused Health (4 quarter credits)
- MSN5005 * Introduction to Nursing Research, Ethics, and Technology (4 quarter credits)
- MSN5007 * Leadership for Nursing Practice (4 quarter credits)

Thirteen Required Courses 54 quarter credits

Core courses:

- NHS5004 Communication, Collaboration, and Case Analysis for Master's Learners (4 quarter credits)
- NHS6004 Health Care Law and Policy (4 quarter credits)
- NHS6008 Economics and Decision Making in Health Care (4 quarter credits)
- MSN6011 Evidence-Based Practice for Patient-Centered Care and Population Health (4 quarter credits)
- MSN6016 Quality Improvement of Interprofessional Care (4 quarter credits)
- MSN6021 Biopsychosocial Concepts for Advanced Nursing Practice 1 (4 quarter credits)
- MSN6026 Biopsychosocial Concepts for Advanced Nursing Practice 2 (4 quarter credits)
- MSN6030 MSN Practicum and Capstone (6 quarter credits)[†]

Specialization courses:

- MSN6410 * Principles of Nursing Informatics (4 quarter credits)
- MSN6412 * Health Informatics Systems Planning, Analysis, Design, and Build for Nursing (4 quarter credits)
- MSN6414 * Data Management and Health Care Technology (4 quarter credits)
- MSN6416 * Managing the Nursing Informatics Life Cycle (4 quarter credits)
- MSN6025 * MSN Practicum (4 quarter credits)[†]

MSN Nursing Informatics Total 54 quarter credits

RN-to-MSN Nursing Informatics

Total 66 quarter credits

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the MSN Nursing Informatics and RN-to-MSN Nursing Informatics specializations are required to maintain a current, unrestricted RN license throughout their program.

[†] Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Nursing Informatics, FlexPath option

In the MSN Nursing Informatics specialization, learners analyze and implement contemporary models, theories, research, and best practices for providing nursing care across the lifespan using various health care technologies. Learners investigate the world of health informatics and examine the depth and breadth of health information systems and how they influence strategic planning, decision making, and clinical project management. The specialization curriculum emphasizes best practices in health informatics essentials, including patient safety, electronic medical records, workflow, meaningful use, change management, and the health information system life cycle. Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies.

Practicum Requirement(s):

Minimum of 200 practicum hours. See the following section, **Practicum**, for more information.

RN-to-MSN Nursing Informatics, FlexPath option

Three Required Bridge Courses 6 program points

Required courses:

- MSN-FP5003 * Health Assessment and Promotion for Disease Prevention in Population-Focused Health (2 program points)
- MSN-FP5005 * Introduction to Nursing Research, Ethics, and Technology (2 program points)
- MSN-FP5007 * Leadership for Nursing Practice (2 program points)

Thirteen Required Courses 27 program points

Core courses:

- NHS-FP5004 Communication, Collaboration, and Case Analysis for Master's Learners (2 program points)
- NHS-FP6004 Health Care Law and Policy (2 program points)
- NHS-FP6008 Economics and Decision Making in Health Care (2 program points)
- MSN-FP6011 Evidence-Based Practice for Patient-Centered Care and Population Health (2 program points)
- MSN-FP6016 Quality Improvement of Interprofessional Care (2 program points)
- MSN-FP6021 Biopsychosocial Concepts for Advanced Nursing Practice 1 (2 program points)
- MSN-FP6026 Biopsychosocial Concepts for Advanced Nursing Practice 2 (2 program points)
- MSN-FP6030 MSN Practicum and Capstone (3 program points)[†]

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Nursing and Health Sciences Academic Offerings, *continued*

MSN Specializations, *continued*

Specialization courses:

- MSN-FP6410 * Principles of Nursing Informatics (4 quarter credits)
- MSN-FP6412 * Health Informatics Systems Planning, Analysis, Design, and Build for Nursing (4 quarter credits)
- MSN-FP6414 * Data Management and Health Care Technology (4 quarter credits)
- MSN-FP6416 * Managing the Nursing Informatics Life Cycle (4 quarter credits)
- MSN-FP6025 * MSN Practicum (4 quarter credits)[†]

MSN Nursing Informatics, FlexPath option Total 27 program points

RN-to-MSN Nursing Informatics, FlexPath option Total 33 program points

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the MSN Nursing Informatics and RN-to-MSN Nursing Informatics FlexPath option specializations are required to maintain a current, unrestricted RN license throughout their program.

[†] Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Nursing Leadership and Administration

The MSN Nursing Leadership and Administration specialization presents advanced theories, research, and evidence-based best practices for executive leadership and administration in nursing. Learners develop the knowledge and skills nurse executives need to lead health care innovations, respond to health care challenges and trends, and manage health care quality and safety as well as the finance and operations of the health care organization. Throughout the specialization, learners also assess and further strengthen their characteristics as ethical and culturally aware health care leaders, visionaries, and risk takers and gain an understanding of how to effectively communicate with other members of a health care team to promote strategic thinking, planning, and interprofessional collaboration in practice. Successful graduates of this specialization are prepared to pursue roles as nurse executives in a variety of health care delivery settings.

Practicum Requirement(s):

Minimum of 100 practicum hours. See the following section, **Practicum**, for more information.

RN-to-MSN Nursing Leadership and Administration

Three Required Bridge Courses 12 quarter credits

Required courses:

- MSN5003 * Health Assessment and Promotion for Disease Prevention in Population-Focused Health (4 quarter credits)
- MSN5005 * Introduction to Nursing Research, Ethics, and Technology (4 quarter credits)
- MSN5007 * Leadership for Nursing Practice (4 quarter credits)

Thirteen Required Courses 54 quarter credits

Core courses:

- NHS5004 Communication, Collaboration, and Case Analysis for Master's Learners (4 quarter credits)
- NHS6004 Health Care Law and Policy (4 quarter credits)
- NHS6008 Economics and Decision Making in Health Care (4 quarter credits)
- MSN6011 Evidence-Based Practice for Patient-Centered Care and Population Health (4 quarter credits)
- MSN6016 Quality Improvement of Interprofessional Care (4 quarter credits)
- MSN6021 Biopsychosocial Concepts for Advanced Nursing Practice 1 (4 quarter credits)
- MSN6026 Biopsychosocial Concepts for Advanced Nursing Practice 2 (4 quarter credits)
- MSN6030 MSN Practicum and Capstone (6 quarter credits)[†]

Specialization courses:

- MSN6210 * Leadership and Management for Nurse Executives (4 quarter credits)
- MSN6212 * Health Care Quality and Safety Management (4 quarter credits)
- MSN6214 * Health Care Informatics and Technology (4 quarter credits)
- MSN6216 * Advanced Finance and Operations Management (4 quarter credits)
- MSN6218 * Leading the Future of Health Care (4 quarter credits)

MSN Nursing Leadership and Administration Total 54 quarter credits

RN-to-MSN Nursing Leadership and Administration Total 66 quarter credits

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the MSN Nursing Leadership and Administration and RN-to-MSN Nursing Leadership and Administration specializations are required to maintain a current, unrestricted RN license throughout their program.

[†] Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Nursing Leadership and Administration, FlexPath option

The MSN Nursing Leadership and Administration specialization presents advanced theories, research, and evidence-based best practices for executive leadership and administration in nursing. Learners develop the knowledge and skills nurse executives need to lead health care innovations, respond to health care challenges and trends, and manage health care quality and safety as well as the finance and operations of the health care organization. Throughout the specialization, learners also assess and further strengthen their characteristics as ethical and culturally aware health care leaders, visionaries, and risk takers and gain an understanding of how to effectively communicate with other members of a health care team to promote strategic thinking, planning, and interprofessional collaboration in practice. Successful graduates of this specialization are prepared to pursue roles as nurse executives in a variety of health care delivery settings. Learners who pursue this specialization through the FlexPath option earn an MSN through self-paced demonstrations of competencies.

Practicum Requirement(s):

Minimum of 100 practicum hours. See the following section, **Practicum**, for more information.

RN-to-MSN Nursing Leadership and Administration, FlexPath option

Three Required Bridge Courses 6 program points

Required courses:

- MSN-FP5003 * Health Assessment and Promotion for Disease Prevention in Population-Focused Health (2 program points)
- MSN-FP5005 * Introduction to Nursing Research, Ethics, and Technology (2 program points)
- MSN-FP5007 * Leadership for Nursing Practice (2 program points)

Thirteen Required Courses 27 program points

Core courses:

- NHS-FP5004 Communication, Collaboration, and Case Analysis for Master's Learners (2 program points)
- NHS-FP6004 Health Care Law and Policy (2 program points)
- NHS-FP6008 Economics and Decision Making in Health Care (2 program points)
- MSN-FP6011 Evidence-Based Practice for Patient-Centered Care and Population Health (2 program points)
- MSN-FP6016 Quality Improvement of Interprofessional Care (2 program points)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Nursing and Health Sciences Academic Offerings, *continued*

MSN Specializations, *continued*

MSN-FP6021	Biopsychosocial Concepts for Advanced Nursing Practice 1 (2 program points)
MSN-FP6026	Biopsychosocial Concepts for Advanced Nursing Practice 2 (2 program points)
MSN-FP6030	MSN Practicum and Capstone (3 program points) [†]
<i>Specialization courses:</i>	
MSN-FP6210	Leadership and Management for Nurse Executives (2 program points)
MSN-FP6212	Health Care Quality and Safety Management (2 program points)
MSN-FP6214	Health Care Informatics and Technology (2 program points)
MSN-FP6216	Advanced Finance and Operations Management (2 program points)
MSN-FP6218	Leading the Future of Health Care (2 program points)

MSN Nursing Leadership and Administration, FlexPath option Total 27 program points

RN-to-MSN Nursing Leadership and Administration, FlexPath option Total 33 program points

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the MSN Nursing Leadership and Administration and RN-to-MSN Nursing Leadership and Administration FlexPath option specializations are required to maintain a current, unrestricted RN license throughout their program.

[†] Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Practicum

Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Care Coordination; RN-to-MSN Care Coordination; Care Coordination, FlexPath option; RN-to-MSN Care Coordination, FlexPath option; Diabetes Nursing; RN-to-MSN Diabetes Nursing; Nursing Education; RN-to-MSN Nursing Education; Nursing Education, FlexPath option; RN-to-MSN Nursing Education, FlexPath option; Nursing Leadership and Administration; RN-to-MSN Nursing Leadership and Administration; Nursing Leadership and Administration, FlexPath option; or RN-to-MSN Nursing Leadership and Administration, FlexPath option are required to complete 100 documented hours of hands-on practicum experience. Learners enrolled in the Master of Science in Nursing (MSN) degree program with a specialization in Nursing Informatics; RN-to-MSN Nursing Informatics; Nursing Informatics, FlexPath option; or RN-to-MSN Nursing Informatics, FlexPath option are required to complete 200 documented hours of hands-on practicum experience.

The practicum 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 practicum experience. With their preceptors, learners engage in in-depth work within a practice environment that reflects course outcomes. The practicum experiences offer learners an environment in which to apply their knowledge and skills. Practicum takes place at a professional site at which learners, with the support of program faculty and their on-site preceptors, participate in advanced practice initiatives. These could include program evaluation, quality improvement, and advanced practice techniques. Learners use the practicum experience to help them achieve the MSN program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's The Essentials of Master's Education in Nursing.

Additionally, learners are required to document their practice practicum experience in associated online coursework. The associated practicum courses provide systematic opportunities for feedback and reflection.

Nursing Graduate Certificate Programs

Care Coordination

The Care Coordination graduate certificate is designed for nursing professionals who want to increase their knowledge of client assessment and evaluation; care planning; transitioning of care; clinical efficiency; and monitoring, reporting, and analysis techniques used to meet the needs of individuals, caregivers, and families. Using an evidence-based approach, learners address care coordination's relevance in population health, emerging health care models and their relationships to care coordination, structure and process in care coordination, and the role professional nursing leadership plays in achieving successful quality measurement.

Five Required Courses	20 quarter credits
MSN6610	Introduction to Care Coordination (4 quarter credits)
MSN6612 *	Emerging Health Care Models and Care Coordination (4 quarter credits)
MSN6614 *	Structure and Process in Care Coordination (4 quarter credits)
MSN6616 *	Ethical and Legal Considerations in Care Coordination (4 quarter credits)
MSN6618 *	Leadership in Care Coordination (4 quarter credits)
Total	20 quarter credits

This certificate does not prepare graduates for licensure as an RN or APRN.

Diabetes Nursing

The Diabetes Nursing graduate certificate is designed for nursing professionals who want to increase their knowledge in the care of people with diabetes or people at risk for diabetes and related metabolic conditions. Using an evidence-based approach, learners address advanced diabetes-specific pathophysiology, lifestyle education and coaching, and pharmacologic therapies.

Five Required Courses	20 quarter credits
MSN6310	Diabetes Pathophysiology and Assessment (4 quarter credits)
MSN6312	Evidence-Based Education, Planning, and Outcomes for Diabetes Care (4 quarter credits)
MSN6314	Nonpharmacologic Interventions for Diabetes Care (4 quarter credits)
MSN6316	Pharmacologic Interventions for Diabetes Care (4 quarter credits)
MSN6318	Data Evaluation and Program Development in Diabetes Care (4 quarter credits)
Total	20 quarter credits

This certificate does not prepare graduates for licensure as an RN or APRN.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Nursing and Health Sciences Academic Offerings, *continued**Nursing Certificate Programs, continued***Nursing Informatics**

The Nursing Informatics graduate certificate is designed for nursing professionals who want to increase their knowledge in delivering quality nursing care using health care technology and the many components that comprise health informatics. Using an evidence-based approach, learners address how health information systems influence strategic planning, decision making, and clinical project management.

Five Required Courses 20 quarter credits

- MSN6038 Evidence-Based Practice and Technology for Nursing (4 quarter credits)
- MSN6410 * Principles of Nursing Informatics (4 quarter credits)
- MSN6412 * Health Informatics Systems Planning, Analysis, Design, and Build for Nursing (4 quarter credits)
- MSN6414 * Data Management and Health Care Technology (4 quarter credits)
- MSN6416 * Managing the Nursing Informatics Life Cycle (4 quarter credits)

Total 20 quarter credits

This certificate does not prepare graduates for licensure as an RN or APRN.

Nursing Leadership

The Nursing Leadership graduate certificate is designed for nursing professionals who want to increase their knowledge in health care management and leadership. Using an evidence-based approach, learners address health care quality and safety, finance and health care operations management, organizational leadership, and health care challenges and trends. Throughout the certificate program, learners also assess and further strengthen their characteristics as ethical and culturally aware health care leaders, visionaries, and risk takers and gain an understanding of how to effectively communicate with other members of a health care team to promote strategic thinking, planning, and interprofessional collaboration in practice.

Five Required Courses 20 quarter credits

- MSN6210 Leadership and Management for Nurse Executives (4 quarter credits)
- MSN6212 Health Care Quality and Safety Management (4 quarter credits)
- MSN6214 Health Care Informatics and Technology (4 quarter credits)
- MSN6216 Advanced Finance and Operations Management (4 quarter credits)
- MSN6218 Leading the Future of Health Care (4 quarter credits)

Total 20 quarter credits

This certificate does not prepare graduates for licensure as an RN or APRN.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Harold Abel School of Psychology

Program Descriptions and Information

School Mission Statement

The Harold Abel School of Psychology 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.

Undergraduate—Psychology Degree Program

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.

Graduate—Psychology Degree Programs

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 coursework, 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.

Doctor of Psychology (PsyD) in School Psychology

The Doctor of Psychology (PsyD) in School Psychology degree program familiarizes learners with psychology as a practical discipline, including psychological and neuropsychological assessment, clinical supervision and consultation, psychopathology of children and adolescents, child and adolescent development, and consultation and collaboration in the schools. The curriculum provides the theoretical tools and skills-based training needed to assess students, consult with school personnel, and supervise other school psychologists. Learners enrolled in this degree program may seek supervisory positions in their school district. Other successful graduates pursue careers in college and university teaching, program administration, or consulting.

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 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.

Master of Science (MS) in Psychology

The Master of Science (MS) in Psychology degree program is designed for individuals seeking entry into the profession of psychology. Learners begin their socialization into the profession by engaging in a competency-based, practitioner-scholar curriculum that emphasizes application of psychological theories, research methods, and ethical principles. Successful graduates of this degree program are prepared to apply psychological and ethical principles in practice or pursue doctoral-level graduate study.

Master of Science (MS) in Clinical Psychology

The Master of Science (MS) in Clinical Psychology degree program is designed for individuals seeking entry into the profession of clinical psychology. Learners begin their socialization into the profession by engaging in a competency-based, practitioner-scholar curriculum that emphasizes application of psychological theories, psychological assessment, psychopathology, research methods, and ethical principles. Successful graduates of this degree program are prepared to apply psychological and ethical principles in academic, research, or clinical practice, or to pursue doctoral-level graduate study.

Psychology Graduate Certificate Programs

The Harold Abel School of Psychology certificate programs provide concentrated, discipline-specific knowledge that is directly applicable to specific fields within psychology.

Harold Abel School of Psychology, *continued*

Psychology Concentrations

Concentrations are designed to provide learners with deeper knowledge in a specific subject area. They include a specific set of courses in a narrowly defined field of study that is taken either to fulfill a degree program requirement or add to a degree program requirement. Learners enrolled in an eligible degree program that does not include a concentration as part of its requirements may request to be enrolled in eligible concentrations at any point during their program. The degree and concentration are awarded simultaneously upon completion of the program and concentration requirements.

Bachelor's/Master's Options

Capella University offers a variety of bachelor's/master's options that allow learners to complete master's-level coursework while they are enrolled in an undergraduate degree program.

BS Psychology Pre-Counseling Program

The BS Psychology Pre-Counseling program incorporates specific graduate-level counseling courses into the learner's final year of the undergraduate program. Learners must gain school approval prior to registering for the graduate-level courses.

In this program, learners are required to have a 3.0 Capella cumulative grade point average (GPA) at the time they apply to take graduate-level courses and must achieve at least a grade of "B" in each of the master's-level courses. In addition, learners should select a concentration for their MS track as part of the approval process, which must be completed before the learner reaches 144 total credits. Learners who fail to maintain the minimum GPA, who do not apply, or who are not approved to take graduate-level courses will be administratively moved from the BS in Psychology Pre-Counseling degree program into the BS Psychology, General Psychology program.

Upon earning the bachelor's degree, learners have one year to begin the master's program that corresponds with their concentration. Learners are encouraged to enter their master's program within this time frame to ensure all master's-level courses are relevant and applicable for the master's program requirements. Program faculty will review official degree-conferred transcripts as part of the application for full admission into the MS in Counseling degree program. Learners who choose to apply to an MS in Counseling degree program that does not correspond to their concentration will be required to submit new admission documents.

Combined Bachelor's/Master's Options

Combined bachelor's/master's options are designated bachelor's offerings with a set of master's-level courses that are applied to the requirements for a bachelor's degree and may also be applied in a subsequent master's degree program. Within combined option offerings, the master's-level courses are often applied toward learners' undergraduate elective requirements.

To qualify for a GuidedPath combined option, learners must enroll in an eligible bachelor's degree program and earn a minimum 3.0 cumulative grade point average (GPA) while completing the first 100 quarter credits of bachelor's-level coursework, which includes a minimum of 18 quarter credits earned at Capella University (first course and at least 12 quarter credits of core and/or specialization or minor courses). After completing 100 quarter credits of bachelor's-level coursework, learners may request to be enrolled in an eligible combined option during which they complete 12–15 quarter credits of master's-level coursework. Learners must earn a minimum 3.0 GPA in each of the master's-level courses and maintain an overall cumulative GPA of 3.0 to remain enrolled in the 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. Learners are encouraged to enroll in their master's degree program within one year of graduating from their bachelor's degree program to ensure all master's-level courses are relevant and applicable to the graduate program's degree requirements. The 12–15 quarter credits of master's-level coursework completed as part of the requirements for their bachelor's degree program will be applied toward those for their master's degree program.

Learning Formats

Capella University offers two pathways for completing degree and certificate programs: the original GuidedPath, which is structured in credit hours and in which learners earn grades; and the innovative FlexPath, which is a self-paced, non-credit bearing, direct assessment pathway to earning the same degree or certificate. Both pathways are delivered online and, in both, learning is measured through the demonstration of competencies.

GuidedPath

GuidedPath allows learners to earn a Capella degree or certificate by demonstrating competencies through structured weekly assignments and interactions with faculty and peers in the online courseroom. Faculty offer substantive feedback on and assign grades to learners' coursework. Courses are offered in a traditional quarter-based academic calendar. The degree or certificate and its specialization are awarded upon completion of the learner's program requirements. All Capella programs are offered in the GuidedPath delivery model, unless otherwise noted.

Harold Abel School of Psychology, *continued*

FlexPath

FlexPath allows learners to earn a Capella degree or certificate through the demonstration of competencies on assessments completed at one's own pace. Learners prepare for assessments through self-designed study, which may include work experience and resources recommended by faculty and tutors. Faculty provide substantive feedback on and evaluate learners' assessments in terms of the level of competency demonstration, rather than assigning grades. FlexPath has a flat-rate tuition for a subscription period of 12 weeks, during which learners may be registered for two courses concurrently; learners may complete courses at their own pace but must complete a course within the subscription period. The degree or certificate and its specialization are awarded upon completion of the learner's program.

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.

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 Acknowledgment](#) 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 Campus.



Elizabeth Riley, PhD
Dean of Psychology

A Message from the Dean of Psychology

Welcome to the Harold Abel School of Psychology at Capella University. We offer programs, specializations, and certificate programs at the bachelor's, master's, and doctoral levels that provide education in the science and practice of psychology to prepare learners for employment in a wide variety of occupational settings. Over the last 20 years, graduates of our competency-based programs have attained success in meeting both their personal and professional goals and have contributed to their communities in meaningful ways.

Learners will gain psychological knowledge and skills that are useful in every aspect of life and work, from understanding how we learn, think, and remember, to discovering how we are motivated to complete everything from our daily tasks to our life's work.

We are committed to offering you a challenging, efficient, and supportive path to achieve your goals. A learner-centered focus is ingrained in our approach to education, as we believe that every person can become a more productive citizen of the world given the opportunity and support needed to succeed. We are delighted to have you join the Harold Abel School of Psychology!

Elizabeth Riley, PhD
Dean of Psychology

Undergraduate—Psychology Academic Offerings

Degree Program	Specializations	Combined Bachelor's/Master's Options			Concentrations												
		Combined BS/MS in Education or MS in Higher Education options	Combined BS in Psychology/MS in Clinical Psychology option	Combined BS/MS in Psychology option	Accounting	Additions	Behavioral Health	Business Intelligence	Emergency Management	Finance	Forensic Psychology	Health Care Management	Human Resource Management	Law Enforcement Leadership	Management and Leadership	Marketing	Project Management
Bachelor of Science (BS) in Psychology	General Psychology	✓ ¹	✓	✓ ²	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓
	General Psychology, FlexPath option																
Bachelor of Science (BS) in Psychology Pre-Counseling																	

1. The Combined BS/MS in Education or MS in Higher Education options are available only for select master's Education specializations. See the Combined Bachelor's/Master's Options section for details.
2. The Combined BS/MS in Psychology option affects the number of required and elective credits for the bachelor's General Psychology specialization. See the Combined Bachelor's/Master's Options section and the program requirements for the bachelor's General Psychology specialization for details.

Bachelor of Science (BS) in Psychology Specializations

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.

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 (6 quarter credits)
ENG1000	English Composition (6 quarter credits)
MAT2001	Statistical Reasoning (6 quarter credits) OR
MAT2002	Statistical Reasoning (6 quarter credits)
PHI2000	Ethics (6 quarter credits)
PSYC1000	Introduction to Psychology (6 quarter credits)

Additional Program Requirements

PSYC1003	Developing Psychology Thinking (6 quarter credits) [†]
----------	---

Core courses - 54 quarter credits

PSYC3003	Developing a Psychology Perspective (6 quarter credits) [†] OR
PSYC3002	Developing a Psychology Perspective (6 quarter credits) [§]
PSYC3210 *	Human Lifespan Development (6 quarter credits)
PSYC3500 *	Learning and Cognition (6 quarter credits)
PSYC3520 *	Introduction to Social Psychology (6 quarter credits)
PSYC3540 *	Culture, Ethnicity, and Diversity (6 quarter credits)
PSYC4100 *	History and Modern Systems of Psychology (6 quarter credits)
PSYC4310 *	Biological Psychology (6 quarter credits)
PSYC4600 *	Research Methods in Psychology (6 quarter credits)
PSYC4700 *	Statistics for the Behavioral Sciences (6 quarter credits)

Specialization courses - 12 quarter credits

Choose an additional 12 quarter credits of psychology courses.

Elective courses - 63 quarter credits

Choose 63 quarter credits of additional undergraduate courses. [†]

Capstone course - 6 quarter credits

Taken during the learner's final quarter:	
PSYC4900	Psychology Capstone Project (6 quarter credits)

Total 180 quarter credits

Combined BS in Psychology/MS in Education or MS in Higher Education options

Learners enrolled in the Combined BS in Psychology/MS in Education or MS in Higher Education option complete the following master's-level courses.

Master's-level courses - 12 quarter credits

ED5010	Foundations of Master's Studies in Education (4 quarter credits)
ED5006	Survey of Research Methodology (4 quarter credits)
ED5012 *	Overview of Higher Education (4 quarter credits)

These courses are taken in addition to the general education, core, and specialization courses and may be applied toward learners' elective requirements.

Total 180 quarter credits

Learners completing the BS in Psychology/MS in Education or MS in Higher Education combined option may pursue master's Education specializations in Instructional Design for Online Learning or Training and Performance Improvement, or any master's Higher Education specialization

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Undergraduate—Psychology Academic Offerings, *continued*

BS in Psychology Specializations, continued

Combined BS in Psychology/MS in Clinical Psychology option

Learners enrolled in the Combined BS in Psychology/MS in Clinical Psychology option complete the following master's-level courses.

Master's-level courses - 15 quarter credits

PSY6095	Theories of Counseling and Psychotherapy (5 quarter credits)
PSY6210	Introduction to Psychopathology (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)

These courses are taken in addition to the general education and core requirements. They may be applied toward learners' specialization or elective requirements.

Total 180 quarter credits

Combined BS/MS in Psychology option

Learners enrolled in the Combined BS/MS in Psychology option complete the following master's-level courses in lieu of PSYC4600 and PSYC4700.

Master's-level courses - 15 quarter credits

PSY7610	Tests and Measurements (5 quarter credits)
PSY7860	Survey of Research Methods (5 quarter credits)
PSY7864	Quantitative Design and Analysis (5 quarter credits)

These courses are taken in addition to the general education, core, and specialization courses and may be applied toward learners' elective requirements.

Total 180 quarter credits

[†] Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take PSYC1003 during their first quarter.

[‡] Learners who have completed PSYC1003 are required to take PSYC3003.

[§] Learners who are not required to take PSYC1003 are placed in PSYC3002.

^{||} Learners who have completed PSYC1003 choose 57 quarter credits of additional undergraduate elective courses.

General Psychology, FlexPath option

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 who pursue this specialization through the FlexPath option earn a BS in Psychology through self-paced demonstrations of competencies.

General Education Requirements

A minimum of 22.5 program points; see [General Education Courses, FlexPath option](#).[†]

Required courses:

BIO-FP1000	Human Biology (3 program points)
ENG-FP1000	English Composition (3 program points)
MAT-FP2001	Statistical Reasoning (3 program points)
PHI-FP2000	Ethics (3 program points)
PSYC-FP1000	Introduction to Psychology (3 program points)

Additional Program Requirements

Core courses - 33 program points

PSYC-FP3002	Developing a Psychology Perspective (3 program points)
PSYC-FP3210 *	Human Lifespan Development (3 program points)
PSYC-FP3500 *	Learning and Cognition (3 program points)
PSYC-FP3520 *	Introduction to Social Psychology (3 program points)
PSYC-FP3540 *	Culture, Ethnicity, and Diversity (3 program points)
PSYC-FP4100 *	History and Modern Systems of Psychology (3 program points)
PSYC-FP4310 *	Biological Psychology (3 program points)
PSYC-FP4600 *	Research Methods in Psychology (3 program points)
PSYC-FP4700 *	Statistics for the Behavioral Sciences (3 program points)

In addition, choose 6 program points of undergraduate psychology courses.[†]

Elective courses - 31.5 program points

Complete at least 31.5 program points of additional undergraduate courses.[†]

Capstone course - 3 program points

Taken during the learner's final quarter:

PSYC-FP4900	Psychology Capstone Project (3 program points)
-------------	--

Total At least 90 program points

[†] Learners in this specialization choose general education, undergraduate psychology, and elective courses from the FlexPath (-FP) course list.

Bachelor of Science (BS) in Psychology Pre-Counseling Degree Program

The Bachelor of Science in Psychology Pre-Counseling degree program provides undergraduate learners with instruction across the broad science of psychology and an introduction to counseling theories, professions, and practices. The psychology 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. For their graduate-level counseling curriculum, pre-counseling learners choose one of three concentrations emphasizing marriage and family counseling/therapy, clinical mental health counseling, or school counseling. Successful graduates of this program are prepared to continue their studies at the graduate level or pursue entry-level careers in a variety of public and private employment settings in which psychology knowledge and skills are used to promote human welfare.

Pre-Counseling-to-Marriage and Family Counseling/Therapy concentration

In the Pre-Counseling-to-Marriage and Family Counseling/Therapy concentration, learners demonstrate foundational counseling knowledge with a focus on marriage and family counseling/therapy. Learners differentiate roles and practices in counseling and apply theory and skills to behavioral health topics for diverse populations. Learners also develop and demonstrate understanding of systemic psychotherapeutic theories and assess individual, couple, and family cases through evidence-based practice. Learners who successfully complete this concentration are prepared to pursue a Master of Science in Marriage and Family Counseling/Therapy degree, other counseling- or psychology-related degrees, or entry-level careers in the field of psychology.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Undergraduate—Psychology Academic Offerings, *continued*

BS in Psychology Pre-Counseling Degree Program, continued

Pre-Counseling-to-Clinical Mental Health Counseling concentration

In the Pre-Counseling-to-Clinical Mental Health Counseling concentration, learners demonstrate foundational counseling knowledge with a focus on clinical mental health counseling. Learners differentiate roles and practices in counseling, develop a personal philosophy of counseling, and demonstrate knowledge of foundational psychotherapeutic theories and evidence-based practice for culturally diverse populations. Learners who successfully complete this concentration are prepared to pursue a Master of Science in Clinical Mental Health Counseling degree, other counseling- or psychology-related degrees, or entry-level careers in the field of psychology.

Pre-Counseling-to-School Counseling concentration

In the Pre-Counseling-to-School Counseling concentration, learners demonstrate foundational counseling knowledge with a focus on school counseling. Learners differentiate roles and practices in counseling and apply theory and skills to behavioral health topics for diverse populations. In addition, learners practice assessing cases and designing ethically sound interventions for culturally diverse populations of children and adolescents in school settings. Learners who successfully complete this concentration are prepared to pursue a Master of Science in School Counseling degree, other counseling- or psychology-related degrees, or entry-level careers in the field of psychology.

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 (6 quarter credits)
ENG1000	English Composition (6 quarter credits)
MAT2001	Statistical Reasoning (6 quarter credits) OR
MAT2002	Statistical Reasoning (6 quarter credits)
PHI2000	Ethics (6 quarter credits)
PSYC1000	Introduction to Psychology (6 quarter credits)

Additional Program Requirements

PSYC1003	Developing Psychology Thinking (6 quarter credits) [†]
----------	---

Required courses - 66 quarter credits

PSYC3003	Developing a Psychology Perspective (6 quarter credits) [‡] OR
PSYC3002	Developing a Psychology Perspective (6 quarter credits) [§]
PSYC3210 *	Human Lifespan Development (6 quarter credits)
PSYC3500 *	Learning and Cognition (6 quarter credits)
PSYC3520 *	Introduction to Social Psychology (6 quarter credits)
PSYC3540 *	Culture, Ethnicity, and Diversity (6 quarter credits)

PSYC4100 *	History and Modern Systems of Psychology (6 quarter credits)
PSYC4310 *	Biological Psychology (6 quarter credits)
PSYC4600 *	Research Methods in Psychology (6 quarter credits)
PSYC4700 *	Statistics for the Behavioral Sciences (6 quarter credits)

In addition, complete the following master's-level counseling courses:

COUN5004	Survey of Research in Human Development for Professional Counselors (4 quarter credits)
COUN5336	Counseling and Advocacy with Diverse Populations (4 quarter credits)

In addition, choose one from the following three master's-level counseling courses:

For a Pre-Counseling-to-Marriage and Family Counseling/Therapy concentration:

COUN5220	Introduction to Marriage and Family Therapy and Counseling (4 quarter credits)
----------	--

For a Pre-Counseling-to-Clinical Mental Health Counseling concentration:

COUN5239	Theories of Psychotherapy (4 quarter credits)
----------	---

For a Pre-Counseling-to-School Counseling concentration:

COUN5280	Introduction to School Counseling (4 quarter credits)
----------	---

Elective courses - 63 quarter credits[†]

Recommended elective courses:

PSYC2300	Introduction to Addiction Theories (3 quarter credits)
PSYC2320 *	Introduction to Counseling and Psychotherapy (3 quarter credits)
PSYC2900 *	Introduction to Psychology of Personality (3 quarter credits)
PSYC3110 *	Abnormal Psychology (6 quarter credits)

OR

Choose any undergraduate courses.

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

PSYC4900	Psychology Capstone Project (6 quarter credits)
----------	---

Total 180 quarter credits

[†] Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take PSYC1003 during their first quarter.

[‡] Learners who have completed PSYC1003 are required to take PSYC3003.

[§] Learners who are not required to take PSYC1003 are placed in PSYC3002.

^{||} Learners who have completed PSYC1003 choose 57 quarter credits of additional undergraduate elective courses.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Psychology Academic Offerings

[illegible]

Graduate—Psychology Academic Offerings, *continued*

Degree Programs	Specializations	Certificate Programs	Emphases									Multiple Specializations <small>(must be within the same degree program)</small>
			Adulthood and Aging	Child and Adolescent Development	Coaching Psychology	Consultation Psychology	Industrial Psychology	Lifespan	Organizational Psychology	Program Evaluation and Measurement	Psychology Teaching and Instruction	
Master of Science (MS) in Clinical Psychology	Applied Research											✓
	Clinical Counseling											✓
	Forensic											✓
	Sex Therapy											✓
		Graduate Certificate in Applied Behavior Analysis										
		Graduate Certificate in Play Therapy										
		Specialist Certificate in School Psychology										

Graduate—Psychology Academic Offerings, *continued*

Doctor of Philosophy (PhD) in Psychology Specializations

General Psychology

The doctoral General Psychology specialization is for learners who want flexibility in designing a program based on their professional interests. Learners may use their electives to design an individualized area of psychology study or to design an interdisciplinary area of study that blends psychology with education or business. Upon successful completion of this specialization, learners are prepared to pursue careers as university professors, researchers, consultants, or program administrators. The requirements for this specialization are not designed to prepare graduates for licensure as professional counselors or psychologists.

Nineteen Required Courses **At least 79 quarter credits**

Residency Requirement(s):

Three six-week courses with a four-day embedded residency experience (PSY-R8925, PSY-R8926, PSY-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Core courses:

PSY8002	Foundations of Theory and Practice for Doctoral Psychology Learners (5 quarter credits)
PSY7115	Research Foundations of History and Systems in Psychology (5 quarter credits)
PSY7868	Qualitative Design and Analysis (5 quarter credits)
PSY8625 **	Advanced Inferential Statistics (5 quarter credits)
PSY8658 **	Quantitative Research Methods in Psychology (5 quarter credits)
PSY-R8925	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
PSY-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
PSY-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Choose one from the following four courses:

PSY7210	Lifespan Development (5 quarter credits)
PSY7510	Psychology of Personality (5 quarter credits)
PSY7520	Social Psychology (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)

Choose one from the following two courses:

PSY8626 *	Multivariate Statistics: Theory and Application (5 quarter credits)
PSY8635 *	Advanced Qualitative Analysis (5 quarter credits)

Specialization courses:

Choose four from the following six courses:

PSY7543 *	Ethics and Multicultural Issues in Psychology (5 quarter credits)
PSY7660 **	Survey Construction and Administration (5 quarter credits)
PSY8626 *	Multivariate Statistics: Theory and Application (5 quarter credits)
PSY8635 *	Advanced Qualitative Analysis (5 quarter credits)
PSY8763 *	Program Evaluation (5 quarter credits)
PSY9001	Research in Psychology (5 quarter credits)

Upon completion of all required coursework:

PSY9919 *	Doctoral Comprehensive Examination (3 quarter credits)
-----------	--

Learners must register for PSY9960 a minimum of four times to fulfill their specialization requirements.

PSY9960 *	Dissertation Coursework (3 quarter credits each)
-----------	--

Five Elective Courses **At least 25 quarter credits**

Recommended elective courses:

PSY6010	Human Prenatal Development (5 quarter credits)
PSY6020 *	Topics in Child and Adolescent Development (5 quarter credits)
PSY7220	Child Psychology (5 quarter credits)
PSY7230	Adolescent Psychology (5 quarter credits)
PSY7510	Psychology of Personality (5 quarter credits)
PSY7530	Psychology of Group Dynamics (5 quarter credits)
PSY7550 *	Process of Professional Development (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)
PSY7660 **	Survey Construction and Administration (5 quarter credits)
PSY7680 *	Psychological Principles of Organization Development (5 quarter credits)
PSY7810	Principles of Positive Psychology (5 quarter credits)
PSY8110	The Psychology of Teaching (5 quarter credits)
PSY8130	Adult Learner in the Classroom (5 quarter credits)
PSY8150	Exceptional Children in the Classroom (5 quarter credits)
PSY8170 *	Principles of Instructional Design (5 quarter credits)
PSY8721	Introduction to Business Practices for Psychologists (5 quarter credits)
PSY8730	Consultation Psychology (5 quarter credits)
PSY8763 *	Program Evaluation (5 quarter credits)
PSY8765 *	Testing and Assessment in Workplace Psychology (5 quarter credits)
PSY8768	Theory and Practice of Psychological Coaching (5 quarter credits)
PSY8770	Psychology of Motivation and Performance (5 quarter credits)

PSY8795	Psychology of Health and Stress in Organizations (5 quarter credits)
PSY8361 *	Online Teaching in Psychology Practicum (5 quarter credits)

OR

Choose any graduate courses.

Total **At least 104 quarter credits**

**** This course has a prerequisite that is not listed as a required course, which may increase the total number of courses needed to complete this specialization. See course descriptions for additional course prerequisites.**

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 Psychology can be used as an option to complete the total required credits needed for graduation

Addiction Psychology

The doctoral Addiction Psychology specialization is designed for experienced professionals seeking to serve as academic, research, or administrative leaders in the addiction psychology field. Learners integrate addiction theory and research with practice and focus on developing expertise in functional areas, including addiction research, prevention and treatment, and program design and evaluation. Upon successful completion of this specialization, learners are prepared to pursue advanced careers as teachers; researchers; program developers, managers, or evaluators; supervisors; or consultants within the field of addiction psychology. The requirements for this specialization are not designed to prepare graduates for licensure as professional counselors or psychologists.

Twenty Required Courses **At least 84 quarter credits**

Residency Requirement(s):

Three six-week courses with a four-day embedded residency experience (PSY-R8925, PSY-R8926, PSY-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Core courses:

PSY8002	Foundations of Theory and Practice for Doctoral Psychology Learners (5 quarter credits)
PSY7115	Research Foundations of History and Systems in Psychology (5 quarter credits)
PSY7868	Qualitative Design and Analysis (5 quarter credits)
PSY8625 **	Advanced Inferential Statistics (5 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Psychology Academic Offerings, continued*PhD in Psychology Specializations, continued*

PSY8658 **	Quantitative Research Methods in Psychology (5 quarter credits)
PSY-R8925	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
PSY-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
PSY-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)
<i>Choose one from the following three courses:</i>	
PSY7210	Lifespan Development (5 quarter credits)
PSY7411	Learning Theories in Psychology (5 quarter credits)
PSY7543 *	Ethics and Multicultural Issues in Psychology (5 quarter credits)
<i>Choose one from the following two courses:</i>	
PSY8626 *	Multivariate Statistics: Theory and Application (5 quarter credits)
PSY8635 *	Advanced Qualitative Analysis (5 quarter credits)
Specialization courses:	
PSY8405 **	Practical Psychopharmacology in Addiction Treatment (5 quarter credits)
PSY8415 **	Substance-Use Program Design (5 quarter credits)
PSY8420 *	Multicultural Issues in Addiction (5 quarter credits)
PSY8430	Issues and Trends in Addiction-Related Treatments (5 quarter credits)
PSY8445 **	Addiction Research (5 quarter credits)

Upon completion of all required coursework:

PSY9919 *	Doctoral Comprehensive Examination (3 quarter credits)
-----------	--

Learners must register for PSY9960 a minimum of four times to fulfill their specialization requirements.

PSY9960 *	Dissertation Courseroom (3 quarter credits each)
-----------	--

Four Elective Courses 20 quarter credits*Choose four from the following nine courses:*

PSY8626 *	Multivariate Statistics: Theory and Application (5 quarter credits)
PSY8635 *	Advanced Qualitative Analysis (5 quarter credits)
PSY7660 **	Survey Construction and Administration (5 quarter credits)
PSY8330	Ethics and Standards of Professional Practice (5 quarter credits)
PSY8465 **	Addiction Programs for Complex Cases (5 quarter credits)
PSY8475	Systems Approaches to Addiction Prevention and Treatment (5 quarter credits)
PSY8485	Behaviors with Addictive Features (5 quarter credits)
PSY8763 *	Program Evaluation (5 quarter credits)
PSY9001	Research in Psychology (5 quarter credits)

Total At least 104 quarter credits

** This course has a prerequisite that is not listed as a required course, which may increase the total number of courses needed to complete this specialization. See course descriptions for additional course prerequisites.

Behavior Analysis

The doctoral Behavior Analysis specialization is designed for behavior analyst professionals seeking to serve as academic, research, or clinical leaders in the field of behavior analysis. Learners integrate basic behavior analytic theory, as well as basic and applied research with the practice of applied behavior analysis. Upon completion, learners are prepared to pursue careers in leadership positions within the practice of applied behavior analysis as well as academic and research positions. In combination with a behavior-analytic dissertation, learners who complete this specialization can apply for the doctoral designation as a certified behavior analyst. These specialization requirements are not intended to prepare graduates for licensure as professional counselors or licensed psychologists.

Twenty-one Required Courses At least 89 quarter credits**Residency Requirement(s):**

Three six-week courses with a four-day embedded residency experience (PSY-R8925, PSY-R8926, PSY-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Core courses:

PSY8002	Foundations of Theory and Practice for Doctoral Psychology Learners (5 quarter credits)
PSY7115	Research Foundations of History and Systems in Psychology (5 quarter credits)
PSY7868	Qualitative Design and Analysis (5 quarter credits)
PSY8625 **	Advanced Inferential Statistics (5 quarter credits)
PSY8658 **	Quantitative Research Methods in Psychology (5 quarter credits)
PSY-R8925	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
PSY-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
PSY-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Choose one from the following courses:

PSY7210	Lifespan Development (5 quarter credits)
PSY7411	Learning Theories in Psychology (5 quarter credits)
PSY7543 *	Ethics and Multicultural Issues in Psychology (5 quarter credits)

Choose one from the following courses:

PSY8626 *	Multivariate Statistics: Theory and Application (5 quarter credits)
PSY8635 *	Advanced Qualitative Analysis (5 quarter credits)

Specialization courses:

PSY8301	Single-Subject Research Design Methods (5 quarter credits)
PSY8302	Behaviorism (5 quarter credits)
PSY8303	Experimental Analysis of Behavior (5 quarter credits)

PSY8304	Analysis of Verbal Behavior (5 quarter credits)
PSY8305	Organizational Behavior Management (5 quarter credits)
PSY8306	Education and Teaching in Applied Behavior Analysis (5 quarter credits)

Upon completion of all required coursework:

PSY9919 *	Doctoral Comprehensive Examination (3 quarter credits)
-----------	--

Learners must register for PSY9960 a minimum of four times to fulfill their specialization requirements.

PSY9960 *	Dissertation Courseroom (3 quarter credits each)
-----------	--

Three Elective Courses 15 quarter credits*Choose three from the following courses:*

PSY6010	Human Prenatal Development (5 quarter credits)
PSY6020 *	Topics in Child and Adolescent Development (5 quarter credits)
PSY7220	Child Psychology (5 quarter credits)
PSY7230	Adolescent Psychology (5 quarter credits)
PSY7422	Motivation (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)
PSY8150	Exceptional Children in the Classroom (5 quarter credits)
PSY8485	Behaviors with Addictive Features (5 quarter credits)
PSY8610	Principles of Health Psychology (5 quarter credits)
PSY8711	Principles of Industrial/Organizational Psychology (5 quarter credits)
PSY8730	Consultation Psychology (5 quarter credits)
PSY8763 *	Program Evaluation (5 quarter credits)
PSY8840 *	Principles of Sport Psychology (5 quarter credits)

Total At least 104 quarter credits

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Psychology Academic Offerings, *continued*

PhD in Psychology Specializations, continued

Developmental Psychology

Doctoral learners in the Developmental Psychology specialization acquire a broad base of knowledge associated with lifespan development, policy, and advocacy. Core coursework provides a foundation of the science of psychology, and specialization coursework provides depth within the discipline of developmental psychology and policy. The curriculum provides learners the opportunity to pursue a specific emphasis within the program. Successful graduates of this specialization are prepared to pursue careers in teaching and instruction; higher education; child, adolescent, and adult development; policy and advocacy; or research. These specialization requirements are not intended to prepare graduates for licensure as professional counselors or licensed psychologists.

Child and Adolescent Development emphasis

The Child and Adolescent Development emphasis is appropriate for learners interested in the theories and research associated with child and adolescent development, from conception through puberty. Learners focus on physical, cognitive, psychosocial, and moral development in infants, children, and adolescents and how those developments relate to families, society, education, social services, and health care.

Adulthood and Aging emphasis

The Adulthood and Aging emphasis is appropriate for learners interested in the theories and research associated with adulthood and aging. Learners focus on physical, cognitive, psychosocial, and moral development in adulthood and how those developments relate to family, career/work society, social services, and health care.

Lifespan emphasis

The Lifespan emphasis is appropriate for learners interested in the theories and research associated with development from conception through later adulthood. Learners focus on physical, cognitive, psychosocial, and moral development from conception through later adulthood and how these developments relate to families, career/work society, education, social services, and health care.

Twenty-Four Required Courses **At least 107 quarter credits**

Residency Requirement(s):

Three six-week courses with a four-day embedded residency experience (PSY-R8925, PSY-R8926, PSY-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Core courses:

PSY8002	Foundations of Theory and Practice for Doctoral Psychology Learners (5 quarter credits)
PSY7115	Research Foundations of History and Systems in Psychology (5 quarter credits)
PSY7868	Qualitative Design and Analysis (5 quarter credits)
PSY8625 **	Advanced Inferential Statistics (5 quarter credits)
PSY8658 **	Quantitative Research Methods in

	Psychology (5 quarter credits)
PSY-R8925	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
PSY-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
PSY-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)
<i>Choose one from the following three courses:</i>	
PSY7210	Lifespan Development (5 quarter credits)
PSY7543 *	Ethics and Multicultural Issues in Psychology (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)
<i>Choose one from the following two courses:</i>	
PSY8626 *	Multivariate Statistics: Theory and Application (5 quarter credits)
PSY8635 *	Advanced Qualitative Analysis (5 quarter credits)

Specialization courses:

DHA8008	Health Care Policy Processes (6 quarter credits)
MPA5424	Policy Analysis and Research (4 quarter credits)
MPH5506	Social and Behavioral Foundations in Public Health (4 quarter credits)
NHS6004	Health Care Law and Policy (4 quarter credits)
PSY7510	Psychology of Personality (5 quarter credits)
PSY9001	Research in Psychology (5 quarter credits)

Upon completion of all required coursework:

PSY9919 *	Doctoral Comprehensive Examination (3 quarter credits)
-----------	--

Learners must register for PSY9960 a minimum of four times to fulfill their specialization requirements.

PSY9960 *	Dissertation Coursework (3 quarter credits each)
-----------	--

In addition, choose one of the following recommended Developmental Psychology emphases:

For an Adulthood and Aging emphasis:

HS5510	Survey of Current Issues in Gerontology (4 quarter credits)
HS5514	Social and Cultural Aspects of Aging (4 quarter credits)
HS5526	The Family in Later Life (4 quarter credits)
HS8478	The Family in Social Context (4 quarter credits)
PSY7210	Lifespan Development (5 quarter credits)

For a Child and Adolescent Development emphasis:

PSY6010	Human Prenatal Development (5 quarter credits)
PSY6020 *	Topics in Child and Adolescent Development (5 quarter credits)
PSY7230	Adolescent Psychology (5 quarter credits)
PSY8150	Exceptional Children in the Classroom (5 quarter credits)

For a Lifespan emphasis, choose at least 20 quarter credits of coursework from the following eight courses:

HS5510	Survey of Current Issues in Gerontology (4 quarter credits)
HS5514	Social and Cultural Aspects of Aging (4 quarter credits)
HS5526	The Family in Later Life (4 quarter credits)
HS8478	The Family in Social Context (4 quarter credits)
PSY6010	Human Prenatal Development (5 quarter credits)
PSY6020 *	Topics in Child and Adolescent Development (5 quarter credits)
PSY7210	Lifespan Development (5 quarter credits)
PSY7230	Adolescent Psychology (5 quarter credits)

Total **At least 107 quarter credits**

**** This course has a prerequisite that is not listed as a required course, which may increase the total number of courses needed to complete this specialization. See course descriptions for additional course prerequisites.**

Educational Psychology

Doctoral learners in the Educational Psychology specialization acquire a broad base of knowledge associated with learning, cognition, instruction, development, and research. Core coursework provides a foundation of the science of psychology, and specialization coursework provides depth within the discipline of educational psychology. The curriculum provides learners the opportunity to pursue a specific emphasis within the program. 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 professional counselors or licensed psychologists.

Child and Adolescent Development emphasis

The Child and Adolescent Development emphasis is appropriate for learners interested in the theories and research associated with child and adolescent development, from conception through puberty. Learners focus on physical, cognitive, psychosocial, and moral development in infants, children, and adolescents and how those developments relate to families, society, education, social services, and health care.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Psychology Academic Offerings, *continued*

PhD in Psychology Specializations, continued

Program Evaluation and Measurement emphasis

The Program Evaluation and Measurement emphasis is appropriate for learners interested in the systematic evaluation of public and private organizations, including their members, programs, projects, and policies. Learners focus on the methods used to plan reliable, valid, and ethical program evaluations and ways to create and select appropriate data collection instruments, gather and analyze data, and effectively communicate results to organization members and other stakeholders.

Psychology Teaching and Instruction emphasis

The Psychology Teaching and Instruction emphasis is appropriate for learners interested in teaching educational psychology in traditional and online postsecondary environments. Learners focus on the content parameters, theoretical foundations, research practices, and professional applications necessary for effective teaching in the field.

Twenty-Four Required Courses **At least 104 quarter credits**

Residency Requirement(s):

Three six-week courses with a four-day embedded residency experience (PSY-R8925, PSY-R8926, PSY-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Core courses:

PSY8002	Foundations of Theory and Practice for Doctoral Psychology Learners (5 quarter credits)
PSY7115	Research Foundations of History and Systems in Psychology (5 quarter credits)
PSY7868	Qualitative Design and Analysis (5 quarter credits)
PSY8625 **	Advanced Inferential Statistics (5 quarter credits)
PSY8658 **	Quantitative Research Methods in Psychology (5 quarter credits)
PSY-R8925	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
PSY-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
PSY-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Choose one from the following five courses:

PSY7210	Lifespan Development (5 quarter credits)
PSY7510	Psychology of Personality (5 quarter credits)
PSY7520	Social Psychology (5 quarter credits)
PSY7543 *	Ethics and Multicultural Issues in Psychology (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)

Choose one from the following two courses:

PSY8626 *	Multivariate Statistics: Theory and Application (5 quarter credits)
PSY8635 *	Advanced Qualitative Analysis (5 quarter credits)

Specialization courses:

Choose five from the following six courses:

PSY7210	Lifespan Development (5 quarter credits)
PSY7411	Learning Theories in Psychology (5 quarter credits)
PSY7421	Cognitive/Affective Psychology (5 quarter credits)
PSY7422	Motivation (5 quarter credits)
PSY8100 *	Principles of Educational Psychology (5 quarter credits)
PSY9001	Research in Psychology (5 quarter credits)

Upon completion of all required coursework:

PSY9919 *	Doctoral Comprehensive Examination (3 quarter credits)
-----------	--

Learners must register for PSY9960 a minimum of four times to fulfill their specialization requirements.

PSY9960 *	Dissertation Coursework (3 quarter credits each)
-----------	--

In addition, choose one of the following recommended Educational Psychology emphases:

For a Child and Adolescent Development emphasis:

PSY6010	Human Prenatal Development (5 quarter credits)
PSY6020 *	Topics in Child and Adolescent Development (5 quarter credits)
PSY7230	Adolescent Psychology (5 quarter credits)
PSY8150	Exceptional Children in the Classroom (5 quarter credits)

For a Program Evaluation and Measurement emphasis:

PSY7610	Tests and Measurements (5 quarter credits)
PSY7660 **	Survey Construction and Administration (5 quarter credits)
PSY8763 *	Program Evaluation (5 quarter credits)
PSY8765 *	Testing and Assessment in Workplace Psychology (5 quarter credits)

For a Psychology Teaching and Instruction emphasis:

PSY8110	The Psychology of Teaching (5 quarter credits)
PSY8170 *	Principles of Instructional Design (5 quarter credits)
PSY8130	Adult Learner in the Classroom (5 quarter credits)
PSY8361 *	Online Teaching in Psychology Practicum (5 quarter credits)

Total **At least 104 quarter credits**

**** This course has a prerequisite that is not listed as a required course, which may increase the total number of courses needed to complete this specialization. See course descriptions for additional course prerequisites.**

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 Psychology can be used as an option to complete the total required credits needed for graduation.

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. The curriculum provides learners the opportunity to pursue a specific emphasis within the program. 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 professional counselors or psychologists.

Coaching Psychology emphasis

The Coaching Psychology emphasis is appropriate for learners interested in the application of coaching psychology theories and research. Learners examine various approaches to coaching psychology and focus on integrating theory with research when applying them in workplace settings.

Consultation Psychology emphasis

The Consultation Psychology emphasis is appropriate for learners interested in the application of consultation psychology theories and research. Learners assess and apply appropriate industrial/organizational interventions and consulting skills in the workplace and explore the ethical and cultural components of consultation.

Industrial Psychology emphasis

The Industrial Psychology emphasis is appropriate for learners interested in the application of psychological principles and constructs in organizational settings, with a primary focus on individuals within the workplace. Learners examine selection, job analysis, performance appraisal, professional development, employee health, and safety.

Organizational Psychology emphasis

The Organizational Psychology emphasis focuses on the application of psychological principles and constructs in organizational settings, with a primary emphasis on organizational processes within the workplace. Learners examine coaching, leadership, motivation, group processes, organizational development, strategic planning, and organizational performance.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Psychology Academic Offerings, *continued*

PhD in Psychology Specializations, *continued*

Twenty-Four Required Courses **At least 104 quarter credits**

Residency Requirement(s):

Three six-week courses with a four-day embedded residency experience (PSY-R8925, PSY-R8926, PSY-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Core courses:

PSY8002 Foundations of Theory and Practice for Doctoral Psychology Learners (5 quarter credits)

PSY7115 Research Foundations of History and Systems in Psychology (5 quarter credits)

PSY7868 Qualitative Design and Analysis (5 quarter credits)

PSY8625 ** Advanced Inferential Statistics (5 quarter credits)

PSY8658 ** Quantitative Research Methods in Psychology (5 quarter credits)

PSY-R8925 PhD Dissertation Research Seminar Track 1 (3 quarter credits)

PSY-R8926 * PhD Dissertation Research Seminar Track 2 (3 quarter credits)

PSY-R8927 * PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Choose one from the following five courses:

PSY7210 Lifespan Development (5 quarter credits)

PSY7510 Psychology of Personality (5 quarter credits)

PSY7520 Social Psychology (5 quarter credits)

PSY7543 * Ethics and Multicultural Issues in Psychology (5 quarter credits)

PSY7610 Tests and Measurements (5 quarter credits)

Choose one from the following two courses:

PSY8626 * Multivariate Statistics: Theory and Application (5 quarter credits)

PSY8635 * Advanced Qualitative Analysis (5 quarter credits)

Specialization courses:

Choose five from the following seven courses:

PSY8711 Principles of Industrial/Organizational Psychology (5 quarter credits)

PSY8720 Psychology of Leadership (5 quarter credits)

PSY8730 Consultation Psychology (5 quarter credits)

PSY8740 Industrial/Organizational Psychology Practices in Human Resource Management (5 quarter credits)

PSY8763 * Program Evaluation (5 quarter credits)

PSY8799 * Professional Internship (5 quarter credits)

PSY9001 Research in Psychology (5 quarter credits)

Upon completion of all required coursework:

PSY9919 * Doctoral Comprehensive Examination (3 quarter credits)

Learners must register for PSY9960 a minimum of four times to fulfill their specialization requirements.

PSY9960 * Dissertation Coursework (3 quarter credits each)

In addition, choose one of the following recommended Industrial/Organizational Psychology emphases:

For a Coaching Psychology emphasis, choose four from the following five courses:

PSY7510 Psychology of Personality (5 quarter credits)

PSY7810 Principles of Positive Psychology (5 quarter credits)

PSY8721 Introduction to Business Practices for Psychologists (5 quarter credits)

PSY8768 Theory and Practice of Psychological Coaching (5 quarter credits)

PSY8770 Psychology of Motivation and Performance (5 quarter credits)

For a Consultation Psychology emphasis, choose four from the following five courses:

PSY7530 Psychology of Group Dynamics (5 quarter credits)

PSY7680 * Psychological Principles of Organization Development (5 quarter credits)

PSY8721 Introduction to Business Practices for Psychologists (5 quarter credits)

PSY8730 Consultation Psychology (5 quarter credits)

PSY8770 Psychology of Motivation and Performance (5 quarter credits)

For an Industrial Psychology emphasis:

PSY7550 * Process of Professional Development (5 quarter credits)

PSY8721 Introduction to Business Practices for Psychologists (5 quarter credits)

PSY8765 * Testing and Assessment in Workplace Psychology (5 quarter credits)

PSY8795 Psychology of Health and Stress in Organizations (5 quarter credits)

For an Organizational Psychology emphasis:

PSY7530 Psychology of Group Dynamics (5 quarter credits)

PSY7550 * Process of Professional Development (5 quarter credits)

PSY8721 Introduction to Business Practices for Psychologists (5 quarter credits)

PSY8770 Psychology of Motivation and Performance (5 quarter credits)

Total **At least 104 quarter credits**

**** This course has a prerequisite that is not listed as a required course, which may increase the total number of courses needed to complete this specialization. See course descriptions for additional course prerequisites.**

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 Psychology can be used as an option to complete the total required credits needed for graduation.

Doctor of Psychology (PsyD) Specializations

Clinical Psychology (master's entry)

The PsyD Clinical Psychology (master's entry) specialization provides learners with comprehensive clinical training based on theoretical and scientific foundations of psychology, including psychological assessment and intervention. This specialization is designed to prepare graduates to be eligible to apply for clinical psychologist licensure in many states. The curriculum provides both online coursework and face-to-face residencies that focus on ethics, multicultural perspectives, supervision, clinical interviewing skills, cognitive and personality assessment, diagnosis and psychopathology, psychotherapy theory and treatment, and psychological report writing. Learners also engage in traditional clinical training experiences and complete a clinically relevant research project. Learners who choose this specialization typically pursue careers as licensed clinical psychologists, who may provide services in psychotherapy, psychological testing, mental health consulting, research, and higher education teaching.

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.

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Psychology Academic Offerings, continued*PsyD Specializations, continued***Degree Requirement(s):**

- Learners start the PsyD program on an annual basis by registering for PSY8001 in the fall. This course must be completed before registering for 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 registered for 10 or more quarter credits of coursework, 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, completing a minimum of 40 quarter credits during the five quarters of the year-in-residence.
- Learners must register for PSY7113, PSY8220, PSY8230, PSY8240, PSY8310, PSY8316, PSY8330, and PSY8371 during the year-in-residence, in the quarter specified. Learners should refer to the Clinical PsyD Program Manual for general sequencing guidelines.
- Learners must demonstrate readiness for clinical training by completing all year-in-residence coursework and requirements, including passing the Practicum Readiness Evaluation.
- Learners must complete a supervised, site-based practicum and associated coursework.
- Learners must pass the Clinical Competency Examination.
- Learners must complete a clinical dissertation and associated coursework.
- Learners must complete a supervised, site-based internship and associated coursework.

Residency Requirement(s):

Clinical Psychology year-in-residence. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see the following section, [PsyD Year-in-Residence](#), and the Clinical Psychology year-in-residence courses.

PSY-R8301	Professional Issues in Clinical Psychology (non-credit)
PSY-R8302	Intervention: Building Effective Relationships (non-credit)
PSY-R8303	Professional Development and Socialization (non-credit)
PSY-R8304	Assessment: Introduction to Psychological Testing (non-credit)
PSY-R8305	Intervention: Diagnostic Interviewing (non-credit)

PSY-R8306	Intervention: Case Formulation (non-credit)
PSY-R8307	Intervention: Treatment Planning (non-credit)
PSY-R8308	Intervention: Crisis Intervention and Risk Assessment (non-credit)
PSY-R8309	Assessment: Adult Cognitive, Achievement, and Adaptive Functioning (non-credit)
PSY-R8310	Assessment: Child Cognitive, Achievement, and Adaptive Functioning (non-credit)
PSY-R8311	Assessment: Personality (non-credit)
PSY-R8312	Assessment: Integrated Report Writing and Case Discussion (non-credit)
PSY-R8313	Assessment: Measuring Treatment and Program Effectiveness (non-credit)
PSY-R8314	Intervention: The Practice of Psychotherapy (non-credit)
PSY-R8315	Practicum Readiness Evaluation (non-credit)
PSY-R8316	Residency Capstone: Preparing for Practicum Training (non-credit)

Clinical Training Requirement(s):

Minimum of 1,000 practicum hours and 2,000 pre-doctoral internship hours. See the following section, [PsyD Clinical Training](#), for more information.

Twenty-Five Required Courses 125 quarter credits*Core courses:*

PSY8001	Orientation to Professional Psychology (5 quarter credits)
PSY7113	History and Systems of Psychology (5 quarter credits)
PSY7210	Lifespan Development (5 quarter credits)
PSY7320 **	Advanced Biological Psychology (5 quarter credits)
PSY7421	Cognitive/Affective Psychology (5 quarter credits)
PSY7520	Social Psychology (5 quarter credits)
PSY7540	Multicultural Perspectives in Human Behavior (5 quarter credits)
PSY8501**	Advanced Research Methods and Statistics for Professional Psychology (5 quarter credits)
PSY8502 **	Advanced Research Design and Methodology for Professional Psychology (5 quarter credits)

Specialization courses:

PSY8220 **	Advanced Psychopathology (5 quarter credits)
PSY8230 **	Psychological Testing (5 quarter credits)
PSY8240 *	Advanced Psychological Testing (5 quarter credits)
PSY8310	Theories of Psychotherapy (5 quarter credits)

PSY8316	Evidence-Based Practice in Psychology (5 quarter credits)
PSY8330	Ethics and Standards of Professional Practice (5 quarter credits)
PSY8371	Strategies of Clinical Supervision and Consultation (5 quarter credits)

In addition, choose a minimum of three doctoral practicum series courses:

PSY8951 *	Doctoral Practicum Series (5 quarter credits)
PSY8952 *	Doctoral Practicum Series (5 quarter credits)
PSY8953 *	Doctoral Practicum Series (5 quarter credits)
PSY8954 *	Doctoral Practicum Series (5 quarter credits)
PSY8955 *	Doctoral Practicum Series (5 quarter credits)
PSY8956 *	Doctoral Practicum Series (5 quarter credits)
PSY8957 *	Doctoral Practicum Series (5 quarter credits)
PSY8958 *	Doctoral Practicum Series (5 quarter credits)

In addition, choose a minimum of two clinical dissertation series courses:

PSY9911 *	Clinical Dissertation Series (5 quarter credits)
PSY9912 *	Clinical Dissertation Series (5 quarter credits)
PSY9913 *	Clinical Dissertation Series (5 quarter credits)
PSY9914 *	Clinical Dissertation Series (5 quarter credits)
PSY9915 *	Clinical Dissertation Series (5 quarter credits)
PSY9916 *	Clinical Dissertation Series (5 quarter credits)
PSY9917 *	Clinical Dissertation Series (5 quarter credits)
PSY9918 *	Clinical Dissertation Series (5 quarter credits)

In addition, choose a minimum of four doctoral internship series courses:

PSY8971 *	Doctoral Internship Series (5 quarter credits)
PSY8972 *	Doctoral Internship Series (5 quarter credits)
PSY8973 *	Doctoral Internship Series (5 quarter credits)
PSY8974 *	Doctoral Internship Series (5 quarter credits)
PSY8975 *	Doctoral Internship Series (5 quarter credits)
PSY8976 *	Doctoral Internship Series (5 quarter credits)
PSY8977 *	Doctoral Internship Series (5 quarter credits)
PSY8978 *	Doctoral Internship Series (5 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Psychology Academic Offerings, *continued*

PsyD Specializations, continued

Four Elective Courses 20 quarter credits

Choose any graduate courses, excluding introductory and special topics courses, lectures, seminars, practica, internships, and any Capella-designated first course.

Total 145 quarter credits

**** This course has a prerequisite that is not listed as a required course, which may increase the total number of courses needed to complete this specialization. See course descriptions for additional course prerequisites.**

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 Psychology can be used as an option to complete the total required credits needed for graduation.

This specialization is not accredited by the American Psychological Association (APA) or by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website (www.capella.edu).

Iowa and Maryland residents are not eligible to enroll in this specialization.

Clinical Psychology (bachelor's entry)

The PsyD Clinical Psychology (bachelor's entry) specialization provides learners who have a bachelor's degree the opportunity to pursue a Doctor of Psychology (PsyD). This specialization provides learners with comprehensive clinical training based on theoretical and scientific foundations of psychology, including psychological assessment and intervention. This specialization is designed to prepare graduates to be eligible to apply for clinical psychologist licensure in many states. The curriculum provides both online coursework and face-to-face residencies that focus on ethics, multicultural perspectives, supervision, clinical interviewing skills, cognitive and personality assessment, diagnosis and psychopathology, psychotherapy theory and treatment, and psychological report writing. Learners also engage in traditional clinical training experiences and complete a clinically relevant research project. Learners who choose this specialization typically pursue careers as licensed clinical psychologists, who may provide services in psychotherapy, psychological testing, mental health consulting, research, and higher education teaching. A Master of Science (MS) degree will not be conferred.

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.

Degree Requirement(s):

- Learners start the PsyD program on an annual basis by registering for PSY8001 in the fall. This course must be completed before registering for 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 registered for 10 or more quarter credits of coursework, 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, completing a minimum of 40 quarter credits during the five quarters of the year-in-residence.
- Learners must register for PSY7113, PSY8220, PSY8230, PSY8240, PSY8310, PSY8316, PSY8330, and PSY8371 during the year-in-residence, in the quarter specified. Learners should refer to the Clinical PsyD Program Manual for general sequencing guidelines.
- Learners must demonstrate readiness for clinical training by completing all year-in-residence coursework and requirements, including passing the Practicum Readiness Evaluation.
- Learners must complete a supervised, site-based practicum and associated coursework.

• Learners must pass the Clinical Competency Examination.

• Learners must complete a clinical dissertation and associated coursework.

• Learners must complete a supervised, site-based internship and associated coursework.

Residency Requirement(s):

Clinical Psychology year-in-residence. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see the following section, [PsyD Year-in-Residence](#), and the Clinical Psychology year-in-residence courses.

PSY-R8301	Professional Issues in Clinical Psychology (non-credit)
PSY-R8302	Intervention: Building Effective Relationships (non-credit)
PSY-R8303	Professional Development and Socialization (non-credit)
PSY-R8304	Assessment: Introduction to Psychological Testing (non-credit)
PSY-R8305	Intervention: Diagnostic Interviewing (non-credit)
PSY-R8306	Intervention: Case Formulation (non-credit)
PSY-R8307	Intervention: Treatment Planning (non-credit)
PSY-R8308	Intervention: Crisis Intervention and Risk Assessment (non-credit)
PSY-R8309	Assessment: Adult Cognitive, Achievement, and Adaptive Functioning (non-credit)
PSY-R8310	Assessment: Child Cognitive, Achievement, and Adaptive Functioning (non-credit)
PSY-R8311	Assessment: Personality (non-credit)
PSY-R8312	Assessment: Integrated Report Writing and Case Discussion (non-credit)
PSY-R8313	Assessment: Measuring Treatment and Program Effectiveness (non-credit)
PSY-R8314	Intervention: The Practice of Psychotherapy (non-credit)
PSY-R8315	Practicum Readiness Evaluation (non-credit)
PSY-R8316	Residency Capstone: Preparing for Practicum Training (non-credit)

Clinical Training Requirement(s):

Minimum of 1,000 practicum hours and 2,000 pre-doctoral internship hours. See the following section, [PsyD Clinical Training](#), for more information.

Thirty-One Required Courses 155 quarter credits

Core courses:

PSY8001	Orientation to Professional Psychology (5 quarter credits)
PSY6095	Theories of Counseling and Psychotherapy (5 quarter credits)
PSY6210	Introduction to Psychopathology (5 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Psychology Academic Offerings, *continued*

PsyD Specializations, continued

PSY7113	History and Systems of Psychology (5 quarter credits)	PSY9914 *	Clinical Dissertation Series (5 quarter credits)		
PSY7210	Lifespan Development (5 quarter credits)	PSY9915 *	Clinical Dissertation Series (5 quarter credits)		
PSY7310	Biological Basis of Behavior (5 quarter credits)	PSY9916 *	Clinical Dissertation Series (5 quarter credits)		
PSY7320 *	Advanced Biological Psychology (5 quarter credits)	PSY9917 *	Clinical Dissertation Series (5 quarter credits)		
PSY7421	Cognitive/Affective Psychology (5 quarter credits)	PSY9918 *	Clinical Dissertation Series (5 quarter credits)		
PSY7520	Social Psychology (5 quarter credits)	<i>In addition, choose a minimum of four doctoral internship series courses:</i>			
PSY7540	Multicultural Perspectives in Human Behavior (5 quarter credits)				
PSY7610	Tests and Measurements (5 quarter credits)	PSY8971 *	Doctoral Internship Series (5 quarter credits)		
PSY7860	Survey of Research Methods (5 quarter credits)	PSY8972 *	Doctoral Internship Series (5 quarter credits)		
PSY7864	Quantitative Design and Analysis (5 quarter credits)	PSY8973 *	Doctoral Internship Series (5 quarter credits)		
PSY8330	Ethics and Standards of Professional Practice (5 quarter credits)	PSY8974 *	Doctoral Internship Series (5 quarter credits)		
PSY8501 *	Advanced Research Methods and Statistics for Professional Psychology (5 quarter credits)	PSY8975 *	Doctoral Internship Series (5 quarter credits)		
PSY8502 *	Advanced Research Design and Methodology for Professional Psychology (5 quarter credits)	PSY8976 *	Doctoral Internship Series (5 quarter credits)		
		PSY8977 *	Doctoral Internship Series (5 quarter credits)		
		PSY8978 *	Doctoral Internship Series (5 quarter credits)		
<i>Specialization courses:</i>					
PSY8220 *	Advanced Psychopathology (5 quarter credits)	Four Elective Courses	20 quarter credits		
PSY8230 *	Psychological Testing (5 quarter credits)	<i>Choose any graduate courses, excluding introductory and special topics courses, lectures, seminars, practica, internships, and any Capella-designated first course.</i>			
PSY8240 *	Advanced Psychological Testing (5 quarter credits)				
PSY8310	Theories of Psychotherapy (5 quarter credits)	Total	175 quarter credits		
PSY8316	Evidence-Based Practice in Psychology (5 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 Psychology can be used as an option to complete the total required credits needed for graduation.			
PSY8371	Strategies of Clinical Supervision and Consultation (5 quarter credits)				
<i>In addition, choose a minimum of three doctoral practicum series courses:</i>					
PSY8951 *	Doctoral Practicum Series (5 quarter credits)	This specialization is not accredited by the American Psychological Association (APA) or by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Iowa and Maryland residents are not eligible to enroll in this specialization.			
PSY8952 *	Doctoral Practicum Series (5 quarter credits)				
PSY8953 *	Doctoral Practicum Series (5 quarter credits)				
PSY8954 *	Doctoral Practicum Series (5 quarter credits)				
PSY8955 *	Doctoral Practicum Series (5 quarter credits)				
PSY8956 *	Doctoral Practicum Series (5 quarter credits)				
PSY8957 *	Doctoral Practicum Series (5 quarter credits)				
PSY8958 *	Doctoral Practicum Series (5 quarter credits)				
<i>In addition, choose a minimum of two clinical dissertation series courses:</i>					
PSY9911 *	Clinical Dissertation Series (5 quarter credits)				
PSY9912 *	Clinical Dissertation Series (5 quarter credits)				
PSY9913 *	Clinical Dissertation Series (5 quarter credits)				

PsyD Clinical Psychology Year-in-Residence

The residency requirement for the PsyD Clinical Psychology specialization is satisfied by completion of the Clinical Psychology year-in-residence. The year-in-residence provides opportunities for learners to develop clinical skills and to strengthen their socialization into the profession of psychology, and for faculty to assess learners' clinical skills and evaluate their fitness for the field of professional psychology. All residencies are taught by Clinical PsyD faculty and occur in a face-to-face format, with faculty and learners both onsite.

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, continuous enrollment status during the year-in-residence, registering for at least 10 quarter credits of coursework during at least three quarters and completing a minimum of 40 quarter credits during the five quarters of the year-in-residence.
- Learners must register for PSY7113, PSY8220, PSY8230, PSY8240, PSY8310, PSY8316, PSY8330, and PSY8371 during the year-in-residence, in the quarter specified. Learners should refer to the *Clinical PsyD Program Manual* for general sequencing guidelines.
- Learners must demonstrate readiness for clinical training by completing all year-in-residence coursework and requirements, including passing the Practicum Readiness Evaluation.

The Clinical Psychology year-in-residence includes the following activities:

- Learners complete at least 500 hours of formally scheduled face-to-face instruction and professional socialization with PsyD Clinical Psychology specialization faculty and learners during the five quarters of the year-in-residence. All learners are required to be physically present at each residency experience. These formally scheduled residency experiences take place over a period not to exceed 13 months and are associated with specific online courses, and include the following components, taken in sequence:
 - Learners begin the Clinical Psychology year-in-residence with the first two-week extended seminar (PSY-R8301–PSY-R8304), typically scheduled in June.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Psychology Academic Offerings, *continued*

PsyD Clinical Psychology Year-in-Residence, continued

- Learners complete eight consecutive residency courses (PSY-R8305–PSY-R8312), typically scheduled August through May.
 - 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 hours of participation in professional activities. These activities must be completed during the year-in-residence but extend beyond the year-in-residence requirements described above. Activities include participation in local, state, and national professional organizations, and engaging in scholarly activities commonly associated with doctoral professional psychology training. These hours are documented in the learner's Professional Portfolio.

The Clinical Psychology year-in-residence has three fundamental objectives.

1. Learners develop clinical skills and demonstrate readiness for clinical training by engaging in face-to-face training and practice opportunities for skills development. Learners develop and demonstrate 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.
2. Learners develop and demonstrate the professional and personal competencies required for appropriate socialization into the profession of psychology, including suitability and fitness for the profession. Learners develop these competencies by working closely with faculty and other learners, engaging in professional training and scholarship, and participating in social and intellectual discussions with faculty and peers to acquire the habits, skills, and insights necessary for the professional practice of psychology. Learners acquire the ability to manage professional relationships in an effective and appropriate manner; exhibit the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations; demonstrate self-awareness, self-reflection, self-evaluation, and ethical responsibility; demonstrate openness to processes of supervision and a commitment to lifelong learning; and satisfactorily resolve issues or problems that interfere with professional development or functioning.

3. Faculty evaluate learners' clinical skills and fitness for the profession, thereby satisfying their professional and ethical obligations to ensure that all learners have the competence necessary to progress to clinical training and that they demonstrate personal suitability and fitness for the profession of psychology. Faculty evaluate learners' readiness for clinical training and fitness for the profession formatively throughout the year-in-residence and summatively in the Practicum Readiness Evaluation at the conclusion of the year-in-residence.

For more detailed information on residencies, learners should refer to the [Clinical PsyD Program Manual](#).

PsyD Clinical Training

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 that takes place over a minimum period of nine months, and includes registration for the accompanying practicum courses.

All practicum learners must follow the practicum application process and completion guidelines stated in the [Clinical PsyD Program Manual](#), available on Campus. The director of clinical training works closely with learners to identify potential practicum sites in their local community that meet the criteria outlined by the clinical training department. All practicum placements must be approved by the director of clinical training.

Practicum Requirements

- Approved practicum application.
- Part-time site placement with a minimum of 1,000 hours and coursework in a minimum of three quarters of the Doctoral Practicum Series (PSY8951–PSY8958). These courses must be completed sequentially for the duration of the practicum.

Overview of Internship

The pre-doctoral internship is the last opportunity for learners to gain professional clinical experience prior to the granting of the degree. The internship requires a full-time (one year) or part-time (two years) on-site commitment of a minimum of 2,000 hours, and includes registration for the accompanying internship courses. The pre-doctoral internship is viewed critically by licensing boards and future employers.

All internship learners must follow the internship application process and completion guidelines stated in the [Clinical PsyD Program Manual](#), available on Campus.

Internship Requirements

- Learner demonstrates readiness for internship.
- Approved internship application.
- Full-time site placement with a minimum of 2,000 hours, completed sequentially over a one-year period, or part-time site, two-year placement with a minimum of 2,000 hours, at least 20 hours per week, not to exceed eight sequential quarters, and a minimum of four Doctoral Internship Series courses (PSY8971–PSY8978). These courses must be completed sequentially for the duration of the internship.

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—Psychology Academic Offerings, continued**Doctor of Psychology (PsyD) in School Psychology**

The Doctor of Psychology (PsyD) in School Psychology degree program familiarizes learners with psychology as a practical discipline, including psychological and neuropsychological assessment, clinical supervision and consultation, psychopathology of children and adolescents, child and adolescent development, and consultation and collaboration in the schools. The curriculum provides the theoretical tools and skills-based training needed to assess students, consult with school personnel, and supervise other school psychologists. Learners enrolled in this degree program may seek supervisory positions in their school district. Other successful graduates pursue careers in college and university 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 within the PsyD in School Psychology degree program 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):

Eight face-to-face residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see the following section, [PsyD in School Psychology Residencies](#).

PSY-R6591	Assessment (non-credit)
PSY-R6592	Interventions and Response to Interventions (non-credit)
PSY-R6593	Assessments: Nonverbal (non-credit)
PSY-R6594	Counseling (non-credit)
PSY-R6595	Functional Behavioral Assessment and Assessment Reviews (non-credit)
PSY-R6596	Personality and Behavior Assessment (non-credit)
PSY-R6597	Report Writing and Behavior Interventions (non-credit)
PSY-R6599	Treatment Planning and Recommendations (non-credit)

Practicum and Internship:

Minimum of 400 hours for practicum and 1500 hours for internship. See the practicum and internship course descriptions for more information.

Twenty-Nine Required Courses 145 quarter credits*Required courses:*

PSY8001	Orientation to Professional Psychology (5 quarter credits) [†]
PSY8331	Principles of School Psychology (5 quarter credits)
PSY8335	Consultation and Collaboration in the School (5 quarter credits)
PSY8338	Child and Adolescent Development for School Psychologists (5 quarter credits)
PSY7320	Advanced Biological Psychology (5 quarter credits)
PSY7421	Cognitive/Affective Psychology (5 quarter credits)
PSY8332	Advanced Methods in School Psychology (5 quarter credits)
PSY7540	Multicultural Perspectives in Human Behavior (5 quarter credits)
PSY8220	Advanced Psychopathology (5 quarter credits)
PSY8212	Childhood Mental Health, Counseling, and Crisis Intervention/Prevention (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)
PSY8233 *	Psychological Assessments for School Psychologists 1 (5 quarter credits)
PSY8234 *	Psychological Assessments for School Psychologists 2 (5 quarter credits)
PSY8235 *	Psychological Assessments for School Psychologists 3 (5 quarter credits)
PSY8230 *	Psychological Testing (5 quarter credits)
PSY8251 *	Neuropsychological Assessments (5 quarter credits)
PSY8337	Legal and Ethical Issues in the School (5 quarter credits)
PSY8371	Strategies of Clinical Supervision and Consultation (5 quarter credits)
PSY8375	Professional Development and Supervision of School Psychologists (5 quarter credits)
PSY8501**	Advanced Research Methods and Statistics for Professional Psychology (5 quarter credits)
PSY8960 *	School Psychology PsyD Practicum 1 (5 quarter credits)
PSY8961 *	School Psychology PsyD Practicum 2 (5 quarter credits)
PSY8962 *	School Psychology PsyD Internship 1 (5 quarter credits)
PSY8963 *	School Psychology PsyD Internship 2 (5 quarter credits) [†]
PSY8964 *	School Psychology PsyD Internship 3 (5 quarter credits)
PSY8965 *	School Psychology PsyD Internship 4 (5 quarter credits)

PSY9965 *	School Psychology Doctoral Learner Comprehensive Examination (5 quarter credits)
PSY9970 *	Doctoral School Psychology Integrative Project (5 quarter credits)

In addition, choose one of the following courses:

PSY5244	Play Therapy 1: The History and Systems of Play Therapy (5 quarter credits)
PSY6095	Theories of Counseling and Psychotherapy (5 quarter credits)
PSY7701	Basic Principles of Applied Behavior Analysis (5 quarter credits)
PSY7330	Psychopharmacology (5 quarter credits)
PSY8110	The Psychology of Teaching (5 quarter credits)

Total 145 quarter credits

**** This course has a prerequisite that is not listed as a required course, which may increase the total number of courses needed to complete this specialization. See course descriptions for additional course prerequisites.**

† Learners in the PsyD in School Psychology degree program are required to complete the Dispositions Self-Assessment as a condition of continued enrollment in the program.

‡ Learners are required to take the Praxis Series tests concurrently with PSY8963. Learners are responsible for any costs associated with these examinations.

Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Arkansas residents are not eligible to enroll in this program.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Psychology Academic Offerings, continued**PsyD in School Psychology Residencies**

Doctoral learners in School Psychology attend eight different School Psychology residencies offered. Each residency training results in required face-to-face hours and supports both coursework instruction and practice labs which result in subject mastery.

Master of Science (MS) in Psychology Specializations**General Psychology**

The General Psychology specialization provides master's learners with a solid foundational knowledge of psychology principles. It is designed for professionals interested in pursuing careers in research, teaching, or program administration in human services organizations. The requirements for this specialization are not intended to prepare graduates for licensure as professional counselors or psychologists.

Ten Required Courses **50 quarter credits**

Core courses:

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits) [†] OR
PSY5005	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits) [†]
PSY7610	Tests and Measurements (5 quarter credits)
PSY7860	Survey of Research Methods (5 quarter credits)
PSY7864	Quantitative Design and Analysis (5 quarter credits)

Specialization courses:

PSY7210	Lifespan Development (5 quarter credits)
PSY7411	Learning Theories in Psychology (5 quarter credits)
PSY7421	Cognitive/Affective Psychology (5 quarter credits)
PSY7520	Social Psychology (5 quarter credits)
PSY7543 *	Ethics and Multicultural Issues in Psychology (5 quarter credits)

Taken during the learner's final quarter:

PSY5201 *	Integrative Project for Master's Degree in Psychology (5 quarter credits)
-----------	---

Total **50 quarter credits**

[†] Learners who may need additional support developing graduate-level academic and professional writing skills are placed in PSY5005.

General Psychology, FlexPath option

The General Psychology specialization provides master's learners with solid foundational knowledge of psychology principles. It is designed for professionals interested in pursuing careers in research, teaching, or program administration in human services organizations. Learners who pursue this specialization through the FlexPath option earn an MS in Psychology through self-paced demonstrations of competencies. The requirements for this specialization are not intended to prepare graduates for licensure as professional counselors or psychologists.

Ten Required Courses **25 program points**

Core courses:

PSY-FP5002	Foundations of Theory and Practice for Master's Psychology Learners (2.5 program points)
PSY-FP7610	Tests and Measurements (2.5 program points)
PSY-FP7860	Survey of Research Methods (5 quarter credits)
PSY-FP7864	Quantitative Design and Analysis (5 quarter credits)

Specialization courses:

PSY-FP7210	Lifespan Development (2.5 program points)
PSY-FP7411	Learning Theories in Psychology (2.5 program points)
PSY-FP7421	Cognitive/Affective Psychology (2.5 program points)
PSY-FP7520	Social Psychology (2.5 program points)
PSY-FP7543 *	Ethics and Multicultural Issues in Psychology (2.5 program points)

Taken during the learner's final quarter:

PSY-FP5201 *	Integrative Project for Master's Degree in Psychology (2.5 program points)
--------------	--

Total **25 program points**

Applied Behavior Analysis

The master's Applied Behavior Analysis specialization combines advanced psychology coursework with foundational knowledge of major competency areas in the behavior analytic field. The curriculum focuses on ethical and professional conduct; behavior analysis concepts, principles, and research methods; and applied behavior analysis techniques. Upon successful completion of this specialization, learners are prepared to identify behavioral problems through assessment; design, implement, and manage culturally appropriate interventions and treatments; perform effective behavior supervision; and bring about positive change for diverse individuals in a variety of settings.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Psychology Academic Offerings, continued*MS in Psychology Specializations, continued***Eleven Required Courses 55 quarter credits***Core courses:*

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits) [†] OR
PSY5005	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits) [†]
PSY7610	Tests and Measurements (5 quarter credits)
PSY7860	Survey of Research Methods (5 quarter credits)
PSY7864	Quantitative Design and Analysis (5 quarter credits)

Specialization courses:

PSY7701	Basic Principles of Applied Behavior Analysis (5 quarter credits)
PSY7702 *	Techniques in Applied Behavior Analysis (5 quarter credits)
PSY7703 *	Applied Behavior Analysis Research and Application (5 quarter credits)
PSY7704 *	Applied Behavior Analysis Interventions (5 quarter credits)
PSY7705 *	Ethics for Applied Behavior Analysis (5 quarter credits)
PSY7706 *	Issues in Assessment, Intervention Support, and Related Systems (5 quarter credits)
PSY5201 *	Integrative Project for Master's Degree in Psychology (5 quarter credits)

Total 55 quarter credits

[†] Learners who may need additional support developing graduate-level academic and professional writing skills are placed in PSY5005.

This specialization is not accredited by the American Psychological Association (APA) or by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website (www.capella.edu).

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.

Eleven Required Courses 55 quarter credits*Core courses:*

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits) [†] OR
PSY5005	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits) [†]
PSY7610	Tests and Measurements (5 quarter credits)
PSY7860	Survey of Research Methods (5 quarter credits)
PSY7864	Quantitative Design and Analysis (5 quarter credits)

Specialization courses:

PSY6010	Human Prenatal Development (5 quarter credits)
PSY6020 *	Topics in Child and Adolescent Development (5 quarter credits)
PSY7210	Lifespan Development (5 quarter credits)
PSY7220	Child Psychology (5 quarter credits)
PSY7230	Adolescent Psychology (5 quarter credits)
PSY7543 *	Ethics and Multicultural Issues in Psychology (5 quarter credits)

Taken during the learner's final quarter:

PSY5201 *	Integrative Project for Master's Degree in Psychology (5 quarter credits)
-----------	---

Total 55 quarter credits

[†] Learners who may need additional support developing graduate-level academic and professional writing skills are placed in PSY5005.

Child and Adolescent Development, FlexPath option

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. Learners who pursue this specialization through the FlexPath option earn an MS in Psychology through self-paced demonstrations of competencies. The requirements for this specialization are not designed to prepare graduates for licensure as professional counselors or psychologists.

Eleven Required Courses 27.5 program points*Core courses:*

PSY-FP5002	Foundations of Theory and Practice for Master's Psychology Learners (2.5 program points)
PSY-FP7610	Tests and Measurements (2.5 program points)
PSY-FP7860	Survey of Research Methods (2.5 program points)
PSY-FP7864	Quantitative Design and Analysis (2.5 program points)

Specialization courses:

PSY-FP6010	Human Prenatal Development (2.5 program points)
PSY-FP6020 *	Topics in Child and Adolescent Development (2.5 program points)
PSY-FP7210	Lifespan Development (2.5 program points)
PSY-FP7220	Child Psychology (2.5 program points)
PSY-FP7230	Adolescent Psychology (2.5 program points)
PSY-FP7543 *	Ethics and Multicultural Issues in Psychology (2.5 program points)

Taken during the learner's final quarter:

PSY-FP5201 *	Integrative Project for Master's Degree in Psychology (2.5 program points)
--------------	--

Total 27.5 program points

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Psychology Academic Offerings, *continued*

MS in Psychology Specializations, continued

Educational Psychology

The master's Educational Psychology specialization offers learners the opportunity to strengthen their credentials in order to pursue careers in public education and instruction, lifespan development from early childhood through late adulthood, educational technology, as well as to prepare them 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.

Ten Required Courses **50 quarter credits**

Core courses:

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits) [†] OR
PSY5005	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits) [†]
PSY7610	Tests and Measurements (5 quarter credits)
PSY7860	Survey of Research Methods (5 quarter credits)
PSY7864	Quantitative Design and Analysis (5 quarter credits)

Specialization courses:

PSY6100 *	Introduction to Educational Psychology (5 quarter credits)
PSY7210	Lifespan Development (5 quarter credits)
PSY7411	Learning Theories in Psychology (5 quarter credits)
PSY7543 *	Ethics and Multicultural Issues in Psychology (5 quarter credits)
PSY8763 *	Program Evaluation (5 quarter credits)

Taken during the learner's final quarter:

PSY5201 *	Integrative Project for Master's Degree in Psychology (5 quarter credits)
-----------	---

Total **50 quarter credits**

[†] Learners who may need additional support developing graduate-level academic and professional writing skills are placed in PSY5005.

Educational Psychology, FlexPath option

The master's Educational Psychology specialization offers learners the opportunity to strengthen their credentials in order to pursue careers in public education and instruction, lifespan development from early childhood through late adulthood, and educational technology, as well as to prepare them for doctoral study in psychology and other related disciplines. Specialization outcomes allow learners to gain and demonstrate a working knowledge of the application of learning, human development and socialization, educational psychology, ethics, tests and measurements, and basic statistics and research methods. Learners who pursue this specialization through the FlexPath option earn an MS in Psychology through self-paced demonstrations of competencies. These specialization requirements are not intended to prepare graduates for licensure as a professional counselor or psychologist.

Ten Required Courses **25 program points**

Core courses:

PSY-FP5002	Foundations of Theory and Practice for Master's Psychology Learners (2.5 program points)
PSY-FP7610	Tests and Measurements (2.5 program points)
PSY-FP7860	Survey of Research Methods (2.5 program points)
PSY-FP7864	Quantitative Design and Analysis (2.5 program points)

Specialization courses:

PSY-FP6100 *	Introduction to Educational Psychology (2.5 program points)
PSY-FP7210	Lifespan Development (2.5 program points)
PSY-FP7411	Learning Theories in Psychology (2.5 program points)
PSY-FP7543 *	Ethics and Multicultural Issues in Psychology (2.5 program points)
PSY-FP8763 *	Program Evaluation (2.5 program points)

Taken during the learner's final quarter:

PSY-FP5201 *	Integrative Project for Master's Degree in Psychology (2.5 program points)
--------------	--

Total **25 program points**

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.

Eleven Required Courses **55 quarter credits**

Core courses:

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits) [†] OR
PSY5005	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits) [†]
PSY7610	Tests and Measurements (5 quarter credits)
PSY7860	Survey of Research Methods (5 quarter credits)
PSY7864	Quantitative Design and Analysis (5 quarter credits)

Specialization courses:

PSY7543 *	Ethics and Multicultural Issues in Psychology (5 quarter credits)
PSY7660 *	Survey Construction and Administration (5 quarter credits)
PSY7868	Qualitative Design and Analysis (5 quarter credits)
PSY8625 *	Advanced Inferential Statistics (5 quarter credits)
PSY8626 *	Multivariate Statistics: Theory and Application (5 quarter credits)
PSY8763 *	Program Evaluation (5 quarter credits)

Taken during the learner's final quarter:

PSY5201 *	Integrative Project for Master's Degree in Psychology (5 quarter credits)
-----------	---

Total **55 quarter credits**

[†] Learners who may need additional support developing graduate-level academic and professional writing skills are placed in PSY5005.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Psychology Academic Offerings, continued*MS in Psychology Specializations, continued***Industrial/Organizational Psychology**

The master's Industrial/Organizational Psychology specialization is for learners who are interested in the application of industrial/organizational behavior principles and research found in the workplace and other organizational settings. Learners practice 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. The requirements for this specialization are not intended to prepare graduates for licensure as professional counselors or psychologists.

Eleven Required Courses **55 quarter credits**

Core courses:

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits) [†] OR
PSY5005	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits) [†]
PSY7610	Tests and Measurements (5 quarter credits)
PSY7860	Survey of Research Methods (5 quarter credits)
PSY7864	Quantitative Design and Analysis (5 quarter credits)

Specialization courses:

PSY7210	Lifespan Development (5 quarter credits)
PSY7543 *	Ethics and Multicultural Issues in Psychology (5 quarter credits)
PSY8711	Principles of Industrial/Organizational Psychology (5 quarter credits)
PSY8720	Psychology of Leadership (5 quarter credits)
PSY8730	Consultation Psychology (5 quarter credits)
PSY8740	Industrial/Organizational Psychology Practices in Human Resource Management (5 quarter credits)

Taken during the learner's final quarter:

PSY5201 *	Integrative Project for Master's Degree in Psychology (5 quarter credits)
-----------	---

Total **55 quarter credits**

[†] Learners who may need additional support developing graduate-level academic and professional writing skills are placed in PSY5005.

Industrial/Organizational Psychology, FlexPath option

The master's Industrial/Organizational Psychology, FlexPath option specialization is for learners who are interested in the application of industrial/organizational behavior principles and research found in the workplace and other organizational settings. Learners practice 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. Learners who pursue this specialization through the FlexPath option earn an MS in Psychology through self-paced demonstrations of competencies. The requirements for this specialization are not intended to prepare graduates for licensure as professional counselors or psychologists.

Eleven Required Courses **27.5 program points**

Core courses:

PSY-FP5002	Foundations of Theory and Practice for Master's Psychology Learners (2.5 program points)
PSY-FP7610	Tests and Measurements (2.5 program points)
PSY-FP7860	Survey of Research Methods (2.5 program points)
PSY-FP7864	Quantitative Design and Analysis (2.5 program points)

Specialization courses:

PSY-FP7210	Lifespan Development (2.5 program points)
PSY-FP7543 *	Ethics and Multicultural Issues in Psychology (2.5 program points)
PSY-FP8711	Principles of Industrial/Organizational Psychology (2.5 program points)
PSY-FP8720	Psychology of Leadership (2.5 program points)
PSY-FP8730	Consultation Psychology (2.5 program points)
PSY-FP8740	Industrial/Organizational Psychology Practices in Human Resource Management (2.5 program points)

Taken during the learner's final quarter:

PSY-FP5201 *	Integrative Project for Master's Degree in Psychology (2.5 program points)
--------------	--

Total **27.5 program points**

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.

Eleven Required Courses **55 quarter credits**

Core courses:

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits) [†] OR
PSY5005	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits) [†]
PSY7610	Tests and Measurements (5 quarter credits)
PSY7860	Survey of Research Methods (5 quarter credits)
PSY7864	Quantitative Design and Analysis (5 quarter credits)

Specialization courses:

PSY7510	Psychology of Personality (5 quarter credits)
PSY7530	Psychology of Group Dynamics (5 quarter credits)
PSY7543 *	Ethics and Multicultural Issues in Psychology (5 quarter credits)
PSY8720	Psychology of Leadership (5 quarter credits)
PSY8765 *	Testing and Assessment in Workplace Psychology (5 quarter credits)
PSY8768 *	Theory and Practice of Psychological Coaching (5 quarter credits)

Taken during the learner's final quarter:

PSY5201 *	Integrative Project for Master's Degree in Psychology (5 quarter credits)
-----------	---

Total **55 quarter credits**

[†] Learners who may need additional support developing graduate-level academic and professional writing skills are placed in PSY5005.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Psychology Academic Offerings, *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.

Twelve Required Courses **60 quarter credits**

Core courses:

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits) [†] OR
PSY5005	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits) [†]
PSY7610	Tests and Measurements (5 quarter credits)
PSY7860	Survey of Research Methods (5 quarter credits)
PSY7864	Quantitative Design and Analysis (5 quarter credits)

Specialization courses:

PSY7310	Biological Basis of Behavior (5 quarter credits)
PSY7411	Learning Theories in Psychology (5 quarter credits)
PSY7543 *	Ethics and Multicultural Issues in Psychology (5 quarter credits)
PSY8840 *	Principles of Sport Psychology (5 quarter credits)
PSY8841 *	Performance Enhancement in Sports (5 quarter credits)
PSY8842 *	Applied Sport Psychology (5 quarter credits)
PSY8845 *	Current Issues in Sport Psychology (5 quarter credits)

Taken during the learner's final quarter:

PSY5201 *	Integrative Project for Master's Degree in Psychology (5 quarter credits)
-----------	---

Total **60 quarter credits**

[†] Learners who may need additional support developing graduate-level academic and professional writing skills are placed in PSY5005.

Sport Psychology, FlexPath option

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 who pursue this specialization through the FlexPath option earn an MS in Psychology through self-paced demonstrations of competencies.

Twelve Required Courses **30 program points**

Core courses:

PSY-FP5002	Foundations of Theory and Practice for Master's Psychology Learners (2.5 program points)
PSY-FP7610	Tests and Measurements (2.5 program points)
PSY-FP7860	Survey of Research Methods (2.5 program points)
PSY-FP7864	Quantitative Design and Analysis (2.5 program points)

Specialization courses:

PSY-FP7310	Biological Basis of Behavior (2.5 program points)
PSY-FP7411	Learning Theories in Psychology (2.5 program points)
PSY-FP7543 *	Ethics and Multicultural Issues in Psychology (2.5 program points)
PSY-FP8840 *	Principles of Sport Psychology (2.5 program points)
PSY-FP8841 *	Performance Enhancement in Sports (2.5 program points)
PSY-FP8842 *	Applied Sport Psychology (2.5 program points)
PSY-FP8845 *	Current Issues in Sport Psychology (2.5 program points)

Taken during the learner's final quarter:

PSY-FP5201 *	Integrative Project for Master's Degree in Psychology (2.5 program points)
--------------	--

Total **30 program points**

Master of Science (MS) in Clinical Psychology Specializations

Applied Research

The Applied Research specialization provides master's learners with the foundational clinical psychology knowledge and skills needed for successful academic or research practice, or for doctoral-level study in clinical psychology. The specialization curriculum is designed to help learners further develop their understanding of the application of research methodology, psychotherapy theories, tests and measurement, psychopathology, human development, ethical principles, and diversity.

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 in Clinical Psychology degree program 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.

Eleven Required Courses **55 quarter credits**

Core courses:

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits) [†] OR
PSY5005	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits) [†]
PSY6095	Theories of Counseling and Psychotherapy (5 quarter credits)
PSY6210	Introduction to Psychopathology (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)
PSY7860	Survey of Research Methods (5 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Psychology Academic Offerings, *continued*

MS in Clinical Psychology Specializations, *continued*

Specialization courses:

PSY7113	History and Systems (5 quarter credits)
PSY7210	Lifespan Development (5 quarter credits)
PSY7310	Biological Bases of Behavior (5 quarter credits)
PSY7540	Multicultural Perspectives in Human Behavior (5 quarter credits)
PSY7864	Quantitative Design and Analysis (5 quarter credits)
PSY8330	Ethics and Standards of Professional Practice (5 quarter credits)

Total 55 quarter credits

† Learners who may need additional support developing graduate-level academic and professional writing skills are placed in PSY5005.

This specialization does not prepare graduates for licensure as a psychologist, counselor, or therapist.

Learners in the MS Clinical Counseling specialization who are seeking a professional counselor license in certain states must complete at least one 5-quarter-credit practicum course and at least one 5-quarter-credit internship course in order to satisfy that state's requirements. Capella University has designed PSY6400–PSY6409 to fulfill the internship requirement for these learners.

Clinical Counseling

The master's Clinical Counseling specialization focuses on learners' socialization into the counseling and clinical psychology profession and presents foundational scientific theories and practices used in the clinical psychology field. The specialization curriculum emphasizes clinical assessment, counseling interventions, psychological testing, research methods, ethical principles, and diversity.

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 in Clinical Psychology degree program 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 residencies. See university policy 3.04.05 [Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information.

Thirteen Required Courses 65 quarter credits

Core courses:

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits) [†] OR
PSY5005	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits) [†]
PSY6095	Theories of Counseling and Psychotherapy (5 quarter credits)
PSY6210	Introduction to Psychopathology (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)
PSY7860	Survey of Research Methods (5 quarter credits)

Specialization courses:

PSY7210	Lifespan Development (5 quarter credits)
PSY8162	Career Counseling Theory (5 quarter credits)
PSY6091 *	Group Counseling (5 quarter credits)
PSY-R6313 *	Clinical Interventions (5 quarter credits)
PSY-R6230 *	Introduction to Psychological Testing (5 quarter credits)
PSY-R7545 *	Ethics and Multicultural Issues in Clinical and Counseling Psychology (5 quarter credits)
PSY6391 *	Master's Practicum 1 (5 quarter credits)
PSY6393 *	Master's Practicum 2 (5 quarter credits)

Two Elective Courses 10 quarter credits

Choose two from the following ten courses:

PSY6505 *	Principles of Family Psychology (5 quarter credits)
PSY6510	Family Systems Theories (5 quarter credits)
PSY6540	Current Issues and Methods in Family Research (5 quarter credits)
PSY6545	Couples Within Family Psychology (5 quarter credits)
PSY7340	Human Sexuality (5 quarter credits)
PSY7330	Psychopharmacology (5 quarter credits)
PSY7341 *	Introduction to Sex Therapy (5 quarter credits)
PSY8430	Issues and Trends in Addiction-Related Treatments (5 quarter credits)
PSY8475	Systems Approaches to Addiction Prevention and Treatment (5 quarter credits)
PSY6092 *	Counseling Skills and Procedures (5 quarter credits)

Total 75 quarter credits

† Learners who may need additional support developing graduate-level academic and professional writing skills are placed in PSY5005.

This specialization is not accredited by the American Psychological Association (APA) or by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website (www.capella.edu).

Forensic

The Forensic specialization presents master's learners with a theoretical and practical foundation of the clinical psychology profession, with particular emphasis on psychology and the law, techniques in forensic practice, and issues and trends in forensic psychology. The specialization curriculum focuses on competencies aimed at conducting forensic assessments and research with forensic programs and populations, including incarcerated and recently released offenders.

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 in Clinical Psychology degree program 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.

Eleven Required Courses 55 quarter credits

Core courses:

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits) [†] OR
PSY5005	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits) [†]
PSY6095	Theories of Counseling and Psychotherapy (5 quarter credits)
PSY6210	Introduction to Psychopathology (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)
PSY7860	Survey of Research Methods (5 quarter credits)

Specialization courses:

PSY8340 *	Psychology and the Law (5 quarter credits)
PSY8350 *	Techniques of Forensic Practice (5 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Psychology Academic Offerings, *continued*

MS in Clinical Psychology Specializations, continued

PSY8360 *	Current Issues and Trends in Forensic Practice (5 quarter credits)
PSY7864	Quantitative Design and Analysis (5 quarter credits)
PSY7543 *	Ethics and Multicultural Issues in Psychology (5 quarter credits)
PSY6092 *	Counseling Skills and Procedures (5 quarter credits)
Total	55 quarter credits

† Learners who may need additional support developing graduate-level academic and professional writing skills are placed in PSY5005.

This specialization does not prepare graduates for licensure as a psychologist, counselor, or therapist.

Sex Therapy

The master's Sex Therapy specialization engages learners in a curriculum that builds on clinical counseling foundations and expands training to include coursework in human sexuality and sex therapy. Specialization topics include sexology; basic anatomy for mental health professionals; hormones; sexuality across the lifespan; gender; lesbian, gay, bisexual, and transgender concerns; sexuality and culture; low sexual desire; sexual compulsivity; recovery from sexual abuse; treatment of sex offenders; and issues and trends in sexual health treatment.

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 in Clinical Psychology degree program 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 residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information.

Eleven Required Courses 55 quarter credits

Core courses:

PSY5002	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits)† OR
PSY5005	Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits)†
PSY6095	Theories of Counseling and Psychotherapy (5 quarter credits)
PSY6210	Introduction to Psychopathology (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)
PSY7860	Survey of Research Methods (5 quarter credits)

Specialization courses:

PSY7340	Human Sexuality (5 quarter credits)
PSY7341 *	Introduction to Sex Therapy (5 quarter credits)
PSY7210	Lifespan Development (5 quarter credits)
PSY-R6313 *	Clinical Interventions (5 quarter credits)
PSY-R6230 *	Introduction to Psychological Testing (5 quarter credits)
PSY-R7545 *	Ethics and Multicultural Issues in Clinical and Counseling Psychology (5 quarter credits)

Total 55 quarter credits

† Learners who may need additional support developing graduate-level academic and professional writing skills are placed in PSY5005.

This specialization does not prepare graduates for licensure as a psychologist, counselor, or therapist.

MS in Clinical Psychology Residencies

The residency requirement for the MS in Clinical Psychology specializations is satisfied by completion of three six-day residencies (Track 1, Track 2, and Track 3). The school recommends that all learners register for Track 1 within the first two quarters of enrollment, Track 2 between 20 and 40 quarter credits, and Track 3 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 in Clinical Psychology residencies 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 MS in Clinical Psychology residencies, in addition to formal instruction and practice, learners participate in cohort group sessions that allow faculty and learners to interact as a community of scholars; individual advising sessions with faculty to support their degree completion plans and assess academic progress; and specialization networking opportunities with other learners and faculty.

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

For more detailed information on MS in Clinical Psychology residencies, learners should refer to their specialization manual.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Psychology Academic Offerings, *continued***MS Psychology Clinical Training****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 that takes place over six months to one calendar year and includes registration for 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 Campus. Learners are also required to locate and arrange their own practicum sites, which must be approved by the director of clinical training.

Practicum Requirements

- Approved practicum application.
- Part-time site placement and a minimum of 600 hours and coursework 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.

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.

MS Psychology Year-in-Residence

The residency requirement for the MS School Psychology specialization is satisfied by completion of part 1 of the 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 1 and part 2 of the School Psychology year-in-residence.

The year-in-residence is the first face-to-face component of the Harold Abel School of Psychology's training in school psychology. 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.

Part I of the School Psychology year-in-residence requires the following:

- Learners 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 week-in-residence and the first two-week extended seminar (PSY-R6590–PSY-R6592), typically scheduled in June.
 - Following the opening week-in-residence and two-week extended seminar, learners take two weeks-in-residence (PSY-R6593 and PSY-R6594), typically scheduled August through November.
- Learners must complete all outcome documentation and obtain approval from the chair of the School Psychology specialization and their mentor.

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.
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.

For more detailed information on residencies, learners should refer to their specialization manual.

Graduate—Psychology Academic Offerings, *continued*

Psychology Certificate Programs

Effective January 1, 2016, learners who are seeking BACB certification, must hold a master's degree in psychology, education, or applied behavior analysis or have a conferred degree with a BACB-approved course sequence.

Applied Behavior Analysis

The Applied Behavior Analysis graduate certificate supplements previous undergraduate or graduate educational experiences and provides learners with a foundational knowledge of major competency areas in the behavior analytic field. The curriculum focuses on ethical and professional conduct; behavior analysis concepts, principles, and research methods; and applied behavior analysis techniques. Upon successful completion of this graduate certificate, learners are prepared to identify behavioral problems through assessment; design, implement, and manage culturally appropriate interventions and treatments; perform effective behavior supervision; and bring about positive change for diverse individuals in a variety of settings.

Six Required Courses	30 quarter credits
PSY7701 Basic Principles of Applied Behavior Analysis (5 quarter credits)	
PSY7702 * Techniques in Applied Behavior Analysis (5 quarter credits)	
PSY7703 * Applied Behavior Analysis Research and Application (5 quarter credits)	
PSY7704 * Applied Behavior Analysis Interventions (5 quarter credits)	
PSY7705 * Ethics for Applied Behavior Analysis (5 quarter credits)	
PSY7706 * Issues in Assessment, Intervention Support, and Related Systems (5 quarter credits)	
Total	30 quarter credits

This certificate is not accredited by the American Psychological Association (APA) or by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website (www.capella.edu).

Play Therapy

The Play Therapy graduate certificate is designed for mental health professionals from a variety of backgrounds and specialties. Learners explore the evolution and core systems of play therapy; play therapy techniques, models, and applications; and experientially based supervision practices in filial play therapy and individual and group play therapy. The curriculum also emphasizes developmental and multicultural considerations and ethical and legal issues associated with providing therapy for diverse populations. Current Capella learners must complete an eligible master's degree program before the graduate certificate can be conferred. Licensure and additional professional and supervised clinical hours are required by the Association for Play Therapy to earn its Registered Play Therapist credential.

Five Required Courses	25 quarter credits
PSY5244 Play Therapy 1: The History and Systems of Play Therapy (5 quarter credits)	
PSY5246 * Play Therapy 2: Theories and Practices of Play Therapy (5 quarter credits)	
<i>Choose three from the following courses:</i>	
PSY5247 * Child-Centered Play Therapy (5 quarter credits)	
PSY5248 * Filial Play Therapy (5 quarter credits)	
PSY5250 * Play Therapy Supervision Practices (5 quarter credits)	
PSY5252 * Applications of Play Therapy (5 quarter credits)	
Total	25 quarter credits

Applicants for the Association for Play Therapy's Registered Play Therapist credential must hold a recognized professional license and have specific work experience. Additionally, applicants must complete supervised clinical hours outside of Capella's program. Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website (www.capella.edu).

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.

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 2.
- Learners must complete PSY8150, PSY8235, and PSY8332 prior to beginning the practicum.
- Learners must complete all coursework, residencies, and the initial portfolio review prior to beginning the internship.
- Learners must pass the final portfolio review.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Psychology Academic Offerings, *continued*

Psychology Certificate Programs, *continued*

Residency Requirement(s):

School Psychology year-in-residence, part 2. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see the following section, [Specialist Certificate Year-in-Residence](#), and the School Psychology year-in-residence courses.

PSY-R6595	Functional Behavioral Assessment and Assessment Reviews (non-credit)
PSY-R6596	Personality and Behavior Assessment (non-credit)
PSY-R6597	Report Writing and Behavior Interventions (non-credit)
PSY-R6598	Comprehensive Learner Assessment (non-credit)
PSY-R6599	Treatment Planning and Recommendations (non-credit)

Clinical Training Requirement(s):

Minimum of 350 practicum hours and 1,200 internship hours. See the following section, [Specialist Certificate Clinical Training](#), for more information.

Eleven Required Courses 50 quarter credits

PSY7310	Biological Basis of Behavior (5 quarter credits)
PSY8150	Exceptional Children in the Classroom (5 quarter credits)
PSY8212	Childhood Mental Health, Counseling, and Crisis Intervention/Prevention (5 quarter credits)
PSY8235 *	Psychological Assessments for School Psychologists 3 (5 quarter credits)
PSY8332	Advanced Methods in School Psychology (5 quarter credits)
PSY8336	Organization and Operation of the School (5 quarter credits)
PSY8377	School Psychology Practicum 1 (3 quarter credits)
PSY8378 *	School Psychology Practicum 2 (2 quarter credits)
PSY8385 *	School Psychology Internship 1 (5 quarter credits) [†]
PSY8386 *	School Psychology Internship 2 (5 quarter credits)
PSY8387 *	School Psychology Internship 3 (5 quarter credits)

Total 50 quarter credits

[†] Learners are required to take the Praxis Series tests concurrently with PSY8385. Learners are responsible for any costs associated with these examinations.

Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website (www.capella.edu). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Kentucky residents are not eligible to enroll in this program.

Specialist Certificate Year-in-Residence

The residency requirement for the Specialist Certificate in School Psychology is satisfied by completion of part 2 of the 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 1 and part 2 of the School Psychology year-in-residence.

The year-in-residence is the first face-to-face component of the Harold Abel School of Psychology's training in school psychology. 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.

Part 2 of the School Psychology year-in-residence requires the following:

- 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-R6595), typically scheduled during spring quarter.
 - Following the opening week-in-residence, learners take the week-in-residence (PSY-R6596), typically scheduled in June.
 - Learners end the year-in-residence with a final two-week extended seminar (PSY-R6597 and PSY-R6599), typically scheduled in June.

- Learners must pass the comprehensive learner assessment (PSY-R6598) 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 has three fundamental objectives.

- 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.
- 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.
- Learners demonstrate the attitudes, behaviors, knowledge, and ethical characteristics congruent with the role and identity of the professional psychologist.

For more detailed information on residencies, learners should refer to their specialization manual.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Psychology Academic Offerings, *continued***Specialist Certificate
Clinical Training****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 that takes place over six months to one calendar year and includes registration for the accompanying practicum courses.

All practicum learners must follow the practicum application process and completion guidelines stated in the most current manual, available on Campus. Learners are also required to locate and arrange their own practicum sites, which must be approved by the director of clinical training.

Practicum Requirements

- Approved practicum application.
- Part-time site placement with a minimum of 350 hours and coursework in PSY8377 and PSY8378. These courses must be completed sequentially over a six-month to one-year period.

Overview of Internship

The internship occurs after all coursework 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 registration for the accompanying internship courses.

All internship learners must follow the internship application process and completion guidelines stated in the most current manual, available on Campus. Learners are also required to locate and arrange their own internship sites, which must be approved by the director of clinical training.

Internship Requirements

- Learner demonstrates readiness for internship.
- Approved internship application.
- Full-time site placement with a minimum of 1,200 hours and coursework 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.

Psychology Concentrations**Family Psychology**

The Family Psychology concentration emphasizes the family development process and the historical role of the family through an exploration of family systems theory and current family psychology research. Learners examine the thoughts, emotions, and behaviors of individuals; couples; and nuclear, extended, and non-traditional families in relationships and the broader environments in which they function.

Three Required Courses 15 quarter credits

PSY6505 * Principles of Family Psychology
(5 quarter credits)

AND

Choose two from the following courses:

PSY6510 Family Systems Theories
(5 quarter credits)

PSY6540 Current Issues and Methods in
Family Research (5 quarter credits)

PSY6545 Couples Within Family Psychology
(5 quarter credits)

Total 15 quarter credits

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

School of Public Service Leadership

Program Descriptions and Information

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.

Undergraduate—Degree Program *Bachelor of Science (BS) in Criminal Justice*

The Criminal Justice degree program provides learners with knowledge of the processes, procedures, and substantive facets of the criminal justice profession. Learners engage in a theoretical and practical curriculum, and develop their knowledge of theories and concepts in criminal and constitutional law, criminal psychology and behavior, social issues in criminal justice, juvenile justice, ethics, domestic and international terrorism, and research methodology. Successful graduates of the Criminal Justice degree program are prepared to pursue careers in settings such as law enforcement, business, education, consulting, psychology, health care, and human services.

Graduate—Degree Programs

Doctor of Philosophy (PhD) in Criminal Justice

The doctoral Criminal Justice degree program prepares learners to analyze and effectively address the complex challenges facing courts, corrections, and policing at the highest levels. The

curriculum emphasizes acquisition of critical and analytical skills needed to develop strategies and policies for criminal justice leadership and administration. Learners evaluate how complex societies, new technologies, and dynamic issues create new challenges and opportunities for criminal justice researchers and practitioners. The program provides learners with the competencies to conduct original research in the criminal justice fields. Successful graduates of this program are prepared to pursue a wide variety of career paths in leadership roles, conduct policy and scholarly research, accept academic appointments, and undertake consulting positions that have a positive impact on criminal justice systems and society.

Doctor of Philosophy (PhD) in Emergency Management

The PhD in Emergency Management degree program emphasizes the examination of relevant theory and research in crisis and emergency preparedness, response, recovery, and mitigation. Throughout the program, learners examine the creation and application of current emergency management theory, research, and practice. The program is designed for current leaders or those aspiring to become leaders in the emergency management or public safety fields, and prepares learners to design and conduct independent research that addresses the complexities of managing and leading emergency systems and emergency management organizations. Successful graduates of this program are prepared to pursue leadership or teaching careers, conduct research, develop and implement policy, and work as emergency management consultants in a public safety organization, the emergency management field, or an academic institution.

Doctor of Emergency Management (DEM)

The Doctor of Emergency Management degree program focuses on policy development and evaluation in crisis and emergency preparedness, response, recovery, and mitigation. Throughout the program, learners examine the dynamic nature of critical incidents; historical, social, and demographic emergency management issues; and current emergency management theory, research, and practice. The program is designed for current leaders or those aspiring to become leaders or managers in the public safety or emergency management field. Learners strengthen their professional and leadership skills and develop policies needed to promote crisis intervention and resilience. Successful graduates of this program demonstrate the ability to critically analyze all phases of emergency management and are prepared to pursue leadership, managerial, or operational careers; develop and implement policy; and work as emergency management consultants in a public safety organization or within the general emergency management field.

Doctor of Public Administration (DPA)

The Doctor of Public Administration (DPA) degree program is designed for working public administration professionals seeking advanced leadership responsibilities. The curriculum emphasizes how public policies and practices enhance public value and collaboration. Learners in the program analyze and integrate theoretical approaches from policy development to implementation. Learners develop research competencies that support practical, complex, site-based, and profession-based problem solving. Through the collection and analysis of evidence essential for implementing public service strategies, learners gain the ability to apply research specific to their interest and goals within public administration.

School of Public Service Leadership, *continued*

Master of Science (MS) in Criminal Justice

The Master of Science in Criminal Justice degree program is designed for learners prepared to enter or advance a career in a criminal justice profession. Learners gain an understanding that allows them to more effectively address the complex issues involved in the criminal justice system, both domestically and globally. Learners examine and apply leadership strategies, resource planning, and the latest research and criminal justice theories for strategic and operative decision making and policy. Successful graduates of this program are equipped to pursue a wide range of careers at the supervisory and administrative levels in diverse fields, such as security, law enforcement, corrections, federal, state and local government as well as in private sector service.

Master of Science (MS) in Emergency Management

The Master of Science in Emergency Management degree program prepares learners to understand and effectively address the complex issues surrounding the emergency management profession. The program is designed for learners who are currently emergency managers, public safety officials, planners, first responders, continuity professionals, and government agents prepared to advance their careers in the emergency management field. Learners acquire and apply knowledge concerning both foundational and contemporary issues, emergency management systems, and risk-based decision making. The program provides learners with opportunities for advanced study, leadership, and career advancement at the supervisory and administrative levels.

Master of Public Administration (MPA)

The Master of Public Administration (MPA) degree program is designed for working public administration professionals seeking additional leadership responsibilities. Through

Capella's practitioner-scholar model, learners engage in an interdisciplinary curriculum. Learners 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.

Concentrations

Concentrations are designed to provide learners with deeper knowledge in a specific subject area. They include a specific set of courses in a narrowly defined field of study that is taken either to fulfill a degree program requirement or add to a degree program requirement. Learners enrolled in an eligible degree program that does not include a concentration as part of its requirements may request to be enrolled in eligible concentrations at any point during their program. The degree and concentration are awarded simultaneously upon completion of the program and concentration requirements.

DEPARTMENT OF SOCIAL WORK

Social Work Degree Programs

Doctor of Social Work (DSW)

The Doctor of Social Work (DSW) degree program, designed around national social work education guidelines, focuses on leadership, advanced practitioner skills, and technology. The curriculum emphasizes critical thinking, leadership, advanced practice, and the integration of theoretical knowledge with practical experience. Learners engage in online coursework and conduct either an action research study or program evaluation. Successful graduates of this degree program are prepared to pursue positions as leaders, advanced practitioners, and educators in the social work field.

Master of Social Work—Advanced Standing

The Master of Social Work (MSW)—Advanced Standing degree program provides learners who have a bachelor's degree in social work from a Council on Social Work Education (CSWE) accredited program with the opportunity to advance their social work practice skills with individuals, families, groups, organizations, and communities. Learners develop and apply advanced generalist practice and leadership skills in engagement, assessment, intervention, and evaluation from a strengths perspective grounded in social work values and ethics, social justice, human rights, cultural competence, policy practice, the integration of technology, and evidence-based practice through the integration of the Educational Policy and Accreditation Standards from the CSWE. To enhance and reinforce the demonstration of micro, mezzo, and macro advanced generalist practice skills, learners engage in face-to-face residency experiences. Upon successful completion of the core curriculum, learners further develop their advanced generalist practice skills by selecting electives in the areas of clinical practice, leadership and supervision, or human services.

Master of Social Work

The Master of Social Work (MSW) degree program provides learners who have a bachelor's degree the opportunity to pursue an MSW. The curriculum includes coursework in social welfare; human behavior; research; social policy; practice with individuals, groups, families, organizations, and communities; mental health; cultural competence and diversity; leadership and supervision; and innovative technology in practice through the integration of the Educational Policy and Accreditation Standards from the Council on Social Work Education (CSWE). To enhance and reinforce the demonstration of micro, mezzo, and macro advanced

School of Public Service Leadership, *continued*

generalist practice skills, learners engage in face-to-face residency experiences.

Upon successful completion of the MSW foundational courses, learners further develop their advanced generalist practice skills by selecting electives in the areas of clinical practice, leadership and supervision, or human services.

As part of the admission process, Capella University requires all learners in these programs to sign the [Licensure Disclosure & Responsibilities Acknowledgment](#) in which they agree that it is their responsibility to understand and comply with licensing and certification laws and regulations.



Charlyn A. Hilliman, PhD, MPA
Dean of Public Service Leadership

A Message from the Dean of Public Service Leadership

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.

Learners can work toward bachelor's, master's, or doctoral degrees at the School of Public Service Leadership. In addition, master's and doctoral degrees in social work can be achieved through the Department of Social Work.

Our curricula are designed, developed, and taught by faculty who hold doctoral degrees and many who bring extensive professional experience to the classroom. School faculty members have tackled challenging public service issues and have worked with regional, national, and international public service organizations.

We are pleased to have you join us at Capella University and the School of Public Service Leadership. We are committed to working with you throughout your educational journey, and we look forward to celebrating your success.

Charlyn A. Hilliman, PhD, MPA
Dean of Public Service Leadership

Undergraduate—Public Service Leadership Academic Offerings

Degree Program	Concentrations													
	Accounting	Addictions	Behavioral Health	Business Intelligence	Corrections	Emergency Management	Finance	Forensic Psychology	Health Care Management	Human Resource Management	Law Enforcement Leadership	Management and Leadership	Marketing	Project Management
Bachelor of Science (BS) in Criminal Justice	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Bachelor of Science (BS) in Criminal Justice

The Criminal Justice degree program provides learners with knowledge of the processes, procedures, and substantive facets of the criminal justice profession. Learners engage in a theoretical and practical curriculum, and develop their knowledge of theories and concepts in criminal and constitutional law, criminal psychology and behavior, social issues in criminal justice, juvenile justice, ethics, domestic and international terrorism, and research methodology. Successful graduates of the Criminal Justice degree program are prepared to pursue careers in settings such as law enforcement, business, education, consulting, psychology, health care, and human services.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see [General Education Courses](#).

Required course:

ENG1100 Writing Strategies for Criminal Justice (6 quarter credits)

Additional Program Requirements

Required courses - 66 quarter credits

COM2000 Intercultural Communications (6 quarter credits)
 COM3700 Conflict Resolution (6 quarter credits)
 CJ1000 Introduction to Criminal Justice (6 quarter credits)
 CJ2004 Perspectives in Criminal Justice (6 quarter credits)
 CJ2120 Ethics of Criminal Justice (6 quarter credits)
 CJ3200 Constitutional Law (6 quarter credits)
 CJ3220 Criminal Law (6 quarter credits)
 CJ3540 Criminal Procedure and Evidence (6 quarter credits)
 CJ4280 Research Applications in Criminal Justice (6 quarter credits)
 PSYC3130 Criminal Psychology and Behavior (6 quarter credits)
 SOC2000 Cultural Diversity (6 quarter credits)

Elective courses - 63 quarter credits

Recommended Electives:

CJ1100 Introduction to Emergency Management (6 quarter credits)
 CJ3250 Corrections, Probation, and Parole (6 quarter credits)
 CJ3260 Correctional Counseling (6 quarter credits)
 CJ3270 Corrections Administration and Leadership (6 quarter credits)
 CJ3500 Police Administration and Leadership (6 quarter credits)
 CJ3520 Police-Community Relations (6 quarter credits)
 CJ3560 Multiagency Investigations (6 quarter credits)
 CJ3600 Emergency Planning (6 quarter credits)
 CJ3620 Disaster Response Operations and Management (6 quarter credits)
 CJ3700 Terrorism (6 quarter credits)
 CJ3750 White-Collar and Organized Crime (3 quarter credits)
 CJ3800 Social Dimensions of Disaster (6 quarter credits)
 CJ3850 School Violence (3 quarter credits)
 CJ3950 Women in Criminal Justice (3 quarter credits)
 PSYC3150 Victimology (3 quarter credits)

OR

Choose any additional undergraduate course(s).

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

CJ4990 Criminal Justice Capstone (6 quarter credits)

Total 180 quarter credits

This program is not designed to prepare graduates for employment as law enforcement or peace officers. The qualifications to become a law enforcement or peace officer vary; learners should check their state's certification process and requirements.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Public Service Leadership Academic Offerings

Degree Programs	Concentrations						
	Continuity Management	Corrections	Criminology	Critical Infrastructure and Key Resources	Higher Education	Human Resource Management	Project Management
Doctor of Philosophy (PhD) in Criminal Justice	✓	✓	✓	✓	✓	✓	✓
Doctor of Philosophy (PhD) in Emergency Management	✓	✓	✓	✓	✓	✓	✓
Doctor of Emergency Management (DEM)	✓	✓	✓	✓	✓	✓	✓
Doctor of Public Administration (DPA)	✓	✓	✓	✓	✓	✓	✓
Master of Science (MS) in Criminal Justice	✓	✓	✓	✓	✓	✓	✓
Master of Science (MS) in Emergency Management	✓	✓	✓	✓	✓	✓	✓
Master of Public Administration (MPA)	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓

Department of Social Work Degree Programs
Doctor of Social Work (DSW)
Master of Social Work (MSW)—Advanced Standing
Master of Social Work (MSW)

Graduate—Public Service Leadership Academic Offerings, *continued***Doctor of Philosophy (PhD) in Criminal Justice Degree Program**

The doctoral Criminal Justice degree program prepares learners to analyze and effectively address the complex challenges facing courts, corrections, and policing at the highest levels. The curriculum emphasizes acquisition of critical and analytical skills needed to develop strategies and policies for criminal justice leadership and administration in the context of contemporary global society. Learners evaluate how complex societies, new technologies, and dynamic issues create new challenges and opportunities for criminal justice researchers and practitioners. The program provides learners with the competencies to conduct original research in the criminal justice fields. Successful graduates of this program are prepared to pursue a wide variety of career paths in leadership roles, conduct policy and scholarly research, accept academic appointments, and undertake consulting positions that have a positive impact on criminal justice systems and society.

Residency Requirement(s):

Three six-week courses with a four-day embedded residency experience (PSL-R8925, PSL-R8926, PSL-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Twenty-Two Required Courses 80 quarter credits

PSL7010	21st-Century Communication and Leadership (4 quarter credits)
PSL7020 *	Professional Practice and Collaboration in a Diverse and Dynamic World (4 quarter credits)
PSL7030 *	Introduction to Critical Analysis and Research (4 quarter credits)
CRJ7015 *	Criminal Justice Theory (4 quarter credits)
CRJ7025 *	Justice, Security, and Democracy (4 quarter credits)
CRJ7035 *	Criminal Justice Policy and Administration (4 quarter credits)
CRJ8015 *	Assessing Criminal Justice Theory (4 quarter credits)
CRJ8025 *	Contemporary Issues in Criminal Justice (4 quarter credits)
CRJ8035 *	Globalization and the Criminal Justice System (4 quarter credits)
CRJ8045 *	Analysis of Crime Data (4 quarter credits)
PSL7860 *	Survey of Research Methods (4 quarter credits)
PSL7864 *	Quantitative Design and Analysis (4 quarter credits)
PSL7868 *	Qualitative Design and Analysis (4 quarter credits)
PSL-R8925 *	PhD Dissertation Research Seminar Track 1 (3 quarter credits)
PSL-R8926 *	PhD Dissertation Research Seminar Track 2 (3 quarter credits)
PSL-R8927 *	PhD Dissertation Research Seminar Track 3 (3 quarter credits)

Choose one from the following courses:

PSL8110 *	Advanced Qualitative Analysis in Public Service Leadership (4 quarter credits)
PSL8120 *	Multivariate Analysis in Public Service Leadership (4 quarter credits)

Upon completion of all required coursework:

PSL9919 *	Doctoral Comprehensive Examination (3 quarter credits)
-----------	--

Learners must register for PSL9960 a minimum of four times to fulfill their program requirements.

PSL9960 *	Dissertation Coursework (3 quarter credits each)
-----------	--

Four Elective Courses 16 quarter credits

Choose any graduate course(s).

Total 96 quarter credits

Admission to the PhD in Criminal Justice degree program requires learners to complete and submit the SoPSL Course Registration Acknowledgment.

Doctor of Philosophy (PhD) in Emergency Management Degree Program

The PhD in Emergency Management degree program emphasizes the examination of relevant theory and research in crisis and emergency preparedness, response, recovery, and mitigation. Throughout the program, learners examine the creation and application of current emergency management theory, research, and practice. The program is designed for current leaders or those aspiring to become leaders in the emergency management or public safety fields, and prepares learners to design and conduct independent research that addresses the complexities of managing and leading emergency systems and emergency management organizations. Successful graduates of this program are prepared to pursue leadership or teaching careers, conduct research, develop and implement policy, and work as emergency management consultants in a public safety organization, the emergency management field, or an academic institution.

Residency Requirement(s):

Three six-week courses with a four-day embedded residency experience (PSL-R8925, PSL-R8926, PSL-R8927). See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Twenty-Two Required Courses 80 quarter credits

PSL7010	21st-Century Communication and Leadership (4 quarter credits)
PSL7020 *	Professional Practice and Collaboration in a Diverse and Dynamic World (4 quarter credits)
PSL7030 *	Introduction to Critical Analysis and Research (4 quarter credits)
EMG7015 *	Application of Emergency Management Theory (4 quarter credits)
EMG7025 *	Emergency Management Policy and the Administration of Emergencies and Disasters (4 quarter credits)
EMG7035 *	Emergency Management Systems (4 quarter credits)
EMG8015 *	Risk Management in Emergency Management (4 quarter credits)
EMG8025 *	Emergency Management Operations and Planning (4 quarter credits)
EMG8035 *	Response, Continuity, Recovery, and Resilience (4 quarter credits)
EMG8045 *	Contemporary Issues in Emergency Management (4 quarter credits)
PSL7860 *	Survey of Research Methods (4 quarter credits)
PSL7864 *	Quantitative Design and Analysis (4 quarter credits)
PSL7868 *	Qualitative Design and Analysis (4 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Public Service Leadership Academic Offerings, *continued*

PhD in Emergency Management Degree Program, continued

PSL-R8925 * PhD Dissertation Research Seminar
Track 1 (3 quarter credits)

PSL-R8926 * PhD Dissertation Research Seminar
Track 2 (3 quarter credits)

PSL-R8927 * PhD Dissertation Research Seminar
Track 3 (3 quarter credits)

Choose one from the following courses:

PSL8110 * Advanced Qualitative Analysis in Public
Service Leadership (4 quarter credits)

PSL8120 * Multivariate Analysis in Public Service
Leadership (4 quarter credits)

Upon completion of all required coursework:

PSL9919 * Doctoral Comprehensive Examination
(3 quarter credits)

*Learners must register for PSL9960 a minimum of
four times to fulfill their program requirements.*

PSL9960 * Dissertation Coursework
(3 quarter credits each)

Four Elective Courses **16 quarter credits**
Choose any graduate course(s).

Total **96 quarter credits**

**Admission to the PhD in Emergency Management
degree program requires learners to complete
and submit the SoPSL Course Registration
Acknowledgment.**

Doctor of Emergency Management (DEM) Degree Program

The Doctor of Emergency Management degree program focuses on policy development and evaluation in crisis and emergency preparedness, response, recovery, and mitigation. Throughout the program, learners examine the dynamic nature of critical incidents; historical, social, and demographic emergency management issues; and current emergency management theory, research, and practice. The program is designed for current leaders or those aspiring to become leaders or managers in the public safety or emergency management field. Learners strengthen their professional and leadership skills and develop policies needed to promote crisis intervention and resilience. Successful graduates of this program demonstrate the ability to critically analyze all phases of emergency management and are prepared to pursue leadership, managerial, or operational careers; develop and implement policy; and work as emergency management consultants in a public safety organization or within the general emergency management field.

Residency Requirement(s):

Two four-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Twenty Required Courses **74 quarter credits**

PSL7010 21st-Century Communication and
Leadership (4 quarter credits)

PSL7020 * Professional Practice and Collaboration
in a Diverse and Dynamic World
(4 quarter credits)

PSL7030 * Introduction to Critical Analysis and
Research (4 quarter credits)

EMG7015 * Application of Emergency Management
Theory (4 credits)

EMG7025 * Emergency Management Policy and
the Administration of Emergencies and
Disasters (4 quarter credits)

EMG7035 * Emergency Management Systems
(4 quarter credits)

EMG8015 * Risk Management in Emergency
Management (4 quarter credits)

EMG8025 * Emergency Management Operations
and Planning (4 quarter credits)

EMG8035 * Response, Continuity, Recovery, and
Resilience (4 quarter credits)

EMG8045 * Contemporary Issues in Emergency
Management (4 quarter credits)

PSL7860 * Survey of Research Methods
(4 quarter credits)

PSL7864 * Quantitative Design and Analysis
(4 quarter credits)

PSL7868 * Qualitative Design and Analysis
(4 quarter credits)

PSL-R8941 * Professional Doctorate Research
Seminar for Public Service Leadership
Track 1 (3 quarter credits)[†]

PSL-R8942 * Professional Doctorate Research
Seminar for Public Service Leadership
Track 2 (3 quarter credits)[†]

Choose one from the following courses:

PSL8130 * Action Research for Public Service
Leadership (4 quarter credits)

PSL8140 * Program Evaluation for Public Service
Leadership (4 quarter credits)

*Upon completion of all required and elective
coursework, learners must register for PSL9971
a minimum of four times to fulfill their program
requirements.*

PSL9971 * Doctoral Capstone
(3 quarter credits each)

Four Elective Courses **16 quarter credits**
Choose any graduate course(s).

Total **90 quarter credits**

[†] 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.

GuidedPath courses and FlexPath courses fulfill the
program requirements and prerequisites for each
delivery model.

Graduate—Public Service Leadership Academic Offerings, *continued*

Doctor of Public Administration (DPA) Specialization

The Doctor of Public Administration (DPA) degree program is designed for working public administration professionals seeking advanced leadership responsibilities. The curriculum emphasizes how public policies and practices enhance public value and collaboration. Learners in the program analyze and integrate theoretical approaches from policy development to implementation. Learners develop research competencies that support practical, complex, site-based, and profession-based problem solving. Through the collection and analysis of evidence essential for implementing public service strategies, learners gain the ability to apply research specific to their interest and goals within public administration.

Residency Requirement(s):

Two four-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Twenty Required Courses 74 quarter credits

PSL7010	21st-Century Communication and Leadership (4 quarter credits)
PSL7020 *	Professional Practice and Collaboration in a Diverse and Dynamic World (4 quarter credits)
PSL7030 *	Introduction to Critical Analysis and Research (4 quarter credits)
PUAD7015 *	Theories and Concepts in Public Administration (4 quarter credits)
PUAD7025 *	Ethics in the Public Sector (4 quarter credits)
PUAD7035 *	Public Sector Policy Analysis (4 quarter credits)
PUAD8015 *	Operational Strategic Management and Planning (4 quarter credits)
PUAD8025 *	Organizational Leadership and Theory Within Public Administration (4 quarter credits)
PUAD8035 *	Diversity Within the Global Society (4 quarter credits)
PUAD8045 *	Public Administration Strategic Accounting and Finance (4 quarter credits)
PSL7860 *	Survey of Research Methods (4 quarter credits)
PSL7864 *	Quantitative Design and Analysis (4 quarter credits)
PSL7868 *	Qualitative Design and Analysis (4 quarter credits)
PSL-R8941 *	Professional Doctorate Research Seminar for Public Service Leadership Track 1 (3 quarter credits) [†]
PSL-R8942 *	Professional Doctorate Research Seminar for Public Service Leadership Track 2 (3 quarter credits) [†]

Choose one from the following courses:

PSL8130 *	Action Research for Public Service Leadership (4 quarter credits)
PSL8140 *	Program Evaluation for Public Service Leadership (4 quarter credits)
Upon completion of all required and elective coursework, learners must register for PSL9971 a minimum of four times to fulfill their program requirements.	
PSL9971 *	Doctoral Capstone (3 quarter credits each)

Total 74 quarter credits

[†] Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Master of Science (MS) in Criminal Justice Degree Program

The Master of Science in Criminal Justice degree program is designed for learners prepared to enter or advance a career in a criminal justice profession. Learners gain an understanding that allows them to more effectively address the complex issues involved in the criminal justice system, both domestically and globally. Learners examine and apply leadership strategies, resource planning, and the latest research and criminal justice theories for strategic and operative decision making and policy. Successful graduates of this program are equipped to pursue a wide range of careers at the supervisory and administrative levels in diverse fields, such as security, law enforcement, corrections, federal, state and local government as well as in private sector service.

Eight Required Courses 32 quarter credits

PSL7010	21st-Century Communication and Leadership (4 quarter credits)
PSL7020 *	Professional Practice and Collaboration in a Diverse and Dynamic World (4 quarter credits)
PSL7030 *	Introduction to Critical Analysis and Research (4 quarter credits)
CRJ7015 *	Criminal Justice Theory (4 quarter credits)
CRJ7025 *	Justice, Security, and Democracy (4 quarter credits)
CRJ7035 *	Criminal Justice Policy and Administration (4 quarter credits)
CRJ7045 *	Crime Intelligence Analysis (4 quarter credits)
CRJ7095 *	Integrative Project for Criminal Justice (4 quarter credits)

Four Elective Courses 16 quarter credits

Recommended elective courses:

CRJ7011	Corrections in the Criminal Justice System (4 quarter credits)
CRJ7021 *	Community Corrections (4 quarter credits)
CRJ7031 *	Offender Treatment and Rehabilitation (4 quarter credits)
CRJ7041 *	Institutional Corrections (4 quarter credits)
CRJ7012	Psychological Criminology (4 quarter credits)
CRJ7022	Sociological Criminology (4 quarter credits)
CRJ7032	Life-Course and Biosocial Criminology (4 quarter credits)
CRJ7042 *	Applied Criminological Theory for Scholar-Practitioners (4 quarter credits)
ED7011	Higher Education Landscape (4 quarter credits)
ED7021	The Science of Adult Learning (4 quarter credits)
ED7031	Teaching Strategies and Methods for Adult Learners (4 quarter credits)
ED7041	Curriculum and Assessment (4 quarter credits)

OR

Choose any graduate course(s).

Total 48 quarter credits

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Public Service Leadership Academic Offerings, *continued***Master of Science (MS) in
Emergency Management Degree
Program**

The Master of Science in Emergency Management degree program prepares learners to understand and effectively address the complex issues surrounding the emergency management profession. The program is designed for learners who are currently emergency managers, public safety officials, planners, first responders, continuity professionals, and government agents prepared to advance their careers in the emergency management field. Learners acquire and apply knowledge concerning both foundational and contemporary issues, emergency management systems, and risk-based decision making. The program provides learners with opportunities for advanced study, leadership, and career advancement at the supervisory and administrative levels.

Eight Required Courses 32 quarter credits

- PSL7010 21st-Century Communication and Leadership (4 quarter credits)
- PSL7020 * Professional Practice and Collaboration in a Diverse and Dynamic World (4 quarter credits)
- PSL7030 * Introduction to Critical Analysis and Research (4 quarter credits)
- EMG7015 * Application of Emergency Management Theory (4 quarter credits)
- EMG7025 * Emergency Management Policy and the Administration of Emergencies and Disasters (4 quarter credits)
- EMG7035 * Emergency Management Systems (4 quarter credits)
- EMG7045 * Risk Management Application (4 quarter credits)
- EMG7095 * Integrative Project for Emergency Management (4 quarter credits)

Four Elective Courses 16 quarter credits*Recommended elective courses:*

- EMG7011 Critical Infrastructure National Strategies and Policies (4 quarter credits)
- EMG7021 * Critical Components and Management of Complex Infrastructure Networks (4 quarter credits)
- EMG7031 * Critical Infrastructure in an All-Hazards Environment (4 quarter credits)
- EMG7041 * Designing Resilient Systems (4 quarter credits)
- EMG7012 Foundations of Continuity Management Programs (4 quarter credits)
- EMG7022 * Risk Assessment for Continuity Programs (4 quarter credits)
- EMG7032 * Business Continuity Sustainment and Project Management (4 quarter credits)

- EMG7042 * Business Continuity Planning (4 quarter credits)
- ED7011 Higher Education Landscape (4 quarter credits)
- ED7021 The Science of Adult Learning (4 quarter credits)
- ED7031 Teaching Strategies and Methods for Adult Learners (4 quarter credits)
- ED7041 Curriculum and Assessment (4 quarter credits)

OR

Choose any graduate course(s).

Total 48 quarter credits

**Master of Public Administration
(MPA) Specializations**

The Master of Public Administration (MPA) degree program is designed for working public administration professionals seeking additional leadership responsibilities. Through Capella's practitioner-scholar model, learners engage in an interdisciplinary curriculum. Learners 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.

Eight Required Courses 32 quarter credits

- PSL7010 21st-Century Communication and Leadership (4 quarter credits)
- PSL7020 * Professional Practice and Collaboration in a Diverse and Dynamic World (4 quarter credits)
- PSL7030 * Introduction to Critical Analysis and Research (4 quarter credits)
- PUAD7015 * Theories and Concepts in Public Administration (4 quarter credits)
- PUAD7025 * Ethics in the Public Sector (4 quarter credits)
- PUAD7035 * Public Sector Policy Analysis (4 quarter credits)
- PUAD7045 * Public Sector Budgeting (4 quarter credits)
- PUAD7095 * Integrative Project for Public Administration (4 quarter credits)

Four Elective Courses 16 quarter credits*Recommended elective courses:*

- PUAD7011 Issues and Innovations in Human Resource Management (4 quarter credits)
- PUAD7021 * Employee Relations in Human Resource Management (4 quarter credits)
- PUAD7031 * Labor and Employment Relations (4 quarter credits)
- PUAD7041 * Human Resource Information Systems and Communications (4 quarter credits)
- PUAD7012 Project Management Framework (4 quarter credits)
- PUAD7022 * Project Management Principles and Practices (4 quarter credits)
- PUAD7032 * Project Management Risks, Changes, and Challenges (4 quarter credits)
- PUAD7042 * Project Management Quality and Control (4 quarter credits)
- ED7011 Higher Education Landscape (4 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Public Service Leadership Academic Offerings, *continued****MPA Specializations, continued***

ED7021	The Science of Adult Learning (4 quarter credits)
ED7031	Teaching Strategies and Methods for Adult Learners (4 quarter credits)
ED7041	Curriculum and Assessment (4 quarter credits)

OR

Choose any graduate course(s).

Total **48 quarter credits****Concentrations****Continuity Management**

Learners in the Continuity Management concentration build and demonstrate an understanding of processes in both business continuity and continuity of operations. Learners analyze best practices and leadership skills needed to ensure and manage resilient and secure organizations in the public, nonprofit, and private sectors. Learners also examine and integrate the foundations of continuity management programs, risk assessment, continuity sustainment and project management, and continuity management operations.

Four Required Courses **16 quarter credits**

EMG7012	Foundations of Continuity Management Programs (4 quarter credits)
EMG7022 *	Risk Assessment for Continuity Programs (4 quarter credits)
EMG7032 *	Business Continuity Sustainment and Project Management (4 quarter credits)
EMG7042 *	Business Continuity Planning (4 quarter credits)

Total **16 quarter credits****Corrections**

Learners in the Corrections concentration comprehensively examine the philosophy of punishment and the efficacy of the entire continuum of corrections programs, including but not limited to: probation, parole, incarceration, and treatment modalities. Learners use national standards promulgated by the Academy of Criminal Justice Sciences to evaluate correctional programs in light of high-quality research findings. Learners also integrate research methodology to improve a corrections program while applying ethical practices and sensitivity to diverse audiences.

Four Required Courses **16 quarter credits**

CRJ7011	Corrections in the Criminal Justice System (4 quarter credits)
CRJ7021*	Community Corrections (4 quarter credits)
CRJ7031*	Offender Treatment and Rehabilitation (4 quarter credits)
CRJ7041*	Institutional Corrections (4 quarter credits)

Total **16 quarter credits****Criminology**

This concentration presents learners with an overview of various types of criminological theories. Learners investigate key theoretical perspectives of psychological, sociological, life-course, and biosocial perspectives. Learners analyze basic constructs from the theoretical perspectives and apply them in their field. Learners also employ strategies to improve policies and programs in their local area.

Four Required Courses **16 quarter credits**

CRJ7012	Psychological Criminology (4 quarter credits)
CRJ7022	Sociological Criminology (4 quarter credits)
CRJ7032	Life-Course and Biosocial Criminology (4 quarter credits)
CRJ7042*	Applied Criminological Theory for Scholar-Practitioners (4 quarter credits)

Total **16 quarter credits****Critical Infrastructure and Key Resources**

The Critical Infrastructure and Key Resources (CIKR) concentration presents learners with theory and application related to critical infrastructure national strategies and policies as well as components and management of complex infrastructure networks. Learners analyze and synthesize best practices and technical capabilities for CIKR protection, continuity, resiliency, and information sharing. Learners investigate the current cyber vulnerabilities in critical infrastructure systems and propose a protection plan using operational, tactical, and strategic critical infrastructure protection goals and objectives to sustain a secure operating infrastructure. In addition, learners examine the National Infrastructure Protection Plan (NIPP) created by the U.S. government to protect the nation's most critical assets.

Four Required Courses **16 quarter credits**

EMG7011	Critical Infrastructure National Strategies and Policies (4 quarter credits)
EMG7021 *	Critical Components and Management of Complex Infrastructure Networks (4 quarter credits)
EMG7031 *	Critical Infrastructure in an All-Hazards Environment (4 quarter credits)
EMG7041 *	Designing Resilient Systems (4 quarter credits)

Total **16 quarter credits**

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Public Service Leadership Academic Offerings, *continued*

Concentrations, continued

Higher Education

The Higher Education concentration integrates theory, research, and effective teaching practices for learners who wish to pursue a key role in enhancing learning within a higher education setting. Learners analyze and apply theories and principles of adult learning, the structure and culture of today's universities, methods to meet the needs of diverse adult learners, 21st-century educational trends, the development of online curricula design, and the assessment of learning outcomes for improvement.

Four Required Courses 16 quarter credits

ED7011	Higher Education Landscape (4 quarter credits)
ED7021	The Science of Adult Learning (4 quarter credits)
ED7031	Teaching Strategies and Methods for Adult Learners (4 quarter credits)
ED7041	Curriculum and Assessment (4 quarter credits)

Total 16 quarter credits

Human Resource Management

In the Human Resource Management (HRM) concentration, learners develop their knowledge of HRM and the skills necessary to implement strategic, innovative, and ethical human resource practices within organizations. Learners in this concentration expand their understanding of how organizations operate and change in order to remain competitive. Learners also examine operational needs related to effective employee utilization, motivation, and engagement as well as assess policies and practices that promote diversity and inclusion in the workplace.

Four Required Courses 16 quarter credits

PUAD7011	Issues and Innovations in Human Resource Management (4 quarter credits)
PUAD7021 *	Employee Relations in Human Resource Management (4 quarter credits)
PUAD7031 *	Labor and Employment Relations (4 quarter credits)
PUAD7041 *	Human Resource Information Systems and Communications (4 quarter credits)

Total 16 quarter credits

Project Management

Learners in the Project Management concentration build their understanding of project management and balance theoretical knowledge with practical application to develop the skills needed to implement strategic and innovative project management functions within organizations. Learners expand and apply their knowledge of how projects are created, budgeted, managed, and completed. Learners also assess operational needs related to effective change management, quality control, and efficient processes required to execute complex projects and maintain cost-effective outcomes, while focusing on practices that determine milestones in the workplace.

Four Required Courses 16 quarter credits

PUAD7012	Project Management Framework (4 quarter credits)
PUAD7022 *	Project Management Principles and Practices (4 quarter credits)
PUAD7032 *	Project Management Risks, Changes, and Challenges (4 quarter credits)
PUAD7042 *	Project Management Quality and Control (4 quarter credits)

Total 16 quarter credits

Department of Social Work

Doctor of Social Work (DSW)

The Doctor of Social Work (DSW) degree program, designed around national social work education guidelines, focuses on leadership, advanced practitioner skills, and technology. The curriculum emphasizes critical thinking, leadership, advanced practice, and the integration of theoretical knowledge with practical experience. Learners engage in online coursework and conduct either an action research study or program evaluation. Successful graduates of this degree program are prepared to pursue positions as leaders, advanced practitioners, and educators in the social work field.

Residency Requirements

Two four-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Nineteen Required Courses 71 quarter credits

PSL7010	21st-Century Communication and Leadership (4 quarter credits)
PSL7020 *	Professional Practice and Collaboration in a Diverse and Dynamic World (4 quarter credits)
PSL7030 *	Introduction to Critical Analysis and Research (4 quarter credits)
SWK8015 *	Advanced Social Work Practice: Theoretical Perspectives (4 quarter credits)
SWK8025 *	Leadership and Management in Complex Social Systems (4 quarter credits)
SWK8035 *	Advanced Social Work Policy and Practice (4 quarter credits)
SWK8045 *	Clinical Theories of Social Work Practice 1 (4 quarter credits)
SWK8055 *	Advanced Social Work Practice with Diverse Populations in Complex Systems (4 quarter credits)
SWK8065 *	Clinical Theories of Social Work Practice 2 (4 quarter credits)
SWK8075 *	Advanced Social Work Practitioner as a Leader of Social Change (4 quarter credits)
PSL7860 *	Survey of Research Methods (4 quarter credits)
PSL7864 *	Quantitative Design and Analysis (4 quarter credits)
PSL7868 *	Qualitative Design and Analysis (4 quarter credits)

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Public Service Leadership Academic Offerings, *continued*

DSW, *continued*

PSL-R8941 * Professional Doctorate Research Seminar for Public Service Leadership Track 1 (3 quarter credits)[†]

PSL-R8942 * Professional Doctorate Research Seminar for Public Service Leadership Track 2 (3 quarter credits)[†]

In addition, choose one from the following courses:

PSL8130 * Action Research for Public Service Leadership (4 quarter credits)

PSL8140 * Program Evaluation for Public Service Leadership (4 quarter credits)

Upon completion of all required and elective coursework, learners must register for PSL9971 a minimum of three times to fulfill their program requirements.

PSL9971 * Doctoral Capstone (3 quarter credits)

Total 71 quarter credits

[†] Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Master of Social Work—Advanced Standing

The Master of Social Work (MSW)—Advanced Standing degree program provides learners who have a bachelor's degree in social work from a Council on Social Work Education (CSWE) accredited program with the opportunity to advance their social work practice skills with individuals, families, groups, organizations, and communities. Learners develop and apply advanced generalist practice and leadership skills in engagement, assessment, intervention, and evaluation from a strengths perspective grounded in social work values and ethics, social justice, human rights, cultural competence, policy practice, the integration of technology, and evidence-based practice through the integration of the Educational Policy and Accreditation Standards from the CSWE. To enhance and reinforce the demonstration of micro, mezzo, and macro advanced generalist practice skills, learners engage in face-to-face residency experiences. Upon successful completion of the core curriculum, learners further develop their advanced generalist practice skills by selecting electives in the areas of clinical practice, leadership and supervision, or human services.

Residency Requirement(s):

One six-day residency. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Field Experience Requirement(s):

Minimum of 600 supervised field experience hours. See the following section, [Field Experience](#), for more information.

Eleven Required Courses 44 quarter credits

Required courses:

SWK5012 Cultural Competence and Social Work Practice with Diverse Populations (4 quarter credits)

SWK5013 Mental Health Practice and Advanced Interventions: Theory and Practice (4 quarter credits)

SWK-R5014 * Advanced Generalist Social Work Practice (4 quarter credits)

SWK5015 Advanced Statistics, Research, and Program Evaluation (4 quarter credits)

SWK5016 * Integrative Technology in Advanced Social Work Practice (4 quarter credits)

SWK5017 * Clinical Supervision and Leadership in Social Work Practice (4 quarter credits)

SWK5018 * Systems Analysis of Social Work Practice: Theories, Skills, Values, and Professional Practice (4 quarter credits)

SWK5525 * Advanced Field Seminar/Lab (4 quarter credits)

SWK5526 * Advanced Field Practicum 1 (4 quarter credits)

SWK5527 * Advanced Field Practicum 2 (4 quarter credits)

SWK5528 * Advanced Field Practicum 3 (4 quarter credits)

Two Elective Courses 8 quarter credits

Recommended elective courses:

SWK5800 * Advanced Clinical Social Work Practice with Children and Youth (4 quarter credits) **AND**

SWK5801 * Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Children and Youths (4 quarter credits)

OR

SWK5802 * Advanced Clinical Social Work Practice with Adults (4 quarter credits) **AND**

SWK5803 * Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Adults (4 quarter credits)

OR

SWK5804 * Innovative Leadership and Supervision in Social Work Practice (4 quarter credits) **AND**

SWK5805 * Managing Social Work Practice in the 21st Century (4 quarter credits)

OR

Choose any graduate courses related to social work within the fields of psychology, counseling, human services, health care, public administration, or education.

Total 52 quarter credits

Capella University's Master of Social Work Advanced Standing and Master of Social Work programs are accredited by the Council on Social Work Education (CSWE) Commission on Accreditation. Some states require graduation from a fully accredited CSWE program to be eligible for a social work license or to participate in post-graduate supervision hours necessary for licensure. Capella University cannot guarantee licensure, certification, other professional credentials or salary advancement. It is each learner's responsibility to understand and comply with these requirements. For more information on licensure, see the Licensure section on Capella's website (www.capella.edu).

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

Graduate—Public Service Leadership Academic Offerings, *continued*

Master of Social Work (MSW)

The Master of Social Work (MSW) degree program provides learners who have a bachelor's degree the opportunity to pursue an MSW. The curriculum includes coursework in social welfare; human behavior; research; social policy; practice with individuals, groups, families, organizations, and communities; mental health; cultural competence and diversity; leadership and supervision; and innovative technology in practice through the integration of the Educational Policy and Accreditation Standards from the Council on Social Work Education (CSWE). To enhance and reinforce the demonstration of micro, mezzo, and macro advanced generalist practice skills, learners engage in face-to-face residency experiences. Upon successful completion of the MSW foundational courses, learners further develop their advanced generalist practice skills by selecting electives in the areas of clinical practice, leadership and supervision, or human services.

Residency Requirement(s):

Two six-day residencies. See university policy [3.04.05 Attendance at Residencies](#) and the [Residencies](#) page on Campus for more information. Also see each graduate school's residency courses.

Field Experience Requirement(s):

Minimum of 1,000 supervised field experience hours. See the following section, [Field Experience](#), for more information.

Twenty Required Courses 80 quarter credits

Required courses:

SWK5001	Research in Social Work Practice (4 quarter credits)
SWK5002	Social Welfare History, Policy, and Practice (4 quarter credits)
SWK5003 *	Human Behavior and the Social Environment 1 (4 quarter credits)
SWK-R5004 *	Micro Social Work Practice (4 quarter credits)
SWK5005 *	Human Behavior and the Social Environment 2 (4 quarter credits)
SWK5006 *	Social Policy and Planning in Human Services (4 quarter credits)
SWK5007 *	Mezzo Social Work Practice (4 quarter credits)
SWK5008 *	Macro Social Work Practice with Groups, Organizations, and Communities (4 quarter credits)
SWK5025 *	Foundation Field Practicum 1 (4 quarter credits)
SWK5026 *	Foundation Field Practicum 2 (4 quarter credits)
SWK5012 *	Cultural Competence and Social Work Practice with Diverse Populations (4 quarter credits)
SWK5013 *	Mental Health Practice and Advanced Interventions: Theory and Practice (4 quarter credits)
SWK-R5014 *	Advanced Generalist Social Work Practice (4 quarter credits)

SWK5015	Advanced Statistics, Research, and Program Evaluation (4 quarter credits)
SWK5016 *	Integrative Technology in Advanced Social Work Practice (4 quarter credits)
SWK5017 *	Clinical Supervision and Leadership in Social Work Practice (4 quarter credits)
SWK5018 *	Systems Analysis of Social Work Practice: Theories, Skills, Values, and Professional Practice (4 quarter credits)
SWK5526 *	Advanced Field Practicum 1 (4 quarter credits)
SWK5527 *	Advanced Field Practicum 2 (4 quarter credits)
SWK5528 *	Advanced Field Practicum 3 (4 quarter credits)

Two Elective Courses 8 quarter credits

Recommended elective courses:

SWK5800 *	Advanced Clinical Social Work Practice with Children and Youth (4 quarter credits) AND
SWK5801 *	Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Children and Youths (4 quarter credits)

OR

SWK5802 *	Advanced Clinical Social Work Practice with Adults (4 quarter credits) AND
SWK5803 *	Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Adults (4 quarter credits)

OR

SWK5804 *	Innovative Leadership and Supervision in Social Work Practice (4 quarter credits) AND
SWK5805 *	Managing Social Work Practice in the 21st Century (4 quarter credits)

OR

Choose any graduate courses related to social work within the fields of psychology, counseling, human services, health care, public administration, or education.

Total 88 quarter credits

Capella University's Master of Social Work Advanced Standing and Master of Social Work programs are accredited by the Council on Social Work Education (CSWE) Commission on Accreditation. Some states require graduation from a fully accredited CSWE program to be eligible for a social work license or to participate in post-graduate supervision hours necessary for licensure. Capella University cannot guarantee licensure, certification, other professional credentials or salary advancement. It is each learner's responsibility to understand and comply with these requirements. For more information on licensure, see the Licensure section on Capella's website (www.capella.edu).

Field Experience

Learners enrolled in the Master of Social Work (MSW)—Advanced Standing degree program are required to complete a minimum of 600 supervised hours of hands-on field experience in an agency setting that is specific to the learner's area of interest. Learners enrolled in the Master of Social Work (MSW) degree program are required to complete a minimum of 1,000 supervised hours of hands-on field experience in an agency setting. The field experience portion for both of these programs is the signature pedagogy in social work education.

In the MSW—Advanced Standing field experience, learners integrate theory, practice, and intellectual contributions from their coursework activities to develop advanced generalist practice skills under the leadership and supervision of an experienced professional social worker. This field experience provides learners with the opportunity to participate in advanced practice with individuals, families, groups, and organizations. Additionally, learners engage in an advanced integrated field seminar to support their advanced generalist practice development. In the MSW field experience, learners blend their coursework education with real-world experiences to develop generalist practice skills under the leadership and supervision of an experienced professional social worker. This field experience provides learners with the opportunity to experience direct practice with individuals, families, groups, and organizations. Additionally, learners engage in an integrated field seminar to support their professional development. In both instances, learners use their field experiences to help them achieve their program outcomes and advanced generalist practice skills.

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

GuidedPath courses and FlexPath courses fulfill the program requirements and prerequisites for each delivery model.

COURSE DESCRIPTIONS

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.

The following courses may require live web conferencing activities and/or learner audio/video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations.

GuidedPath Course Descriptions

Accounting

ACC5610 - Advanced Accounting, Budget Planning and Control (4 quarter credits). This course emphasizes the application of advanced accounting principles to business operations. This includes the function of budgetary systems in organizational planning, management, and control, and the application of a systems approach to budgeting. **Prerequisite(s): MBA5010 or MBA6014.**

Addiction Studies

ADD5004 - Survey of Research in Human Development for Addiction Professionals (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 by applying biological, psychological, and addiction concepts. **Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

ADD5106 - Assessment of Addiction (4 quarter credits). Learners in this course examine the assessment process and the use of addiction-specific assessment tools and mental health screenings. Learners also explore the role of assessment methods, testing strategies, and basic measurement constructs in relation to the evaluation of co-occurring disorders.

ADD5107 - Principles of Integrated Addiction and Mental Health Treatment (4 quarter credits). Learners in this course examine diagnostic categories, professional literature, and current issues associated with an integrated addiction treatment model. Learners also explore the current *Diagnostic and Statistical Manual of Mental Disorders (DSM)* classifications and diagnostic issues associated with multicultural populations.

ADD5217 - Ethical and Legal Issues in Addiction Treatment (4 quarter credits). In this course, learners evaluate current legal and ethical guidelines used in the addiction profession. Learners apply decision-making models and formulate effective collaboration strategies used to resolve legal and ethical issues that arise when working with children, adults, couples, and families. Learners also analyze how personal belief systems influence addiction professionals' responses to those issues.

ADD5258 - Group Therapy in Addiction Treatment (4 quarter credits). In this course, learners study the group therapy process and apply clinical theories, research, and skills to addiction treatment. Topics include group therapy development, leadership styles, and critical incident management in group therapy, including members "acting out" (e.g., relapsing), inter- group conflict, and group member transference with leaders. Learners also consider ethics and culture and their influences on addiction treatment.

ADD5260 - Theories and Models of Addiction Treatment (4 quarter credits). Learners in this course investigate the nature of addiction problems, studying various theories and models of addiction to evaluate the validity and efficacy of associated treatment approaches. Learners also utilize critical thinking skills in the application of theory to therapeutic work with specific populations.

ADD5262 - Interventions in Addiction Treatment (4 quarter credits). Learners in this course evaluate traditional and non-traditional treatment approaches to address addiction, recovery, and relapse. Throughout the course, learners examine inpatient and outpatient treatment programming and self-help groups; the use of alternative treatment approaches; community resources; and individual, group, and family approaches in the treatment of addiction. The course also addresses ongoing changes in the health care delivery system, with particular emphasis on current trends in service delivery.

ADD5264 - Foundations and Current Issues in Addiction Treatment (4 quarter credits). In this course, learners gain a comprehensive understanding of treatment processes throughout the treatment continuum—from intake to continuing care and community and family support. Learners consider the significance of the client engagement process and the role of the addiction professional from a variety of perspectives, along with issues such as the impact the client and community's culture has on treatment. Other course topics include a review of addiction treatment and trends, current research on effective treatment models, evidence-based

treatment, and ethics.

ADD5336 - Implications of Addiction Treatment with Diverse Populations (4 quarter credits). This course is an introduction to the theory and research related to culturally competent addiction services and social justice advocacy. Learners consider the characteristics and concerns of diverse populations as they inform treatment and advocacy practices that promote optimal wellness and growth for individuals, couples, families, and groups. Learners also assess the influence of their own characteristics, attitudes, and beliefs on the counseling process; examine their roles in promoting social justice at multiple levels; and evaluate approaches for prevention of addiction issues in a multicultural society.

ADD5945 - Supervision and Program Management in Addiction Treatment (4 quarter credits). This course presents an overview of various supervision approaches and the ways these methods support the development of addiction professionals. Learners explore addiction treatment issues associated with training, staff credentials, working with multidisciplinary staff, and ethics from research and administration perspectives. Learners also review various methods used to conduct contemporary addiction research, with particular emphasis on the emerging research practices and perspectives used for evaluating substance-related treatment programs.

ADD6431 - Addiction Studies Internship (4 quarter credits). This course is an online-directed, supervised internship during which learners fulfill the minimum of 300 total required contact hours. Of the 300 total hours, learners must provide direct services in an addiction-related setting for at least 120 hours. Learners must also complete 10 hours of face-to-face contact with field supervisors. This internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to addiction treatment. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. May be repeated for credit. Prerequisite(s): ADD-R5941 and ADD5945 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

Course Descriptions, *continued*

ADD6432 - Addiction Studies Internship 2 (4 quarter credits). This course is an online-directed, supervised internship during which learners complete the contact hours needed to fulfill graduation and/or licensure requirements. Learners provide direct services in an addiction-related setting for at least 100 hours. Learners must also complete 10 hours of face-to-face contact with field supervisors. This internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to addiction treatment. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. May be repeated for credit. Prerequisite(s): ADD6431 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

ADD-R5941 - Addiction Studies Residency (4 quarter credits). The residency includes both an online courseroom and a face-to-face residency experience. Learners engage in online courseroom activities to prepare themselves for the residency experience and focus on developing clinical addiction counseling skills, including building therapeutic relationships, performing therapeutic assessments, and applying ethical and legal standards of practice. During the face-to-face residency experience, learners integrate addiction theories for both individuals and groups. Learners then engage in post-residency online courseroom activities to assess knowledge gained. **This course requires travel. Prerequisite(s): ADD5004, ADD5106, ADD5107, ADD5217, ADD5258, ADD5260, ADD5262, ADD5264, ADD5336. Cannot be fulfilled by transfer.**

Analytics

ANLT5002 - Basic Applications of Analytics (4 quarter credits). In this course, learners develop the skills needed to apply the early aspects of the life cycle of analytics. Learners review the different types of data sources and explore various data models and algorithms. Learners also use basic tools to complete an analysis and collaborate within teams to evaluate case studies and explore ways in which stakeholders' needs are met through data intelligence. **Must be taken during the first quarter by learners who have been admitted to the MS in Analytics degree program. Cannot be fulfilled by transfer or prior learning assessment.**

ANLT5010 - Foundations in Analytics (4 quarter credits). Learners in this course apply data management fundamentals to data models. Learners examine the concepts

of data mining, ETLs, and data warehouses and also evaluate applied analytics in professional domains such as finance, marketing, and health care.

ANLT5020 - Data Sources for Analytics (4 quarter credits). In this course, learners explain database methodologies including relational databases, flat files, dimensional modeling, RSS feeds, and multi-dimensional modeling. Learners examine the impact of data quality on analytics and apply ETL techniques and processes. Finally, learners evaluate the application of data warehouses, data marts, and multi-dimensional cubes to decision-making and action. **Prerequisite(s): Completion of or concurrent registration in ANLT5010.**

ANLT5030 - Statistical Methods in Analytics (4 quarter credits). In this course, learners study the collection, organization, presentation, analysis, and interpretation of data using statistical methods. Learners practice using appropriate tools to obtain a result using statistical methods and collaborate with team members to compare processes, techniques, and conclusions to understand various perspectives. **Prerequisite(s): Completion of or concurrent registration in ANLT5020.**

ANLT5040 - Leadership for Analytics (4 quarter credits). Learners in this course develop and demonstrate their skill in the role of leadership in analytics and explore change management theories and models as they relate to the field of analytics. Learners examine the ethical issues and practices of the analytics field to gain an understanding of how personal ethical frameworks shape the decision-making process. Learners also evaluate project management skills needed for successful analytic projects.

ANLT5050 - Concepts of Data Mining (4 quarter credits). In this course, learners develop their skills in creating a predictive model. Learners apply data mining algorithms, models, and data mining modeling techniques to test, fit, and implement an algorithm and/or model with appropriate tools. Learners practice interpreting results to find an application for those results. Finally, learners apply control, feedback, and evaluation approaches to enhance, continue, or retire the algorithm or model using big data. **Prerequisite(s): ANLT5030. Graduate certificate learners in Advanced Analytics Using SAS® are exempt from this prerequisite.**

ANLT5060 - Applied Forecasting (4 quarter credits). In this course, learners evaluate forecast model outcomes to solve organizational problems. Learners

examine the impact of time and data latency on forecasting, and practice identifying patterns in the output of forecast models. Learners also apply forecasting techniques in their communication with stakeholders. **Prerequisite(s): ANLT5050.**

ANLT5070 - Text Mining (4 quarter credits). Learners in this course gain an understanding of the early stages of text mining. Learners examine document management practices, text-scraping techniques, and various methods for modeling their findings as they solve text-based mining problems. **Prerequisite(s): ANLT5030. Graduate certificate learners in Advanced Analytics Using SAS® are exempt from this prerequisite.**

ANLT5080 - Advanced Analytics and Modeling (4 quarter credits). Learners in this course demonstrate advanced practice in applying the analytic life cycle. Learners examine approaches to visual analytics and are introduced to geospatial data techniques. Learners also apply their analytic skills to current organizational problems and apply analytic solution scoring and project management skills for effective team performance. **Prerequisite(s): ANLT5050.**

ANLT5090 - Reporting Solutions with Analytics (4 quarter credits). In this course, learners examine reporting solutions that use analytics. Learners analyze, select, and apply reporting solutions to fit an organizational need and evaluate different reporting frameworks. **Prerequisite(s): ANLT5030.**

ANLT5100 - Visual Analytics (4 quarter credits). In this course, learners articulate the value of visualization to telling the analytic story to stakeholders. Learners explore the appropriate presentation of types of data and apply best practices for the design of effective visualizations. Learners also develop skills for presenting data to stakeholders in a succinct and relevant manner. **Prerequisite(s): ANLT5030. Graduate certificate learners in Advanced Analytics Using SAS® are exempt from this prerequisite.**

ANLT5900 - Capstone in Analytics (4 quarter credits). This is an integrative course for learners in the MS in Analytics degree program. Learners synthesize and integrate the knowledge, competencies, and skills acquired throughout the program by developing and implementing a final project that demonstrates practical application of program content. **For MS in Analytics learners only. Must be taken during the learner's final quarter. Prerequisite(s): Completion of all required coursework. Cannot be fulfilled by transfer or prior learning assessment.**

Course Descriptions, continued

ANLY5510 - Advanced Business Analytics (4 quarter credits). In this course, learners apply advanced analytics techniques to provide insight about a business and its customers including regression, classification, and nonparametric techniques. Learners apply data visualization and other tools to effectively present the results of data analysis and recommendations to management.
Prerequisite: *MBA5008 or MBA6018.*

Art

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.

Bachelor of Science in Health Care Administration

BHA4002 - History of the United States Health Care System (3 quarter credits). Learners in this course gain a comprehensive overview of the U.S. health care system with regard to the history, organization, financing, and delivery of health care services. Learners also investigate employment-based health insurance; Medicare and Medicaid; access, cost, and quality challenges; health care regulation; and medical malpractice.

BHA4003 - Present and Future State Developments within the United States Health Care System (3 quarter credits). In this course, learners review developments in health policy and management to better understand the present and future state of the U.S. health care system. Learners also analyze trends and effects on health care services to determine their impact on the health care industry and to predict potential future reforms. Learners also gain knowledge of health policy; health reform; access, cost, and regulatory issues; and stakeholder influence.

BHA4004 - Patient Safety and Quality Improvement in Health Care (6 quarter credits). In this course, learners examine quality improvement and risk management in health care. Learners apply various models to increase the quality of patient care and outcomes, decrease the risk of litigation, and effect positive change. Throughout the course, learners gain an understanding of how to prepare a quality dashboard utilizing common quality improvement tools, including statistical analysis; Plan, Do, Check, Act (PDCA); Six Sigma; and Rapid Cycle Improvement.

BHA4006 - Health Care Regulation and Compliance (6 quarter credits). In this course, 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. Throughout the course, learners develop and demonstrate competence in applying standards to meet requirements of governing bodies and various agencies with regulatory oversight authority. Learners also investigate fraud and abuse, risk management, business ethics, and corporate compliance.

BHA4008 - Health Care Budgeting and Reporting (3 quarter credits). Learners in this course acquire an understanding of inventory control, budgeting, financial statements, and reporting. Learners also demonstrate competence in preparing budgets for their scope of responsibility as health care professionals.

BHA4009 - Health Care Reimbursement Systems (3 quarter credits). Learners in this course examine current trends and traditional methods of payment in the health care industry. In particular, learners examine hospital, physician, third-party, state, and federal reimbursement systems and gain an understanding of the organizational revenue cycle process and payor contracting.

BHA4010 - Introduction to Health Care Research (6 quarter credits). In this course, learners examine health care research methodologies to assess access, quality, and cost as well as related marketing research and planning. In particular, learners strengthen their knowledge of quantitative, qualitative, and mixed-methods research designs in order to better understand the needs, expectations, and social norms involved within the health care delivery system.

BHA4020 - Health Care Administration Capstone Project (6 quarter credits). The capstone project is the culmination of the BS in Health Care Administration degree program. Learners demonstrate the technical and applied health care administration knowledge and the critical thinking and communication skills needed to effectively influence a diverse and dynamic health care environment, develop innovative solutions for managing U.S. health care systems, and apply continuous improvement and quality management processes to improve organizational and patient outcomes. **For BS in Health Care Administration learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.**

BHA4102 - Leadership and Communication in Health Care Organizations (6 quarter credits). Learners in this course gain awareness of their personal leadership style and develop communication approaches appropriate for a diverse set of stakeholders. Learners also build their knowledge and skills in cultural competence, effective teamwork, coaching, cross-functionality, and collaboration through the use of authentic, real-world scenarios.

BHA4104 - Strategic Leadership and Workforce Planning in Health Care (6 quarter credits). In this course, learners develop innovative solutions to strategic, tactical, and operational issues in managing health care systems through the combined use of information technology, organizational knowledge, talent management, and critical thinking. Learners enhance leadership qualities that facilitate diverse high-performance teams and create comprehensive and useable data-driven action plans. Learners also gain an understanding of organizational development, productivity management, and health care planning and marketing.

BHA4106 - Introduction to Managing Health Care Information (6 quarter credits). Learners in this course integrate essential informatics concepts into health care administration and manage the health care information lifecycle. Learners analyze information system applications to make evidence-based decisions that maximize the efficiency and quality of departmental workflow. Learners also analyze the application of methods to improve the management of patient data, clinical knowledge, population data, and other information relevant to patient care and community health.

BHA4108 - Managing Population Health (6 quarter credits). In this course, learners investigate epidemiology and its patterns, causes, and effects relative to health and disease conditions across identified populations. Learners identify evidence-based approaches to promote wellness, disease management, and evolving financial reimbursement strategies. In addition, learners gain an understanding of critical factors associated with accountable care organizations and formulate applied research strategies focused on patient engagement.

Course Descriptions, *continued*

BHA4110 - Health Care Systems and Operations (6 quarter credits). In this course, learners analyze managerial concepts and their application to the support infrastructure of health care organizations. Learners also investigate issues, trends, and best practices in supply chain management; process improvement; facility layout; quality improvement; resource planning; and facilities management.

BHA4112 - Economics of Health Care (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 analyze evolving reimbursement trends, methods, and technology and identify the political, legal, regulatory, organizational, and demographical implications of business decisions on health care economics. Learners also evaluate the ways in which economic and stakeholder influences affect operational planning and decision making.

Biology

BIO1000 - Human Biology (6 quarter credits). In this course, learners develop and demonstrate their knowledge of fundamental biological principles as they relate to human beings. Course topics include the molecular and cellular basis of life, genetics, organ systems, and the impact of nutrition and exercise on human health. The course also includes lab experience.

BIO1050 - Environmental 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.

BIO2000 - Environmental Health (6 quarter credits). In this course, learners use a multidisciplinary approach to identify and describe the environmental factors impacting individual and community health. Learners analyze the effects of various physical, biological, and chemical agents on the body and identify strategies to minimize the negative effects. Learners also assess and apply ways to protect and promote health and positively influence the quality of the environment.

Business Management

BMGT8002 - Research Processes, Theory and Practice in Global Business (6 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 are also immersed in a culture of inquiry to focus on strengthening critical-thinking and scholarly writing skills. **Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

BMGT8006 - Business Principles and Practices (4 quarter credits). Learners in this course apply theories of organization to critically analyze the organization as an arrangement of systems to develop a holistic understanding of its interrelated, interdependent functions. **Cannot be fulfilled by transfer.**

BMGT8008 - Ethics and Leadership in Global Environments (4 quarter credits). In this course, learners examine ethics theory and practice, ethical decision making, and the leader's role in creating an ethical environment in global business. Learners also explore the ways cultural intelligence fosters multicultural and ethical thinking. **Prerequisite(s): PhD in Business Management learners must have completed WRIT7086.**

BMGT8010 - Economics in Global Environments (4 quarter credits). Learners in this course examine micro- and macroeconomics from local and global perspectives; evaluate the operation of global markets in using a systems approach in the allocation of scarce resources; and explore current literature in applying economic theory to financial decision making at the individual and organizational level. **Prerequisite(s): PhD in Business Management learners must have completed WRIT7086, BMGT8030.**

BMGT8012 - Marketing Principles and Practice (4 quarter credits). This course presents marketing principles and best practices. Learners analyze the factors influencing marketing strategy and explore ways to use marketing theory to identify market opportunities and segments. Learners then formulate appropriate marketing strategies to pursue those opportunities and markets from cultural, virtual, and

global perspectives. **Prerequisite(s): PhD in Business Management learners must have completed BMGT8030, WRIT7086.**

BMGT8014 - Accounting and Finance Principles and Practice (4 quarter credits). In this course, learners study the principles and practices of accounting and financial management and the ways they inform business decision making. Learners also explore the impacts of various accounting and financial decisions on organizations. **Prerequisite(s): PhD in Business Management learners must have completed BMGT8030, WRIT7086.**

BMGT8016 - Strategic Management and Practice (4 quarter credits). Learners in this course examine theories associated with effective strategy development, integration, and implementation across all functional areas of business operations. Learners study the skills required of strategic thinkers and leaders in today's complex global business environment and practice applying them to solve contemporary business issues. **Prerequisite(s): PhD in Business Management learners must have completed BMGT8030, WRIT7086.**

BMGT8018 - The 21st-Century Organization (4 quarter credits). In this course, learners explore the breadth and depth of thinking required to make decisions within, adapt to, and lead the 21st-century organization. Learners conduct research on ways to apply various organization and systems theories and the theories of their chosen specialization to identify potential solutions to organizational issues. **Prerequisite(s): PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.**

BMGT8030 - Management Theory Creation (4 quarter credits). Learners in this course examine the philosophical, scientific, and methodological approaches underlying business management theory and research and explore the role of the scholar-practitioner as social and behavioral scientist and purveyor of evidence-based management. Learners analyze the elements of a scientific study and evaluate the ontological, epistemological, and axiological 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 a review of current and emerging research literature. **Cannot be fulfilled by transfer.**

Course Descriptions, continued

BMGT8032 - Survey of Applied Research Methods (4 quarter credits). This course focuses on qualitative, quantitative, mixed-methods, and applied business management and information technology research designs. Learners move beyond conducting literature reviews at the methodological level and focus on research design specific to reliability and threats to validity and on developing their own research proposal. Learners explore the meaning of content and process gaps, problems, and opportunities uncovered during the literature review process. Learners also develop an understanding of research ethics and the role of the Institutional Review Board (IRB). **Prerequisite(s): BMGT8030. Cannot be fulfilled by transfer.**

BMGT8034 - Quantitative Research Techniques (4 quarter credits). In this course, learners explore the fundamental concepts needed to conduct doctoral-level quantitative research. Learners develop skills related to quantitative research techniques including understanding variables and relationships, selecting quantitative instruments and evaluating their reliability and validity, developing research questions and associated hypotheses, developing ethical sampling approaches and data collection plans, choosing appropriate statistical tests, analyzing data, interpreting results, and drawing conclusions. **Prerequisite(s): BMGT8032. Cannot be fulfilled by transfer.**

BMGT8040 - Advanced Qualitative Research (4 quarter credits). Learners in this course investigate qualitative inquiry and qualitative research designs based on social constructivist and interpretive traditions appropriate for conducting business management research. Learners explore research problems, questions and design considerations, data collection and analysis, reporting and presentation of findings, and verification of data conclusions. Learners also evaluate qualitative data management software options. This course is recommended for learners who intend to conduct qualitative dissertation research. **Prerequisite(s): BMGT8034. Cannot be fulfilled by transfer.**

BMGT8042 - Applied Multivariate Modeling (4 quarter credits). Learners in this course review, critique, and apply selected multivariate models appropriate to business management and information technology research designs. Topics include exploratory data analysis, multiple regression, factorial ANOVA, MANOVA, discriminant analysis, factor analysis, structural equation modeling and emerging multivariate data analytical techniques. **This course requires the use of analytical software. Prerequisite(s): BMGT8034. Cannot be fulfilled by transfer.**

BMGT8110 - Advanced Research in Accounting (4 quarter credits). This course advances learners' skills in multidisciplinary research in accounting. Learners develop their skills by using LexisNexis and other research tools to efficiently and effectively conduct research across a broad range of accounting topics, including legal and regulatory guidance and social perspectives. Learners analyze, synthesize, evaluate, and report their research findings to develop decision frameworks and practice in accounting. **Prerequisite(s): PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.**

BMGT8112 - Financial Reporting (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 related emerging trends, technologies, and societal implications. **Prerequisite(s): PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.**

BMGT8114 - Accounting in the Global Era (4 quarter credits). In this course, learners study international accounting standards and the evolving process of harmonization. U.S.-based Generally Accepted Accounting Principles (GAAP) are compared with those of other countries. The influence of cultures, globalization, and technology on accounting standards is also examined. Learners focus on research and practice while exploring emerging trends in the profession and society. **Prerequisite(s): DBA learners must have completed BMGT8110, BMGT8112. PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.**

BMGT8116 - 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 related emerging trends, technologies, and societal implications. **Prerequisite(s): DBA learners must have completed BMGT8110, BMGT8112. PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.**

BMGT8118 - Advancing Accounting Theory (4 quarter credits). This course is designed to help learners develop as independent researchers and theorists while constructing research questions, synthesizing literature, and selecting appropriate methodologies. Learners focus on analyzing scholarly literature and emerging research trends and theory in accounting. **For PhD in Business and PhD in Business Management learners only. Prerequisite(s): PhD in Business Management learners must have completed BMGT8110, BMGT8112, BMGT8114. Cannot be fulfilled by transfer.**

BMGT8130 - 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): PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.**

BMGT8132 - 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): PhD in Business Management learners must have completed WRIT7086, BMGT8006, BMGT8030. Cannot be fulfilled by transfer.**

BMGT8134 - 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): DBA learners must have completed DB8130 and DB8132, or BMGT8130 and BMGT8132. PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.**

Course Descriptions, continued

BMGT8136 - 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): DBA learners must have completed DB8130 and DB8132, or BMGT8130 and BMGT8132. PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.*

BMGT8138 - Advancing Research Paradigms in Strategy and Innovation Theory (4 quarter credits). Learners in this course focus on analyzing scholarly literature and emerging research trends for the purpose of advancing research in strategy and innovation. The course is designed to help learners refine and develop critical thinking skills as they evaluate, synthesize, and integrate strategy and innovation constructs. As part of this process, learners construct strategy and innovation research questions, synthesize literature, and select appropriate methodologies. *For PhD in Business Management and PhD in Organization and Management learners only. Prerequisite(s): BMGT8130, BMGT8132, BMGT8134. Cannot be fulfilled by transfer.*

BMGT8210 - Information Technology Leaders as Partners in Organizational Strategic Planning (4 quarter credits). This course focuses on the information technology leader's collaborative roles working with an organization's non-IT senior leadership, including aligning business strategy with IT strategy, acting as an equal contributor to the formation of organizational strategy, and integrating ethical policies and practices into an organization. Learners evaluate multidisciplinary research and practices related to leadership, organizational structures, and culture. Through the lens of complexity/chaos and change theories, learners analyze information technology's role in contributing to organizational resiliency. *Prerequisite(s): PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.*

BMGT8212 - Leading Information Technology Strategic Planning in Complex and Global Environments (4 quarter credits). In this course, learners examine processes by which senior information

technology leadership must evaluate different IT governance models from a global perspective, including decision models, management structures, business engagement processes, leadership theories, and risk assessment processes. Learners evaluate methods of performance measurement and control, and assess the relevance and effect of social responsibility issues and strategic partnering on IT strategic planning. *Prerequisite(s): PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086.*

BMGT8214 - Guiding the Implementation of Information Technology Policies and Processes (4 quarter credits). This course presents key issues related to the implementation of information technology policies and processes as day-to-day operations, including consideration of ethical, cultural, and global issues, and potential effects on internal and external stakeholder needs. Learners evaluate strategies for implementing different governance models and assess the ways in which those models relate to change management processes and organizational innovation. *Prerequisite(s): DBA learners must have completed BMGT8210, BMGT8212. PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086.*

BMGT8216 - Innovating Information Technology Life Cycle Management Processes in a Changing Environment (4 quarter credits). In this course, learners evaluate evolving theories and practices that inform decisions related to the information technology system development life cycle. Learners assess different development models and examine the IT leader's role in IT enterprise portfolio management against the backdrop of changing workforce considerations, including offshore, contract, multicultural, and multigenerational workers in global enterprises. *Prerequisite(s): DBA learners must have completed BMGT8210, BMGT8212. PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086.*

BMGT8218 - Advancing Research in Information Technology Management (4 quarter credits). This course focuses on emerging research trends in information technology management. Learners develop independent research skills while constructing research questions, synthesizing literature, and selecting appropriate methodologies. *For PhD in*

Business Management, PhD in Information Technology, and PhD in Organization and Management learners only. Prerequisite(s): PhD in Business Management learners must have completed BMGT8210, BMGT8212, BMGT8214. Cannot be fulfilled by transfer.

BMGT8230 - Financial Institutions and Markets (4 quarter credits). In this course, learners explore the roles of financial institutions and markets. In particular, learners focus on the ways banks and other financial institutions react to changes in interest rates, money supply, and open market operations. *Prerequisite(s): PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.*

BMGT8232 - Corporate Finance (4 quarter credits). Learners in this course study corporate financial management theories and literature. In particular, learners explore value creation, valuation measurement, capital structure and budgeting, management compensation, and agency theory. *Prerequisite(s): PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.*

BMGT8234 - Investment and Portfolio Analysis and Management (4 quarter credits). Learners in this course study investment and portfolio analysis and management, asset pricing models, and option pricing models. Learners also explore current research and literature associated with asset pricing, efficient markets, hedging, and mergers and acquisitions. *Prerequisite(s): DBA learners must have completed BMGT8230, BMGT8232. PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.*

BMGT8236 - Global Finance (4 quarter credits). This course is an examination of international finance theory and practice, including the use of foreign exchange contracts and options to manage foreign exchange risks resulting from transactional, economic, and translation exposure. Learners focus on international financial management and the purposes and effects of governmental policies and interventions in financial markets. *Prerequisite(s): DBA learners must have completed BMGT8230, BMGT8232. PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.*

Course Descriptions, continued

BMGT8238 - Derivatives and Commodities (4 quarter credits). Learners in this course study the theories, tools, and techniques for developing and trading in derivative and commodity markets. They evaluate the quantitative, qualitative, regulatory, legal, and ethical dimensions of derivative and commodity markets and analyze emerging trends and environmental influences on derivatives and commodity markets.

For PhD in Business Management and PhD in Organization and Management learners only. Prerequisite(s): *PhD in Business Management learners must have completed BMGT8230, BMGT8232, BMGT8234. Cannot be fulfilled by transfer.*

BMGT8410 - Foundations of Human Resource Theory and Practice (4 quarter credits). This course addresses ways in which social and economic changes have transformed human resource management's role in organizations. Learners examine issues that currently impact human resources managers in today's rapidly evolving environment. In addition, learners investigate the theories on which human resource practices have been built to determine their relevance in the 21st-century, information-age workplace. **Prerequisite(s):** *PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.*

BMGT8412 - Creating Adaptive, Innovative Workplaces (4 quarter credits). In this course, learners explore human resource management strategies, tools, and issues related to the changing world of work. Learners analyze the ways in which HR professionals support the creation of innovative, engaging and productive work to meet the needs of the contemporary and future workplaces. Learners also examine the human resource components of employee engagement to include organizational design, leadership, career development, communication, flexibility, and virtual work environments. **Prerequisite(s):** *PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.*

BMGT8414 - Attracting and Retaining Talent (4 quarter credits). Learners in this course evaluate human resource management theories, practices, trends, and ethical frameworks for their relevance and effectiveness in attracting and retaining members of the global workforce in the 21st century. Learners assess ways in which workforce diversity, competition

for talent, succession planning, and other practices support the organization in creating an engaging work environment.

Prerequisite(s): *DBA learners must have completed BMGT8410, BMGT8412. PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.*

BMGT8416 - Human Resource Practices for Developing Talent (4 quarter credits). In this course, learners explore human resources management's role in developing talent and evaluate human resource management theories and ethical frameworks associated with individual adult learning, human resource development, succession planning, mentoring, coaching, and performance management. This course emphasizes the theoretical basis of development, compensation, rewards, and motivation in order to better serve organizations and to contribute to the knowledge base in the human resource management field. The course also stresses the importance of evaluating and critiquing current workforce development trends in support of innovative workplace environments.

Prerequisite(s): *DBA learners must have completed BMGT8410, BMGT8412. PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.*

BMGT8418 - Research Paradigms in Human Resource Management (4 quarter credits). In this course learners examine models, theories, and research from multiple disciplines that inform human resource practices. Learners assess key research approaches and methodologies in business and the social sciences. The course helps learners develop critical thinking skills as they evaluate, synthesize, and integrate human resource management constructs and hone their ability to communicate in a scholarly manner. **For PhD in Business Management and PhD in Organization and Management learners only. Prerequisite(s):** *PhD in Business Management learners must have completed BMGT8410, BMGT8412, BMGT8414. Cannot be fulfilled by transfer.*

BMGT8430 - Advanced Concepts of Project Management Methodologies (4 quarter credits). In this course, learners research literature to identify best practices and evaluate appropriate methodologies leading to successful outcomes for projects and programs ranging from simple to complex. The course emphasizes appropriate methods, tools, and techniques for the

Project Management Institute's (PMI) Initiating and Planning processes based on organizational environments, cultural diversity, and global influences. Learners also evaluate expected project outcomes to assure alignment with strategic goals and objectives. **Prerequisite(s):** *PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.*

BMGT8432 - Projects as Complex Adaptive Systems (4 quarter credits). Learners in this course examine both seminal and current literature, such as complexity theory, to evaluate the successes and failures of projects and programs in complex and ambiguous environments. This course emphasizes Executing, Monitoring, and Controlling projects and programs based on multidisciplinary theories and applications as defined by the Project Management Institute's (PMI) A Guide to the Project Management Body of Knowledge (PMBOK® Guide). Learners develop their professional, consultative, and leadership skills for successful project and program outcomes. **Prerequisite(s):** *PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.*

BMGT8434 - Advanced Risk Management Systems and Research (4 quarter credits). In this course, learners evaluate and synthesize the use of multidisciplinary theories based on the research and practice of project and program risk management. Learners explore emerging trends, concepts, and methods of project and program risk management systems and research. Topics include evaluating integrated approaches to identifying, analyzing, mitigating, and managing project risks, and identifying strengths, weaknesses, and gaps in project risk management research. **Prerequisite(s):** *DBA and DIT learners must have completed BMGT8430, BMGT8432. PhD in Business Management learners must have completed WRIT7086, BMGT8006, BMGT8030. Cannot be fulfilled by transfer.*

Course Descriptions, continued**BMGT8436 - Dynamics of Program and Portfolio Management (4 quarter credits).**

Learners in this course examine emerging trends, concepts, and methods for evaluating and applying program integration and portfolio management techniques and methods used to optimize their overall value. Topics include ethical approaches to program and portfolio management in alignment with business strategic goals and objectives within a global context.

Prerequisite(s): DBA and DIT learners must have completed BMGT8430, BMGT8432.

PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.

BMGT8438 - Emerging Trends, Research, and Theories for Successful Project Management (4 quarter credits). In this course, learners evaluate leadership approaches and communication dynamics between diverse stakeholder groups to facilitate successful project and program outcomes. Topics include emerging theories and research on leadership, communication, and social networks as conduits for effectiveness in complex project and program environments. Learners develop as independent researchers, constructing research questions, synthesizing literature, and selecting appropriate methodologies to advance the body of knowledge and practice in project management. **For PhD in Business Management, PhD in Information Technology, and PhD in Organization and Management learners only. Prerequisite(s): PhD in Business Management must have completed BMGT8430, BMGT8432, BMGT8434. Cannot be fulfilled by transfer.**

BMGT8530 - Advanced Marketing Research (4 quarter credits). This course is a study of the concepts, theories, and techniques that marketers use to collect, analyze, and evaluate marketing research in organizations. Learners focus on selecting the appropriate methodology (e.g., quantitative, qualitative, mixed-methods) with which to conduct marketing research that is used to identify markets and develop products and services. **Prerequisite(s): PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.**

BMGT8532 - Consumer Marketing in a Global Environment (4 quarter credits). Learners in this course focus on developing the skills needed to assess marketing strategy in a complex and multicultural world. Learners explore the opportunities and challenges shifting population trends, the emergence of new economic powers,

and the Internet have created for companies that market consumer goods and services. Learners also gain an understanding of different cultures and the ways they impact a company's brand strategy. **Prerequisite(s): PhD in Business Management learners must have completed WRIT7086, BMGT8006, BMGT8030. Cannot be fulfilled by transfer.**

BMGT8534 - Integrating Distribution and Customers (4 quarter credits). This course presents topics associated with selecting distribution channels and designing effective customer-facing organizations. Learners explore the ways marketers develop and connect to global markets while integrating partners throughout the distribution system. Learners identify the competitive advantages of influencing partners at different levels of the distribution channel, such as increasing sales, reducing the cost of delivering products, and building strong customer relationships. **Prerequisite(s): DBA learners must have completed BMGT8530, BMGT8532. PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.**

BMGT8536 - Media in a Global Environment (4 quarter credits). In this course, learners evaluate marketing communications strategies in organizations and the tools marketers use to execute them. Learners identify the ways technology has diversified the manner in which consumers receive messages and explore the skills marketers need to capitalize on the increase in buying power created by technology, including evaluating data analytics and integrating data mining techniques into the overall marketing communications strategy. **Prerequisite(s): DBA learners must have completed BMGT8530, BMGT8532. PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.**

BMGT8538 - Development and Evaluation of Marketing Theory (4 quarter credits). This course is an examination of theory development in marketing. Learners study foundational readings in theory development and marketing theory that support current thought leadership in the field. From this knowledge base, learners complete and then expand a literature review. **For PhD in Business Management and PhD in Organization and Management learners only. Prerequisite(s): PhD in Business Management learners must have completed BMGT8530, BMGT8532, BMGT8534. Cannot be fulfilled by transfer.**

BMGT8610 - Leadership Theory and Practice in a Global Environment (4 quarter credits). Learners in this course evaluate leadership theories and practices in diverse cultures from a historical and theoretical basis using a multi-disciplinary lens. Learners also develop expanded leadership perspectives and practices, enabling them to assure the viability of their organizations in a dynamic global business environment. **Prerequisite(s): PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.**

BMGT8612 - Leadership as Personal Practice (4 quarter credits). Learners in this course focus on analyzing scholarly literature and emerging research trends in relational leadership. The course also emphasizes theories and models of leadership, which support a shift from hierarchical leadership to inclusive and collaborative leadership. Finally, learners assess personal barriers and facilitators to inclusionary leadership and apply theories and models to personal practice. **Prerequisite(s): PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.**

BMGT8614 - Leading the Organizational System (4 quarter credits). In this course, learners explore leadership practice in complex and dynamic environments. Learners use systems thinking and organizational theory to analyze leadership practice within the framework of organizational systems and evaluate the role of systems thinking in organizations to develop innovation in complex environments. Finally, learners apply these concepts to leadership practice. **Prerequisite(s): DBA learners must have completed BMGT8610, BMGT8612. PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.**

BMGT8616 - Leading Dynamic Systems with Multi-Dimensional Thinking (4 quarter credits). Learners in this course synthesize multiple ways of thinking to support effective leadership decision making. By integrating critical, creative, reflective, systems, and statistical thinking, learners develop leadership qualities that allow them to apply their insights to current models and perspectives in order to envision a future with improved organizational patterns and outcomes. **Prerequisite(s): DBA learners must have completed BMGT8610, BMGT8612. PhD in Business Management learners must have completed BMGT8006, BMGT8030, WRIT7086. Cannot be fulfilled by transfer.**

Course Descriptions, continued

BMGT8618 - Advancing Leadership Theory (4 quarter credits). Learners in this course focus on analyzing scholarly literature and emerging research trends in leadership. The course is designed to help learners develop as independent researchers while constructing research questions, synthesizing literature, and selecting appropriate methodologies. **For PhD in Business Management and PhD in Organization and Management learners only. Prerequisite(s): PhD in Business Management learners must have completed BMGT8610, BMGT8612, BMGT8614. Cannot be fulfilled by transfer.**

BMGT8810 - Management Education and the Practice of Teaching (4 quarter credits). In this course, learners examine management education as a science while developing postsecondary curricula for teaching adult learners in university or corporate environments. Learners develop their research and evaluation skills by determining the quality of management education research, identifying knowledge gaps in the field, and analyzing global trends. Learners also evaluate instructional strategies, determining which are most effective in their classroom delivery both from a theoretical and a personal perspective. Ultimately, coursework populates an e-portfolio that demonstrates proficiency of program competencies. **Prerequisite(s): BMGT8030, WRIT7086. Cannot be fulfilled by transfer.**

BMGT9919 - 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 register for the first dissertation course. **Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective coursework 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.**

BMGT9960 - Dissertation Courseroom (5 quarter credits each). 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 S/NS. Learners must register for this course a minimum of four times to**

fulfill their specialization requirements. Prerequisite(s): BMGT9919 or OM9919 or PHB9919. Cannot be fulfilled by transfer.

BMGT-R8925 - PhD Dissertation Research Seminar Track 1 (3 quarter credits). The intensive, six-week PhD Dissertation Research Seminar Track 1 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to initiate the development of a dissertation research plan. Throughout the course, learners focus on identifying a theory, topic, and research problem appropriate for their specialization. Track 1 learners must also complete PhD Dissertation Milestone 1 (Research Ethics Education). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. **For PhD in Business Management and PhD in Information Technology learners only. Prerequisite(s): BMGT8030. Cannot be fulfilled by transfer.**

BMGT-R8926 - PhD Dissertation Research Seminar Track 2 (3 quarter credits). The intensive, six-week PhD Dissertation Research Seminar Track 2 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to develop a research question and to select an appropriate dissertation topic. In Track 2, learners complete PhD Dissertation Milestone 2 (Topic Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. **For PhD in Business Management and PhD in Information Technology learners only. Prerequisite(s): BMGT-R8925. Cannot be fulfilled by transfer.**

BMGT-R8927 - PhD Dissertation Research Seminar Track 3 (3 quarter credits). The intensive, six-week PhD Dissertation Seminar Track 3 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to detail a methodological design, sampling plan, and strategy for data analysis. In Track 3, learners complete PhD Dissertation Milestone 5 (Research Plan Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track

3 learning outcomes. **For PhD in Business Management and PhD in Information Technology learners only. Prerequisite(s): BMGT-R8926. Cannot be fulfilled by transfer.**

Bachelor of Science in Nursing

Only learners enrolled in the BSN degree program may take BSN courses.

BSN4002 - Assessment, Communication, and Collaboration (6 quarter credits). In this course, learners analyze effective health assessment methods, communication strategies, and interdisciplinary and interprofessional collaboration techniques used in a variety of health care settings. Learners conduct a comprehensive evidence-based health assessment and examine and explain the communication skills members of collaborative teams need for evidence-based quality care.

BSN4004 - Nursing Research and Informatics (6 quarter credits). This course is an introduction 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; demonstrate competence in incorporating safeguards, secure practices, and ethical standards needed to promote and support data security, patient confidentiality, and regulatory requirements; and analyze 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.

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 develop and demonstrate their knowledge of 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 analyze the impact of health care policy and multicultural, socioeconomic, political, legal, and regulatory factors on health care access disparities and practice articulating 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.

Course Descriptions, continued

BSN4008 - Organizational and Systems Management for Quality Outcomes (6 quarter credits). In this course, learners acquire and demonstrate the fundamental concepts and principles of individual and organizational leadership necessary for successful nursing practice in integrated and nonintegrated health care systems and environments. Learners develop and demonstrate awareness of nursing leadership concepts, research, and models and evaluate 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.

BSN4010 - Health Promotion and Disease Prevention in Vulnerable and Diverse Populations (6 quarter credits). Learners in this course develop and demonstrate competence in their understanding of concepts, frameworks, and models used to foster health promotion and disease prevention, particularly in multicultural and vulnerable populations. Learners evaluate the health care needs of individuals and populations from multicultural, ethnic, traditional, and spiritual perspectives and examine factors that cause wellness disparities among people in vulnerable populations. Learners analyze 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.

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 build and apply a working knowledge of 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, performance improvement, and lifelong learning. Throughout the course, learners also integrate ethical interpersonal communication skills necessary for positive interdisciplinary working relationships.

BSN4014 - Global Perspectives of Community and Public Service (6 quarter credits). In this course, learners develop the knowledge, skills, and techniques needed to function as effective team members in public- or community service-based health care settings. Learners apply 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.

BSN4016 - Pharmacology for Patient Safety (6 quarter credits). Learners in this course further develop their knowledge of pharmacology as they apply skills, attitudes, and techniques to evidence-based nursing practice. Learners demonstrate an understanding of general pharmacology, drug categories, and patient safety in a variety of health care settings. Learners also develop a multicultural and patient-centered perspective that addresses disease processes, pharmacological and non-pharmacological therapies, teamwork, and patient safety initiatives.

BSN4017 - Collaborative Group Process for Nursing Professionals (6 quarter credits). In this course, learners build and strengthen 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 also identify group process barriers and interventions, particularly those associated with special and vulnerable populations and community and national directives.

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. **For BSN learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.**

Business

BUS1001 - Introduction to Business Fundamentals (3 quarter credits). In this course, an introduction to the fundamentals of business knowledge and practices, learners examine the primary functions that help businesses operate successfully, develop an understanding of how businesses are organized, and demonstrate competencies in these and other aspects of business including basic business functions, processes, techniques, and organizational methods.

BUS1003 - Developing Business Thinking (6 quarter credits). Learners in this course begin to build and strengthen the knowledge, skills, and abilities needed to succeed in a bachelor of science degree program and the workplace. Learners develop and demonstrate business thinking and, in particular, evaluate case studies to acquire and broaden their knowledge of the creation of an organization. In addition, learners expand organizational, information literacy, critical-thinking, and problem-solving skills and apply an understanding of ethics, team behaviors, and effective business writing. **For BS in Business learners only. Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take BUS1003 during their first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

BUS3003 - Developing a Business Perspective (6 quarter credits). In this course, learners build and strengthen the knowledge, skills, and abilities needed to succeed in their program and the workplace. Learners engage in interactive activities that help them develop and demonstrate a business perspective and expand their organizational, research, critical-thinking, and problem-solving skills. Other topics include ethics, team relationships, project creation, and writing effectively for business. **For BS in Business learners only. Learners may only earn credit for BUS3003 or BUS3006 or BUS3007 or BUS3008. Prerequisite(s): BUS1003. Cannot be fulfilled by transfer or prior learning assessment.**

BUS3006 - Developing a Health Care Management Perspective (6 quarter credits). In this course, learners develop basic knowledge of how fundamental business practices and principles apply to health care management. In addition, learners explore management opportunities that exist within the healthcare industry and acquire and

Course Descriptions, continued

demonstrate essential research, information literacy, critical thinking, and writing skills.

For BS Health Care Management learners only. Learners may only earn credit for BUS3003 or BUS3006 or BUS3007 or BUS3008. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.

BUS3007 - Developing a Business Perspective (6 quarter credits). In this course, learners build and strengthen the knowledge, skills, and abilities needed to succeed in their program and the workplace. Learners engage in interactive activities that help them develop and demonstrate a business perspective and expand their organizational, research, critical-thinking, and problem-solving skills. Other topics include ethics, team relationships, project creation, and writing effectively for business. **For BS in Business learners only. Learners may only earn credit for BUS3003 or BUS3006 or BUS3007 or BUS3008. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

BUS3011 - Fundamentals of Management (3 quarter credits). In this course, learners acquire and demonstrate fundamental principles of management and their relevance to organizations. Learners analyze how planning, organizing, controlling, and leading influence managerial roles. Learners also integrate current management practices and future trends and determine ways to apply management skills to all businesses and professions. **Learners who have received credit for BUS3010 may not take BUS3011.**

BUS3012 - Fundamentals of Leadership (3 quarter credits). This course is an introduction to principles and theories of leadership behavior and their application in business and community settings. Learners develop and demonstrate awareness of the characteristics, styles, and practices necessary for effective leadership. **Learners who have received credit for BUS3010 may not take BUS3012.**

BUS3021 - Fundamentals of Business Law (3 quarter credits). In this course, learners explore and articulate the influences on businesses of statutory, contract, and legal entity law. Learners evaluate the historical underpinnings and origins of the court system's ability to adjudicate commercial disputes. Learners also develop and demonstrate their legal vocabulary, an understanding of core legal concepts, and basic legal research skills.

BUS3022 - Fundamentals of Supply Chain Management (3 quarter credits). This course is an introduction to modern concepts and practices of efficient supply chain management. Learners build their knowledge of and demonstrate the relevance of supply chain design in support of organizational strategy and explore ways to manage an effective supply chain. Through the use of case studies, learners also analyze existing supply chain systems and recommend improvements.

BUS3026 - Foundations and Future of Health Care Delivery Management (6 quarter credits). This course offers an in-depth study of national and global healthcare from a business management perspective. Learners examine the history and evolution of both the U.S. and global healthcare delivery systems. Learners also apply critical thinking skills to analyze a variety of management challenges related to population health indicators, political, economic, and consumer driven forces. Finally, learners explore the high level of change and innovation in the healthcare system by applying change management concepts and skills related to emerging and future trends in healthcare delivery.

BUS3030 - Fundamentals of Marketing and Sales (6 quarter credits). In this course, learners focus on the fundamentals of marketing and sales, including market research and planning, product differentiation and positioning, marketing communications, differences between consumer and business markets, and relational marketing and sales strategy. Learners demonstrate course competencies by preparing and presenting 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 is a survey of the human resources management (HRM) field and its function and role in the organization. Learners develop their knowledge of fundamental HRM principles and demonstrate competencies in areas such as compensation and benefits, legal requirements, and training and development.

BUS3050 - Fundamentals of Organizational Communication (6 quarter credits). This course helps learners develop and demonstrate competence in their understanding and application of the fundamentals of organizational

communication; the interrelationship of organizational communication, symbols, culture, and performance; effective communication practices in relationships internal and external to the enterprise; and ways these factors contribute to successful organizational performance. Learners also analyze ways organizational communication factors are interrelated and function in an enterprise.

BUS3061 - Fundamentals of Accounting (3 quarter credits). This course is an introduction to the accounting function in modern business organizations. Learners define accounting terminology and explore its application to accounting principles. Learners also apply accounting cycle strategies to business financial events and prepare financial statements from accounting system data. **Learners who have received credit for BUS3060 may not take BUS3061.**

BUS3062 - Fundamentals of Finance (3 quarter credits). In this course, learners gain and apply finance basics including the time value of money concepts, stock and bond valuation techniques, and capital budgeting processes. Learners also demonstrate ways the relationship of domestic and global financial environments affect financial markets. **Learners who have received credit for BUS3060 may not take BUS3062.**

BUS4011 - Virtual Team Collaboration (6 quarter credits). Learners gain knowledge of and examine practical communication and collaboration skills necessary for effective participation in and leadership of teams in a virtual networked context. Learners also analyze various forms of collaborative leadership and participate in collaborative leadership experiences within a virtual networked organizational setting. **Prerequisite(s): BUS3010, or BUS3011 and BUS3012.**

BUS4012 - Leadership in Organizations (6 quarter credits). In this course, learners create effective theories of leadership in the networked enterprise at different organizational levels and from different perspectives. Learners develop and demonstrate their knowledge of the skills that support personal characteristics of effective leaders, such as coaching strategies, personal integrity, trustworthiness, courage and generosity, and an ability to encourage others to participate in leadership. **Prerequisite(s): BUS3010, or BUS3011 and BUS3012.**

Course Descriptions, *continued*

BUS4013 - Organizational Structure, Learning, and Performance (6 quarter credits). Learners in this course analyze organizational structures and their influence on organizational intelligence, learning ability, and the practical performance of an enterprise. The course includes an emphasis on the adaptive and responsive organization and its relationship to enterprise stakeholders and environment. Learners evaluate a case study that illustrates the interrelatedness of organizational structure, learning, and performance in order to create a model of a high-performance organization. **Prerequisite(s):** BUS3010, or BUS3011 and BUS3012.

BUS4014 - Operations Management for Competitive Advantage (6 quarter credits). This course is a survey of operations management. Learners analyze strategic product and service design, major capacity and location decision making processes, and process and control system operations. Learners use case studies to build a working knowledge of the important concepts and decision-making tools. **Prerequisite(s):** BUS3010, or BUS3011 and BUS3012.

BUS4015 - Strategic Planning and Implementation (6 quarter credits). Learners develop their understanding of strategic planning and implementation using case studies and simulations of various business planning processes and by exploring the unpredictable dimension of strategic business planning. Learners show how integrating unplanned developments into existing strategy is an important part of real-world strategic planning. **Prerequisite(s):** BUS3010, or BUS3011 and BUS3012.

BUS4016 - Global Business Relationships (6 quarter credits). Within an international business research framework, learners use selected case studies and complementary theory to build and demonstrate a broad understanding of international business. Learners analyze multiple dimensions of international business including cultural; business structure; finance and trade; technology and communications; and political, economic, and legal perspectives to determine patterns and hierarchies in international business cultures. **Prerequisite(s):** BUS3010, or BUS3011 and BUS3012.

BUS4022 - E-Marketing (6 quarter credits). Learners in this course examine the integrated and interrelated factors involved in e-marketing, including sourcing and sales. Throughout the course, learners gain an understanding of how to most effectively use

e-marketing and e-business approaches to manage strategy, operations, supply chains, logistics, online customer profiling, and the sales cycle. Building on this knowledge, learners prepare a sourcing, marketing, and sales plan for an enterprise. **Prerequisite(s):** BUS3030.

BUS4024 - Customer Behavior (6 quarter credits). Learners in this course demonstrate their knowledge of ways 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):** 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):** BUS3030.

BUS4026 - Services Marketing (6 quarter credits). The focus of this course is on the dominant trend in today's U.S. economy for organizations to provide services, rather than (or in combination with) products, and the ways in which learners can optimally market those services. Learners compare and contrast services marketing and product marketing, study the classic product-oriented marketing mix (product, place, price, and promotion) in the context of services marketing, and consider current trends in the services marketing industries, such as outsourcing. **Prerequisite(s):** 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):** BUS3030.

BUS4030 - Marketing Distribution Channel Management (6 quarter credits). In this course, learners develop and apply an understanding of how to create, manage, and optimize marketing distribution channels as an integrated process. Learners examine traditional and digital marketing distribution channels to gain knowledge of their strategic and operational functions within an organization. In addition, learners evaluate the importance of an optimized distribution channel to the success of a product or service, as well as prepare and present a distribution channel management plan for a product or service offering. **Prerequisite(s):** BUS3030.

BUS4033 - Brand Identity and Marketing Communications (6 quarter credits). Learners in this course explore multiple forms of marketing communications media and messages, including word-of-mouth marketing and the Internet. Learners consider the communication-saturated nature of the marketplace and its practical significance in focusing brand identity and selecting marketing communications. **Prerequisite(s):** BUS3030.

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

BUS4035 - Global Marketing (6 quarter credits). Learners in this course develop an understanding of the ways in which they can effectively approach marketing in different countries, in order to contribute to an organization's global success. Course topics include marketing an existing product outside the domestic market, developing a new product for specific country markets, and marketing from a global managerial perspective. Learners also analyze the legal, regulatory, political, and cultural issues associated with international marketing. **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 variety

Course Descriptions, continued

of business situations. Learners analyze a potential market, conduct marketing research using both primary and secondary data, and interpret the results. Learners also explore ways to apply 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): BUS3030.**

BUS4037 - Digital Marketing Tools (6 quarter credits). This course introduces learners to various digital tools commonly used in marketing communication and strategy building. Learners gain hands-on experience with website building, digital media, search marketing, social media platforms, email campaigns, and mobile marketing. Learners also assess available systems, determine their value as marketing tools, and judge their effectiveness through appropriate analytics. **Prerequisite(s): BUS3030.**

BUS4043 - Compensation and Benefits Management (6 quarter credits). In this course, learners focus on theories related to compensation and reward systems in organizations and the practices used to create and maintain these systems. Course competencies include creating a base benefit plan, evaluating incentive programs, and analyzing the effects of laws and regulatory agencies on compensation and benefits strategies. Learners also demonstrate a working knowledge of social and legal issues pertaining to compensation and of the skills organizations need to maintain competitive HR functions. **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 analyze the effects of legal issues on an organization's human resource management function. Learners also create strategies for managing legal issues and identify ways to implement them. **Prerequisite(s): BUS3040.**

BUS4045 - Recruiting, Retention, and Development (6 quarter credits). This course focuses on strategies for recruiting, selecting, and retaining top talent in support of the strategic needs of an organization. Learners analyze talent and acquisition strategies within the context of laws and regulations and explore current recruitment and selection techniques. **Prerequisite(s): BUS3040.**

BUS4046 - Employee and Labor Relations (6 quarter credits). This course focuses on the dynamics of creating a mutually beneficial relationship between employer

and employee. Topics include maintaining legal compliance and cultivating positive employee morale. Learners analyze and explain factors that affect the relationships between employees and organizations and how workplace policies can influence ethically and legally sound human resource management practices. Learners also examine and describe the impact of labor unions on the organization. **Prerequisite(s): BUS3040, BUS4045.**

BUS4047 - Employee Training and Development (6 quarter credits). In this course, learners assess and apply 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 and practice a deeper understanding of learning organizations. **Prerequisite(s): BUS3040.**

BUS4048 - International Human Resource Management Issues (6 quarter credits). This course is an introduction to human resource management (HRM) in multinational corporations. Learners analyze global issues that affect HRM practices and investigate the role of culture and its influence in these organizations. **Prerequisite(s): BUS3040.**

BUS4060 - Financial Accounting Principles (6 quarter credits). This course focuses on financial accounting principles and ways accounting information is used to assess an organization's financial performance. Learners evaluate the relationship between business events and accounting systems and analyze an organization's financial structure. **Prerequisite(s): BUS3060 or BUS3061.**

BUS4061 - Managerial Accounting Principles (6 quarter credits). In this course, learners identify the role of accounting as it relates to managing an organization, then analyze accounting systems and financial statements. Learners also 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). Learners in this course develop and exercise a working knowledge of financial accounting theory and practice using Generally Accepted Accounting Principles (GAAP) and Financial Accounting Standards Board (FASB) pronouncements. Learners acquire financial reporting skills and apply financial statement conceptual frameworks to prepare financial statements. **Prerequisite(s): BUS4060.**

BUS4063 - Advanced Financial Accounting Topics and Trends (6 quarter credits). In this course, learners analyze and apply advanced financial accounting concepts and consolidated financial statement information. Learners also evaluate the influence of global money markets and demonstrate knowledge of 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 identify strategic aspects within business decision cycles. **Prerequisite(s): BUS4061.**

BUS4065 - Income Tax Concepts and Strategies (6 quarter credits). In this course, learners build and strengthen their knowledge of 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 develop and demonstrate their understanding of 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). Learners in this course analyze principles of financial decision making and ways global economic conditions affect financial theory and decision-making processes. Learners also evaluate and apply finance principles using financial tools. **Prerequisite(s): BUS3060 or BUS3062.**

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.**

Course Descriptions, *continued*

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 variety of business analyses and evaluate 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 practice applying 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.**

BUS4110 - Forensic Accounting (3 quarter credits). In this course, learners examine the field and practice of forensic accounting and expose accounting crimes such as fraudulent financial reporting, money laundering, and computer and cybercrime. Learners also gain an understanding of courtroom procedures and analyze expert testimony, litigation support, commercial damages, and business valuation. **Prerequisite(s): BUS4066, BUS4115.**

BUS4111 - Ethics in Accounting (3 quarter credits). This course covers the revised AICPA Code of Professional Conduct that governs the behavior of accountants. Learners analyze and apply the conceptual framework and the principles and rules within the code.

BUS4112 - Accounting Research (3 quarter credits). Learners in this course develop and practice a working knowledge of how to conduct accounting, auditing, and tax research. Learners use the FASB Accounting Standards Codification; accounting, auditing, and tax databases; AICPA, PCAOB, and IRS libraries; and other online tools to conduct research. **Prerequisite(s): BUS4062, BUS4065, BUS4066.**

BUS4113 - International Accounting (3 quarter credits). This course covers the International Accounting Standards Board (IASB) pronouncements, with particular focus on International Financial Reporting Standards (IFRS), International Accounting Standards (IAS), and Standard Interpretation Committee (SIC) interpretations. Learners identify key differences between U.S. Generally Accepted Accounting Principles (GAAP) and IFRS, and demonstrate knowledge of the impact on financial statement preparation and presentation. **Prerequisite(s): BUS4062.**

BUS4114 - Government and Nonprofit Accounting (3 quarter credits). In this course, learners build an understanding of the accounting methodology and reporting requirements put in place by the Government Accounting Standards Board (GASB) and the Financial Accounting Standards Board (FASB) for governments and nonprofit organizations. Learners also examine A-133 reporting

requirements and gain the knowledge and skills necessary to prepare Form 990.

Prerequisite(s): BUS4062.

BUS4115 - Business Law in Accounting (6 quarter credits). Learners in this course acquire and demonstrate a working knowledge of the Uniform Commercial Code. Learners also investigate the CPA's common law duties and liability to clients and third parties, federal securities regulation and liability of CPAs under federal securities laws, and debtor-creditor relationships. Other topics include the federal regulation of business such as antitrust, copyright, patents, money laundering, labor, employment, and the Employee Retirement Income Security Act (ERISA).

BUS4121 - Ethics in Health Care Management (6 quarter credits). The focus of this course is on the ethical principles that guide health care management practices. Learners examine the role of personal moral integrity in ethical health care leadership, as well as the external and internal forces that influence health care management. Finally, learners also analyze a variety of ethical dilemmas that health care leaders face in today's rapidly changing health care environment. **Prerequisite(s): BUS3026.**

BUS4122 - Health Care Economics (6 quarter credits). Learners in this course use historical perspectives and current trends in the health care industry to analyze its unique economic structure. Learners gain and demonstrate knowledge of hospital, physician, third-party, state, and federal payer reimbursement systems as well as cash pay and alternative economic reimbursement systems, including those based outside of the United States. Learners also identify the strengths and weaknesses of current political and private funding trends and their impacts on the health care organization. **Prerequisite(s): BUS3026; BUS3060, or BUS3061 and BUS3062.**

BUS4123 - Quality Assurance and Risk Management (6 quarter credits). In this course, learners research the interconnected functions of quality assurance and risk management in the health care field and show how these factors are used to increase the quality of patient care and decrease the risk of litigation. Learners strategically analyze key components of quality assurance and risk management functions, quality indicators, and valid and reliable sources of decision-making information. Learners also use quality assurance assessment and evaluation to demonstrate how to continually meet an organization's educational needs. **Prerequisite(s): BUS3026.**

Course Descriptions, continued**BUS4124 - Health Care Marketing and Strategic Planning (6 quarter credits).**

Learners in this course build and apply a working knowledge of marketing and strategic planning in the health care field. Learners analyze external and internal marketing data, investigate industry competitive forces and marketing trends, and examine quality indicators and sources of consumer-driven information that are vital to the development of a marketing plan. Learners also use 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): BUS3026, BUS3030.**

BUS4125 - Legal Aspects of Health Care Management (6 quarter credits).

In this course, learners gauge 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 research and examine common health care contractual arrangements and strategize organizational procedures that assist with managing potential legal risks associated with referral practices, employee and patient safety, and medical error. **Prerequisite(s): BUS3026.**

BUS4126 - Health Care Information Management (6 quarter credits).

This course focuses on effective information management in the health care field. Learners explore and report on 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 build and demonstrate competence using software and hardware systems and their associated clinical and administration applications. **Prerequisite(s): BUS3026.**

BUS4127 - Evidence-Based Health Care Management (6 quarter credits).

Learners in this course develop and apply an understanding of 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 variety of evidence-based sources to support leadership decisions from an operational and strategic perspective. **Prerequisite(s): BUS3026.**

BUS4128 - Cultural Competence in Health Care (6 quarter credits).

In this course, learners gain and apply knowledge of 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): BUS3026.**

BUS4200 - Identifying Core Business Processes and Master Data (3 quarter credits).

Learners in this course cover the role and importance of core business processes and corresponding databases used to create master data, which supports the development of effective data-related procedures for a decision support system. This course also explores tools and strategies for mapping core business processes and master data, and presents how data integrity, structure, and quality impact the ability to apply master data within a particular context. Finally, this course considers data manipulation using external and internal data in various formats. **Prerequisite(s): BS in Information Technology Data Management learners must have completed IT2230.**

BUS4210 - Data Identification and Collection Strategies (3 quarter credits).

This course presents material specific to the activities of identifying and collecting data that is required to accomplish business intelligence and data analytics projects. Learners examine factors used to identify and collect accurate data within the right context and for the right audience and purposes. Topics include strategies for minimizing errors and biases and managing limitations in data collection. Learners apply these factors in order to identify and collect data for business intelligence and data analytics projects.

BUS4220 - Data Mining and Analysis in Business (3 quarter credits).

Learners in this course use a specific data mining project to demonstrate how data management processes and workflows impact the work of data analytics. Learners identify, select, evaluate, and prepare data appropriate for the project. In addition, learners gain and apply knowledge of Excel spreadsheets, pivot tables, and optional SAS software to analyze data and complete an accurate and effective data mining project. **Prerequisite(s): Completion of or concurrent registration in BUS4230.**

BUS4230 - Data Modeling Strategies and Tools in Business (3 quarter credits).

In this course, learners explore the role data structures, standards, and rules play in the

creation of data models that are used to support data analytics. Learners use data modeling tools to determine the factors that make a particular tool most appropriate to employ in order to solve particular problems using data analytics. Topics include tool selection factors such as impact of the size of datasets and the degree of complexity of the problem being analyzed.

BUS4240 - Data Interpretation and Statistical Analysis in Business (3 quarter credits).

Learners in this course use a business intelligence and data analytics project to strengthen their understanding of the role statistical analysis and quantitative methods play in solving business problems. Learners gain knowledge of statistical software and apply advanced quantitative concepts to the problem to complete the project. **Prerequisite(s): BUS4220.**

BUS4250 - Advanced Data Interpretation and Statistical Analysis in Business (3 quarter credits).

This course is designed to demonstrate the process and workflow of business intelligence and data analytics from data identification and collection through data analysis and interpretation. Learners use statistical software and apply advanced quantitative methods to solve business problems. **Prerequisite(s): BUS4240.**

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. Through case studies and examples of current business practices, learners analyze successful and unsuccessful strategies for establishing ethical standards and corporate social responsibility.

BUS4802 - Change Management (6 quarter credits).

In this course, learners acquire and demonstrate change management competencies by exploring change dynamics and identifying ways to facilitate change. In addition, learners identify knowledge and skills required to lead, facilitate, and support change management. Case studies help learners 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.

Course Descriptions, *continued*

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 coursework in an area of study that complements past experience and learning objectives. ***Special permission is required for registration.***

BUS4993 - Business Capstone Project (6 quarter credits). The capstone project is the culmination of the BS in Business degree program. Learners demonstrate their technical and applied business knowledge and competencies along with critical-thinking and communication skills. Learners also formulate ideas for a new business product or service, create a vision, and develop a strategic plan that describes how to implement their concept. ***For BS in Business learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.***

Counselor Education and Supervision

Only learners enrolled in the PhD in Counselor Education and Supervision degree program may take CES courses.

CES8004 - Advanced Research in Human Development (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 during their first quarter. Cannot be fulfilled by transfer.***

CES8110 - Foundations of Advanced Social Science Research and Design (4 quarter credits). This course is an introduction to social science research planning and design, particularly in the context of dissertation research in counselor education and supervision. Learners examine the purpose of conducting research as scholar practitioners, become familiar with the literature review and dissertation topic development process, gain an understanding of analyzing and applying existing research when identifying a research problem and selecting a suitable methodology, and develop their basic grant writing skills as part of resource planning for their dissertation. Throughout the course, learners advance their knowledge of traditional and emergent qualitative and

quantitative research approaches, ethical and cultural considerations in research, and scholarly communication. ***Cannot be fulfilled by transfer.***

CES8120 - Quantitative Methods for Counselor Education Research (4 quarter credits). Learners in this course examine univariate and multivariate research methods, designs, and statistical procedures used in counselor education and supervision. Topics include formulation of appropriate quantitative research questions, designs and approaches to data analysis, models and methods of instrument selection and design, and program evaluation. Throughout the course learners enhance their research, statistical, and data analysis skills using the latest version of Statistical Package for the Social Sciences (SPSS) software. ***Prerequisite(s): CES8110. Cannot be fulfilled by transfer.***

CES8122 - Advanced Qualitative Methods in Counselor Education Research (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): CES8110. Cannot be fulfilled by transfer.***

CES8123 - Advanced Study in Counselor Education Research Methods (4 quarter credits). In this course, learners advance their dissertation research plan. Throughout the course, learners align their research method and design to their research question, address ethical and cultural considerations in sampling and data collection, and articulate a data analysis plan. In addition, learners evaluate mentoring strategies in counselor education and develop and demonstrate their scholarly writing skills in preparation for the comprehensive examination and dissertation. ***For PhD in Counselor Education and Supervision learners only. Must be taken prior to the comprehensive examination. Prerequisite(s): CES8120, CES8122, DRS-R8926. Cannot be fulfilled by transfer.***

CES8760 - Advanced Counseling Practice (4 quarter credits). In this course, learners demonstrate advanced counseling practice skills that promote greater social skills and respect for diversity while expanding and refining the therapeutic skills they developed through prior coursework and practice. Learners examine the strengths and limitations of various counseling techniques and apply therapeutic models to a variety

of contemporary client populations and issues. Learners also conceptualize a clinical case and develop a treatment plan that is consistent with a selected theoretical preference and diverse client needs.

CES8768 - Counselor Education Teaching and Practice (4 quarter credits). This course provides an overview of the major roles, responsibilities, and activities of counselor educators. Learners study instructional theory and methodology, as well as the integration of ethical, legal, and multicultural issues associated with counselor preparation training. Learners develop a philosophy of teaching and learning; examine procedures for engaging students and assessing student needs; and gain an understanding of the effective course design, delivery, and evaluation methods needed to develop competent counselors. ***Prerequisite(s): CES8760, CES8772.***

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). Learners in this course evaluate leadership and advocacy theories, models, and skills and their applications to the professional identity and practice of counselor educators and supervisors. Learners assess current topics and political and multicultural issues in counseling, within the context of professional mandates related to cultural competence and the promotion of social justice advocacy. Throughout the course, learners explore the field of counselor education and supervision as a whole, leadership and advocacy roles in professional organizations and counseling programs, and ways to foster leadership and advocacy competence among counselor trainees and professional counselors. ***Prerequisite(s): CES8768.***

CES8780 - Counselor Education and Supervision Practicum (4 quarter credits). Learners in this course engage in a clinical advanced counseling practice experience during which they 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, and systems; explore course delivery

Course Descriptions, *continued*

and evaluation methods for educating counseling students; strengthen their clinical supervision, case conceptualization, assessment, diagnosis, and treatment skills; and demonstrate the ability to develop ethical, therapeutic relationships with a diverse population of clients. Learners also establish short- and long-term goals and synthesize a comprehensive theoretical basis for counseling practice that is informed by evidence-based practice, professional skills, and personal meaning. This course requires 100 hours of clinical 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 1 (4 quarter credits). This is the first course in a sequence of two required internship courses. By the end of the internship courses learners will have completed 600 required supervised hours. Learners apply skills in counseling teaching, supervision, and research in a field setting relevant to their chosen field and engage in supervised teaching practice during a master's-level residency. This course requires no fewer than 200 hours of supervised practice. **Grading for this course is S/NS. Prerequisite(s): CES8780. Cannot be fulfilled by transfer**

CES8785 - Counselor Education and Supervision Internship 2 (4 quarter credits). This is the second course in a sequence of two required internship courses. By the end of the internship courses learners will have completed 600 required supervised hours. Learners refine the skills they developed in CES8784. This course requires no fewer than 200 hours of supervised practice. **Grading for this course is S/NS. Prerequisite(s): CES8784. Cannot be fulfilled by transfer.**

CES8786 - Counselor Education and Supervision Internship 3 (4 quarter credits). Learners in the PhD in Counselor Education and Supervision degree program may take this internship course to complete their 600 required supervised hours. During this internship, learners continue to refine the skills they developed in CES8784 and CES8785. This course requires no fewer than 100 hours of supervised practice. **Grading for this course is S/NS. Prerequisite(s): CES8785. Special permission is required for registration. Cannot be fulfilled by transfer.**

CES9919 - Doctoral Comprehensive Examination (3 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 register for the first dissertation course. **Grading for this course is S/NS. Prerequisite(s): CES8004, CES8110, CES8120, CES8121, CES8122, CES8123, CES8756, CES8760, CES8768, CES8772, CES8776, DRS-R8925, DRS-R8926, DRS-R8927 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

CES9960 - Dissertation Coursework (3 quarter credits each). 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 S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): CES9919, DRS-R8927, and completion of or concurrent registration in CES8780, CES8784, and CES8785 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

Criminal Justice (Undergraduate)

CJ1000 - Introduction to Criminal Justice (6 quarter credits). In this course, learners examine the characteristics of the United States 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.

CJ1100 - Introduction to Emergency Management (6 quarter credits). This course provides an introduction to the growing field of emergency management. Learners assess various hazards and threats, and examine strategies to determine and reduce vulnerability. Learners also analyze disaster response and recovery behaviors and activities. In addition, learners develop an understanding of local, state, and federal emergency management organizations and the impact various stakeholders, including non-governmental organizations, have on the emergency management process.

CJ2004 - Perspectives in Criminal Justice (6 quarter credits). In this course, learners build and strengthen the knowledge, skills, and abilities needed to succeed in their program and the workplace. Learners expand their critical-thinking, organizational,

problem-solving, and research skills in order to demonstrate a criminal justice perspective. Learners also exhibit ethical behavior and apply project creation skills. **For BS in Criminal Justice learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

CJ2120 - Ethics of Criminal Justice (6 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. Using material from commissions of inquiry, internal affairs investigations, published literature, human rights documentation, and observed police-community relations, learners examine major ethical problems such as discrimination, corruption, deception, racial profiling, and excessive force. Learners also explore the basis for developing personal and professional ethics, guided by professional codes of practice and human rights standards.

CJ3200 - Constitutional Law (6 quarter credits). This course tracks the historical foundation of the U.S. Constitution, with particular emphasis on allocation of power between the branches of government and the role of each branch under separation of powers. Learners examine the Bill of Rights in the context of due process, state application, and procedural protections; develop knowledge of law making and law interpretation in a criminal justice substantive and procedural context; and explore philosophical underpinnings and public policy influences in conjunction with U.S. Supreme Court decisions.

CJ3220 - Criminal Law (6 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 crime.

CJ3250 - Corrections, Probation, and Parole (6 quarter credits). This course introduces learners to the fields of penology and corrections. Learners analyze the evolution of corrections, probation, and parole processes and evaluate the effects associated with corrections and reform movements. Learners also examine criminal behavior assessments that help determine offender placement and incarceration alternatives.

Course Descriptions, *continued*

CJ3260 - Correctional Counseling (6 quarter credits). Learners in this course build the skillsets required to enhance the safe operation and environment in corrections and gain an understanding of the challenges involved. Learners use intervention techniques and communication skills to impact the offender community and assess the role and techniques of casework and counseling in corrections and community-based programs.

CJ3270 - Corrections Administration and Leadership (6 quarter credits). In this course, learners apply correctional administrative concepts; communication principles; and decision-making, leadership, and human resource management skills used in contemporary correctional environments. Learners also analyze individual and group behaviors and ethics within correctional organizations.

CJ3500 - Police Administration and Leadership (6 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.

CJ3520 - Police-Community Relations (6 quarter credits). Learners in this course scrutinize the philosophies, responsibilities, and limitations of police forces. Learners analyze formal social control processes in the U.S. and examine the effects police training, education, and career development have on community relations.

CJ3540 - Criminal Procedure and Evidence (6 quarter credits). Learners in this course identify ways to obtain, qualify, and admit evidence for criminal investigation and prosecution. Learners examine the rules and procedures of the criminal justice system pertinent to the Fourth, Fifth, and Sixth Amendments; evaluate criminal procedure and evidence as they pertain to law enforcement principles; and analyze the foundation and evolution of federal and state court systems. Learners also synthesize constitutional issues, criminal procedure concepts, and their real-world application.

CJ3560 - Multiagency Investigations (6 quarter credits). In this course, learners examine the intricacies of conducting successful multijurisdictional investigations. Learners identify considerations, laws, and protocols used in multiagency investigations, including emergency and terrorism response and border security, to overcome differences in approach and role. Learners assess

cross-collaboration related to crime scene evaluation and preservation practices, crime-specific investigation strategies, and the different investigation standards of various federal agencies.

CJ3600 - Emergency Planning (6 quarter credits). Learners in this course apply the strategies and skills required for successful emergency planning, and identify the components of an effective emergency plan as well as 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 effects disasters have on physical and psychological health.

CJ3620 - Disaster Response Operations and Management (6 quarter credits). This course provides learners with a broad overview of the emergency management system, including incident management teams and operations, threat detection to post-incident analysis, and interagency collaboration in disaster response. Learners apply response and management elements of an Emergency Operations Plan to case studies and real-world scenarios.

CJ3700 - Terrorism (6 quarter credits). The course covers the roles local, state, and federal law enforcement agencies have in addressing terrorism, with particular emphasis on how terrorism impacts policy development and operations. Learners analyze the relationship between law enforcement agencies and the communities they serve, and examine how this relationship affects law enforcement's capabilities to mitigate, prepare for, respond to, and recover from terrorist-related incidents.

CJ3750 - White-Collar and Organized Crime (3 quarter credits). In this course, learners apply a working knowledge of the principles, parameters, and procedures of white-collar and organized crime investigations. Learners examine and apply criminal investigation best practices pursuant to current statutes and legal precedents. **Learners who have received credit for PS4105 may not take CJ3750.**

CJ3800 - Social Dimensions of Disaster (6 quarter credits). Learners in this course identify how events of crisis affect people. Learners develop and demonstrate an awareness of the effects human influence and behavior have on disaster response and recovery.

CJ3850 - School Violence (3 quarter credits). Learners in this course examine the history and phenomena surrounding mass violence and mass murder on educational campuses. Using historical cases and data, learners investigate contagion violence, the symbiotic relationship between mass media and violent incidences, and theories surrounding these events. Learners also gain a basic understanding of the impact school violence has on students, educators, communities, and the nation.

CJ3950 - Women in Criminal Justice (3 quarter credits). This course focuses on gender and the impact it has on the criminal justice system, correction system, and sentencing. Learners assess victimization patterns and examine experiences of female criminal justice professionals. In addition, learners investigate policies addressing crimes against women.

CJ4280 - Research Applications in Criminal Justice (6 quarter credits). This course introduces learners to the uses of criminal justice data collected by major federal criminal justice agencies and private entities. Learners explore the social and economic impact this data has on the U.S. and its citizens. Learners also gain skills needed to communicate findings based on criminal justice research and commonly used data sources.

CJ4990 - Criminal Justice Capstone (6 quarter credits). The capstone project is the culmination of the bachelor's degree program in Criminal Justice and is intended to demonstrate 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 criminal justice approach, create a vision, and develop a strategic plan that describes how to implement their concept. **For BS in Criminal Justice learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.**

Communication

COM1000 - Public Speaking (3 quarter credits). In this course, learners study and apply speech organization methods, effective delivery skills, and strategies for minimizing speech anxieties. Learners prepare, rehearse, and deliver a series of short speeches demonstrating different styles and strategies of public speaking.

Course Descriptions, continued

COM2000 - Intercultural Communication (6 quarter credits). Learners in this course demonstrate and apply knowledge of cultural differences associated with values, norms, social interaction, and code systems. Learners also analyze the effects those differences have on inter- and cross-cultural communication.

COM2050 - Visual Design in Communications (3 quarter credits). This course is an introduction to visual design in communication. Learners apply the principles of visual design, explain various visual design methods, and evaluate their influences on communication.

COM3200 - Leadership, Gender, and Communication (6 quarter credits). This course focuses on the challenges associated with communication and the impact of gender on leadership positions. Learners critically analyze communication differences between men and women in a variety of contexts, including home, work, and community groups, and evaluate methods of increasing leadership potential within those settings. Learners also identify and examine fundamental gender-specific communication theories and practices.

COM3700 - Conflict Resolution (6 quarter credits). In this course, learners identify and analyze the factors that promote conflict and apply the fundamental skills and tools used to resolve conflict in personal and professional situations.

COM4100 - Media and Culture (6 quarter credits). In this course, learners analyze communication processes and the influence of broadcast and social media on society. Learners assess key economic, political, ethical, and social issues in intrapersonal, interpersonal and mass communication; and develop skills needed to critically consume and produce media.

Counseling

Only learners enrolled in the MS in Clinical Mental Health Counseling, MS in Marriage and Family Counseling/Therapy, or MS in School Counseling degree programs or the Contemporary Theory in Addictive Behavior, Contemporary Theory in Couple and Family Systems, or Contemporary Theory in Mental Health Services graduate certificate programs may take COUN courses.

COUN5004 - Survey of Research in Human Development for Professional Counselors (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 during the first quarter by learners who have been admitted to the MS in Marriage and Family Counseling/Therapy, MS in Clinical Mental Health Counseling, and MS in School Counseling degree programs and Contemporary Theory in Addictive Behavior, Contemporary Theory in Couple and Family Systems, and Contemporary Theory in Mental Health Services graduate certificate programs. 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 quantitative and qualitative approaches to needs assessment, program evaluation, and program design. **Learners may only earn credit for COUN5006 or SHB5006.**

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 and Diagnosis (4 quarter credits). Learners in this course examine psychopathology principles, professional literature, and current issues associated with assessing mental disorders. Learners critically evaluate diagnostic models, methods, and approaches used in diagnosing and treating individuals, couples, and families. Learners also explore the current DSM classifications and diagnostic issues associated with multicultural populations. **Prerequisite(s): MS Marriage and Family Counseling/Therapy learners must have completed COUN5220, COUN5270, COUN5820, COUN-R5821. MS Clinical Mental Health Counseling learners must have completed COUN-R5831.**

COUN5108 - Foundations of Addiction and Addictive Behavior (4 quarter credits). This course provides learners with fundamental knowledge of addiction from its historical roots through contemporary issues. Learners examine theory and research that guides treatment for substance use disorders and related addictive behaviors, including the diagnosis and treatment of co-occurring mental health issues. In addition, learners review empirically supported interventions

for individuals, families, groups, and diverse populations, as well as emerging issues in the field based upon current research.

Prerequisite(s): MS Marriage and Family Counseling/Therapy learners must have completed COUN5220, COUN5270, COUN5820, COUN-R5821. MS Clinical Mental Health Counseling learners must have completed COUN-R5831.

COUN5214 - 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. **Prerequisite(s): MS Marriage and Family Counseling/Therapy learners must have completed COUN5220 and COUN5270.**

COUN5217 - Ethical and Legal Issues in Professional Counseling (4 quarter credits). In this course, learners evaluate current legal and ethical guidelines used in the counseling profession. Learners apply decision-making models and formulate effective collaboration strategies used to resolve legal and ethical issues that arise when working with children, adults, couples, and families. Learners also analyze how personal belief systems influence counselors' responses to those issues.

COUN5220 - Introduction to Marriage and Family Therapy and Counseling (4 quarter credits). This course provides an introduction to the profession of marriage and family therapy and counseling, 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 counseling and examine the fundamental therapeutic concepts and skills needed to work with couples and families.

COUN5222 - Professional Ethics in Marriage and Family Counseling/Therapy (4 quarter credits). Learners in this course examine the ethical and legal responsibilities framing marriage and family counseling/therapy and related counseling professions and review the criteria for licensure in their state. Learners also analyze the impact of a therapist's values, culture, and ethnicity on his or her practice; explore approaches to protecting clients from one's own potential biases; and assess the role of advocacy in marriage and family counseling/therapy. **Prerequisite(s): COUN5004, COUN5220.**

Course Descriptions, continued

COUN5223 - Introduction to Clinical Mental Health Counseling (4 quarter credits). This course is an introduction to current practices and trends in the clinical mental health counseling profession. Learners analyze the effects of current issues and public policy on the practice of clinical mental health counseling. Learners examine professional counselors' roles in a variety of health service delivery modalities within the continuum of care. In addition, learners review models and strategies of professional consultation and supervision.

COUN5225 - Human Sexuality (4 quarter credits). Learners in this course study sexuality within the broad context of human experience. Learners examine a systemic psychosexual approach to development across the lifespan and evaluate the functionality of sexual behavior in individuals, couples, and families. In addition, learners explore theory, assessment, treatments, and interventions for various issues associated with sexuality, as well as sexuality-related concerns of diverse populations. Throughout the course, learners are challenged to expand personal awareness of limitations and biases that could impact the therapeutic relationship.

COUN5226 - Sexual Issues in Couple and Family Therapy (1 quarter credit). In this course, learners apply a systemic family therapy or counseling model used when working with couples' and families' sexual functioning, attitudes toward sexuality, and sexual orientation. Learners explore effective therapeutic techniques used when working with diverse clients.

COUN5232 - Systemic Approaches to Gender and Sexuality (4 quarter credits). This course presents historical and contemporary perspectives of gender and sexuality and their cultural influences. Learners develop a systemic view of gender and sexuality and apply it to the assessment and intervention process with individuals, couples, and families. Learners also explore and challenge their personal beliefs, attitudes, and values associated with gender and sexuality and the ways they may impact the therapeutic process. **Prerequisite(s):** COUN5220, COUN5222, COUN5270.

COUN5238 - Crisis Assessment and Intervention (4 quarter credits). This course presents crisis intervention and emergency management models and strategies used in the counseling field. Learners focus on developing the crisis intervention skills needed to provide counseling services in mental health settings in a timely, effective, and ethical manner. Learners also explore other related topics, including working with

situational crises, assessing suicide and other risks, and supporting the implementation of emergency management plans.

COUN5239 - 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.

COUN5240 - Theories of Counseling and Guidance for Children and Adolescents (4 quarter credits). Learners in this course review current theories, research, and methods of counseling and guidance of children and adolescents. Topics include childhood abuse and trauma, the effect of family relationships on children and adolescents, methods of parent education, school counseling issues, and specialized techniques for working with challenging children and adolescents. **For MS in School Counseling and BS in Psychology Pre-Counseling learners only.**

COUN5241 - 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):** COUN-R5811.

COUN5246 - Contemporary Issues in School Counseling (4 quarter credits). In this course, learners gain an understanding of current global and systemic issues in the field of professional school counseling and explore career needs, addiction, and associated ways of supporting increasingly diverse student populations. Learners evaluate the effectiveness of preventative programs and interventions based on current school counseling trends and best practices; enhance their knowledge and skills in developing and implementing preventative programs and designing interventions that are proactive and responsive to student needs. Learners also develop a deeper understanding of the role of leadership and advocacy in their future as professional school counselors.

Prerequisite(s): Completion of or concurrent registration in COUN-R5811.

COUN5254 - 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.

COUN5258 - 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), inter-group conflict, and group member transference with leaders. Learners also consider ethics, managed care, and culture and their influences on compulsive and addictive behavior treatment.

COUN5260 - Theories of Addiction Treatment (4 quarter credits). Learners in this course investigate the nature of addiction problems, studying various theories and models of addiction to evaluate the validity and efficacy of associated treatment approaches. Learners also utilize critical thinking skills in the application of theory to therapeutic work with specific populations.

COUN5262 - 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 gain a comprehensive understanding of treatment processes throughout the treatment continuum—from intake to continuing care and community and family support. Course topics include a review of addiction treatment and trends, current research on effective treatment models, evidence-based treatment, and ethics. Learners also consider the significance of the client engagement process and the role of the addiction counselor from a variety of perspectives, along with issues such as the impact the client and community's culture has on treatment.

COUN5269 - Introduction to Psychopharmacology for Counselors (1 quarter credit). Learners in this course examine psychopharmacology from a non-medical, mental health perspective. Learners

Course Descriptions, continued

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 therapy and counseling approaches to structural, strategic, transgenerational, behavioral, communication, and analytical models in working with couples and families. **Prerequisite(s): COUN5220.**

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 investigate systems-based couples counseling/therapy theories, methods, and practices and focus on therapeutic treatment planning and intervention. Learners also examine and interpret couples counseling/therapy literature and examine ways to apply it to clinical practice. **Prerequisite(s): COUN5220, COUN5270, COUN-R5821.**

COUN5274 - Couples Therapy Models: Contemporary Issues 1 (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 its place within their personal values and the assumptions of the two counseling models.

COUN5275 - Utilizing Systemic Approaches: Infancy Through Adolescence (4 quarter credits). This course is a comprehensive overview of the systemic theories and methods used to identify and resolve problems associated with the development and well-being of infants, toddlers, children, and adolescents. Learners examine the significance of contextual and systemic dynamics (e.g., gender,

age, socioeconomic status, culture, race, ethnicity, sexual orientation, spirituality, religion, family make-up, larger systems, and social context) on the development and well-being of infants, toddlers, children and adolescents and study recent developments in neuroscience that provide evidence of the influence of relationships on the brain, mind, and overall development. Learners also examine standard assessment and diagnostic practices and models; practice applying developmentally sensitive practices such as play therapy, experiential role-enactment, and family of origin exploration to various cases; and review the legal requirements and limitations of working with vulnerable populations of minors. **Prerequisite(s): COUN5220.**

COUN5276 - Couples Therapy Models: Contemporary Issues 2 (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 its place 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 from

academic, career, personal, and social perspectives. Learners analyze the history and current trends of school counseling programs and design leadership strategies to improve school environments across P–12 curriculum. 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 factors that enhance or impede student success, and the role of racial, ethnic, and cultural issues in school counseling.

COUN5284 - School Counseling Program Development and Evaluation (4 quarter credits). This course provides a comprehensive approach to developing school counseling programs and services, as well as the data-driven decision making and accountability needed to sustain them. Learners investigate the needs, structure, specialized areas, and evaluation functions of school counseling programs and examine comprehensive models using the American School Counselor Association (ASCA) National Model as a framework.

COUN5336 - Counseling and Advocacy with Diverse Populations (4 quarter credits). This course introduces theory and research related to culturally competent counseling and social justice advocacy. Learners consider the characteristics and concerns of diverse populations as they inform counseling and advocacy practices that promote optimal wellness and growth for individuals, couples, families, and groups. Learners also assess the influence of their own characteristics, attitudes, and beliefs on the counseling process; examine their roles in promoting social justice at multiple levels; and evaluate approaches for prevention of mental health issues in a multicultural society.

COUN5338 - Crisis Intervention, Trauma Response, and Emergency Management (4 quarter credits). Learners in this course examine skills and strategies for crisis intervention and prevention, response to trauma, and emergency management as they apply to the school counseling profession within K–12 school settings. Topics include responding to trauma; providing trauma-informed care; working with victims of trauma, abuse, or violence; developing crisis intervention and prevention plans; assessing risk of suicide and other risks; and analyzing and implementing emergency management plans. **For MS in School Counseling learners only.**

Course Descriptions, continued**COUN5424 - Instruction and Intervention with Special Populations (4 quarter credits).**

In this course, learners analyze theoretical perspectives, characteristics, etiology, assessment, and interventions related to children and adolescents of different ability levels. Learners evaluate differentiated instruction and inclusion models and investigate recent trends in special education, evidence-based interventions, and relevant laws that impact diverse students.

COUN5600 - Special Topics in Counseling (1 quarter credit). Learners in this course investigate a specific topic in counseling to enhance their understanding of theory, practice, and research in the counseling profession. *Directed study; special permission is required for registration.*

COUN5602 - Advanced Topics in Human Development and Behavior (1 quarter credit).

This course is a supplement to COUN5004. Learners explore the foundational issues that influence prenatal and postnatal human development, behavioral development, and lifelong learning. In particular, learners examine the effects of genetics, prenatal and postnatal care, attachment, early learning experiences, and environmental influences on human development and behavior. *Prerequisite(s): COUN5004.*

COUN5604 - Family Law and Ethics (1 quarter credit). This evidence-based research course is a supplement to COUN5217 and COUN5222. Learners explore divorce; arbitration and mitigation; blended families; children's issues, including neglect, abuse, truancy, foster care, and adoption; emancipation of minors; and the juvenile justice system. Learners explore the ethical codes of the American Counseling Association (ACA) and the American Association for Marriage and Family Therapy (AAMFT) and complete a final project that demonstrates competence in the areas of family law and ethics. *Prerequisite(s): COUN5217 or COUN5222.*

COUN5606 - Assessment and Appraisal (1 quarter credit). This course is a supplement to COUN5106 and provides an introduction to appraisal instruments used with children, adults, and families, with an emphasis on professional ethics in testing and measurement. Learners evaluate various assessment instruments for their reliability, applicability to specific populations, and clinical utility. Learners also self-administer counselor-in-training assessments to evaluate their counseling skills and readiness, compassion fatigue level, and cultural competence in working with diverse populations. *Prerequisite(s): Completion of or concurrent registration in COUN5106.*

COUN5608 - Alcohol and Drug Counseling (1 quarter credit). This course is a supplement to COUN5108 and provides a conceptual and experiential introduction to alcohol and drug counseling approaches and models. Learners explore leadership techniques used at various stages of the group process, alcohol and drug therapy best practices, and cultural and ethical issues associated with alcohol and drug counseling. Learners observe an addiction group in progress; research best practices for providing individual, group, and family therapy to that particular population; and complete a final project related to changing addictive behavior. *Prerequisite(s): Completion of or concurrent registration in COUN5108.*

COUN5610 - Diagnosis and Psychopathology (1 quarter credit). This course is a supplement to COUN5107. Learners practice using the current DSM decision trees, differentiate between similar diagnoses, and develop the skills used to determine accurate multiaxial diagnoses of psychopathology. Learners also develop skills in gathering the necessary information for making accurate diagnoses, interviewing clients, reporting diagnoses, and responding to cultural differences and maintaining ethical compliance in client diagnosis. *Prerequisite(s): COUN5107.*

COUN5612 - Psychotherapy Theories and Techniques (1 quarter credit). Learners in this course build on their knowledge of techniques associated with major theories of psychotherapy, as they apply to specific case presentations. In addition, learners explore appropriate application of evidence-based psychotherapy practices and interventions within diverse client populations. *Prerequisite(s): Completion of or concurrent registration in COUN5239.*

COUN5614 - Group Dynamics Processing and Counseling (1 quarter credit). This course provides a conceptual and experiential introduction to group formation and facilitation, orientation of members, group dynamics, group counseling approaches, and roles and styles of group leadership. Learners explore leadership techniques used at various stages of the group process, group therapy best practices, and cultural and ethical issues associated with group counseling. Learners observe two groups in progress, research best practices for providing group therapy to a particular population, and complete a final project.

COUN5616 - Legal and Ethical Responsibilities in Counseling (1 quarter credit). This evidenced-based research course is a supplement to COUN5217 and COUN5222. Learners explore the counselor's legal and ethical responsibilities associated

with professional disclosure and managing emergency situations. Learners also review the ethical and legal codes of various professional counseling associations, such as the American Counseling Association (ACA), the American Association for Marriage and Family Therapy (AAMFT), and the American School Counselor Association (ASCA) and complete a final project that demonstrates ethical and legal competence in their area of specialization. *Prerequisite(s): COUN5217 or COUN5222.*

COUN5618 - Treatment of Mental and Emotional Disorders (1 quarter credit). This advanced course focuses on the current approaches used by professional counselors for the treatment of mental and emotional disorders. Learners study the formulation of comprehensive treatment plans, investigate the use of evidence-based interventions, evaluate counseling progress and effectiveness, and explore appropriate use of community resources. *Prerequisite(s): COUN5107, COUN5239.*

COUN5620 - Marriage and Family Counseling/Therapy Clinical Field Experience Preparation (1 quarter credit). This course supports the preparation and application process for attaining clinical field experience in the MS in Marriage and Family Counseling/Therapy degree program. Learners investigate their state's licensure requirements, develop a strategy to fulfill the field experience portion of those requirements, and finalize their strategy through execution and feedback. *Prerequisite(s): COUN5820, COUN-R5821.*

COUN5820 - Marriage and Family Counseling/Therapy Theory and Practice (4 quarter credits). This course provides learners with the clinical marriage and family therapy skills they will need for their first residency, including building and maintaining therapeutic relationships, conceptualizing cases from a systemic perspective, conducting couple and family sessions, performing therapeutic assessments, applying ethical and legal standards of practice when working with couples and families from diverse backgrounds, and understanding diagnosis. Learners continue to integrate marriage and family counseling/therapy theories with clinical practice. *COUN-R5821 must be taken the quarter immediately following COUN5820. Prerequisite(s): COUN5004, COUN5220, COUN5222, COUN5270. Cannot be fulfilled by transfer.*

Course Descriptions, continued

COUN5822 - Group Counseling and Clinical Applications in Marriage and Family Therapy (4 quarter credits). This course provides learners with the group counseling and advanced clinical marriage and family therapy skills they will need for their second residency, including building and maintaining therapeutic systemic relationships; conceptualizing cases from a systemic perspective; and identifying potential ethical dilemmas and related ethical principles used when working with couples, families, and groups. Learners also explore and assess group dynamics, continue to integrate marriage and family counseling/therapy theories and methods with clinical practice, and develop career plans aligned with their professional identities and career goals. **COUN-R5823 must be taken the quarter immediately following COUN5822.** **Prerequisite(s):** COUN5107, COUN5271, COUN5273, COUN5820, COUN-R5821. **Cannot be fulfilled by transfer.**

COUN5830 - Mental Health Counseling Approaches and Interventions (4 quarter credits). This course cultivates foundational concepts and relationship-building skills, while integrating introductory application of assessment, therapeutic interventions, and ethical and legal standards. Learners apply theories, methods, and practices of clinical mental health counseling. **COUN-R5831 must be taken the quarter immediately following COUN5830.** **Prerequisite(s):** COUN5004, COUN5217, COUN5223, COUN5239, COUN5336.

COUN5832 - Group Counseling and Clinical Applications in Mental Health Counseling (4 quarter credits). This course presents group theoretical models and developing interventions. Topics include types of groups, developmental aspects of group counseling, group dynamics and processes, group leadership and membership roles, ethical awareness in relation to groups, and crisis management within groups. Learners continue to integrate mental health counseling theories and methods within clinical practice. **COUN-R5833 must be taken the quarter immediately following COUN5832.** **Prerequisite(s):** COUN5830 and COUN-R5831, or COUN5930 and COUN-R5930; COUN5106; COUN5107; COUN5108; COUN5238. **Cannot be fulfilled by transfer.**

COUN6101 - School Counseling Summer Practicum (2 quarter credits). The school counseling summer practicum provides learners with the opportunity to begin collecting practicum hours during a time frame that is aligned to the traditional public

school calendar. During this supervised experience, learners practice specific counseling skills, including interviewing, assessment, intervention, documentation, and consultation in a school counseling field setting. Learners use fundamental communication interviewing principles and individual and small group counseling approaches that promote student and school success. This course includes a minimum of 35 hours of practicum experience, which must consist of no less than 10 hours of direct service, no less than 6 hours of face-to-face individual and/or triadic supervision with site supervisors, and no less than 7.5 hours of group supervision with a Capella instructor. Learners continue with COUN6102 upon completion of this course. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific practicum and licensing or credentialing requirements of their states.** **Prerequisite(s):** COUN5246, COUN5279, COUN-R5811, COUN-R5813 with a cumulative GPA of 3.0 or better. **Cannot be fulfilled by transfer.**

COUN6102 - School Counseling Practicum (4 quarter credits). The school counseling practicum is a supervised experience during which learners practice specific counseling skills, including interviewing, assessment, intervention, documentation, and consultation in a school counseling setting. Learners use fundamental communication and interviewing counseling approaches that promote student and school success. This course requires 100 hours of practicum experience, which must consist of no less than 40 hours of direct student contact, and no less than 12 hours of face-to-face individual and/or triadic supervision with site supervisors. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific practicum and licensing or credentialing requirements of their states.** **Prerequisite(s):** COUN5246, COUN5279, COUN-R5811, COUN-R5813 with a cumulative GPA of 3.0 or better. **Cannot be fulfilled by transfer.**

COUN6131 - School Counseling Internship 1 (4 quarter credits). This is the first course in a sequence of two required school counseling internship courses during which learners engage in the comprehensive work experience of a professional school counselor. Learners complete 600 total required contact hours comprised of a minimum of 240 hours of direct service contact with students, families, and other stakeholders and 24 hours of face-to-face individual and/or triadic supervision with

site supervisors. Throughout this internship, learners develop and apply a broad spectrum of counseling skills in a school setting. In particular, learners create and deliver programs that address students' academic, social, emotional, career, and developmental needs to assist students and parents during all phases of the educational process. The internship provides opportunities for learners to become familiar with a variety of professional activities and resources, including record keeping, assessment instruments, supervision, consultation, information, referral, in-service training, and staff meetings. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific practicum and licensing or credentialing requirements of their states.** **Prerequisite(s):** COUN6102, COUN6915 with a cumulative GPA of 3.0 or better. **Cannot be fulfilled by transfer.**

COUN6132 - School Counseling Internship 2 (4 quarter credits). This is the second course in a sequence of two required school counseling internship courses during which learners engage in the comprehensive work experience of a professional school counselor. Learners complete 600 total required contact hours comprised of a minimum of 240 hours of direct service contact with students, families, and other stakeholders and 24 hours of face-to-face individual and/or triadic supervision with site supervisors. Throughout this internship, learners develop and apply a broad spectrum of counseling skills in a school setting. In particular, learners create and deliver programs that address students' academic, social, emotional, career, and developmental needs to assist students and parents during all phases of the educational process. The internship serves as the capstone course for the MS General School Counseling specialization and provides opportunities for learners to become familiar with a variety of professional activities and resources, including record keeping, assessment instruments, supervision, consultation, information, referral, in-service training, and staff meetings. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific practicum and licensing or credentialing requirements of their states.** **Prerequisite(s):** COUN6131, COUN6915 with a cumulative GPA of 3.0 or better. **Cannot be fulfilled by transfer.**

Course Descriptions, continued

COUN6202 - Marriage and Family Counseling/Therapy Clinical Practicum (4 quarter credits). The clinical practicum is an online-directed course and a supervised field experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family counseling or therapy field setting. Learners use fundamental communication and interviewing principles to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. Learners in the practicum course complete weekly face-to-face contact with field supervisors and weekly synchronous (live) group supervision with faculty supervisors using secure web conferencing solutions. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states.** **Prerequisite(s):** COUN5006 or COUN5876; COUN5106; COUN5107; COUN5239; COUN5336; COUN-R5823 with a cumulative GPA of 3.0 or better. **Cannot be fulfilled by transfer.**

COUN6231 - Marriage and Family Counseling/Therapy Clinical Internship 1 (4 quarter credits). The clinical internship is an online-directed course and a supervised field experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family counseling or therapy field setting. Learners use intermediate communication and interviewing skills to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. For each internship, learners complete weekly face-to-face contact with field supervisors and weekly synchronous (live) group supervision with faculty supervisors using secure web conferencing solutions. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states.** **Prerequisite(s):** COUN6202; COUN5279 or COUN6925 with a cumulative GPA of 3.0 or better. **Cannot be fulfilled by transfer.**

COUN6232 - Marriage and Family Counseling/Therapy Clinical Internship 2 (4 quarter credits). The clinical internship is an online-directed course and a supervised field experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family counseling or therapy

field setting. Learners use advanced communication and interviewing skills to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. For each internship, learners complete weekly face-to-face contact with field supervisors and weekly synchronous (live) group supervision with faculty supervisors using secure web conferencing solutions. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states.** **Prerequisite(s):** COUN6231 with a cumulative GPA of 3.0 or better. **Cannot be fulfilled by transfer.**

COUN6233 - Marriage and Family Counseling/Therapy Clinical Internship 3 (4 quarter credits). The clinical internship is an online-directed course and a supervised field experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family counseling or therapy field setting. Learners use advanced communication and interviewing skills to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. For each internship, learners complete weekly face-to-face contact with field supervisors, and weekly synchronous (live) group supervision with faculty supervisors using secure web conferencing solutions. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience licensure requirements of their states.** **Prerequisite(s):** COUN6232 with a cumulative GPA of 3.0 or better. **Cannot be fulfilled by transfer.**

COUN6301 - Mental Health Counseling Clinical Practicum (5 quarter credits). The clinical practicum is an online-directed, supervised field experience in a mental health counseling field setting during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation. Learners use fundamental communication and interviewing principles and perform initial assessments with individuals, couples, and/or families. This course requires 100 hours of clinical field experience, which must consist of no less than 40 hours of direct client contact, and no less than 12 hours of face-to-face contact with field supervisors. Learners also meet weekly via web conferencing for synchronous group supervision meetings with their course instructor. **Grading for this course is S/NS.**

It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. **Prerequisite(s):** COUN5006, COUN5106, COUN5225, COUN5254, COUN5271, COUN5279, COUN-R5831, COUN-R5833 with a cumulative GPA of 3.0 or better. **Cannot be fulfilled by transfer.**

COUN6302 - Mental Health Counseling Clinical Practicum (4 quarter credits). The clinical practicum is an online-directed, supervised field experience in a mental health counseling field setting during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation. Learners use fundamental communication and interviewing principles and perform initial assessments with individuals, couples, and/or families. This course requires 100 hours of clinical field experience, which must consist of no less than 40 hours of direct client contact, and no less than 12 hours of face-to-face contact with field supervisors. Learners also meet weekly via web conferencing for synchronous group supervision meetings with their course instructor. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states.** **Prerequisite(s):** COUN5006, COUN5106, COUN5225, COUN5254, COUN5271, COUN5279, COUN-R5831, COUN-R5833 with a cumulative GPA of 3.0 or better. **Cannot be fulfilled by transfer.**

COUN6321 - Mental Health Counseling Clinical Internship 1 (5 quarter credits). This is the first course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours in a mental health counseling setting. Of the 600 total hours, learners must complete 240 hours of direct client contact and a minimum of 24 hours of face-to-face contact with field supervisors. Learners also meet weekly via web conferencing for synchronous group supervision meetings with their course instructor. The internship consists of a classroom experience accompanied by supervised experience in a mental health counseling field setting and provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation with individuals, couples, and/or families. The focus of the internship is on learner professional development and the application of counseling skills under the supervision of site and faculty supervisors. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical**

Course Descriptions, continued

experience requirements of their states. Prerequisite(s): COUN6301 or COUN6302; COUN6965 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.

COUN6322 - Mental Health Counseling Clinical Internship 2 (5 quarter credits). This is the second course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Of the 600 total hours, learners must complete 240 hours of direct client contact and a minimum of 24 hours of face-to-face contact with field supervisors. Learners also meet weekly via web conferencing for synchronous group supervision meetings with their course instructor. COUN6322 consists of an online courseroom experience accompanied by supervised experience in a mental health counseling field setting and serves as the capstone course for the MS in Clinical Mental Health Counseling program. It provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation with individuals, couples, and/or families. The focus of the internship is on learner professional development, including career preparation, and the application of counseling skills under the supervision of site and faculty supervisors. Upon successful completion of the internship, learners are prepared to transition into roles as professional counselors who make active contributions to the field. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. Prerequisite(s): COUN6321 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

COUN6331 - Mental Health Counseling Clinical Internship 1 (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 in a mental health counseling setting. Of the 600 total hours, learners must complete 240 hours of direct client contact 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 with individuals, couples, and/or families. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. Prerequisite(s): COUN6301 or COUN6302; COUN6965 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

COUN6332 - Mental Health Counseling Clinical Internship 2 (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. Of the 600 total hours, learners must complete 240 hours of direct client contact and a minimum of 24 hours of face-to-face contact with field supervisors. The internship serves as the capstone course for the MS in Clinical Mental Health Counseling program and provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation with individuals, couples, and/or families. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. Prerequisite(s): COUN6331 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

COUN6333 - Counselor Education Clinical Internship 3 (4 quarter credits). Learners take this clinical or school counseling internship course to complete the required contact hours needed to fulfill graduation and/or state licensure requirements. It provides additional hours of clinical or school field experience. It is the learner's responsibility to research and comply with the specific clinical or school experience requirements of their states. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical or school experience requirements of their states. Prerequisite(s): COUN6132 or COUN6332 or COUN6532 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

COUN6334 - Counselor Education Clinical Internship 4 (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. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. May be repeated for credit. Prerequisite(s): COUN6333 with a cumulative GPA of 3.0 or better. 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, which must consist of no less than 40 hours of direct client contact, and no less than 12 hours of face-to-face contact with field supervisors. **It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. Prerequisite(s): COUN5950, COUN5951 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

COUN6531 - Career Counseling Clinical Internship 1 (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. Of the 600 total 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. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. Prerequisite(s): COUN6502, COUN6955 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

COUN6532 - Career Counseling Clinical Internship 2 (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. Of the 600 total 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. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific clinical experience requirements of their states. Prerequisite(s): COUN6531 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

Course Descriptions, continued

COUN6915 - School Counseling Integrative Project (4 quarter credits). In this course, learners demonstrate proficiency in professional school counseling by applying learning from required courses to create a comprehensive school counseling program reflective of national standards. In particular, learners identify the scope and practice of a professional school counselor and demonstrate awareness of and readiness for completion of quantitative licensure requirements. **Prerequisite(s): COUN-R5811; completion of or concurrent registration in COUN5246. Cannot be fulfilled by transfer.**

COUN6965 - Applied Research and Program Evaluation in Mental Health Counseling (4 quarter credits). In this course, learners demonstrate proficiency in mental health counseling by applying learning from required courses to create a program evaluation proposal in which they examine a theory-based mental health application. Learners select appropriate research methods to assess client needs and evaluate outcomes in counseling interventions and programs. Learners also demonstrate their understanding of using ethical and culturally relevant strategies for conducting, interpreting, and reporting results. **Prerequisite(s): COUN5006, COUN5106, COUN5223. Cannot be fulfilled by transfer.**

COUN-R5811 - Counseling Approaches and Techniques: School Counseling Residency Track 1 (4 quarter credits). The first residency includes an online courseroom and a face-to-face residency experience. Learners engage in online courseroom activities to prepare themselves for the face-to-face experiential component, which provides them with the opportunity to practically apply knowledge gained in prior coursework. During the course, learners focus on developing school counseling skills, including building relationships; examining academic, career, and social/emotional assessments of P–12 students from diverse populations; consulting with teachers and parents; and applying ethical and legal standards. Learners also explore the identity, role, and function of the school counselor. Learners then engage in a face-to-face residency experience that guides them as they practice counseling approaches and methods. **This course requires travel. Prerequisite(s): COUN5004, COUN5217, COUN5280, COUN5336. Cannot be fulfilled by transfer.**

COUN-R5813 - Advanced Counseling Approaches and Group Techniques: School Counseling Residency Track 2 (4 quarter credits). The second residency includes an online courseroom and a face-to-face residency experience. Learners engage in online courseroom activities to prepare themselves for the face-to-face experiential component. During the course, learners focus on developing advanced counseling skills, including building a range of therapeutic relationships; applying theory-based individual and group counseling techniques to P–12 students, families, and communities from diverse populations; and using assessment skills to identify student needs. Learners then engage in a face-to-face residency experience that guides them as they integrate school counseling theories and methods with counseling practice. This residency provides 10 hours of group experience. **This course requires travel. Prerequisite(s): COUN-R5811, COUN5006, COUN5106, COUN5241, COUN5284, completion of or concurrent registration in COUN5338. Cannot be fulfilled by transfer.**

COUN-R5821 - Advanced Marriage and Family Counseling/Therapy Theory and Practice: Residency Track 1 (4 quarter credits). The first residency includes an online courseroom and a residency experience. Learners engage in online courseroom activities to prepare themselves for the face-to-face residency experience, which provides them with the opportunity to practically apply knowledge gained in prior coursework. During the course, learners focus on the foundational theories of marriage and family therapy and the application of systemically based skills, including building therapeutic relationships, conceptualizing cases from a systemic perspective, conducting couple and family sessions, and applying ethical and legal standards of practice when working with couples and families. Learners then engage in a face-to-face residency experience that guides them as they integrate marriage and family counseling/therapy theory with clinical practice. **This course requires travel. COUN-R5821 must be taken the quarter immediately following successful completion of COUN5820. Prerequisite(s): COUN5004, COUN5220, COUN5270, COUN5820. Cannot be fulfilled by transfer.**

COUN-R5823 - Advanced Group Counseling and Clinical Applications in Marriage and Family Therapy: Residency Track 2 (4 quarter credits). The second residency includes an online courseroom and a residency experience. Learners engage

in online courseroom activities to prepare themselves for the residency experience, and assess and reflect on knowledge gained during previous coursework. Throughout the course, learners focus on the foundational theories of group therapy and the application of systemically based group facilitation skills. Learners practice developing advanced clinical marriage and family therapy skills, including building and maintaining a therapeutic systemic relationship, assessing group dynamics, identifying potential ethical dilemmas in group counseling, and assessing ethical principles used when working with couples and families. Learners then engage in a face-to-face residency experience that guides them as they integrate marriage and family counseling/therapy theories and methods with clinical practice. This residency provides 10 hours of group experience. **This course requires travel. COUN-R5823 must be taken the quarter immediately following successful completion of COUN5822. Prerequisite(s): COUN5108; COUN5232; COUN5271; COUN5273; COUN5275; COUN5820 and COUN-R5821; COUN5822. Cannot be fulfilled by transfer.**

COUN-R5831 - Advanced Mental Health Counseling Approaches and Interventions: Residency Track 1 (4 quarter credits). The first residency includes an online courseroom and a residency experience. Learners engage in preparatory online courseroom activities to prepare themselves for the residency experience. During the face-to-face residency experience, learners focus on developing clinical mental health counseling skills, including building therapeutic relationships, performing therapeutic assessments, understanding clients in crisis, and applying ethical and legal standards of practice. The residency experience guides learners as they integrate mental health counseling theories and methods with clinical practice. Learners then engage in post-residency online courseroom activities to assess knowledge gained. **This course requires travel. COUN-R5831 must be taken the quarter immediately following COUN5830. Prerequisite(s): COUN5004, COUN5217, COUN5223, COUN5239, COUN5336, COUN5830. Cannot be fulfilled by transfer.**

COUN-R5833 - Advanced Group Counseling and Clinical Applications in Mental Health Counseling: Residency Track 2 (4 quarter credits). The second residency includes an online courseroom and a residency experience. Learners engage in preparatory online courseroom activities to prepare themselves for the

Course Descriptions, *continued*

residency experience. During the face-to-face residency, learners focus on developing advanced clinical mental health counseling skills, including building a range of therapeutic relationships, applying theory-based individual and group therapy techniques, and performing crisis assessments and interventions. The residency experience guides learners as they integrate mental health counseling theories and methods with clinical practice. Learners then engage in post-residency online courseroom activities to assess knowledge gained. This residency provides 10 hours of group therapy experience. ***This course requires travel. COUN-R5833 must be taken the quarter immediately following COUN5832. Prerequisite(s): COUN5106; COUN5107; COUN5108; COUN5238; COUN5830 and COUN-R5831, or COUN5930 and COUN-R5930; COUN5832. Cannot be fulfilled by transfer.***

Criminal Justice (Graduate)

CRJ7011 - Corrections in the Criminal Justice System (4 quarter credits). This course introduces learners to corrections as a part of the criminal justice system. Learners examine the correctional philosophies of deterrence, incapacitation, rehabilitation, retribution, and restitution; and integrate policy, research, and practice within corrections. Learners also analyze topics such as issues of gender, race, sexual orientation, and ethics within corrections; and evaluate correctional programming, reentry, and government funding.

CRJ7012 - Psychological Criminology (4 quarter credits). This course offers an introduction and overview of psychological theories of crime. Learners evaluate the history, trends, and empirical status of various psychological theories used to understand antisocial behavior across the life course, from problem behaviors in childhood to delinquency in adolescence to crime in adulthood. Learners assess psychological constructs and how they relate to offender typologies, including: Moffitt's developmental taxonomy; psychiatric models such as oppositional defiant disorder, conduct disorder, antisocial personality disorder; and others. Learners also examine the salience of psychological constructs to prevention programs as well as intervention and treatment across law enforcement, judicial, and correctional settings.

CRJ7015 - Criminal Justice Theory (4 quarter credits). This course focuses on the applications of both criminal justice and criminological theories by scholars and professionals in research, policy formation, and practice. Learners gain and apply an understanding of key criminal justice theories that pertain to the structures and operations of the criminal justice organizations, including law enforcement, courts, and corrections. Learners analyze and evaluate the behaviors of state officials, the legal apparatus, and criminal justice organizations. Learners assess trends in criminal control in relation to political processes, social groups, economic changes, and ideological factors. ***Prerequisite(s): PSL7020, completion of or concurrent registration in PSL7030. Cannot be fulfilled by transfer.***

CRJ7021 - Community Corrections (4 quarter credits). In this course, learners are introduced to community-based corrections, including probation, parole, and intermediate sanctions such as boot camps, deferred sentences, home detention, electronic monitoring, day reporting centers, and others. Learners investigate the history and development of community corrections, trends in the use of various community-based sanctions, types of offenders who receive various sanctions based upon their criminal history and risk profiles, and current issues relating to community corrections. ***Prerequisite(s): CRJ7011.***

CRJ7022 - Sociological Criminology (4 quarter credits). Learners in this course apply sociological theories of crime, including the history, trends, and empirical status of various sociological theories used to understand crime. Learners examine various social problems including poverty; unemployment; inequity in housing, health care, and education; urban blight; and racism in context of their relation to crime. Learners then integrate sociological theories.

CRJ7025 - Justice, Security, and Democracy (4 quarter credits). This course introduces learners to the central functions of law enforcement agencies, the courts, and corrections in preserving and protecting the security, safety, rights, and liberties of their respective communities. Learners examine the principles of constitutional democracy, with particular focus on the roles and responsibilities of the criminal justice system. Learners analyze the complex reciprocal interactions and influences of politics, society, and the criminal justice system. ***Prerequisite(s): Completion of or concurrent registration in CRJ7015; PSL7030.***

CRJ7031 - Offender Treatment and Rehabilitation (4 quarter credits). Learners in this course analyze various approaches used to treat and rehabilitate criminal offenders, and examine the types of treatment and rehabilitation programs that are currently used in the field. Learners also evaluate the theoretical perspectives that guide effective treatment, and the research findings related to the success of treatment and rehabilitation programs that can be used to reduce recidivism among criminal offenders. ***Prerequisite(s): CRJ7011.***

CRJ7032 - Life-Course and Biosocial Criminology (4 quarter credits). In this course, learners articulate life-course and biosocial theories of crime, including the history, trends, and empirical status of various life-course and biosocial theories used to understand crime. Learners also examine the various fields of study from which the theories developed, such as developmental psychology, sociology, biology, and genetics; and analyze the key findings that emerge from these perspectives as well as the controversies experts are currently debating

CRJ7035 - Criminal Justice Policy and Administration (4 quarter credits). This course focuses on the organizational challenges that criminal justice leadership typically encounters in contemporary society. Learners critically examine the intended and unintended effects of political, social, and legal policies and pressures on how criminal justice organizations function. Learners assess organizational and administrative theories, strategic models, and best practices for leadership and administration in criminal justice. Learners analyze innovative policies and change initiatives to achieve specific ethical and functional objectives. ***Prerequisite(s): CRJ7015, PSL7030.***

CRJ7041 - Institutional Corrections (4 quarter credits). In this course, learners analyze classical and contemporary theories that support the confinement of criminal offenders. Learners examine inmate population demographics pertaining to offense class, gender, age, and minority status; and evaluate special populations of women, juveniles, elderly/infirm, and the mentally ill. Learners also investigate the dichotomy of security versus rehabilitation and assess violence, gang recruitment, and radicalization. ***Prerequisite(s): CRJ7011.***

Course Descriptions, *continued*

CRJ7042 - Applied Criminological Theory for Scholar-Practitioners (4 quarter credits).

Learners in this course apply theories from each of the major criminological schools (psychological, sociological, and life-course/biosocial) to a potential research topic within the discipline. Learners demonstrate how different theories impact variables, research questions, and the entire research project, including data analysis. Learners also integrate theory with policy, programs, and practice. **Prerequisite(s):** CRJ7012, CRJ7022, CRJ7032.

CRJ7045 - Crime Intelligence Analysis (4 quarter credits). In this course, learners assess the role and significance of community relationships in criminal investigations. Learners investigate current criminal justice information systems and computer applications in analysis and projection of crime patterns. Learners evaluate and apply approaches to resolve community crime problems through partnerships. Learners also analyze the effectiveness of a community-based program related to criminal justice intelligence operations. **Prerequisite(s):** CRJ7015, PSL7030.

CRJ7095 - Integrative Project for Criminal Justice (4 quarter credits). In this course, learners demonstrate proficiency in a specific area of criminal justice studies by applying learning from required and elective courses to develop an original project. Throughout the process, learners synthesize the interdisciplinary theoretical perspectives, approaches, and research methods addressed in the curriculum and write a paper, integrating academic literature with their project to demonstrate knowledge they have gained throughout the program. **For MS in Criminal Justice learners only. Prerequisite(s):** Completion of all required and elective coursework. **Cannot be fulfilled by transfer or prior learning assessment.**

CRJ8015 - Assessing Criminal Justice Theory (4 quarter credits). Learners in this course identify, define, and assess criminal justice theory. Learners apply criteria to evaluate the effectiveness of selected theories in explaining the structure and functioning of the formal components of the criminal justice system, law enforcement, the courts, and corrections. Learners use theories to account for the responses of officials assigned to process persons identified as criminal. Learners examine testable hypotheses and theses statements derived from these theories in relation to their implications for research, policy formation, and practice. In addition, learners

formulate their own research questions and policy proposals from the criminal justice theories that they find most compelling.

Prerequisite(s): CRJ7015, CRJ7025.

CRJ8025 - Contemporary Issues in Criminal Justice (4 quarter credits). This course introduces learners to contemporary issues faced by the criminal justice system, with particular focus on innovative, ethical, problem-oriented approaches to various criminal justice issues, problems, and crime types. Learners develop specialized scholarly interests by examining issues such as community relations, militarization of policing, use of deadly force, private security, national drug control policy, sentencing guidelines, correctional approaches, and alternative treatment modalities. Learners investigate how a chosen topic will impact policing, courts, and/or corrections. Learners also assess the implications and consequences public perceptions have on policy. **Prerequisite(s):** CRJ7035, CRJ8015.

CRJ8035 - Globalization and the Criminal Justice System (4 quarter credits). Learners in this course analyze the theories, actors, characteristics, and legal instruments associated with globalization and the criminal justice system. Learners examine International bodies of crime control and interactions between U.S. agencies and other national and international organizations. Learners identify issues and problems that arise from addressing transnational crime and criminal organization, and interpret the role of international politics, world conflicts, drug and human trafficking, cross-border problems, and other criminal activities. Learners also explain the relationships between local policing, federal law enforcement agencies, and foreign bodies and analyze a criminal justice issue of international significance. **Prerequisite(s):** CRJ8025.

CRJ8045 - Analysis of Crime Data (4 quarter credits). Learners in this course apply quantitative and qualitative tools to assess law enforcement performance, consequences of sentencing policies, effectiveness of correctional policies, and recidivism rates. Learners analyze the conceptual and technical foundations of crime databases and criminal justice secondary datasets; assess the development of criminal justice databases and examine their uses and limitations; and investigate secondary datasets, particularly those with vulnerable and protected populations, and their use in research. **Prerequisite(s):** CRJ8035, PSL7868, PSL-R8926.

Dissertation Research

DRS-R8925 - PhD Dissertation Research Seminar Track 1 (3 quarter credits). The intensive, six-week PhD Dissertation Research Seminar Track 1 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to initiate the development of a dissertation research plan. Throughout the course, learners focus on identifying a theory, topic, and research problem appropriate for their specialization. Track 1 learners must also complete PhD Dissertation Milestone 1 (Research Ethics Education). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. **For PhD in Advanced Studies in Human Behavior, PhD in Counselor Education and Supervision, and PhD in Human Services learners only. Prerequisite(s):** PhD in Advanced Studies in Human Behavior learners must have completed SHB8100. PhD in Counselor Education and Supervision learners must have completed CES8110. PhD in Human Services learners must have completed or be concurrently registered in PSL7860. **Cannot be fulfilled by transfer.**

DRS-R8926 - PhD Dissertation Research Seminar Track 2 (3 quarter credits). The intensive, six-week PhD Dissertation Research Seminar Track 2 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to develop a research question and to select an appropriate dissertation topic. In Track 2, learners complete PhD Dissertation Milestone 2 (Topic Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. **Prerequisite(s):** DRS-R8925. PhD in Advanced Studies in Human Behavior learners must have completed HMSV8120, HMSV8130. PhD in Counselor Education and Supervision learners must have completed CES8120, CES8122. PhD in Human Services learners must have completed PSL7864 or HMSV8120; PSL7868 or HMSV8130. **Cannot be fulfilled by transfer.**

Course Descriptions, continued

DRS-R8927 - PhD Dissertation Research Seminar Track 3 (3 quarter credits). The intensive, six-week PhD Dissertation Seminar Track 3 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to detail a methodological design, sampling plan, and strategy for data analysis. In Track 3, learners complete PhD Dissertation Milestone 5 (Research Plan Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. Learners must complete Track 3 prior to beginning the comprehensive examination phase of the program. **Prerequisite(s):** *DRS-R8926. PhD in Advanced Studies in Human Behavior learners must have completed HMSV8140. PhD in Counselor Education and Supervision learners must have completed CES8123, CES8768, CES8772. PhD in Human Services learners must have completed HMSV8140. Cannot be fulfilled by transfer.*

DRS9919 - 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 register for the first dissertation course. **Grading for this course is S/NS. Prerequisite(s):** *Completion of all required and elective coursework 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.*

DRS9960 - Dissertation Courseroom (5 quarter credits each). 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 S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s):** *DRS9919 or SHB9919. Cannot be fulfilled by transfer.*

Doctor of Business Administration

DB8002 - Introduction to Doctoral Studies in Business (6 quarter credits). This course presents an introduction to strategies for success in doctoral studies with attention to becoming a doctoral level writer and researcher in business. The course assists learners in making the transition from being intelligent consumers of research to producers of useful applied research. An overview is provided of the nature of business administration and how businesses operate as a system to produce products or services. **For DBA learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

DB8008 - Becoming a Business Researcher (6 quarter credits). Learners in this course explore the role of the researcher, the purpose for applied business research, and its benefits to the business community. Learners are introduced to the methods and ethical and business responsibilities of engaging in applied business research. Learners also examine the process of translating business problems, opportunities, or challenges into researchable projects that result in practical solutions grounded in scholarly thinking. **For DBA learners only. 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):** *DB8065, DB-R8922.*

DB8015 - Applied Business Research Projects (6 quarter credits). In this course, learners develop skills that can be applied toward development of a business topic and purpose, which frames an applied business research project. This includes a review of sources of data, methodological approaches and techniques, as well as the collection and analysis of data, and recommendations. Learners also explore methodology and techniques that align with the research purpose and questions. **For DBA learners only. Prerequisite(s):** *DB8008. Cannot be fulfilled by transfer.*

DB8020 - Research Foundations (6 quarter credits). This course introduces learners to the fundamental principles, concepts, and methodological approaches of applied business research, including ethical considerations. Learners examine the process of translating management problems to research purpose statements and research questions, including how to incorporate theoretical frameworks into their research. Finally, learners review different approaches to help create literature reviews in support of business research. **For DBA and DIT learners only. Learners may only earn credit for DB8020 or DIT8020. Prerequisite(s):** *DB8002 or DIT8004; DB-R8921 or DIT-R8921. Cannot be fulfilled by transfer.*

DB8025 - Leading Processes, Technology, and People (6 quarter credits). This course presents learners with a knowledge base and best practices around leadership and its successful execution. Learners study approaches to process, technological, and people leadership. Learners also focus on leadership competencies for planning and sustaining change management strategies. **For DBA learners only.**

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. **For DBA learners only.**

DB8040 - Financial Decision Making (6 quarter credits). This course presents the ways financial theory and practice can be applied to increase the quality of organizational financial decision-making. Learners focus on financial theory, tools, and techniques and how they are used to advance the ethical development and performance of the firm. Learners also analyze internal and external data in support of evidence-based decision-making and strategic design. **For DBA learners only.**

Course Descriptions, continued

DB8055 - Research Design and Methodology (6 quarter credits). Learners in this course build upon the research foundations covered in DB8020 or DIT8020 by engaging in the tasks associated with choosing a research design and methodology. Learners study how to develop population boundaries, sampling frames, and sampling techniques, as well as how to create researchable hypotheses and propositions, data collection and analysis strategies, and the use of instrumentation. Learners present evidence to justify the reliability and validity of instrumentation and theoretical frameworks and also present major ethical issues and risks in business research, including ways to mitigate these risks. **For DBA and DIT learners only. Learners may only earn credit for DB8055 or DIT8055. Prerequisite(s): DB8020 or DIT8020; DB-R8921 or DIT-R8921. Cannot be fulfilled by transfer.**

DB8065 - Contemporary Issues Impacting Organizational Success (6 quarter credits). In this course, learners assess some of the critical and current challenges facing businesses and organizations from a multi-function and triple bottom line perspective. This includes attention to social objectives such as corporate responsibility and ethics, and environmental objectives such as sustainability in enterprise, within a profit context. Learners also examine the influences on organizations from geo-political events, rapid technological development that drives innovation, competition for natural resources, and the interaction of culture and diversity in the work environment. Finally, learners discuss emerging trends and key issues within the context of successful tactical and strategic solutions for organizational success. **For DBA learners only. Prerequisite(s): DB8040, DB8070 or DB8075; DB-R8922 or DB-R8959. Cannot be fulfilled by transfer.**

DB8075 - Marketing in a Connected World (6 quarter credits). In this course, learners examine how marketing helps organizations match products and services with the needs, wants, and desires of its customers and prospects. Learners take a global perspective to designing marketing programs which create and add value to customer-client relationships. Learners develop skills to succeed in a digitally connected global economy and examine theories and concepts in consumer science, relationship marketing, services marketing, digital and social media marketing, innovation, and strategic marketing. To connect theory to practice, learners review cases and study the evolution of the marketing mix and its relevance in a digitally driven global economy. **For DBA learners only.**

DB8210 - Business Intelligence, Analytics, and Decision Support (4 quarter credits). Learners in this course study managerial decision-making and its computerized support, including the various frameworks for decision support. Learners examine the need for business analytics in modern enterprise and acquire and develop their knowledge of the foundations and key issues associated with managerial decision-making. Learners also gain an understanding of the major categories and applications of business analytics, including analytics, decision support systems, and business intelligence. **For DBA Business Intelligence learners only. Cannot be fulfilled by transfer.**

DB8212 - Data Warehousing and Descriptive Analytics (4 quarter credits). In this course, learners examine the role of descriptive analytics (DA) in solving business programs, including the basic definitions, concepts, and architectures of data warehousing as foundations for managerial decision support. Learners acquire and develop an understanding of the capabilities of business reporting and visualization as enablers of DA, as well as the foundations of the emerging field of visual analytics as applied to dashboards and scorecards in performance management. **For DBA Business Intelligence learners only. Cannot be fulfilled by transfer.**

DB8214 - Data Mining and Predictive Analytics (4 quarter credits). This course focuses on the role of predictive analytics and data mining in solving business problems. Learners explore the processes and methods for conducting data mining projects and study predictive modeling techniques, including artificial neural networks and support vector machines. Learners also examine the processes, methods, and applications of contemporary variations to data mining, such as text mining, Web mining, and text analytics. **For DBA Business Intelligence learners only. Prerequisite(s): DB8210, DB8212. Cannot be fulfilled by transfer.**

DB8216 - Data Modeling and Prescriptive Analytics (4 quarter credits). Learners in this course study the applications of prescriptive analytics. Learners construct analytical models for selected decision problems, including linear programming and analytic hierarchical processing. Learners also formulate heuristic search methods and simulation models for decision support. **For DBA Business Intelligence learners only. Prerequisite(s): DB8210, DB8212. Cannot be fulfilled by transfer.**

DB8321 - Designing a Global Operations and Supply Chain Network (4 quarter credits). Learners in this course examine the foundational principles, concepts, and theories of the operations and supply chain management (OSCM) discipline. Learners analyze how raw materials move through a network of organizations and become a product to be delivered through wholesalers and distributors to customers. Learners study network design of OSCM decisions including production sites, inventory, order fulfillment, transportation, sustainability and logistics from the operational, tactical, and strategic perspectives. Using the scholar-practitioner model, learners also explore underlying theories and their application in real-life scenarios. Finally, learners apply introductory methods of optimization and statistics in quality assurance and control, inventory management, and demand planning along with other methods. **For DBA Global Operations and Supply Chain Management learners only. Cannot be fulfilled by transfer.**

DB8323 - Supply Chain Transformation Through Innovation (4 quarter credits). In this course, learners explore how transformation initiatives (such as new methods and technology) enable firms to compete by managing costs and creating superior customer value. Learners examine methods for designing integrated global supply chain networks that are cost-effective and of high quality, and analyze global management of complex investments in suppliers, hardware, software, networks, and processes. Learners study strategies to introduce new technology by analyzing resistance to change and total cost of ownership (TCO). Learners also examine the evaluation, selection, and implementation of enterprise resource planning (ERP), transportation management (TMS), and warehouse management (WMS) systems using suites or best of breed tools. Finally, learners examine supply chain analytics, cloud computing, and Software as a Service (SaaS) in the context of supply chain management. **For DBA Global Operations and Supply Chain Management learners only. Cannot be fulfilled by transfer.**

DB8325 - Supplier Relationship Management (4 quarter credits). Learners in this course examine the critical need for organizations to evaluate, select and manage relationships with their suppliers. Many firms operate as globally networked enterprises that seamlessly integrate suppliers, customers and internal operations. In so doing, organizations need to develop world-class supply bases that are cost effective,

Course Descriptions, continued

high quality and resilient to disruptions. These sourcing relationships are complicated by cultural, political and legal differences in various countries. Further, organizations find sourcing as a key place to address the ethical and environmental concerns that many customers demand. Using the scholar-practitioner model, learners also explore supply chain research in the field. **For DBA Global Operations and Supply Chain Management learners only. Prerequisite(s): DB8321, DB8323. Cannot be fulfilled by transfer.**

DB8327 - Global Supply Chain Design (4 quarter credits). Learners in this course design global supply chains using quantitative methods that achieve world-class customer service and competitive costs. The need to optimize multiple variables and address dynamic markets makes this a complex task. This course addresses facility location, inventory management, service levels and transportation selection as aspects of supply chain network design. Learners also examine how to create teams and address project management concerns associated with supply chain projects. Using the scholar-practitioner model, learners explore research literature in supply chain network design. **For DBA Global Operations and Supply Chain Management learners only. Prerequisite(s): DB8321, DB8323. Cannot be fulfilled by transfer.**

DB9921 - Dissertation with Project Mentoring (6 quarter credits). Learners complete the required dissertation milestones and prepare their dissertation for publication. **For DBA learners only. Learners must register for this course a minimum of two times to fulfill their program requirements. Prerequisite(s): DB8010, DB-R8923. Cannot be fulfilled by transfer.**

DB9940 - DBA Mentor Courseroom (non-credit). This course provides a milestone framework to assist learners in developing and completing a five-chapter DBA dissertation. In the course, mentors guide learners through discussion, feedback, and use of supporting resources as the learners progress toward completion of their dissertation. **For DBA learners only. Grading for this course is S/NS. Learners must register for this course each quarter. Cannot be fulfilled by transfer.**

DB9950 - Dissertation Competency Development (4 quarter credits). This course provides structure and strategies for successful completion of program research requirements to learners and offers additional

support with their research requirement for completion of doctoral milestones. This course helps guide learners toward the assessment and development of scholarly competencies aligned to the program research experience. **For DBA learners only. Department consent is required for registration. Grading for this course is S/NS. May be repeated for credit. Cannot be fulfilled by transfer.**

DB9971 - Doctoral Capstone (4 quarter credits each). This course provides learners with resources, guidance, and support as they complete the required milestones toward completion of a doctoral capstone. Learners apply scholarly research within a particular professional context to advance their knowledge in the science and practice of the profession and solve organization, institutional, or community concerns. **Department consent is required for registration. Grading for this course is S/NS. Learners must register for this course a minimum of three times to fulfill their specialization requirements. Prerequisite(s): Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

DB-R8921 - DBA Residency Track 1 (2 quarter credits). In the first residency, learners review the DBA program and dissertation process 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. Cannot be fulfilled by transfer.**

DB-R8922 - DBA Residency Track 2 (2 quarter credits). In the second residency, learners review the school guidelines for developing and writing Chapters 1 and 2 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 1 and 2 and develop a strategy for completion. **For DBA learners only. Prerequisite(s): DB8050 or DB8055, DB-R8921. Cannot be fulfilled by transfer.**

DB-R8923 - DBA Residency Track 3 (2 quarter credits). In the third residency, learners review the school guidelines for developing and writing Chapters 3, 4, and 5 of the dissertation and identify and

discuss best practices for completion. Learners assess their progress in constructing Chapters 3, 4, and 5 and developing Chapter 3 into a final dissertation proposal. **For DBA learners only. Prerequisite(s): DB8040; DB-R8922. Cannot be fulfilled by transfer.**

DB-R8957 - Conceptualization Strategies for Applied Business Research (3 quarter credits). Learners in the DBA Residency Experience begin to develop research skills, thought frameworks, and conceptualization ability necessary for the successful conduct of applied business research. Learners improve their acumen in research project initiation, which includes developing a research purpose statement, goals, and research questions based on the identification of a business problem, opportunity, or challenge. Learners, in groups and individually, engage in thinking strategies and research and writing skills needed for defining a doctoral level research project. **For DBA learners only. Prerequisite(s): DB8008. Cannot be fulfilled by transfer.**

DB-R8959 - Research Design and Implementation Planning (3 quarter credits). In this continuation of the DBA Residency Experience, learners strengthen their ability to design and implement successful applied business research while ensuring alignment of research methodology to the research purpose and questions. Learners apply sound theoretical and conceptual frameworks to build the foundation that informs applied research constructs and execution. Learners also examine and critique the issues and directions related to designing and implementing an applied research study. **For DBA learners only. Prerequisite(s): DB8015, DB-R8957. Cannot be fulfilled by transfer.**

Doctor of Health Administration

DHA8004 - Innovative Business Practices in Health Care (6 quarter credits). Learners in this course examine various innovative health care practices, including creating a culture of accountability for personal, departmental, and organizational performance. Learners evaluate their abilities as change leaders and assess their readiness to accept responsibility for their organizational performance. Learners also demonstrate the skills needed to communicate effectively, take initiative, and reflect industry standards in the workplace. **For DHA learners only.**

Course Descriptions, *continued*

DHA8007 - Strategic Financial Management in Health Care (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. **For DHA learners only. Cannot be fulfilled by transfer.**

DHA8008 - Health Care Policy Processes (6 quarter credits). In this course, learners develop an understanding of health care policy processes and examine the ways health care policy can affect 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.

DHA8015 - Action Research in Health Administration 2 (6 quarter credits). In this course, learners continue developing their skills in applying the action research methodological framework to a specific health care problem. Learners work with organizational partners to refine their action research proposal, position their proposal for success within the organization, and develop a research plan and supporting documentation they will use to move their proposal forward as an action research dissertation project. Though this course requires communication and collaboration with stakeholders in an organization, it is a learner-driven experience that does not involve on-site supervision. **For DHA learners only. Prerequisite(s): DHA8013. 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 U.S. health policy and services delivered from a results-based, community impact perspective. Learners examine innovations in and challenges and opportunities associated with U.S. health policy development and implementation, including those related to assessing community needs; building coalitions; and measuring the success of evidence-based, health care policy solutions. Learners also study ethics and social accountability relative to domestic health policy.

DHA8022 - Global Health Policy (6 quarter credits). In this course, learners evaluate global health policy from a results-based, sociopolitical perspective. Learners examine innovations in and 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.

DHA8026 - Regulatory Compliance for Health Care Leaders (6 quarter credits). This course focuses on the current compliance and regulatory issues health care leaders face. Learners develop an understanding of the various health care compliance features and demonstrate the skills needed to develop a strong organizational compliance program. Throughout the course, learners also gain the knowledge and skills needed to align current regulatory compliance mandates to current health care organizations.

DHA8032 - Strategic Vision and Planning in Health Care (6 quarter credits). Learners in this course focus on developing a strategic orientation to evaluate short- and long-term operational and organizational performance goals. Learners analyze organizational systems, 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 results.

DHA8034 - Evidence-Based Leadership in Health Care (6 quarter credits). In this course, learners demonstrate the evidence-based leadership skills needed to apply health care management research to organizational processes to derive practical solutions to health care leadership issues. Learners examine the formal and informal influence strategies used to change individual and organizational behavior and the leadership strategies used to promote collaboration, optimize workforce performance, and promote positive health care organizational outcomes.

DHA8036 - Health Care Leadership Excellence in a Consumer-Driven Market (6 quarter credits). This course focuses on the skills needed to excel as a health care

leader in a consumer-driven market. Learners examine the four cornerstones of the Dye-Garman model for exceptional leadership in health care. Learners develop their leadership skills, focusing on cultivating self-awareness; embracing a compelling vision; developing an energizing style for working with people; and applying masterful execution of using knowledge, influence, and power.

DHA8040 - Health Data Analytics in Quality (6 quarter credits). In this course, learners become familiar with regulatory and policy forces in health care that result in the demand for improved quality and clinical outcomes. Learners examine a variety of technical specifications, statistical procedures, and data sources to drive improvement. In addition, learners create and present quality dashboards to identify opportunities for improvement that drive change in a systematic, strategic way.

DHA8042 - Performance Management and Process Improvement in Health Care (6 quarter credits). Learners in this course gain an understanding of the importance of strategic planning and organizational assessments as they relate to quality improvement in health care. Learners become familiar with identifying and creating priorities for quality improvement resulting in organizational action plans and projects needed to meet external demands relative to competition. Learners develop an understanding of the use of decision support, risk adjustments, data interpretation, and benchmarking to develop Quality Performance Improvement (QPI) teams and to monitor organizational performance.

DHA8044 - Patient Safety, Accreditation, and Regulation in Health Care (6 quarter credits). In this course, learners evaluate the different types of accreditation processes and the importance of ongoing compliance. Learners examine the role the quality professional has when working with federal, state, and/or local agencies and identify benefits and outcomes of continuous readiness. Throughout the course, learners determine mechanisms and tools to evaluate the success of health care organizations' safety activities and demonstrate how to coordinate and integrate risk management into the organization's health care safety strategy. Finally, learners propose how to link health care safety goals to those of the organization's strategic plan to create and sustain an organizational-wide safety culture.

DHA9960 - Dissertation Courseroom (5 quarter credits each). This course provides learners with resources, guidance, and peer and mentor support during each dissertation

Course Descriptions, *continued*

course as they complete the required milestones. **Department consent is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.**

DHA9971 - Doctoral Capstone (4 quarter credits each). This course provides learners with resources, guidance, and support as they complete the required milestones toward completion of a doctoral capstone. Learners apply scholarly research within a particular professional context to advance their knowledge in the science and practice of the profession and solve organization, institutional, or community concerns. **Department consent is required for registration. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their program requirements. Cannot be fulfilled by transfer.**

Doctor of Information Technology

DIT8004 - Research and Practice in Information Technology (6 quarter credits). Learners in this course apply critical thinking skills to analyze practical solutions to problems in information technology. Learners connect these solutions to the knowledge base in research literature, develop scientific research skills, employ academic writing and critical thinking skills, and engage in collaborative learning in a cohort setting. This course prepares learners to embark on the doctoral journey in the DIT program. **For DIT learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

DIT8020 - Research Foundations (6 quarter credits). This course introduces learners to the fundamental principles, concepts, and methodological approaches of applied business research, including ethical considerations. Learners examine the process of translating management problems to research purpose statements and research questions, including how to incorporate theoretical frameworks into their research. Finally, learners review different approaches to help create literature reviews in support of business research. **For DBA and DIT learners only. Learners may only earn credit for DB8020 or DIT8020. Prerequisite(s): DB8002 or DIT8004; DB-R8921 or DIT-R8921. Cannot be fulfilled by transfer.**

DIT8055 - Research Design and Methodology (6 quarter credits). Learners in this course build upon the research foundations covered in DB8020 or DIT8020 by engaging in the tasks associated with choosing a research design and

methodology. Learners study how to develop population boundaries, sampling frames, and sampling techniques, as well as how to create researchable hypotheses and propositions, data collection and analysis strategies, and the use of instrumentation. Learners present evidence to justify the reliability and validity of instrumentation and theoretical frameworks and also present major ethical issues and risks in business research, including ways to mitigate these risks. **For DBA and DIT learners only. Learners may only earn credit for DB8055 or DIT8055. Prerequisite(s): DB8020 or DIT8020; DB-R8921 or DIT-R8921. Cannot be fulfilled by transfer.**

DIT8210 - Information Technology Leaders as Partners in Organizational Strategic Planning (6 quarter credits). This course focuses on the information technology leader's collaborative roles working with an organization's non-IT senior leadership, including aligning business strategy with IT strategy, acting as an equal contributor to the formation of organizational strategy, and integrating ethical policies and practices into an organization. Learners evaluate multidisciplinary research and practices related to leadership, organizational structures, and culture. Through the lens of complexity/chaos and change theories, learners analyze information technology's role in contributing to organizational resiliency. **For DIT learners only. Cannot be fulfilled by transfer.**

DIT8212 - Leading Information Technology Strategic Planning in Complex and Global Environments (6 quarter credits). In this course, learners examine processes by which senior information technology leadership must evaluate different IT governance models from a global perspective, including decision models, management structures, business engagement processes, leadership theories, and risk assessment processes. Learners evaluate methods of performance measurement and control, and assess the relevance and effect of social responsibility issues and strategic partnering on IT strategic planning. **For DIT learners only. Cannot be fulfilled by transfer.**

DIT8214 - Guiding the Implementation of Information Technology Policies and Processes (6 quarter credits). This course presents key issues related to the implementation of information technology policies and processes as day-to-day operations, including consideration of ethical, cultural, and global issues, and potential effects on internal and external stakeholder needs. Learners evaluate strategies for

implementing different governance models and assess the ways in which those models relate to change management processes and organizational innovation. **For DIT learners only. Prerequisite(s): DIT8210, DIT8212.**

DIT8216 - Innovating Information Technology Life Cycle Management Processes in a Changing Environment (6 quarter credits). In this course, learners evaluate evolving theories and practices that inform decisions related to the information technology system development life cycle. Learners assess different development models and examine the IT leader's role in IT enterprise portfolio management against the backdrop of changing workforce considerations, including offshore, contract, multicultural, and multigenerational workers in global enterprises. **For DIT learners only. Prerequisite(s): DIT8210, DIT8212.**

DIT8940 - Information Technology Consulting Practice Seminar (6 quarter credits). In this course, learners study the practice of information technology consulting, including the consultant's role, identifying methods and strategies used by IT consultants, and their vital integration into today's information technology organizations. This course emphasizes the practitioner role, from designing and building an IT consulting business to working as a consultant within a company. **For DIT Learners only. Prerequisite(s): Completion of all core coursework. Cannot be fulfilled by transfer.**

DIT8950 - Teaching Practice Seminar in Information Technology Education (6 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. **For DIT learners only. Prerequisite(s): Completion of all core coursework. Cannot be fulfilled by transfer.**

DIT9921 - Dissertation with Project Mentoring (6 quarter credits). Learners complete the required dissertation milestones and prepare their dissertation for publication. **For DIT learners only. Learners must register for this course a minimum of two times to fulfill their program requirements. Prerequisite(s): DIT8940 or DIT8950, DIT-R8923. Cannot be fulfilled by transfer.**

Course Descriptions, *continued*

DIT9940 - Dissertation Mentor Courseroom (non-credit). This course provides objectives and content topics that assist learners in developing a five-chapter DIT dissertation proposal that meets the 8–10-quarter completion guideline. Learners engage with their mentors through structured discussion topics and virtual and live conferences to begin the process of selecting a dissertation topic, review the DIT program, and prepare for the residency and writing assessment assignment that demonstrates research writing proficiency. **For DIT learners only. Grading for this course is S/NS. Learners must register for this course a minimum of ten times to fulfill their program requirements. Cannot be fulfilled by transfer.**

DIT9950 - Dissertation Competency Development (4 quarter credits). This course provides assistance to learners experiencing difficulty in achieving milestone success as they approach approval of their dissertation proposal. Learners, their mentor, and the course faculty member use a focused competency assessment to create a development plan that informs and supports an agreement describing the course activities and outcomes necessary to complete this course and satisfy specific scholarly competencies. **For DIT learners only. Special permission is required for registration. Grading for this course is S/NS. May be repeated for credit. Cannot be fulfilled by transfer.**

DIT-R8921 - DIT Residency Track 1 (2 quarter credits). In the first residency, learners review the DIT programs 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 DIT learners only. Cannot be fulfilled by transfer.**

DIT-R8922 - DIT Residency Track 2 (2 quarter credits). In the second residency, learners review the school guidelines for developing and writing Chapters 1 and 2 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 1 and 2 and develop a strategy for completion. **For DIT learners only. Prerequisite(s): DB8055, DIT-R8921. Cannot be fulfilled by transfer.**

DIT-R8923 - DIT Residency Track 3 (2 quarter credits). In the third residency, learners review the school guidelines for developing and writing Chapters 3, 4, and 5 of the dissertation and identify and discuss best practices for completion. Learners assess their progress in constructing Chapters 3, 4, and 5 and developing Chapter 3 into a final dissertation proposal. **For DIT learners only. Prerequisite(s): DIT8212, DIT-R8922. Cannot be fulfilled by transfer.**

Doctor of Nursing Practice

Only learners enrolled in the DNP degree program may take DNP courses.

DNP8008 - Executive Leadership and Ethics in Health Care (4 quarter credits). In this course, learners analyze the executive leadership and communication skills used to facilitate and foster group consensus and develop and maintain the therapeutic relationships and partnerships needed to promote optimal health care outcomes. Learners develop and evaluate ethical practice strategies for promoting patient safety and managing issues generated by health disparities. Learners also focus on developing the skills needed to guide, mentor, and support other nurses in their effort to achieve excellence in nursing practice. **Prerequisite(s): DNP8002, DNP8004. Cannot be fulfilled by transfer.**

DNP8010 - Management in Advanced Contemporary Nursing (4 quarter credits). The focus of this course is on the management skills needed to create valuable, proactive change in health care settings and within 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.

DNP8012 - Nursing Technology and Health Care Information Systems (4 quarter credits). Learners in this course apply information technology and research methods used within the health care environment. In particular, learners evaluate the use of technology in health care information systems for the purposes of monitoring outcomes of care and assessing quality improvement.

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. Throughout the course, learners focus on preparing themselves to lead the development and implementation of institutional, local, state, national, or international health care policy.

Prerequisite(s): DNP8010. Cannot be fulfilled by transfer.

DNP8020 - DNP Practicum (4 quarter credits). In this course, learners demonstrate synthesis of The Essentials of Doctoral Education for Advanced Nursing Practice, program coursework, and practicum experiences in a final project. 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 coursework 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.

Department consent is required for registration. Prerequisite(s): DNP8004.

DNP9971 - Doctoral Capstone (4 quarter credits each). This course provides learners with resources, guidance, and support as they complete the required milestones toward completion of a doctoral capstone. Learners apply scholarly research within a particular professional context to advance their knowledge in the science and practice of the profession and solve organization, institutional, or community concerns.

Department consent is required for registration. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their program requirements. Cannot be fulfilled by transfer.

Course Descriptions, *continued*

Doctor of Public Administration

DPA8109 - Program Evaluation and Action Research (4 quarter credits). This course introduces learners to the basic fundamentals of both program evaluation and action research. Learners use program evaluation to objectively assess and improve program efficiency, and engage in action research in various aspects of research design or implementation. Learners also analyze the concepts, design methods, and their application to real-world situations using both program evaluation and action research methods. **For DPA learners only. Prerequisite(s): DPA8404; DPA8416; completion of or concurrent registration in DPA8420; PSL7010. 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): DPA8404; DPA8416; completion of or concurrent registration in DPA8420; PSL7010. 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. **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): DPA8404; DPA8416; completion of or concurrent registration in DPA8420; PSL7010. 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): DPA8404; DPA8416; completion of or concurrent registration in DPA8420; PSL7010. Cannot be fulfilled by transfer.**

DPA8416 - Public Administration and Community Collaboration (4 quarter credits). Learners in this course identify theories of participative government, community development, sustainability, and change management as they relate to collaboration between government and communities. Learners also analyze community collaboration through education, communication, participation, and advocacy at all levels of government. **Cannot be fulfilled by transfer.**

DPA8420 - Public Policy Analysis (4 quarter credits). This course focuses on the role of policy development in the public arena. Learners analyze the craft of public policy analysis as it is applied at legislative and administrative sites and at all levels of the public sector. Learners also build their knowledge of agenda setting, political process management, policy implementation and evaluation, and feedback in the public policy arena. **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): DPA8404; DPA8416; completion of or concurrent registration in DPA8420; PSL7010. Cannot be fulfilled by transfer.**

DPA8428 - Public Needs Assessment and Planning (4 quarter credits). This course provides an introduction to the various tools and frameworks used to evaluate the impact regulations, public policies, programs, and processes have on action learning and assessment planning for systems changes. Throughout the course, learners explore the appropriate ways in which to select programs or project interventions for evaluation, as determined by needs-based assessments; craft program or project descriptions; identify stakeholders and their interests; develop logic models for decision making; frame action learning evaluation questions; apply methods of analysis; formulate evaluation reports; and provide feedback to decision makers. **Prerequisite(s): DPA8404; DPA8416; completion of or concurrent registration in DPA8420; PSL7010. Cannot be fulfilled by transfer.**

DPA9960 - Dissertation Courseroom (5 quarter credits each). 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 S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer.**

Doctor of Public Health

DRPH8130 - Leadership and Emerging Trends in Public Health (6 quarter credits). In this course, learners use the 10 Essential Public Health Services as well as leadership concepts and practices to explore emerging trends in public health. Throughout the course, learners examine the ways in which evidence-based data and research are incorporated into public health policy development. In particular, learners cultivate public health policy leadership skills and practices through the application of critical and asymmetrical thinking to generate new awareness about an emerging public health issue and make the case that the issue should be recognized and acted upon as a major public health concern.

DRPH8140 - Educating the Public Health Workforce (6 quarter credits). Learners in this course apply educational best practices to promote learning in organizational and community settings. Learners also assess their own strengths and weaknesses in leadership capacities, including cultural proficiency, with the goal of mentoring and coaching public health employees to become more effective public health practitioners and educators. **Cannot be fulfilled by transfer.**

Course Descriptions, continued

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.

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. **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. Though this course requires communication and collaboration with stakeholders in an organization, it is a learner-driven experience that does not involve on-site supervision. **Cannot be fulfilled by transfer.**

DRPH8208 - Leading Public Health Institutions (6 quarter credits). Learners in this course explore the requirements and responsibilities of leadership in the public health field. Learners review management and leadership principles and discuss the importance of creating a leadership vision,

developing a motivated workforce, engaging stakeholders, and modeling ethical behavior. Other course topics include the requirements for financing a public health mission, appropriate responses to public health crises, and legal and regulatory public health concerns. **Cannot be fulfilled by transfer.**

DRPH8210 - Public Health Policy Design (6 quarter credits). In this course, learners integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests to develop policies that support system-level interventions. Learners also propose interprofessional team approaches and integrate knowledge of cultural values and practices in the design of public health policies and programs. **Cannot be fulfilled by transfer.**

DRPH8212 - Design and Implementation of Public Health Strategies (6 quarter credits). Learners in this course explore methods for designing and implementing effective public health strategies. Learners formulate and evaluate short and long-term solutions to public health problems and epidemiological issues using systems thinking and research methodologies that are collaborative, ethical, and culturally responsive. **Cannot be fulfilled by transfer.**

DRPH8300 - Community Health Behavior and Promotion (6 quarter credits). In this course, learners explore the health behavior theories and models that are used in the promotion of healthy behaviors in diverse communities. Learners evaluate policy efforts to promote healthy behaviors for disadvantaged communities, advocate for the promotion of healthy behaviors in diverse public health organizations that facilitate healthy practices, and lead communities in achieving their optimal level of health. In particular, learners gain an understanding of how to engage in the proper promotion of healthy behaviors by helping disadvantaged communities become better informed.

DRPH8400 - Epidemiological Issues in Urban and Rural Health (6 quarter credits). In this course, learners evaluate critical issues in urban and rural health from an epidemiological perspective. Learners examine epidemiological research and associated research methodologies and practices and use them to identify the determinants of health disparities in urban and rural populations. Learners also analyze the physical, environmental, psychosocial, and occupational factors unique to urban and rural areas and evaluate communication and

collaborative strategies used to effectively allocate resources and plan for the health needs of geographically diverse populations.

DRPH8408 - Chronic and Infectious Diseases in Epidemiology (6 quarter credits). Learners in this course study chronic and infectious disease case studies to gain a better understanding of disease syndromes, their causes, and associated prevention strategies. Learners analyze the genetic, biological, molecular, environmental, psychosocial, and occupational factors that contribute to chronic and infectious disease prevalence across diverse populations and the collaborative strategies used to create public health solutions that address those factors. Learners also examine research methodologies and evidence-based practices for conducting outbreak investigations, developing diseases surveillance systems, evaluating transmission patterns, assessing intervention strategies, and using technology and multimedia to organize and present research findings.

DRPH8412 - Biogenetics in Epidemiology (6 quarter credits). This course presents principles of biogenetic epidemiology and includes an investigation of gene structure and hormone and protein synthesis. Learners analyze the genetic, biological, molecular, environmental, psychosocial, and occupational factors that contribute to disease prevalence across diverse populations and the collaborative strategies used to create public health solutions that address those factors. Learners also examine the application of systems thinking, animal testing, and genetic engineering in biogenetic research and public health solution design and implementation. **Cannot be fulfilled by transfer.**

DRPH9960 - Dissertation Courseroom (5 quarter credits each). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. **Department consent is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.**

DRPH9971 - Doctoral Capstone (4 quarter credits each). This course provides learners with resources, guidance, and support as they complete the required milestones toward completion of a doctoral capstone. Learners apply scholarly research within a particular professional context to advance their knowledge in the science and practice of the profession and solve organization,

Course Descriptions, *continued*

institutional, or community concerns.

Department consent is required for registration. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their program requirements. Cannot be fulfilled by transfer.

Doctor of Social Work

DSW8150 - Research Methods for Action Research and Program Evaluation 1 (6 quarter credits). This course introduces learners to the fundamentals of both action research and program evaluation. Learners critically evaluate research in order to gain an understanding of the scientific methods of inquiry and the ethical considerations of research. Learners use research design skills to analyze and apply appropriate research methodologies of scientific research related to their field of interest. **Special permission is required for registration. Prerequisite(s): Completion of all elective coursework. Cannot be fulfilled by transfer.**

DSW8160 - Research Methods for Action Research and Program Evaluation 2 (6 quarter credits). Learners in this course explore advanced issues of both program evaluation and action research. Learners develop and apply program evaluation skills required for all federally funded grants to objectively evaluate and improve program efficiency. Learners use action research in various aspects of research design or implementation to promote change. In addition, learners begin to build knowledge of the concepts, design methods, and their application to real-world situations using both program evaluation and action research methods. **Prerequisite(s): DSW8150. Cannot be fulfilled by transfer.**

DSW9960 - Dissertation Courseroom (5 quarter credits each). 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 S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer.**

Dissertation Writing

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. **For PhD, DIT, DBA, EdD, DHA, DNP, DPA, DrPH, and PsyD learners only.**

Economics

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 macroeconomics 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.

Education

ED5006 - Survey of Research Methodology (4 quarter credits). This course is an overview of graduate research methodology. Learners examine fundamental research methodologies and their respective quantitative and qualitative approaches to rigorous scholarly inquiry.

ED5010 - Foundations of Master's Studies in Education (4 quarter credits). This course provides learners with opportunities to acquire and use graduate-level skills with an emphasis on critically examining and applying current educational research to teaching practices. Learners develop expertise in scholarly research and writing and explore the relevance of multicultural perspectives and diversity to work in their educational settings. **Must be taken during the first quarter by learners who have been admitted to the MEd in Teaching and Learning, MS in Education, MS in Education Innovation and Technology, and MS in Higher Education degree programs and the Adult Education and Higher Education Leadership and Administration graduate certificate programs. Cannot be fulfilled by transfer or prior learning assessment.**

ED5012 - Overview of Higher Education (4 quarter credits). Learners in this course study the history of higher education, examine the structure and scope of higher education institutions, and analyze the role of history and theory on current and future practices within the field. The course also includes a review of current higher education literature, issues, and trends. Learners continue to develop the Capella e-portfolio and career action plan. **Prerequisite(s): ED5010. Cannot be fulfilled by transfer or prior learning assessment.**

ED5016 - Foundations of Higher Education Assessment and Evaluation (4 quarter credits). This course provides an overview of the development of assessment strategies as well as theory and research in assessment in higher education. Learners examine student learning assessment both in and out of the classroom and program, department, and institutional practices that promote continuous quality improvement.

ED5100 - 21st-Century Instruction (2 quarter credits). Learners in this course investigate the use of instructional technology tools in K–12 classrooms, and examine the Technological Pedagogical Content Knowledge model, Marzano's Teacher Evaluation model, and Shulman's model of Pedagogical Reasoning and Action. Learners consider all these structures to help them develop classroom digital learning experiences that enhance teaching and learning. Learners also apply the SAMR framework, Digital Bloom's, and backward design in planning for effective teaching with technology.

ED5101 - 21st-Century Classroom (2 quarter credits). Learners in this course investigate the variety of ways that one-to-one computing can be utilized in the classroom, as framed by the Online Learning Theoretical Framework. Learners explore how to implement Bring Your Own Device (BYOD) in the classroom, as well as blended learning, in which typical classroom instruction is blended with online learning using a constructivist, problem-based learning approach, with emphasis placed on the flipped classroom model.

ED5102 - Digital Citizenship (1 quarter credit). In this course, learners evaluate the ways that students and teachers can become responsible digital citizens as framed by the Children's Internet Safety Act, Children's Online Protection Act and ISTE standards. Learners gain understanding on how to teach students how to responsibly access, evaluate, and use online resources and social media. In addition, learners focus on the nine elements of digital citizenship, cyber-safety, and cyber-bullying.

Course Descriptions, *continued*

ED5103 - Standards-Based Digital Instruction (1 quarter credit). Learners in this course evaluate the ways that teachers align lessons, objectives, and outcomes to ISTE standards and subject area standards, including CCSS and NGSS. Using the Marzano framework, learners build proficiency scales to guide students and evaluate their work, and learn how to implement standards-based digital instruction that incorporates best practices from the Charlotte Danielson Framework, National Board Teacher Standards, and Professional Teacher Standards.

ED5104 - Technologies and Routines (2 quarter credits). In this course, learners explore structures and systems used in managing a variety of devices and instructional time in a one-to-one learning environment. Learners also examine how institute routines increase student achievement and motivation. Finally, learners explore how to select and create a secure digital learning environment for students.

ED5106 - Adaptive Learning (2 quarter credits). In this course, learners apply adaptive learning methods to meet the diverse learning needs of all students, including students with disabilities, English language learners, and students who are gifted or talented. Learners explore how to incorporate computers and other digital devices to present educational materials based on the student's need, and utilize the Universal Design for Learning and other frameworks to construct lessons that allow for multiple means of representation, action, and engagement.

ED5107 - Collaborative Teaching and Learning (2 quarter credits). Learners in this course explore structures and systems that can be implemented to leverage technology to provide opportunities for collaborative learning. Learners gain an understanding on how to create secure digital learning environments for student group work and collaboration, and examine professional learning communities and how they can enhance teacher effectiveness and improve student performance.

ED5108 - One-to-One Environment in Action (2 quarter credits). This course makes the connection between theory and practice, where learners integrate the theories and models into a cohesive unit of study that incorporates the elements of learning environment, routines and structures, digital citizenship, competency based instructional strategy, personalization, and differentiation.

ED5120 - Understanding Competency-Based Curriculum (2 quarter credits). This course provides an understanding of the differences between standards, outcomes and competencies and how they can be integrated into the curriculum. Learners build on this understanding and learn to map competencies to outcomes and how to align standards to competencies and outcomes.

ED5121 - Understanding Competency-Based Instruction (2 quarter credits). In this course, learners explore how to convert a competency based curriculum into appropriately implemented competency-based teaching approaches. Learners also explore how to manage a competency based classroom.

ED5122 - Authentic Assessment (2 quarter credits). Learners in this course explore authentic assessment as an evaluation process and use multiple forms of performance measurement to reflect the student's learning, achievement, and motivation in real-world contexts. Learners also develop a variety of authentic assessment techniques to use in their classroom including performance assessments, portfolios, and self-assessments.

ED5123 - Using Data in Competency-Based Instruction (2 quarter credits). Learners in this course analyze assessment data for use in promoting student learning using a competency-based learning approach. Learners collect, summarize, analyze, and apply assessment data to classroom improvement, including techniques for organization and participation in a grade-level or school-wide collaborative team.

ED5124 - Assessment in Competency-Based Instruction (2 quarter credits). In this course, learners consider the importance of formative assessment in a competency-based instruction (CBI) model. Learners explore and evaluate the design elements of CBI to ensure that assessment and evaluation is meaningful and provides a positive learning experience for students.

ED5127 - Competency-Based Instruction in Action (2 quarter credits). In this culminating course, learners connect theory and practice by integrating theories and models into a cohesive unit of study that incorporates the elements of competency mapping, authentic assessment, data-driven decision making, and adaptive learning and collaborative learning environments.

ED5140 - Personalized Learning: Instruction (2 quarter credits). Learners in this course explore how to personalize instruction in a blended environment. Learners explore a variety of instructional formats that can be used in personalized instruction and review their role as coach and advisor in this environment.

ED5141 - Personalized Learning: Assessments (2 quarter credits). Learners in this course explore formative and summative assessments that can be used to personalize learning. Learners also examine how students can use assessment feedback to improve their learning.

ED5143 - Adaptive Learning and Assessment (2 quarter credits). Learners in this course explore the various adaptive learning dashboards that focus on continuous assessment for mastery-based learning. Learners also review the facilitator-driven and assessment-driven systems of assessment in adaptive learning and evaluate the effectiveness of these systems in meeting the needs of all students such as those with disabilities, English language learners, and students who are gifted or talented.

ED5144 - Ethics and Data Privacy (2 quarter credits). Learners in this course evaluate ethical principles within the online learning environment and investigate various ways to protect the data privacy of students and the intellectual property of an organization.

ED5145 - Using Data for Personalized Learning (2 quarter credits). This course provides an overview of planning, development, and evaluation of technology-driven classroom instruction. Learners analyze assessment data for use in promoting student learning and to evaluate the effectiveness of technology integration in personalized instruction. Learners collect, summarize, analyze, and apply assessment data to classroom improvement, including techniques for organization and participation in a grade-level or school-wide collaborative team.

ED5147 - Personalized Learning in Action (2 quarter credits). In this culminating course, learners connect theory and learning into action. Learners integrate the theories and models into a cohesive unit of study that incorporates the elements of personalized learning and assessment, data-driven decision making, ethics and privacy in the digital world, and adaptive learning and assessment.

Course Descriptions, continued

ED5160 - Teacher Evaluation and Assessment (2 quarter credits). This course explores teacher assessment and evaluation models that aim to help strengthen the knowledge, skills, dispositions, and classroom practices of teachers. Learners review comprehensive performance assessment and evaluation systems that provide targeted support, assistance, and professional growth opportunities based on teachers' individual needs as well as the needs of their students, schools, and districts.

ED5163 - Instructional Coaching (2 quarter credits). In this course, learners evaluate and experiment with different solution-focused coaching models and techniques and learn to distinguish between the effects of these various techniques. Learners also explore facilitating planning, goal setting, progress, and accountability.

ED5164 - Adult Learning Theory (2 quarter credits). In this course, learners focus on developing the skill of integrating adult learning theory and current research-based best practices into professional development program planning.

ED5165 - Implementing Site-Based Initiatives (2 quarter credits). Learners in this course develop a plan for how to roll out a new site-based initiative within their school. Learners evaluate what components to include in their plan, identify key members of the planning team, affected parties, and professional development needs. Learners also develop an assessment plan to evaluate the effectiveness of the initiative.

ED5167 - Professional Development in Action (2 quarter credits). In this culminating course, learners connect theory and practice to promote active learning. Learners integrate theories and models into a cohesive unit of study that incorporate elements of teacher evaluation and assessment models, integration of adult learning, professional learning, communities, and instructional coaching.

ED5200 - 21st-Century Instructional Practices (1 quarter credit). In this course, learners investigate the 21st-century instructional frameworks in K–12 classrooms. Learners analyze Marzano's Teacher Evaluation model, Schulman's model of Pedagogical Reasoning and Action, and the Technological Pedagogical Content Knowledge (TPACK) model.

ED5201 - Enhancing Instruction with Technology (1 quarter credit). Learners in this course develop and apply appropriate technology tools to enhance classroom digital learning experiences. Learners apply the Substitution Augmentation Modification

Redefinition (SAMR) model, Digital Bloom's Taxonomy, and backward design in planning for effective teaching with technology.

ED5202 - Designing for the 21st-Century Classroom (1 quarter credit). Learners in this course investigate the variety of ways that 1:1 computing can be utilized in the classroom. Learners design instruction to implement various 1:1 computing models.

ED5203 - Flipping the Classroom (1 quarter credit). This course focuses on blended learning, in which typical classroom instruction is blended with online learning using a constructivist, problem-based learning approach. Learners explore blended learning by developing a lesson using the flipped classroom model.

ED5204 - Classroom Device Management (1 quarter credit). Learners explore structures and systems used in managing a variety of devices and instructional planning in a 1:1 learning environment. Learners develop a technology management plan for their classrooms.

ED5205 - Classroom Instruction using a Learning Management System (1 quarter credit). This course focuses on the evaluation of learning management systems and the creation of a secure digital environment. Learners develop routines to increase student achievement and motivation to learn.

ED5206 - Implementing Adaptive Learning (1 quarter credit). In this course, learners implement adaptive learning methods to meet the diverse learning needs of all students, including students with disabilities, English language learners, and students who are gifted or talented.

ED5207 - Designing Instruction for Adaptive Learning (1 quarter credit). In this course, learners develop lessons and assessments using the Universal Design for Learning framework and other 21st-century frameworks that allow for multiple means of representation, action, and engagement. Learners also incorporate the use of computers and other digital devices into lesson plans.

ED5208 - Collaborative Learning Environments (1 quarter credit). This course focuses on the implementation of virtual and in-person learning opportunities. Learners explore structures and systems that can be implemented to leverage technology in collaborative learning.

ED5209 - Professional Learning Communities (1 quarter credit). Learners in this course evaluate professional learning communities for their effectiveness and impact on student performance. Learners

also gain an understanding of how to create and maintain a secure digital environment for professional learning.

ED5240 - Personalized Instruction (1 quarter credit). Learners in this course explore how to personalize competency-based instruction in a blended environment.

ED5241 - Personalized Learning through Gaming (1 quarter credit). Learners explore instructional formats that can be used in personalized instruction and review their role as coach and advisor in this environment. In addition, learners analyze the potential for gamification to motivate and engage learners in a personalized environment.

ED5300 – Curriculum Theory and Design (4 quarter credits). In this course, learners evaluate curriculum theory and design in educational environments, including theories and practices of curriculum design related to pertinent research, culturally responsive pedagogy, and the integration of educational technology. Learners design curriculum and select learning experiences that addresses both short- and long-term instructional planning goals.

ED5301 – Theories of Instruction for 21st Century Learners (4 quarter credits). Learners in this course analyze theories and research of instructional models to design and deliver content-specific instruction. Learners incorporate knowledge of cultural models, educational technology, and personalized learning to meet the needs of diverse learners.

ED5302 – Research and Practice in Learning Theory (4 quarter credits). In this course, learners explore theories and research in the areas of educational psychology and how technology impacts learning processes. Learners analyze and apply various learning theories in K-12 education, focusing on cognitive development and models, brain research, developmental learning theories, social and moral development, and the science of learning with technology.

ED5303 – Diversity and Multicultural Perspectives in Education (4 quarter credits). In this course, learners evaluate multicultural theories, frameworks, and models related to cultural competency while examining issues including the nature of culture, cultural identity, and how culture impacts teaching, learning, and learners. Learners create and implement curricular and instructional methods to address a range of learning styles within various cultural groups.

Course Descriptions, continued

ED5304 – Assessment of Learning (4 quarter credits). In this course, learners analyze the interrelationship of curriculum, instruction, and assessment. Learners investigate a wide range of formative and summative assessment types at the classroom and school level and the impact of national and state standardized tests on assessment approaches. Learners analyze, design, and implement multiple approaches to using school wide demographic data and student assessment data to inform instruction and enhance student achievement. Finally, learners assess the role of educational technology in the design and delivery of assessment systems, use digital tools to analyze data, and communicate results to a variety of stakeholders. ***This course requires access to an educational setting, students or learners, and/or classroom practitioners.***

ED5306 – Action Research to Enhance Practice (4 quarter credits). In this course, learners explore action research in theory and practice as a form of inquiry and self-reflection to inform and improve their teaching. Learners examine relevant issues in their own educational setting and develop a plan to study and implement meaningful, practical, and researched-based answers. Learners design data collection, analysis, and reporting practices as part of their action research plan that will be implemented in the capstone course. ***This course requires access to an educational setting, students or learners, and/or classroom practitioners. Cannot be fulfilled by transfer or prior learning assessment. ED5306 and either ED5950 or ED5980 must be taken in sequence and during the learner's final two quarters.***

ED5317 - Foundations of Adult Education (4 quarter credits). In this course, learners study the ways in which adults learn and explore strategies for enhancing adult education programs. Learners identify ways to incorporate best practices in teaching and learning into programs in various settings, including one-on-one mentoring, college classrooms, corporate training, and Adult Basic Education (ABE). The course helps learners explore ways of working with diverse groups and gain an understanding of the global nature of adult education by considering the impact of gender, race, culture, and personal experience on learning. Topics also include the influence of the economy, politics, and technology on adult education practice.

ED5320 - School Leadership and Management Practices (4 quarter credits). This course is an introduction to the fundamental principles of school leadership

and management and the six Educational Leadership Constituents Council (ELCC) standards and their applications in the school environment. Learners examine business and public administration models and explore theoretical constructs from various disciplines. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Cannot be fulfilled by transfer or prior learning assessment.***

ED5322 - School Leadership: Data, Decision-Making, and School Improvement (4 quarter credits). Learners in this course focus on improving P–12 schools by emphasizing the use of data to inform ethical decisions about teaching and learning. Topics include instructional strategies to support a diverse student population, technology integration, and Professional Education Unit (PEU) dispositions. Learners also interact with practicing school administrators to gain direct insight into the field of school leadership. ***Prerequisite(s): ED5010, ED5320. May be taken concurrently with ED7823.***

ED5340 - Theories and Principles of Adult Learning (4 quarter credits). This course focuses on learning theories, models, and principles and their application to instructional processes for adult learners. Learners analyze the instructor's role in enhancing adult learning and evaluate their personal philosophy, dispositions, and ethics relative to teaching adult learners. ***Prerequisite(s): ED5012.***

ED5342 - Multicultural Perspectives in Adult Education (4 quarter credits). In this course, learners focus on cultural diversity in adult education settings. Topics include cultural self-awareness, demographic changes and projections, problems and issues in intercultural educational settings, theoretical perspectives on multicultural adult education, and strategies for handling diversity in a variety of adult education settings.

ED5344 - Strategies and Best Practices for Teaching and Learning (4 quarter credits). Learners in this course focus on effective ways to enhance adult learning in a variety of postsecondary settings. Topics include the theories and characteristics of adult growth and development, changes experienced in adulthood and their implications for adult instruction and learning, and issues and trends in adult teaching and learning. ***Prerequisite(s): ED5012.***

ED5346 - Assessment of Learning and Teaching in Adult Education (4 quarter credits). This course focuses on skills for effectively assessing adult learning in a variety of postsecondary and training

environments. Topics include classroom assessment techniques, training evaluation models such as formative and summative tests and authentic assessments, and ways in which assessment data can be used to improve adult instruction and learning. ***Prerequisite(s): ED5012, ED5016.***

ED5348 - Adult Education Program Development (4 quarter credits). In this course, learners focus on developing educational programs for adults in a variety of postsecondary settings. Topics include theoretical foundations, policies, evaluation models, and methods and materials for program planning. Learners also explore instructional approaches, engagement strategies, and management of instructional environments. ***Prerequisite(s): ED5012.***

ED5390 - Adult Education Capstone (4 quarter credits). In the capstone course, learners demonstrate proficiency in the program's competencies by integrating learning from required courses to complete a final project. ***For MS Adult Education learners only. Must be taken during the learner's final quarter. Prerequisite(s): ED5006; ED5317; ED5016 or ED7547; ED5340 or ED7311; ED5342 or ED7314; ED5344 or ED7312; ED5346 or ED7712; ED5348. Cannot be fulfilled by transfer or prior learning assessment.***

ED5405 - Infant and Child Development (4 quarter credits). This course addresses the developmental stages of children from the prenatal period to age eight years. Learners examine how children develop physically, emotionally, socially, and intellectually; and evaluate the influences family, society, and culture have on infant, toddler, and K–grade three child development. Learners also assess children's evolving needs and apply theory and research to recommend appropriate responses to those needs. ***Cannot be fulfilled by transfer or prior learning assessment except by coursework from Minnesota schools with approved licensure programs.***

ED5410 - 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 caregivers 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

Course Descriptions, continued

early childhood learning field. ***This course requires access to educational settings, programs, and/or practitioners with a focus on children from birth to age eight. Prerequisite(s): ED5405. Cannot be fulfilled by transfer or prior learning assessment except by coursework from Minnesota schools with approved licensure programs.***

ED5414 - Introduction to Integrative Studies (4 quarter credits). This course provides a critical review of topics and theories that support learners' professional growth and career development including self-efficacy, motivation, and retention. Learners engage in scholarly inquiry and critical and self-reflection resulting in an individualized program of study that supports professional growth and leadership in a variety of educational settings. ***Prerequisite(s): Completion of or concurrent registration in ED5012. Cannot be fulfilled by transfer or prior learning assessment.***

ED5420 - 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. ***This course requires access to educational settings, programs, and/or practitioners with a focus on children from birth to age eight. Prerequisite(s): ED5405.***

ED5430 - 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. ***This course requires access to educational settings, programs, and/or practitioners with a focus on children from birth to age eight. Prerequisite(s): ED5405. Cannot be fulfilled by transfer or prior learning assessment except by coursework from Minnesota schools with approved licensure programs.***

ED5440 - Early Childhood Reading and Literacy Instruction (4 quarter credits). This course provides learners with a comprehensive overview of strategies and practices for teaching reading and promoting literacy in children. Learners examine the factors significant to literacy development in children, including the classroom environment, family and community connections, and best practices in reading faculty development. Learners also work with children on improving their reading and literacy ability and demonstrate the knowledge, skills, and dispositions associated with excellence in reading and literacy curriculum development, instruction, and assessment. ***This course requires access to educational settings, programs, and/or practitioners with a focus on children from birth to age eight. Cannot be fulfilled by transfer or prior learning assessment except by coursework from Minnesota schools with approved licensure programs.***

ED5450 - Early Childhood Education Practicum (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 that demonstrates their mastery of Early Childhood Education specialization outcomes. ***For MS Early Childhood Education learners only. Must be taken during the learner's final quarter. Prerequisite(s): A cumulative GPA of 3.0 or better and the completion, submission, and approval of School of Education Clinical Practice Application. ED5006; ED5500; ED5501; ED5503; ED5504 or ED5420; ED5410; ED5430; ED5440. Cannot be fulfilled by transfer or prior learning assessment.***

ED5490 - Capstone in Integrative Studies (4 quarter credits). The capstone course is required for learners in the master's Integrative Studies specialization and is taken after completing all required and elective coursework. Learners demonstrate proficiency in integrating learning from required and elective courses by completing a final project. ***For MS Integrative Studies learners only. Must be taken during the learner's final quarter. Prerequisite(s): ED5006, ED5016, ED5414, completion of all elective coursework. Cannot be fulfilled by transfer or prior learning assessment.***

ED5500 - Standards-Based Curriculum, Instruction, and Assessment (4 quarter credits). In this course, learners examine national and state learning standards related to their content area or grade level. Learners

utilize research-based curriculum to craft assessments that are aligned to standards, and implement instruction that is meaningful to students and supports their academic achievement. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.***

ED5501 - Assessment and Improvement of Instruction (4 quarter credits). In this course, 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. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.***

ED5503 - Classroom Management Strategies (4 quarter credits). Learners in this course 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 all stakeholders under The Individuals with Disabilities Education Act (IDEA), The Americans with Disabilities Act (ADA), and Section 504 legislation. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.***

ED5504 - Strategies for Eliminating the Achievement Gap (4 quarter credits). Learners in this course examine the origins and complexities of student achievement gaps within the contexts of gender, race, culture, ethnicity, socioeconomic status, and language difference. Learners also explore current student achievement research and best practices and identify instructional strategies most likely to eliminate achievement disparities. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.***

ED5506 - 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 K–12 classroom. Learners identify, describe, classify, and differentiate these standards and demonstrate their use in planning and implementing instruction and assessment.

Course Descriptions, continued

ED5507 - The Art of Planning Mathematics Instruction (4 quarter credits). In this course, learners analyze national and state standards in order to develop and implement mathematics lessons that are content-rich and characterized by research-based instructional strategies. Learners explore a variety of instructional tools, methods, and materials they can use to address special learning needs and to further develop students' mathematical understanding. In addition, learners investigate ways to involve parents and families in the learning process.

ED5508 - Research and Best Practices in Mathematics Instruction (4 quarter credits). In this course, learners use research-based best practices to improve the development and delivery of mathematics instruction. Throughout the course, learners review academic literature, analyze mathematics instructional videos, and reflect on their own instructional practice and knowledge of content in order to gain a better understanding of empirically-based best practices.

ED5514 - 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.

ED5515 - 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 ED8515 should not take ED5515. Rather, they should choose any other graduate-level course in the School of Education to fulfill their specialization requirements.*

ED5516 - Adult Learning and Professional Development (4 quarter credits). This course for educators 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 programs.

ED5522 - 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.

ED5526 - Student Assessment and Work Analysis in Science Instruction (4 quarter credits). Learners in this P–12 course create a comprehensive assessment plan that aligns with national science standards, and create assessment tasks and tools that analyze student proficiency in meeting standards. Learners also analyze the importance of creating assessments and collaboratively examining student work in order to achieve consistency and differentiate assessments for students in science. *This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.*

ED5528 - Technology Skills for the Virtual School Teacher (4 quarter credits). Learners in this course study effective online P–12 instruction technologies and their associated applications. In particular, learners investigate the ways different instruction technologies can be used to provide effective learning environments for diverse student populations and the ways software, virtual technologies, and information management systems are used in course facilitation and student assessment and reporting. Learners also use one or more technologies to complete a project designed to improve online instruction, student learning or productivity, or professional practice. Other course topics include the creation of an online community, the unique needs of online students, and ethical considerations in the virtual classroom.

ED5530 - 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.

ED5533 - 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 ED8533 should not take ED5533. Rather, they should choose any other graduate-level course in the School of Education to fulfill their specialization requirements.

ED5534 - 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.

Prerequisite(s): ED5533.

ED5535 - 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. *This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.* **Prerequisite(s):** ED5533.

ED5536 - 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 ED8536 should not take ED5536. Rather, they should choose any other graduate-level course in the School of Education to fulfill their specialization requirements.*

ED5538 - 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. *This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s):* ED5533.

Course Descriptions, continued**ED5542 - Master's Capstone in K–12 Studies in Education (6 quarter credits).**

This course is the required capstone course for all learners in the K–12 Studies in Education specialization and is taken after completing all required coursework. In this course, learners demonstrate proficiency in integrating learning from their coursework 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 or prior learning assessment.***

ED5546 - Curriculum and Instruction

Practicum for Master's Learners (6 quarter credits). This course serves as the capstone course for the Curriculum and Instruction specialization and constitutes the last course in the Curriculum and Instruction master's program. The purpose of this capstone course is to consolidate and link content and concepts from various courses in the Curriculum and Instruction specialization. Learners serve 45 practicum hours in a field-based setting, demonstrating their proficiency by designing a project which incorporates the five course competencies. Throughout the course, learners maintain a reflection journal and activity log to document progress and challenges in their practicum. Learners also populate and organize their Professional Showcase Portfolio. ***For MS Curriculum and Instruction learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): A cumulative GPA of 3.0 or better and the completion, submission, and approval of School of Education Clinical Practice Application. ED5006; ED5010; ED5501 or EDT5140 or EDT5142 or EDT5150; ED5500; ED5503; ED5504; ED5533; ED5534; ED5535; ED5538. Cannot be fulfilled by transfer or prior learning assessment.***

ED5551 - 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 examine ways to foster development of fluency and prosody skills, including word recognition,

vocabulary, and comprehension. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Cannot be fulfilled by transfer or prior learning assessment except by coursework from Minnesota schools with approved licensure programs.***

ED5552 - Teaching Comprehension

Strategies (3 quarter credits). In this course for P–12 classroom teachers, learners develop strategies to improve the reading comprehension skills of both struggling and exceptional readers for a variety of texts and content areas. Learners integrate writing with technology to develop deeper comprehension aptitudes, including thinking independently, withholding judgment, recognizing point of view and bias, and considering multiple solutions. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED5551. Cannot be fulfilled by transfer or prior learning assessment except by coursework from Minnesota schools with approved licensure programs.***

ED5553 - 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 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. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED5551. Cannot be fulfilled by transfer or prior learning assessment except by coursework from Minnesota schools with approved licensure programs.***

ED5554 - 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 to use in a variety of sociocultural contexts that will enhance P–12 students' comprehension of and appreciation for narrative and expository texts. ***This course requires access to educational settings, programs, and/or practitioners with a focus on secondary classroom grades 9–12. Prerequisite(s): ED5551. Cannot be fulfilled by transfer or prior learning assessment except by coursework from Minnesota schools with approved licensure programs.***

ED5555 - Foundational Theories in Reading Instruction (3 quarter credits).

In this course for P–12 classroom teachers, learners develop a case study based on an analysis of how effectively their school or district's literacy program meets the needs of their diverse population of students. Using reading theory, research, best practices and resources provided by professional organizations, learners make recommendations for ways to teach literacy reading and writing across the curriculum. Learners also develop a year-long professional development plan as part of their research. ***Prerequisite(s): ED5551. Cannot be fulfilled by transfer or prior learning assessment except by coursework from Minnesota schools with approved licensure programs.***

ED5559 - Reading and Literacy Practicum (6 quarter credits).

This course is the required capstone course for learners in the master's Reading and Literacy specialization and is taken after completing all required coursework. Learners complete a 45-hour practicum and review the master's P–12 Professional Education Unit (PEU) outcomes and state-approved reading standards in preparation for developing a final portfolio that demonstrates proficiency in reading and literacy. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): A cumulative GPA of 3.0 or better and the completion, submission, and approval of School of Education Clinical Practice Application. ED5501, ED5500, ED5503, ED5504, ED5006, ED5551, ED5552, ED5553, ED5554, ED5555. Cannot be fulfilled by transfer or prior learning assessment.***

ED5570 - History, Issues, and Trends in Higher Education (4 quarter credits).

Learners gain an understanding of the evolution of colleges, universities, and other postsecondary institutions. Learners focus on the cultural, societal, and economic influences that have shaped the development of higher education curricula, culture, practices, and governance. Learners also relate historical events and milestones to current issues and trends in higher education.

ED5572 - Politics and Public Policy in Higher Education (4 quarter credits).

In this course, 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. Learners explore change theory and ethical implications for public policy. ***Prerequisite(s): ED5012.***

Course Descriptions, continued

ED5574 - Financial Management and Institutional Development (4 quarter credits). In this course, learners examine higher education revenue sources and review expenses and cost drivers associated with institution management. Primary topics include tuition and fee revenue, government appropriations, gifts and grants, and investment income. Learners also study the growing expense of faculty and staff compensation, technology upgrades, and long-term debt service obligations. Other topics include the complexities of financial aid, institutional budget planning, and program management. *Prerequisite(s): ED5012.*

ED5580 - English Language Arts: Standards-Based Instruction (4 quarter credits). Learners in this course practice the process of standards alignment and curriculum mapping in preparation for instructional and assessment planning. Using current professional and national English Language Arts standards, learners design curriculum maps for the multiple literacies of English Language Arts, including oral, print, media, and digital presentations, and propose a plan for improved student achievement in the English Language Arts, with particular focus on technology, diversity, and research.

ED5582 - English Language Arts: Instruction and Assessment (4 quarter credits). The focus of this course is instructional and assessment planning for a specific grade level using current English Language Arts standards. Learners in this course engage in collaborative discussions to share research-based instructional and assessment strategies that contribute to lesson design and assessment planning. In addition, learners analyze the integration of technology, diversity, and research within a grade-specific curriculum.

ED5584 - English Language Arts: Research and Collaboration (4 quarter credits). Learners in this course engage in action research that leads to data-based decision making for improving and advancing English Language Arts curriculum for greater student achievement within a specific grade level. Throughout the course, learners gain an understanding of the process of action research planning and reporting through interactive discussions with colleagues, administrators, and stakeholders. Learners also focus on the role of an English Language Arts teacher as a professional educator.

ED5600 - Integrated Social Studies Aligned to Standards (4 quarter credits). This course presents the ways in which social studies can be integrated into content areas such as literature and the arts. Learners develop standards-aligned social studies curriculum that helps students gain a better understanding of complex issues in history and how those issues may be applied to current events. Throughout the course, learners explore opportunities for making social studies interactive and relevant in order to promote a meaningful learning environment in which their students develop competence in critical thinking and problem solving in the social sciences. Particular attention is paid to diversity, technology integration, and research.

ED5602 - Methods for Teaching and Assessing History and Geography (4 quarter credits). This course focuses on developing standard-aligned instructional units on the topics of United States history, world history, and geography. Learners apply best practices that promote critical thinking, problem solving, and decision making in order to create lessons embedded in field experience. These include cross-curricular lessons designed to support multiple perspectives for diverse audiences, integration of various technologies, and reflection on current research. Throughout the course, learners also examine and establish relevant assessment processes for measuring student achievement.

ED5604 - Best Practices in Teaching Civic Education and Economics (4 quarter credits). Learners in this course research and apply proven practices for developing civic and economic education curriculum that is designed to help students become active participants in public life. Throughout the course, learners explore ways to engage their students in the learning process, such as by integrating research, digital media, and technology into their lessons, and also examine and establish relevant assessment processes for measuring student achievement.

ED5625 - Inquiry-Based Curriculum and Resources for Science Teachers (4 quarter credits). In this course, learners explore the many facets of inquiry in science education, the relationship of inquiry and content standards, and the collaborative nature of science, math, and technology. Learners also critique current science texts and programs using National Science Foundation guidelines and explore the array of resources available to the educator-scientist.

ED5699 - Master's Capstone in English Language Learning and Teaching (6 quarter credits). In the capstone course, learners demonstrate their proficiency in the program's competencies by integrating learning from coursework to complete a literature-based project and complete and submit their e-portfolio. Learners prepare a project plan that includes a proposed topic area that directly relates to English Language Learners (ELLs), the associated skills and competencies exhibited in the project, and deliverables with completion dates. Upon approval from their instructor, learners execute their project plans. *For MS in English Language Learning and Teaching learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.*

ED5700 - 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 students with disabilities and analyze the social construction of disability. In addition, learners analyze how culture and context influence their work with their students. Learners develop an ethical decision-making framework needed to advocate for students with disabilities and their families.

ED5705 - Instruction for Learning Disabled Students (4 quarter credits). In this course, learners study ways to plan and differentiate academic instruction (e.g., reading, writing, calculation, or mathematical reasoning). Learners examine how research-based instruction can support students with mild, moderate, severe, and profound learning disabilities. Learners also study methods for using and applying data to improve academic and behavioral instruction. *This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.*

ED5706 - Assessment and Planning for Students with Disabilities (4 quarter credits). Learners in this course study referral, assessment, placement, and planning procedures for students with disabilities. Learners evaluate the use of formal and informal assessments, design individual education plans, and examine appropriate methods for reducing bias in assessment. Learners also apply methods and strategies used within the Response to Intervention framework with P–12 students. *This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.*

Course Descriptions, continued

ED5707 - Instruction for Students with Disabilities (4 quarter credits). In this course, learners study ways to develop differentiated academic lesson plans (e.g., reading, writing, calculation, or mathematical reasoning). Learners examine how research-based instruction can support students with disabilities. Learners also develop methods of managing the social, emotional, and behavioral needs of students with disabilities. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.***

ED5712 - 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 students with diverse learning needs. Learners examine methods of consulting and collaborating with teachers, agencies, support personnel, and other professionals to provide effective special educational services. Learners study culturally responsive collaboration and communication practices that improve programs, services, and outcomes for diverse learners.

ED5714 - Programming and Leadership for Diverse Groups Capstone (6 quarter credits). The capstone course is taken after completing all required and elective coursework. Learners apply their knowledge of policies, practices, programs, and services for diverse learners. Learners complete a leadership project in which they evaluate a program for diverse learners in their school system and demonstrate proficiency of specialization and program outcomes by developing an ePortfolio. ***For MS Special Education Teaching learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.***

ED5715 - Foundations of Learning Disabilities (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, programming, and policies 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.

ED5716 - Assessment Practices and Programming for Students with Learning Disabilities (4 quarter credits). Learners in this course study referral, assessment, placement, and planning procedures for students with learning disabilities (LD). Learners evaluate the use of formal and informal assessments to minimize bias, design individual education plans, and develop effective programs.

ED5720 - Assessment and Instruction of English Language Learners (4 quarter credits). In this course, learners examine instruction and learning strategies for English Language Learners (ELLs) and collaborate with ELLs, their families, the community, and other stakeholders for the purpose of improving instruction. Learners also evaluate instruction to determine how well it promotes professional teaching standards and dispositions.

ED5722 - Strategies for Eliminating the Achievement Gap for English Language Learners (4 quarter credits). In this course, learners examine the origins and complexities of student achievement gaps between English Language Learners (ELLs) and their mainstream peers within the contexts of race, culture, ethnicity, gender, socioeconomic status, and linguistic difference. Learners also explore current student achievement research and best practices and identify instructional strategies most likely to eliminate achievement disparities.

ED5724 - Applied Linguistics (4 quarter credits). Learners in this course examine the fundamental concepts and elements of applied linguistics, including meta-language; and explore the ways they are used to plan and deliver instruction to English Language Learners (ELLs); and identify techniques for collaborating with other administrators, teachers, school guidance staff, families, and other stakeholders to ensure the success of ELLs.

ED5726 - Second Language Acquisition (4 quarter credits). In this course, learners study the processes by which P–12 English Language Learners (ELLs) develop proficiency in a second language. Learners also explore the developmental stages of first and second language acquisition and evaluate the impact of first language literacy on second language acquisition. ***Prerequisite(s): ED5724.***

ED5728 - Methods, Curriculum, and Materials for English Language Learners (4 quarter credits). This course presents ways in which the theoretical model of communicative competence guides the

instruction of English Language Learners (ELLs). Learners examine and apply various differentiation strategies in the planning and delivery of appropriate instruction to ELLs and evaluate ways to use instructional technology in the teaching, learning, and assessment of ELLs. ***Prerequisite(s): ED5726.***

ED5730 - Culture, Society, and Language (4 quarter credits). Learners in this course explore the fundamental components of human culture, the characteristics of individual cultures, the ways in which society and language interact, and the processes by which individuals manage cultural adaptation. Learners use their understanding of these elements to enhance their own cultural competence and pedagogical effectiveness.

ED5802 - Principles of Instructional Design (4 quarter credits). In this course, learners develop professional skills and competencies pertaining to instructional design process, theories, and strategies. Learners focus on the decisions that instructional designers make, the principles and concepts that drive those decisions, and the ways the decisions are interrelated. ***Cannot be fulfilled by transfer or prior learning assessment.***

ED5803 - Processes of Instructional Design (4 quarter credits). This course emphasizes the process of instructional design and provides learners the opportunity to apply design research and theory while developing instructional strategies. Learners examine the systematic process of addressing the needs of the student, structuring the content, and applying principles of learning and instruction to create effective instructional solutions. ***Prerequisite(s): ED5802. Cannot be fulfilled by transfer or prior learning assessment.***

ED5804 - The Delivery of Distance Education (4 quarter credits). In this course, learners gain an understanding of current distance education delivery systems, including print, recorded audio and video, and Internet technologies. Learners also examine the ways delivery technologies inform and constrain design decisions.

ED5807 - Design of Instructional Media (4 quarter credits). Learners in this course examine instructional design skills and competencies including budgeting, communication, project management, program evaluation, and legal and ethical issues. Learners design theory-based instructional solutions and plan the design of instructional components using various forms of instructional media and technologies.

Course Descriptions, continued

ED5810 - Project Management for e-Learning Development (4 quarter credits). This course presents project management topics, techniques, media strategies, and ethical standards specific to e-learning development. Learners identify and apply the tools, methods, and processes used to effectively budget, implement, and manage e-learning development projects.

ED5890 - Higher Education Leadership and Administration Capstone (4 quarter credits). In the capstone course, learners demonstrate proficiency in the program's competencies by integrating learning from required courses to complete a final project. **Must be taken during the learner's final quarter. Prerequisite(s): ED5006; ED5016 or ED7547; ED5570 or ED7841; ED5572 or ED7840; ED5574; ED7540; completion of all emphasis courses. Cannot be fulfilled by transfer or prior learning assessment.**

ED5903 - Principal Capstone Courseroom 1 (3 quarter credits). This course is the first required capstone course for all learners in the MS Leadership in Educational Administration specialization and is taken at the end of the program. In this course, learners demonstrate proficiency in integrating learning from their coursework at Capella through a clinical-based project aligned with the ELCC Building Level standards and begin work on their MS Leadership in Educational Administration ePortfolio. Learners reflect upon and assess their proficiency in Leadership in Educational Administration outcomes and external standards. **For MS Leadership in Educational Administration learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. ED5903 and ED5904 must be taken in sequence and during the learner's final two quarters. ED5903 must be taken concurrently with ED5905. Prerequisite(s): A cumulative GPA of 3.0 or better and the completion, submission, and approval of School of Education Clinical Practice Application. ED5320, ED5322, ED5504, ED7822, ED7823, ED7852, ED7857. Cannot be fulfilled by transfer or prior learning assessment.**

ED5904 - Principal Capstone Courseroom 2 (3 quarter credits). This course is the second required capstone course for all learners in the MS Leadership in Educational Administration specialization and is taken in the last quarter of the learner's program. In this course, learners demonstrate proficiency in integrating learning from their coursework at Capella through a clinical-based project aligned with the ELCC Building Level standards and submission of their MS Leadership in Educational Administration ePortfolio. Learners

demonstrate and assess their proficiency in Leadership in Educational Administration outcomes, external standards, and professional dispositions. **For MS Leadership in Educational Administration learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. ED5903 and ED5904 must be taken in sequence and during the learner's final two quarters. ED5904 must be taken concurrently with ED5905. Prerequisite(s): ED5903. Cannot be fulfilled by transfer or prior learning assessment.**

ED5905 - Principal Capstone Clinical Experience (non-credit). This is the clinical experience course for all learners in the MS Leadership in Educational Administration specialization and is taken with ED5903 and ED5904. In this course, learners complete an internship consisting of a minimum of 250 hours during which they develop and fulfill a competency-based internship activity plan with their supervisory principal and internship instructor, including site-based responsibilities. Learners document their internship experiences using an internship log. **For MS Leadership in Educational Administration learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Learners must register for this course a minimum of two times to fulfill their specialization requirements. Cannot be fulfilled by transfer or prior learning assessment.**

ED5950 - Early Childhood Education Studies Capstone (6 quarter credits). This capstone course is required for learners in the master's Early Childhood Education Studies specialization and is taken after completing all required and elective coursework. Learners demonstrate proficiency in integrating learning from their coursework by preparing a portfolio demonstrating the specialization outcomes and applying research knowledge, skills, and dispositions developed in ED5306 Action Research to Enhance Practice. Learners implement the action research process to evaluate and critically reflect on the results as a part of continuous improvement inquiry to improve student learning. Learners communicate research findings and insights with key stakeholders and critically reflect on implications as a way to find practical and useful strategies to improve their practice. **For MS Early Childhood Studies learners only. Must be taken during the learner's final quarter. This course requires access to educational settings, programs, and/or practitioners with a focus on children from birth to age eight. Prerequisite(s): ED5010, ED5306, ED5405, ED5410, ED5430, ED5440, ED5503. Cannot be fulfilled by transfer.**

ED5980 - Teaching and Learning Capstone (6 quarter credits). In this capstone course, learners apply research knowledge, skills, and dispositions developed in ED5306 Action Research to Enhance Practice. Learners implement the action research process to evaluate and critically reflect on the results as a part of continuous improvement inquiry to improve student learning. Learners communicate research findings and insights with key stakeholders and critically reflect on implications as a way to find practical and useful strategies to improve their practice. **This course requires access to an educational setting, students or learners, and/or classroom practitioners. ED5306 and ED5980 must be taken in sequence and during the learner's final two quarters. Cannot be fulfilled by transfer or prior learning assessment.**

ED5992 - Instructional Design for Online Learning Capstone (4 quarter credits). The capstone course is taken after completing all required and elective coursework. Learners demonstrate proficiency in integrating learning from required and elective courses by completing a final project. **For MS Instructional Design for Online Learning learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.**

ED5994 - Training and Performance Improvement Capstone (4 quarter credits). The capstone course is required for learners in the master's Training and Performance Improvement specialization and is taken after completing all required and elective coursework. Learners demonstrate proficiency in integrating learning from required and elective courses by completing a final project. **For MS Training and Performance Improvement learners only. Must be taken during the learner's final quarter. Prerequisite(s): ED7675. Cannot be fulfilled by transfer or prior learning assessment.**

ED6562 - Comprehensive Community Colleges (4 quarter credits). This course provides an overview of comprehensive community colleges, including the values, mission, programs, and functions that make them unique. The course also emphasizes historical, social, cultural, and philosophical elements that have driven the growth and expansion of the community college movement.

ED6564 - Governance and Politics in Community Colleges (4 quarter credits). Learners in this course examine state and local governance structures and political dynamics that influence policy decisions and resource allocations at community

Course Descriptions, continued

colleges. The course includes a focus on the relationships and responsibilities of governing boards, administration, faculty, staff, and students in politics and the governance of community colleges, with particular emphasis on related ethical issues. **Prerequisite(s): ED5572.**

ED6566 - Issues and Trends in Community Colleges (4 quarter credits). In this course, learners explore global, social, technological, political, economic, and educational trends that affect the comprehensive community college. The course emphasizes the impact those trends may have on community colleges in the future. **Prerequisite(s): ED7540.**

ED6572 - Organization and Functions of Higher Education Programs (4 quarter credits). This course exposes learners to the organizational structures and functions within higher education institutions, including the operational roles that each division plays. Within this context, learners explore student services, academic affairs, financial affairs, institutional advancement, and enrollment management. **Prerequisite(s): ED5570.**

ED6574 - Law and Governance in Higher Education (4 quarter credits). This course helps learners develop an understanding of the shared governance structures of colleges and universities. Learners analyze ways the legal system affects the operations of higher education institutions. Topics also include the roles leaders play in managing legal issues and legal implications of technology. **Prerequisite(s): ED5570, ED5572.**

ED6576 - Higher Education Program Administration (4 quarter credits). In this course, learners explore the distinctions between leadership and management and identify the knowledge and skills needed to address higher education administrative challenges. Learners determine communication skills necessary at personal and organizational levels and strategies for articulating a shared vision. Topics also include current best practices in human resources leadership and management and their connections with ethical practices. **Prerequisite(s): ED7540.**

ED7011 - Higher Education Landscape (4 quarter credits). In this course, learners analyze the current state of higher education and the roles and structures of higher education divisions within colleges and universities. Learners examine the inner workings of higher education including how finance, politics, governance, and the law affect the operation of higher education institutions. Learners also evaluate how current trends and issues influence higher education practice.

ED7014 - Leading Diverse Schools (4 quarter credits). In this course, learners evaluate approaches to creating an inclusive school environment that demonstrates respect and value for diverse staff and student populations. Learners assess communication and collaboration strategies that leverage the strengths of diversity to create an effective learning environment and examine the institutional, political, and legal factors that influence the ways schools address diversity issues. **This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. Cannot be fulfilled by transfer.**

ED7016 - Technology Integration in Schools (4 quarter credits). This course addresses the principal's role in integrating technology in schools to improve the effectiveness of instructional programs and school operations. Learners assess strategies for supporting school administrators, teachers, staff, and students in appropriately leveraging technology to maximize learning. Learners also explore the ways they can use technology to support their own work as leaders. **This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. Prerequisite(s): ED7820. Cannot be fulfilled by transfer.**

ED7021 - The Science of Adult Learning (4 quarter credits). This course presents the theory, principles, and effective practices of adult education. Learners build and demonstrate knowledge of the developmental characteristics of adult learners and interpret how culture, community, and society affect adult learning in a diverse society.

ED7031 - Teaching Strategies and Methods for Adult Learners (4 quarter credits). This course covers land-based teaching and digital environments with their various methods of delivery. Learners examine and apply teaching strategies and methods to enhance diverse adult learning styles.

ED7041 - Curriculum and Assessment (4 quarter credits). Learners in this course apply learning principles and effective practices to the design of curricula and assessment. Learners evaluate curricula and assessment of student learning outcomes for continuous improvement of the educational process.

ED7088 - Applying Research in an Academic Writing Process (4 quarter credits). In this course, learners develop and practice the writing and research skills exemplary of an academic scholar. Learners apply their skills in the academic writing process and write a paper that incorporates the necessary research elements.

ED7091 - Writing for Academic Publication (4 quarter credits). In this course, learners examine relevant themes and publication standards of leading scholarly journals in their respective fields. Learners also examine the structure of literature reviews and the associated research methods used to develop them. Using faculty and tutor feedback and peer review, learners define a topic for publication, draft a submission, and create a corresponding publication time line and plan.

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. **This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. Cannot be fulfilled by transfer or prior learning assessment.**

ED7108 - Imperatives for Educational Leaders (4 quarter credits). In this course, learners examine elements used to assess a school or school district curriculum and instructional program, including student achievement data and instructional best practices. Learners explore the scope of diversity and the various categories of diversity found among students, (including ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area). Learners identify teaching, learning, and leadership principles and practices, and examine strategies to create fair, equitable, and inclusive learning environments that ensure the opportunity for all students to reach their full potential. **This course requires access to a P-12 classroom and/or educational stakeholders in a P-12 school or district. Prerequisite(s): ED7820. Cannot be fulfilled by transfer.**

ED7212 - Administration and Leadership of Distance Education Programs (4 quarter credits). This course focuses on personal and program leadership topics related to leading distance learning programs and examining issues specific to distance learning transformations in the 21st century. Learners study issues related to personal leadership style, institutional vision and perspective on distance education, and current and emerging developments in areas related to distance education. Finally, learners analyze organizational issues and determine solutions for leading an organization's distance learning program. **Cannot be fulfilled by transfer.**

Course Descriptions, *continued*

ED7310 - Evaluating the Effectiveness of the Educational Process (4 quarter credits). The focus of this course is on adult education program evaluation strategies and techniques. Learners analyze various program evaluation models used to evaluate the effectiveness of post-secondary education programs and learn how to apply appreciative inquiry (AI) as a data collection method. Learners also design appropriate and effective program evaluation strategies and propose them to conduct a basic evaluation of a program. **Cannot be fulfilled by transfer.**

ED7311 - Theory and Methods of Educating Adults (4 quarter credits). In this course, learners study adult learning theory and learning styles and preferences. Course topics include adult education theories, principles of adult learning, and methodology for best practice in adult education. Learners also reflect on their personal educational philosophy and practice. **Cannot be fulfilled by transfer or prior learning assessment.**

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. **Cannot be fulfilled by transfer.**

ED7314 - International and Multicultural Perspectives in Postsecondary and Adult Education (4 quarter credits). In this course, learners develop the international and multicultural skills and understandings necessary to become culturally competent adult educators in their specialization. Learners define cultural competence for their professional role, learn to address the needs of diverse learners, foster intercultural learning in the classroom or other educational settings, and develop strategies for incorporating relevant international and multicultural perspectives into their curriculum, instructional activities, and assessments. **Cannot be fulfilled by transfer.**

ED7484 - Application of Learning Theories to Instructional Design (4 quarter credits). This course presents theories of learning and instruction providing empirical guidance for designing effective instructional solutions that target specific learning outcomes. Learners engage in a variety of readings, activities, discussions, and assignments to further develop an understanding of the foundational theories of learning

and instruction and their applications to instructional design. **Prerequisite(s): ED5802, ED5803. Cannot be fulfilled by prior learning assessment.**

ED7496 - Advanced Instructional Design (4 quarter credits). This course focuses on practical applications of instructional design in various work settings. Learners explore and evaluate current and emerging instructional interventions and identify ways to apply these approaches in education and industry settings. **Prerequisite(s): ED5802, ED5803, ED7624, ED7620. Cannot be fulfilled by transfer or prior learning assessment.**

ED7503 - Instructional Design Technologies (4 quarter credits). In this course, learners apply theories and principles of instructional design and cognitive learning utilizing instructional media strategies. Learners also identify ethical, legal, and political implications of the design in the workplace. Finally, learners examine software tools that developers and instructional designers use to create innovative e-learning experiences. **Cannot be fulfilled by prior learning assessment.**

ED7504 - Leadership for Instructional Design (4 quarter credits). Learners in this course study the leadership and management skills necessary for the effective design and delivery of web-based instruction. Learners develop multiple leadership approaches through a series of assignments that demonstrate competencies in collaborative team planning, decision making, problem solving, and change management. **Prerequisite(s): ED5802, ED5803, ED7624, ED7620. Cannot be fulfilled by transfer.**

ED7505 - Evaluation and Assessment of Instructional Design (4 quarter credits). In this course, learners examine tools, methods and practices used to assess learning. Learners also analyze methods and models of evaluation of instruction. In addition, learners practice designing new assessment tools and integrating assessment results in the evaluation process. **Prerequisite(s): ED5802, ED5803. Cannot be fulfilled by prior learning assessment.**

ED7537 - Emerging Technology and Multimedia for Curriculum and Instruction (4 quarter credits). Through an examination of research and literature, learners examine current trends and issues related to the impact of technology and multimedia on P–12 student teaching and 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. The course provides

real-world skills, tools, and field experiences designed to support school and district leaders and instructional support staff. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district.**

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. **Cannot be fulfilled by prior learning assessment.**

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. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820. 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 local, state, and federal governments in school finance, school policy making, school and community relations, privatization and choice, decentralization, desegregation, affirmative action, bilingual education, technology, and teacher empowerment. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820. Cannot be fulfilled by transfer.**

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. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820. 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

Course Descriptions, continued

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. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820. Cannot be fulfilled by transfer.***

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. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): Completion of or concurrent enrollment in ED7820. Cannot be fulfilled by transfer.***

ED7546 - Human Resources in Higher Education (4 quarter credits). Learners in this course focus on human resource management in colleges, universities, and other postsecondary institutions. Learners also identify and assess potential litigation scenarios, gain experience resolving case studies, and participate in a mock arbitration. Finally, learners investigate compensation, selection, training, development, collective bargaining, retention, tenure, and termination. ***Cannot be fulfilled by transfer.***

ED7547 - Assessment in Higher Education (4 quarter credits). This course provides an examination of assessment from the perspective of leaders in higher education as institutions strive to achieve institutional effectiveness and meet accreditation requirements. Learners study the rationale for assessment, the processes for establishing a culture of assessment, and strategies for utilizing assessment results for program, department, or institutional improvement. ***Cannot be fulfilled by transfer.***

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. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7545, ED7820. Cannot be fulfilled by transfer.***

ED7551 - Special Education Curriculum and Instructional Strategies (4 quarter credits). Learners in this course analyze, develop, and evaluate curriculum and instructional strategies for students with diverse educational needs. Learners identify current instructional best practices, determine effective uses of technologies, develop curriculum and instruction plans, and evaluate the effectiveness of special education services in general and special education environments. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7545, ED7820. Cannot be fulfilled by transfer.***

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. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7545, ED7820, ED7822, ED7823. Cannot be fulfilled by transfer.***

ED7554 - Internship for Director of Special Education 1 (4 quarter credits). This course is the first of two consecutive internship courses that serve as the capstone courses for the PhD Special Education Leadership specialization. Learners assess their special education leadership competencies and demonstrate proficiency. They serve the first 160 hours of a 320-hour 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. ***For PhD Special Education Leadership learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. ED7554 and ED7555 must be taken in sequence and prior to the comprehensive examination. Prerequisite(s): A cumulative GPA of 3.0 or***

better and the completion, submission, and approval of School of Education Clinical Practice Application. ED7545, ED7550, ED7551, ED7556, ED7557, ED7820, ED7823. Cannot be fulfilled by transfer.

ED7555 - Internship for Director of Special Education 2 (4 quarter credits). This course is the second of two consecutive internship courses that serve as the capstone courses for the PhD Special Education Leadership specialization. Learners assess their special education leadership competencies and demonstrate proficiency. They serve the second 160 hours of a 320-hour 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. ***For PhD Special Education Leadership learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. ED7554 and ED7555 must be taken in sequence and prior to the comprehensive examination. Prerequisite(s): ED7554. Cannot be fulfilled by transfer.***

ED7556 - Special Education Finance for Leaders (4 quarter credits). Learners in this course evaluate financial considerations of special education programs and services. In particular, learners examine historical and current federal and state regulations and how they apply to funding streams, including the policies and procedures that monitor special education programs and services. Learners also investigate the issues that affect the education of students with disabilities and their families, including budgeting challenges and the future of special education finance. ***This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7545, ED7820, ED7822, ED7823. Cannot be fulfilled by transfer.***

ED7557 - Special Education Law and Ethics for Leaders (4 quarter credits). This course provides an overview of the legal foundations and ethical practices of special education for the school administrator. The course also emphasizes the human and material resource legal responsibilities, activities, and challenges that confront school administrators when integrating special education through a continuum of programs and related services. Learners gain an understanding of the importance of special education laws and regulations and how to be effective leaders of special education programs. ***Prerequisite(s): ED7545, ED7820, ED7822, ED7823. Cannot be fulfilled by transfer.***

Course Descriptions, continued

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 apply key principles of critical thinking in personal and professional situations. **Cannot be fulfilled by prior learning assessment.**

ED7620 - Theoretical Basis of Instructional Design (4 quarter credits). Learners in this course analyze fundamental and contemporary instructional design theories and models. Learners examine the learning theories and instructional design theories and models to apply the appropriate learning theory and instructional design theories and models to help solve instructional design problems. Finally, learners analyze techniques and strategies for collaborative skill development. **Prerequisite(s): ED5802, ED5803, ED7624.**

ED7624 - Theories of Learning and Instruction (4 quarter credits). Learners in this course explore various theories and research associated with learning and instruction, from behaviorist to constructivist. In particular, learners focus on the theories that attempt to explain how and why people learn and the ways those theories inform instruction design. **Cannot be fulfilled by transfer.**

ED7631 - Introduction to Training and Performance Systems (4 quarter credits). This course is an overview of training and human performance improvement (HPI). Learners review the evolution of HPI through the introduction of associated theories, concepts and processes. Learners experience the power and value of HPI in organizations by reviewing and assessing real world projects that include business, performance, gap and cause analyses, intervention selection and implementation, and change and evaluation plans. **Cannot be fulfilled by prior learning assessment.**

ED7641 - Needs Assessment: Models and Procedures (4 quarter credits). This course is a survey of the needs assessment models and procedures used to diagnose the causes of workplace performance problems. Learners design and develop needs assessment instruments and collect and diagnose data to differentiate workplace performance issues that require training solutions from those that require non-training interventions. **Cannot be fulfilled by prior learning assessment.**

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. **Cannot be fulfilled by prior learning assessment.**

ED7662 - Designing Training and Performance Solutions (4 quarter credits). Learners in this course explore various training and performance gaps and solutions associated with information, resources, incentives, knowledge, and capacity. Learners examine theoretical models used to match performance gaps with potential solutions and identify the factors needed to enhance the success of a performance improvement intervention. Learners then select a performance gap to address using an intervention selection tool. **Cannot be fulfilled by prior learning assessment.**

ED7672 - Delivery Systems for Training and Performance Improvement (4 quarter credits). This course provides learners with an in-depth, application-based overview of methods for implementing training and performance improvement interventions. Learners develop techniques for administering training, feedback, incentive interventions, and learn about change management strategies. **Cannot be fulfilled by prior learning assessment.**

ED7673 - The Future of Corporate and Technical Training: Issues and Trends (4 quarter credits). In this course, learners study theories and methods of performance improvement consultation and explore the influences that shape corporate and technical training, including performance improvement methodologies, emerging technologies, and economic and cultural trends. Learners then use these theories, methods, and influences to create a strategic plan for an organization. **Cannot be fulfilled by prior learning assessment.**

ED7675 - Return on Investment in Training and Performance Improvement (4 quarter credits). In this course, learners apply a relevant return-on-investment (ROI) methodology to their organization and complete an ROI proposal that reflects

ROI Institute methodologies. Learners also study evaluation planning, data collection and analysis, and reporting procedures.

Prerequisite(s): ED7631, ED7641, ED7662. Cannot be fulfilled by transfer or prior learning assessment.

ED7677 - Survey of Training and Performance Improvement Research (4 quarter credits). In this course, learners explore the purposes, values, processes, and methods of training and performance improvement research. In particular, learners focus on identifying the ways theory and research can be used as practical tools to solve various training and performance improvement challenges. **For PhD and MS Training and Performance Improvement learners only. Cannot be fulfilled by prior learning assessment.**

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. **Cannot be fulfilled by transfer or prior learning assessment.**

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. **Cannot be fulfilled by transfer.**

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. **Cannot be fulfilled by prior learning assessment.**

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. **Cannot be fulfilled by transfer or prior learning assessment.**

Course Descriptions, *continued*

ED7814 - Interface Design (4 quarter credits). In this course, learners examine current interface design practices and the research informing the effective interface design of various learning applications and environments. Learners also explore ways to design interfaces applicable to a diverse range of communication devices. **Prerequisite(s): ED5802, ED5803. Cannot be fulfilled by prior learning assessment.**

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 teaching and learning. Learners use futuring methods to examine the ways history, technology, trends, and change affect the future of teaching and learning. **Cannot be fulfilled by transfer or prior learning assessment.**

ED7820 - Principles of Educational Administration (4 quarter credits). This course presents an overview of principles of P–12 education leadership theory and practice aligned with five Educational Leadership Constituents Council (ELCC) standards. The course incorporates multimedia, including embedded simulations, to enhance presentation and understanding of concepts and issues in school or district leadership and administration. Learners also examine business and public administration models and explore theoretical constructs from various disciplines. **This course requires interaction with practicing school or district administrators and access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. 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. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED5320 or ED7820. Cannot be fulfilled by transfer or prior learning assessment.**

ED7823 - Education and the Law (4 quarter credits). In this course, learners analyze the laws and legal issues affecting P–12 school systems and their constituents and study the tools and methods used to prevent and resolve legal problems. **This course requires access to a P–12 classroom and/or**

educational stakeholders in a P–12 school or district. Prerequisite(s): ED5320 or ED7820. Cannot be fulfilled by transfer or prior learning assessment.

ED7830 - Coaching for High Performance (4 quarter credits). In this course, learners study theories and practices used to coach individuals to improved learning, decision making, and performance. Learners explore theoretical coaching approaches and models; client needs assessment; the coaching knowledge, skills, and attitudes necessary for supporting clients through personal and professional change; and the role of coaching in organizational performance systems. Learners focus on becoming confident and effective mediators of people seeking to improve the quality of their personal and professional lives. **Cannot be fulfilled by prior learning assessment.**

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. **Cannot be fulfilled by transfer.**

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. **Cannot be fulfilled by transfer.**

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. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820 and ED7014, or ED5320. Cannot be fulfilled by transfer or prior learning assessment.**

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. **Cannot be fulfilled by transfer.**

ED7857 - Personnel Administration (4 quarter credits). Learners in this course study school policy making, staffing assignment, salary negotiation, grievance procedures, records, supervision, and the evaluation of professional and non-professional employees. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED5320. Cannot be fulfilled by prior learning assessment.**

ED7901 - Educational Administration Internship 1 (4 quarter credits). This course is the first of two consecutive principal internship courses that serve as the capstone courses for the PhD and EdS Leadership in Educational Administration School Leadership emphasis. It provides learners with the academic and field experiences that are prerequisites for principal or administrative licensure in most states. Learners assess their leadership in educational administration competencies and demonstrate proficiency. They serve the first 160 hours of a 320-hour internship during which they create, sign, and fulfill a competency-based contract with their educational administration site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a final portfolio as part of their contract materials. **For PhD and EdS Leadership in Educational Administration learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. ED7901, ED7902 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): A cumulative GPA of 3.0 or better and the completion, submission, and approval of School of Education Clinical Practice Application. ED7014, ED7016, ED7541, ED7545, ED7820, ED7822, ED7823, ED7852, ED8322. Cannot be fulfilled by transfer.**

Course Descriptions, continued

ED7902 - Educational Administration Internship 2 (4 quarter credits). This course is the second of two consecutive principal internship courses that serve as the capstone courses for the PhD and EdS Leadership in Educational Administration School Leadership emphasis. It provides learners with the academic and field experiences that are prerequisites for principal or administrative licensure in most states. Learners assess their leadership in educational administration competencies and demonstrate proficiency. They serve the second 160 hours of a 320-hour internship during which they create, sign, and fulfill a competency-based contract with their educational administration site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a final portfolio as part of their contract materials. **For PhD and EdS Leadership in Educational Administration learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. 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. Prerequisite(s): ED7901. Cannot be fulfilled by transfer.**

ED7903 - Superintendency Internship 1 (4 quarter credits). This course is the first of two consecutive superintendent internship courses that serve as the capstone courses for the PhD and EdS Leadership in Educational Administration District Leadership emphasis. It provides learners with the academic and field experiences that are prerequisites for superintendent licensure in most states. Learners assess their leadership in educational administration competencies and demonstrate proficiency. They serve the first 160 hours of a 320-hour internship during which they create, sign, and fulfill a competency-based contract with their educational administration site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a final portfolio as part of their contract materials. **For PhD and EdS Leadership in Educational Administration learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. 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. Prerequisite(s): A cumulative GPA of 3.0 or better and completion, submission, and approval**

of School of Education Clinical Practice Application. ED7014, ED7108, ED7542, ED7543, ED7544, ED7545, ED7820, ED7823, ED8812. Cannot be fulfilled by transfer.

ED7904 - Superintendency Internship 2 (4 quarter credits). This course is the second of two consecutive superintendent internship courses that serve as the capstone courses for the PhD and EdS Leadership in Educational Administration District Leadership emphasis. It provides learners with the academic and field experiences that are prerequisites for superintendent licensure in most states. Learners assess their leadership in educational administration competencies and demonstrate proficiency. They serve the second 160 hours of a 320-hour internship during which they create, sign, and fulfill a competency-based contract with their educational administration site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a final portfolio as part of their contract materials. **For PhD and EdS Leadership in Educational Administration learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. 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. Prerequisite(s): ED7903. Cannot be fulfilled by transfer.**

ED7905 - Educational Leadership Supplemental Internship (4 quarter credits). This course is for PhD and EdS Curriculum and Instruction learners, PhD and EdS Leadership in Educational Administration learners, PhD Special Education Leadership learners, and MS Leadership in Educational Administration learners who have already completed an internship but need to complete additional internship hours to fulfill specific state licensure or position requirements. It provides learners with the academic and field experiences that are prerequisites for principal, administrative, or superintendent licensure in most states. Learners assess their leadership in educational administration competencies and demonstrate proficiency. During their internship, learners create, sign, and fulfill a competency-based contract with their educational administration site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a final portfolio as part of their contract materials. **For PhD and EdS Curriculum and Instruction learners, PhD and EdS**

Leadership in Educational Administration learners, PhD Special Education Leadership learners, and MS Leadership in Educational Administration learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED8551 or ED7902 or ED7904 or ED7555 or ED5904. 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 registration.**

ED8102 - Introduction to Qualitative Research (4 quarter credits). In this course, learners focus on the salient characteristics and appropriate use of several qualitative research designs. Learners explore the feasibility and ethical concerns of conducting qualitative research and gain hands-on experience in interviewing, data analysis, and reporting findings. **Prerequisite(s): ED8112. Cannot be fulfilled by transfer.**

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. **Cannot be fulfilled by transfer or prior learning assessment.**

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.**

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

Course Descriptions, continued

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.

ED8121 - Tests and Measurements for Educational Research (4 quarter credits).

In this course, learners develop and apply tests and measurement instruments, including surveys, achievement, aptitude, and personality tests. Learners study how to collect and analyze data from these instruments, and examine Institutional Review Board (IRB) guidelines and ways of using various test instruments in the context of doing empirical research, such as a dissertation. **Prerequisite(s):** ED8112.

ED8123 - Statistics for Educational Research 2 (4 quarter credits).

Learners in this course apply statistical analyses appropriate to different research contexts using SPSS, a statistical software package. Learners examine statistical concepts, including analysis of variance (ANOVA), analysis of covariance (ANCOVA), correlation, regression, chi square, factor analysis, and post hoc and demonstrate different hypothesis testing techniques.

Prerequisite(s): ED8132.

ED8124 - Fundamentals of Research Planning (4 quarter credits).

Learners in this course develop a research plan with scientific merit that is based on a pre-determined research topic. Learners also apply empirically and ethically sound research planning skills and literature synthesis and evaluation. **Grading for this course is S/NS.**

Prerequisite(s): ED8112. **Cannot be fulfilled by transfer.**

ED8132 - Educational Quantitative Research 1 (4 quarter credits).

In this course, learners gain a foundational understanding of the fundamental concepts and principles that drive quantitative research design and the differences among basic statistical analyses of quantitative data. Learners examine statistical concepts, including sampling methods and calculating sample sizes, descriptive statistics, levels of measurement, standard scores, distributions, estimation, statistical significance testing, and basic statistical analyses. **Prerequisite(s):** ED8112. **Cannot be fulfilled by transfer.**

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. **Cannot be fulfilled by transfer.**

ED8320 - Practicum in College Teaching (4 quarter credits).

This practicum provides learners with experiences consistent with the role of a college or university instructor. Under the guidance of the course instructor, learners observe and assist in the instruction of an online course in the Post-Master’s Certificate in College Teaching sequence. As teaching assistants, learners apply learning theory, respond to unit discussions, summarize unit postings, provide additional unit-specific resources, and participate in an inter-rater reliability activity. **This course is not available as an elective to learners outside the Post-Master’s Certificate in College Teaching. Prerequisite(s):** ED7311, ED7312, ED7712.

ED8322 - School Improvement for P–12 School Leaders (4 quarter credits).

This course is an overview of the school leader’s role in supporting school improvement. Learners examine specific strategies and processes to assess a school’s current state and needs, followed by strategic data collection, disaggregation of formative and summative data, and examination of school improvement plans. Learners also explore the continuous process of viable school improvement through climate surveys, research-based instruction, and enhanced teacher capacity, which leads to improved school climate, curriculum, instruction, and, ultimately, student outcomes. Finally, learners interact with practicing school administrators to gain insight into the field of school leadership. **Prerequisite(s):** ED7820, EDD8000. **May be taken concurrently with ED7823. Cannot be fulfilled by transfer.**

ED8350 - Advanced Nursing Theory and Concepts (4 quarter credits).

In this course, learners analyze historical and current nursing concepts and theories. Topics include nursing

philosophy, curriculum development, clinical practice, and future trends in the health care system. **Cannot be fulfilled by transfer.**

ED8355 - Curriculum Design and Evaluation in Nursing Education (4 quarter credits).

In this course, learners research nursing curriculum elements and model construction. Learners also evaluate the accreditation process and the influence of accreditation requirements on curriculum development. This course focuses on understanding and synthesizing learning concepts and the components of curriculum, as well as curriculum models that will help learners create successful learning outcomes. **Cannot be fulfilled by transfer.**

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. **Cannot be fulfilled by transfer.**

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. **Cannot be fulfilled by transfer.**

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. **Cannot be fulfilled by transfer.**

ED8446 - Curriculum Development and Teaching Strategies for Adult Learning (4 quarter credits).

This course focuses on the evaluation and development of curriculum for adult learners. Learners in this course incorporate trends, theories, models, various instructional strategies, and technology as employed in designing 21st-century learning. **Cannot be fulfilled by transfer or prior learning assessment.**

Course Descriptions, *continued*

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. **Cannot be fulfilled by transfer.**

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. **Cannot be fulfilled by transfer.**

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 ED5515 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. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820. Cannot be fulfilled by transfer.**

ED8534 - Advanced Instruction and Assessment: Theory and Practice (4 quarter credits).

In this course, learners explore the various ways advanced (differentiated) instruction and assessment can serve the diverse needs of learners. Through the lens of a classroom practitioner and building/district administrator, learners discuss various aspects of advanced instruction and assessment. Learners also consider theories in research as they relate to differentiated instruction and assessment and use field

experience to examine current and emerging issues and trends involving instruction and assessment. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820. Cannot be fulfilled by transfer.**

ED8535 - Advanced Collaboration for the Improvement of Curriculum and Instruction (4 quarter credits).

In this course, learners examine student learning achievement theories and practices and apply them in their own professional settings. Learners also develop collaborative activities focused on improving student learning achievement, including coaching and mentoring, team building, and developing communities of practice. Learners also analyze case studies of current collaborative learning programs to complement the practical experience gained during the course. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820. Cannot be fulfilled by transfer.**

ED8536 - Advanced Application of Research for 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 advanced research designs that contribute to data-driven decision making at the school or district level. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820. Cannot be fulfilled by transfer.**

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. **Prerequisite(s): ED7820. Learners who have taken ED5538 should not take ED8538. Rather, they should choose any other PhD-level course in the School of Education to fulfill their specialization requirements. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Cannot be fulfilled by transfer.**

ED8550 - Curriculum and Instruction Internship 1 (4 quarter credits).

This course is the first of two consecutive internship courses that serve as the capstone courses for the PhD and EdS Curriculum and Instruction specializations. Learners assess their curriculum and instruction competencies and demonstrate proficiency. They engage in a 160-hour internship experience 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. **For PhD and EdS Curriculum and Instruction learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. ED8550 and ED8551 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): A cumulative GPA of 3.0 or better and the completion, submission, and approval of School of Education Clinical Practice Application. ED7108, ED7820, ED8533, ED8534, ED8535, ED8536, ED8538. Cannot be fulfilled by transfer.**

ED8551 - Curriculum and Instruction Internship 2 (4 quarter credits).

This course is the second of two consecutive internship courses that serve as the capstone courses for the PhD and EdS Curriculum and Instruction specializations. Learners assess their curriculum and instruction competencies and demonstrate proficiency. They engage in a 160-hour internship experience 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. **For PhD and EdS Curriculum and Instruction learners only. This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. ED8550 and ED8551 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): ED8550. Cannot be fulfilled by transfer.**

Course Descriptions, *continued*

ED8601 - Online Course Design, Facilitation, and Assessment (4 quarter credits). In this course, learners examine online pedagogy from both a theoretical and a practical perspective. Learners gain an understanding of the tools available in learning management systems and learn how to use them to apply concepts of adult learning theory to improve the online learning experience and participant satisfaction. Finally, learners design, facilitate, and assess their own online class. **Cannot be fulfilled by prior learning assessment.**

ED8810 - Ethics and Social Responsibility in Distance Education (4 quarter credits). Learners in this course analyze the influence of law and ethics on course ownership, privacy, intellectual property, freedom of speech, and social responsibility. Through an examination of ethical assumptions, attitudes, and values, learners develop a foundation for understanding and supporting distance education from an ethical perspective. **Prerequisite(s): ED5802, ED5803, ED7624. 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. **This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED7820. Cannot be fulfilled by transfer.**

ED8829 - Research in Instructional Design and Development (4 quarter credits). This course builds upon previous research courses and encourages learners to begin thinking like scholars engaging in instructional design and development research. Learners explore the fundamental elements of research in instructional design and development, generate potential dissertation research topics relevant to the Instructional Design and Development specialization, and discuss their potential to contribute to the body of instructional design and development knowledge. **Prerequisite(s): ED5802, ED5803, ED7624, ED7620, ED8112.**

ED8831 - Theoretical Constructs for Evaluation and Assessment of Instructional Design (4 quarter credits). Learners in this course engage in an in-depth exploration of theories and principles of instructional design evaluation and assessment. Learners reflect on evaluation and assessment practices

associated with individuals, organizations, and society to gain an understanding of the ways they inform overall evidence-based practice. **Prerequisite(s): ED5802. Cannot be fulfilled by transfer.**

ED8841 - Leading Instructional Design Initiatives (4 quarter credits). In this course, learners integrate the competencies of the Instructional Design for Online Learning specialization with the leadership, innovative thinking, and communication skills needed to lead instructional design initiatives within their organizations. Learners practice applying these skills and focus on extending their ability to advance the performance goals and vision of their organizations. **Prerequisite(s): ED5802, ED5803. Cannot be fulfilled by transfer.**

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 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 register for the first dissertation course. **For 120-credit PhD in Education learners only. Learners in the 92-credit PhD in Education program should register for EDCN9919 instead. Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Completion of external exam requirements, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.**

ED9960 - Dissertation Courseroom (5 quarter credits each). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. **For 120-credit PhD in Education learners only. Learners in the 92-credit PhD in Education program should register for EDCN9960 instead. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): ED9919. Cannot be fulfilled by transfer.**

EDCN9919 - Doctoral Comprehensive Examination (3 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 register for the first dissertation course. **For 92-credit PhD in Education learners only. Learners in the 120-credit PhD in Education program should register for ED9919 instead. Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Completion of external exam requirements, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.**

EDCN9960 - Dissertation Courseroom (3 quarter credits each). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. **For 92-credit PhD in Education learners only. Learners in the 120-credit PhD in Education program should register for ED9960 instead. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): EDCN9919. Cannot be fulfilled by transfer.**

ED-R8925 - PhD Dissertation Research Seminar Track 1 (3 quarter credits). The intensive, six-week PhD Dissertation Research Seminar Track 1 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to initiate the development of a dissertation research plan. Throughout the course, learners focus on identifying a theory, topic, and research problem appropriate for their specialization. Track 1 learners must also complete PhD Dissertation Milestone 1 (Research Ethics Education). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. **For 92-credit PhD in Education learners only. Learners in the 120-credit PhD in Education program should register for ED-R8930 instead. Should be taken concurrently with ED8112. Cannot be fulfilled by transfer.**

Course Descriptions, *continued*

ED-R8926 - PhD Dissertation Research Seminar Track 2 (3 quarter credits). The intensive, six-week PhD Dissertation Research Seminar Track 2 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to develop a research question and to select an appropriate dissertation topic. In Track 2, learners complete PhD Dissertation Milestone 2 (Topic Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. **For 92-credit PhD in Education learners only. Learners in the 120-credit PhD in Education program should register for ED-R8931 instead. Prerequisite(s): ED-R8925. Should be taken concurrently with ED8102. Cannot be fulfilled by transfer.**

ED-R8927 - PhD Dissertation Research Seminar Track 3 (3 quarter credits). The intensive, six-week PhD Dissertation Seminar Track 3 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to detail a methodological design, sampling plan, and strategy for data analysis. In Track 3, learners complete PhD Dissertation Milestone 5 (Research Plan Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. Learners must complete Track 3 prior to beginning the comprehensive examination phase of the program. **For 92-credit PhD in Education learners only. Learners in the 120-credit PhD in Education program should register for ED-R8932 instead. Prerequisite(s): ED-R8926. Should be taken concurrently with ED8132. Cannot be fulfilled by transfer.**

ED-R8930 - PhD Research Seminar Track 1 (non-credit). The intensive, six-week PhD Research Seminar Track 1 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to initiate the development of a dissertation research plan. Throughout the course, learners focus on identifying a theory, topic, and research problem appropriate for their specialization. Track 1 learners are encouraged to complete PhD Dissertation

Milestone 1 (Research Ethics Education). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. **For 120 credit PhD in Education learners only. Learners in the 92 credit PhD in Education program should register for ED-R8925 instead. Cannot be fulfilled by transfer.**

ED-R8931 - PhD Research Seminar Track 2 (non-credit). The intensive, six-week PhD Research Seminar Track 2 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to develop a research question and to select an appropriate dissertation topic. In Track 2, learners are encouraged to complete PhD Dissertation Milestone 2 (Topic Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. **For 120 credit PhD in Education learners only. Learners in the 92 credit PhD in Education program should register for ED-R8926 instead. Prerequisite(s): ED-R8930. Cannot be fulfilled by transfer.**

ED-R8932 - PhD Research Seminar Track 3 (non-credit). The intensive, six-week PhD Research Seminar Track 3 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to detail a methodological design, sampling plan, and strategy for data analysis. In Track 3, learners are encouraged to complete PhD Dissertation Milestone 5 (Research Plan Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. Learners must complete Track 3 prior to beginning the comprehensive examination phase of the program. **For 120 credit PhD in Education learners only. Learners in the 92 credit PhD in Education program should register for ED-R8927 instead. Prerequisite(s): ED-R8931. Cannot be fulfilled by transfer.**

Doctor of Education

EDD8000 - Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits). This is the introductory course for learners pursuing doctoral, education specialists, and post-master's certification within the School of Education. Learners in this course focus on critical thinking and scholarly writing—requisite skills for graduate study and professional practice. This course provides opportunities for learners to acquire and practice skills necessary to succeed in online learning. In keeping with Capella University's focus on the scholar-practitioner model, learners also critically examine and apply relevant educational theory to their practice. Finally, learners articulate and examine their professional purpose and how it aligns with their chosen degree program and professional career aspirations. **Must be taken during the learner's first quarter. 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 and EdS Reading and Literacy learners only. Prerequisite(s): EDD8000. 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 those 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 and EdS 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,

Course Descriptions, continued

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 and EdS Reading and Literacy learners only. Prerequisite(s): EDD8202. Cannot be fulfilled by transfer.**

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 and EdS Reading and Literacy learners only. Prerequisite(s): EDD8204. 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 and EdS 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 and EdS Reading and Literacy learners only. Prerequisite(s): EDD8210. 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 and EdS Reading and Literacy learners only. Prerequisite(s): EDD8212. 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 and EdS Reading and Literacy learners only. Prerequisite(s): EDD8216. Cannot be fulfilled by transfer.**

EDD8224 - Program Improvement in Reading and Literacy (6 quarter credits). In this culminating course, learners plan a project and demonstrate their understanding of the three project options: Program Evaluation, Curriculum Product, and Change Management Plan. Learners then select a specialization-aligned topic and create a proposal for an independent professional activity aimed at expanding knowledge and informing practice via scholarly inquiry and critical analysis. Finally, learners organize their Professional Showcase Portfolio and write a reflection paper that demonstrates their understanding and reflects a critical analysis of the program outcomes. **For EdD and EdS Reading and Literacy learners only. Prerequisite(s): A cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

EDD8300 - Leadership through Personal and Professional Development (6 quarter credits). This course provides an overview of the fundamental principles and skills of leadership in educational organizations. 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 Adult Education, EdD Curriculum and Instruction, EdD Educational Leadership and Management, EdD Performance Improvement Leadership, and Post-Master's Certificate in Leadership and Accountability learners only. Prerequisite(s): EDD8000. Cannot be fulfilled by transfer.**

EDD8302 - Becoming a Critical Consumer of Action Research (6 quarter credits). In this course, learners are introduced to the method of action research, its conceptual and theoretical foundations, and the ways in which it brings about improvement in the policies, processes, and practices of

educational organizations. Learners acquire the knowledge necessary to become critical consumers of action research. Learners develop an understanding of multiple perspectives, laws and regulations, organizational resources, and ethics through examining published reports of data-informed decisions using a variety of decision-making strategies, models, and tools. Learners develop competence in diagnosing the organizational dynamics of selected research sites and situations, identifying alternative approaches to bringing about organizational improvement, and in applying principles of critical thinking to assessing the cycles and the outcomes of published action projects in their specialization. **For EdD Adult Education, EdD Curriculum and Instruction, EdD Educational Leadership and Management, EdD Performance Improvement Leadership, EdD Teacher Leader in K–12 Studies, EdS Teacher Leader in K–12 Studies, and Post-Master's Certificate in Leadership and Accountability learners only. Prerequisite(s): EDD8300. Cannot be fulfilled by transfer.**

EDD8304 - The How-To of Becoming an Action Researcher (6 quarter credits). In this course, learners develop and demonstrate skills in data and information literacy. Learners analyze scholarly literature related to research methods and design, and collaborate with stakeholders to assess organizational needs and dynamics. Learners are introduced to the collection, analysis, evaluation, and interpretation of new and existing data, and communicate findings to stakeholders. **For EdD Adult Education, EdD Curriculum and Instruction, EdD Educational Leadership and Management, EdD Performance Improvement Leadership, and Post-Master's Certificate in Leadership and Accountability learners only. Prerequisite(s): EDD8302. Cannot be fulfilled by transfer.**

EDD8306 - Systems and Theories of Organizational Dynamics and Change (6 quarter credits). Learners build on and continue their study of fundamental leadership and management principles and skills as they build the foundations of organizational dynamics including systems theory, action science, and change theory. Topics include implications of globalization and consideration of laws, regulations, and ethical implications of decision-making. **For EdD Adult Education, EdD Curriculum and Instruction, EdD Educational Leadership and Management, EdD Performance Improvement Leadership, and Post-Master's Certificate in Leadership and Accountability learners only. Prerequisite(s): EDD8304. Cannot be fulfilled by transfer.**

Course Descriptions, continued

EDD8310 - Research and Theory of Effective Teacher Leadership (6 quarter credits). Learners in this course build and apply an understanding of the ways teacher leaders fulfill important roles in K–12 settings. Learners develop skills needed to lead students and other teachers as well as to participate in shared decision making. In addition, learners explore the theory and current research that underlies high-quality teacher leadership within the classroom and outside of it. **For EdD and EdS Teacher Leader in K–12 Studies learners only. Prerequisite(s): EDD8000. Cannot be fulfilled by transfer.**

EDD8320 - Collaboration in Leading and Managing 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 improvement processes, and promote academic excellence and cultural competence. **For EdD and Post-Master's Certificate in Educational Leadership and Management learners only. Prerequisite(s): EDD8306. Cannot be fulfilled by transfer.**

EDD8322 - Leading and Managing Change (6 quarter credits). In this course, learners work collaboratively at their capstone sites and review literature to identify problems and discuss potential strategies to bring about improvement. Learners demonstrate inquiry, analysis, communication, leadership skills and the ability to evaluate and interpret needs assessment data. Learners develop a data-informed problem statement acceptable to their site. **For EdD and Post-Master's Certificate in Educational Leadership and Management learners only. Prerequisite(s): EDD8320. Cannot be fulfilled by transfer.**

EDD8324 - Leading and Managing the Application of Organizational Theory (6 quarter credits). In this course, learners apply the leadership and management competencies gained from previous coursework as they analyze the organizational dynamics of their capstone site. Learners engage with stakeholders, capstone site data, and scholarly literature to build their understanding of the problem, the proposed solution, and the dynamics of effecting change/improvement, leading to a plan of action for their capstone project. **For EdD and Post-Master's Certificate in Educational Leadership and Management learners only. Prerequisite(s): EDD8322. Cannot be fulfilled by transfer.**

EDD8328 - Reflection and Planning in Education Leadership and Management (6 quarter credits). In this course, learners examine and reflect on the multiple internal and external forces that impact and shape their current or future roles as educational leaders and managers. Learners integrate educational theories with practice in the planning of an applied capstone project proposal specifically designed to address a real-life problem that generates measureable improvements. **For EdD and Post-Master's Certificate in Educational Leadership and Management learners only. Prerequisite(s): EDD8324. Cannot be fulfilled by transfer.**

EDD8330 - Adult Learning Theory and Practice (6 quarter credits). This course provides an overview of learning theories, models, and principles and their application to instructional processes for adult learners. Learners explore the social contexts in which adults learn and develop, and the influences of race, class, gender, and culture. Learners also study the nature of adult development; issues and trends in the field; theories of adult growth and development; changes in young, middle, and older adulthood; and implications for instruction and learning of adults. **For EdD Adult Education and Post-Master's Certificate in Adult Education Leadership learners only. Prerequisite(s): EDD8306. Cannot be fulfilled by transfer.**

EDD8332 - Program Planning and Evaluation in Adult Learning Settings (6 quarter credits). This course presents underlying theories, current practices, and techniques for developing and evaluating educational programs for learners in a variety of adult education settings. Learners identify and assess needs, establish objectives, and design and evaluate programs in adult education. Learners also examine their practice to help develop an informed, insightful, and reflective practice for effective adult program development and evaluation. **For EdD Adult Education and Post-Master's Certificate in Adult Education Leadership learners only. Prerequisite(s): EDD8330. Cannot be fulfilled by transfer.**

EDD8334 - Leading and Managing in Adult Learning Settings and Contexts (6 quarter credits). This course explores the concept of leadership in contemporary adult education settings, with specific focus on the connections between leadership and adult learning and development. Learners analyze theory and practices in effective leadership and administration in adult education settings. Finally, learners examine managerial activities such as program planning and development, leadership, organizational change, and evaluation. **For EdD Adult**

Education and Post-Master's Certificate in Adult Education Leadership learners only. Prerequisite(s): EDD8332. Cannot be fulfilled by transfer.

EDD8338 - Practice and Planning in Adult Education (6 quarter credits). In this course, learners examine and reflect on the multiple internal and external forces that impact and shape their current or future roles as educational leaders in adult education. Learners integrate adult education theory and practice in an applied project related to the learner's professional goals. **For EdD Adult Education and Post-Master's Certificate in Adult Education Leadership learners only. Prerequisite(s): EDD8334. Cannot be fulfilled by transfer.**

EDD8340 - Supervision and Evaluation of Curriculum, Instruction, and Assessment Programs (6 quarter credits). In this course, learners examine current theories and best practices of supervision and evaluation of curriculum, assessment and instruction programs at the K–12, higher education, and corporate levels. Learners focus on instructional leadership, program effectiveness and professional development of professional teaching staff as part of a systemic plan to improve student learning. Learners continue to use action research methods to evaluate curricular programs, identify problems, and evaluate performance. **For EdD and Post-Master's Certificate in Curriculum and Instruction learners only. Prerequisite(s): EDD8306. Cannot be fulfilled by transfer.**

EDD8342 - Collaboration for the Improvement of Curriculum, Instruction, and Assessment (6 quarter credits). Learners focus on developing a professional and collaborative approach to leading and managing the design of curriculum mapping. Following an overview of curriculum mapping, learners apply concepts of curriculum mapping and the use of technology as a tool. Learners engage in all aspects involved: mission and vision, planning, collaboration with stakeholders, providing support through effective leadership, and planning for evaluation. **For EdD and Post-Master's Certificate in Curriculum and Instruction learners only. Prerequisite(s): EDD8340. Cannot be fulfilled by transfer.**

EDD8344 - Applying Research to the Improvement of Curriculum, Instruction, and Assessment (6 quarter credits). Learners in this course focus on the design and evaluation of instructional models and assessment strategies to meet the diverse needs of students. Learners analyze theory and research support, innovative instructional

Course Descriptions, continued

models, and assessment strategies to develop specific content-area and grade-level applications for improved student achievement. Learners also examine issues and trends related to new and emerging instructional models and assessment strategies. **For EdD and Post-Master's Certificate in Curriculum and Instruction learners only. Prerequisite(s): EDD8342. Cannot be fulfilled by transfer.**

EDD8348 – Reflection and Planning in Curriculum and Instruction (6 quarter credits). In this course, learners examine and reflect on the multiple internal and external forces that impact and shape their current or future roles as leaders who support curriculum and instruction. Learners integrate curriculum and instruction theory and practice in an applied project. **For EdD and Post-Master's Certificate in Curriculum and Instruction learners only. Prerequisite(s): EDD8344. Cannot be fulfilled by transfer.**

EDD8350 - Emerging Technology Trends in Education (6 quarter credits). In this course, learners investigate theories, research, and current and emerging trends in technology that impact K–12 education. Learners examine these impacts from the planning stage through instruction, assessment, data collection, and analysis. Topics include Digital Bloom's taxonomy, blended learning, the significance of digital citizenship, and the use of learning management systems for teaching and managing student data. **For EdD and EdS Teacher Leader in K–12 Studies learners only. Prerequisite(s): EDD8408. Cannot be fulfilled by transfer.**

EDD8352 - Innovation in Teaching and Learning (6 quarter credits). In this course, learners evaluate the intersection of technology knowledge, content knowledge, and pedagogical knowledge (TPACK) and apply it to technology used in the 21st-century classroom to provide creative experiences that enhance learning. In addition, learners gain and demonstrate an understanding of the use of problem-based learning, personalized learning, adaptive learning, and a variety of digital and multimedia tools. **For EdD and EdS Teacher Leader in K–12 Studies learners only. Prerequisite(s): EDD8350. Cannot be fulfilled by transfer.**

EDD8354 - Cultural Competence in Schools and Communities (6 quarter credits). Learners in this course analyze personal cultural awareness and gain cultural competence to successfully educate students from diverse backgrounds. Learners examine sensitivities and develop skills that underlie culturally responsive teaching. Topics include the value and dynamics of diversity, cultural

self-awareness, and ways to institutionalize cultural knowledge. **For EdD and EdS Teacher Leader in K–12 Studies learners only. Prerequisite(s): EDD8352. Cannot be fulfilled by transfer.**

EDD8356 - Data Analysis and Transforming Assessments (6 quarter credits). In this course, learners administer meaningful assessments and interpret data to improve the teaching practice. Learners explore ways to collect assessment data and apply it for classroom improvement. Throughout the course, learners gain an understanding of formative and summative assessment and authentic assessment techniques. Learners also analyze data at the classroom, school, and district level, and examine the use of technology to transform assessment in K–12 classrooms. **For EdD and EdS Teacher Leader in K–12 Studies learners only. Prerequisite(s): EDD8354. Cannot be fulfilled by transfer.**

EDD8358 - Teacher Mentoring and Coaching (6 quarter credits). In this course, learners gain knowledge of teacher performance assessment and evaluation systems as well as coaching and mentoring models and techniques and apply the skills necessary to mentor and coach new and veteran teachers. Learners identify independent professional activities related to these topics through the creation of four different project descriptions: an action research monograph, a program evaluation, a curriculum product, and a change management plan. Learners then select a specialization-aligned topic and create a proposal for one independent professional activity to expand and apply their knowledge. In addition, learners organize their Professional Showcase Portfolio and demonstrate their understanding through a critical analysis of program outcomes. **For EdD and EdS Teacher Leader in K–12 Studies learners only. Prerequisite(s): EDD8356. Cannot be fulfilled by transfer.**

EDD8360 - Introduction to Human Performance Improvement Systems (6 quarter credits). This course provides an overview of human performance improvement theory and processes, including the history, foundational principles, and real-world applications that help improve personal and organizational effectiveness. Learners use the Human Performance Technology (HPT) Model to build and demonstrate a working knowledge of the Human Performance Improvement (HPI) process. **For EdD and Performance Improvement Leadership certificate learners only. Prerequisite(s): EDD8306. Cannot be fulfilled by transfer.**

EDD8362 - Human Performance Improvement Needs Assessment: Models and Procedures (6 quarter credits). This course provides a model of performance analysis and needs assessment that can be used in a variety of contexts. Learners explore in-depth methods used to accomplish the needs assessment process and apply an active, hands-on approach, using practical tools to conduct a real-world organizational needs assessment. **For EdD and Post-Master's Certificate in Performance Improvement Leadership learners only. Prerequisite(s): EDD8360. Cannot be fulfilled by transfer.**

EDD8364 - Designing, Delivering, and Evaluating Human Performance Improvement Interventions (6 quarter credits). In this course, learners design effective solutions to resolve human performance problems in organizations. Learners apply the procedure and tools needed to select, design, and evaluate interventions to improve performance. The design and delivery process incorporates both training and non-training interventions, including electronic approaches. **For EdD and Performance Improvement Leadership certificate learners only. Prerequisite(s): EDD8362. Cannot be fulfilled by transfer.**

EDD8366 - Return on Investment of Human Performance Improvement Interventions (6 quarter credits). Learners in this course use a return on investment (ROI) methodology to develop a plan to measure the impact of an intervention. The process model includes evaluation planning, data collection, data analysis, and reporting. The course provides learners with the opportunity to achieve ROI Certification from the ROI Institute. **For EdD and Performance Improvement Leadership certificate learners only. Prerequisite(s): EDD8364. Cannot be fulfilled by transfer.**

EDD8402 - Leadership Principles in Technology Integration, Innovation, and School Improvement (6 quarter credits). Learners in this course examine and demonstrate their understanding of theory and research on leading school change and improvement initiatives and explore research-based principles and platforms for leading technology integration in a district, school, and classroom setting. Learners develop a technology integration plan that incorporates theoretical and research-based best practice approaches for supporting learning and engagement within a district, school, or classroom. **For EdD and EdS Personalized and Competency-Based Instruction and EdD and EdS Teacher Leader in Digital Transformation learners only. Prerequisite(s): EDD8000. Cannot be fulfilled by transfer.**

Course Descriptions, continued

EDD8404 - Action Research for School Practitioners (6 quarter credits). In this course, learners gather and analyze data to inform classroom, school, or organizational decision making and/or practice. Learners use local data and empirical research to investigate and identify a problem. Learners then develop a plan to collect valid and reliable data, and evaluate and interpret the data to generate findings to inform decision making and/or practice in a local setting. Learners also design a plan to share information with stakeholders to bring about change. **For EdD and EdS Personalized and Competency-Based Instruction, EdD and EdS Teacher Leader in K–12 Studies, and EdD and EdS Teacher Leader in Digital Transformation learners only. Prerequisite(s): EDD8402 or EDD8310. Cannot be fulfilled by transfer.**

EDD8406 - Developing a Collaborative Culture in the Digital Age (6 quarter credits). Learners in this course focus on strengthening their understanding of the importance of developing a collaborative culture for personal and professional growth, as well as teaching, learning, and assessment in the digital age. Learners also demonstrate their skill using digital course room tools so as to collaborate with their classmates, instructor or facilitator, and members of their communities, and participate in collaborative communities of practice to develop their skills as effective communicators, teachers, and leaders. **For EdD and EdS Personalized and Competency-Based Instruction and EdD and EdS Teacher Leader in Digital Transformation learners only. This course requires access to an educational institution, students, and/or classroom practitioners. Prerequisite(s): EDD8404. Cannot be fulfilled by transfer.**

EDD8408 - Using Technology for Instructional Improvement: Research, Data, and Best Practices (6 quarter credits). In this course, learners develop and demonstrate the skills needed to effectively use technology to promote and support instructional improvement. Learners research instruction and curriculum development and student and educator performance, and demonstrate effective data management while promoting best practices in learning, assessment and instructional improvement in their classrooms, schools, and communities. **For EdD and EdS Personalized and Competency-Based Instruction, EdD and EdS Teacher Leader in Digital Transformation, and EdD and EdS Teacher Leader in K–12 Studies learners only. Prerequisite(s): EDD8404 or EDD8406. Cannot be fulfilled by transfer.**

EDD8420 - Leadership Development in the Digital Age (6 quarter credits). In this course, learners develop their leadership abilities by exploring best practice in theory and research on leading in the digital age. Learners create a personal leadership development plan based on leadership and technology research and theory, self-reflection, peer and instructor feedback, and their own personal leadership goals. **For EdD and EdS Teacher Leader in Digital Transformation learners only. Prerequisite(s): EDD8408. Cannot be fulfilled by transfer.**

EDD8422 - Transformational Thinking to Meet 21st-Century Skills (6 quarter credits). Learners in this course explore constructivism, project-based learning (PBL), self-regulated learning (SRL), authentic assessment strategies, the Technological Pedagogical Content Knowledge (TPACK) framework, and information and communication technology (ICT)-based learning designs. Learners consider the research behind these approaches and strategies in their development of digital learning experiences that enhance learning growth and engagement in the classroom. **For EdD and EdS Teacher Leader in Digital Transformation learners only. Prerequisite(s): EDD8420. Cannot be fulfilled by transfer.**

EDD8424 - Current Trends in Personalized Learning and the One-to-One Environment (6 quarter credits). Learners in this course evaluate strategies for creating personalized lessons and assessments to engage, motivate, and empower students. Learners develop competency-based and problem-based learning activities, explore and evaluate adaptive learning technologies, and analyze blended learning models to support personalized learning in the classroom. **For EdD and EdS Teacher Leader in Digital Transformation learners only. Prerequisite(s): EDD8422. Cannot be fulfilled by transfer.**

EDD8426 - Technology to Enhance Innovative Teaching and Improve Learning (6 quarter credits). In this course, learners evaluate research and theory related to effective online P–12 instruction techniques and their applications in the classroom. Learners apply technology and digital media tools to improve teaching effectiveness and enhance student engagement. Learners also plan independent professional activities through the creation of four different project descriptions: an action research monograph, a program evaluation, a curriculum product, and a change management plan. Learners then select a specialization-aligned topic

and create a proposal for one independent professional activity to expand and apply their knowledge. Learners also organize their Professional Showcase Portfolio and demonstrate their understanding through a critical analysis of program outcomes.

For EdD and EdS Teacher Leader in Digital Transformation learners only. Prerequisite(s): EDD8424. Cannot be fulfilled by transfer.

EDD8430 - Advanced Theories and Concepts in Competency-Based Learning (6 quarter credits). In this course, learners develop and demonstrate the skills necessary to effectively use technology to promote and support instructional improvement. Learners research instruction and curriculum development as well as student and educator performance. Learners also analyze effective data management while promoting best practices in learning, assessment and instructional improvement in their classrooms, schools, and communities. **For EdD and EdS Personalized and Competency-Based Instruction learners only. Prerequisite(s): EDD8408. Cannot be fulfilled by transfer.**

EDD8432 - Advanced Theories and Concepts in Personalized Learning Curriculum (6 quarter credits). In this course, learners examine the current research and theories as related to the curriculum development, planning, standards, assessments and outcomes associated with the personalized-learning curriculum. Learners evaluate current and foundation theories and concepts, reflect on their role in the educational process and utilize select concepts in the development of a personalized learning plan for a group of their students or a group of adult learners. **For EdD and EdS Personalized and Competency-Based Instruction learners only. Prerequisite(s): EDD8430. Cannot be fulfilled by transfer.**

EDD8434 - Implementing a Competency-Based and Personalized Learning Curriculum (6 quarter credits). In this course, learners develop and demonstrate the skills necessary to develop and implement both a competency-based curriculum and a personalized-learning curriculum. Throughout the course, learners develop instructional plans, create activities that utilize technology, promote thinking and reflection, and collect learning data in both competency-based and personalized-learning curriculums using standards, outcomes, research-based assessment strategies to inform practice. **For EdD and EdS Personalized and Competency-Based Instruction learners only. Prerequisite(s): EDD8432. Cannot be fulfilled by transfer.**

Course Descriptions, continued

EDD8436 - Evaluating and Assessing Personalized and Competency-Based Curriculum (6 quarter credits). In this course, learners use standards, outcomes, competencies, and research-based assessment practices to evaluate personalized and competency-based curriculum and instructional practices. Learners consider independent professional activities related to these topics through the creation of four different project descriptions: an action research monograph, a program evaluation, a curriculum product, and/or a change management plan. Learners also select a specialization-aligned topic and create a proposal for one independent professional activity aimed at expanding knowledge and informing practice through scholarly inquiry and critical analysis. Finally, learners organize their Professional Showcase Portfolio and reflect on their understanding through a critical analysis of program outcomes. **For EdD and EdS Personalized and Competency-Based Instruction learners only. Prerequisite(s): EDD8434. Cannot be fulfilled by transfer.**

EDD8900 - Preparation for the Professional Doctorate Capstone (4 quarter credits). This course serves as a transition for learners and provides them with resources, guidance, and support as they prepare for the capstone experience. Based on their stage of preparation and previous milestone work, learners can progress on their capstone milestones including topic approval, proposal approval, ethics review paper and Institutional Review Board (IRB) screening and approval, mentor and committee approval of finished capstone deliverable and report, and school approval. **Special permission is required for registration. Prerequisite(s): Completion of all coursework with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

EDD9960 - Dissertation Courseroom (4 quarter credits each). 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 S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): EDD8328 or EDD8338 or EDD8348. Cannot be fulfilled by transfer.**

EDD9971 - Doctoral Capstone (6 quarter credits each). This course provides learners with resources, guidance, and support as they complete the required milestones toward completion of a doctoral capstone.

Learners apply scholarly research within a particular professional context to advance their knowledge in the science and practice of the profession and solve organizational, institutional, or community concerns.

Department consent is required for registration. Grading for this course is S/NS. Learners must register for this course a minimum of two times to fulfill their specialization requirements. Prerequisite(s): Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.

Education Technology

EDT5100 - Leading Innovation and Implementing Change (4 quarter credits).

In this course, learners demonstrate key skills required to lead change in K-12 schools and to implement innovative instructional techniques that enhance learning for all students. Learners examine innovative instructional practices that incorporate technology and media, develop ways to use these practices to meet the needs of culturally and linguistically diverse learners and learners with a wide range of learning needs, and apply strategies for collaborating with colleagues to integrate state-of-the-art practices into daily classroom instruction.

EDT5102 - Integrating Technology into Data Assessment and Evaluation (4 quarter credits). This course focuses on how to appropriately collect and analyze student data, and apply technology to enhance the assessment and evaluation experience. Learners use technology tools to collect and analyze both quantitative and qualitative data as a means to identify instructional strengths and problems, implement best practice strategies and solutions, and interpret student learning data. Learners also consider the use of a variety of assessments and digital tools in order to best promote learning in a diverse classroom. Finally, using these digital tools, learners apply methods for communicating information to key stakeholders, while adhering to ethical standards regarding student data and being mindful of cultural contexts. **This course requires access to an educational setting, students or learners, and/or classroom practitioners.**

EDT5104 - Teacher Dispositions and Ethics in the Digital Age (4 quarter credits). This course focuses on values, commitments, beliefs, and behaviors that teachers must demonstrate inside and outside of the school setting to promote innovation in K-12

settings, and foster safe and ethical online behavior of students. Learners examine rights and responsibilities required in digital interactions with others, and how to model these behaviors for their students. Finally, learners demonstrate dispositions consistent with promoting innovative practice in K-12 schools. **This course requires access to an educational setting, students or learners, and/or classroom practitioners.**

EDT5120 - Instruction in the 21st-Century Classroom (4 quarter credits). In this course, learners investigate the use of instructional technology tools in the K–12 classroom, including the Technological Pedagogical Content Knowledge (TPACK) model, Marzano’s Teacher Evaluation model, and Shulman’s model of Pedagogical Reasoning and Action. Learners evaluate structures that help develop classroom digital learning experiences, which enhance teaching and learning. Learners apply the Substitution Augmentation Modification Redefinition (SAMR) model, Digital Bloom’s Taxonomy, and backwards design in planning for effective teaching with technology. Learners also evaluate ways that 1:1 computing is utilized in the classroom as framed by the Online Learning Theoretical Framework. In addition, learners analyze implementation strategies for Bring Your Own Device (BYOD) and blended learning with a special emphasis on the flipped classroom model. **This course requires access to an educational setting, students or learners, and/or classroom practitioners.**

EDT5122 - Digital Citizenship and Technology Applications (4 quarter credits). In this course, learners evaluate the ways that students and teachers become responsible digital citizens. Learners apply best practices for responsibly accessing, evaluating, and using online resources and social media, and analyze the nine elements of digital citizenship, cyber-ethics, cyber-safety, and cyber-bullying. In addition, learners evaluate ways that teachers align their lessons, objectives, and outcomes to a variety of standards for teaching and learning. Learners also explore structures and systems that can be implemented to manage a variety of devices and instructional time in a 1:1 environment. Finally, learners institute routines to increase student achievement and motivation to learn, selecting and creating a secure digital learning environment for students.

Course Descriptions, *continued*

EDT5125 - Integrating Technology to Enhance Learning (4 quarter credits). In this course, learners investigate the ways in which teachers integrate technology to create personalized learning opportunities that engage, motivate, and empower students. Learners analyze educational theories and strategies that support personalized instruction. Learners also evaluate a variety of educational technology tools that support the personalization of instruction through effective digital integration to increase student achievement and engagement. In order to meet the diverse needs of all students, learners will plan and implement personalized instruction in their own learning environment. ***This course requires access to an educational setting, students or learners, and/or classroom practitioners.***

EDT5126 - Collaborative Learning Environments (4 quarter credits). This course focuses on creating systems for building, supporting, and sustaining collaborative learning. Learners evaluate structures and systems that leverage technology to provide opportunities for collaborative learning and professional collaboration. Learners explore theories, research, and models that support collaborative learning and professional learning communities, and also how to create opportunities for students and teachers to work collaboratively within live and virtual settings.

EDT5130 - Understanding Competency-Based Curriculum and Instruction (4 quarter credits). Learners in this course gain an understanding of the differences between standards, outcomes, and competencies and how they can be integrated into the curriculum. Learners build on this understanding, mapping competencies to outcomes and aligning standards to competencies and outcomes. Learners integrate competency-based curriculum and lesson planning with best-practice teaching approaches and develop competency-based classroom management techniques. ***This course requires access to an educational setting, students or learners, and/or classroom practitioners.***

EDT5132 - Authentic Assessments and the Data-Driven Classroom (4 quarter credits). In this course, learners analyze authentic assessment as an evaluation process that includes multiple forms of performance that reflect student learning, achievement, and motivation in real-world contexts. Learners develop a variety of authentic assessment techniques, including performance assessments, portfolios, and self-assessments

and collect, summarize, analyze, and apply assessment data. The course also emphasizes techniques for organizing and participating in grade-level or school-wide collaborative teams.

EDT5134 - Adaptive Learning and Competency-Based Assessments (4 quarter credits). In this course, learners utilize a variety of formative and authentic assessment techniques in an educational setting and interpret data from formative assessments to inform instruction. Learners implement adaptive learning approaches to meet the diverse needs of all learners and apply Universal Design for Learning (UDL) principles to competency-based assessment. ***This course requires access to an educational setting, students or learners, and/or classroom practitioners.***

EDT5140 - Personalized Learning: Instruction and Assessment (4 quarter credits). This course focuses on personalizing instruction in a blended environment to leverage student engagement, motivation, and achievement. Learners evaluate the application of connectivism, constructivist instructional design, problem-based/project-based learning, and Understanding by Design as well as research-based strategies intended to increase personalization and collaboration in the classroom. Finally, learners evaluate and design formative and summative assessments and analyze the data gathered from these assessments to guide improvement in personalized learning. ***This course requires access to an educational setting, students or learners, and/or classroom practitioners.***

EDT5142 - Adaptive Instruction and Assessment (4 quarter credits). In this course, learners analyze theories of constructivism and cognitive flexibility and implement adaptive learning approaches to meet the needs of diverse learners. Further, learners apply the Universal Design framework to instructional design and evaluate adaptive learning dashboards that provide continuous assessment of mastery-based learning. Learners also analyze facilitator-driven and assessment-driven systems and evaluate the effectiveness of mastery-based learning in student needs, including those of students with disabilities, English language learners, and students who are gifted or talented. The course includes an emphasis on the purpose and impact of computer-aided instruction and assessment on student achievement in competency-based education (CBE). ***This course requires access to an educational setting, students or learners, and/or classroom practitioners.***

EDT5144 - Using Data to Personalize Instruction (4 quarter credits). Learners in this course plan, develop, and evaluate technology-driven classroom instruction. Learners analyze assessment data used to promote student learning and to evaluate the effectiveness of technology integration in personalized instruction. Learners collect, summarize, analyze, and apply assessment data, and analyze strategies for organizing and gaining participation in grade-level or school-wide collaborative teams. The course includes a focus on ethical principles within the online learning environment and ways to protect the data privacy of students and the intellectual property of an organization. ***This course requires access to an educational setting, students or learners, and/or classroom practitioners.***

EDT5150 - Instructional Coaching to Improve Teaching and Learning (4 quarter credits). This course focuses on coaching models and techniques that are solution oriented. Learners evaluate and implement coaching models, planning strategies for professional growth, setting goals, monitoring progress, and identifying accountabilities in order to determine the effectiveness of assessment and evaluation models that aim to strengthen the knowledge, skills, dispositions, and classroom practices of teachers. Learners also review comprehensive performance assessment and evaluation systems that provide targeted support, assistance, and professional growth opportunities based on teachers' individual needs as well as the needs of their students, schools, and districts. ***This course requires access to an educational setting, students or learners, and/or classroom practitioners.***

EDT5152 - Planning and Implementing Site-Based Initiatives (4 quarter credits). Learners in this course develop a plan to introduce and implement an initiative within their school, including evaluating plan components; identifying key members of the planning team, participants affected by the initiative, types of professional development needed to successfully launch the initiative, and determining metrics for evaluating the initiative's effectiveness. Learners also develop the skills necessary to integrate adult learning theory and current research-based best practices into professional development program planning. ***This course requires access to an educational setting, students or learners, and/or classroom practitioners.***

Course Descriptions, continued

EDT5900 - Innovation and Technology Capstone (6 quarter credits). In this course, learners demonstrate proficiency in integrating learning and skills from required courses by completing a final project. *For MS in Education Innovation and Technology learners only. This course requires access to an educational institution, students, and/or classroom practitioners. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.*

Emergency Management (Graduate)

EMG7011 - Critical Infrastructure National Strategies and Policies (4 quarter credits). In this course, learners assess the current critical infrastructure and key resources (CIKR) national strategies, National Infrastructure Protection Plan (NIPP), authorities, and policies. Learners also identify the requirements and responsibilities for management of the national system and analyze various theories and policies that would protect sustainable, resilient critical infrastructure systems.

EMG7012 - Foundations of Continuity Management Programs (4 quarter credits). In this course, learners investigate the components of business continuity management within the private and nonprofit sectors as well as the components of operations continuity within the public sector. Learners analyze the integrative requirements of National Fire Protection Association (NFPA) 1600, Federal Continuity Directive (FCD) 1, and Continuity Guidance (CG) 1 and the theories that support continuity management. Learners examine theories of risk, risk perception, theories of systems, and systems thinking. Learners also strengthen their understanding of the need for continuity of operations and demonstrate their knowledge by developing an outline for a continuity management plan.

EMG7015 - Application of Emergency Management Theory (4 quarter credits). This course introduces learners to the application of emergency management theories by scholars and professionals in research, policy, practice, and systems. Learners in the course identify and assess primary theoretical constructs and research methodologies commonly used in emergency management. Throughout the course, learners synthesize relevant theories and applicable methodologies in order to generate potential research topics, determine potential policy issues,

and examine ways to inform emergency management administration. **Prerequisite(s):** *PSL7020, completion of or concurrent registration in PSL7030. Cannot be fulfilled by transfer.*

EMG7021 - Critical Components and Management of Complex Infrastructure Networks (4 quarter credits). Learners in this course analyze protection strategies for effective complex critical infrastructures within diverse nonprofit, private, or government sectors. Learners evaluate current critical components and manage the complex infrastructure networks to provide necessary resources to the nation's daily operations for its citizens' well-being. Learners examine the enterprise network management of critical infrastructure with its complex interconnectivity across the Internet. Learners also identify cyber vulnerabilities in the management of the complex critical infrastructure systems and recommend appropriate safeguards. **Prerequisite(s):** *EMG7011.*

EMG7022 - Risk Assessment for Continuity Programs (4 quarter credits). This course is an introduction to risk assessment and risk management. Learners examine the relationship of risk assessment to an integrated emergency management and continuity program. Learners assess the meaning of business in the context of continuity planning and programming and identify the management need for an integrated plan, based on National Fire Protection Association (NFPA) 1600. In addition, learners gain and apply knowledge of Federal Continuity Directives (FCD) 1 and 2 and Continuity Guidance Circulars (CGC) 1 and 2. **Prerequisite(s):** *EMG7012.*

EMG7032 - Business Continuity Sustainment and Project Management (4 quarter credits). This course introduces the elements of project management and the relationship to building a sustainable continuity management program. Learners analyze research on continuity and recovery procedures, identify the relationship between continuity of critical functions and organizational resilience, and apply project management best practices to a continuity plan outline. **Prerequisite(s):** *EMG7022.*

EMG7042 - Business Continuity Planning (4 quarter credits). Learners in this course apply advanced knowledge and skills in continuity management and use risk assessment and impact strategies in the development of an annotated outline for a business continuity plan. Learners demonstrate knowledge of the metrics needed to assess performance. Learners also investigate the

critical importance of effective continuity on organizational resilience. **Prerequisite(s):** *EMG7032.*

EMG7025 - Emergency Management Policy and the Administration of Emergencies and Disasters (4 quarter credits). This course focuses on the organizational challenges that emergency management leadership typically encounters in contemporary society. Learners critically examine the intended and unintended effects of political, social, and legal policies and pressures impacting the ways emergency management organizations function. Learners assess organizational and administrative theories, and best practices for leadership and administration in emergency management. Learners also analyze innovative policies and change initiatives to achieve specific ethical and functional objectives. **Prerequisite(s):** *Completion of or concurrent registration in EMG7015; PSL7030.*

EMG7031 - Critical Infrastructure in an All-Hazards Environment (4 quarter credits). In this course, learners measure security risks associated with the national critical infrastructure systems and caused by intentional and unintentional threats from various threat agents. Learners identify the current cyber vulnerabilities that could induce threats to our environments and investigate natural and manmade threats, including cyberterrorism against our critical infrastructure, and the devastating consequences caused by these threats. Learners also evaluate the incident response lifecycle—monitor, detect, contain, mitigate, and validate—when a security incident occurs. **Prerequisite(s):** *EMG7021.*

EMG7032 - Business Continuity Sustainment and Project Management (4 quarter credits). This course introduces the elements of project management and the relationship to building a sustainable continuity management program. Learners analyze research on continuity and recovery procedures, identify the relationship between continuity of critical functions and organizational resilience, and apply project management best practices to a continuity plan outline.

EMG7035 - Emergency Management Systems (4 quarter credits). Learners in this course identify best practices to coordinate and manage comprehensive emergency management systems. Learners examine technology and research-integrated applications, risk communication, risk-based decision making, application of theory, and monitoring and measurement of the programs analyzed. **Prerequisite(s):** *EMG7015, PSL7030.*

Course Descriptions, *continued*

EMG7041 - Designing Resilient Systems (4 quarter credits). Learners in this course assess the effectiveness of the current resilient systems of critical infrastructure against all potential threats, emergency management amid disaster, and recovery procedures after a disaster. Learners demonstrate their understanding by writing a critical infrastructure protection plan for all-hazards environment. In addition, learners analyze the methods of sharing resilient information interagency as well as best practices and standards in protecting critical infrastructure and propose ways to improve strategies and policies. **Prerequisite(s):** **EMG7031.**

EMG7042 - Business Continuity Planning (4 quarter credits). Learners in this course apply advanced knowledge and skills in continuity management and use risk assessment and impact strategies in the development of an annotated outline for a business continuity plan. Learners demonstrate knowledge of the metrics needed to assess performance. Learners also investigate the critical importance of effective continuity on organizational resilience.

EMG7045 - Risk Management Application (4 quarter credits). In this course, learners determine best practices for risk assessment composed of hazard identification, vulnerability assessment, and impact analysis as an integrated process. Throughout the course, learners integrate the theoretical paradigm supporting the management of risk and risk-based decision making. **Prerequisite(s):** **EMG7015, PSL7030.**

EMG7095 - Integrative Project for Emergency Management (4 quarter credits). In this course, learners demonstrate proficiency in a specific area related to emergency management by applying learning from required and elective courses to develop an original project. Throughout the process, learners select an emergency management theoretical perspective and apply it to best practices and industry-specific approaches and methods. Using their project, learners write a paper to demonstrate knowledge they have gained throughout the program. **For MS in Emergency Management learners only. Prerequisite(s): Completion of all required and elective coursework. Cannot be fulfilled by transfer or prior learning assessment.**

EMG8015 - Risk Management in Emergency Management (4 quarter credits). Learners in this course integrate the concepts of hazard, risk, and vulnerability with impact assessments to inform the planning of effective and efficient risk-based

decision making. Learners examine multiple real-life disaster scenarios, public events, and existing risk assessments then identify the relevant theoretical perspectives that can be applied to each type of context. Learners also develop and implement an assessment of their own creation as a final project.

Prerequisite(s): **EMG7015, EMG7025.**

EMG8025 - Emergency Management Operations and Planning (4 quarter credits). In this course, learners examine relevant theoretical paradigms related to risk, planning, and resiliency. Throughout the course, learners analyze the interorganizational and intergovernmental roles seen regularly in the emergency management field, and interpret current federal laws and national policies driving the field. The course culminates with the learner selecting a specific community and developing a strategic proposal for enhancing community resilience.

Prerequisite(s): **EMG7035, EMG8015.**

EMG8035 - Response, Continuity, Recovery, and Resilience (4 quarter credits). This course focuses on an examination of human-made and natural disasters through cross-cultural and historical perspectives. Learners analyze the impact that culture has on disaster response, recovery, and resilience as well as the cultural variation that may be seen across and within communities, including variations within disasters and emergency management systems. **Prerequisite(s):** **EMG8025.**

EMG8045 - Contemporary Issues in Emergency Management (4 quarter credits). This course introduces learners to the contemporary issues relevant in the emergency management profession today. Learners analyze the intersection of social norms, professional best practices, and emergency management theory as well as their impact on disaster events, policy development, and the administration of emergency management services.

Prerequisite(s): **EMG8035.**

English

ENG1000 - English Composition (6 quarter credits). This course is an introduction to writing research techniques and various forms of writing, including expository writing. Learners strengthen and demonstrate their ability to think critically; to develop and organize writing topics; and to revise their writing for clarity of purpose, readability, and style.

ENG1100 - Writing Strategies for Criminal Justice (6 quarter credits). This course introduces learners to professional writing and academic standards for writing, support, and citation specific to the field of criminal justice. Learners inspect various types of reports, professional assessments, and case studies and build foundational knowledge of writing for various audiences and purposes. **For BS in Criminal Justice learners only.**

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 write common business genres for a variety of purposes and audiences. Learners focus on principles of ethical, group, and supervisory written communication in the 21st century workplace.

Entrepreneurship

ENTR5412 - New Ventures and Entrepreneurship (4 quarter credits). This course is an introduction to new ventures and entrepreneurship including entrepreneurial feasibility, research, funding, and planning for new venture opportunities. Learners investigate legal structures of entrepreneurial ventures, factors that influence the selection of one over another, determine and support the feasibility of a venture concept, customer base and market, as well as explore funding options for the business venture.

Finance

FIN5710 - Economic Foundations for Financial Decision Making (4 quarter credits). This course examines macro and micro economic principles, theories and tools, and their applications to business. Learners analyze economic activities from a national and global perspective, value creation, tools employed by the Federal Reserve System and government to create and implement fiscal and monetary policies, and the importance of these for business. Learners also apply microeconomic theories and market competition considerations to behavior and decision making of firms and individuals.

Course Descriptions, *continued*

Global Operations

OP55620 - Supply Chain Foundations and Management (4 quarter credits). Learners in this course develop a broad understanding of global supply chain management by studying it from a systems theory perspective as a network that provides strategic advantage. Learners consider the role of culture and the changes in scope and scale that globalization has brought to internal business processes. **Prerequisite:** *MBA5016 or MBA6022.*

OP55630 - Strategic Supply Chain Sourcing (4 quarter credits). This course emphasizes integration of the supply chain as a strategic competitive advantage. Learners identify ways to use strategic resourcing and procurement 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 and an ethical and legal approach to supply chain sourcing. **Prerequisite:** *MBA5016 or MBA6022.*

Graduate Business

GBUS9919 - Doctoral Comprehensive Examination (3 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 register for the first dissertation course. **Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective coursework 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.**

GBUS9960 - Dissertation Courseroom (3 quarter credits each). 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 S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): BMGT9919 or OM9919 or GBUS9919. Cannot be fulfilled by transfer.**

Health Care Management

HCM5310 - Decision-Making in the Health Care System (4 quarter credits). In this course, learners examine the complex and dynamic U.S. health care system, stakeholders, laws, and regulations. Learners develop an understanding of how health care delivery systems are organized and financed and identify the economic, legal, and political factors that influence the management of health care organizations.

HCM5312 - Analyzing the Health Care Environment (4 quarter credits). Learners apply regulatory analyses to examine the organization's position within the external environment and develop plans to strengthen the organization's strategy. Learners use evidence-based decision making to support analyses. **Prerequisite(s):** *MBA5006, HCM5310.*

HCM5314 - Driving Health Care Results (4 quarter credits). In this course, learners explore the impact of organizational structure, operations, services, and financing on outcomes to optimize results in a health care organization. Learners evaluate and address ways in which health care managers support the effective delivery of quality patient care. **Prerequisite(s):** *MBA5014, HCM5312.*

Health Information Management

HIM4610 - Medical Terminology (6 quarter credits). Learners in this course develop an understanding of medical terminology used within health care. Learners analyze prefixes, suffixes, word roots, and combining forms, and practice correctly pronouncing, spelling, and using medical terms in the appropriate contexts.

HIM4620 - Data Management in Health Information Systems (6 quarter credits). In this course, learners examine the operational and financial principles of managing health data from multiple source systems. Learners gain and demonstrate an understanding of various data integration tools and techniques used to support clinical information systems, including data warehousing, batch processing, and interface engines. Learners also examine and apply network and database design and architecture and their effects on source system development. **Prerequisite(s):** *HIM4610.*

HIM4630 - Statistical Analysis for Health Information Management (6 quarter credits). In this course, learners develop a working knowledge of 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 information integrity and data quality.

Prerequisite(s): *HIM4610.*

HIM4640 - Electronic Health Records and Health Information Systems (6 quarter credits). Learners in this course build their knowledge of health data management history and the role of the electronic health record (EHR) in health care organizations. Throughout the course, learners identify the characteristics of the EHR and other clinical systems, develop their skills in using an EHR, and evaluate the standards being developed to encourage EHR interoperability and data sharing. **Prerequisite(s):** *HIM4610.*

HIM4650 - Decision Support and Quality Management in Health Information Management (6 quarter credits). In this course, learners examine decision-support practices and quality-management techniques used to improve the quality of health care. Learners apply decision-modeling techniques and evaluate the impact of clinical information systems on the quality, safety, and efficiency of health care data. **Prerequisite(s):** *HIM4610.*

HIM4660 - Information Security, Privacy, and Ethics in Health Care (6 quarter credits). Learners in this course gain a legal and ethical overview 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):** *HIM4610.*

HIM4670 - Health Information Systems and Management (6 quarter credits). Learners in this course examine health care systems and health information management in the United States. Learners examine organizational relationships, business associations, and market forces that affect the health care system. In particular, learners build knowledge of leadership and management theories for health care systems and health information management.

Course Descriptions, *continued*

History

HIS1000 - Immigrants in the American City (3 quarter credits). In this course, learners study the short- and long-term historical experiences of immigrants moving to and living in the United States and the ways these experiences affect immigrants living in the United States today. Learners also explore the historical and current challenges associated with working as an immigrant in the United States.

HIS3200 - History of Health Care in America (3 quarter credits). In this course, learners trace the evolution of the American health care system from the 19th 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.

HIS4100 - Critical Aspects of American History (3 quarter credits). In this course, learners examine and explain how numerous formative historical periods throughout United States history influenced the country's character and development. Learners assess how various wars in America's history shaped the country, and evaluate historical and contemporary components of U.S. culture to determine their overall impact on current American life.

Homeland Security

HLS5008 - National Security and Intelligence (4 quarter credits). Learners in this course analyze the history and functions of the intelligence agencies mandated to protect the United States from overt and covert threats. Learners examine the relationships between intelligence agencies and their associated intelligence functions at the local, state, federal, and global level and explore the evolution and use of technology in collecting intelligence for proactive and reactive homeland security initiatives.

HLS5010 - Critical Infrastructure and Cyber Security (4 quarter credits). The focus of this course is the evolution of critical infrastructure and the role of U.S. homeland security agencies and the private sector in protecting critical infrastructure, including cyber security. Learners examine the primary sectors of critical infrastructure and explore various government initiatives being developed to protect them. Learners also discuss the importance of allocating resources to protect the most vulnerable critical infrastructures.

Human Resource Management

HRM5002 - Survey of Human Resource Management in Practice (4 quarter credits). Learners in this first course acquire a comprehensive understanding of the key functions of human resource management. Learners gain the tools and knowledge to understand the strategic contributions made by HRM as a partner in the organization's success. The course also addresses the different roles that HRM professionals perform in maintaining a strong ethical environment for all members of the organization. **For MS in Human Resource Management and Human Resource Management Certificate learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

HRM5015 - Leading and Managing Workplace Learning (4 quarter credits). In this course, learners focus on the theories and application of training to include needs assessment, program design and implementation, and the evaluation of training programs, including return on investment. Learners also study career planning and succession planning. Finally, learners review the strategic role of development in the long term functioning of the organization. **Prerequisite(s): HRM5002. Prerequisites do not apply to Human Resource Management certificate learners.**

HRM5025 - Talent Acquisition and Workforce Planning (4 quarter credits). In this course, learners analyze approaches for forecasting staffing needs, and attracting and retaining talent. Learners evaluate the metrics used to measure the effectiveness of both recruiting and staffing needs and processes. Learners also examine the impact of laws and technology on the staffing environment. **Prerequisite(s): MBA learners must have completed HRM5310. MS in Human Resource Management learners must have completed HRM5002.**

HRM5035 - Analytics, Metrics, and Decision Making for Human Resource Management (4 quarter credits). In this course, learners gain an understanding of the role of measurements and metrics in making informed decisions and aligning HRM strategies with business objectives. Learners examine Human Resource Management Systems (HRMS), performance management, and HRM Analytics, and the ways in which the HRM professional can utilize these tools to effectively contribute to their organizations. **Prerequisite(s): HRM5002. Prerequisites do not apply to Human Resource Management certificate learners.**

HRM5045 - Enterprise-Aligned Human Resource Management Strategy (4 quarter credits). In this course, learners analyze the concept and process of strategic human resource management (HRM). Learners also evaluate how HRM strategy can guide an organization's human resource function through reviewing external employee market conditions and how leveraging internal HRM capabilities support proactive and responsive human capital initiatives. Learners examine HRM strategy using the perspective of human capital management and development and analyze how these components influence an organization's human resource strategy. **Prerequisite(s): HRM5002. Prerequisites do not apply to Human Resource Management certificate learners.**

HRM5055 - Comprehensive Reward Systems (4 quarter credits). In this course, learners examine compensation models and their application in organizations, which includes both direct and indirect rewards. Learners also discuss compensation strategies and their link to designing an effective organization. Learners further explore how compensation structures are developed and applied as well as the different strategic roles of rewards in developing an effective workforce. **Prerequisite(s): HRM5002. Prerequisites do not apply to Human Resource Management certificate learners.**

HRM5065 - Employment Law in the Successful Workplace (4 quarter credits). In this course, learners gain an understanding of the application of U.S. law and legislation to human resource management theory and practice in the modern workplace. Learners evaluate historical perspectives on law and labor relations and the impact of context on practice. Learners focus on the value of aligning organizational mission, legal compliance, and ethical practices. Learners also assess methods by which the HRM professional can resolve conflict and defuse or mitigate potentially litigious situations while enhancing productivity. **Prerequisite(s): HRM5002. Prerequisites do not apply to Human Resource Management certificate learners.**

HRM5075 - Leading and Influencing for the Human Resource Practitioner (4 quarter credits). In this course, learners acquire an overview of the field of organizational behavior and leadership, and focus on ways in which leaders influence individuals, teams, and organizations. Learners analyze behavior at both the individual and organization levels and explore ways in which leaders can design organizations and create effective organizational change. **Prerequisite(s): HRM5002. Prerequisites do not apply to Human Resource Management certificate learners.**

Course Descriptions, continued**HRM5110 - Enhancing Business Acumen for Human Resource Management Professionals (4 quarter credits).**

In this course, learners develop an understanding of the business principles, functions, and operations of an organization to develop business acumen. Learners analyze case studies and apply business principles and practices to understand the interaction of HRM within an organization. Learners also focus on the HRM business partner role, and how this role functions within a larger organization.

HRM5112 - Certification Examination Preparation for the aPHR, PHR and SPHR (4 quarter credits).

In this course, learners review the current HRCI® Exam Content Outlines to prepare for the aPHR™, PHR® and SPHR® certification exams. Learners apply their critical thinking skills to scenario-based questions, and develop test-taking strategies for passing these exams. **Cannot be fulfilled by transfer or prior learning assessment.**

HRM5115 - Certification Examination Preparation for the SHRM-CP and SHRM-SCP (4 quarter credits). In this course, learners review the current body of competency and knowledge in the HR management field and prepare for the SHRM-CPSM and SHRM-SCPSM certification exams. Learners apply their critical thinking skills to behavioral competencies in leadership and navigation, ethical practice, business acumen, relationship management, consultation, critical evaluation, and global and cultural effectiveness and communication. Learners also develop test-taking strategies to help aid them in taking these exams. **Cannot be fulfilled by transfer or prior learning assessment.**

HRM5116 - Human Resource Professionals as Internal Consultants (4 quarter credits). Learners are introduced to the concept of building consultative relationships with clients through the examination of the theories, models, and tools of organization development and consultation. Learners apply methods for working with clients, which support organizational development, employee engagement, and organizational effectiveness. The course emphasizes ways in which organization development and process consultation strategies can increase organizational performance and productivity.

HRM5118 - Human Resource Legal Challenges and Solutions (4 quarter credits). This is an advanced course designed for HR professionals who seek to prepare themselves for the complex challenges of

legal employment issues in the workplace. Learners study the nature of and strategies for addressing workplace legal actions in order to create a legally compliant workplace. Learners focus on developing action plans and management strategies for minimizing risk. **Prerequisite(s): HRM5065.**

HRM5120 - Global Human Resource Practice (4 quarter credits). In this course, learners navigate the global legal and regulatory environments and their application to HR practices. Learners apply HR principles and models to multiple contexts within the global environment. Learners develop an awareness of global cultures and best practices for working across cultures.

Prerequisite(s): HRM5002. Prerequisites do not apply to Human Resource Management certificate learners.

HRM5122 - Developing an Effective Workplace (4 quarter credits). In this course, learners focus on the role of the HR professional in creating effective workplaces that support the needs of a diverse workforce and contribute to alignment with organizational strategy. Learners examine the elements of the organization which contribute to leading and managing today's workforce and learn the essential skills for cultivating organizational commitment and facilitating employee engagement in the workplace. **Prerequisite(s): MBA learners must have completed HRM5310. MS in Human Resource Management learners must have completed HRM5002.**

HRM5310 - Strategic Human Resource Management (4 quarter credits). In this course, learners examine how human resource management (HRM) impacts and supports strategic organizational goals. Using key HRM principles, practices, and data, learners develop well-rounded strategies to address HR related needs and opportunities for a dynamic, multicultural, and global workforce.

HRM5900 - HRM Capstone: Creating an Effective Human Resource Practice (4 quarter credits). This is an integrative course for learners in the MS in Human Resource Management 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. **Cannot be fulfilled by transfer or prior learning assessment.**

Human Services

HS5204 - Human Services Theory and Application (4 quarter credits). In this course, learners examine human service theories and delivery models to gain a broad understanding of the human services profession. Learners also explore various contemporary social problems relevant to the human services field and practice applying professional expectations associated with ethics, culture, and diversity to address them.

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.

HS5320 - Professional Ethics in Human Services (4 quarter credits). Learners in this course analyze the ethical standards and expectations required of human services professionals in research and practice. Learners apply an ethical problem-solving framework to solve a variety of ethical dilemmas and issues relevant to the human services field.

HS5330 - Introduction to Multidisciplinary Practice (4 quarter credits). Learners in this course explore a multidisciplinary approach to human services practice and the ways it can be used to address contemporary social problems. Learners consider their understanding of the people and settings associated with effective multidisciplinary teams and focus on developing the skills needed to collaborate with multiple stakeholders in a variety of settings to solve problems and make decisions. **Cannot be fulfilled by transfer.**

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.

Course Descriptions, *continued*

HS5390 - Skills for Human Services Professionals (4 quarter credits). In this course, learners focus on developing the 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): *HS5320. Cannot be fulfilled by transfer.*

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.

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, public policy, and leadership. Learners also evaluate current research on aging, advocacy, public policy, continuum of care, and leadership.

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 older adults 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 older adults.

HS5518 - Biological and Health Aspects of Aging (4 quarter credits). Learners in this course analyze the process and issues of human aging, and develop knowledge and skills applicable to a variety of roles in the field of gerontology. Learners also evaluate different theories of aging and delineate socioeconomic conditions and biological, hereditary, gender, and environmental risk factors that can affect the overall aging process.

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, socioeconomic, and leadership perspective. Course topics include family rules; 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 the role of the human service and public service leader in an aging society. Learners analyze the principles, practices, and ethical considerations of leadership across the long-term continuum of care for diverse populations. By gathering and summarizing information, learners develop a recommendations proposal, incorporating an action plan that includes organizational, individual, family, and community considerations.

HS5534 - Leading Across the Continuum of Care (4 quarter credits). The focus of this course is on the role of the human service and public service leader in an aging society. Learners analyze the principles, practices, and ethical considerations of leadership across the long-term continuum of care for diverse populations. By gathering and summarizing information, learners develop a recommendations proposal, incorporating an action plan that includes organizational, individual, family, and community considerations.

HS5993 - Human Services Integrative 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 human services organization or system or to propose a new application in their professional field. **For MS in Human Services learners only. Prerequisite(s): All required and elective coursework. 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,

Course Descriptions, continued

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, the elements of this directed study course are focused on 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, the elements of this directed study course are focused on the specific subject matter that the learner identifies and the program chair approves.

HS8103 - Principles and Practice of Social Work (4 quarter credits). In this course, learners examine theories, current methods, and practice models that guide the acquisition of knowledge within the social work profession. Learners explore the elaboration of underlying assumptions, intervention methods, and social change in working with clients, families, groups, and communities. Learners also consider factors in effective practice and research, including social worker-client process issues, treatment outcomes, social work interventions and related current research, and ethical issues.

HS8213 - Program Development and Management (4 quarter credits). This course prepares learners to develop a strategic plan for an organization or program based on environmental needs. Throughout the course, learners focus on developing the knowledge and skills needed to collect and evaluate information and then apply this knowledge to make data-driven decisions that guide program development and management. Learners also identify funding opportunities that support organizational goals, initiatives, and expenses.

HS8216 - Strategic Planning and Organizational Effectiveness (4 quarter credits). The focus of this course is increasing organizational effectiveness through strategic planning. Learners study the ways an organization's effectiveness is evaluated and use this knowledge to guide strategic planning efforts in such organizational areas as advocacy, fund development, and policy development. Learners also develop an understanding of strategic planning from a leadership perspective. **Cannot be fulfilled by transfer.**

HS8300 - Diversity in the Workplace (4 quarter credits). In this course, learners review contemporary workplace diversity issues. In particular, learners compare and contrast inclusion policies; evaluate relevant research findings; apply best practices for a diverse workplace; and integrate professional and ethical codes, standards, and laws in the human services work setting.

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.

HS8453 - Prevention and Causes of Child Abuse (4 quarter credits). The focus of this course is on the research and application of evidence-based practice models that support the prevention and early intervention of child abuse and neglect. Learners examine indicators that may identify at-risk and high-risk family situations and analyze the roles and responsibilities of the human service practitioner in child abuse and neglect assessment, prevention, intervention, and reporting. Learners also evaluate the impact of ethical and cultural conflicts, management perspectives, and the implementation of family preservation programs.

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.

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 leadership skills needed to work with diverse family groups and the challenges faced by human services professionals. **Learners may only earn credit for HS8478 or SHB8478.**

HS8515 - Ethics and Decision Making in Human Services (4 quarter credits). Learners in this course analyze ethical practices and procedures relevant to the human services field and the ways they guide decision making. Learners also develop an ethical decision-making framework to assist them in addressing complex human services issues and dilemmas.

HS8604 - Advanced Communication Skills for the Human Services Leader (4 quarter credits). In this course, learners analyze the ways communication promotes human services practice and the importance of effective oral, written, and presentation skills to the role of human services leader. Learners focus on developing and strengthening these communication skills and demonstrate their ability to communicate to multiple audiences using a variety of methods. **Prerequisite(s): HS8515.**

HS8745 - Grief and Bereavement Counseling (4 quarter credits). This course familiarizes learners with the issues of grief, loss, bereavement, and the mourning process. Throughout the course, learners examine grief related to the sudden or prolonged death of adults and children, losses due to natural disaster catastrophes, combat trauma and loss, and physical health trauma. In addition, learners gain an understanding of the psychological stages of grief, the symptoms of grief, and techniques for coping with a range of loss issues, from both the perspective of a provider and that of a leader, supervisor, or manager. **Learners may earn credit for either CST8745 or HS8745, but not both.**

Course Descriptions, *continued*

HS8764 - Contemporary Issues in Compulsive and Addictive Behavior Treatment (4 quarter credits). Learners in this course examine current research and trends for working with compulsive and addictive behaviors along a continuum of prevention and treatment practices. Topics include changes in practice models based on transition to the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5)* criteria; integration of substance abuse treatment into primary care settings; developments in psychopharmacological and alternative intervention practices; influences of ethics, culture, and public health model practices on intervention and treatment; and the use of Internet resources in the field.

HS9919 - Doctoral Comprehensive Examination (3 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 register for the first dissertation course. **Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective coursework 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.**

HS9960 - Dissertation Courseroom (3 quarter credits each). 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 S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): HS9919. Cannot be fulfilled by transfer.**

Human Services

HMSV5002 - Theory and Application in Human Services (4 quarter credits). This course presents contemporary social problems addressed by human services professionals in the field and familiarizes learners with the community resources available to them. Learners examine the theories behind human services delivery and management in order to gain a broader

understanding of the human services profession and the role of human services professionals within diverse delivery settings. **Must be taken during the first quarter by learners who have been admitted to the MS in Human Services degree program. Cannot be fulfilled by transfer.**

HMSV5314 - Program Development and Evaluation in Human Services (4 quarter credits). In this course, learners examine needs assessment, program development, and program evaluation as fundamental tools in a variety of organizations. In particular, learners use research-based models and best practices to inform program development and evaluation in for-profit, nonprofit, and government settings. Learners also gain the skills they need to communicate effectively with internal and external stakeholders and address ethical implications of various approaches to program development and evaluation.

HMSV5316 - The Effective Use of Analytics in Human Services (4 quarter credits). In this course, learners develop the skills needed to apply the early aspects of the life cycle of human services analytics. Learners examine the various data sources, data models, and algorithms and use basic tools to complete an analysis. Learners also collaborate within teams to evaluate case studies and explore the ways in which stakeholders' needs are met through data analytics.

HMSV5320 - Ethical Practice in Human Services (4 quarter credits). Learners in this course analyze the ethical standards and expectations required of human services professionals in research and practice. Learners apply an ethical problem-solving framework to solve a variety of ethical dilemmas and issues relevant to the human services field. **Prerequisite(s): HMSV5002.**

HMSV5334 - Diversity and Inclusion in Human Services (4 quarter credits). This course is a survey of theories, research, and concepts that highlight the importance of race, culture, socioeconomic status, 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 services and educational professional in addressing the multicultural needs of clients and colleagues in the workforce. Learners also examine community cultural competency and practice applying a variety of theoretical approaches and methodologies to real-life scenarios.

HMSV5340 - Leading in For-Profit, Nonprofit, and Government Organizations (4 quarter credits). This course familiarizes learners with the unique expressions of leadership in for-profit, nonprofit, and

government organizations. Learners differentiate among the capacities of various types of leaders and stakeholders to ensure continuous leadership and organizational development.

HMSV5390 - Interpersonal and Leadership Skills for Human Services Professionals (4 quarter credits). In this course, learners develop the fundamental professional communication, collaboration, problem-solving, and information literacy skills necessary for working with individuals, communities, and agencies. Throughout the course, learners apply techniques for developing goals and recommending strategies and explore appropriate ways for disseminating information to assist stakeholders in achieving those goals. **Cannot be fulfilled by transfer.**

HMSV5402 - Social Change and Public Policy in Human Services (4 quarter credits). In this course, learners examine the concepts, principles, and stages of public policy development and analysis in the human services field. Learners gain an understanding of the approaches used by policymakers and policy analysts to evaluate the effects of programs and projects on societal problems in for-profit, nonprofit, and government settings. Other course topics include the policy process, agenda setting, advocacy, analysis, political process management, policy implementation, and public policy evaluation feedback based on information gained from the field.

HMSV5410 - Financial Management and Budgeting in Human Service Organizations (4 quarter credits). In this course, learners examine human service program revenue sources and assess budgeting strategies and expense allocations associated with the management of human services organizations. In particular, learners explore the complexities of financial and budget management in for-profit, nonprofit, and government human services organizations. Learners also examine issues related to voluntarism, hiring, salaries, compensation and benefits, technology upgrades, and operational requirement assessments.

HMSV5420 - Developing Innovative Human Service Organizations (4 quarter credits). Learners in this course explore the elements of organizational development, design, and change in human services organizations. Learners evaluate design and change theories; explain creativity and implementation in organizations through innovative practices; and investigate the inclusion of the technological tools needed to lead for future growth in for-profit, nonprofit, and government organizations. In addition, learners analyze the philosophy of

Course Descriptions, continued

an organization, including its purpose and values, and discuss how creative innovation can strongly impact the organization's stakeholders.

HMSV5430 - Leading Adaptive Organizational Systems in Human Services (4 quarter credits). In this course, learners analyze emerging theories of leadership in complex and dynamic human services programs that are capable of adapting to significant policy, social, or environmental changes. Throughout the course, learners assess the impact of leadership style, policy changes, and funding sources on organizational operations through adaptive leadership models. Learners also explore their own personal leadership style and philosophy of leadership through various learning exercises and practice incorporating diverse cultural concepts in a problem-solving scenario. **Prerequisite(s): HMSV5420.**

HMSV5500 - Foundations in Human Services Analytics (4 quarter credits). Learners in this course apply data management fundamentals to data models. Learners examine the concepts of data mining; Extract, Transform, and Load (ETL) processes; and data warehouses and evaluate applied analytics in human services organizations.

HMSV5510 - Data Sources in Human Services Analytics (4 quarter credits). In this course, learners explain database methodologies including relational databases, flat files, dimensional modeling, RSS feeds, and multi-dimensional modeling. Learners examine the impact of data quality on analytics and apply Extract, Transform, and Load (ETL) techniques and processes. Finally, learners evaluate the ways in which data warehouses, data marts, and multi-dimensional cubes can be applied to decision making and action. **Prerequisite(s): HMSV5500.**

HMSV5520 - Reporting Solutions in Human Services Analytics (4 quarter credits). In this course, learners examine reporting solutions that use analytics. Learners also articulate the relevance and importance of data analytics in the practice of human services; analyze, select, and apply reporting solutions to fit an organizational need; and evaluate different reporting frameworks. **Prerequisite(s): HMSV5500.**

HMSV5530 - Statistical Methods in Human Services Analytics (4 quarter credits). In this course, learners study the collection, organization, presentation, analysis, and interpretation of data using statistical methods. In particular, learners practice using appropriate technology tools to obtain a result using statistical methods and

collaborate with team members to compare processes, techniques, and conclusions in order to understand various perspectives.

Prerequisite(s): HMSV5500.

HMSV5993 - Human Services Capstone for Master's 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 human service organization or system or to propose a new application in their professional field. **For MS in Human Services learners only. Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer.**

HMSV8002 - Multidisciplinary Practice and Case Analysis for Doctoral Learners (4 quarter credits). Learners in this course critically analyze theory and research in human services, with an emphasis on contemporary research and application issues. In addition, learners use a multidisciplinary approach to examine the connection between individuals, organizations, and society to construct public value in human services. **Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

HMSV8110 - Action Research Methods in Human Services (4 quarter credits). In this course, learners develop and apply skills using data and technology for planning, executing, and assessing the action research process. Learners demonstrate an understanding of the dynamics of the organization; collaborate with stakeholders to develop and implement an intervention for organizational improvement that includes collecting, analyzing, and interpreting both qualitative and quantitative data to assess the intervention and its effects; and share that information with stakeholders to bring about change.

HMSV8120 - Advanced Qualitative Research Methods in Human Services (4 quarter credits). In this course, learners investigate qualitative research methods, designs, and ethical issues associated with the qualitative research process. Learners develop skills used to conduct qualitative research, such as applying theoretical foundations, developing qualitative collection methods, analyzing data, and evaluating results for future research and professional practice. **Prerequisite(s): PSL7860 or SHB8100. Cannot be fulfilled by transfer.**

HMSV8130 - Advanced Quantitative Research Methods in Human Services (4 quarter credits). In this course, learners investigate quantitative research methods, designs, and ethical issues associated with the quantitative research process. Learners develop skills used to conduct quantitative

research, such as applying theoretical foundations, developing quantitative collection methods, analyzing data, and evaluating results for future research and professional practice. **Prerequisite(s): PSL7860 or SHB8100. Cannot be fulfilled by transfer.**

HMSV8140 - Advanced Research Methods in Human Services (4 quarter credits). Learners in this course evaluate the relevance and appropriateness of a specific methodological approach 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): DRS-R8926, HMSV8120, HMSV8130. Cannot be fulfilled by transfer.**

HMSV8212 - Advanced Ethics and Leadership for Diverse Populations (4 quarter credits). The focus of this course is the ethical and leadership responsibilities of human service professionals. Learners synthesize ethical principles with leadership roles in public and private settings and evaluate the ways professionals apply ethics and leadership in their work with diverse client and community populations. **Prerequisite(s): HMSV8002.**

HMSV8214 - Funding and Grant Writing Skills for Human Services (4 quarter credits). This course offers a comprehensive examination of the process of writing grant proposals and managing grant awards for programs or projects in for-profit, nonprofit, and government organizations. Learners research grant opportunities, align the program or project goals to be funded with the purposes of the funder, develop effective communication with prospective funders, analyze components of successful grant proposals, develop a fundable proposal, and plan for grant funding evaluation.

HMSV8216 - Advanced Program Design in Human Services (4 quarter credits). Learners in this course focus on program design at the leadership level in the field of human services. In particular, learners evaluate needs-based program design approaches and the models that inform those approaches. Learners also evaluate effective communication strategies to communicate with internal and external stakeholders and to address ethical implications of various approaches to program design.

Course Descriptions, continued

HMSV8218 - Advanced Data Analytics and Program Evaluation in Human Services (4 quarter credits). Learners in this course examine needs assessment and program evaluation as fundamental tools in nonprofit, for-profit, and government organizations. In particular, learners apply needs assessment strategies to evaluate the needs of specific populations in various social and community settings. Learners also explore research-based program evaluation models and focus on developing skills in evaluating program effectiveness at the leadership level.

HMSV8304 - Strategic Planning and Organizational Effectiveness for Human Services (4 quarter credits). In this course, learners practice increasing organizational effectiveness through strategic planning. Using a leadership perspective, learners examine the ways an organization's effectiveness is evaluated and use this knowledge to guide strategic planning efforts in such organizational areas as advocacy, fund development, and policy development. In addition, learners apply theoretical approaches to program development and evaluation related to for-profit, nonprofit, and government human services settings.

HMSV8320 - Effective Negotiation and Mediation Skills for Human Services Leaders (4 quarter credits). In this course, learners gain an understanding of conflict management as it relates to human services leaders. Learners build and apply a working knowledge of evidence-based best practices and behaviors that support conflict management in a variety of human services settings. Throughout the course, learners apply strategies in negotiation, conflict management, and mediation and integrate ethical interpersonal communication skills necessary for positive multidisciplinary working relationships. **Prerequisite(s): HMSV8404.**

HMSV8404 - Leadership Theory and Practice in For-Profit, Nonprofit, and Government Human Services Programs (4 quarter credits). Learners in this course use a multidisciplinary lens to evaluate leadership theories and practices in diverse cultures from a historical and theoretical basis. Throughout the course, learners develop expanded leadership perspectives and practices that enable them to assure the viability of their organizations in for-profit, nonprofit, and government human services programs.

HMSV8406 - Community Collaboration and Outreach in Human Services (4 quarter credits). Learners in this course examine a variety of social and professional situations to build their skills in effective and creative collaboration across organizations. In

particular, learners analyze and benchmark best practices from an organizational, team, and individual perspective so that they may create inclusive and collaborative environments. In addition, learners examine conflict management, diversity management, group dynamics, cultural competence, ethical decision making, followership, and social responsibility.

HMSV8408 - Advanced Financial Management in For-Profit, Nonprofit, and Government Human Services Programs (4 quarter credits). In this course, learners investigate the strategies, techniques, and requirements needed to effectively manage finances in human services programs. Throughout the course, learners evaluate and apply financial analysis and reporting theories and practices employed by human service leaders. Learners also examine the technology used in financial analysis and gain an understanding of how to appropriately communicate an organization's financial position to boards, stakeholders, and the community.

HMSV8502 - Organizational Performance and Advanced Program Evaluation (4 quarter credits). This course presents performance measurement techniques and the advanced methods used to manage organizational performance. In particular, learners examine action research and evaluation techniques to assess the relationship between program impact and organizational performance. Learners also analyze the ethical and legal implications of data use, collection, evaluation, and integration from internal and external organizational perspectives.

HMSV8512 - Advanced Leadership for Human Services Analytics (4 quarter credits). Learners in this course develop and apply leadership skills in the area of human services analytics. Learners evaluate change management theories and models as they relate to analytics and analyze the ethical issues and practices of the analytics field to gain an understanding of how personal ethical frameworks shape the decision-making process. Learners also begin to cultivate the project management skills needed for human services analytics professionals. **Prerequisite(s): HMSV8502.**

HMSV8516 - Advanced Reporting Solutions in Human Services Analytics (4 quarter credits). In this course, learners analyze, select, and apply reporting solutions that use analytics to fit an organizational need and evaluate different reporting frameworks. Learners in this course demonstrate advanced practice in the analytic lifecycle. **Prerequisite(s): HMSV8502.**

HMSV8520 - Information Technology Policies and Processes in Human Services (4 quarter credits). This course presents key issues related to the implementation of information technology policies and processes as day-to-day operations. In particular, learners consider ethical, cultural, and global issues and their potential effects on internal and external stakeholder needs. Learners also evaluate strategies for implementing different governance models and assess the ways in which those models relate to change management processes and organizational innovation. **Prerequisite(s): HMSV8502.**

HMSV8524 - Advanced Statistical Methods in Human Services Analytics (4 quarter credits). In this course, learners study the collection, organization, presentation, analysis, and interpretation of data using statistical methods. In particular, learners practice using appropriate tools to obtain a result using statistical methods and collaborate with team members to compare processes, techniques, and conclusions in order to understand various perspectives. Learners in this course demonstrate advanced practice in the analytic lifecycle. **Prerequisite(s): HMSV8502.**

HMSV8700 - Keystone: Determining Readiness for the Professional Doctorate Project (4 quarter credits). In this course, learners focus on synthesizing the knowledge and skills gained during their program. Learners state the case for their planned capstone project to demonstrate their readiness to enter the professional doctorate project process. In addition, learners identify strategies to secure a supervisor/preceptor and project site. **Grading for this course is S/NS. Cannot be fulfilled by transfer.**

HMSV9971 - Doctoral Capstone (3 quarter credits each). This course provides learners with resources, guidance, and support as they complete the required milestones toward completion of a doctoral capstone. Learners apply scholarly research within a particular professional context to advance their knowledge in the science and practice of the profession and solve organizational, institutional, or community concerns. **Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

Course Descriptions, *continued*

Humanities

HUM1000 - Introduction to the Humanities (6 quarter credits). This course focuses on a variety of humanities-associated fields, including arts, philosophy, and religion. Learners develop and demonstrate 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.

HUM1055 - Approaches to Studying Religions (3 quarter credits). In this course, learners apply analytical concepts to discuss the subject of religion. Learners examine terminology related to the study of religions, examine the characteristics of different religions, and explore the function of religion in peoples' lives.

HUM3300 - Perspectives on World Religions (6 quarter credits). Learners explore and compare religions of the world and their relationship to culture using the concepts of the sacred, myth, ritual, community, and the individual.

Information Assurance and Security

IAS5002 - Communication Skills for Today's Information Security Professional (4 quarter credits). This course establishes foundational knowledge of the methodologies, nomenclature, communication skills, principles, and practices related to information assurance and security. This course also introduces current and future technological tools and practices designed to assess vulnerabilities while protecting information technology assets and intellectual property. ***Must be taken during the first quarter by learners who have been admitted to the MS in Information Assurance and Cybersecurity degree program. Cannot be fulfilled by transfer or prior learning assessment.***

IAS5010 - Information Technology Security Fundamentals (4 quarter credits). In this course, learners analyze the technology life cycle and identify the security principles that apply throughout system and product life cycles. Learners examine the basic and network components in an information technology system, how they interact, and their role in system operation. Learners explore the basic role and function of network devices including routers, switches, firewalls, VPNs, and intrusion detection, and the underlying protocols and controls

that contribute to their operation. Learners demonstrate skill using network security tools including operating system installation and setup and network mapping through the use of hands-on activities.

IAS5015 - Network Security Fundamentals and Cryptography (4 quarter credits).

Learners review the foundational concepts of cyber-defense and information assurance to select the appropriate information security policies, procedures, and controls. Learners assess specific points of vulnerability that are mitigated through the use of information security tools and policies. Finally, learners analyze and evaluate the mathematical theory behind cryptography and the range of information security controls and methods that use cryptography or encryption as a factor in how they function. ***Prerequisite(s): Completion of or concurrent registration in IAS5010 or ITEC5010.***

IAS5020 - Information Security Regulatory and Legal Environment (4 quarter credits).

Learners apply cyber-defense and information assurance controls in context of the rules and guidelines that influence them and with an understanding of the security standards, responsibilities, rules, regulations, and issues that impact a particular organization. Learners identify laws and policies related to cyber-defense and how they relate to the storage and transmission of data. Learners also study basic concepts of audit, evidence collection, and chain of custody rules.

IAS5025 - Network and Operating System Defense (4 quarter credits).

Learners identify the basic security issues in operating system (OS) design and implementation. Learners articulate the steps necessary for hardening the OS with respect to various applications and describe the various concepts in network defense. Finally, learners demonstrate network security defense techniques through hands-on activities. ***Prerequisite(s): IAS5015.***

IAS5030 - Identifying and Managing Risk (4 quarter credits).

Learners identify common information security risk analysis methodologies, their characteristics, pros and cons, and applications by selecting an appropriate methodology to apply to a specific organization. Learners examine the qualities, characteristics, and motivation of hackers and cyber-criminals and their attacks on information assets, with an emphasis on malware. Learners also identify vulnerabilities in hardware, software, locations, and procedures that provide an opening to criminals and create risk to organizations that

collect and store data. Learners demonstrate risk assessment techniques through hands-on application of software vulnerability testing tools. ***Prerequisite(s): IAS5015.***

IAS5100 - Data Engineering (4 quarter credits).

Learners in this course gain an understanding of basic abstract data types and associated database operations by applying them to the solution of information security problems and performing reverse engineering of hardware components to determine their functionality, inputs, outputs, and stored data.

IAS5110 - Digital Forensics Processes (4 quarter credits).

Learners in this course apply forensics techniques to respond to and investigate financial incidents, and investigate and analyze devices on a variety of operating systems.

IAS5120 - Digital Forensics Tools (4 quarter credits).

Learners apply forensics techniques to investigate and analyze digital devices and constructs, including personal digital devices, network hosts, network traffic, various types of media such as thumb drives or other removable storage devices.

IAS5130 - Programming for Security Professionals (4 quarter credits).

Learners in this course create scripts and programs to automate and perform simple operations, including basic security practices. Learners develop and demonstrate the skills necessary to program low level languages, perform low level operations, and develop complex, low level software, typically in the C or assembly programming language. Learners apply these skills by programming and testing assembly-based, stand-alone, secure network management tools.

IAS5200 - Network Architecture and Cyberoperations (4 quarter credits).

Learners in this course study common security architectures to help identify potential vulnerabilities in architectures, and learn to design secure architectures. Learners identify issues related to the design and implementation of operating system concepts, components and interfaces, and design and implement significant architectural changes to an existing operating system. Learners also examine the authorities, roles, and steps associated with cyber operations, and develop a working knowledge regarding the security issues associated with building complex systems out of third-party components of unknown origin.

Course Descriptions, *continued*

IAS5210 - Data Communications (4 quarter credits). Learners examine architecture and issues associated with analog communication systems, as well as the protocols and methodologies used in modern digital communication systems. Learners also develop a working knowledge of the hardware, communications, management, and programming environments associated with mobile technologies, as well as a basic understanding of radio frequency communications.

IAS5220 - Network Security Controls and Testing (4 quarter credits). Learners study cryptographic algorithms, protocols, and how they protect information in various states. Learners apply methodology to detect, analyze, and mitigate vulnerabilities and threats within a network environment, and examine the latest network technologies and security issues involved in network communications. Finally, learners identify and demonstrate ways of exploiting vulnerabilities to gain access to a system through penetration testing and network forensics techniques.

IAS5230 - Secure Network Design and Engineering (4 quarter credits). Learners study abstract data types and how to apply them in solving cybersecurity problems related to network design and engineering. Learners also acquire knowledge of the processes and regulations associated with the analysis and evaluation of operational systems, and identify the authorities and processes needed for the approval of their operation. Finally, learners articulate how virtualization is implemented, deployed, and used, and describe the implications that interfaces between major components of virtualized systems have on security.

IAS5310 - Health Care Environment (4 quarter credits). In this course, learners identify health care organizations and their data management practices, develop an understanding of key health care terminology and acronyms, and identify the sources, types, and classification methods of health care data. Learners also analyze privacy rights and state and federal regulations, to formulate how to protect privacy rights while still meeting the demands for greater efficiency and effectiveness in the provision of health care. Finally, learners examine the codes of conduct required of IT professionals working in health care.

IAS5320 - Patient Privacy Rights and Health Care Regulatory Requirements (4 quarter credits). Learners in this course evaluate the differences between health care privacy and health care information security and develop

their understanding of the health care regulatory environment. Learners identify and demonstrate the use of tools and controls used to prevent data breaches, and evaluate the processes for creating forensic evidence of a breach. To help end users comply with data security, learners also develop policies, procedures, and user training, which consists of documentation, communication, and notifications and risk assessment strategies.

Prerequisite(s): IAS5310.

IAS5330 - Third Party Risk Management in Health Care (4 quarter credits). Learners in this course identify and examine the risks caused by third parties, and the policies and documents required to ensure that they are in compliance with security requirements. Learners evaluate the difference between a third party and a business associate, as well as gain an understanding of the laws, regulations, contracts, and agreements that apply to each. Learners also demonstrate the use of tools and methodologies for auditing and monitoring interactions with third parties and business associates to ensure security compliance. **Prerequisite(s): IAS5310.**

IAS5900 - IAS Capstone (4 quarter credits). Learners demonstrate their mastery of the program and specialization objectives through application of information security and assurance tools and methodologies. **For MS in Information Assurance and Cybersecurity learners only. Must be taken during the learner's final quarter. Prerequisite(s): Completion of all required coursework. Cannot be fulfilled by transfer or prior learning assessment.**

Information Systems and Technology Management

ISTM5004 - Fundamentals of Information Systems (4 quarter credits). Learners in this course develop a foundational skillset in information technology by examining the key aspects of information systems, how businesses use such systems, and the ways existing technologies function at home, school, or work. Learners also develop a working knowledge of current and emerging technologies and how businesses use them to maximize results. **Learners without the required IT background must have completed ISTM5004, ISTM5006, ISTM5008 prior to registering for any ISTM course other than ISTM5002. Cannot be fulfilled by transfer.**

ISTM5006 - Databases and Programming (4 quarter credits). This course focuses on the basic principles of databases, and how users, through application programs or direct database queries, are able to

store and retrieve information. Learners develop a conceptual understanding of how administrators configure databases so information may be accessed efficiently and securely. Learners will also examine the computer-program-development process, examining how programmers use a programming language to specify the instructions a program executes to accomplish a specific task. **Learners without the required IT background must have completed ISTM5004, ISTM5006, ISTM5008 prior to registering for any ISTM course other than ISTM5002. Cannot be fulfilled by transfer.**

ISTM5008 - Network Fundamentals (4 quarter credits). In this course, learners develop a conceptual understanding of computer networks and how they function. Learners strengthen their 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 network administrators construct and configure networks to support user access to the Internet. **Learners without the required IT background must have completed ISTM5004, ISTM5006, ISTM5008 prior to registering for any ISTM course other than ISTM5002. Cannot be fulfilled by transfer.**

ISTM5010 - Integration of Information Technology and Business (4 quarter credits). This course addresses the importance of aligning IT goals and business goals. Learners develop processes used to identify stakeholders, define core processes, and identify and align IT goals with business goals. Learners also demonstrate the necessary skills for partnering with other functional units and communicating the vision necessary to create this alignment in their organizations. **Prerequisite(s): Learners without the required IT background must have completed ISTM5004, ISTM5006, ISTM5008.**

ISTM5015 - Complex Information Technology Global Enterprise Systems: Planning and Management (4 quarter credits). Learners in this course examine and apply management processes used for complex project management in today's rapidly changing technology environments. Learners also develop a plan for an enterprise system and analyze the impact of multiculturalism and diversity on planning and management.

Course Descriptions, continued

ISTM5020 - Leading a Global Information Technology Enterprise: Systems and Security (4 quarter credits). In this course, learners build their knowledge of and identify the complexities of managing the integration of hardware and software, focusing on risk management across enterprise systems. Learners analyze the decision-making processes behind buying versus developing the component parts of these systems.

ISTM5025 - Analytics, Data Management, and Knowledge Management (4 quarter credits). In this course, learners explore and demonstrate how to better use data as part of the decision-making processes in business. Learners synthesize concepts of data collection, usability, and accessibility in order to identify ways data becomes part of the broader concepts of business intelligence and knowledge management. Topics also include the importance of visualization in the presentation of data to a variety of stakeholders.

ISTM5030 - Innovation, Leadership, and Ethics (4 quarter credits). In this course, learners apply their understanding of leadership theory and ethical frameworks to complex business cases that reflect the need for innovative technology solutions in today's workplace. Learners demonstrate the skills needed to leverage the best in their technology operations, understand the need to collaborate with partners, transform the thinking in their organization, and envision ways IT can enable new business strategy.

ISTM5110 - Strategic Management of Network Technology (4 quarter credits). In this course, learners focus on corporate network management issues. Learners analyze emerging network technology and trends, especially on the security issues encountered while managing networks. Learners also plan for sourcing and procuring enterprise network technology. **Prerequisite(s): ITEC5010.**

ISTM5112 - Global Network Policy, Regulation, and Governance (4 quarter credits). This course focuses on the impact of laws, policy, and regulations on network operations. Learners analyze methods of aligning network policies that mitigate risk with business needs within the context of policies, laws, and regulations. Learners also create a contingency plan template for responding to possible policy and regulatory changes. **Prerequisite(s): ITEC5010.**

ISTM5114 - Enterprise Network Analysis, Architecture, and Design (4 quarter credits). This course familiarizes learners with trends in network architecture and design, enabling learners to better align network

architectures to support business processes. Learners in this course compare and contrast various network design solutions, including those for a variety of enterprises, and determine the cost-benefit of the various architecture options. **Prerequisite(s): ITEC5010.**

ISTM5900 - Information Systems and Technology Management Capstone (4 quarter credits). In this course, learners demonstrate proficiency in information systems and technology management by developing and executing a project plan that includes a proposed topic, the associated skills and competencies to be exhibited in the project, and an outline of the project deliverables with completion dates. **For MS in Information Systems and Technology Management learners only. Must be taken during the learner's final quarter. Prerequisite(s): Completion of all required coursework. Cannot be fulfilled by transfer or prior learning assessment.**

Information Technology (Undergraduate)

IT1006 - Information Technology Concepts and Practices (6 quarter credits). Learners in this course use terminology, concept analysis, and practical knowledge of the components of computing systems to develop their understanding of the information technology field. Throughout the course, learners also build, demonstrate, and apply skills needed for professional communication. **For BS in Information Technology learners only. Learners may only receive credit for IT1006 or IT3006. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

IT2230 - Introduction to Database Systems (3 quarter credits). This course is an introduction to the fundamental concepts of databases and database management systems (DBMS). Learners demonstrate vocabulary, component requirements, sorting and querying, and maintenance of simple databases using the fundamentals of database manipulation. Learners also apply Structured Query Language (SQL) and MS Access.

IT2240 - Introduction to Programming (3 quarter credits). This course introduces learners to the C programming language. Learners gain knowledge of fundamental procedural programming constructs, algorithms, and basic data structures. Learners apply this knowledge to implement functional requirements in console applications.

IT2249 - Introduction to Programming with Java (6 quarter credits). This course introduces learners to the programming discipline and prepares them to serve as Java programmers. Learners study and apply the fundamentals of the Java programming language such as data types, variables, expressions, statements, and methods. Learners also examine and practice the Java-object-oriented features of classes and objects. The course offers numerous opportunities for analyzing, designing, coding, testing, debugging, and evaluating Java programs in an authentic Java development environment.

IT2250 - Introduction to Network Technology (3 quarter credits). In this course, an introduction to the basic concepts of network technology, learners manipulate the open systems interconnection (OSI) model, local area networks (LANs), metropolitan area networks (MANs), wide area networks (WANs), network devices, and network wiring standards. Learners also apply security architecture, construct network designs, build network operating systems, and validate ways networks function in order to support organizations.

IT3006 - Communication Strategies for the Information Technology Professional (6 quarter credits). In this course, learners analyze contemporary topics from the field of information technology. Learners gain knowledge and experience in computing systems and systems requirements, options, and issues. Learners also strengthen and apply skills needed for professional communication. **For BS in Information Technology learners only. Learners may only receive credit for IT1006 or IT3006. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

IT3165 - Ethics for the Information Technology Professional (3 quarter credits). Learners in this course identify and apply their knowledge of inherent ethical concerns in the information technology profession to cultural and human interaction in global and domestic issues. Learners also show evidence of their understanding of ethical codes related to web technologies, intellectual property, and cybercrime.

Course Descriptions, continued

IT3212 - Introduction to Web Development (3 quarter credits). This course focuses on the development of fundamental web design and development skills. Learners create web pages using HTML5 markup language and apply contemporary design principles to create a W3C compliant website. Learners format the page layout, structure, and visual design elements using CSS3, with emphasis placed on effective coding, visual design, and user experience.

IT3215 - Introduction to JavaScript (3 quarter credits). This course introduces JavaScript for interactive web pages. Learners in this course cover the JavaScript scripting language essentials, including flow control, form validation, animation, and Document Object Model (DOM) manipulation. Learners develop client-side, platform independent functionality using JavaScript to enhance user experience with HTML5 and CSS3. This course provides a foundation for other web technologies such as jQuery and AJAX. **Prerequisite(s):** *Completion of or concurrent registration in IT3212.*

IT3225 - Business Goals for the Information Technology Professional (3 quarter credits). This course focuses on core enterprise organizations, business processes, and information technology infrastructures. Learners display their understanding of the value of information technology in achieving organizational maturity. Learners in this course apply their knowledge of the relationship that exists between an enterprise organization's business and information technology goals with operational models.

IT3301 - User Experience and Interaction Design (3 quarter credits). In this course, learners explore the boundary between humans and technology with a focus on the human factors that influence the design of effective interfaces and engaging user experiences. Learners analyze designs for enterprise, mobile, and web interactive environments. Learners also define user characteristics, design for accessibility, and appraise usability. **Prerequisite(s):** *IT2240 or IT2249.*

IT3315 - Hardware and Operating Systems (3 quarter credits). In this course, learners demonstrate their knowledge of hardware and operating systems, focusing on peripherals and file management. Learners use modern operating systems, including Windows, Linux and MacOS to demonstrate their skill with hardware and operating systems.

IT3318 - Systems Administration (3 quarter credits). Learners demonstrate their knowledge and skills in system administration and synthesize their understanding of systems administration to plan for a division of administrative tasks typical of organizations of different sizes.

IT3345 - Software Architecture (3 quarter credits). Learners in this course demonstrate their knowledge and skills with the fundamentals of software and database architecture using UML diagrams. Learners synthesize this knowledge in order to conduct a requirements analysis and to design a network architecture. They also demonstrate the other steps in the software development life cycle (SDLC). **Prerequisite(s):** *Completion of or concurrent registration in IT2230.*

IT3348 - Intermediate Programming (3 quarter credits). In this course, learners use C++ to demonstrate their knowledge and skills with programming. Learners apply their knowledge and skill with the programming language to demonstrate common programming concepts such as design patterns, data abstraction, inheritance, polymorphism, data structures, algorithms, and recursion. **Prerequisite(s):** *Completion of or concurrent registration in IT2240.*

IT3349 - Intermediate Java Programming (3 quarter credits). This course focuses on beyond basic features and techniques of the Java programming language. Learners study and practice advanced object-oriented programming concepts like inheritance, polymorphism, interfaces, and abstract classes. Learners also cover programming Graphical User Interface (GUI) applications with Java and the Java rich library of data structures like lists, stacks, and queues. Learners apply these features and techniques to develop applications of moderate complexity. **Prerequisite(s):** *IT2249.*

IT3355 - Network Architecture (3 quarter credits). Learners in this course demonstrate their knowledge and skills with the fundamentals of network architecture. Learners apply knowledge of network characteristics and network topologies to develop a scope document for a proposed network architecture. **Prerequisite(s):** *Completion of or concurrent registration in IT2250.*

IT3358 - Information Security Concepts for the Information Technology Professional (3 quarter credits). Learners in this course demonstrate their knowledge of information security fundamentals. Learners apply

their understanding of the concepts of confidentiality, integrity, and availability to the basics of access control and network security measures.

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 identify and apply the principles of cyber defense in-depth techniques by using cryptography, encryption, Public Key Infrastructure (PKI), digital signatures, and perimeter security techniques. **Prerequisite(s):** *IT3355, IT4803.*

IT4071 - Cyber Attacks and Ethical Hacking (6 quarter credits). Learners in this course use techniques and common utilities to develop their understanding of how hackers attack computers and networks. Learners investigate security threats and ways that system vulnerabilities are exploited to attack systems. In addition, learners identify Intrusion Detection Systems (IDS), ethical hacking techniques, sniffers, protocols, social engineering, vulnerability analysis, and penetration testing to ensure infrastructure security. **Prerequisite(s):** *IT3355, IT4803.*

IT4073 - Organizational Security (6 quarter credits). In this course, learners analyze the people and process involved in information assurance and security, with particular focus on security life cycle, certification and accreditation, configuration management, employment practices, and security awareness. Learners examine best practices of policy development along with industry-specific standards and interpret 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). In addition, learners gain and demonstrate knowledge of biometrics and privacy concerns in computing, personnel, and physical security. **Prerequisite(s):** *IT3355, IT4803.*

IT4075 - Computer Forensics (6 quarter credits). Learners in this course scrutinize computer forensics as a discipline that supports law enforcement professionals in investigating white collar crime. Learners use computer forensics tools and techniques, and evaluate crime investigations, incident response and handling, and legal issues. **Prerequisite(s):** *IT3355, IT4803.*

IT4076 - Security Management and Policies (6 quarter credits). In this course, learners increase their knowledge of hands-on security management practices by analyzing security policies and procedures, risk management, and business continuity

Course Descriptions, continued

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): *IT3355, IT4803.*

IT4079 - Python Scripting (6 quarter credits). This course focuses on the role scripting plays in information security. Learners gain and demonstrate knowledge of the fundamentals of Python scripting by developing a range of security-related scripts. **Prerequisite(s):** *IT2240, IT4803.*

IT4080 - Operating Systems and Application Security (6 quarter credits). Learners in this course practice securing operating systems and applications by identifying areas of vulnerability and the technologies that are available to mitigate those vulnerabilities. Learners also build and demonstrate knowledge of all classes of applications including mobile, email, databases, and web applications.

Prerequisite(s): *IT4803.*

IT4150 - Internetworking Architectures 1 (3 quarter credits). Learners in this course develop their understanding of the design and integration of multi-protocol networks (local area networks and wide area networks) to form an enterprise network. Learners design intranets/internets, virtual local area networks (VLANs), and firewalls using different internetworking devices and media. Learners gain the skills needed to configure Cisco® equipment, and analyze issues associated with designing enterprise networks including cost, compatibility, expandability, security, and future requirements. **Prerequisite(s):** *Completion of or concurrent registration in IT3355 and IT3358.*

IT4155 - Internetworking Architectures 2 (3 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 evaluate the planning, methods, procedures, and tools necessary to prevent vulnerabilities in networked systems, and examine the procedures used to validate and restore network services following an incident. Learners also strengthen the skills needed to manage, operate, and maintain networked, managed, and linked systems and peripherals. **Prerequisite(s):** *Completion of or concurrent registration in IT4150.*

IT4160 - Internetwork Analysis and Design 3 quarter credits). In this course, learners investigate the internetworking concepts for analyzing, planning, designing, and securing an enterprise network. In particular, learners apply a top-down approach to network design, modular hierarchies, enterprise network considerations, IPv4 and IPv6 addressing, wireless network architectures, and internetworking security lifecycle. **Prerequisite(s):** *Completion of or concurrent registration in IT4155.*

IT4165 - Internetwork System Assurance and Security (3 quarter credits). This course introduces learners to information assurance and security for Cisco® IOS. Learners gain knowledge and skills needed to develop security infrastructures, recognize threats, identify vulnerabilities, and protect an organization from exposure to online dangers. Learners use Cisco hardware and software to incorporate security-conscious designs and test strategies for recognizing and mitigating threats, as well as identifying common layer 2 attacks. Learners also explore hardware filtering, site-to-site VPNs, and authentication and encryption techniques. **Prerequisite(s):** *Completion of or concurrent registration in IT4155.*

IT4170 - Wireless Networks (3 quarter credits). Learners evaluate fundamental wireless networking concepts and tools for planning, installing, configuring, optimizing, securing, and troubleshooting wireless local area networks (WLANs). Learners acquire and demonstrate knowledge of wireless-related technologies, standards, and topologies for network professionals who must design and implement secure wireless network infrastructures. **Prerequisite(s):** *Completion of or concurrent registration in IT3355 and IT3358.*

IT4200 - Data Governance and Stewardship (3 quarter credits). This course covers legal and ethical issues pertaining to information security and privacy. Learners demonstrate an understanding of core organizational processes and workflows and how these factors impact core data processes. **Prerequisite(s):** *BS in Information Technology learners must have completed IT2230.*

IT4210 - Data Architecture and Design (3 quarter credits). In this course learners identify the role data architects play in data and metadata design and management. Learners explore tools and strategies used by data architects and the importance of data storage solutions to the support of data management. **Prerequisite(s):** *IT2230.*

IT4220 - Database Administration (3 quarter credits). This course focuses on the roles and responsibilities of database administrators and explores how they contribute to data management. Learners determine how database design, administration, regulations, and standards impact effective data management processes. Learners also explore the tools and strategies that allow a database administrator to support data management. **Prerequisite(s):** *IT2230.*

IT4230 - Managing Data Integration (3 quarter credits). Learners in this course study data integration and the role it plays in data management. Topics include evaluation of legal and ethical environments that dictate the strategies and tools available for data integration within the data management context. Learners explore methodologies, tools, and strategies that enhance the ability for data integration to support data management. **Prerequisite(s):** *IT2230.*

IT4240 - Data Quality Management (3 quarter credits). This course focuses on the role data quality plays in the creation of effective data management processes and workflows. Learners research and apply methodologies, strategies, and tools that play a role in measuring and applying data quality and data cleansing as part of an effective data management program. **Prerequisite(s):** *IT2230.*

IT4300 - Data Storage Strategies (3 quarter credits). Learners in this course explore data storage technologies used within the IT industry, and the impact those technology selections have on data analytics. Topics include the impact of data storage technologies on secondary use of data and how data security and privacy controls within storage technologies constrain or support access to that data. Learners apply data storage technologies and tools to determine how they impact data analytics at a granular level. **Prerequisite(s):** *IT2230.*

IT4310 - Data Integration (3 quarter credits). This course covers the impact data integration has on data analytics and how that impact is managed across the spectrum of data management and data analytics. Learners research technologies common to the IT industry that are used to integrate data from multiple resources. Learners gain an understanding of those data integration tools and techniques and apply them to data analysis. **Prerequisite(s):** *IT2230.*

Course Descriptions, *continued*

IT4320 - ETL and Data Transformation (3 quarter credits). Learners in this course focus on the extraction, transformation, and loading (ETL) process, which is used to prepare and provide data that supports the work of data analytics. Learners study how ETL is used to identify, clean, transform, and serve the most effective data for data analytics projects. Learners apply tools and technologies specific to these activities in order to gain an understanding of the alternatives and applications appropriate within different contexts. **Prerequisite(s): IT2230.**

IT4330 - Data Mining and Analysis in Information Technology (3 quarter credits). In this course, learners use a data mining project to identify, evaluate, and prepare data appropriate for the project. Learners use Excel spreadsheets and pivot tables to complete an accurate and effective data mining project. **Prerequisite(s): IT2230.**

IT4340 - Data Interpretation and Statistical Analysis in Information Technology (3 quarter credits). This course presents an advanced look at the role of statistical analysis in completing effective data analytics projects. Learners apply SAS to a data analytics project to strengthen their experience with Excel spreadsheets and pivot tables. **Prerequisite(s): Completion of or concurrent registration in IT4330.**

IT4350 - Information Solutions and Delivery Strategies (3 quarter credits). Learners in this course examine the final phase of an effective data analytics project when the results of the project are shared with the appropriate audience, using the best timing and approach. Learners explore the various options and technologies available as tools to share data with a variety of types of audiences. Topics include factors that influence how to effectively present data using particular tools in a data analytics project. **Prerequisite(s): BS in Information Technology learners must have completed IT2230.**

IT4450 - Data Modeling Standards and Techniques (3 quarter credits). In this course, learners evaluate the role data models, standards, and techniques play in an effective data management program. Topics include exploration of data structure options and how those options impact the creation of data models. Learners apply tools and techniques to demonstrate how they support data management. **Prerequisite(s): IT2230.**

IT4460 - Data Distribution and Virtualization (3 quarter credits). Learners in this course explore the role that distributed, cloud-based, and virtualized environments play on processes and workflows related to the management and analysis of core data. The course focuses on the

research and application of tools and strategies that allow effective data management and analysis of core data within the constraints of distributed and virtualized environments. Learners study the impact that subjects of core data projects have on security and privacy. **Prerequisite(s): IT2230.**

IT4510 - Network Infrastructures Administration (3 quarter credits). In this course, learners explore fundamental network administration concepts using the latest network operating system (NOS) tools for planning, installing, configuring, optimizing, securing, printing, and troubleshooting an enterprise network. Topics include IPv6, DHCP, DNS, group policy, SNMP, and print services. **Prerequisite(s): Completion of or concurrent registration in IT3355 and IT3358.**

IT4520 - Advanced Network Infrastructures Administration (3 quarter credits). In this course, learners examine and apply advanced network administration concepts using the latest network operating system's (NOS) tools for deploying servers and configuring remote access, web services, and network application services within an enterprise network. Learners evaluate virtual machines, integrated services, cluster failover, load balancing, RAID, IIS, SMTP, SAN, and SSL. **Prerequisite(s): Completion of or concurrent registration in IT4510.**

IT4530 - Enterprise Administration (3 quarter credits). Learners employ administration concepts related to enterprise networks using the latest network operating system's (NOS) tools for deploying servers and configuring network application services within an enterprise network. Learners also apply concepts such as IP addressing, name resolution, remote access, Terminal Services, Active Directory, authentication, and data security to large enterprise networks. **Prerequisite(s): Completion of or concurrent registration in IT4520.**

IT4541 - Enterprise Server Infrastructure 1 (3 quarter credits). Learners in this course develop the skills to plan, design, analyze, and implement servers in an enterprise environment. Learners acquire and apply knowledge of implementation strategies specific to server migration, virtualization planning, DHCP design, VPN solutions, deploying file and storage services, and Active Directory configuration. **Prerequisite(s): Completion of or concurrent registration in IT4530.**

IT4551 - Enterprise Server Infrastructure 2 (3 quarter credits). Learners investigate and implement advanced topics in the administration and strategic support of enterprise server environments. Learners

also develop administrative and monitoring strategies; build an understanding of federated identity solutions, site certificates, failover and clustering, and business continuity; and evaluate technical planning and deployment strategies for virtualized environments. **Prerequisite(s): Completion of or concurrent registration in IT4541.**

IT4561 - Linux Operating Systems (3 quarter credits). Learners in this course demonstrate an understanding of the fundamental concepts of the Linux operating system. Learners use command line tools and software packages, and practice hardware configuration, file management, process management, and file editing. **Prerequisite(s): Completion of or concurrent registration in IT3318.**

IT4571 - Advanced Linux Operating Systems (3 quarter credits). In this course, learners apply knowledge of advanced topics specific to the Linux operating system. Learners administer the Linux system, configure the X Window System, script, and implement network configuration and security. **Prerequisite(s): Completion of or concurrent registration in IT4561.**

IT4580 - RFID Technologies (3 quarter credits). In this course, learners investigate the fundamentals of RFID technologies and assess the tools for planning, installing, configuring, optimizing, monitoring, and troubleshooting RFID within a network environment. Learners build and demonstrate knowledge of interrogation zones, tag classification, RF propagation, standards and regulations, and RF infrastructure design. **Prerequisite(s): Completion of or concurrent registration in IT3355 and IT3358.**

IT4711 - Software Requirements (3 quarter credits). In this course, learners engage in the four foundational steps of software requirements definition: elicitation, analysis, specification, and validation. Topics in this course also include managing stakeholder expectations and the requirements definition process. **Prerequisite(s): Completion of or concurrent registration in IT3345; IT3348 or IT3349.**

IT4731 - Database Development (3 quarter credits). This course focuses on managing database development and data requirements and modeling. Learners assess and demonstrate database design and implementation principles, and use the Structured Query Language (SQL) to query and manipulate data, use functions, and create tables and constraints. Topics also include database administration and various uses of databases in contemporary web, traditional, and mobile applications. This

Course Descriptions, continued

course presents learners with a real-world scenario in which they design and deploy data storage strategies. **Prerequisite(s): Completion of or concurrent registration in IT3345; IT3348 or IT3349.**

IT4733 - Advanced Database Development (3 quarter credits). This course focuses on the data access layer of an application. Learners explore and demonstrate their knowledge of application objects that interact with an assortment of databases and data repositories, and examine data modeling, connections, queries, data manipulation for contemporary Web, traditional applications, database administration and user security implementation. **Prerequisite(s): Completion of or concurrent registration in IT4731.**

IT4736 - SQL and NoSQL Programming (6 quarter credits). In this course, learners examine the differences between relational and non-relational databases and explain big data and non-relational database concepts. Learners apply advanced querying methods to access data from both types of databases for use in applications, as well as explore database design, normalization and database optimization. **Prerequisite(s): IT4733.**

IT4747 - C# Programming and Application Development (6 quarter credits). Learners build on prior programming knowledge to learn and apply C# programming language, syntax and constructs to the development of end-user desktop applications that utilize databases. Learners also gain experience with the .NET framework. **Prerequisite(s): IT3349.**

IT4749 - Advanced Java Application Development (6 quarter credits). In this course, learners build advanced Java desktop applications that include database and network connectivity, reusable components, multithreading and concurrency, and advanced graphical user interfaces. The course emphasizes construction practices that exhibit sound design and coding. **Prerequisite(s): IT3349.**

IT4751 - Cloud Computing Development (6 quarter credits). In this course, learners develop and maintain simple applications on a cloud platform. Learners select cloud services appropriate to the application, create cloud resources for the application, and write or modify the application code. Learners examine cloud applications' performance factors, and explain their security features. Learners also develop simple cloud-based DevOps projects. **Prerequisite(s): IT3215 and IT3349.**

IT4753 - DevOps and Cloud Security (6 quarter credits). In this course, learners are introduced to the deployment, management, and operation of scalable, highly available,

and fault tolerant systems on cloud platforms. Learners also examine the shared characteristics of application deployment and system operations within cloud platforms. **Prerequisite(s): IT4751.**

IT4772 - Software Design and Modeling (3 quarter credits). In this course, learners apply design strategies and methods to produce a series of models that depict the internal structure and behavior of a software solution. Learners also evaluate the quality of the design and apply the requirements tracing process. **Prerequisite(s): Completion of or concurrent registration in IT4711.**

IT4774 - Software Construction (6 quarter credits). Learners in this course use the output from the software design process to create working software through coding, debugging, and testing. Learners practice construction tasks, as well as learn to minimize complexity, deal with change, and build applications for verification with basic construction standards. **Prerequisite(s): IT4772.**

IT4776 - Software Testing, Security, and Quality Assurance (6 quarter credits). This course focuses on software testing, quality assurance, and software security. Learners develop an understanding of testing fundamentals, including terminology and the role of testing in life cycle activities. Learners also apply test levels, testing techniques, test-related measures, testing processes, and testing tools in software testing operations. Finally, learners examine the role of testing in quality assurance and evaluating code security. **Prerequisite(s): IT4772.**

IT4782 - Mobile Application Development Essentials (3 quarter credits). Learners in this course build upon their prior knowledge of the Java programming essentials that are involved with basic Android application development, including designing, debugging, implementing, testing, and deploying an application that combines several Android features.

IT4784 - Advanced Mobile Application Development (3 quarter credits). Learners in this course identify and apply advanced mobile application development concepts used to effectively integrate Android device features. Learners gain and demonstrate competency in user interface techniques, including animating, structuring and organizing complex applications, accessing web services, and integrating with third-party libraries, in order to take applications from a functional state to a production-ready state. **Prerequisite(s): Completion of or concurrent registration in IT4782.**

IT4786 - Cross-Platform Mobile Application Development (3 quarter credits). Learners in this course evaluate concepts, best practices, and tools used in cross-platform mobile application development. Throughout the course, learners design, implement, test, simulate, and deploy cross-platform mobile applications that can be published to iOS and Android. **Prerequisite(s): IT4784.**

IT4789 - Mobile Cloud Computing Application Development (3 quarter credits). Learners in this course evaluate and demonstrate using Mobile Backend as a Service (MBaaS) platforms to create secure, modern, and innovative cross-platform mobile applications. Throughout the course, learners practice using some of the commonly available MBaaS services, including cross-platform identity and authentication, user account management, data synchronization, Not only Structured Query Language (NoSQL) data access, and storage services. **Prerequisite(s): IT4784.**

IT4791 - Fundamentals of Website Design (3 quarter credits). This course covers the development and design of user-centered websites. Learners demonstrate their understanding of web-based languages such as eXtensible HyperText Markup Language (XHTML), Cascading Style Sheets (CSS), and Javascript. Learners evaluate web design editing tools while creating websites that are effective and functional across a variety of different platforms and browsers. **Prerequisites(s): Completion of or concurrent registration in IT4731.**

IT4793 - Advanced Website Design (3 quarter credits). This course focuses on advanced features of website construction. Learners apply advanced client-side scripting and programming principles to create interactive and complex web pages. Learners employ a variety of sophisticated editing and development tools to aid in the development of complex sites and multimedia components. **Prerequisite(s): Completion of or concurrent registration in IT4791.**

IT4795 - Web Application Development (3 quarter credits). This course focuses on developing web applications using an Integrated Development Environment (IDE). Learners apply object-oriented software design and programming tools, and create object-oriented software solutions using a Web 2.0 frontend and a database backend. Learners demonstrate their knowledge of dynamic Internet scripting, standard library packages, AJAX interface elements, dynamic scripting algorithms, and database access algorithms. **Prerequisite(s): Completion of or concurrent registration in IT4731.**

Course Descriptions, *continued*

IT4797 - Advanced Web Application Development (3 quarter credits). Expanding on previous coursework, learners apply advanced object-oriented development and dynamic Internet programming principles to create advanced, secure, web-based and interface-based applications, data structures, and software solutions. **Prerequisite(s):** *Completion of or concurrent registration in IT4795.*

IT4799 - Dynamic Web Development (6 quarter credits). In this course, learners cover operating systems and related open source software models. Learners set up their own web development platform and interactive web applications using these technologies. **Prerequisite(s):** *IT4797.*

IT4803 - System Assurance Security (6 quarter credits). This course is an overview of information assurance and security topics for network administrators who must implement security strategies to protect their organization from exposure to the Internet; network designers also create security-conscious designs. Learners identify and apply strategies to guard against hackers and forms of viruses, use firewalls and gateways, and build authentication skills and encryption techniques. Learners identify methods for attacking a network system and validate defense against them. Upon successful completion of this course, learners are prepared to take the exam for the Security+ certification. **Prerequisite(s):** *IT3355.*

IT4895 - Special Topics in Web Technology (3 quarter credits). In this course, learners propose and conduct a study of a special topic in web technology. Learners create an individual learning plan and complete coursework in an area of study that complements past experience and learning objectives. **Special permission is required for registration.**

IT4896 - Special Topics in Mobile Technology (3 quarter credits). In this course, learners propose and conduct a study of a special topic in mobile technology. Learners create an individual learning plan and complete coursework in an area of study that complements past experience and learning objectives. **Special permission is required for registration.**

IT4897 - Special Topics in Network Technology (3 quarter credits). In this course, learners propose and conduct a study of a special topic in network technology. Learners create an individual learning plan and complete coursework in an area of study that complements past experience and learning objectives. **Special permission is required for registration.**

IT4898 - Special Topics in Information Technology (3 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 coursework in an area of study that complements past experience and learning objectives. **Special permission is required for registration.**

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 coursework in an area of study that complements past experience and learning objectives. **Special permission is required for registration.**

IT4990 - Information Technology Capstone Project (6 quarter credits). In this course, learners 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 website, and produce a final project report. **For BS in Information Technology learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.**

Information Technology (Graduate)

ITEC5002 - Information Technology and System Trends (4 quarter credits). Learners in this course examine current information technologies and trends, emphasizing the areas of technical focus. Learners gain the strategic underpinnings of contemporary technology and emerging trends, as well as the communication skills and requirements of an IT professional. This course also presents self-assessments and career development activities designed to support lifelong learning and workforce success. **Must be taken during the first quarter by learners who have been admitted to the MS in Information Technology degree program. Cannot be fulfilled by transfer or prior learning assessment.**

ITEC5010 - Security and Enterprise Networks (4 quarter credits). In this course, learners develop an understanding of the core security principles that apply throughout networked systems. Learners examine the concepts of enterprise network design, core network infrastructure hardware,

configuration, and the architecture of contemporary computing networks and cloud platforms. Learners also gain an understanding of network security and threat vectors in the context of enterprise systems, firewalls, VPNs, and network protocols. Finally, learners explore enterprise network governance, security risk assessment and development of internal controls, and implementation and management for cloud computing environments.

ITEC5020 - Database and Application Development (4 quarter credits). In this course, learners apply methods for relational database design, administration, and the use of structured query language (SQL) to store and retrieve information for use in application programs. Learners use and apply knowledge of user requirements, user experience and program design, programming logic and constructs, and testing processes to the development of an application suitable for both web and mobile platforms using modern tools.

ITEC5030 - Emerging Technologies (4 quarter credits). In this course, learners gain an understanding of new and disruptive technologies that are poised to have a significant impact on individuals, industry, technology, and society. Learners explore strategies for identifying and researching emerging technologies to determine their value-added application to the organization and examine models that help predict technology growth and proliferation.

ITEC5040 - Predictive Models and Classification Methods (4 quarter credits). This course focuses on predicting future outcomes based on historical data, as well as identifying patterns in current data that can be used to classify or group future observations. Learners complete their own analytics project through hands-on statistical techniques coupled with a broad understanding of contemporary predictive modeling and analytics classification methods. **Prerequisite(s):** *ANLT5030.*

ITEC5050 - Cloud Architecture and Distributed Systems (4 quarter credits). In this course, learners extend their knowledge of enterprise networking by focusing on distributed systems, and the key characteristics and benefits of cloud computing, including reliability, scalability, and virtualization. Learners examine core cloud technologies and challenges, along with various delivery models, including Software as a Service (SaaS), Platform as a Service (PaaS), and Infrastructure as a Service (IaaS). Additionally, learners explore cloud architecture for platforms and cloud-based

Course Descriptions, *continued*

solutions and services, with associated cloud computing design patterns. Learners gain hands-on experience in a cloud environment by building, configuring, and consuming cloud-based architectures to address the needs of an organization. **Prerequisite(s): ITEC5010.**

ITEC5060 - Cloud Application Deployment and Operations (4 quarter credits). This course strengthens a learner's understanding of cloud computing concepts, including hybrid cloud deployment models, compound design patterns, and architectures that involve both on-premise and cloud environments. Learners place an emphasis on cloud security and the mechanisms and controls to prevent and respond to threats and attacks. Additionally, learners examine the migration of current applications and data storage infrastructure to the cloud, as well as the identification and provisioning of required cloud services to support cloud-based applications. Finally, learners employ a hands-on experience to explore and demonstrate configuration, automation, and monitoring of cloud applications and services, and their on-going operational support. **Prerequisite(s): ITEC5050.**

ITEC5900 - Applied Information Technology Project 1 (4 quarter credits). In this first of a two-course sequence, learners further enhance their professional collaboration and communication skills to identify and select a project that addresses an IT problem or opportunity in an organizational or societal context. Learners apply IT evaluation frameworks and the RFP process to elicit and evaluate requirements and possible technology solutions. Learners also explore IT consulting skills to address technical, product, and related economic factors valuable for in-house and external consulting engagements. **For MS in Information Technology learners only. ITEC5900 and ITEC5905 must be taken in sequence and during the learner's final two quarters. Cannot be fulfilled by transfer or prior learning assessment.**

ITEC5905 - Applied Information Technology Project 2 (4 quarter credits). In this second of a two-course sequence, learner teams implement their project plan to address an IT problem or opportunity in an organizational or societal context. Teams finalize project requirements and complete tasks associated with the project, including regular status reporting, production of intermediate deliverables, on-going communication with key stakeholders, and developing an optimal IT solution that meets the requirements and solution context. Learners also complete a written report and conduct a final

presentation that describes the solution and its implementation. Upon project conclusion, learners review and update their personal, technical, and soft skills development plan created at the beginning of the program. **For MS in Information Technology learners only. ITEC5900 and ITEC5905 must be taken in sequence and during the learner's final two quarters. Prerequisite(s): ITEC5900. Cannot be fulfilled by transfer or prior learning assessment.**

Leadership

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.

LEAD5130 - Leading and Developing Others (4 quarter credits). This course presents models and best practices that are effective for leading and developing individuals within organizations. Learners explore their role as a coaching leader and the influence this has on individuals and teams. Learners also demonstrate their ability to apply coaching theories and strategies to developmental scenarios. This course includes an integrated one-on-one leadership coaching experience.

LEAD5140 - Leading Collaboratively (4 quarter credits). Learners in this course focus on the process of leading collaboratively. Learners assess their personal capacity for leading collaboratively and develop skills to apply best practices in the areas of building relationships, developing trust, and collaborating with others within their organization and across organizational boundaries. Finally, this course emphasizes how to apply collaborative leadership methods and practices to organizational scenarios.

LEAD5150 - 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.

LEAD5160 - 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.

LEAD5170 - 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.

LEAD5210 - Leading Global and Diverse Cultures (4 quarter credits). In this course, learners analyze 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, core strategies used to lead more effectively within those cultures, and their own capacities as global leaders.

LEAD5220 - Leader as Change Agent (4 quarter credits). In this course, learners focus on leaders as architects 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.

LEAD5230 - Leadership Communication and New Media (4 quarter credits). In this course, learners analyze the ways in which leaders enhance their ability to lead through effective communication. This course emphasizes ways leaders build and deliver influential messages, including the use of storytelling, while considering the needs of the audience. Additionally, the course addresses ways social media and other technology can support leaders' messages in a wide variety of situations and contexts. Finally, learners assess their personal leadership communication capacity and develop and deliver a communications plan to support an organizational scenario.

LEAD5240 - 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.

Course Descriptions, *continued*

LEAD5260 - 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.

LEAD5300 - Contemporary Leadership Opportunities Capstone (4 quarter credits). In this course, 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. **For MS in Leadership learners only. Must be taken during the learner's final quarter. Prerequisite(s): Completion of all required master's coursework. Cannot be fulfilled by transfer.**

Literature

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.

Math

MAT1050 - College Algebra (6 quarter credits). Learners in this course evaluate and perform linear, exponential, logarithmic, and other mathematical functions that include algebraic, graphic, and numeric properties. Learners then apply 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, graphical, and numerical methods to solve polynomial, exponential, logarithmic, and trigonometric problems. Learners also use trigonometric

formulas, polar coordinates, and vectors to solve plane geometry problems and explore the ways linear equations are used to model and solve complex, real-world problems. This course provides a bridge to further study in calculus and other fields, including business, economics, biology, chemistry, physics, natural and social sciences, and computer science. **Prior to registering for this course, completion of MAT1050 is strongly recommended.**

MAT2001 - Statistical Reasoning (6 quarter credits). This course introduces fundamental concepts of elementary statistics, including descriptive statistics, methods of counting, probability distributions, approximations, estimation, and hypothesis testing. Learners use these concepts to apply and interpret statistical results. **Learners may earn credit for either MAT2001 or MAT2002, but not both.**

MAT2002 - Statistical Reasoning (6 quarter credits). This course introduces fundamental concepts of elementary statistics, including descriptive statistics, methods of counting, probability distributions, approximations, estimation, and hypothesis testing. Learners use these concepts to apply and interpret statistical results. **This course includes adaptive learning components. Learners may earn credit for either MAT2001 or MAT2002, but not both. Cannot be fulfilled by transfer or prior learning assessment.**

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, relations equivalence, partial order, digraphs, recurrence relations, counting techniques, logic and techniques of proof, graphs, and algorithms to the fields of business and information technology. **Prerequisite(s): MAT1050.**

Marketing

MKT5410 - Digital Marketing (4 quarter credits). Learners in this course analyze how the internet and social media have transformed marketing strategy in today's interactive marketplace. Learners explore how companies can extend marketing theories and models to leverage digital marketing tactics such as SEO, lead generation, sales funnels, and social

media. Learners also explore how mobile optimization, metrics, and marketing analytics drive strategic business goals and objectives.

MKT5416 – Consumer Insights (4 quarter credits). This course explores contemporary concepts of consumer behavior, as well as research tools and techniques commonly used to obtain information that informs marketing planning. Learners examine key trends of consumer behavior central to marketing planning and implementation, ever changing consumer perceptions, influences, decision making, and the impact of social media and emerging technologies. Learners gain a foundational understanding of primary and secondary research, critical discernment of information quality, analysis, and application of consumer insights and research findings to marketing planning and implementation.

Master of Business Administration

Only learners enrolled in the MBA degree or non-degree programs, its associated certificate programs, and the FlexPath MS in Information Systems and Technology Management degree program may take MBA courses.

MBA5002 - MBA Leadership (4 quarter credits). This course covers contemporary models of leadership and examines behaviors and skills of effective leaders. Learners assess their own leadership strengths and how to lead effectively in their work settings. Learners also analyze ways in which leaders use their skills to support innovation, change, and collaboration within organizations.

Must be taken during the first quarter by learners who have been admitted to the MBA degree program. Cannot be fulfilled by transfer or prior learning assessment.

MBA5006 - Business Strategy (4 quarter credits). Learners in this course examine ways in which companies formulate and implement strategy to effectively compete in the marketplace. Learners apply strategic models and analysis to address competitive challenges. **Prerequisite(s): Completion of or concurrent registration in MBA5002.**

MBA5008 - Applied Business Analytics (4 quarter credits). This course introduces learners to business analytics and its role in evidence-based decision making. Learners examine data and analytics techniques that create relevant, actionable, and meaningful information.

Course Descriptions, continued

MBA5010 - Accounting Methods for Leaders (4 quarter credits). Learners in this course gain an understanding of how methods of financial and managerial accounting are used to analyze business performance and make evidence-based business decisions. Learners examine tax, ethical, and legal implications of accounting methods.

MBA5012 - Marketing Management (4 quarter credits). This course covers marketing theories, models, and practices used by businesses. Learners examine the expanded roles of analytics, technology, and social media in marketing strategy and implementation. Learners also use business analytics skills to address marketing problems and apply marketing methods to business challenges. *Prerequisite(s): MBA5008.*

MBA5014 - Applied Managerial Finance (4 quarter credits). Learners in this course explore financial concepts and techniques required to evaluate, report, and maximize firm performance and value. Learners analyze environmental and market factors, goals, and constraints; and apply regulatory and ethical principles and business analytics skills to drive data-based decision making. *Prerequisite(s): MBA5008; ACC5210 or MBA5010.*

MBA5016 - Operations Management for Leaders (4 quarter credits). In this course, learners examine theories and models of business operations and their role in developing and delivering a superior product or service to the marketplace. Learners also apply business analytics skills and use data to evaluate strategic and tactical impact to business functions across the organization. *Prerequisite(s): MBA5008.*

MBA5801 - Communication and Presentation Skills (1 quarter credit). This course covers the basics of organizational and interpersonal communication. Learners apply principles from this course to enhance their ability to lead through effective communication. This course also emphasizes the ways learners build and deliver influential messages while considering the needs of the audience. *For MBA learners only. Cannot be fulfilled by transfer or prior learning assessment. Special permission is required for registration.*

MBA5910 - MBA Capstone Experience (5 quarter credits). In this course, learners integrate the knowledge and skills gained during the MBA program in an application-based business project. Learners demonstrate their overall ability to identify and recommend evidence-based solutions to business challenges and opportunities.

Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer or prior learning assessment.

MBA6004 - Foundational Skills for Business Leaders (3 quarter credits). This course is an introduction to the MBA program and its theoretical and applied approach. Learners focus on developing and applying the knowledge, skills, and abilities associated with analytical and critical thinking, problem solving, communication, argumentation, and presentation. Learners also become familiar with the case study method, explore ethical and legal issues, and establish their own personal program and career goals. *Must be taken during the first quarter by learners who have been admitted to the MBA degree program. Cannot be fulfilled by transfer or prior learning assessment.*

MBA6006 - Leading Innovation in the Global Organization (3 quarter credits). In this course, learners research the global leadership models and practices that drive innovation and enhance competitive advantage in complex and diverse environments. Learners also explore and assess the ways global leaders work to shape organizational culture and processes that support innovation and change. *Prerequisite(s): Completion of or concurrent registration in MBA6004. Prerequisite does not apply to Business Management and Management Consulting certificate learners.*

MBA6008 - Global Economic Environment (3 quarter credits). This course covers microeconomic and macroeconomic principles, theories, and tools and their applications in business. Learners analyze the national economy, global economy, and comparative advantage; factor inputs used to create value in different industry and market structures; and the tools employed by the Federal Reserve System and the federal government to create and implement fiscal and monetary policies. Learners also develop and demonstrate their knowledge of theories of the firm and the ways in which individuals and firms make economic decisions.

MBA6012 - Integrated Global Marketing (3 quarter credits). Learners examine tools, techniques, methods, and emerging marketing thought employed by organizations that market goods, services, and ideas in local and global environments. Topics include fundamental marketing principles, marketing models and practices, marketing information sources and their associated uses, and the integration of marketing with other organizational

functions. Learners also explore the link between marketing and business objectives; the environment beyond the firm; and the role of objectives, strategies, and tactics in marketing and demonstrate their competence in understanding and applying marketing concepts.

MBA6014 - Financial Accounting (3 quarter credits). This course covers the tools, techniques, and methods of financial accounting and their applications in business. In particular, learners explore appropriate techniques for applying financial tools in support of business decisions across local and global organizations. Learners also develop their skills and knowledge of financial statement development, analysis, and control, and the tax, ethical, and legal implications of various accounting decisions.

MBA6016 - Finance and Value Creation (3 quarter credits). This course addresses the tools, techniques, and methods of finance and their applications in business. In particular, learners examine the financial tools and methods used to create firm value across local and global organizations. Learners also explore and demonstrate competencies related to the financial structures of firms; global financial markets; and the tax, ethical, and legal implications of various finance decisions. *Prerequisite(s): MBA6014.*

MBA6018 - Data Analysis for Business Decisions (3 quarter credits). Learners in this course analyze ways that data analysis informs business decisions and practice applying tools and techniques for converting raw qualitative and quantitative data into information that supports organizational decision making. Other course topics include data acquisition and organization, descriptive and basic inferential statistics, and content analysis.

MBA6022 - Strategic Operations Management (3 quarter credits). In this course, learners explore and apply the tools, techniques, and methods used to manage systems that produce the organization's products. In particular, learners develop the ability to apply process design; quality, capacity, and inventory management; and strategic considerations to operations management. Learners also evaluate the decisions for which operations managers are held accountable; the methods used to make those decisions; and the effects of those decisions on an organization's productivity, effectiveness, and efficiency.

Course Descriptions, *continued*

MBA6024 -Organizational Strategy (3 quarter credits). In this course, learners integrate the theories, practices, and models of strategy with foundational global business knowledge. Learners examine the competitive local and global business environment, evaluate the core business functions of various organizations, and analyze the information that derives from those functions. Learners then synthesize this information into a comprehensive strategic review that is designed to enhance organizational decision making and leadership. **Prerequisite(s): MBA6008 or MBA6180; MBA6014; MBA6016; MBA6018 or MBA6140. Prerequisites do not apply to Business Management and Management Consulting certificate learners. Cannot be fulfilled by transfer or prior learning assessment.**

MBA6026 - The Global Leader (3 quarter credits). This course addresses the purpose, function, and responsibility of leaders in complex global business environments. Learners develop and demonstrate best practices for increasing self-awareness and establishing personal and professional ways to grow in a competitive, complex workplace. Learners also analyze future concerns and challenges related to global leadership.

MBA6028 - Business Integration Skills (3 quarter credits). Learners in this course synthesize the theories, practices, and models of foundational business disciplines by participating in a comprehensive business scenario experience. Learners identify, analyze, and apply principles of organizational strategy to a business situation using critical thinking, problem solving, competitive analysis, and the foundational skills learned in previous coursework. Learners gain and demonstrate knowledge of the ethical implications and communication issues inherent in making a variety of complex business decisions. **MBA6028 and MBA6900 must be taken in sequence. Prerequisite(s): MBA6004 or MBA6010; MBA6006 or MBA6020; MBA6008; MBA6012; MBA6014; MBA6016; MBA6018 or MBA6140; MBA6022; MBA6024; MBA6026. Cannot be fulfilled by transfer or prior learning assessment.**

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): MBA6012; MBA6018 or MBA6140.**

MBA6114 - Consumer Behavior (3 quarter credits). This course explores critical contemporary issues related to consumer buying behavior. Learners focus on the ever-changing consumer perceptions, influences, and motivation with an eye on developing successful marketing strategies in a global economy. They examine key trends of consumer behavior that are central to marketing planning and implementation, such as social media and emerging technologies. Finally, learners discuss the ethical implications of decisions related to consumer behavior and apply them to key aspects of marketing leadership. **Prerequisite(s): MBA6012, 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): MBA6012.**

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 a specific organization or industry. **Prerequisite(s): MBA6012.**

MBA6120 - Sales and Customer Relationship Management (3 quarter credits). This course focuses on the theory and practice of strategic selling, including the design of evidence-based, sustainable solutions for sales and marketing challenges. Learners identify opportunities for leadership and ways to incorporate technology in a competitive, global sales environment. As they design strategies for sales force development and customer relationship management, learners synthesize concepts and theories with life experiences. Finally,

learners develop a personal sales and sales leadership philosophy associated with middle- or senior-level sales management positions.

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 consider the role of societal cultural fluency and the logistics of global operations. Learners also study customer relationship management and its effect on the overall supply chain. Throughout the course, learners apply these concepts in a series of case studies. **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.

MBA6131 - Statistical Methods (3 quarter credits). Learners in this course strengthen their understanding and demonstrate knowledge of the statistics and statistical methods used in business analytics. In particular, learners apply multivariate data analysis techniques, including exploratory data analysis (EDA), multiple linear regression, logistic regression, principal components analysis, cluster analysis, and cross-validation techniques. **Prerequisite(s): MBA6018 or MBA6140.**

Course Descriptions, continued

MBA6133 - Management Decision Methods (3 quarter credits). In this course, learners examine and demonstrate their knowledge of analytical modeling tools and techniques and their associated practical applications in business. Learners examine managerial decision theory and analyze business decisions made under conditions of uncertainty. Other course topics include forecasting analysis, decision trees analysis, linear programming modeling, program evaluation and review techniques, and critical path methods. **Prerequisite(s): MBA6018 or MBA6140.**

MBA6135 - Data Mining and Reporting (3 quarter credits). This course covers the processes and methods of extracting information from internal databases to support strategic business decision making. Learners focus on developing and applying the skills needed to use industry-standard business analytic tools for data access and management, cleaning, mining, and reporting. **Prerequisite(s): MBA6018, MBA6131, or MBA6140.**

MBA6137 - Primary Data Collection (3 quarter credits). This course covers processes and methods of collecting primary qualitative and quantitative data to support business decision making. Learners examine and demonstrate knowledge of various data collection strategies and tools; the process of collecting data using case studies, focus groups, questionnaires, and in-depth interviews; and fundamental qualitative data analysis techniques. **Prerequisite(s): MBA6018 or MBA6140.**

MBA6141 - Entrepreneurial Ventures (3 quarter credits). This course is an introduction to historic, current, and emerging thought in entrepreneurial venture feasibility, research, and planning. Learners investigate various legal forms of entrepreneurial ventures and the factors that influence the selection of one over another, and conduct research to determine and support the feasibility of a business idea, customer base, and market. Learners then apply this knowledge to establish a general strategy and plan for an entrepreneurial venture. **Prerequisite(s): MBA6012. Prerequisite does not apply to Entrepreneurship and Management Consulting certificate learners.**

MBA6143 - Entrepreneurial Leadership (3 quarter credits). This course focuses on human involvement in entrepreneurial ventures. Learners examine entrepreneurial fact and fiction and consider their suitability as entrepreneurs. Learners also examine the various roles of entrepreneurial leaders and the opportunities and challenges associated

with leading and managing entrepreneurial ventures, including work-life balance and risk.

Prerequisite(s): MBA6006 or MBA6020; completion of or concurrent registration in MBA6141. Prerequisites do not apply to Entrepreneurship certificate learners.

MBA6145 - Venture Financing (3 quarter credits). In this course, learners analyze various entrepreneurial venture funding options, including the use of outside partners such as venture capital firms and investors. Learners evaluate and compare the risks and rewards of various funding options and determine their suitability to different business situations, scopes, goals. **Prerequisite(s): MBA6016, MBA6141. Prerequisites do not apply to Entrepreneurship certificate learners.**

MBA6147 - Entrepreneurial Strategy (3 quarter credits). In this course, learners research various strategies used in local and global entrepreneurial ventures. Learners analyze how these strategies help facilitate the sustainability of the venture, as well as how different strategies can be administered at different times of the venture's lifecycle. Other course topics include entrepreneurial exit strategies and current topics associated with entrepreneurial social responsibility, including "green"/environmental considerations. **Prerequisite(s): MBA6024; MBA6141. Prerequisites do not apply to Entrepreneurship and Management Consulting certificate learners.**

MBA6151 - Contemporary Financial Reporting (3 quarter credits). Learners in this course examine domestic and international accounting standards and the current standard implementation process for domestic and global entities. Learners incorporate knowledge and understanding of the financial reporting framework used by business enterprises, not-for-profit organizations, and governmental entities, and apply that knowledge in performing financial reporting and determining the appropriate accounting treatment for complex business situations. **For MBA Accounting CPA pathway and Accounting CPA pathway graduate certificate learners only. Prerequisite(s): MBA6014.**

MBA6152 - Advanced Accounting (3 quarter credits). In this course, learners apply their knowledge of accounting applications to more advanced accounting methods encountered in business operations. Learners focus on specialized areas of accounting, such as accounting for long-term contracts, leases, investments, consolidations, and foreign currency. **Prerequisite(s): MBA6014.**

MBA6153 - Advanced Auditing Theory (3 quarter credits). Learners in this course evaluate current audit theory and explore the audit process including the assessment of internal risk, use of audit evidence, and audit documentation. Learners examine auditing standards for public and private organizations, professional responsibilities of CPAs, and skills needed to perform auditing and attestation engagements of organizations. **For MBA Accounting CPA pathway and Accounting CPA pathway graduate certificate learners only. Prerequisite(s): MBA6014.**

MBA6154 - Budget Planning and Control (3 quarter credits). In this course, learners develop their ability to apply a system approach to planning and controlling organizational budgets. Learners demonstrate their competency in preparing budgets, accounting, performance reports, analyzing the impact of budgets on an organization, the function of budgetary systems in organizational planning, and control. **Prerequisite(s): MBA6152.**

MBA6155 - Corporate Governance and Regulation in Accounting (3 quarter credits). In this course, learners review current federal income tax regulations and analyze the theories of corporate governance, focusing on best practices for public, private, and not-for-profit organizations. Learners evaluate and strengthen their knowledge in concepts related to the Federal tax law, application of business law concepts and evaluation of the legal structures of an entity to determine applicable laws. **For MBA Accounting CPA pathway and Accounting CPA pathway graduate certificate learners only. Prerequisite(s): MBA6014.**

MBA6156 - Audit and Control of Accounting Information Systems (3 quarter credits). Learners in this course apply analytical procedures 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.**

Course Descriptions, continued

MBA6157 - Managerial Accounting Theory (3 quarter credits). In this course, learners examine contemporary accounting theory and managerial accounting practices for planning, directing, and controlling decision making. Learners analyze financial risk management, financial management processes, information systems and communications, strategic planning, and operations management. **For MBA Accounting CPA pathway and Accounting CPA pathway graduate certificate learners only. Prerequisite(s): MBA6014.**

MBA6158 - Accounting Information for Decision Making (3 quarter credits). In this course, learners develop and demonstrate knowledge of the nature and function of accounting information in the decision-making process. Learners also review strategies for integrating accounting systems with financial information from managers and other professionals to facilitate better decisions. Finally, learners gain competency in applying accounting information in functional areas such as finance, management, and marketing. **Prerequisite(s): MBA6152.**

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 study the reactions of banks to changes in interest rates, money supply, and open-market operations. Learners also develop an understanding of identifying and managing financial institution risk and return, such as ethical and regulatory issues, confronting financial institutions, and concepts and principles to fill a variety of functions in the financial sector. 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): MBA6016.**

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): MBA6016.**

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): MBA6016.**

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 management 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): MBA6008, MBA6016.**

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. Learners analyze the issue of international diversification not encountered in domestic markets, such as the presence of exchange rate risk, restrictions on capital flows, and political risk. **Prerequisite(s): MBA6016.**

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): MBA6016.

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): MBA6016.**

MBA6182 - Impact of Advances in Information Technology (3 quarter credits). Learners in this course examine emerging advances in information technology and select a technological advance to investigate and evaluate for incorporation into an organization. Learners demonstrate ways that the advance helps 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.

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 staff acquisition, development, motivation, retention, and assessment and identify the challenges of organizing effective virtual IT work teams within a global economy.

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

Course Descriptions, continued

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): Completion of or concurrent registration in MBA6024.**

MBA6231 - Project Planning, Management, and Financial Control (3 quarter credits).

This course focuses on defining management techniques for planning, estimating, and facilitating successful enterprise 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 and demonstrate planning, time management, and risk management skills that support them throughout their program and professional career.

Prerequisite(s): MBA6016. Prerequisite does not apply to Management Consulting certificate learners.

MBA6233 - Assessing and Mitigating Risk (3 quarter credits). This course addresses the important elements of risk management, such as risk management planning, risk identification, risk analysis, development of appropriate responses, and risk monitoring and control. Learners demonstrate their knowledge of the process of identifying, analyzing, and appropriately responding to project risk by implementing a risk management plan. **Prerequisite(s): MBA6231.**

MBA6235 - Project Procurement and Solicitation (3 quarter credits). This course covers the major processes used in project procurement management including planning, solicitation, source selection, contract administration, and contract closeout. Learners analyze and explain the impact of project assumptions and constraints on procurement management, and apply their knowledge of 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. Learners examine techniques for balancing scope, time, cost, and quality in managing a project and implement planning, monitoring, and controlling techniques in a project. Learners evaluate the importance of applying quality standards and best practices in developing project management strategies. **Prerequisite(s): MBA6231.**

MBA6241 - Human Resource Management in the 21st-Century Knowledge Organization (3 quarter credits).

This course provides an overview of the human resource management (HRM) function in organizations and the strategic role of HRM in the global business environment. Learners analyze approaches to managing human capital and human resource systems and processes that align to organizational strategy.

Prerequisite(s): MBA6010 or MBA6004.

MBA6242 - Building Organizational Effectiveness (3 quarter credits). In this course, learners gain an understanding of ways in which human resource management practices and programs contribute to organizational effectiveness. Learners examine the impact of HRM practices and programs on increasing employee engagement and commitment, supporting cultural diversity, and complying with laws and regulations. Learners also explore best practices of contemporary organizations for supporting organizational effectiveness and employee engagement. **Prerequisite(s): MBA6241.**

MBA6247 - Human Capital Management (3 quarter credits). This course introduces learners to the fundamental practices of human capital management. Learners assess and apply practices associated with workforce development and workforce management from a global perspective. Learners also synthesize and apply the principles and concepts of human capital management to an organization. **Prerequisite(s): MBA6241.**

MBA6249 - Organizations, Governance, and the Law (3 quarter credits). This course provides learners with the foundational elements of legal thinking and application needed to understand the role and influence of law on human resource practice. Learners focus on the value of aligning organizational mission, legal compliance, and ethics. The course also provides opportunities for learners to exercise legal knowledge, thought, and practice through experiential activities. **Prerequisite(s): MBA6241.**

MBA6271 - Strategic Management of Health Care Systems (3 quarter credits). This course provides an 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 an industry facility. Learners then apply this analysis to the internal and external environment to make strategic recommendations that affect operational and financial components. 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 and decrease cost while providing quality patient care. **Prerequisite(s): MBA6016.**

MBA6273 - Health Care Financial Management (3 quarter credits). Learners in this course focus on demonstrating 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. **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. Learners articulate 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. Learners explore ethical dilemmas in the health care industry from several perspectives—managerial, organizational, and economic. Learners analyze the impact of law on the way health care is delivered in the U.S. and examine the major legal principles and issues relevant to health care administration. **Prerequisite(s): MBA6271.**

MBA6900 - MBA Capstone (3 quarter credits). In this course, learners integrate the foundational knowledge and skills gained during the MBA program in an application-based business project. Learners propose, plan, and implement a major project that allows them to demonstrate competencies in ethics, business strategy, marketing, communications, collaboration, and more. Their final projects allow learners to

Course Descriptions, *continued*

demonstrate their overall ability to identify and recommend evidence-based solutions to business challenges and opportunities. ***MBA6900 must be taken immediately following MBA6028. Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer or prior learning assessment.***

Master of Health Administration

MHA5006 - Health Care Finance and Reimbursement (4 quarter credits).

Learners in this course gain knowledge of and apply financial management concepts, principles, and processes used 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 health care budgets; analyze short- and long-term health care investment decisions; and articulate the ways effective health care finance and accounting processes are used to present operational and strategic financial information to organizational stakeholders.

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 analyze the political, legal, regulatory, organizational, demographical, and multicultural implications of strategic planning decisions and how those decisions impact communities and populations, define best practices for health care organization staff development, and balance the prioritization of organizational and regulatory needs with feasible cost-effective solutions. Learners also develop a long-term strategic health care plan that includes information on human resource requirements, technology needs, and financial implications.

MHA5012 - Organizational Leadership and Governance (4 quarter credits).

Learners in this course examine and articulate the fundamental concepts and principles of health care organization management and leadership, including governance, cost-effective decision making, and managing and leading stakeholders and staff. Learners 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. Learners also analyze an

organizational leadership structure and governance plan and examine how to apply team leadership skills to initiate change. ***Prerequisite(s): Completion of or concurrent registration in MHA5010.***

MHA5014 - Health Care Quality, Risk, and Regulatory Compliance (4 quarter credits). Learners in this course focus on demonstrating knowledge of concepts, principles, processes, and issues associated with health care quality, risk, and regulatory compliance. Learners examine performance measures associated with quality of care, patient safety, risk management, regulatory standards and compliance, and patient and stakeholder satisfaction and conduct a cost benefit analysis based on these factors. Learners also evaluate 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): MHA5010, NHS6008.***

MHA5016 - Introduction to Health Information Systems (4 quarter credits). Learners in this course develop 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 IT management projects; and analyze the budgetary and financial concerns associated with implementing IT management projects. Learners also demonstrate best practices and industry standards of health information systems management into professional practice, with an emphasis on effective staff management and organizational performance. ***Prerequisite(s): NHS5004, NHS6008.***

MHA5019 - Project Management and Team Leadership (4 quarter credits).

Learners in this course gain the project management and team leadership skills, including communication, collaboration, and interpersonal understanding, necessary for managing a major health care-related project initiative. Learners evaluate a project scenario and address issues associated with project planning and performance. In addition, learners develop an understanding of resource allocation, risk management, project reporting, financing, and return-on-investment (ROI). ***Prerequisite(s): MHA5006, MHA5012, NHS6008.***

MHA5020 - Health Administration

Capstone (4 quarter credits). In this course, learners demonstrate proficiency in their specialization area by selecting a health care problem in their specific area of interest, conducting a data analysis, and finally, proposing evidence-based recommendations for resolution. Throughout the course, learners practice three key industry-identified competency groups—transformation, execution, and people. ***For MHA learners only. Prerequisite(s): Completion of all required and elective coursework. May be taken concurrently with MHA5019. Cannot be fulfilled by transfer.***

MHA5021 - Health Administration Field Experience (4 quarter credits). In this course, learners execute their project plans during a field experience in a health care organization or health environment. Learners focus on implementing operational or strategic change that directly impacts the quality of care or financial position of their chosen health administration organization. Learners also analyze the impact measures both prior to and after project implementation and prepare a report that includes the field experience focus, goals, and outcomes. Though this course requires communication and collaboration with stakeholders in an organization, it is a learner-driven experience that does not involve on-site supervision. ***For MHA learners 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 human capital management in order to create employee-centered health care organizations. In particular, learners develop a human capital strategy for a health care organization that considers organizational need, budgets, and environmental forces. Specific course topics include employee recruitment, retention, influence, and accountability; staff development; and workforce optimization. ***Prerequisite(s): MHA5006, MHA5010, NHS6004, NHS6008.***

MHA5024 - Health Care Consumerism and Marketing (4 quarter credits). Learners in this course examine and demonstrate their knowledge of 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

Course Descriptions, continued

marketing communication processes; and design a marketing plan targeting identified health consumer needs. **Prerequisite(s):** *MHA5006, MHA5010, NHS6004, NHS6008.*

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, including financing of capital and capital budgeting for the health care organization. **Prerequisite(s):** *MHA5006, MHA5010, NHS6004, NHS6008.*

MHA5028 - Comparative Models of Global Health Systems (4 quarter credits). In this course, learners identify, analyze, and compare world health care systems and the challenges associated with them. Learners also demonstrate knowledge of the costs and benefits of implementing and measuring quality improvement programs intended to address community and global health system needs. **Prerequisite(s):** *MHA5006, MHA5010, completion of or concurrent registration in MHA5012, NHS6004, NHS6008.*

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 evaluate 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):** *MHA5006, MHA5010, NHS6004, NHS6008.*

MHA5040 - Health Administration Change Leadership (4 quarter credits). Learners in this course examine evidence-based approaches to change leadership, process management, and organizational design in complex, dynamic health care environments. Learners apply analytical and innovative thinking to complex problems related to guiding change by using knowledge of theory and past trends to develop effective solutions. Learners reflect on their own ability to manage change and identify stretch goals for their future development in change leadership. **Prerequisite(s):** *MHA5010.*

MHA5042 - Team Development and Personal Leadership in Health Care Settings (4 quarter credits). In this course, learners develop high-performing teams through coaching, talent development, team leadership, professionalism, and interpersonal understanding in health care organizations. Learners also evaluate their own leadership skills through introspective investigation, reflection, and coaching to build their personal leadership plans. **Prerequisite(s):** *MHA5010.*

MHA5062 - Health Care Delivery: New Environments in Health Informatics (4 quarter credits). Learners in this course investigate the changing technological environment facing today's hospital leaders. Throughout the course, learners explore the many health information systems and applications now used by health care organizations, as well as examine the myriad rules, regulations, and government influences paramount to health informatics.

MHA5064 - Health Care Information Systems Analysis and Design for Administrators (4 quarter credits). In this course, learners examine the many aspects of health care information systems, including project management, data, and database concepts as components of systems analysis and design. Learners evaluate, analyze, and classify various systems in order to gain a better understanding of their inner workings. Learners also research and apply current trends in health care informatics. **Prerequisite(s):** *MHA5062.*

MHA5066 - Cornerstones of Health Informatics for Organizational Operations (4 quarter credits). In this course, learners examine cornerstones of health informatics, including security, confidentiality, and the maximization of organizational operational efficiency, for health care administrators. Learners investigate topics such as workflow, implementation, go-live support, and information management. **Prerequisite(s):** *MHA5062.*

MHA5068 - Leadership, Management, and Meaningful Use of Health Care Technology (4 quarter credits). In this course, learners analyze leadership and management principles used in health informatics. Learners examine the alignment of information technology with clinical operations, as well as the meaningful use of health care technology in effective organizational communications. In addition, learners identify and articulate ethical and legal policies and procedures for end users. **Prerequisite(s):** *MHA5062.*

Master of Public Administration

MPA5014 - Nonprofit Organizational Performance and Program Evaluation (4 quarter credits). This course presents performance measurement techniques and the methods used to manage organizational performance. In particular, learners examine qualitative, quantitative, and mixed-methods research and evaluation techniques to assess the relationship between program impact and organizational performance. Learners also analyze the ethical and legal implications of data use, collection, evaluation, and integration from internal and external organizational perspectives.

MPA5400 - Public Administration Theory (4 quarter credits). In this course, learners analyze foundational theory in public administration and examine select environmental factors that influence practices in the field. In addition, learners assess communication and collaboration strategies and apply cultural competence theory and skills to support and promote effective change as a professional in the public sector.

MPA5404 - 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.

MPA5408 - Finance and Budgeting in Public Administration (4 quarter credits). In this course, learners gain knowledge of the broad policies and practices associated with developing and managing budgets and demonstrate the skills needed to be sound stewards of public resources. Learners evaluate the political and economic environment of budgeting and analyze the political process associated with budget development, including identifying ways to optimize differing revenue streams. In addition, learners examine the documentation and auditing of the budget process to ensure funds are spent in an appropriate, legal, and ethical manner.

Course Descriptions, *continued*

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.

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.

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.

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.

MPA5428 - Integrative Public Administration Project (4 quarter credits). In this course, master's learners demonstrate proficiency in their specialization area by integrating previous theory- and research-related coursework into a project that uses cost-benefit analysis as a tool to evaluate a project, policy, or initiative within a public sector environment at the local level.

For MPA learners only. Prerequisite(s): Completion of all required and elective coursework. 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.

MPA6012 - Nonprofit Social Entrepreneurship (4 quarter credits). In this course, learners investigate opportunities for applying social entrepreneurship intervention methods in nonprofit organizations. Learners analyze the business practices and exemplars exhibited in local and global environments and evaluate those techniques from cultural and organizational perspectives. Learners also identify marketing and co-branding strategies used to maximize social enterprise prospects.

Master of Public Health

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 evidence-based decision making, health problem analysis, intervention strategies, and monitoring and evaluation. Throughout the course, learners further develop their public health practice knowledge and gain a better understanding of specific career opportunities within health service organizations. **Prerequisite(s): NHS5004, MPH5500, MPH5503, MPH5506.**

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): NHS5004, MPH5500, MPH5503, MPH5506, MPH5509, completion of or concurrent registration in MPH5512.**

MPH5124 - 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): NHS5004, MPH5500, MPH5503, MPH5506.

MPH5200 - 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 quantitative, qualitative, and evaluation research methods and research ethics. **Prerequisite(s): NHS5004, MPH5500, MPH5503, MPH5506, MPH5509, completion of or concurrent registration in MPH5512.**

MPH5208 - 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): NHS5004, MPH5500, MPH5503, MPH5506, MPH5509, completion of or concurrent registration in MPH5512.**

MPH5220 - Social Determinants of Health Equity (4 quarter credits). Learners in this course examine the social factors contributing to health and health care disparities on a local, regional, national, and global basis, calculating their impact on overall health status and health service use. Learners also develop community-based intervention strategies to address identified disparities.

MPH5304 - Learning to Lead in Public Health Settings: Personal and Team Development (4 quarter credits). Learners in this course work with a coach to evaluate their leadership values and vision in order to set goals that support the process of leadership development. Learners also create a motivational team-building model and formulate team leadership strategies that facilitate team networking both inside and outside of public health organizations.

MPH5500 - 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

Course Descriptions, continued

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 - Social and Behavioral Foundations in Public Health (4 quarter credits). Learners in this course explore social and behavioral science theories and concepts applied to population health. Learners identify and increase their understanding of the biological, social, economic, behavioral, and environmental factors that influence the health of individuals, populations, and subgroups. Learners also examine the resources needed to develop social and behavioral policies and public health evidenced-based programs to reduce disparities and improve health.

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, evaluate measures of disease occurrence, determine key data sources, and formulate interventions to control disease occurrence and transmission. **Prerequisite(s): MPH5509.**

MPH5921 - Public Health Practicum 1 (4 quarter credits). The first in a series of two public health practicum courses, this course is an online-directed, supervised experience during which learners fulfill a minimum of 40 required practicum hours

over the course of one academic quarter at an approved public health agency of interest. Learners collaborate with their instructor to develop and complete agreed-upon goals and objectives and demonstrate and apply proficiency in the program's core and CEPH competencies. Learners conclude the experience by preparing a presentation for approval by the instructor and preceptor. **Special permission is required for registration. Prerequisite(s): NHS5004, MPH5100, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512. Cannot be fulfilled by transfer.**

MPH5922 - Public Health Practicum 2 (4 quarter credits). The second in a series of two public health practicum courses, this course is an online-directed, supervised experience during which learners fulfill a minimum of 40 required practicum hours over the course of one academic quarter at an approved public health agency of interest. Learners collaborate with their instructor to develop and complete agreed-upon goals and objectives and demonstrate and apply proficiency in the program's core and CEPH competencies. Learners conclude the experience by preparing a presentation for approval by the instructor and preceptor. **Prerequisite(s): MPH5921. Cannot be fulfilled by transfer.**

MPH5990 - Public Health Capstone (4 quarter credits). Learners in this course focus on applying the knowledge, competencies, and skills acquired during their program. Learners demonstrate proficiency in understanding evidence- and practice-based strategies in public health; interpreting biostatistical results and concepts and the fundamentals of epidemiology methods and concepts concerning public health disparities; and analyzing environmental, behavioral, social, and cultural determinants that affect a community's health. **Prerequisite(s): NHS5004, MPH5100, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512, MPH5921. Cannot be fulfilled by transfer.**

MPH5993 - 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): NHS5004, 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. Though this course requires communication and collaboration with stakeholders in an organization, it is a learner-driven experience that does not involve on-site supervision. **Prerequisite(s): MPH5993. Cannot be fulfilled by transfer.**

Master of Science in Nursing

MSN5003 - Health Assessment and Promotion for Disease Prevention in Population-Focused Health (4 quarter credits). In this course, learners apply concepts, frameworks, and models used to foster health promotion and disease prevention, particularly in diverse and vulnerable populations. Learners evaluate individual and population wellness from multicultural, ethnic, traditional, and spiritual perspectives. Learners examine factors that cause disparities in wellness among people in diverse and vulnerable populations. By analyzing effective health assessment methods and communication strategies, learners identify best practices for developing a population-focused approach to health promotion and disease prevention. **Prerequisite(s): NHS5004.**

MSN5005 - Introduction to Nursing Research, Ethics, and Technology (4 quarter credits). Learners in this course gain and demonstrate knowledge of nursing research, ethics, and information technology in health care settings. Learners apply the basic principles of nursing research and ways that information systems and patient care technologies contribute to improving patient outcomes. Learners also evaluate ethics in nursing research and scholarship and how evidence-based practice relates to the effective use of information technologies in nursing practice. **Prerequisite(s): Completion of or concurrent registration in MSN5003.**

MSN5007 - Leadership for Nursing Practice (4 quarter credits). In this course, learners examine and apply theoretical concepts and leadership competencies for nursing practice. Learners evaluate evidence-based best practices and behaviors that support effective nursing leadership in health care settings, and analyze strategies for coordination, delegation, and goal setting and performance improvement. Learners also assess concepts and principles of health care policy, legal and regulatory issues, and quality control in health care and the nursing profession. **Prerequisite(s): Completion of or concurrent registration in MSN5005.**

Course Descriptions, *continued*

MSN6003 - Professional Nursing Practice Framework, Scope, and Role (4 quarter credits). This course presents the framework of professional nursing practice and its changing scope and role due to institutional, social, political, and economic forces and dynamics. Learners examine the cultural, ethical, and legal expectations of professional nurses as they apply evidence-based practice to individuals, groups, communities, and diverse populations and explore the ways technology and information systems can be used to enhance health care practice. **Prerequisite(s): MSN5007.**

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, politics, and trends in clinical practice and health care delivery; articulate health care concerns affecting the needs of individuals, groups, communities, and diverse 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 registration in MSN6003.**

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 these variants may influence assessment and plan of care. Learners also build advanced skills in practicing in a diverse environment to meet the needs of individuals, groups, communities, and diverse populations and address their own assumptions and beliefs associated with culture and diversity in professional nursing practice. **Prerequisite(s): Completion of or concurrent registration in MSN6004.**

MSN6007 - Advanced Physiology and Pathophysiology (4 quarter credits). This course provides learners in any nursing specialization with advanced knowledge of physiology and pathophysiology, related to body systems, age, and gender. Learners evaluate and interpret changes in body functions that are indicative of illness and develop an evidence-based tri-level treatment plan for a specific age group.

MSN6009 - Advanced Pharmacology for the Nurse Professional (4 quarter credits). This course provides learners in any nursing specialization with best practices-based foundational knowledge of pharmacotherapies, pharmacokinetics, and pharmacodynamics. Learners apply this knowledge to assess, diagnose, and manage medication-related health problems, identify or prevent drug interactions, and manage medication therapy for vulnerable populations.

MSN6010 - 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 registration in MSN6038.**

MSN6011 - Evidence-Based Practice for Patient-Centered Care and Population Health (4 quarter credits). Learners in this course acquire an understanding of the nature of evidence and its relative value and weight in making clinical decisions that impact patient and population outcomes. In particular, learners assess appropriate methods and analytic approaches in order to investigate, evaluate, and synthesize the best available evidence for potential solutions and innovations.

MSN6012 - Evidence-Based Practice in Health Promotion and Disease Management and Prevention (4 quarter credits). This course presents a multidisciplinary approach to using strategic planning and resource allocation to foster population-based health care promotion and disease management and prevention. Learners explore the causes of various health disparities; the influences of and barriers to health care access; and the theories, research, and evidence-based best practices used to promote and preserve health and healthy lifestyles in populations. Learners also study advanced skills in writing comprehensive, holistic care plans that both address the health care promotion and disease prevention needs of populations and incorporate data into a model of health care promotion and disease management and prevention. **Prerequisite(s): Completion of or concurrent registration in MSN6010.**

MSN6013 - Principles of Advanced Nursing Practice (4 quarter credits). This course provides learners with an overview of the diverse roles and practice credentials of a master's-prepared nurse. Learners gain insight into various aspects of master's-level nursing practice, such as interpersonal collaboration, use of technology, and cultural competency, as well as ethical, regulatory, and legal principles as they relate to advanced nursing practice. Learners also identify the theoretical foundation(s) of current and future practice in nursing. **Prerequisite(s): MSN5007. DNP Preparatory Program learners are exempt from this prerequisite.**

MSN6014 - Advanced Leadership for Contemporary Nursing (4 quarter credits). Learners in this course explore the leadership skills necessary for today's nursing leaders. Learners develop and demonstrate the ethical, legal, and critical decision-making skills needed to support organizational and systems change and to promote critical high-quality safe care for the people they serve. Other leadership skills include addressing the needs of diverse populations, providing quality improvement and resource management, bolstering team and interprofessional relationship building, and participating in strategic planning. Throughout the course, learners also evaluate the leadership styles vital to effecting and sustaining change in today's health care system. **Prerequisite(s): MSN6013. BSN-to-DNP learners must have completed or be concurrently registered in MSN6013.**

MSN6016 - Quality Improvement of Interprofessional Care (4 quarter credits). In this course, learners develop and demonstrate competence in the design, implementation, and evaluation of interprofessional quality improvement initiatives. Learners investigate models for quality improvement, with an emphasis on outcome identification and measurement. Learners also examine quality within the context of patient safety through adverse event and near-miss analyses.

MSN6020 - Nursing Capstone Project (4 quarter credits). In this course, learners synthesize and apply theories, knowledge, and best practices of nursing and related disciplines in a final project that is intended to affect the well-being of diverse populations. Learners demonstrate the ability to apply evidence-based practices of health care promotion, disease prevention, and disease management; management and leadership concepts; effective communication skills using information systems and technology; cultural competence; and

Course Descriptions, continued

ethical and legal standards of professional nursing practice. The final project is designed to present a single practice model for fostering health care promotion, disease prevention, and disease management for individuals, groups, communities, and diverse populations. **Cannot be fulfilled by transfer.**

MSN6021 - Biopsychosocial Concepts for Advanced Nursing Practice 1 (4 quarter credits). Learners in this course develop the knowledge, skills, and abilities needed to integrate select biopsychosocial concepts into professional processes that promote quality and cost effective patient and systems outcomes, with particular emphasis on the ways in which these concepts impact the National Academy of Medicine's six aims of health care improvement: Safe, Effective, Patient-centered, Timely, Efficient, and Equitable.

MSN6025 - MSN Practicum (4 quarter credits). Learners in this course develop their critical thinking skills and gain advanced nursing knowledge in preparation for master's-level nursing practice in a designated specialization. Learners create and implement a personalized practicum experience under the supervision of a preceptor at a field site of their choice and demonstrate synthesis of professional and academic growth and practice by participating in a community of collaboration, sharing resources, experiences, and practice tips with their fellow learners. Throughout the practicum, learners also develop and maintain an electronic portfolio that includes coursework products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization).

Department consent is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.

MSN6026 - Biopsychosocial Concepts for Advanced Nursing Practice 2 (4 quarter credits). Learners in this course develop the knowledge, skills, and abilities needed to integrate select biopsychosocial concepts into professional processes that promote quality and cost effective patient and systems outcomes, with particular emphasis on the ways in which these concepts impact population health, as defined by the Institute for Healthcare Improvement.

MSN6030 - MSN Practicum and Capstone (6 quarter credits). Learners in this course develop their critical thinking skills and gain advanced nursing knowledge in preparation for master's-level nursing practice in a designated specialization. Learners create and implement a personalized practicum

experience under the supervision of a preceptor at a field site of their choice and demonstrate synthesis of professional and academic growth and practice. Throughout the practicum, learners also develop and maintain an electronic portfolio that includes coursework products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). **Department consent is required for registration. Cannot be fulfilled by transfer.**

MSN6035 - Advanced Health Assessment for Nursing (4 quarter credits). In this course, learners further develop the health assessment skills gained during their professional nurse's basic educational program. Throughout the course, learners expand upon their diagnostic reasoning skills in order to effectively assess individual health and wellness and to improve patient outcomes. In particular, learners use comprehensive physical, psychosocial, and cultural assessment across the lifespan to gather specific data relative to common health problems.

MSN6038 - Evidence-Based Practice and Technology for Nursing (4 quarter credits). In this course, learners analyze the diverse frameworks of research and evidence-based nursing practice. Learners differentiate between various types of research strategies, examine ways to search for evidence effectively and efficiently, and propose an evidence-based strategy to solve a clinical problem. Learners also evaluate ethical considerations associated with conducting research.

MSN6103 - The Nurse Educator Role (4 quarter credits). In the course, learners examine the tripartite faculty role of teaching, service, and scholarship and the responsibilities associated with functioning as a nurse educator in an academic or health care environment. Learners also analyze nurse educator competencies and the professional development activities expected of those who fill this multidimensional role.

MSN6105 - Teaching and Active Learning Strategies (4 quarter credits). In this course, learners examine how the application of educational theory and teaching strategies facilitate learning in the classroom, online, in the laboratory, and in clinical settings. Learners also investigate concepts associated with the domains of learning, learning styles, student engagement, and classroom management techniques. **Prerequisite(s): Completion of or concurrent registration in MSN6103.**

MSN6107 - Curriculum Design, Development, and Evaluation (4 quarter credits). In this course, learners examine curriculum frameworks and models used in nursing education. Throughout the course, learners demonstrate their understanding of these frameworks by beginning to develop curricula that are designed to reflect professional nursing standards and contemporary health care trends and that are structured to achieve expected student outcomes. Learners also investigate the evaluation process used to assess curriculum design and identify accreditation and regulatory requirements that impact nursing curricula. **Prerequisite(s): MSN6103.**

MSN6109 - Integrating Technology into Nursing Education (4 quarter credits). In this course, learners examine the integration of current and evolving technology into nursing education. Learners investigate the use of multimedia, social media, computer-based technology, learning management systems, simulation, technology tools for outcomes assessment, and the process for selecting the appropriate technology. Learners demonstrate their ability to integrate technology in an academic or health care environment by developing a relevant project and accompanying evaluation plan. **Prerequisite(s): MSN6103.**

MSN6111 - Assessment and Evaluation in Nursing Education (4 quarter credits). In this course, learners investigate a variety of strategies used to assess and evaluate student learning in the classroom, online, in the laboratory, and in clinical settings, as well as within all domains of learning. Learners develop and demonstrate the skills required to use assessment and evaluation data to improve the teaching-learning process, measure the achievement of learning outcomes, and evaluate program effectiveness. **Prerequisite(s): MSN6103.**

MSN6210 - Leadership and Management for Nurse Executives (4 quarter credits). Learners in this course develop and demonstrate knowledge of contemporary leadership and management concepts and theories relevant to a variety of health care delivery settings. Learners analyze the nurse leader's role in leading high-performing health care teams and examine the skills needed to collaborate with, and create buy-in from, stakeholders, colleagues, constituencies, and interdisciplinary teams. Learners also examine the impact of cultural, ethical, and regulatory considerations on decision making and implement a future-looking strategic vision to ensure sustainable gains in quality and safety.

Course Descriptions, continued

MSN6212 - Health Care Quality and Safety Management (4 quarter credits). Learners in this course examine the nurse leader's role in helping to effectively integrate into health care delivery systems the quality and safety principles that inform evidence-based changes and best practices. Learners demonstrate an understanding of the ways they can measure health care quality and safety; monitor and assess patient safety and outcomes; develop a transparent system for identifying and resolving medical errors and adverse patient outcomes; use data to monitor and improve patient care and outcomes; and support a culture of quality and safety.

MSN6214 - Health Care Informatics and Technology (4 quarter credits). Learners in this course gain and demonstrate the knowledge and skills nurse leaders need in order to utilize health information technology to enhance patient care and outcomes. In particular, learners develop a strategy for technological integration and examine the ways in which they can use technology to evaluate patient data to inform patient diagnoses and outcomes. Learners also assess the effective management of technological change within the health care environment and examine issues of consumer access to information and the privacy and confidentiality of patient information.

MSN6216 - Advanced Finance and Operations Management (4 quarter credits). Learners in this course examine the nurse leader's role in establishing and managing an operations and capital budget. In particular, learners develop an understanding of how to incorporate variances or discretionary spending, manage the labor force within budget parameters, examine the availability and appropriate use of equipment and supplies, and apply finance principles to a strategic plan for achieving an organization's fiscal goals.

MSN6218 - Leading the Future of Health Care (4 quarter credits). Learners in this course examine the role of the nurse leader in evaluating and responding to health care opportunities and challenges in a rapidly changing environment, developing proactive strategies to drive and lead changes in health care, and integrating evidence-based decision making into the culture of the health care organization. Learners also develop the critical-thinking and communication skills needed to positively influence health care redesign, and examine the effects of visionary leadership in the field.

MSN6310 - Diabetes Pathophysiology and Assessment (4 quarter credits). In this course, learners explore the aspects of pathophysiology that support comprehensive physical and psychosocial assessments unique to diabetes and its related conditions. Learners also study evidence-based strategies for evaluating data to establish a working diagnosis and prioritizing the needs and problems of patients with diabetes and examine the clinical and critical-thinking skills significant to the process of assessing and diagnosing patients across the lifespan.

MSN6312 - Evidence-Based Education, Planning, and Outcomes for Diabetes Care (4 quarter credits). In this course, learners explore the advanced coaching and communication skills needed to collaborate with diabetes patients, their families, and interdisciplinary teams to develop diabetes education and care plans with desired, measurable outcomes. Learners also study national standards of diabetes care and strategies for integrating evidence-based health promotion and disease prevention practices into diabetes education and care.

MSN6314 - Nonpharmacologic Interventions for Diabetes Care (4 quarter credits). In this course, learners integrate evidence-based, nonpharmacologic preventative and therapeutic interventions into teaching and clinical practice. Learners explore the advanced coaching and communication skills needed to facilitate and maintain patient lifestyle behaviors that promote diabetes management, quality of life changes, and future planning. Learners also study strategies for coordinating and adjusting nonpharmacologic therapies in the care of diabetes patients.

MSN6316 - Pharmacologic Interventions for Diabetes Care (4 quarter credits). In this course, learners integrate evidence-based, pharmacologic preventative and therapeutic interventions into teaching and clinical practice. Learners explore the advanced coaching and communication skills needed to facilitate and maintain patient adherence and persistence behaviors associated with pharmacologic therapies in the management of diabetes, its comorbidities, and its complications. Learners also study the pharmacologic and pharmacokinetic properties of diabetes medications and the contemporary technologies used to deliver diabetes medications.

MSN6318 - Data Evaluation and Program Development in Diabetes Care (4 quarter credits). In this course, learners use a quality improvement model to address a diabetes-related issue at the community,

population, organization, or system level. Learners collect, evaluate, and interpret data as they define and develop treatment goals for patients with diabetes and its related conditions. Learners also focus on developing skills needed to pursue and maintain accreditation for diabetes education programs based on national standards and criteria.

MSN6410 - Principles of Nursing Informatics (4 quarter credits). Learners in this course apply the framework for nursing professionals who are interested in entering the field of health informatics and acquiring the skills and knowledge necessary for certification. Throughout the course, learners analyze the roles, theories, and standards of nursing informatics practice, as well as examine the rules, regulations, and current trends that govern professionals in the field.

MSN6412 - Health Informatics Systems Planning, Analysis, Design, and Build for Nursing (4 quarter credits). In this course, learners analyze and synthesize the various aspects of health/clinical information systems used by nurses to deliver quality health care. In particular, learners acquire the knowledge and skills needed to effectively plan, design, build, and implement health/clinical information systems within nursing practice. Learners also demonstrate knowledge of electronic medical records and the importance of accurate workflow application. **Prerequisite(s): MSN6410.**

MSN6414 - Data Management and Health Care Technology (4 quarter credits). Learners in this course analyze the use of data and databases as key drivers in nursing informatics. Throughout the course, learners demonstrate competence in managing and interpreting data in a way that enhances their roles and decision-making capabilities in today's health care technology environments. **Prerequisite(s): MSN6410.**

MSN6416 - Managing the Nursing Informatics Life Cycle (4 quarter credits). In this course, learners evaluate the typical life cycle of implementation, testing, evaluating, and supporting both hardware and software applications. Learners also apply project and change management principles in relation to the life cycle of a health care information system. **Prerequisite(s): MSN6410 and MSN6412.**

MSN6610 - Introduction to Care Coordination (4 quarter credits). In this course, learners evaluate the historical evolution of care coordination and its role in nursing practice. Learners analyze current care coordination trends, such as the paradigm shift to health promotion and chronic disease

Course Descriptions, continued

management at the community level, as well as the influence of technology on the development of health care data collection systems. In particular, learners assess how these trends and technological advances have driven change in national health care policy.

MSN6612 - Emerging Health Care Models and Care Coordination (4 quarter credits). Learners in this course examine how emerging health care models are incorporated into the larger framework of clinical care oversight. Learners analyze the role of informatics in nursing care coordination and the ways in which client information is collected and used to influence health outcomes. Learners also identify the ways in which care coordination can support cost efficiency, promote improved health consumerism, and affect positive health outcomes. **Prerequisite(s): MSN6610.**

MSN6614 - Structure and Process in Care Coordination (4 quarter credits). Learners in this course gain and demonstrate knowledge of the various care coordination components, including client selection criteria, communication methodologies, clinical team development, assessment tools, care plan and profile development, cultural considerations, data structuring for reporting, and clinical efficiency. Learners examine the responsibilities of the nurse care coordinator to the client prior to the implementation of the care plan and during the care coordination process. Learners evaluate successful strategies for interviewing and organizing information around client health, goal setting, efficient clinical oversight, technological support, and data formatting. **Prerequisite(s): MSN6610.**

MSN6616 - Ethical and Legal Considerations in Care Coordination (4 quarter credits). In this course, learners examine the care coordination process in relation to confidentiality and client privacy, management of consents for health care, client rights in the care coordination process, terminations of care coordination management, and the importance of clinical team collaboration and communication. Learners navigate the process of aligning limited resources with client needs and gain an understanding of the balance required between cost effectiveness and conscious stewardship. Throughout the course, learners demonstrate an understanding of the importance of cultural literacy with regard to client health care considerations. **Prerequisite(s): MSN6610.**

MSN6618 - Leadership in Care Coordination (4 quarter credits). In this course, learners analyze the relationships between nursing leadership, successful

strategic planning, project management, exceptional communication, and interagency collaboration in the care coordination process. Throughout the course, learners examine how the care coordinator leader plays a central role in supporting organizations and stakeholders in the provision of coordinated care and in managing team and provider expectations that promote positive health outcomes for populations and communities.

Nursing and Health Sciences

NHS4000 - Developing a Health Care Perspective (6 quarter credits). In this course, learners build and strengthen the knowledge, skills, and abilities needed to succeed in their program and in the workplace. Learners engage in interactive activities that help them develop and demonstrate a health care perspective and expand their academic success strategies including organizational, critical thinking, and problem-solving skills. Learners also develop an understanding of ethics, information literacy, and effective writing. **For School of Nursing and Health Sciences learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

NHS5004 - Communication, Collaboration, and Case Analysis for Master's Learners (4 quarter credits). This course prepares learners for master's-level course work in the School of Nursing and Health Sciences. Throughout the course, learners analyze how the role of the practitioner-scholar guides leadership in the health care field and determine the ways in which they can effectively use communication strategies expected of health care professionals. In particular, learners examine the attributes that contribute to effective and ethical health care leadership, including professional collaboration, communication, inclusion, and decision making. **Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

NHS6004 - Health Care Law and Policy (4 quarter credits). In this course, learners examine the political, legal, and regulatory issues impacting health care organizations and environments. Learners analyze the effects of health care policy on health care practice and service delivery, with particular emphasis on the strategies used to monitor and maintain legal and regulatory compliance. Learners also identify and apply health care policy and law concepts that promote organizational improvement.

NHS6008 - Economics and Decision Making in Health Care (4 quarter credits).

This course helps learners develop and demonstrate concepts, principles, issues, and trends in health care economics and the economic decision-making practices employed in the health care environment. Learners analyze the political, legal, regulatory, organizational, demographical, and multicultural implications of business decisions on health care economics; explore the ways economic and stakeholder influences affect operational planning and decision making; and practice applying performance monitoring and process management measures as part of the decision-making process. Learners also examine cost-effective problem solving; community- and population-based orientation; and effective use of health care market research, analysis, and assessment.

NHS8002 - Collaboration, Communication, and Case Analysis for Doctoral Learners (4 quarter credits). This course prepares learners for doctoral-level coursework in the School of Nursing and Health Sciences. Throughout the course, learners analyze and evaluate how the scholar-practitioner model provides guidance for developing competencies in effective and ethical health care leadership, including professional and interprofessional collaboration, communication, inclusion, and decision making. **Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

NHS8040 - 21st-Century Health Care Leadership (4 quarter credits). This course focuses on the role of health care and public health leaders to foster change and develop relationships to improve health outcomes in diverse settings and communities. Learners gain knowledge of the challenges confronting health care and public health care leaders in the 21st century. Learners also analyze leadership theories and models, interprofessional collaboration, and ethical principles and standards. **Prerequisite(s): Completion of or concurrent registration in NHS8002. Cannot be fulfilled by transfer.**

NHS8050 - Preparing for the Professional Doctorate in Nursing and Health Sciences (4 quarter credits). In this course, learners prepare for the practice change project that serves as the culmination of the professional doctorate. Learners compare a Doctor of Philosophy (PhD) with a professional doctorate; identify a clinical or organizational problem or opportunity for improvement within a health care or public health setting; and apply literature search techniques to identify research related to the practice/process problem. **Cannot be fulfilled by transfer.**

Course Descriptions, *continued*

NHS8060 - Scholarly Methods in Nursing and Health Sciences (4 quarter credits). In this course, learners differentiate between qualitative, quantitative, and mixed methods research approaches as they relate to nursing and health sciences. Throughout the course, learners evaluate research source quality, credibility, bias, and relevance to practice and identify theoretical underpinnings and conceptual frameworks within health care or public health settings. **Prerequisite(s): NHS8050. Cannot be fulfilled by transfer.**

NHS8070 - Evaluation and Interpretation of Data in Health Care (4 quarter credits). In this course, learners explore underlying concepts and reasoning related to the collection and evaluation of qualitative and quantitative data in health care research. Learners apply appropriate statistical techniques and practice interpreting frequently encountered statistical outcomes. In addition, learners assess the quality of statistical and qualitative research methods reported in peer-reviewed health care literature. **Prerequisite(s): NHS8060. Cannot be fulfilled by transfer.**

NHS8700 - Keystone: Determining Readiness for the Professional Doctorate Project (4 quarter credits). In this course, learners focus on synthesizing the knowledge and skills gained during their program. Learners state the case for their planned practice change project to demonstrate their readiness to enter the professional doctorate project process. In addition, learners identify strategies to secure a supervisor/preceptor and project site. **Grading for this course is S/NS. Prerequisite(s): NHS8070. Cannot be fulfilled by transfer.**

NHS9950 - Nursing and Health Sciences Doctoral Clinic (non-credit). This course provides assistance to learners experiencing difficulty in achieving milestone success. Learners and their mentor participate in an individualized assessment process to create a development plan that informs and supports an agreement describing the outcomes necessary for satisfying the learner's specific scholarly competencies. The objective of this clinic is to facilitate approval of the learner's applied research proposal; the DNP Specific, Measurable, Attainable, Relevant and Time-bound (SMART) plan; and the IRB final product, as appropriate. **For DHA, DrPH, and DNP learners only. Special permission is required for registration. May be repeated. Prerequisite(s): DHA learners must take this course concurrently with DHA9971. DrPH learners must take this course concurrently with DRPH9971. DNP learners must take this course concurrently with DNP9971. Cannot be fulfilled by transfer.**

Nonprofit Leadership

NPL7104 - Leadership, Governance, and Ethics (4 quarter credits). Learners in this course integrate theories and practices of leadership and governance with the mission, vision, and values of the nonprofit organization in the context of today's complex society. Learners evaluate the relevance of leadership theories to practice, the importance of a cultural and global perspective, and ethical considerations present in a highly technological and diverse society.

NPL7304 - Financial Analysis and Reporting for Nonprofit Leaders (4 quarter credits). In this course, learners investigate the strategies, techniques, and requirements needed to effectively manage a nonprofit organization's finances. Throughout the course, learners gain an understanding of how to maintain nonprofit status and identify the financial analysis and reporting theories and practices employed by effective nonprofit leaders. Other course topics include technology use in financial analysis and communication of an organization's financial position to boards, stakeholders, and the community.

NPL7308 - Leading Resource Performance in Nonprofit Organizations (4 quarter credits). Learners in this course analyze the application, contribution and value of resources, human capital, and volunteerism within the nonprofit sector. Learners evaluate employee diversity, training, engagement, benefits, well-being, and succession as components of the organization's mission, vision, and values. Learners also investigate the influence of policies and practices on the environment and culture of nonprofit organizations.

NPL7608 - Nonprofit Marketing, Public Policy, and Advocacy (4 quarter credits). Learners in this course discuss public policy, marketing, and advocacy in relation to the mission, vision, and values of an individual organization and within the larger nonprofit sector. Learners determine how the nonprofit organization promotes its values within diverse communities and society as a whole. Learners also evaluate opportunities for inter-organization and inter-sector collaboration to promote social justice and social change.

NPL7704 - Strategy and Performance in Nonprofit Organizations (4 quarter credits). In this course, learners study strategic thinking and planning in nonprofit organizations. Learners examine the impact of environment, economics, technology, culture, structure, and function on organizational performance and the policies, practices, and tactics used to

support an organization's mission and objectives. Learners also investigate and present innovative and creative solutions for organizational outcomes and performance improvement.

NPL8208 - Advanced Fund Development Philosophy and Practice (4 quarter credits). In this course, learners gain an understanding of fundraising strategies and tactics by considering social value exchange and its influence on charity and philanthropy. Learners examine issues of communication, economics, technology, society, and cultural and global perspectives as they relate to fund development.

NPL8304 - Collaboration, Coalitions, and Public Relations (4 quarter credits). In this course, learners evaluate opportunities for advancing social justice in relationships among business, government, religious, and nonprofit organizations. Learners explore the ways in which collaborative governance, negotiation, and communication can be applied to the growth of the nonprofit sector in today's diverse and global environment.

NPL8308 - Nonprofit Legal Issues (4 quarter credits). This course covers regulatory issues, tax implications, and ethics in the nonprofit sector. Learners analyze the historical and current influence of government on nonprofit organizations; the legal issues associated with business, diversity, technology, and globalization as they interact with the nonprofit sector; and the impact of recent and pending legislation on education, health care, and other public service entities.

NPL8312 - Program Evaluation and Research Application in the Nonprofit Sector (4 quarter credits). This course provides an overview of the research methodologies and program evaluation tools used to determine outcomes for service recipients and organizational impact on the community. In particular, learners develop effective evaluation methods for investigating organizational accountability and communicating the value of program accomplishments to stakeholders and the community. Learners also explore the ways in which technology can be used to gather data, develop information, and evaluate performance as means to garner organizational support, advance social justice, or support societal change.

NPL8704 - Innovation and Future Trends in the Social Sector (4 quarter credits). This course presents current and predicted issues, trends, and challenges associated with the future of the nonprofit sector. Learners identify the societal changes that influence

Course Descriptions, *continued*

the balance of power among business, government, religious, and nonprofit organizations; the impact of technology and innovation on organizational mission; and the changing role of the nonprofit leader.

Nonprofit Management

NPM5010 - Nonprofit Governance and Accountability (4 quarter credits). This course presents an in-depth investigation of nonprofit organizations, with particular emphasis on the role and responsibilities of the nonprofit governing body, the organizational mission, and the trends and challenges these organizations face. Learners assess the policies and practices used for ethical management and accountability and apply the data management and data modeling techniques used to improve organizational performance. Learners also evaluate the legal, tax, and contractual compliance obligations of nonprofit organizations.

NPM5018 - Fund Development and Management (4 quarter credits). Learners in this course explore the role of fund development in nonprofit governance. Learners apply methods and techniques to the areas of philanthropic support, fundraising, grant writing, and grant management. Learners also investigate ethical and legal issues associated with fundraising and donor relations behaviors and activities. Other course topics include data integrity, collection, and retention systems.

NPM6008 - Nonprofit Strategic and Operational Planning (4 quarter credits). Learners in this course evaluate opportunities for program advancement and revenue enhancement in local and global economic contexts. Learners employ fund development techniques to define the strategic planning process for future nonprofit growth as driven by organizational mission and vision.

Organization and Management

OM-R8930 - PhD Research Seminar Track 1 (non-credit). The intensive, six-week PhD Research Seminar Track 1 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to initiate the development of a dissertation research plan. Throughout the course, learners focus on identifying a theory, topic, and research problem appropriate for their specialization. Track 1 learners are

encouraged to complete PhD Dissertation Milestone 1 (Research Ethics Education). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes.

Learners must register for the residency that corresponds with their program. Cannot be fulfilled by transfer.

OM-R8931 - PhD Research Seminar Track 2 (non-credit). The intensive, six-week PhD Research Seminar Track 2 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to develop a research question and to select an appropriate dissertation topic. In Track 2, learners are encouraged to complete PhD Dissertation Milestone 2 (Topic Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes.

Prerequisite(s): OM-R8930. Cannot be fulfilled by transfer.

OM-R8932 - PhD Research Seminar Track 3 (non-credit). The intensive, six-week PhD Research Seminar Track 3 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to detail a methodological design, sampling plan, and strategy for data analysis. In Track 3, learners are encouraged to complete PhD Dissertation Milestone 5 (Research Plan Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. Learners must complete Track 3 prior to beginning the comprehensive examination phase of the program. **Prerequisite(s): OM-R8931. Cannot be fulfilled by transfer.**

Philosophy

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.

PHI2000 - Ethics (6 quarter credits).

Learners in this course explore major philosophical approaches to evaluating moral actions and apply them to contemporary issues. Learners reflect on their own moral beliefs and the ways these beliefs influence and inform their moral judgments and behavior.

PHI2051 - Bioethics and Society (3 quarter credits). Learners in this course gain and demonstrate knowledge of science and philosophy through the specific study of bioethics. Learners interpret various principles and perspectives in ethical reasoning, and apply them to case studies in bioethics as well as to their own lives.

PHI2100 - Introduction to Logic (6 quarter credits). In this course, learners analyze the relationship between language and logic and practice sound deductive and inductive reasoning. Learners develop the ability to draw sound conclusions from available evidence and construct and present reasonable cases to support them. Learners also identify formal and informal fallacies of language and thought, becoming more adept at recognizing poor reasoning in personal and professional situations.

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 through the use of authentic, real-world examples.

Physical Science

PHY1000 - Introduction to Astronomy (6 quarter credits). Learners in this course explore the major concepts associated with understanding the universe and why objects in the universe behave the way they do. In particular, learners examine the history of astronomy and science; the concepts of modern astronomy and cosmology; the earth and the solar system; the sun, stars, and stellar evolution; galaxies and similar objects; and the Big Bang Theory and the origin of the universe. Learners also consider life on earth and the probability of life elsewhere in the universe.

Course Descriptions, *continued*

Project Management

PM3000 - Principles of Project Management (3 quarter credits).

In this course, learners are introduced to the fundamental basics of project management and gain a broad overview of project management standards and their applicability to both business and IT projects. This course emphasizes management theories, concepts, tools and techniques defined by the Project Management Institute (PMI®) including the Process Groups and Knowledge Areas. This course also introduces other project management methodologies and frameworks, including Agile (Scrum, Lean, DSDM and XP), PRINCE2®, Waterfall, and Six Sigma. Finally, learners study project politics and ethics, collaboration and team building, and leadership.

PM4010 - Process Groups and Knowledge Areas in Project Management (6 quarter credits).

This course covers the project life cycle and project management processes. This includes initiating, planning, executing, monitoring and control, and closing. Learners analyze the relationship of the process groups to the Project Management Institute (PMI) knowledge areas and develop the documents and deliverables required for each stage of the project life cycle. Learners are also introduced to the importance of people-oriented skills, such as communications, team building and leadership. Finally, learners apply the knowledge learned in the development and managing of a project. **Prerequisite(s): PM3000.**

PM4020 - Integration and Scope Management (6 quarter credits).

In this course, learners cover integration management and scope management knowledge areas. Learners identify and examine the processes, tools, and techniques used to integrate activities from execution to project completion, and manage the interdependencies among the project management knowledge areas. Learners create the scope management plan component of the project management plan and emphasize a system solutions approach for gathering and defining business requirements and leveraging project change management for controlling project scope. Finally, learners consider the importance of developing strategic business and leadership skills, such as listening, problem solving, team building, market awareness, and customer relationship skills. **Prerequisite(s): PM4010.**

PM4030 - Scheduling, Cost, and Quality Management (6 quarter credits). This course focuses on project scheduling and cost and quality management in a business

or information technology (IT) project context. Learners study project scheduling, costs and quality management processes, including quality planning, quality assurance, and quality control. Learners also monitor project results to evaluate compliance with schedule, costs and quality standards and gain an understanding of the steps involved in planning, performing, and controlling a business or IT project. Learners are introduced to a variety of scheduling, cost and quality tools that can be used independently or conjunctively. Finally, learners explore project management software to help in developing a project schedule. **Prerequisite(s): PM4010.**

PM4040 - Human Resources and Motivation Management (6 quarter credits).

In this course, learners sample strategies for improving creativity, teamwork, and job satisfaction within a project team by creating and developing a project and recruiting team members. Learners study the theories on individual motivation and how it fits in the organizational structure. Learners examine the strengths and weaknesses of organizational development supporting project team member development to gain knowledge of how to effectively motivate project team members. Learners also gain understanding about virtual teams, how to effectively manage them, and evaluate the link between personality traits and resolving team conflicts and how to effectively communicate with your team to manage change. **Prerequisite(s): PM4010.**

PM4050 - Communication and Stakeholder Management (6 quarter credits).

Learners in this course focus on project communication and stakeholder management knowledge areas. Learners cover the processes, tools, and techniques used to manage project communications and stakeholders across project management process groups and emphasize executive project sponsorship as a strategic tool for project success. Learners also acquire skills in strategic business management and leadership: customer relationship and satisfaction, operational functions, conflict management, negotiation, listening, problem solving, and team building. **Prerequisite(s): PM4010.**

PM4060 - Risk Management in Project Management (6 quarter credits).

Learners in this course focus on project risk management and examine the processes, tools and techniques used to identify, analyze, prioritize, respond, and control risk on a project. This course emphasizes building a risk management process that can be standardized. Learners also acquire and demonstrate business management and leadership skills such as planning,

environmental awareness and conditions, benefits management, brainstorming, listening, negotiation, problem solving, and team building. **Prerequisite(s): PM4010.**

PM4070 - Procurement Management in Project Management (6 quarter credits).

In this course, learners examine procurement management and investigate the various types of contracts, their terms and conditions, and execution. Learners develop contract specifications, find potential sources, and evaluate bids. Finally, learners examine ethical standards and legal requirements in procurement within the global market. **Prerequisite(s): PM4010.**

PM4080 - Agile Project Management (6 quarter credits).

This course introduces the concepts of Agile Project Management (APM). Learners gain an understanding of APM's objectives, which are, in part, to deliver customer value earlier in repeated iterations, adapt to changes in a more flexible and timely manner to ultimately gain a result of higher customer satisfaction, and increased team morale, collaboration, and ownership. Learners apply their skills and knowledge to a scenario that requires the development of an APM-based project plan. **Prerequisite(s): PM4010.**

PM5018 - Project Management Foundations (4 quarter credits).

In this course, learners are introduced to the fundamentals of project management and gain an overview of project management standards and their applicability to managing projects. This course introduces and emphasizes management methodologies and frameworks, including those defined by the Project Management Institute (PMI®). Learners focus on the aspects of effective project management leadership including project politics and ethics, and collaboration.

PM5331 - Project Management Fundamentals (4 quarter credits).

This course focuses on the processes and knowledge areas found in the project management profession. Learners develop and demonstrate their understanding of the project management concepts as defined by the Project Management Institute's (PMI) A Guide to the Project Management Body of Knowledge (PMBOK® Guide), which includes knowledge of the ten project management knowledge areas, including the domains of initiating, planning, executing, monitoring and controlling, and closing projects, along with professionalism and ethics.

PM5332 - Project Management Planning, Execution, and Control (4 quarter credits).

This course covers the components of project management within the project planning, executing, monitoring, and controlling process

Course Descriptions, continued

groups. Learners identify project requirements and develop a project plan that considers project scope, time, and cost in managing competing project requirements. Learners also demonstrate the application of various project management tools including activity estimation, resource assignment, work breakdown structure (WBS) creation and the development of a project management schedule.

Prerequisite(s): PM5018 or PM5331.

PM5333 - Project Budgeting, Procurement, and Quality (4 quarter credits). This course focuses on project cost, quality, and procurement in business or information technology (IT) project context. Learners examine the fundamental concepts and principles of the following project management knowledge areas: project cost management, project quality management, and project procurement management by demonstrating the application of tools, techniques, and methodologies within these areas of study. Learners apply various tools and techniques, in an integrative manner, to manage interdependencies among project management process groups.

Prerequisite(s): PM5018 or PM5331.

PM5334 - Project Risk Assessment and Control (4 quarter credits). Learners in this course examine and demonstrate their knowledge of the important elements of risk management, including planning for, identifying, quantifying, analyzing, and controlling risk. Learners develop their knowledge 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. **Prerequisite(s):** PM5018 or PM5331.

PM5335 - Project Leadership and Management (4 quarter credits). In this course, learners examine the role and skills required of project leaders across organizations by exploring a wide range of leadership roles, including manager, problem solver, facilitator, trainer, communicator, and advocate. Learners analyze how each of these roles affects the ability to create a cohesive project team, and synthesize a step-by-step approach to leadership and team-building. Finally, learners demonstrate an understanding of leadership ethics, leadership and project strategy, and the relationship between leadership and project management politics. **Prerequisite(s):** PM5331.

PM5336 - Agile Project Management Theory and Practice (4 quarter credits). In this course, learners apply the Agile Project Management (APM) methodology, which emphasizes an iterative process and adaptation to change in a more flexible and timely manner, achieving higher stakeholder satisfaction, and increasing team morale, collaboration, and results ownership. Learners apply Agile practices to address business needs, project goals, and requirements and use Agile to anticipate and manage project risks to achieve successful projects. **Prerequisite(s):** PM5331.

Political Science

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 identify and 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 apply an understanding of the conflicts they generate concerning international environmental, national sovereignty, human rights, and citizenship issues.

Public Safety (Undergraduate)

PS2100 - Introduction to Corrections (4 quarter credits). This course provides an introduction to corrections relating to the justice system. Learners study the historical development of corrections; various forms of criminal sanctions and corrections, including jails and prisons; and male, female, and juvenile criminal offenders. **For BS in Public Safety learners only.**

PS2200 - Criminal Investigation (3 quarter credits). In this course, learners examine fundamental criminal investigation procedures. In particular, learners explore techniques used to conduct crime scene investigations, identify and collect evidence, interview and interrogate suspects, and prepare and present evidence in court. **For BS in Public Safety learners only.**

PS2300 - Introduction to Juvenile Justice (4 quarter credits). Learners in this course study the juvenile justice system and its associated philosophy and process. Learners examine the social and legal ways in which the police, courts, corrections, and private agencies control juvenile delinquency and analyze the differences between the adult criminal and juvenile justice systems. **For BS in Public Safety learners only.**

PS2400 - Introduction to Criminal Law (3 quarter credits). Learners in this course examine the foundations of criminal law and the evolution of those laws into modern criminal law in today's criminal justice system. Learners examine cases that provide them with an understanding of court interpretation of statutory law and apply the knowledge gained from those cases in a criminal justice context. **For BS in Public Safety learners only.**

PS3100 - Introduction to Criminal Justice (4.5 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. **For BS in Public Safety learners only.**

PS3200 - Introduction to Emergency Management (4.5 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. **For BS in Public Safety learners only.**

PS3400 - Introduction to Homeland Security (4.5 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. **For BS in Public Safety learners only.**

Course Descriptions, continued

PS3700 - Justice, Crime, and Ethics (4.5 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. **For BS in Public Safety learners only.**

PS3900 - History of Violence in the U. S. Society (4.5 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. **For BS in Public Safety learners only.**

PS3955 - Introduction to Public Safety Research (3 quarter credits). This course is an introduction to the use of research in public safety. Learners evaluate the primary steps in conducting research and examine the ethical expectations related to research in the public safety context. **For BS in Public Safety learners only. Learners who have received credit for PS3800 may not take PS3955.**

PS3960 - Introduction to Public Safety Statistics (3 quarter credits). This course is an introduction to basic statistical techniques relevant to public safety. Learners discuss public safety professionals' use of statistical data to benefit communities and agencies. Learners also practice basic data manipulation and interpretation skills necessary for identifying and evaluating datasets commonly used in public safety contexts. **For BS in Public Safety learners only.**

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. **For BS in Public Safety learners only.**

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. **For BS in Public Safety learners only.**

PS4115 - Juvenile Justice Practice (4 quarter credits). In this course, learners examine the philosophy 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. **For BS in Public Safety learners only.**

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. **For BS in Public Safety learners only.**

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. **For BS in Public Safety learners only.**

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 examine criminal justice ethics and the implications of race on definitions of crime, criminological theory, and crime victimization. **For BS in Public Safety learners only.**

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. **For BS in Public Safety learners only.**

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. **For BS in Public Safety learners only.**

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. **For BS in Public Safety learners only.**

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. **For BS in Public Safety learners only.**

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. **For BS in Public Safety learners only.**

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. **For BS in Public Safety learners only.**

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. **For BS in Public Safety learners only.**

Course Descriptions, continued**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. *For BS in Public Safety learners only.*

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. *For BS in Public Safety learners only.*

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. *For BS in Public Safety learners only.*

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. *For BS in Public Safety learners only.*

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. *For BS in Public Safety learners only.*

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. *For BS in Public Safety learners only.*

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. *For BS in Public Safety learners only.*

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. *For BS in Public Safety learners only.*

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. *For BS in Public Safety learners only.*

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. *For BS in Public Safety learners only.*

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. *For BS in Public Safety learners only.*

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. *For BS in Public Safety learners only.*

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. *For BS in Public Safety learners only.*

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. *For BS in Public Safety learners only.*

PS4990 - Public Safety Capstone Project (6 quarter credits).

The capstone project is the culmination of the bachelor's degree program in Public Safety and is intended to demonstrate 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. *For BS in Public Safety learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.*

Public Safety (Graduate)**PSF5380 - Law Enforcement: Intelligence-Led Policing (4 quarter credits).**

This course focuses on the planning, operations, and methods used to gather law enforcement intelligence in an ethical manner. Learners examine problem- and community-oriented policing, data-driven accountability, crime analysis, and crime prevention as means to enhance the effectiveness of intelligence gathering practices within a collaborative law enforcement model. In addition, learners use information collected from case studies to integrate theory and best practice into the development of more effective, non-discriminatory policing.

Course Descriptions, *continued*

PSF5604 - Public Safety Leadership (4 quarter credits). In this course, learners explore the multidisciplinary nature and inherent complexities of public safety leadership. Topics include traditional and contemporary leadership models and theories. Learners also develop effective leadership skills related to major organizational functions and the techniques needed to influence public safety processes.

PSF5605 - Coordinating a Modern Emergency Management Program (4 quarter credits). In this course, learners evaluate the multidisciplinary theories and models that influence an emergency management program. Topics include classic program management principles and practices, organizational management strategies, and methods to engage the public. Learners will also evaluate which methods best integrate these principles and strategies into the emergency management profession. **Cannot be fulfilled by transfer or prior learning assessment.**

PSF5606 - Comprehensive Emergency Management: Response and Recovery (4 quarter credits). In this course, learners evaluate the role of a modern emergency manager during the recovery and response phases of the emergency management cycle. Learners develop the skills needed to adapt to a crisis situation and practices that emergency managers employ as the event transitions from response to recovery. Learners are also introduced to the theoretical and practical applications of a community's emergency response and disaster recovery processes.

PSF5607 - Comprehensive Emergency Management: Mitigation and Preparedness (4 quarter credits). In this course, learners evaluate the role a modern emergency manager plays during the mitigation and preparedness and techniques used to prepare for disaster, raise hazard awareness, manage hazards, and reduce the potential impact of disasters. Learners also evaluate the role of policy in emergency management and the principles employed for building a resilient and sustainable community.

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 learners only. Prerequisite(s): Completion of all required and elective coursework. Cannot be fulfilled by transfer or prior learning assessment.**

PSF8374 - Current Research on Violent Behavior (4 quarter credits). Learners in this course apply multiple perspectives and methods to the analysis of violent criminal behaviors. Learners assess violence reduction policies, identify best practices, and suggest improvements to current approaches, as well as reflect on their own personal perceptions of violence in relation to social correlates, cultural norms, moral evaluations, and professional and ethical standards. In particular, learners construct a conceptually based research proposal to investigate a specific aspect of criminal violence.

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.

PSF8604 - Interagency Collaboration on Significant Events (4 quarter credits). Learners in this course analyze the political, social, economic, and legal factors that influence roles across the fields of criminal justice, emergency management, and public safety leadership, as well as examine public service professionals' response to significant events. Learners study the history of the Incident Command System (ICS) and discuss ways outside factors have impacted its evolution. Learners also examine approaches that address the needs of the public while navigating the challenges of inter-organizational collaborations. **Cannot be fulfilled by transfer.**

PSF8609 - Disaster Preparedness and Mitigation (4 quarter credits). This course provides an overview of the theoretical approaches and strategies used for U.S. disaster preparedness and mitigation. Learners analyze the roles of stakeholders within emergency management and assess the importance of national mitigation policies. Learners also explore disaster preparedness and mitigation concepts from an all-hazards perspective and develop theories that can be applied to emergency management.

PSF8635 - Theoretical Constructs of Emergency Management (4 quarter credits). Learners in the course identify and assess primary theoretical constructs and research methodologies commonly used in emergency management. Throughout the course, learners synthesize relevant theoretical constructs and applicable potential methodologies in order to generate potential

research topics that address a gap in the emergency management field. **Cannot be fulfilled by transfer.**

PSF8641 - Emerging Issues in Emergency Management (4 quarter credits). This course provides learners with an opportunity to design a program for risk-based decision making for both emergency and nonemergency applications in emergency management organizations. Learners investigate and critique the integration of emergency management and business continuity (continuity of operations) in public, private, and nonprofit entities. In addition, learners synthesize best practices to design a standards-based performance improvement initiative that includes assessment and evaluation components for personnel and emergency management organizations.

Public Service Leadership

PSL5007 - Introduction to Research Methodology (4 quarter credits). In this course, learners are introduced to the component elements of research. Learners examine existing literature to help them formulate researchable questions and apply sound research methods. Learners also gain insight on becoming intelligent consumers of research and discerning critics and supporters of data within the workplace.

PSL7010 - 21st-Century Communication and Leadership (4 quarter credits). This course begins the three-course sequence designed to enhance professional communication, scholarly competencies, and leadership effectiveness. Learners apply theoretical models of leadership and interpersonal relations to practical situations in the workplace. Learners also use contemporary technology to communicate effectively as scholars and professionals in real-world situations. **Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

PSL7020 - Professional Practice and Collaboration in a Diverse and Dynamic World (4 quarter credits). Learners in this course examine a variety of social and professional situations to build their skills in effective and creative collaboration across an organization. Learners analyze and benchmark best practices from an organizational, team, and individual perspective to create an environment of inclusivity and collaborative results. In addition, learners examine conflict management, diversity management, group dynamics, cultural competence, ethical

Course Descriptions, continued

decision making, followership, and social responsibility. **Prerequisite(s): Completion of or concurrent registration in PSL7010.**

PSL7030 - Introduction to Critical Analysis and Research (4 quarter credits). This course reinforces the leadership knowledge and skills gained during previous coursework, and enables learners to be more effective consumers of data and to better utilize research in applied and academic endeavors. Learners develop and demonstrate skills to evaluate source quality, credibility, and relevance to practice; assess research concepts and strengthen their ability to critically analyze; and apply information literacy, research ethics, and methods of inquiry. **Prerequisite(s): PSL7010, completion of or concurrent registration in PSL7020.**

PSL7860 - Survey of Research Methods (4 quarter credits). Learners in this course critically evaluate research in order to gain an understanding of the scientific methods of inquiry and the ethical considerations of research. Learners focus on becoming educated consumers and creators of research. Learners also use their research design skills to analyze and apply research methodologies, validity, reliability and other components of scientific research related to their field of interest. **Prerequisite(s): DPA8400 or MPA5400 or PSL7030 or PSL8106 or completion of or concurrent registration in HS8213. Cannot be fulfilled by transfer.**

PSL7864 - Quantitative Design and Analysis (4 quarter credits). In this course, learners investigate the fundamental concepts needed to conduct quantitative research. Learners examine and apply quantitative research techniques; appropriate applications of quantitative research; research design, measurement, and analysis, and their associated interdependencies; variable types and levels of measurement; sampling; descriptive and inferential statistics; and hypothesis testing. Learners define the strengths and limitations of descriptive statistics, analyze the quantitative scales of measurement, review the logic of probability and null hypothesis testing, and leverage technology when applicable. Learners also determine the steps necessary to ensure human subjects protection, and consider methodological adaptations when conducting research with vulnerable and diverse populations. **Prerequisite(s): PSL7860. Cannot be fulfilled by transfer.**

PSL7868 - Qualitative Design and Analysis (4 quarter credits). Learners in this course assess the fundamental concepts needed to conduct qualitative research.

Learners practice qualitative research techniques; appropriate applications of qualitative research; the strengths and weaknesses of qualitative research design, sampling, and analysis and their associated interdependencies; and leverage technology when applicable. Learners also determine the steps necessary to ensure human subjects protection, and consider methodological adaptations when conducting research with vulnerable and diverse populations.

Prerequisite(s): PSL7864. Cannot be fulfilled by transfer.

PSL8106 - 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. Throughout the course learners enhance their research, statistical, and data analysis skills using the latest version of Statistical Package for the Social Sciences (SPSS) software. **Cannot be fulfilled by transfer.**

PSL8110 - Advanced Qualitative Analysis in Public Service Leadership (4 quarter credits). In this course, learners strengthen and apply their understanding of qualitative research approaches in depth, using books and articles considered to be primary sources within the field. Learners develop a research question and choose a research methodology to conduct the proposed study. In addition, learners evaluate the chosen methodology and use primary sources to collect, analyze, and apply data to the chosen methodology. **Prerequisite(s): PSL7868.**

PSL8120 - Multivariate Analysis in Public Service Leadership (4 quarter credits). Learners in this course use SPSS to conduct multivariate analysis methods, including multivariate regression and ANOVA, and multivariate classification. Learners also examine nonparametric and/or categorical adaptations of traditional multivariate normal analyses, and assess existing datasets to gain and demonstrate knowledge and skills in analyzing, presenting, and interpreting numerical data. **Prerequisite(s): PSL7868.**

PSL8124 - Advanced Study in Research Methods in Public Service (4 quarter credits). Learners in this course analyze the relevance and appropriateness of specific research methodologies in preparation for using them in the dissertation. The course emphasizes conceptualizing, planning, and

designing a doctoral research proposal and includes topics such as planning and sampling; measurement; statistical and qualitative analytic models; results planning, analysis, and interpretation; and ethical considerations. **Prerequisite(s): PSL7868. Cannot be fulfilled by transfer.**

PSL8130 - Action Research for Public Service Leadership (4 quarter credits). In this course, learners attain a conceptual understanding of action research methods in public service leadership. Upon successful completion of this course, learners are able to evaluate research methodologies, analyze an action research study, and prepare an action research plan. **Prerequisite(s): PSL7868 or DSW8160.**

PSL8140 - Program Evaluation for Public Service Leadership (4 quarter credits). Learners in this course gain knowledge and skills in different types of program evaluation, including needs assessment, formative and summative research, process evaluation, and the design and use of logic model monitoring of outputs and outcomes. Learners build and apply practical experience through the design of a conceptual framework and a logic model, as well as the development of indicators and an evaluation plan to measure impact. **Prerequisite(s): PSL7868 or DSW8160.**

PSL9919 - Doctoral Comprehensive Examination (3 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 register for the first dissertation course. **Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective coursework 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.**

PSL9960 - Dissertation Courseroom (3 quarter credits each). 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 S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): PSL9919. Cannot be fulfilled by transfer.**

Course Descriptions, *continued*

PSL9971 - Doctoral Capstone (3 quarter credits each). This course provides learners with resources, guidance, and support as they complete the required milestones toward completion of a doctoral capstone. Learners apply scholarly research within a particular professional context to advance their knowledge in the science and practice of the profession and solve organizational, institutional, or community concerns. **Department consent is required for registration. Grading for this course is S/NS. DEM and DPA learners must register for this course a minimum of four times to fulfill their program requirements. DSW learners must register for this course a minimum of three times to fulfill their program requirements. Prerequisite(s): Completion of all required and elective coursework with a cumulative GPA of 3.0 or better. Learners may take PSL-R8942 concurrently with or prior to their first registration of PSL9971. Cannot be fulfilled by transfer.**

PSL-R8910 - Professional Doctorate Residency (non-credit). The Professional Doctorate Residency is a three-and-a-half-day program during which learners collaborate with faculty, peers, and Capella staff to further develop, refine, and share their dissertation research proposal. Learners engage in pre- and post-residency work and discussions in an online courseroom to prepare for residency experience. The residency and courseroom components provide learners the opportunity to focus on the major facets of research design. Learners also work to complete the Scientific Merit Action Research Template (SMART) Form and become familiar with IRB processes and Capella's resources. **For DPA and DSW learners only. Grading for this course is S/NS. Prerequisite(s): DPA8424 or completion of or concurrent registration in DSW8160 or PSL7868.**

PSL-R8925 - PhD Dissertation Research Seminar Track 1 (3 quarter credits). The intensive, six-week PhD Dissertation Research Seminar Track 1 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to initiate the development of a dissertation research plan. Throughout the course, learners focus on identifying a theory, topic, and research problem appropriate for their specialization. Track 1 learners must also complete PhD Dissertation Milestone 1 (Research Ethics Education). Following the weekend residency experience,

learners complete a final assessment that demonstrates Track 1 learning outcomes.

For PhD in Criminal Justice and PhD in Emergency Management learners only. Prerequisite(s): Completion of or concurrent registration in PSL7860. Cannot be fulfilled by transfer.

PSL-R8926 - PhD Dissertation Research Seminar Track 2 (3 quarter credits). The intensive, six-week PhD Dissertation Research Seminar Track 2 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to develop a research question and to select an appropriate dissertation topic. In Track 2, learners complete PhD Dissertation Milestone 2 (Topic Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. **For PhD in Criminal Justice and PhD in Emergency Management learners only. Prerequisite(s): Completion of or concurrent registration in PSL7864. Cannot be fulfilled by transfer.**

PSL-R8927 - PhD Dissertation Research Seminar Track 3 (3 quarter credits). The intensive, six-week PhD Dissertation Seminar Track 3 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to detail a methodological design, sampling plan, and strategy for data analysis. In Track 3, learners complete PhD Dissertation Milestone 5 (Research Plan Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. Learners must complete Track 3 prior to beginning the comprehensive examination phase of the program. **For PhD in Criminal Justice and PhD in Emergency Management learners only. Prerequisite(s): Completion of or concurrent registration in PSL8110 or PSL8120. Cannot be fulfilled by transfer.**

PSL-R8941 - Professional Doctorate Research Seminar for Public Service Leadership Track 1 (3 quarter credits). This intensive, six-week seminar includes both an online courseroom and a face-to-face residency experience. Learners apply the skills necessary to identify a research problem, develop a research question, and select an appropriate capstone research topic. Learners also use current peer-

reviewed articles to begin to develop a literature review, including an appropriate theory of change to support their topic. Upon successful completion of this course, learners achieve Professional Doctorate Capstone Milestone 1 (Topic Approval). **For DEM, DPA, and DSW learners only. Prerequisite(s): Completion of or concurrent registration in PSL7864.**

PSL-R8942 - Professional Doctorate Research Seminar for Public Service Leadership Track 2 (3 quarter credits). This seminar has both an online courseroom and a face-to-face residency experience. Learners apply the research skills necessary to initiate the development of a capstone research plan; identify and engage stakeholders in order to obtain site permission; and draft a full research plan, including a detailed action plan or program evaluation plan, research design, sampling plan, and strategy for data analysis. Upon successful completion of this course learners achieve Professional Doctorate Capstone Milestone 2 (Research Plan Approval). **For DEM, DPA, and DSW learners only. Prerequisite(s): Completion of or concurrent registration in PSL8130 or PSL8140; PSL-R8941.**

Psychology

PSY5002 - Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits). In this course, learners acquire the ability to navigate the Capella courseroom and use the resources that support academic success, including the library and writing center. Learners identify and practice the academic requirements (including APA style and formatting) necessary to successfully complete the Master's degree program in their chosen specialization; review their specialization's requirements, associated professional roles and organizations, and ethics and professional standards; and articulate a professional identity based on master's-level psychology training. **For MS in Psychology and MS in Clinical Psychology learners only. Learners may earn credit for either PSY5002 or PSY5005, but not both. Must be taken during the learner's 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 master's School Psychology specialization and the standards developed for the field by the National Association of School Psychologists (NASP). Learners review the specialization's course and residency requirements; clinical training, certification,

Course Descriptions, continued

and licensure requirements information; and ethics and professional standards, including academic honesty and the NASP practice domains. Learners also assess and further develop their critical-thinking, writing, research analysis, and school psychology skills; identify networking opportunities; and begin to develop a professional portfolio. **For MS School Psychology learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

PSY5005 - Foundations of Theory and Practice for Master's Psychology Learners (5 quarter credits). In this course, learners acquire the ability to navigate the Capella courseroom and use the resources that support academic success, including the library and writing center. Learners identify and practice the academic requirements (including APA style and formatting) necessary to successfully complete the Master's degree program in their chosen specialization; review their specialization's requirements, associated professional roles and organizations, and ethics and professional standards; and articulate a professional identity based on master's-level psychology or counseling training. **For MS in Psychology and MS in Clinical Psychology learners only. Learners may earn credit for either PSY5002 or PSY5005, but not both. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

PSY5201 - Integrative Project for Master's Degree in Psychology (5 quarter credits). In this course, learners demonstrate knowledge, scholarship, and research proficiency in their chosen psychology specialization by developing a research proposal. As they engage with a faculty mentor in the preparation of a five-chapter integrative project, learners develop and demonstrate academic and professional competency in proposing new and original research, writing and applying for grants, adhering to ethical standards, addressing diversity and individual variation in psychology, and explaining psychology concepts. **For MS in Psychology learners only. Must be taken during the learner's final quarter. Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer.**

PSY5202 - Master's Integrative Project, School Psychology (5 quarter credits). This course is required for learners enrolled in the master's School Psychology specialization and is taken after completing all required coursework. Learners synthesize the knowledge, competencies, and skills gained throughout the program and demonstrate mastery of knowledge, scholarship, and research proficiencies as identified by the

National Association of School Psychologists (NASP) practice domains. **For MS School Psychology learners only. Must be taken during the learner's final quarter. Prerequisite(s): All required coursework. Cannot be fulfilled by transfer.**

PSY5244 - Play Therapy 1: The History and Systems of Play Therapy (5 quarter credits). In this course, learners examine the historical origins of and rationale for integrating play into the practice of therapy and discuss the core systems of and approaches to play therapy. Learners also review the contributions of play to child development and well being throughout the lifespan. **Cannot be fulfilled by transfer.**

PSY5246 - Play Therapy 2: Theories and Practices of Play Therapy (5 quarter credits). This course focuses on the major theories and techniques that inform the applications of play in therapy using an interdisciplinary approach and emphasizing related research. Topics include play materials, developmental and multicultural considerations, ethical and legal issues, and play therapy for all ages and populations. **Prerequisite(s): PSY5244. Cannot be fulfilled by transfer.**

PSY5247 - Child-Centered Play Therapy (5 quarter credits). In this course, learners examine the historical and theoretical foundations of child-centered play therapy and the ways in which this approach differs from other forms of play therapy. Learners practice and evaluate basic child-centered skills and analyze child-centered play therapy in real-world applications. **Prerequisite(s): PSY5244, PSY5246.**

PSY5248 - Filial Play Therapy (5 quarter credits). Learners in this course study the history, theoretical foundations, research, and practical applications of filial play therapy. In particular, learners examine the techniques and models caregivers use to provide treatment for their children, including the Guerney and Landreth models and various supervision and coaching and attachment and self-regulation models. Learners also evaluate filial therapy from a family systems perspective, exploring outcomes research that emphasizes the ways in which parents who are attuned to and understand their children are more easily able to engage relationally with them in ways that promote the well being of the family as a whole. **Prerequisite(s): PSY5244, PSY5246, PSY5247.**

PSY5250 - Play Therapy Supervision Practices (5 quarter credits). This course is an introduction to the principles, models, and processes employed by supervising play therapists. Learners focus on developing a theoretical approach to supervision that is conducive to play therapy practice and a clear sense of self-awareness that is grounded in a strong legal and ethical position. Learners also explore experientially based supervision practices in filial play therapy and individual and group play therapy that are appropriate for working with special populations and sensitive to the developmental progression of knowledge bases and skills. **Prerequisite(s): PSY5244, PSY5246.**

PSY5252 - Applications of Play Therapy (5 quarter credits). Learners in this course study the theoretical foundations, research, and practical applications of play therapy in various environments, including schools, groups, and families. Learners also examine play therapy with a range of populations and explore associated adaptations of the playroom, therapeutic play therapy models, and play therapy outcomes research. **Prerequisite(s): PSY5244, PSY5246.**

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 articulate its impact on families and society. Learners review and demonstrate their knowledge of the stages of prenatal development (embryonic and fetal), focusing specifically on brain development and fetal life. In addition, learners 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 critically evaluate and apply theory and research to child and adolescent development issues and current topics. Learners analyze the impact of policy and legislation in areas such as education, health, mental health, the military, media, and the economy on child and adolescent developmental outcomes and advocate for issues related to policy and legislation that improve the lives of children and adolescents. **Prerequisite(s): PSY6010; PSY7220 or PSY7230.**

Course Descriptions, continued

PSY6089 - Mastering Scholarly Writing Lab (1 quarter credit). In this lab, learners compile and submit writing assignments completed during WRIT6088 and, working with a tutor, review them and use the feedback to develop the writing skills needed to become successful academic and scholarly writers. In particular, learners focus on reading, drafting, revising, editing, and applying APA style and formatting to their work.

PSY6091 - Group Counseling (5 quarter credits). In this course, learners explore group counseling theories and techniques, the dynamics of group facilitation and development, and therapeutic movement within groups. Other course topics include the use of groups across the intervention spectrum (prevention to tertiary), various group-specific issues, and the integration of developmental theory within group counseling and co-facilitation. **For MS in Clinical Psychology learners only. Prerequisite(s): PSY-R6313.**

PSY6092 - Counseling Skills and Procedures (5 quarter credits). This course provides an introduction to the fundamental skills and core conditions associated with effective counseling practice, from development of the therapeutic alliance through termination. **For MS in Clinical Psychology learners only.**

PSY6095 - Theories of Counseling and Psychotherapy (5 quarter credits). This course provides an overview of foundational counseling and psychotherapy theories and research-based practice. Throughout the course, learners examine various schools of therapeutic intervention; their underlying theoretical assumptions; and their historical, cultural, and ethical context, with an emphasis on the application of current theory in a variety of clinical populations.

PSY6100 - Introduction to Educational Psychology (5 quarter credits). Learners in this course identify and describe the principles of learning, motivation, and assessment necessary to teach educational psychology. Throughout the course, learners examine specific strategies used to enhance pedagogy, curriculum design and adaptation, and learner performance. **Prerequisite(s): PSY5002 or PSY5005 or PSY8002.**

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.

PSY6391 - Master's Practicum 1 (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 current DSM, treatment planning, case documentation, working with specific clinical populations, and their clinical strengths and limitations. **For MS Clinical Counseling learners only. Prerequisite(s): PSY5002 or PSY5005; PSY6095; PSY7210; PSY6091; PSY8162; PSY7610; PSY6210; PSY-R6313, PSY-R6230 and PSY-R7545 with a cumulative GPA of 3.0 or better. 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. Cannot be fulfilled by transfer.**

PSY6393 - Master's Practicum 2 (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 the current DSM Axis I conditions and supplements learners' field experience with an in-depth, master's-level examination of various psychopathological conditions. **For MS Clinical Counseling learners only. Prerequisite(s): PSY6391 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

PSY6395 - Advanced Master's Practicum (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. The course provides continued supervised training in professional psychology and supplements learners' field experience with an in-depth, master's-level examination of various psychopathological conditions and treatments. Throughout the course, learners continue to strengthen their knowledge of recent research and practice literature. **For MS Clinical Psychology and MS Counseling Psychology learners only. Prerequisite(s): PSY6393 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

PSY6396 - Advanced Master's Practicum (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. The course provides continued supervised training in professional psychology and supplements learners' field experience with an in-depth, master's-level examination of various psychopathological conditions and treatments. Throughout the course, learners continue to strengthen their knowledge of recent research and practice literature. **For MS Clinical Psychology and MS Counseling Psychology learners only. Prerequisite(s): PSY6393 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

PSY6397 - Advanced Master's Practicum (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. The course provides continued supervised training in professional psychology and supplements learners' field experience with an in-depth, master's-level examination of various psychopathological conditions and treatments. Throughout the course, learners continue to strengthen their knowledge of recent research and practice literature. **For MS Clinical Psychology and MS Counseling Psychology learners only. Prerequisite(s): PSY6393 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

PSY6398 - Advanced Master's Practicum (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. The course provides continued supervised training in professional psychology and supplements learners' field experience with an in-depth, master's-level examination of various psychopathological conditions and treatments. Throughout the course, learners continue to strengthen their knowledge of recent research and practice literature. **For MS Clinical Psychology and MS Counseling Psychology learners only. Prerequisite(s): PSY6393 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

PSY6400–PSY6409 - Master's Internship Series (5 quarter credits each). The master's internship series is a series of courses learners take to continue fulfilling the minimum of 600 onsite hours of clinical training required of learners in the MS Clinical Counseling specialization. Learners receive supervised, master's-level professional psychology

Course Descriptions, continued

training at an internship site and engage in concurrent online course activities that monitor their internship experience. Throughout the course, learners engage in an in-depth examination of various psychological disorders, mental health concerns, and treatments and continue to strengthen their knowledge of recent research and practice literature, with particular emphasis on the current *Diagnostic and Statistical Manual of Mental Disorders*.

For MS Clinical Counseling learners only. Prerequisite(s): PSY6391 with a cumulative GPA of 3.0 or better. Approval of practicum and internship application. All application materials must be received by the first day of the quarter preceding the learner's proposed start date. Refer to the current manual for additional requirements and further details. Cannot be fulfilled by transfer.

PSY6505 - Principles of Family Psychology (5 quarter credits). This course is an exploration of family psychology focused on family systems theory, research, and models. Learners examine the emotions, thoughts, and behaviors of individual family members and the structure and function of the family system as a whole. Learners also study styles of family interaction, family boundaries, family roles, and the family lifecycle. **Prerequisite(s): PSY7210.**

PSY6510 - Family Systems Theories (5 quarter credits). Learners in this course study family systems from theoretical and research perspectives, examining theoretical models and current research of family development and family transitions. Learners demonstrate an understanding of the different theoretical models of family functioning and the evidence supporting those models, and consider areas for future research in family psychology.

PSY6540 - Current Issues and Methods in Family Research (5 quarter credits). In this course, learners examine family variables and the complexities of family research design, data collection, and analysis. In particular, learners explore current scales of measurement, validity, and reliability; experimental, non-experimental, and qualitative research designs; and approaches to integrating clinical research with practice. **For MS in Psychology and MS in Clinical Psychology learners only.**

PSY6545 - Couples Within Family Psychology (5 quarter credits). Learners in this course study theory and research of marriage and couple relationships in contemporary society. Topics include

relationship development, maintenance, adjustment, and termination; the role of communication styles, culture, and conflict in couple relationships; and gender roles and issues.

PSY7087 - Professional Communications Lab (1 quarter credit). In this lab, learners compile and submit writing assignments completed in a 7000-level writing course and, working with a tutor, review them and use the feedback to develop the writing skills needed to become successful academic and scholarly writers. In particular, learners focus on development, organization, grammar, syntax, academic voice and style, appropriate source attribution, and proper use of APA style and formatting. **Prerequisite(s): Concurrent registration in a 7000-level writing course.**

PSY7113 - 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. Learners critique primary source material to develop an in-depth understanding of the evolution of various psychological theories and their implications for professional practice.

PSY7115 - Research Foundations of History and Systems in Psychology (5 quarter credits). Learners in this course explore historical and contemporary schools of thought such as behavioral, humanistic, and psychodynamic psychology. In particular, learners begin the process of becoming independent researchers by developing a dissertation topic that is appropriate for their specialization and aligned with foundational theories within their chosen school of thought. **For PhD learners in Psychology only. Cannot be fulfilled by transfer.**

PSY7210 - Lifespan Development (5 quarter credits). In this course, learners gain and apply knowledge of lifespan development from infancy through adulthood, including human development processes and milestones. Learners evaluate theories and approaches for examining human development and analyze human development processes related to their specialization.

PSY7220 - Child Psychology (5 quarter credits). In this course, learners gain and apply knowledge of the developmental stages of children from the prenatal period to adolescence. Learners examine how children develop physically, emotionally, socially, and cognitively, and evaluate and articulate 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). In this course, learners gain and apply knowledge of the developmental stages from early adolescence to emerging adulthood. Learners evaluate and articulate the physical, psychosocial, emotional, sexual, moral, and cognitive changes associated with adolescent development and examine the ways in which adolescent development is influenced by family, society, and culture. Learners also assess the evolving needs of adolescents and apply theory and research in order to recommend appropriate responses to those needs.

PSY7240 - Adult Psychology (5 quarter credits). Learners in this course analyze major contemporary theories and research on continuity and change from late adolescence through the end of life. Throughout the course, learners apply models and approaches for delivering psychological services to adults in a variety of settings and contexts, including in the workplace, within family, and in social relationships, in order to help those adults negotiate life transitions and increase their psychological well-being and longevity.

PSY7310 - Biological Basis of Behavior (5 quarter credits). This course is an introduction to physiological psychology and associated topics, including genetics, functional neuroanatomy, and physiology. Learners develop and demonstrate an understanding of brain functioning; sensory systems; attention, memory, perception, and language mechanisms; and the effects of neurotransmitters on human behavior. Learners also identify the relationship between brain functions and behavioral disorders and analyze current physiological psychology research, ethics, and the implications of culture and diversity on field-related issues.

Course Descriptions, *continued*

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. Learners in the PsyD in School Psychology degree program are exempt from this prerequisite. Cannot be fulfilled by transfer.**

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.

PSY7340 - Human Sexuality (5 quarter credits). This course is an exploration of sexuality within the larger context of human experience, emphasizing physical and psychosexual development, cultural diversity, health-related issues, and the application of scientific information to sexual topics and issues. Current issues include sexual deviation, sexual inadequacy, treatment of sexual problems, trauma, sexual identity, gender identity, and reproductive health care. Learners examine scholarly literature related to the implications of these issues and research evidence-based interventions in human sexuality.

PSY7341 - Introduction to Sex Therapy (5 quarter credits). Learners in this course gain an understanding of common sexuality concerns including low sexual desire, sexual compulsivity, recovery from sexual abuse, and treatment of sex offenders. Learners analyze strategies for sex therapy and demonstrate competence in cultural elements associated with sex therapy, taking a sex history, and assessment. **Prerequisite(s): PSY7340.**

PSY7411 - Learning Theories in Psychology (5 quarter credits). This course focuses on the concepts and principles of learning theory and its sub-processes, especially those associated with cognition. Learners evaluate and articulate major learning theories, practice applying these learning theories and their associated processes to teaching, and analyze the effects of various behavioral and cognitive sub-processes on learning.

PSY7415 - Treating Substance Use Disorders: An Overview (5 quarter credits). This course provides an overview of treatment for substance use disorders, including basic assessment and diagnostic issues. Learners study individual, group, and family-based treatments, as well as triage issues related to the use of inpatient, outpatient, and self-help approaches. Learners also examine ways the community and other resources can address substance-related behavior and analyze current trends and changes in service delivery. **Prerequisite(s): PSY6210, PSY7330.**

PSY7421 - Cognitive/Affective Psychology (5 quarter credits). Learners in this course apply their knowledge of theoretical foundations and the basic principles and models of cognitive/affective psychology to mental processes, such as how individuals acquire, process, and store information; how they think, perceive, remember, and learn; and how they experience feelings, moods, and emotions. Learners also demonstrate the ways in which the integration of cognition and affect influence an individual's behavior.

PSY7422 - Motivation (5 quarter credits). In this course, learners study major motivation theories, principles, and research findings in order to understand the complexities of motivational processes. Learners then use examples of motivational processes as applied in educational settings to propose ways of facilitating motivation within those settings. Learners also examine the role their beliefs, cognitions, emotions, and values play in achievement situations.

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 how behavior is shaped and influenced within a social context. Within this framework, learners analyze interpersonal relationships, social cognition, social inference, emotion, and personality. Learners review and demonstrate their knowledge of the social psychology of decision making, attitude formation, and social attribution as they relate to contemporary issues. Learners also apply 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 and articulate multicultural issues within the context of different settings and practice applying ethical reasoning principles and standards within their profession. **Prerequisite(s): PSY5002 or PSY5005 or PSY8002.**

PSY7550 - Process of Professional Development (5 quarter credits). Learners in this course focus on the process and content of professional development for themselves and others. Learners evaluate professional

Course Descriptions, continued

development strategies such as coaching, mentoring, and training, and identify ways to sustain their professional development through professional affiliations and networking. Other course topics include the change process, theories of adult learning, and motivation. **Prerequisite(s): PSY7543.**

PSY7610 - Tests and Measurements (5 quarter credits). This course focuses on essential concepts, principles, applications, and social and theoretical issues of psychological testing. Learners gain understanding in the construction of tests; analyze the development and use of tests in measuring aptitudes, achievement, attitudes, interests, and personality; and identify underlying theories of various tests. Learners analyze the characteristics desired in psychological and educational tests, with particular emphasis on reliability and validity, and examine best practices and professional standards for educational and psychological testing, including test bias and fairness. In addition, learners study the role of technology in delivery, administration, scoring, and interpretation of tests.

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/behavior education programs and school-wide prevention and intervention programs. **Prerequisite(s): PSY7610.**

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): PSY7864.**

PSY7680 - Psychological Principles of Organization Development (5 quarter credits). This course introduces psychological principles related to the discipline of organizational development. Learners evaluate current research, theory, and interventions that increase organizational effectiveness and lead to higher organizational performance

and success. Learners also explore the history of organizational development; development needs at the individual, team, and organizational level; implementing organizational change; organizational culture and stakeholders' behavior; strategic planning; and the values and ethics that guide organizational development practitioners as change agents.

Prerequisite(s): PSY5002 or PSY5005 or PSY8001 or PSY8002; PSY7210; PSY7543; PSY7610; PSY7860; PSY7864.

PSY7701 - Basic Principles of Applied Behavior Analysis (5 quarter credits). This introductory course provides learners with a foundational knowledge of the history, concepts, principles, and philosophical assumptions associated with behavior analysis. Learners study applied behavior analysis terminology and explore the various dimensions of applied behavior analysis used for developing and evaluating interventions. **Cannot be fulfilled by transfer.**

PSY7702 - Techniques in Applied Behavior Analysis (5 quarter credits). Learners in this course extend their knowledge of applied behavior analysis techniques for functional assessment and behavior modification. Throughout the course, learners develop approaches for assisting clients with increasing skill deficits and decreasing behavioral excesses. Other course topics include measurement methods, research analysis, and identification and assessment of reinforcers. **Prerequisite(s): Completion of or concurrent registration in PSY7701. Cannot be fulfilled by transfer.**

PSY7703 - Applied Behavior Analysis Research and Application (5 quarter credits). Learners in this course demonstrate proficiency in single-subject experimental designs, identifying functional relationships, and selecting appropriate treatment designs. Learners evaluate methods for observing, recording, and displaying data; making decisions based upon data interpretation and visual analysis of data; and understanding the reliability, validity, and experimental integrity of data collection. Learners also perform literature reviews to supplement their knowledge of research-based practices. **Prerequisite(s): PSY7701, completion of or concurrent registration in PSY7702. Cannot be fulfilled by transfer.**

PSY7704 - Applied Behavior Analysis Interventions (5 quarter credits). In this course, learners explore scientific validation of interventions, applied behavior analysis treatments, and related ethical conduct guidelines. Learners also gain an understanding of how to write functional

objectives; select appropriate instructional curricula; develop intensive individualized teaching procedures; implement reinforcement-based procedures; and design measurement systems in order to develop Behavior Intervention Plans, Individualized Family Service Plans, Individualized Program Plans, and Individualized Education Plans.

Prerequisite(s): PSY7701, PSY7702, completion of or concurrent registration in PSY7703. Cannot be fulfilled by transfer.

PSY7705 - Ethics for Applied Behavior Analysis (5 quarter credits). In this course, learners study the ethical guidelines required for conducting applied behavior analysis in a professional manner. Learners gain an understanding of the importance of multiple conduct guidelines such as practicing within one's competency limits, obtaining consent, utilizing research-based methods, and protecting confidentiality as it relates to the behavior analytic field. Learners also examine essential methods for protecting a client's dignity, health, and safety. **Prerequisite(s): PSY7701, PSY7702, PSY7703, completion of or concurrent registration in PSY7704. Cannot be fulfilled by transfer.**

PSY7706 - Issues in Assessment, Intervention Support, and Related Systems (5 quarter credits). In this course, learners expand their foundational knowledge about the concepts, principles, and applications of behavior analysis. Course topics include data-based decision making, intervention selection, behavior change methods and systems, and supervision issues. **Prerequisite(s): PSY7701, PSY7702, PSY7703, PSY7704, completion of or concurrent registration in PSY7705. Cannot be fulfilled by transfer.**

PSY7810 - Principles of Positive Psychology (5 quarter credits). In this course, learners analyze the theories, research, and evidence-based practices of the scientific study of positive psychology. Learners integrate concepts of thriving and flourishing, gratitude and wisdom, empathy, forgiveness, and the science of happiness, both personally and professionally. Learners examine what positive psychology can teach about resilience and coping in the context of life challenges. In addition, learners explore assessments and interventions from a strengths-based perspective. Learners use a cultural competency approach in applying methods and best practices in clinical, counseling, educational, industrial, and organizational settings.

Course Descriptions, *continued*

PSY7860 - Survey of Research Methods (5 quarter credits). Learners in this course critically evaluate research in order to gain an understanding of the scientific methods of inquiry and the ethical considerations of research. Learners focus on becoming educated consumers and creators of research. Learners also use their research design skills to analyze and apply research methodologies, validity, reliability and other components of scientific research related to their field of interest.

PSY7864 - Quantitative Design and Analysis (5 quarter credits). In this course, learners investigate the fundamental concepts needed to conduct quantitative research. Learners examine and apply quantitative research techniques; appropriate applications of quantitative research; research design, measurement, and analysis, and their associated interdependencies; variable types and levels of measurement; sampling; descriptive and inferential statistics; and hypothesis testing. Learners define the strengths and limitations of descriptive statistics, analyze the quantitative scales of measurement, review the logic of probability and null hypothesis testing, and leverage technology when applicable. Learners also determine the steps necessary to ensure human subjects protection, and consider methodological adaptations when conducting research with vulnerable and diverse populations.

PSY7868 - Qualitative Design and Analysis (5 quarter credits). Learners in this course assess the fundamental concepts needed to conduct qualitative research. Learners practice qualitative research techniques; appropriate applications of qualitative research; the strengths and weaknesses of qualitative research design, sampling, and analysis and their associated interdependencies; and leverage technology when applicable. Learners also determine the steps necessary to ensure human subjects protection, and consider methodological adaptations when conducting research with vulnerable and diverse populations. **Cannot be fulfilled by transfer.**

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. Learners identify the educational steps necessary for successfully completing the doctoral degree program; review their specialization's requirements, associated professional roles and organizations, and ethics and professional

standards; and articulate a professional identity based on doctoral-level psychology training. **For PsyD Clinical Psychology and PsyD School Psychology learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

PSY8002 - Foundations of Theory and Practice for Doctoral Psychology Learners (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. Learners identify the educational steps and requirements necessary for successfully completing the doctoral degree program in their chosen specialization; review their specialization's requirements, associated professional roles and organizations, and ethics and professional standards; and articulate a professional identity based on doctoral-level psychology training. **For PhD in Psychology learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

PSY8100 - Principles of Educational Psychology (5 quarter credits). This course is an examination of current issues, theories, models, and research design methods in the educational psychology field. Throughout the course, learners evaluate principles of learning, motivation, and assessment design strategies used to create curriculum that is designed to enhance pedagogy, adaptation, and learner performance. **Prerequisite(s): PSY5002 or PSY5005 or PSY8002.**

PSY8110 - The Psychology of Teaching (5 quarter credits). Learners in this course examine the scope of psychology and other social science disciplines as it relates to postsecondary instruction in both traditional and online higher education learning environments for students 18 years and older. The focus of the course is on creating instructional objectives, applying instructional and assessment methodologies, and designing a course syllabus. Throughout the course, learners reflect on the overall design of a course as a critical component to successful teaching and its impact on academic achievement.

PSY8130 - Adult Learner in the Classroom (5 quarter credits). This course is a critical appraisal of the theories, research, and fundamental tenets associated with the education of adult learners. In particular, learners examine adult learning theories associated with cognition, intelligence, and motivation; the influences of technology, culture, community, and society on adult learners; effective instructional and assessment methodologies appropriate

for adult learners in traditional, distance, and hybrid environments; and strategies for effectively communicating and building positive professional relationships with adult learners.

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 a survey of the history 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). Learners in this course gain an understanding of core instructional design concepts by applying research-based learning science to effective instructional design in multiple learning contexts. Learners explore the intersection of instructional design and learning theory and assess the effectiveness of the instructional design process to achieve learning outcomes. Learners also make curriculum decisions that incorporate fundamental elements of instructional design across a spectrum of educational environments.

PSY8212 - Childhood Mental Health, Counseling, and Crisis Intervention/Prevention (5 quarter credits). This course introduces learners to the diagnostic schema used with children and adolescents in mental health and school psychology professions. Learners examine the DSM-5, focusing on developing mastery of diagnostic criteria for childhood disorders and applying this criteria to case studies, methodology, research, historical, and political aspects of diagnosis. Learners consider alternatives to the current diagnostic system in order to develop comprehensive counseling plans, and identify crisis prevention and intervention models used within the educational setting.

Course Descriptions, continued

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, comorbidity, and psycho-medical issues. Learners examine the concepts of psychopathology throughout the lifespan, then transition from studying DSM-5 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, MS Clinical Psychology, and MS Counseling Psychology learners only. There is a residency requirement associated with this course for PsyD Clinical Psychology learners. Prerequisite(s): PSY6210. Learners in the PsyD in School Psychology degree program are exempt from this prerequisite.**

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. **Test kits are required and are available for loan at psytestkits@capella.edu. There is a residency requirement associated with this course for PsyD Clinical Psychology learners. Prerequisite(s): PSY7610.**

PSY8233 - Psychological Assessments for School Psychologists 1 (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 multiculturally 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; synthesize norm-referenced assessments with observational assessments to develop recommendations for research-

supported interventions; and create audience-appropriate psychological reports. **For PsyD in School Psychology and MS School Psychology learners only. Test kits are required and are available for loan at psytestkits@capella.edu. Prerequisite(s): PSY7610.**

PSY8234 - Psychological Assessments for School Psychologists 2 (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 multiculturally 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 PsyD in School Psychology and MS School Psychology learners only. Test kits are required and are available for loan at psytestkits@capella.edu. Prerequisite(s): PSY8233.**

PSY8235 - Psychological Assessments for School Psychologists 3 (5 quarter credits). Learners in this course demonstrate mastery of the diagnostic skills needed to assess the social emotional functioning and personality of a multiculturally 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 recommendations and psychological reports; and self-report behavior rating scales and objective and projective techniques. **For PsyD in School Psychology and Specialist Certificate in School Psychology learners only. Test kits are required and are available for loan at psytestkits@capella.edu. Prerequisite(s): PSY8234.**

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. **Test kits are required and are available for loan at psytestkits@capella.edu. There is a residency requirement associated with this course for PsyD Clinical Psychology learners. 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 various mental disorders in adults, children, and adolescents. Learners review various neuropsychological screening and assessment instruments, clinical interviewing methods, and neuropsychological test batteries that are commonly used in the evaluation and assessment of neuropsychological disorders. Learners are introduced to functional neuroanatomy and neurophysiology, as well as to common syndromes and disease processes that can impair the human brain and central nervous system functioning. In addition, learners investigate the role of emotional functioning and effort within the context of the overall neuropsychological assessment process and gain an understanding of how to write a neuropsychological report. **For PsyD learners only. Prerequisite(s): PSY8230. Cannot be fulfilled by transfer.**

PSY8301 - Single-Subject Research Design Methods (5 quarter credits). In this course, learners expand their foundational knowledge about the basic methods of research used in single-subject research. Learners describe the different methodologies within, as well as the strengths and limitations of, single-subject research. Learners expand on their skills in visual analysis to determine research findings. **Cannot be fulfilled by transfer.**

PSY8302 - Behaviorism (5 quarter credits). Learners in this course expand their knowledge on the basic theories of behavior analysis. Throughout the course, learners evaluate the basic principles described in the theories of behavior analysis science. Learners identify some of the common misconceptions in these basic theories. **Cannot be fulfilled by transfer.**

PSY8303 - Experimental Analysis of Behavior (5 quarter credits). In this course, learners explore the history of, and synthesize the research in, the experimental analysis of behavior. Learners describe the importance of the link between experimental analysis of behavior and the application of the science. **Cannot be fulfilled by transfer.**

Course Descriptions, *continued*

PSY8304 - Analysis of Verbal Behavior (5 quarter credits). Learners in this course expand their knowledge of Skinner's analysis of verbal behavior, and examine the verbal operants involved. Learners explore the importance of the analysis of verbal behavior and the implications in the practice of behavior analysis. ***Cannot be fulfilled by transfer.***

PSY8305 - Organizational Behavior Management (5 quarter credits). In this course, learners describe the field of organizational behavior management and its relationship to the science of behavior analysis. Learners synthesize research in the field of organizational behavior management. Throughout the course, learners apply basic assessment techniques and develop interventions commonly used in the field of organizational behavior management. ***Cannot be fulfilled by transfer.***

PSY8306 - Education and Teaching in Applied Behavior Analysis (5 quarter credits). In this course, learners examine the theories of behavior analysis and how they influence teaching and educational programs. Learners synthesize research related to teaching skills in the field of behavior analysis, and explore how they will use principles from theory and research to inform their teaching. ***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. There is a residency requirement associated with this course for PsyD Clinical Psychology learners.***

PSY8316 - Evidence-Based Practice in Psychology (5 quarter credits). In this course, learners examine historical issues and controversies surrounding the development of evidence-based practice in psychology. Learners locate and critically evaluate research defining evidence-based practices, including review of best available research, clinical expertise, and patient preferences and values to identify and adopt effective

psychological treatments and are introduced to various research designs and methods in psychotherapy research. Learners then explore the ways in which these strategies are incorporated in case conceptualization, treatment planning, and ongoing assessment. Learners also study ethical, legal, and financial issues associated with evidence-based practice. Other course topics include diversity, special populations, and culturally sensitive psychotherapies. ***There is a residency requirement associated with this course for PsyD Clinical Psychology learners.***

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. ***For PhD in Psychology, PsyD Clinical Psychology, PsyD in School Psychology, and MS in Clinical Psychology learners only. There is a residency requirement associated with this course for PsyD Clinical Psychology learners.***

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). Learners in this course explore the multitude of ways in which school psychologists work with teachers, students, and families. Throughout the course, learners study the role of school psychologists in enhancing school-family partnerships and examine state and federal laws governing school psychology practice, including the Individuals with Disabilities

Education Act (IDEA). In particular, learners study the criteria established by IDEA for how to appropriately diagnose, classify, and develop effective programming for students with disabilities. Learners also evaluate the disability categories identified by IDEA and the classification of students presented for diagnosis. ***For PsyD in School Psychology and Specialist Certificate in School Psychology learners only.***

PSY8335 - 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.

PSY8338 - Child and Adolescent Development for School Psychologists (5 quarter credits). This course focuses on the development of children and adolescents from infancy through adolescence. Learners apply a developmental framework to the process of designing, evaluating, and monitoring interventions to address complex school needs and apply information about developmental skills to evidence-based school- and district-level interventions. In addition, learners analyze the impact of multiple complex and challenging family issues on student development and apply an understanding of types of diversity along a developmental continuum to student needs at the school and district level.

Course Descriptions, continued

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.**

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 presents forensic evaluation methodologies including competency to stand trial, insanity defense, child custody, fitness to parent, mitigating defenses, and recidivism. Evaluating malingering 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, PSY8340, PSY8350.**

PSY8361 - Online Teaching in Psychology Practicum (5 quarter credits). Learners in this course are introduced to online teaching in psychology. They will gain a better understanding of academic scholarship and develop their own teaching philosophy. Learners participate in a supervised online teaching experience, during which they demonstrate skills and best practices for online teaching and learning. Throughout the course, learners are expected to engage in ongoing self-assessment of their professional and instructional competencies as they prepare to become online instructors. **Grading for this course is S/NS. Prerequisite(s): PSY8110; PSY8170; PSY8130. Cannot be fulfilled by transfer.**

PSY8362 - Applied Behavior Analysis Practicum 1 (5 quarter credits). This is the first course in a sequence of three practicum courses during which learners fulfill 1,000 total required contact hours. The practicum consists of a courseroom experience accompanied by a partially supervised experience and provides learners with specific skills in applied behavior analysis, including conducting behavior analytic assessments, as well as the design, implementation, and oversight of behavior analytic treatment plans. During the practicum, learners demonstrate mastery of the various competencies outlined in the Behavior Analyst Certification Board® Fourth Edition Task List. **Department consent is required for registration. Grading for this course is S/NS. Prerequisite(s): PSY7701. Cannot be fulfilled by transfer.**

PSY8363 - Applied Behavior Analysis Practicum 2 (5 quarter credits). This is the second course in a sequence of three practicum courses during which learners fulfill 1,000 total required contact hours. The practicum consists of a courseroom experience accompanied by a partially supervised experience and provides learners with specific skills in applied behavior analysis, including conducting behavior analytic assessments, as well as the design, implementation, and oversight of behavior analytic treatment plans. During the practicum, learners demonstrate mastery of the various competencies outlined in the Behavior Analyst Certification Board® Fourth Edition Task List. **Department consent is required for registration. Grading for this course is S/NS. Prerequisite(s): PSY8362. Cannot be fulfilled by transfer.**

PSY8364 - Applied Behavior Analysis Practicum 3 (5 quarter credits). This is the third course in a sequence of three practicum courses during which learners fulfill 1,000 total required contact hours. The practicum consists of a courseroom experience accompanied by a partially supervised experience and provides learners with specific skills in applied behavior analysis, including conducting behavior analytic assessments, as well as the design, implementation, and oversight of behavior analytic treatment plans. During the practicum, learners demonstrate mastery of the various competencies outlined in the Behavior Analyst Certification Board® Fourth Edition Task List. **Department consent is required for registration. Grading for this course is S/NS. Prerequisite(s): PSY8363. Cannot be fulfilled by transfer.**

PSY8371 - Strategies of Clinical Supervision and Consultation (5 quarter credits). This course provides an overview of the theories, functions, and methods of clinical supervision, consultation, and advocacy. In particular, learners examine various styles of supervision, consultation, and advocacy; supervisory, consultative, and advocacy relationships; contractual issues; and ethical and legal issues associated with providing these services. Learners also review supervision, consultation, and advocacy research; apply their findings to relevant service delivery topics; and develop their own theories and approaches to clinical supervision. **For PsyD Clinical Psychology and PsyD School Psychology learners only. There is a residency requirement associated with this course for PsyD Clinical Psychology learners.**

PSY8375 - Professional Development and Supervision of School Psychologists (5 quarter credits). In this course, learners develop the professional development and supervision skills needed to successfully supervise other school psychologists. Learners evaluate models of supervision and consultation, learn how to assess supervisees' practice to ensure it falls within the profession's ethical and legal standards, identify supervisees' awareness of multicultural issues and promote the need to engage in culturally competent practice, develop a method to observe and evaluate supervisees, and promote ongoing professional development for supervisees to improve and update their skills. **Cannot be fulfilled by transfer.**

PSY8377 - School Psychology Practicum 1 (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. Refer to the current manual for further details. Cannot be fulfilled by transfer.**

Course Descriptions, continued

PSY8378 - School Psychology Practicum 2 (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 1 (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 coursework 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. Refer to the current manual for further details. Cannot be fulfilled by transfer.**

PSY8386 - School Psychology Internship 2 (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 3 (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.**

PSY8405 - Practical Psychopharmacology in Addiction Treatment (5 quarter credits). This course focuses on psychoactive drugs used to treat addiction problems and their behavioral and therapeutic effects. Learners study specific pharmacological addiction treatments and their various side effects, effective use of pharmacologic consultants, safety issues and contraindications, and ways to coordinate care among diverse professionals who are providing adjunctive addiction treatment. **Prerequisite(s): PSY7330.**

PSY8415 - Substance-Use Program Design (5 quarter credits). This course presents an overview of various substance-related treatment approaches, including assessment and diagnostic methods, and the ways these methods conform to the criteria that define substance use programs and client placement. Learners also discuss substance-related treatment issues associated with training, staff credentials, working with multidisciplinary staff, and ethics from research and administration perspectives. **Prerequisite(s): PSY7415.**

PSY8420 - Multicultural Issues in Addiction (5 quarter credits). In this course, learners examine the ethnic and cultural issues that influence the etiology, perception, and treatment of compulsive and addictive behavior from traditional therapist-client, research, and administration perspectives. Learners also study the impact of racial identity on both client and professional self-perception, various treatment needs of diverse populations, culture-specific treatment methods, and the need for specialized training in treating diverse populations. This course emphasizes applying scientific research and theory to professional practice. **Prerequisite(s): PSY7543.**

PSY8430 - Issues and Trends in Addiction-Related Treatments (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.

PSY8445 - Addiction Research (5 quarter credits). In this course, learners review various methods used to conduct contemporary addiction research. In particular, learners examine the emerging research practices and perspectives that inform addiction psychology theory and common paradigms for evaluating substance-related treatment programs. Learners also discuss ethical issues unique to addictions research. **Prerequisite(s): PSY7860. Cannot be fulfilled by transfer.**

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, PSY7415.**

PSY8465 - Addiction Programs for Complex Cases (5 quarter credits). This course addresses the theoretical and practical complexities associated with identifying, studying, and treating clients with combinations of substance-related disorders and other mental illnesses. Learners review various etiological models of complex cases and explore practical research and clinical applications used to study and treat such cases. **Prerequisite(s): PSY8460. Cannot be fulfilled by transfer.**

PSY8475 - Systems Approaches to Addiction Prevention and Treatment (5 quarter credits). Learners in this course examine current theory and research on the systems that may affect the prevention and treatment of addictive behavior. Learners discuss family and social systems from etiological, prevention, and treatment perspectives and explore the ethical and legal issues associated with systems intervention.

Course Descriptions, continued

PSY8485 - Behaviors with Addictive Features (5 quarter credits). This course presents contemporary examples of professionally recognized behaviors with addictive features, including those exemplifying process addictions, compulsions, and pathology. Learners examine the theories explaining these behaviors and their associated treatments and identify the ways in which behaviors with addictive features differ from classic addictions.

PSY8501 - Advanced Research Methods and Statistics for Professional Psychology (5 quarter credits). In this course, learners expand their knowledge of quantitative research design and methodology by studying the foundations, strategies, and practices of ethical research in the field of professional psychology. Learners engage in scholarly critical analysis and synthesis of current quantitative research and construct their own informal quantitative research proposal. Learners apply advanced statistical concepts and interpretation of statistical analyses to the evaluation and design of quantitative research and exchange critical, constructive project feedback with their peers. Research designs developed during this course may form the basis for the learner's dissertation or School Psychology specialty topic proposal. **For PsyD Clinical Psychology and PsyD School Psychology learners only. Prerequisite(s): PSY7860, PSY7864.**

PSY8502 - Advanced Research Design and Methodology for Professional Psychology (5 quarter credits). In this course, learners continue to acquire the knowledge and skills necessary to integrate science and theory into the practice of professional psychology through the study of advanced qualitative research methods, applied theory research, and program development and evaluation. Learners critically analyze a variety of theories, tools, and techniques used in qualitative research, leading to the development of an informal qualitative research proposal. In particular, learners examine the design and development of clinical programs and interventions, with particular emphasis on community needs assessments, program design models, and program evaluation. Learners also practice applying a logic model to program design and evaluation and propose theoretical applications that address diversity issues in the evidence-based practice of psychology. Research designs developed during both this course and PSY8501 may form the basis for the learner's dissertation. **For PsyD Clinical Psychology learners only. Prerequisite(s): PSY8501.**

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.

PSY8610 - Principles of Health Psychology (5 quarter credits). Learners in this course examine behavioral and biomedical theory and research in order to gain an understanding of the contributions of psychological factors to the prevention, diagnosis, and treatment of disease and illness. Learners evaluate research design and the role of research in health psychology and consider the effect of the patient-physician relationship, the importance of interprofessional work, and theories that predict health behaviors. In particular, learners define and explore adherence and psychoneuroimmunology, examine behavior related to the diseases of cancer and hypertension, assess treatment recommendations, and identify coping strategies for the patient and family. In addition, learners investigate prevention and wellness in the contexts of intentional and unintentional injuries and discuss health, life expectancy, and quality of life.

PSY8625 - 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): PSY7864. Cannot be fulfilled by transfer.**

PSY8626 - 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): PSY8625.**

PSY8635 - Advanced Qualitative Analysis (5 quarter credits). This course extends the topics covered in PSY7868 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): PSY7868.**

PSY8658 - Quantitative Research Methods in Psychology (5 quarter credits). In this course, learners synthesize knowledge of quantitative research methodology and use it to develop a quantitative research design that may form the basis of their dissertation research project. Learners compare their quantitative research design to a previously developed qualitative design on a similar topic and identify and justify the methodology most appropriate for investigating their research topic. For PsyD and PhD in Psychology learners only. **Prerequisite(s): PSY7860, PSY7868. Cannot be fulfilled by transfer.**

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 and explain the various psychological constructs affecting individuals, groups, teams, and organizations in the workplace and assess diversity and ethical principles as they relate to decision-making processes. Learners also evaluate the differences between industrial and organizational psychology and implement various assessment methods, models, and interventions applicable across workplace settings.

Course Descriptions, continued

PSY8720 - Psychology of Leadership (5 quarter credits). This course provides a comprehensive review of leadership theories and factors, including leader development, leadership styles, and multicultural issues relevant to leadership in various settings. Learners research and evaluate leadership principles and apply leadership theory to clinical, counseling, educational, organizational, and sports settings. Learners examine case studies; investigate and evaluate the processes and best practices of leader development; analyze their own leadership strengths; and relate this knowledge to their professional practice.

PSY8721 - Introduction to Business Practices for Psychologists (5 quarter credits). This course focuses on business practices for starting, operating, and maintaining a viable consulting business. Learners develop an understanding of the knowledge and skills for consulting including preparing for a consulting career, starting and promoting a consulting business, maintaining the business, and learning how to actualize personal values and ethical acumen in their daily work. This course covers the consulting competencies of branding, marketing, and selling, as well as building and maintaining client relationships.

PSY8730 - Consultation Psychology (5 quarter credits). Learners in this course evaluate current theories of psychological consultation and analyze 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, and self-appraisal. Other course topics include consultation ethics, models of consultation research, and the dynamics of the consultant-client relationship.

PSY8740 - Industrial/Organizational Psychology Practices in Human Resource Management (5 quarter credits). Learners in this course analyze psychologically based methods, tools, and practices used in industrial/organizational psychology, including needs assessment, personnel selection, job analysis, performance management and appraisal, organizational functioning, motivation, training, and management, in the context of their application to human resource management. Learners identify the underlying psychological theories, research, and approaches related to human resource management and synthesize these theories

and research to develop evidence-based application grounded in science and scholarship. Throughout the course, learners gain and demonstrate a working knowledge of organizational systems and culture.

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 knowledge and skills gained from prior course work to design a program evaluation, plan its implementation, and communicate the results in appropriate and effective formats. **Prerequisite(s): PSY7864.**

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 ways to evaluate and deliver assessment feedback. Topics include individual, group, and organizational assessment; psychometric testing; quantitative/qualitative principles and research methods; and ethical and multicultural issues associated with assessment. **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 an effective coaching framework to apply in different contexts, including positive psychology and Gestalt 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.

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.

PSY8799 - Professional Internship (5 quarter credits). This course provides learners with an optional, experiential opportunity to complete up to 400 hours of applied service in an industrial/organizational work-related setting of their choosing. Learners may engage in many industrial/organization psychology roles, including consultation, coaching, assessment, selection processes, training and development, team dynamics, leader development, employee performance improvement, strategic planning, and organizational change management. Throughout the course, learners receive supervised training at a pre-approved internship site and engage in concurrent online coursework activities that emphasize increased self-awareness, self-reflection, and self-evaluation on identified skills; application of evidenced-based practice; competence to practice within diverse populations; and practice within professional and ethical standards.

For PhD and MS Industrial/Organizational Psychology learners only. Grading for this course is S/NS. May be repeated for credit. Prerequisite(s): PSY8711, PSY8720, PSY8740. 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. Refer to the current manual for further details. Cannot be fulfilled by transfer.

Course Descriptions, continued

PSY8840 - Principles of Sport Psychology (5 quarter credits). Learners in this course apply psychological theories to explain and improve sport performance. Learners evaluate the implications of new research for professional practice in sport psychology and explore the ways in which they can meet the unique needs of diverse participants through customized coaching strategies. In particular, learners examine personality, attention, anxiety, arousal and arousal adjustment strategies, cognitive-behavioral intervention, causal attribution, motivation, and self confidence. **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. In addition, learners 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 acquire and demonstrate the knowledge, skills, and abilities needed to apply 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 determine ways to ethically and professionally apply sport psychology practices to educate sports participants and to improve the performance of athletes. **Prerequisite(s): PSY8842.**

PSY8951 - PSY8958 - Doctoral Practicum Series (5 quarter credits each). The doctoral practicum series is a series of courses learners take to fulfill 1,000 required practicum hours. Learners work with their mentors and the director of clinical training to develop goals for the practicum experience that may include assessment, intervention, consultation, diagnosis, case conceptualization, research and evaluation,

supervision, teaching, management, and administration. Learners then receive supervised, doctoral-level training at a practicum site and engage in concurrent online course activities that emphasize self-awareness, self-reflection, and self-evaluation; knowledge and application of evidence-based practice; competence to practice with diverse populations; and ethical and legal professional psychology standards. Work completed during this course will lead to the student's Clinical Competency Examination. **For PsyD Clinical Psychology learners only. Prerequisite(s): PSY8001, PSY7113, PSY7210, PSY7540, PSY8316, PSY8371, 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. Refer to the current manual for further details. Cannot be fulfilled by transfer.**

PSY8960 - School Psychology PsyD Practicum 1 (5 quarter credits). The School Psychology Practicum for PsyD learners is the first clinical training experience in their program of studies. Learners complete 400 hours of service in the schools, working 20 hours per week for two 10-week quarters. Learners receive one hour of individual, face-to-face supervision from their on-site supervisor(s) each week. Supervisors and sites are approved by the university through the application process before learners are allowed to begin on-site services. During practicum, learners engage in many school psychologist roles, including conducting assessments (standardized, norm-referenced, curriculum based, and functional behavioral); assisting in the development, implementation, monitoring, and evaluation of interventions designed to address concerns with academics, mental health, and behavioral/social skills; participating in the school's data-based decision making process through collaboration and consultation; and write reports related to cases. School Psychology practicum learners engage in services related to the NASP standards and NCATE expectations. **PsyD in School Psychology learners who have previously completed a master's- or specialist-level practicum and internship course in School Psychology are not required to register for this course. Prerequisite(s): PSY8001; PSY8331; PSY7320; PSY7421; PSY7540; PSY7610; PSY7624 or PSY8501; PSY8212; PSY8230; PSY8233; PSY8234; PSY8235; PSY8332; PSY8335; PSY8337; PSY8375. Cannot be fulfilled by transfer.**

PSY8961 - School Psychology PsyD Practicum 2 (5 quarter credits). The School Psychology Practicum for PsyD learners is the first clinical training experience in their program of studies. Learners complete 400 hours of service in the schools, working 20 hours per week for two 10-week quarters. Learners receive one hour of individual, face-to-face supervision from their on-site supervisor(s) each week. Supervisors and sites are approved by the university through the application process before learners are allowed to begin on-site services. During practicum, learners engage in many school psychologist roles, including conducting assessments (standardized, norm-referenced, curriculum based, and functional behavioral); assisting in the development, implementation, monitoring, and evaluation of interventions designed to address concerns with academics, mental health, and behavioral/social skills; participating in the school's data-based decision making process through collaboration and consultation; and write reports related to cases. School psychology practicum learners engage in services related to the NASP standards and NCATE expectations. Learners complete practicum ready to engage in internship, which is the next phase of training. **PsyD in School Psychology learners who have previously completed a master's- or specialist-level practicum and internship course in School Psychology are not required to register for this course. Prerequisite(s): PSY8960. Cannot be fulfilled by transfer.**

Course Descriptions, continued

PSY8962 - School Psychology PsyD Internship 1 (5 quarter credits). The School Psychology Internship for PsyD learners is the final clinical training experience in their specialization. Learners in internship complete 1500 hours (internship courses 1–4) of service if they have not already completed a school psychology internship approved by the program chair, or 750 hours (internship courses 3 and 4) if they have already completed an approved school psychology internship. While internship 1 and 2 courses must be completed within a school setting, internship courses 3 and 4 can be completed in a setting other than a school system. Learners in internship work 40 hours per week for each 10-week quarter of training. Supervisors and sites are approved by the university through the application process before learners are allowed to begin on-site services. Each week, learners receive two hours of individual, face-to-face supervision from their on-site supervisors and during internship engage in many school psychologist roles related to NASP standards and NCATE expectations. Learners exhibit leadership skills and an ability to participate in the supervision process of others, display a positive impact on students, write comprehensive psychological reports integrating various forms of data collected from many sources, such as assessment instruments, assessment interviews, and observations; engage in developing, implementing, monitoring, and evaluating interventions to be applied school- and district-wide; interact with school system leaders, families, and community members; and actively lead the school system's data-based decision making process. Upon successful completion of internship, learners are ready to engage in independent practice as a leader in a system designed to meet the psycho-educational needs of students. **Prerequisite(s):** *PsyD in School Psychology learners who have not previously completed a master's- or specialist-level practicum and internship course in School Psychology must take PSY8961.*

PSY8963 - School Psychology PsyD Internship 2 (5 quarter credits). The School Psychology Internship for PsyD learners is the final clinical training experience in their specialization. Learners in internship complete 1500 hours (courses 1–4) of service. While internship 1 and 2 courses must be completed within a school setting, internship courses 3 and 4 can be completed in a setting other than a school system. Learners in internship work 40 hours per week for each 10-week quarter of training. Supervisors and

sites are approved by the university through the application process before learners are allowed to begin on-site services. Each week, learners receive two hours of individual, face-to-face supervision from their on-site supervisors and during internship engage in many school psychologist roles related to NASP standards and NCATE expectations. Learners exhibit leadership skills and an ability to participate in the supervision process of others, display a positive impact on students, write comprehensive psychological reports integrating various forms of data collected from many sources, such as assessment instruments, assessment interviews, and observations; engage in developing, implementing, monitoring, and evaluating interventions to be applied school- and district-wide; interact with school system leaders, families and community members; and actively lead the school system's data-based decision making process. Upon successful completion of internship, learners are ready to engage in independent practice as a leader in system designed to meet the psycho-educational needs of students. **Prerequisite(s):** *PSY8962.*

PSY8964 - School Psychology PsyD Internship 3 (5 quarter credits). The School Psychology Internship for PsyD learners is the final clinical training experience in their specialization. Learners in internship complete 1500 hours (internship courses 1–4) of service. While internship 1 and 2 courses must be completed within a school setting, internship courses 3 and 4 can be completed in a setting other than a school system. Learners in internship work 40 hours per week for each 10-week quarter of training. Supervisors and sites are approved by the university through the application process before learners are allowed to begin on-site services. Each week, learners receive two hours of individual, face-to-face supervision from their on-site supervisors, and during internship engage in many school psychologist roles related to NASP standards and NCATE expectations. Learners exhibit leadership skills and an ability to participate in the supervision process of others, display a positive impact on students, write comprehensive psychological reports integrating various forms of data collected from many sources, such as assessment instruments, assessment interviews, and observations; engage in developing, implementing, monitoring, and evaluating interventions to be applied school- and district-wide; interact with school system leaders, families and community members; and actively lead the school system's data-based decision making process. Upon

successful completion of internship, learners are ready to engage in independent practice as a leader in a system designed to meet the psycho-educational needs of students. **Prerequisite(s):** *PSY8963. Cannot be fulfilled by transfer.*

PSY8965 - School Psychology PsyD Internship 4 (5 quarter credits). The School Psychology Internship for PsyD learners is the final clinical training experience in their specialization. Learners in internship complete 1500 hours (internship courses 1–4) of service. While internship 1 and 2 courses must be completed within a school setting, internship courses 3 and 4 can be completed in a setting other than a school system. Learners in internship work 40 hours per week for each 10-week quarter of training. Supervisors and sites are approved by the university through the application process before learners are allowed to begin on-site services. Each week, learners receive two hours of individual, face-to-face supervision from their on-site supervisors and during internship engage in many school psychologist roles related to NASP standards and NCATE expectations. Learners exhibit leadership skills and an ability to participate in the supervision process of others, display a positive impact on students, write comprehensive psychological reports integrating various forms of data collected from many sources, such as assessment instruments, assessment interviews, and observations; engage in developing, implementing, monitoring, and evaluating interventions to be applied school- and district-wide; interact with school system leaders, families and community members; and actively lead the school system's data-based decision making process. Upon successful completion of internship, learners are ready to engage in independent practice as a leader in a system designed to meet the psycho-educational needs of students. **Prerequisite(s):** *PSY8964. Cannot be fulfilled by transfer.*

PSY8971–PSY8978 - Doctoral Internship Series (5 quarter credits each). The doctoral internship series is a series of courses learners take to fulfill a minimum of 2,000 required post-practicum internship hours. Learners receive supervised, doctoral-level professional psychology training at an internship site and engage in concurrent online course activities that monitor their internship experience; emphasize self-awareness, self-reflection, and self-evaluation; support knowledge and application of evidence-based practice; develop competence to practice with diverse populations; and emphasize ethical and legal professional psychology standards. **For PsyD Clinical Psychology learners only.** **Prerequisite(s):** *Completion of all doctoral*

Course Descriptions, *continued*

practicum requirements. Approval of internship application. Refer to the current manual for additional requirements and further details. Cannot be fulfilled by transfer.

PSY8990 - Independent Readings (5 quarter credits). This course provides learners with a deeper understanding of applied psychology in a learner-relevant context. Throughout the course, learners conduct in-depth readings and critical analyses of a selected topic or area in applied psychology, with guidance from their instructor. Learners then synthesize and apply acquired psychology knowledge to create a chosen project. **Special permission is required for registration.**

PSY8991 - Selected Topics in Psychology (1 quarter credit). This course focuses on the synthesis and integration of psychological theories and concepts with another course or discipline of the learner's choosing. Learners in this course use coursework completed outside their chosen psychology discipline to develop projects that demonstrate the relevance of the selected topics to their specialization. Learners demonstrate how integrating theories from both disciplines can be used to solve practical problems. **Special permission is required for registration. May be repeated for credit.**

PSY8992 - Selected Topics in Psychology (2 quarter credits). This course focuses on the synthesis and integration of psychological theories and concepts with another discipline of the learner's choosing. Learners in this course use coursework completed outside their chosen psychology discipline to develop projects that demonstrate the relevance of the selected topics to their specialization. Learners demonstrate how integrating theories from both disciplines can be used to solve practical problems. **Special permission is required for registration. May be repeated for credit.**

PSY8993 - Selected Topics in Psychology (3 quarter credits). This course focuses on the synthesis and integration of psychological theories and concepts with another course or discipline of the learner's choosing. Learners in this course use coursework completed outside their chosen psychology discipline to develop projects that demonstrate the relevance of the selected topics to their specialization. Learners demonstrate how integrating theories from both disciplines can be used to solve practical problems. **Special permission is required for registration. May be repeated for credit.**

PSY9001 - Research in Psychology (5 quarter credits). Learners in this course engage in advanced study and research of a specialization-specific topic. Throughout the

course, learners apply research, professional, and academic ethics through individual and group research tasks. The course includes participation in a faculty-directed research project. **Prerequisite(s): Completion of or concurrent registration in PSY7868.**

PSY9911–PSY9918 - Clinical Dissertation Series (5 quarter credits each). The clinical dissertation series is a series of courses during which learners integrate scholarly work associated with the goals and competencies of the PsyD Clinical Psychology specialization and demonstrate proficiency in the established accreditation standards for doctoral study in the field of psychology. Dissertations that meet requirements include an applied product or program that is relevant to professional psychology, qualitative research, quantitative research, theoretical development, and program consultation such as a needs assessment. **For PsyD Clinical Psychology learners only. Grading for these courses is R/NS. Courses must be taken in sequence. Learners may take PSY9911–PSY9918 concurrently with or prior to PSY8971–PSY8978. Prerequisite(s): Completion of all coursework, excluding internship courses. Cannot be fulfilled by transfer.**

PSY9919 - Doctoral Comprehensive Examination (3 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 and 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 register for the first dissertation course. **Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective coursework 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.**

PSY9960 - Dissertation Courseroom (3 quarter credits each). 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 S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): PSY9919. Cannot be fulfilled by transfer.**

PSY9965 - School Psychology Doctoral Learner Comprehensive Examination (5 quarter credits). This course includes an overview of the comprehensive examination process, including the university's expectations of academic honesty and integrity, and provides PsyD in School Psychology learners with the opportunity to work with a mentor to develop an applied research specialty topic paper that integrates content across all ten National Association of School Psychologists (NASP) practice domains. Upon completion of the paper, learners develop an initial presentation that fulfills their Oral Specialty Topic Examination requirement. Using feedback received from their mentors, learners then refine their presentations in preparation for the Professional Presentation Examination, which takes place during the learner's sixth residency. **For PsyD in School Psychology learners only. Grading for this course is S/NS. Prerequisite(s): PSY7421, PSY7540, PSY7610, PSY8001, PSY8501, PSY8212, PSY8230, PSY8233, PSY8234, PSY8235, PSY8332, PSY8335, PSY8337, PSY8338, PSY8375.**

PSY9970 - Doctoral School Psychology Integrative Project (5 quarter credits). The School Psychology Integrative Project is the final requirement for the PsyD in School Psychology. This course focuses on the expectations of regulators in the field; in particular, NASP (National Association of School Psychologists) and NCATE (National Council for Accreditation of Teacher Education), and learners integrate their knowledge of interventions, supervision skills, assessment information interpretation, and problem solving. During this course, learners focus on three major projects in which they connect focus topics from their program: the development of a professional portfolio aligned with the NASP domains, a supervision plan for school psychologists in a school district, and a case study requiring several interventions. Course activities provide learners with opportunities to display a variety of skills essential for professional practice at the doctoral level. **Prerequisite(s): Completion of all required coursework, with the exception of PSY8960, PSY8961, PSY8962, PSY8963, PSY8964, and PSY8965. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.**

Course Descriptions, continued

PSY-R6230 - Introduction to Psychological Testing (5 quarter credits). This course includes both an online courseroom and a face-to-face residency experience. Learners engage in preparatory online courseroom activities to prepare themselves for the residency experience, during which they focus on 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. Learners then engage in a face-to-face residency experience that guides them as they study psychological testing instruments appropriate for their level of training and examine effective methods for 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 in Clinical Psychology learners only. Test kits are required and are available for loan at psyttestkits@capella.edu. Prerequisite(s): PSY7610, PSY-R6313. Cannot be fulfilled by transfer.**

PSY-R6313 - Clinical Interventions (5 quarter credits). This course includes both an online courseroom and a face-to-face residency experience. Learners engage in preparatory online courseroom activities to prepare themselves for the residency experience, during which they explore and practice foundational counseling skills, including establishing the therapeutic alliance, conducting clinical interviews, applying psychotherapeutic techniques, and providing feedback. Learners then engage in a face-to-face residency experience that guides them as they study key professional competencies such as psychological assessment, multicultural responsiveness and diversity principles, and ethics in clinical work. **For MS in Clinical Psychology learners only. Prerequisite(s): PSY6090 or PSY6095 or PSY6310 or PSY8310.**

PSY-R6590 - Orientation and Professional Issues (non-credit). This residency is the opening weekend 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 psychologists and scholar-practitioners. **For PsyD and MS School Psychology learners only.**

PSY-R6591 - 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 develop 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 PsyD and MS School Psychology learners only.**

PSY-R6592 - Interventions and Response to Interventions (non-credit). In this residency, learners explore the skills school psychologists need to coordinate and consolidate school-wide efforts that ultimately help children progress behaviorally and academically. Learners gain skills in developing and implementing academic interventions with fidelity, using data-based decision making to monitor student progress, and applying the three-tier intervention model as outlined by federal guidelines. Learners also analyze ways teachers and parents can collaborate to provide support for students and ways to assist in developing behavior intervention strategies that reflect the response to intervention (RTI) model. **For PsyD and MS School Psychology learners only.**

PSY-R6593 - Assessments: Nonverbal (non-credit). In this residency, learners review previously taught test batteries and report writing skills and engage in mock testing and supervised observation activities to develop skills in administering standardized assessment instruments. Learners demonstrate the ability to follow the administration procedures presented in each test manual, appropriately handle the test materials, maintain a neutral test environment, and encourage full “testee” cooperation during testing sessions. Learners also explore and practice the fundamental skills needed to interpret and communicate assessment results to teachers, parents, and other professionals and study the ethical principles associated with the practice of school psychology. **For PsyD and MS School Psychology learners only.**

PSY-R6594 - Counseling (non-credit). Learners in this residency engage in demonstration and role-play activities to develop and strengthen the skills needed to effectively counsel P–12 children and adolescents, including listening empathically, asking clear and relevant questions, responding in a non-judgmental manner, appropriately summarizing issues, maintaining appropriate records, and establishing and guiding individual and group counseling sessions. Learners also explore

ways to determine a child’s level of risk for harming himself or others, appropriately identify parties (e.g., parents, fellow educators) should disclosure be necessary, and respond to various crisis situations. This course includes a review of the ethical implications of providing school psychology services from federal and professional perspectives, with emphasis on ensuring respect for both the child and the parent as the child’s consenting authority. **For PsyD and MS School Psychology learners only.**

PSY-R6595 - Functional Behavioral Assessment and Assessment Reviews (non-credit). In this residency, learners examine the components of functional behavioral assessments (FBAs) and behavior intervention plans (BIPs) and identify the circumstances under which they are conducted. Learners review the standardized assessment measures administered to children and adolescents and work in pairs to complete FBA and BIP forms. Learners also develop skills in synthesizing, interpreting, integrating, summarizing, and presenting case study data to provide important feedback to school personnel about a student’s behavior. This residency includes a review of administration and scoring procedures for the Wechsler Intelligence Scale for Children - Fifth Edition (WISC-V), Woodcock-Johnson IV Tests of Cognitive Abilities (WJ IV COG), and Woodcock-Johnson IV Tests of Achievement (WJ IV ACH). **For Specialist Certificate and PsyD in School Psychology learners only.**

PSY-R6596 - Personality and Behavior Assessment (non-credit). In this residency, learners administer, score, and interpret individual measures of behavior, focusing on the Behavior Assessment System for Children - Second Edition (BASC-2); Achenbach System of Empirically Based Assessment (ASEBA), including the Child Behavior Checklist (CBCL) and the Teacher Report Form (TRF); Conners Third Edition (Conners 3); Kinetic Drawing System for Family and School (KDSFS); House-Tree-Person (H-T-P); Roberts-2; and sentence completion tests (SCTs). Learners work in pairs to administer, score and interpret measures of behavior and demonstrate the results in oral case study presentations and written interpretations. Learners also develop skills in synthesizing and interpreting data from teacher, parent, and self-report behavior rating scales and projective techniques as well as scoring, interpreting, integrating, summarizing, and presenting test results. **For Specialist Certificate and PsyD in School Psychology learners only.**

Course Descriptions, continued

PSY-R6597 - 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 Individualized Education Programs (IEPs) and special education identifications. Learners explore the various sections and characteristics of psychological/ psycho-educational reports; examine the principles and skills used to write reports; and 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 training curriculum designed to assist parents in managing their children's problem behavior. Learners also study the ethical principles associated with the practice of school psychology. **For Specialist Certificate and PsyD in School Psychology learners only.**

PSY-R6598 - Comprehensive Learner Assessment (non-credit). This residency includes the portfolio review, an assessment demonstration of the Wechsler Intelligence Scale for Children - Fourth Edition (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 and PsyD in School Psychology learners only.**

PSY-R6599 - Treatment Planning and Recommendations (non-credit). In this residency, learners discuss treatment plan formats and case examples in groups and work on cases individually. Learners examine and practice school-appropriate supervision skills and develop the communication and assertiveness skills needed to facilitate efficient resolution of individual (i.e., student), group (i.e., class), and school challenges. Learners also explore Individualized Education Programs (IEPs) and 504 Plans and special education identifications. **For Specialist Certificate and PsyD in School Psychology learners only.**

PSY-R7545 - Ethics and Multicultural Issues in Clinical and Counseling Psychology (5 quarter credits). This course includes both an online courseroom and a face-to-face residency experience. Learners engage in preparatory online courseroom activities to prepare themselves for the residency experience, during which they analyze multicultural perspectives and factors such as ethnicity, socioeconomic status, and gender, and their influences on the ethical behavior of psychology professionals. Learners

then engage in a face-to-face residency experience that guides them as they evaluate and articulate multicultural issues within the context of different settings and practice applying ethical reasoning principles and standards within their profession. **For MS in Clinical Psychology learners only. Prerequisite(s): PSY-R6230.**

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-residence, 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. **This residency requirement is associated with PSY8330.**

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. **This residency requirement is associated with PSY8310.**

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 an 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. **This residency requirement is associated with PSY8330.**

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. **This residency requirement is associated with PSY8230.**

PSY-R8305 - Intervention: Diagnostic Interviewing (non-credit). This face-to-face residency course is focused on diagnostic interviewing and use of the current versions of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)*. 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. **This residency requirement is associated with PSY8220.**

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. **This residency requirement is associated with PSY8310.**

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. **This residency requirement is associated with PSY8310.**

Course Descriptions, continued**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. ***This residency requirement is associated with PSY8316.***

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. ***This residency requirement is associated with PSY8230.***

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. ***This residency requirement is associated with PSY8230.***

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. ***This residency requirement is associated with PSY8240.***

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. ***This residency requirement is associated with PSY8240.***

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. ***This residency requirement is associated with PSY8316.***

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. ***This residency requirement is associated with PSY8316.***

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. ***This residency requirement is associated with PSY8371.***

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. ***This residency requirement is associated with PSY8371.***

PSY-R8591 - Graduate Teaching Instructor Training 1 (non-credit).

During each of the six PsyD School Psychology residencies, doctoral learners act as graduate teaching instructors at the MS in School Psychology and Specialist Certificate in School Psychology Year-in-Residence. The Year-in-Residence training experiences provide labs and workshops in the basic practice proficiencies of the school psychologist (assessment, ethics, intervention, interviewing, consultation, counseling, report writing, profile analysis, treatment planning, and supervision skills). The residencies also help master's and certificate learners experience interactive support and build camaraderie and professional development in the attitudes and behaviors appropriate for school psychologists and practitioner-scholars. The PsyD School Psychology graduate teaching instructors assist school psychology faculty in teaching at least two of the School Psychology Master's and Certificate Year-in-Residences each year for three years for a total of six face-to-face residencies that are each 55 hours. PsyD in School Psychology learners earn 330 total hours of face-to-face residency teaching experience.

Course Descriptions, continued

PSY-R8592 - Graduate Teaching Instructor Training 2 (non-credit). During each of the six PsyD School Psychology residencies, doctoral learners act as graduate teaching instructors at the MS in School Psychology and Specialist Certificate in School Psychology Year-in-Residence. The Year-in-Residence training experiences provide labs and workshops in the basic practice proficiencies of the school psychologist (assessment, ethics, intervention, interviewing, consultation, counseling, report writing, profile analysis, treatment planning, and supervision skills). The residencies also help master's and certificate learners experience interactive support and build camaraderie and professional development in the attitudes and behaviors appropriate for school psychologists and practitioner-scholars. The PsyD School Psychology graduate teaching instructors assist school psychology faculty in teaching at least two of the School Psychology Master's and Certificate Year-in-Residences each year for three years for a total of six face-to-face residencies that are each 55 hours. PsyD in School Psychology learners earn 330 total hours of face-to-face residency teaching experience.

PSY-R8593 - Graduate Teaching Instructor Training 3 (non-credit). During each of the six PsyD School Psychology residencies, doctoral learners act as graduate teaching instructors at the MS in School Psychology and Specialist Certificate in School Psychology Year-in-Residence. The Year-in-Residence training experiences provide labs and workshops in the basic practice proficiencies of the school psychologist (assessment, ethics, intervention, interviewing, consultation, counseling, report writing, profile analysis, treatment planning, and supervision skills). The residencies also help master's and certificate learners experience interactive support and build camaraderie and professional development in the attitudes and behaviors appropriate for school psychologists and practitioner-scholars. The PsyD School Psychology graduate teaching instructors assist school psychology faculty in teaching at least two of the School Psychology Master's and Certificate Year-in-Residences each year for three years for a total of six face-to-face residencies that are each 55 hours. PsyD in School Psychology learners earn 330 total hours of face-to-face residency teaching experience.

PSY-R8594 - Graduate Teaching Instructor Training 4 (non-credit). During each of the six PsyD School Psychology residencies, doctoral learners act as graduate teaching instructors at the MS in School Psychology and Specialist Certificate in School Psychology Year-in-Residence. The Year-in-Residence training experiences provide labs and workshops in the basic practice proficiencies of the school psychologist (assessment, ethics, intervention, interviewing, consultation, counseling, report writing, profile analysis, treatment planning, and supervision skills). The residencies also help master's and certificate learners experience interactive support and build camaraderie and professional development in the attitudes and behaviors appropriate for school psychologists and practitioner-scholars. The PsyD School Psychology graduate teaching instructors assist school psychology faculty in teaching at least two of the School Psychology Master's and Certificate Year-in-Residences each year for three years for a total of six face-to-face residencies that are each 55 hours. PsyD in School Psychology learners earn 330 total hours of face-to-face residency teaching experience.

PSY-R8595 - Graduate Teaching Instructor Training 5 (non-credit). During each of the six PsyD School Psychology residencies, doctoral learners act as graduate teaching instructors at the MS in School Psychology and Specialist Certificate in School Psychology Year-in-Residence. The Year-in-Residence training experiences provide labs and workshops in the basic practice proficiencies of the school psychologist (assessment, ethics, intervention, interviewing, consultation, counseling, report writing, profile analysis, treatment planning, and supervision skills). The residencies also help master's and certificate learners experience interactive support and build camaraderie and professional development in the attitudes and behaviors appropriate for school psychologists and practitioner-scholars. The PsyD School Psychology graduate teaching instructors assist school psychology faculty in teaching at least two of the School Psychology Master's and Certificate Year-in-Residences each year for three years for a total of six face-to-face residencies that are each 55 hours. PsyD in School Psychology learners earn 330 total hours of face-to-face residency teaching experience.

PSY-R8596 - Graduate Teaching Instructor Training 6 (non-credit). During each of the six PsyD School Psychology residencies, doctoral learners act as graduate teaching instructors at the MS in School Psychology and Specialist Certificate in School Psychology Year-in-Residence. The Year-in-Residence training experiences provide labs and workshops in the basic practice proficiencies of the school psychologist (assessment, ethics, intervention, interviewing, consultation, counseling, report writing, profile analysis, treatment planning, and supervision skills). The residencies also help master's and certificate learners experience interactive support and build camaraderie and professional development in the attitudes and behaviors appropriate for school psychologists and practitioner-scholars. The PsyD School Psychology graduate teaching instructors assist school psychology faculty in teaching at least two of the School Psychology Master's and Certificate Year-in-Residences each year for three years for a total of six face-to-face residencies that are each 55 hours. PsyD in School Psychology learners earn 330 total hours of face-to-face residency teaching experience.

PSY-R8925 - PhD Dissertation Research Seminar Track 1 (3 quarter credits). The intensive, six-week PhD Dissertation Research Seminar Track 1 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to initiate the development of a dissertation research plan. Throughout the course, learners focus on identifying a theory, topic, and research problem appropriate for their specialization. Track 1 learners must also complete PhD Dissertation Milestone 1 (Research Ethics Education). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. **For PhD in Psychology learners only. Should be taken concurrently with PSY7115. Cannot be fulfilled by transfer.**

Course Descriptions, *continued*

PSY-R8926 - PhD Dissertation Research Seminar Track 2 (3 quarter credits). The intensive, six-week PhD Dissertation Research Seminar Track 2 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to develop a research question and to select an appropriate dissertation topic. In Track 2, learners complete PhD Dissertation Milestone 2 (Topic Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. **For PhD in Psychology learners only. Prerequisite(s): PSY-R8925. Should be taken concurrently with PSY7868. Cannot be fulfilled by transfer.**

PSY-R8927 - PhD Dissertation Research Seminar Track 3 (3 quarter credits). The intensive, six-week PhD Dissertation Seminar Track 3 includes both an online courseroom and a face-to-face weekend residency experience. Learners interact with peers and faculty as they participate in online courseroom and weekend residency activities that emphasize applying the research skills necessary to detail a methodological design, sampling plan, and strategy for data analysis. In Track 3, learners complete PhD Dissertation Milestone 5 (Research Plan Approval). Following the weekend residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. **Learners must complete Track 3 prior to beginning the comprehensive examination phase of the program. For PhD in Psychology learners only. Prerequisite(s): PSY-R8926. Should be taken concurrently with PSY8658. Cannot be fulfilled by transfer.**

Psychology (Undergraduate)

PSYC1000 - Introduction to Psychology (6 quarter credits). This course is an introduction to the basic theories and principles of psychology and of the scientific methods of psychologists. Learners build understanding of core psychological theories and research and their application in areas of the brain, learning, memory, personality, social influence, lifespan development, psychopathology, and applied psychology. Learners apply the psychological concepts they learn to everyday situations through discussions and assignments.

PSYC1003 - Developing Psychology Thinking (6 quarter credits). Learners in this course begin to build psychology-related skills needed to succeed in their program. The course introduces learners to critical-thinking, information literacy, and academic writing and research skills in order to develop psychology thinking. Learners explore evidence-based work, APA style, and fundamental principles in psychology. **For BS in Psychology and BS in Psychology Pre-Counseling learners only. Learners who are determined to need additional support developing academic and professional writing and reading skills based on academic assessment must take PSYC1003 during their first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

PSYC2200 - Educational Psychology (3 quarter credits). Learners in this course gain knowledge of and explain psychology theories and research as applied to development and learning in educational contexts, including behavioral, cognitive, and constructivist theories. Learners analyze the role of motivation in learning, and through a case study and practice approach, apply their knowledge in educational settings.

PSYC2210 - Introduction to Psychology of Social Media (3 quarter credits). In this introductory course, learners apply psychological principles and concepts to the personal and business use of social media. Learners examine trends, motivations, and challenges in the use and abuse of social media and evaluate the psychological rewards and risks of connecting with others, gaining attention, and engagement. Learners also analyze prosocial and antisocial social media uses and the basics of social media marketing.

PSYC2300 - Introduction to Addiction Theories (3 quarter credits). Learners in this course examine biological, psychological, and social aspects of addictive behavior and explore causes, prevention, and treatment of addiction. Topics include disease models, relapse prevention, family systems, behavioral addictions, harm reduction, and how to promote motivation for change. Learners also describe how social attitudes and personal perspectives influence their professional development.

PSYC2320 - Introduction to Counseling and Psychotherapy (3 quarter credits). This course introduces learners to a variety of mental health disciplines and settings, and presents an overview of the diverse populations with which the disciplines work. Learners build a working knowledge of the

communication and psychotherapy skills used in current professional mental health practices, such as addictions counseling, marriage and family therapy, individual counseling, and college counseling. Learners also apply knowledge of psychotherapeutic methods and research findings to problems in living. **Prerequisite(s): PSYC1000.**

PSYC2330 - Introduction to Forensic Psychology (3 quarter credits). This course presents a broad overview of the field of forensic psychology, including applicable work settings, the types of tasks forensic psychology professionals perform, and required training. Learners determine the ways in which psychology intersects with the legal system in both criminal and civil cases, with particular emphasis on how the law takes mental health into consideration. Additional course topics include abnormal behavior and the application of ethics.

PSYC2700 - Child Development (3 quarter credits). In this course, learners examine and apply theory and research in the cognitive, social, and physical domains of human development from prenatal through middle childhood. Learners describe how cultural and societal contexts shape development during childhood, and investigate career options in child development and related fields.

PSYC2720 - Adolescent Psychology (3 quarter credits). This course focuses on the scientific study of the biological, psychological, cognitive, emotional, personality, and social changes that occur during adolescence. Using major theories and research findings, learners evaluate the effects of physical growth, genetics, culture, gender roles, sexuality, and family relationships on adolescent development, and analyze education and vocational factors to build a deeper understanding of adolescent development. Learners also examine how culture and mental health issues can influence values and beliefs about adolescents.

PSYC2740 - Adult Development and Aging (3 quarter credits). This course focuses on aging in the final development period of the human lifespan. Learners examine the experiences of elders in a variety of cultures and identify myths and stereotypes. In addition, learners apply a systemic study to explore the aging process and adult development period from an interdisciplinary perspective, with particular emphasis on the interaction of psychological, socio-cultural, and biological aspects. Learners also explore diversity and inequality in the aging experience around the world.

Course Descriptions, continued

PSYC2800 - Introduction to Human Sexuality (3 quarter credits). In this course, learners examine the physical, cognitive, and social-emotional aspects of human sexuality as they relate to current and historical perspectives. Learners analyze social and biological foundations of human sexuality and develop their understanding of sexuality in individuals and their relationships. Learners also apply theory and historical perspectives to their study of human reproduction, contraception and abortion, sexuality and social policy, and sexual behavior and contemporary society. In addition, learners demonstrate their knowledge of ethical practices that guide professional behavior in the field of human sexuality.

PSYC2900 - Introduction to Psychology of Personality (3 quarter credits). In this introductory course, learners gain and demonstrate knowledge of theories of personality psychology. Learners apply these theories to human traits, behaviors, and emotional issues within the field of psychology. *Prerequisite(s): PSYC1000.*

PSYC3002 - Developing a Psychology Perspective (6 quarter credits). This course builds and strengthens learners' academic writing, critical-thinking, problem-solving, research, and organizational skills in relation to psychology, so that they may apply a psychology perspective within their program and the workplace. During the course, learners develop an understanding of ethical principles and standards as they relate to topics in psychology. *For BS in Psychology and BS in Psychology Pre-Counseling learners only. Learners may only earn credit for PSYC3002 or PSYC3003. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.*

PSYC3003 - Developing a Psychology Perspective (6 quarter credits). In this course, learners build and strengthen psychology-related skills needed to succeed in their program and the workplace. Learners expand their critical-thinking, organizational, problem-solving, and research skills in order to demonstrate and apply a psychology perspective. Learners also communicate effectively and exhibit ethical behavior. *For BS in Psychology and BS in Psychology Pre-Counseling learners only. Learners may only earn credit for PSYC3002 or PSYC-FP3002 or PSYC3003. Prerequisite(s): PSYC1003. Cannot be fulfilled by transfer or prior learning assessment.*

PSYC3110 - Abnormal Psychology (6 quarter credits). The focus of this course is abnormal behavior, which learners investigate using the framework of mental pathology.

Learners evaluate scientific, empirically based analyses of mental disorders and deviant behavior. Learners also examine the range of psychological disorders and assess the disorders' biological, psychological, and social consequences. In addition, learners demonstrate their knowledge of abnormal psychology treatment methods.

Prerequisite(s): PSYC1000.

PSYC3130 - Criminal Psychology and Behavior (6 quarter credits). In this course, learners gain a basic understanding of the impact criminal psychology and criminal behaviors have on the law, police, and communities. Learners also examine the uses of criminal psychology relative to criminal behaviors, and theories surrounding these behaviors. In addition, learners analyze popular criminal defenses relative to criminal psychology and behaviors, and explore examples in well-known criminal cases.

PSYC3150 - Victimology (3 quarter credits). This course introduces victimology and the impact crime has on victims and society as a whole. Learners gain an understanding of the effects and financial costs relative to victimization in the United States. Learners also assess various victims' rights, as well as the issues and social policies that surround victims' rights.

PSYC3210 - Human Lifespan Development (6 quarter credits). This course is a survey of physical, cognitive, emotional, and social development throughout the lifespan as viewed by research and theories, both classical and contemporary. Learners explore the interaction between heredity and the environment, the research methods used by developmental psychologists, and apply stage and non-stage human development theories and research to modern problems and individual experiences. *Prerequisite(s): PSYC1000.*

PSYC3500 - Learning and Cognition (6 quarter credits). Learners in this course apply theories, research, and methods of human learning and cognition to lifelong learning and development. Learners gain and demonstrate their knowledge of 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 gain and demonstrate knowledge of social cognition; the 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 integrate their knowledge of theories and research of culture, ethnicity, diversity, and social interaction with current trends and challenges associated with cultural diversity. Learners analyze social issues related to gender, age, race, religion, sexual orientation, and mental and physical disability and assess 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 build and demonstrate their knowledge of the history of psychology as an academic discipline, with an emphasis on the lives of various significant psychologists and the historical and social events that shaped the development of the field as a science. Learners also identify 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). In this course, learners apply theory, research, and evidence-based practices in the scientific study of optimal human functioning. Learners evaluate the development of positive emotional, cognitive, and behavioral states and traits such as happiness and well-being, self-efficacy, optimism, hope, wisdom, courage, mindfulness, flow, spirituality, empathy, altruism, gratitude, forgiveness, and love and articulate how they influence flourishing relationships. Learners also assess and employ positive psychology principles in personal and professional settings from a strengths perspective. *Prerequisite(s): PSYC1000.*

Course Descriptions, continued

PSYC4200 - Foundations of Industrial and Organizational Psychology (6 quarter credits). In this course, learners gain and demonstrate foundational knowledge of industrial and organizational psychology and human behavior in the workplace. Learners identify and evaluate influences on individual and team workplace behavior. Learners also analyze individual differences, employee attitudes and motivation, job analysis and performance, training and development, and leadership as they affect an organization. **Prerequisite(s): PSYC1000.**

PSYC4210 - Cyberpsychology (6 quarter credits). In this course, an introduction to the fundamentals of cyberpsychology, learners apply their knowledge of the evolution and theory of cyberpsychology to cognition, perception, emotion, motivation, and human behavior. Learners also evaluate the physical and psychosocial impacts of cyberpsychology and identify the procedures, methods, and techniques used to conduct empirical cyberpsychological research.

PSYC4300 - Introduction to Addiction Treatment (6 quarter credits). In this introductory course, learners gain and demonstrate knowledge and application of models of addiction, principles of effective addiction treatment, and evidence-based treatment methods. Learners also apply an understanding of motivational interviewing, cognitive and behavioral treatment, 12-step theory and treatment, family therapy, neurobiology of addiction, pharmacotherapy, assessment strategies, ethical issues, and case management. **Prerequisite(s): PSYC2300.**

PSYC4310 - Biological Psychology (6 quarter credits). In this course, learners synthesize theories of mind-body connection with the biological bases of behavior. Learners demonstrate their knowledge of 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. **Prerequisite(s): BIO1000, PSYC1000.**

PSYC4320 - Theories of Counseling and Psychotherapy (6 quarter credits). Learners distinguish between various theories of counseling and psychotherapy and develop a personal philosophy of counseling. Learners apply evidence-based practices to concerns presented in counseling settings and analyze practices for diverse populations. **Prerequisite(s): PSYC1000, PSYC2320.**

PSYC4600 - Research Methods in Psychology (6 quarter credits). Learners in this course demonstrate their knowledge of fundamental research methods and tools used in psychology. Learners use research methods and designs to show how the scientific method can be applied to the study of human behavior and thought, including ethical considerations for conducting research with human participants. **Prerequisite(s): PSYC1000, PSYC4700. Cannot be fulfilled by transfer or prior learning assessment.**

PSYC4650 - Experiential Learning in Psychology (3 quarter credits). Learners in this course engage in a minimum of 20 hours of hands-on experiential opportunity in an applied setting of their choosing. In the setting, they apply psychological theories, research, and ethical standards to real world problems and situations. Learners also complete concurrent online courseroom activities with a culminating presentation that includes a reflection, analysis, and synthesis of their experiences. Learners are encouraged to contact their advisor for assistance in securing a site prior to registering for the course. **For BS in Psychology learners only. May be repeated for credit. Prerequisite(s): PSYC1000. Informational session with Faculty Connection required. Cannot be fulfilled by transfer.**

PSYC4700 - Statistics for the Behavioral Sciences (6 quarter credits). In this course, learners apply quantitative statistics to the study of human behavior. Learners systematically examine and test hypotheses and relationships using statistical software; interpret, display, and present statistical data; and analyze the validity of arguments based on statistics. In particular, learners gain and demonstrate skills required to conduct statistical sampling, define statistical assumptions and requirements, test statistical differences between and among groups, evaluate correlations, calculate effect size and confidence intervals, and determine practical and statistical significance. **Prerequisite(s): MAT2001 or MAT2002; PSYC1000. Cannot be fulfilled by transfer or prior learning assessment.**

PSYC4900 - Psychology Capstone Project (6 quarter credits). The capstone project is the culmination of the bachelor's degree program in Psychology and provides learners the opportunity to demonstrate the research, analysis, writing, and communication skills they've gained during their program. Throughout the course, learners examine real-life implications of psychology and how practicing the principles of the field may optimally contribute to society. During the capstone experience, learners also explore how this degree can support their next steps, both professionally and personally. **For BS in Psychology and BS in Psychology Pre-Counseling learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.**

Public Administration

PUAD7011 - Issues and Innovations in Human Resource Management (4 quarter credits). In this course, learners examine and practice innovation, advocacy, organizational transformation, and change management. Learners investigate the foundational elements of human resource management and demonstrate their knowledge of current issues related to human resource management.

PUAD7012 - Project Management Framework (4 quarter credits). In this course, learners gain and demonstrate knowledge of project management roles, project scope, time management, and organizational structures. Learners assess various theories as well as communication and collaboration strategies. In addition, learners examine and apply the foundational elements of project management and identify current issues related to project management.

PUAD7015 - Theories and Concepts in Public Administration (4 quarter credits). Learners in this course investigate the structures, practices, and theoretical underpinnings of public administration. Learners acquire and demonstrate public administration knowledge and skills to provide high-quality professional services to the communities they serve. **Prerequisite(s): PSL7020, completion of or concurrent registration in PSL7030. Cannot be fulfilled by transfer.**

PUAD7021 - Employee Relations in Human Resource Management (4 quarter credits). Learners in this course develop the skills to effectively coach, mentor, and resolve conflict. Learners examine and apply the

Course Descriptions, continued

foundational elements and skills for human resource management development, intervention strategies, employee empowerment, and strategic change.

Prerequisite(s): PUAD7011.

PUAD7022 - Project Management Principles and Practices (4 quarter credits).

Learners in this course analyze project management within public administration, private sector organizations that provide public services, nonprofit organizations, and government agencies. Learners apply project management skills across varied sectors and demonstrate their understanding of project design, planning, and innovation.

Prerequisite(s): PUAD7012.

PUAD7025 - Ethics in the Public Sector (4 quarter credits). In this course, learners examine and apply the theoretical and conceptual foundations of various ethical models and use them to analyze and evaluate practices in public administration. Learners also identify ways to ensure public sector agencies act in an ethical and legal manner, while ensuring the integrity of all public sector practices. **Prerequisite(s):** PSL7030, **completion of or concurrent registration in PUAD7015.**

PUAD7031 - Labor and Employment Relations (4 quarter credits). In this course, learners analyze labor relations and issues in employment relations that involve sectors of union employees and non-union employees. Learners develop and implement resolution methods for labor and employment disputes, job analysis and evaluation, compensation, and benefits policy. **Prerequisite(s):** PUAD7011.

PUAD7032 - Project Management Risks, Changes, and Challenges (4 quarter credits). In this course, learners develop their knowledge of project management roles as well as identify and prioritize project risks, communication and change management for project scope, and industry challenges. **Prerequisite(s):** PUAD7012.

PUAD7035 - Public Sector Policy Analysis (4 quarter credits). Learners in this course gain knowledge of differing theories associated with organizational structure, organizational environments, and organizational leadership in public sector settings. Learners also determine ways to effectively apply theories 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. **Prerequisite(s):** PSL7030 and PUAD7015; or PSY8002.

PUAD7041 - Human Resource Information Systems and Communications (4 quarter credits). Learners in this course analyze the principles of information systems and resources with an emphasis on communication. Learners investigate current information systems and how these can impact project management. **Prerequisite(s):** PUAD7011.

PUAD7042 - Project Management Quality and Control (4 quarter credits). Learners in this course analyze quality assurance concepts, planning, control systems, and tools and techniques. Learners also apply their knowledge of the project management process and how it ensures effective communication and collaboration as well as high quality projects. **Prerequisite(s):** PUAD7012.

PUAD7045 - Public Sector Budgeting (4 quarter credits). In this course, learners gain and implement skills needed to be sound stewards of public resources. Learners examine revenue streams used to fund government agencies. Learners also apply practices used to develop budgets that mirror public priorities and processes used to ensure funds are appropriately allocated. **Prerequisite(s):** PSL7030, PUAD7015.

PUAD7095 - Integrative Project for Public Administration (4 quarter credits). In this course, learners apply the collective materials from their program into a facilitated research project. Learners conduct a cost-benefit analysis of a specific policy, project, or program in the public sector and demonstrate their mastery of the knowledge and skills necessary to succeed in a real-world environment. **For MS in Public Administration learners only. Prerequisite(s):** Completion of all required and elective coursework. **Cannot be fulfilled by transfer or prior learning assessment.**

PUAD8015 - Operational Strategic Management and Planning (4 quarter credits). Learners in this course build their understanding of operational strategic management and planning concepts. Learners analyze processes as well as collaboration, cooperation, and coordination practices within and among organizational operations. Learners apply these concepts to real-life situations and organizational operations through the examination of their internal and external environments, the allocation of resources, and the translation of strategic plans into tactical operations. **Prerequisite(s):** PUAD7015, PUAD7025.

PUAD8025 - Organizational Leadership and Theory Within Public Administration (4 quarter credits). In this course, learners examine the roles of public administration leaders and managers. Learners analyze operational change management, systems theories, organizational behavior, and culture from applied and theoretical perspectives. Learners evaluate local, state, federal, elected, appointed, and employed government structures to gain a further understanding of the respective leadership and operational requirements. **Prerequisite(s):** Completion of or concurrent registration in PUAD7035; PUAD8015.

PUAD8035 - Diversity Within the Global Society (4 quarter credits). Learners in this course analyze the cultural values and styles of effective communication, reasoning, and decision-making across various cultural boundaries. Learners also examine the challenges of working cross-culturally to create and enhance public value and equitable solutions. In particular, learners focus on effective public administration systems and policies that improve operational processes and best practices. **Prerequisite(s):** PUAD8025.

PUAD8045 - Public Administration Strategic Accounting and Finance (4 quarter credits). In this course, learners analyze and implement strategic finance and accounting concepts within public administration. Learners investigate the policies and practices associated with public organizations in conjunction with the operational fiscal climate. In addition, learners apply the skills required to construct and evaluate budget documents and assess the strategic operational financial needs. **Prerequisite(s):** PUAD8025.

Public Health

PUBH4001 - Foundations of Public Health (4 quarter credits). This course provides learners with an overview of core public health concepts as well as the contributions and roles of public health institutions. Learners use historical perspectives and current trends to address determinants of health from an environmental, social, and behavioral perspective. Learners also become familiar with organizational structure and gauge its impact on health care delivery and barriers to access from a population perspective.

Course Descriptions, continued

PUBH4003 - Introduction to Theories of Social and Behavioral Change (4 quarter credits). Learners in this course gain fundamental knowledge of the theories of social and behavioral change that guide public health professionals in understanding health behaviors in the contexts in which they occur. Learners analyze the theories that influence health behaviors and public engagement activities as well as gain perspectives of why and how people behave the way they do. In addition, learners examine the structural and social barriers to better health and determine the ways in which they can design comprehensive solutions to eliminate those barriers.

PUBH4006 - Social Determinants of Health and Wellness (4 quarter credits). In this course, learners are introduced to the social and economic determinants of health and wellness in the United States. In particular, learners gain an understanding of what those determinants are and how they can be changed.

PUBH4009 - Introduction to Biostatistics (4 quarter credits). This course introduces learners to fundamental statistical data analysis for individual and community health. Throughout the course, learners examine basic statistics and how they are applied in public health. Learners also develop and demonstrate an awareness of the statistical software tools used for analysis and explore the major methodologies used in public health to determine policy and practice.

PUBH4012 - Introduction to Epidemiology (4 quarter credits). In this course, learners examine core principles of epidemiology, including the prevention of chronic diseases, how disease spreads across populations, and how public health interventions can help control or reduce that spread. In addition, learners gain an understanding of patterns, causes, and effects of health and disease conditions; statistical evaluation, analysis, and interpretation; and the impact of health and disease social determinants on the health of individuals and the community. Learners also explore epidemiology as a social science by reviewing the social causes and consequences of health.

PUBH4015 - Planning and Evaluation in Evidence-Based Practice (4 quarter credits). Learners in this course assess evidence-based practice and how it affects public health planning and evaluation. In particular, learners examine the ways in which they can use a collaborative community approach and the best evidence available to promote prevention through the planning and evaluation of public health programs and policies.

PUBH4018 - Introduction to Public Health Policy and Management (4 quarter credits). In this course, learners build and demonstrate a broad understanding of how public health and policy intersect in the United States and how public health services, programs, and policies are developed, managed, and funded. Throughout the course, learners analyze the key drivers of policies and legislation that impact public and private health care systems, individuals, and the overall population.

PUBH4024 - Introduction to Environmental Health (4 quarter credits). Learners in this course examine the biological, chemical, physical, social, and psychosocial aspects of environmental and community health and apply that knowledge to the prevention of environmentally induced diseases. Course topics include biological monitoring of environmental health hazards, health surveillance, environmental monitoring, and current environmental standards governing food and water quality.

PUBH4027 - Community Health Promotion, Education and Advocacy (4 quarter credits). This course provides learners with a case study approach to examining how health promotion, education, and advocacy have been employed in the United States and worldwide. Learners delve into the expanding world of social media as well as more traditional public health promotion, education, and advocacy efforts.

PUBH4900 - Public Health Capstone (6 quarter credits). The capstone project is the culmination of the BS in Public Health degree program. Learners demonstrate the technical and applied public health knowledge and the critical thinking and communication skills needed to effectively address determinants of health from an environmental, social, and behavioral perspective; understand health behaviors and the contexts in which they occur; and examine the structural and social barriers to better health so that they may determine the ways in which comprehensive solutions can be designed to eliminate those barriers. **For BS in Public Health learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.**

Studies in Human Behavior

SHB5008 - Research Methodology in Human Behavior (4 quarter credits). This course provides an overview of graduate-level quantitative and qualitative approaches to research methodology in the field of human behavior. Throughout the course, learners examine major concepts and techniques of social science research,

including needs assessment procedures, program evaluation, and program design.

SHB5109 - Scope of Addictive Behaviors and Eating Disturbances (4 quarter credits). In this course, learners explore the theories, research, and social policies guiding the study of addictive behaviors and eating disturbances and use this knowledge to design informational and advocacy models that promote effective addictive behavior and eating disturbance services. Learners also examine historical and contemporary concepts of addictive behaviors and eating disturbances; analyze addictive behaviors and eating disturbances within the context of ethnic and cultural diversity; and identify ethical, legal, and social considerations associated with addictive behavior and eating disturbance services.

SHB5314 - Program Development and Evaluation (4 quarter credits). In this course, learners examine needs assessment, program development, and program evaluation as fundamental tools in institutional, public, or private organizations. In particular, learners explore ways of evaluating needs of specific populations, using research-based models and best practices to inform program development and evaluation, communicating effectively with internal and external stakeholders, and addressing ethical implications of various approaches to program development and evaluation.

SHB5315 - Ethics and Leadership in Studies in Human Behavior (4 quarter credits). Learners in this course examine the responsibilities of human behavior leaders and the role professional ethics plays in the field of social and behavioral sciences. Learners evaluate professional codes of ethics, identify their personal ethical standards, and assess their ability to lead ethically and apply ethical principles in research.

SHB5318 - Scope of Studies in Human Behavior (4 quarter credits). This course presents learners with an overview of topics in human behavior addressed by professionals in the field of social and behavioral sciences. In particular, learners examine human behavior theory and the impact of education, motivation, ethics, diversity, social structures, and community support systems on human behavior. Learners use the knowledge, skills, and methods acquired during the course to address a contemporary social issue through research.

SHB5337 - Child and Adolescent Studies (4 quarter credits). Learners in this course examine and apply leadership approaches and research-based best practices associated

Course Descriptions, continued

with advocating and providing services for children and adolescents. In particular, learners investigate the significant issues and needs of diverse populations of children and adolescents, the ways communities and society respond to those issues and needs, leadership skills necessary to advocate for children and adolescents, and methods of using advocacy when working with children and adolescents in various professional settings. Learners also analyze biological, cultural, and social influences on children and adolescents and legal and ethical issues associated with working with these populations.

SHB5443 - Human Behavior and Diversity (4 quarter credits). This course is a survey of concepts, theories, and research that highlight the presence of diversity in human behavior. Learners investigate the relationship between human behavior and gender, social class, religion, and/or disability and evaluate the role of the social and behavioral sciences professional in meeting the needs of diverse populations. Learners also examine cross-cultural issues and practice applying a variety of theoretical approaches and methodologies to address them.

SHB5501 - Contemporary Issues in Studies in Human Behavior (4 quarter credits). In this course, learners analyze a range of contemporary social and behavioral issues and study the ways leadership and advocacy can be used to address them. Learners also explore professional development strategies for building interdisciplinary knowledge.

SHB5990 - Studies in Human Behavior Integrative Project (4 quarter credits). In this course, learners demonstrate proficiency in studies in human behavior by applying learning from required and elective courses to complete an analysis of a public or private setting in the field of education or social and behavioral sciences or to propose a new application in the field of education or social and behavioral sciences. **Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer.**

SHB8002 - 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 during their first quarter. Cannot be fulfilled by transfer.**

SHB8100 - Fundamentals of Social Science Research (4 quarter credits). This course introduces learners to social science research and theory. In order to become educated consumers of research, learners analyze elements of qualitative and quantitative research design, evaluate ethical issues in research, explore research topics of interest, and identify the needs for future research and the implications for practice in their area of specialization. **Cannot be fulfilled by transfer.**

SHB8101 - Interdisciplinary Leadership in Social and Behavioral Sciences (4 quarter credits). In this course, learners evaluate historical, current, and emerging theories of interdisciplinary leadership that apply in social and behavioral sciences contexts. Learners assess the role and influence of leaders in complex and dynamic interdisciplinary environments and organizations that address human behavior issues. Learners also focus on developing doctoral-level skills in evaluating and synthesizing leadership research. **Cannot be fulfilled by transfer.**

SHB8315 - Advanced Program Design (4 quarter credits). The focus of this course is program design at the leadership level in the fields of education and social and behavioral sciences. In particular, learners evaluate needs-based program design approaches and the models that inform those approaches. Learners also explore ways of effectively communicating with internal and external stakeholders and addressing ethical implications of various approaches to program design.

SHB8316 - Advanced Program Evaluation (4 quarter credits). Learners in this course examine needs assessment and program evaluation as fundamental tools in institutional, public, or private organizations. Learners assess the needs assessment strategies used to evaluate the needs of specific populations in various social and behavioral sciences settings. Learners also explore research-based program evaluation models and focus on developing skills in evaluating program effectiveness at the leadership level.

SHB8331 - Advanced Child and Adolescent Studies (4 quarter credits). Learners in this course synthesize and apply research-based best practices to improve the interactions among the school, community, and social systems that influence and serve children and adolescents. Learners also evaluate the issues and needs of children and adolescents, develop innovative leadership and advocacy approaches to address those issues and

needs, and consider the legal and ethical issues associated with working with diverse populations of children and adolescents.

SHB8441 - Advanced Ethics and Leadership in Studies in Human Behavior (4 quarter credits). The focus of this course is the ethical and leadership responsibilities of human behavior professionals. Learners synthesize ethical principles with leadership roles in public and private settings and evaluate the ways professionals apply ethics and leadership in their work with diverse client populations in the fields of education and social and behavioral sciences.

SHB8551 - Advanced Contemporary Issues in Studies in Human Behavior (4 quarter credits). In this course, learners analyze a range of contemporary social and behavioral issues and conduct participatory action research on an issue of their choice, using various leadership and advocacy approaches to address the chosen issue. Learners also employ professional development strategies to build interdisciplinary knowledge in the fields of education and social and behavioral sciences at the leadership level.

SHB8661 - Risk and Resiliency in Diverse Populations (4 quarter credits). In this course, learners demonstrate proficiency in human behavior studies through research-based application of multidimensional resilience concepts to diverse populations, in order to identify the means of maintaining well-being throughout the lifespan. Learners evaluate types of resilience in response to risks caused by psychosocial, environmental, and genetic stressors and analyze the impact of coping skills on post-traumatic growth by identifying the process of resilience and the historical factors influencing it. In addition, learners examine leadership approaches to addressing personal risk factors with an emphasis on different models of advocacy to generate informed decisions for successful collaboration with multiple providers and various populations.

SHB8775 - Issues in Aging, Grief, and Bereavement (4 quarter credits). This course is an examination of aging and loss from biological, psychological, social, and cultural perspectives at the leadership level. In particular, learners evaluate contemporary research relevant to family life, caregivers, community and institutional care, ethnic and

Course Descriptions, *continued*

sociocultural differences, and urbanization and assess the service delivery needs of aging populations within the context of specific life events. Learners also explore the ways their own attitudes toward aging and loss may impact their effectiveness as professionals working in social and behavioral services settings.

SHB8810 - Advanced Issues in Eating Disturbances (4 quarter credits). In this course, learners focus on issues associated with various eating disturbances, including anorexia, bulimia, obesity, overeating, and body image disturbances, from a leadership perspective. Using evidence-based literature, learners evaluate historical and contemporary paradigms of eating disturbances and their physical, psychological, and social effects. Learners also assess service delivery models and the cultural, ethnic, legal, and ethical considerations associated with working with diverse populations of people with eating disturbances.

SHB8811 - Advanced Issues in Addictive Behaviors (4 quarter credits). In this course, learners focus on issues associated with various addictive behaviors, including legal and illicit psychoactive drug use, from a leadership perspective. Using evidence-based literature, learners evaluate historical and contemporary paradigms of addictive behaviors and their physical, psychological, and social effects. Learners also assess service delivery models and the cultural, ethnic, legal, and ethical considerations associated with working with diverse populations of people with addictive behaviors.

SHB9919 - Doctoral Comprehensive Examination (3 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 register for the first dissertation course. **Grading for this course is S/NS.** **Prerequisite(s):** Completion of all required and elective coursework 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.**

SHB9960 - Dissertation Courseroom (3 quarter credits each). 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 S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements.** **Prerequisite(s): SHB9919. Cannot be fulfilled by transfer.**

Social Science

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 gain and demonstrate an understanding of cultural diversity from a sociological perspective and identify the ways the societal structure affects micro-level experience. Learners evaluate theories that explain the cultural foundations of prejudice and discrimination, analyze the differences between majority and minority groups and racial and ethnic groups, and investigate 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.

SOC3400 - Social Deviance (6 quarter credits). In this course, learners gain and apply an understanding of the fundamental concepts and theories of the sociological study of deviance. Learners evaluate deviant behavior from historical and social perspectives and identify contemporary issues involving deviance. Learners also analyze informal and formal means of controlling deviance, including the role of the criminal justice system as a form of social control of deviant behavior.

Social Work

SWK5001 - Research in Social Work Practice (4 quarter credits). Learners in this course acquire the knowledge, skills, and tools needed to engage in research-informed practice and practice-informed research. Learners build skills related to planning and conducting research, evaluating best practices, and critically assessing the research of others. In addition, learners

explore the relationship between social work and research and articulate the importance of that relationship with respect to serving individuals, families, groups, organizations, and communities. Throughout the course, learners demonstrate competence in research design and proposal writing with the use of technology by constructing their own research plans. **For MSW learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

SWK5002 - Social Welfare History, Policy, and Practice (4 quarter credits). Learners in this course critically analyze social welfare history, domestic social policies, and social welfare programs. Learners use theoretical frameworks and social work best practices to understand issues of social and economic justice, including the human rights of children, youth, adults, families, communities, and organizations, in order to effectively prepare for policy leadership and planning, advocacy, and social action. **For MSW and MSW—Advanced Standing learners only. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.**

SWK5003 - Human Behavior and the Social Environment 1 (4 quarter credits). The focus of this course is on the systems approach used to analyze the impact of various social forces on individual and family dynamics. Throughout the course, learners employ theory, social work best practices, and research findings to understand and assess the functioning of individuals and families in their social environments. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): SWK5001, completion of or concurrent registration in SWK5002. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.**

SWK5005 - Human Behavior and the Social Environment 2 (4 quarter credits). In this course, learners use theory and concepts from behavioral sciences that focus on interactions between and among individuals and the groups, social, economic, and environmental systems to inform social work best practice interventions. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): SWK5003, completion of or concurrent registration in SWK-R5004. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.**

SWK5006 - Social Policy and Planning in Human Services (4 quarter credits). Learners in this course focus on the origins, processes, and politics associated with contemporary

Course Descriptions, continued

American social policies intended to advance human rights and social justice. Learners examine the role of social workers in the leadership and creation of strategic planning, implementation, and evaluation of myriad social policies, with particular attention given to cultural diversity. In addition, learners explore the relationship between social work values and social policies and integrate social work best practice standards. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): Completion of or concurrent registration in SWK5005. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.**

SWK5007 - Mezzo Social Work Practice (4 quarter credits). The focus of this course is on social work best practices with particular emphasis on small-to-medium-sized groups. Learners explore the link between mezzo and micro and macro social work practices, as well as the link of person to environment, the research literature that informs this level of practice, and ethical concerns. Throughout the course, learners apply social work best practices and technology integration in their work with individuals, families, groups, organizations, communities, and colleagues. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): SWK5003, SWK-R5004. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.**

SWK5008 - Macro Social Work Practice with Groups, Organizations, and Communities (4 quarter credits). Learners in this course build on their micro and mezzo social work practice knowledge and gain a better understanding of the theory and skills required for social work best practice with larger groups, organizations, and communities. In particular, learners in this course analyze macro social work practice models, including social planning, community organizing, social action, leadership, effective use of technology, supervision and community/organizational development, and change. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): SWK5006. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.**

SWK5012 - Cultural Competence and Social Work Practice with Diverse Populations (4 quarter credits). This course addresses diversity and difference, power and privilege, and oppression, as they relate to social work practice. Throughout the course, learners become knowledgeable of one's biases

toward race, ethnicity, culture, religion, age, sex, sexual orientation, social and economic status, political ideology, and disability; how those biases contribute to discrimination and oppression; and the ethics of culturally competent best practice. In addition, learners reflect on personal values, beliefs, and behaviors that may limit their ability to practice effective social work with people of diverse backgrounds. Through the use of technology, learners then engage in strategy and leadership best practices for dealing with biases in social work practice. **For MSW and MSW—Advanced Standing learners only. Must be taken during the first quarter by learners who have been admitted to the MSW—Advanced Standing degree program. Prerequisite(s): SWK5007; completion of or concurrent registration in SWK5008. Learners in the MSW—Advanced Standing degree program are exempt from these prerequisites. Cannot be fulfilled by transfer.**

SWK5013 - Mental Health Practice and Advanced Interventions: Theory and Practice (4 quarter credits). This course prepares learners for advanced mental health best practice. Learners use multiple theoretical frameworks and technology to engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities within the mental health field. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): SWK5007; completion of or concurrent registration in SWK5008. Learners in the MSW—Advanced Standing degree program are exempt from these prerequisites. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.**

SWK5015 - Advanced Statistics, Research, and Program Evaluation (4 quarter credits). This course provides learners with the opportunity to advance their knowledge in research methodology, data collection, and program evaluation in social work best practice. Learners integrate research practice, knowledge, and theory with leadership methods and data processing and analysis, in order to better understand the implications of quantitative, qualitative, and mixed-methods data. Learners also use and interpret various statistical procedures for analyzing quantitative and qualitative data using analytical software and applications. **For MSW and MSW—Advanced Standing learners only. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.**

SWK5016 - Integrative Technology in

Advanced Social Work Practice (4 quarter credits). This course is an introduction to transformative and innovative methods of client interviewing, follow up, documentation, evaluation, professional development, and communication through the use of technology, with particular emphasis on 21st-century social work practice skills used to serve diverse clients. Learners engage in interactive role-play activities and create a technology-based initiative that promotes social justice and best practices. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): SWK5015. Cannot be fulfilled by transfer.**

SWK5017 - Clinical Supervision and Leadership in Social Work Practice (4 quarter credits). This course is an introduction to leadership theories and skills, ethical decision-making, self-care efficacy, strategic planning, and administrative roles in social work organizations. Throughout the course, learners investigate technology integration; administrative, educational, and supportive supervision; supervision procedures; conduct of supervision; and legal and regulatory guidelines. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): Completion of or concurrent registration in SWK5016. Cannot be fulfilled by transfer except by coursework from a CSWE-accredited program.**

SWK5018 - Systems Analysis of Social Work Practice: Theories, Skills, Values, and Professional Practice (4 quarter credits). This course provides a synthesis of all social work practice systems. Learners apply critical-thinking skills as they delve into the identification of social work values and ethics; the assessment of professional behaviors and skills; the engagement of cultural competence; the integration of research, knowledge, human behavior, and theory; and the application and analysis of social work best practice, social justice, policy, technology, and leadership. **For**

Course Descriptions, continued

MSW and MSW—Advanced Standing learners only. Prerequisite(s): Completion of or concurrent registration in SWK5528. Cannot be fulfilled by transfer.

SWK5025 - Foundation Field Practicum 1 (4 quarter credits). This is the first course in a sequence of two required practicum courses during which learners complete a minimum of 400 supervised field experience hours. Throughout the practicum, learners engage in experiential learning in a field agency setting and apply social work best practice theories, professional values, and practice techniques gained from their social work foundation courses. This course includes an integrative seminar that facilitates learners' leadership development and technology skills with regard to entry-level generalist social work practice. **For MSW and MSW—Advanced Standing learners only. Special permission is required for registration. Prerequisite(s): SWK-R5014. Cannot be fulfilled by transfer.**

SWK5026 - Foundation Field Practicum 2 (4 quarter credits). This is the second course in a sequence of two required practicum courses during which learners complete a minimum of 400 supervised field experience hours. Throughout the practicum, learners engage in experiential learning in a field agency setting and apply social work best practice theories, professional values, and practice techniques gained from their social work foundation courses. This course includes an integrative seminar that facilitates learners' leadership development and technology skills with regard to entry-level generalist social work practice. **For MSW and MSW—Advanced Standing learners only. Special permission is required for registration. Prerequisite(s): SWK5025. Cannot be fulfilled by transfer.**

SWK5525 - Advanced Field Seminar/Lab (4 quarter credits). This course prepares learners for field placement. Throughout the interactive seminar, learners review social work best practices as well as the steps necessary for success in the field, including professionalism, interviewing techniques, process recording, documentation, evaluation, and safety. **For MSW and MSW—Advanced Standing learners only. Special permission is required for registration. Prerequisite(s): SWK5012, completion of or concurrent registration in SWK5013. Cannot be fulfilled by transfer.**

SWK5526 - Advanced Field Practicum 1 (4 quarter credits). This is the first course in a sequence of three required practicum courses during which learners complete a minimum of 600 supervised field experience hours. Throughout the practicum, learners

engage in experiential learning in a field agency setting and apply social work best practice theories, professional values, practice techniques, and technology integration skills gained from their advanced generalist coursework. This course includes an integrative seminar that facilitates learners' leadership development with regard to graduate-level generalist social work practice. **For MSW and MSW—Advanced Standing learners only. Special permission is required for registration. Prerequisite(s): SWK-R5014, SWK5026 or SWK5525. Cannot be fulfilled by transfer.**

SWK5527 - Advanced Field Practicum 2 (4 quarter credits). This is the second course in a sequence of three required practicum courses during which learners complete a minimum of 600 supervised field experience hours. Throughout the practicum, learners engage in experiential learning in a field agency setting and apply social work best practice theories, professional values, practice techniques, and technology integration skills gained from their advanced generalist coursework. This course includes an integrative seminar that facilitates learners' leadership development with regard to graduate-level generalist social work practice. **For MSW and MSW—Advanced Standing learners only. Special permission is required for registration. Prerequisite(s): SWK5526. Cannot be fulfilled by transfer.**

SWK5528 - Advanced Field Practicum 3 (4 quarter credits). This is the third course in a sequence of three required practicum courses during which learners complete a minimum of 600 supervised field experience hours. Throughout the practicum, learners engage in experiential learning in a field agency setting and apply social work best practice theories, professional values, practice techniques, and technology integration skills gained from their advanced generalist coursework. This course includes an integrative seminar that facilitates learners' leadership development with regard to graduate-level generalist social work practice. **For MSW and MSW—Advanced Standing learners only. Special permission is required for registration. Prerequisite(s): SWK5527. Cannot be fulfilled by transfer.**

SWK5800 - Advanced Clinical Social Work Practice with Children and Youth (4 quarter credits). Learners in this course acquire the advanced knowledge and skills required to engage in the clinical treatment of children and youth. Learners examine theoretical frameworks, including developmental, ecological systems, cognitive/behavioral, and psychodynamic. In addition, learners analyze assessment styles and intervention

planning, with an emphasis on cultural and environmental factors. Throughout the course, learners use technology and leadership skills to synthesize, integrate, and apply that which they have learned, in order to provide assessment and treatment that is grounded in professional social work ethics and best practices to children and youth.

For MSW and MSW—Advanced Standing learners only. Prerequisite(s): SWK5013. Cannot be fulfilled by transfer.

SWK5801 - Advanced Clinical Social Work Practice Screening, Assessment, Diagnosis, and Treatment of Children and Youth (4 quarter credits). This course provides a bio-psychosocial approach to identification, screening, assessment, and diagnosis of common psychosocial problems experienced by children and youth. Learners analyze etiology, recognition, and diagnosis of these problems in the context of the socio-cultural formation of disordered behavior. Throughout the course, learners apply social work best practices, leadership skills, techniques gained throughout their coursework, the most recent edition of the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders*, and the use of technology to screen, assess and diagnose issues, such as serious mental illness, suicidality, depression and anxiety, substance abuse, child abuse, and the effects of trauma. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): SWK5800. Cannot be fulfilled by transfer.**

SWK5802 - Advanced Clinical Social Work Practice with Adults (4 quarter credits). This course is designed to prepare learners for advanced clinical social work practice utilizing multiple theoretical frameworks and technology to engage, assess, evaluate, and intervene in ethically and culturally competent clinical practice with adults. In addition, learners use best practice skills to serve as competent clinical social work practitioners in nonprofit, for-profit, and community organizations. Throughout the course, learners apply a skills-based approach; leadership in presenting and practicing the use of specific screening, assessment, and diagnostic protocols; as well as the most recent edition of the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders* to provide diagnostic formulations. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): SWK5013. Cannot be fulfilled by transfer.**

SWK5803 - Advanced Clinical Social Work Practice Screening, Assessment,

Course Descriptions, continued

Diagnosis, and Treatment of Adults (4 quarter credits). This course provides a bio-psychosocial approach to identification, screening, assessment, and diagnosis of common psychosocial problems experienced by adult clients. Learners analyze etiology, recognition, and diagnosis of these problems in the context of the socio-cultural formation of disordered behavior. Throughout the course, learners apply social work best practices, leadership skills, techniques gained throughout their coursework, the most recent edition of the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders*, and the use of technology to screen, assess and diagnose issues, such as serious mental illness, suicidality, depression and anxiety, substance abuse, child abuse, elder abuse, and the effects of trauma. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): SWK5802. Cannot be fulfilled by transfer.**

SWK5804 - Innovative Leadership and Supervision in Social Work Practice (4 quarter credits). The course provides social work learners with the opportunity to explore workplace dynamics, communication theory, leader's influence, and the relationship between social work best practice and leadership skills. Learners also analyze the use of technology as a tool for effectively serving as administrators. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): SWK-R5014. Cannot be fulfilled by transfer.**

SWK5805 - Managing Social Work Practice in the 21st Century (4 quarter credits). This course covers best practices in hiring, staffing, coaching, and evaluating personnel. In particular, learners review key practice policies related to health care, consumer rights, educational rights, access, disabilities, cultural diversity, and ethical practices in the workplace. Other course topics include leadership, grant writing, program development, professional development, and strategic planning. In addition, learners gain an understanding of advanced financial management and planning with the use of technological resources. **For and MSW—Advanced Standing MSW learners only. Prerequisite(s): SWK5804. Cannot be fulfilled by transfer.**

SWK8015 - Advanced Social Work Practice: Theoretical Perspectives (4 quarter credits). Learners in this course assess the role of theory in social work practice at the micro, mezzo, macro, and meta levels.

Learners critically appraise selected theories, perspectives, and models for relevance and evaluate the strengths and barriers regarding their application to practice. Through critical self-reflection, learners identify with specific theoretical orientations, as well as demonstrate recognition and respect for others' theoretical orientations. **For DSW learners only. Prerequisite(s): PSL7020; completion of or concurrent registration in PSL7030.**

SWK8025 - Leadership and Management in Complex Social Systems (4 quarter credits). Learners in this course examine and integrate an understanding of leadership principles, skills, and applications in organizational or academic environments. Learners appraise and articulate the importance of cultural and ethical competency within a leadership context as well as a complex, global society. Learners investigate issues they may encounter in the field and determine how to address them through the practice of social work leadership. **For DSW learners only. Prerequisite(s): PSL7030; completion of or concurrent registration in SWK8015.**

SWK8035 - Advanced Social Work Policy and Practice (4 quarter credits). In this course, learners develop the ability to advocate for and create public policy, and evaluate how it impacts individuals, families, groups, and the community. Learners examine policies in light of diversity and globalization with emphasis on social justice. Learners also assess ethical concerns; policy analysis; advocacy strategies, including cross-system collaboration; and use of needs assessments. **For DSW learners only. Prerequisite(s): SWK8015; completion of or concurrent registration in SWK8025.**

SWK8045 - Clinical Theories of Social Work Practice 1 (4 quarter credits). Learners in this course analyze clinical theories of social work based on ethical considerations, client diversity, and best practice as defined by the integration of practice wisdom and scientific knowledge, to ensure proper fit between clients' needs and intervention. Learners also evaluate practice model(s) for client treatment with a focus on individuals and couples, and begin to apply this knowledge to supervision of colleagues. In addition, learners use research to examine cutting edge and emerging intervention strategies. **For DSW learners only. Prerequisite(s): Completion of or concurrent registration in PSL7860; SWK8025, SWK8035.**

SWK8055 - Advanced Social Work Practice with Diverse Populations in Complex

Systems (4 quarter credits). In this course, learners examine concepts and theories related to diversity, such as critical race theory, through the lenses of complex systems, globalization, and the impact of technology. Learners evaluate systems as entities of social control, domination, and oppression in order to develop advocacy strategies for meaningful systems change and to apply practices that effectively address diversity. Learners also assess the impact of globalization and immigration on vulnerable populations and human needs, along with strategies to address these issues, including the use of technology to advance welfare and well-being for all. **For DSW learners only. Prerequisite(s): Completion of or concurrent registration in SWK8045.**

SWK8065 - Clinical Theories of Social Work Practice 2 (4 quarter credits). In this course, learners strengthen and apply their knowledge of clinical theories of social work based on ethical considerations, client diversity, and best practice as defined by the integration of practice wisdom and scientific knowledge. Learners also identify practice model(s) and apply them for client treatment as well as for supervision, with a focus on families and groups. In addition, learners appraise the development of new theoretical paradigms in the age of technology. **For DSW learners only. Prerequisite(s): Completion of or concurrent registration in PSL-R8941; SWK8055.**

SWK8075 - Advanced Social Work Practitioner as a Leader of Social Change (4 quarter credits). Learners in this course articulate their individual leadership philosophies, styles, skills, and approaches to effective leadership. Learners evaluate policy, practice, programs, and the use of technology at all levels in the social work field, while evaluating social change strategies and approaches. Learners identify the use of self as they develop professional skills of influence and mobilization for change to better advocate for client groups at all levels. Learners create an individual plan for their continued self-development as leaders in the field of social work. In addition, learners demonstrate knowledge of lobbying, advocacy strategies, program evaluation, and ethical issues and concerns. **For DSW learners only. Prerequisite(s): Completion of or concurrent registration in PSL7868;**

Course Descriptions, *continued*

SWK8065.

SWK-R5004 - Micro Social Work Practice (4 quarter credits). Learners in this course gain an understanding of the knowledge, values, and best practice skills required for generalist social work practice. Learners apply a strengths-based perspective to planned change and problem-solving processes and use technology to demonstrate leadership and evaluation-of-practice techniques. Learners also conceptualize how to effectively enhance the well-being of people and ameliorate the environmental conditions that adversely affect them. During this course, learners engage in a face-to-face residency experience that guides them as they integrate social work theories and methods with social work best practice. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): SWK5001, SWK5002. Cannot be fulfilled by transfer.**

SWK-R5014 - Advanced Generalist Social Work Practice (4 quarter credits). Learners in this course develop and demonstrate advanced generalist best practice and leadership skills in engagement, assessment, intervention, and evaluation from a strengths perspective grounded in social work values and ethics, social justice, human rights, cultural competence, policy practice, the integration of technology, and evidence-based practice. During this course, learners engage in a face-to-face residency experience that guides them as they integrate social work theories and methods with social work best practice. **For MSW and MSW—Advanced Standing learners only. Prerequisite(s): SWK5012, completion of or concurrent registration in SWK5013. Cannot be fulfilled by transfer.**

Technology Systems

TS8005 - Research Processes, Theory, and Practice in Information Technology (6 quarter credits). In this course, learners are immersed in a culture of inquiry to focus on the technical foundations of information technology (IT) research and practice. Learners examine current and emerging research and practice technologies, processes, and methods; compare quantitative and qualitative methodologies; and identify the research methodologies commonly used in IT research. Additionally, this course is designed to help prepare PhD learners for doctoral research related to IT literature and theory. **For PhD in Information Technology learners only. Must be taken during the learner's first quarter. 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). Learners in this course study the basics of creating and developing an IT consulting business. Learners explore how to plan, develop, and market a viable IT consulting practice, specifically writing a business plan, finding customers, and pricing services. **Prerequisite(s): Completion of all core coursework. 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 all core coursework. 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.**

TS9919 - Doctoral Comprehensive Examination (3 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 register for the first dissertation course. **Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective coursework 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.**

TS9960 - Dissertation Courseroom (3 quarter credits each). This course provides learners with resources, guidance, and peer and mentor support during each

Course Descriptions, *continued*

dissertation course as they complete the required milestones. **Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their specialization requirements. Prerequisite(s): TS9919. Cannot be fulfilled by transfer.**

Writing

WRIT6088 - Mastering Scholarly Writing (4 quarter credits). Learners in this course develop and strengthen their scholarly writing, critical thinking, and research skills. In particular, learners practice reading, drafting, revising, editing, and polishing their work to meet academic writing process standards. Learners also explore the application of rhetoric and the role of analysis in the writing process. **Prerequisite(s): Psychology learners must take WRIT6088 concurrently with PSY6089.**

WRIT7086 - Becoming an Academic Writer (4 quarter credits). In this course, learners focus on developing a process for enhancing and improving their academic writing and critical thinking. Learners assess their individual writing strengths and needs and receive feedback on their writing from classroom instructors. Using the feedback and appropriate information literacy skills, learners develop and implement a plan for the research, writing, and revision needed for successful doctoral-level academic writing.

FlexPath Course Descriptions

The following courses may require live web conferencing activities and/or learner audio/video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations.

FlexPath (-FP)

Biology

BIO-FP1000 - Human Biology (3 program points). In this course, learners develop and demonstrate their knowledge of fundamental biological principles as they relate to human beings. Course topics include the molecular and cellular basis of life, genetics, organ systems, and the impact of nutrition and exercise on human health. The course also includes lab experience.

BIO-FP2000 - Environmental Health (3 program points). In this course, learners use a multidisciplinary approach to identify and describe the environmental factors impacting individual and community health. Learners analyze the effects of various physical, biological, and chemical agents on the body and identify strategies to minimize the negative effects. Learners also assess and apply ways to protect and promote health and positively influence the quality of the environment.

Bachelor of Science in Nursing

Only learners enrolled in the BSN degree program may take BSN courses.

BSN-FP4002 - Assessment, Communication, and Collaboration (3 program points). In this course, learners analyze effective health assessment methods, communication strategies, and interdisciplinary and interprofessional collaboration techniques used in a variety of health care settings. Learners conduct a comprehensive evidence-based health assessment and examine and explain the communication skills members of collaborative teams need for evidence-based quality care.

BSN-FP4004 - Nursing Research and Informatics (3 program points). This course is an introduction 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; demonstrate competence in incorporating safeguards, secure practices, and ethical standards needed to promote and support data security, patient confidentiality, and regulatory requirements; and analyze 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.

BSN-FP4006 - Policy, Law, Ethics, and Regulations (3 program points). 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 develop and demonstrate their knowledge of 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 analyze the impact of health care policy and multicultural, socioeconomic, political, legal, and regulatory factors on health care access disparities and practice articulating 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.

BSN-FP4008 - Organizational and Systems Management for Quality Outcomes (3 program points). In this course, learners acquire and demonstrate the fundamental concepts and principles of individual and organizational leadership necessary for successful nursing practice in integrated and nonintegrated health care systems and environments. Learners develop and demonstrate awareness of nursing leadership concepts, research, and models and evaluate 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.

BSN-FP4010 - Health Promotion and Disease Prevention in Vulnerable and Diverse Populations (3 program points). Learners in this course develop and demonstrate an understanding of concepts, frameworks, and models used to foster health promotion and disease prevention, particularly in multicultural and vulnerable populations. Learners evaluate the health care needs of individuals and populations from multicultural, ethnic, traditional, complementary, alternative, and spiritual perspectives and examine factors that cause wellness disparities among people in vulnerable populations. Learners analyze the ways health care access barriers are created and identify evidence-based best practices

Course Descriptions, *continued*

for developing a population-focused approach to health promotion and disease prevention.

BSN-FP4012 - Nursing Leadership and Management (3 program points).

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 build and apply a working knowledge of 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, performance improvement, and lifelong learning. Throughout the course, learners also integrate ethical interpersonal communication skills necessary for positive interdisciplinary working relationships.

BSN-FP4014 - Global Perspectives of Community and Public Service (3 program points).

In this course, learners develop the knowledge, skills, and techniques needed to function as effective team members in public- or community service-based health care settings. Learners apply 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.

BSN-FP4016 - Pharmacology for Patient Safety (3 program points). Learners in this course further develop their knowledge of pharmacology as they apply skills, attitudes, and techniques to evidence-based nursing practice. Learners demonstrate an understanding of general pharmacology, drug categories, and patient safety in a variety of health care settings. Learners also develop a multicultural and patient-centered perspective that addresses disease processes, pharmacological and non-pharmacological therapies, teamwork, and patient safety initiatives.

BSN-FP4017 - Collaborative Group Process for Nursing Professionals (3 program points). In this course, learners build and strengthen 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 also identify group process barriers and interventions, particularly those associated with special and vulnerable populations and community and national directives.

BSN-FP4020 - Nursing Capstone Project (3 program points). 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. **For BSN learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.**

Business

BUS-FP1001 - Introduction to Business Fundamentals (1.5 program points). In this course, an introduction to the fundamentals of business knowledge and practices, learners examine the primary functions that help businesses operate successfully, develop an understanding of how businesses are organized, and demonstrate competencies in these and other aspects of business including basic business functions, processes, techniques, and organizational methods.

BUS-FP3006 - Developing a Health Care Management Perspective (3 program points). Learners in this course acquire and demonstrate the knowledge, skills, and abilities needed to succeed in their program and the workplace. Learners engage in activities that help them cultivate and employ a health care management perspective and expand their organizational, research, critical-thinking, and problem-solving skills. Other topics include teamwork and ethics. **For BS Health Care Management learners only. Learners may only earn credit for BUS3003 or BUS-FP3006 or BUS-FP3007 or BUS3008. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

BUS-FP3007 - Developing a Business Perspective (3 program points). In this course, learners build and strengthen the knowledge, skills, and abilities needed to succeed in their program and the workplace. Learners engage in interactive activities that help them develop and demonstrate a business perspective and expand their

organizational, research, critical-thinking, and problem-solving skills. Other topics include ethics, team relationships, project creation, and writing effectively for business. **For BS in Business learners only. Learners may only earn credit for BUS3003 or BUS-FP3006 or BUS-FP3007 or BUS3008. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

BUS-FP3011 - Fundamentals of Management (1.5 program points). In this course, learners acquire and demonstrate fundamental principles of management and their relevance to organizations. Learners analyze how planning, organizing, controlling, and leading influence managerial roles. Learners also integrate current management practices and future trends and determine ways to apply management skills to all businesses and professions. **Learners who have received credit for BUS3010 may not take BUS-FP3011.**

BUS-FP3012 - Fundamentals of Leadership (1.5 program points). This course is an introduction to principles and theories of leadership behavior and their application in business and community settings. Learners develop and demonstrate awareness of the characteristics, styles, and practices necessary for effective leadership. **Learners who have received credit for BUS3010 may not take BUS-FP3012.**

BUS-FP3021 - Fundamentals of Business Law (1.5 program points). In this course, learners explore and articulate the influences on businesses of statutory, contract, and legal entity law. Learners evaluate the historical underpinnings and origins of the court system's ability to adjudicate commercial disputes. Learners also develop and demonstrate their legal vocabulary, an understanding of core legal concepts, and basic legal research skills.

BUS-FP3022 - Fundamentals of Supply Chain Management (1.5 program points). This course is an introduction to modern concepts and practices of efficient supply chain management. Learners build their knowledge of and demonstrate the relevance of supply chain design in support of organizational strategy and explore ways to manage an effective supply chain. Through the use of case studies, learners also analyze existing supply chain systems and recommend improvements.

BUS-FP3026 - Foundations and Future of Health Care Delivery Management (3 program points). This course offers an in-depth study of national and global healthcare

Course Descriptions, continued

from a business management perspective. Learners examine the history and evolution of both the U.S. and global healthcare delivery systems. Learners also apply critical thinking skills to analyze a variety of management challenges related to population health indicators, political, economic, and consumer driven forces. Finally, learners explore the high level of change and innovation in the healthcare system by applying change management concepts and skills related to emerging and future trends in healthcare delivery.

BUS-FP3030 - Fundamentals of Marketing and Sales (3 program points). In this course, learners focus on the fundamentals of marketing and sales, including market research and planning, product differentiation and positioning, marketing communications, differences between consumer and business markets, and relational marketing and sales strategy. Learners demonstrate course competencies by preparing and presenting a marketing and sales plan and a corresponding marketing and sales strategy for a simple product offering.

BUS-FP3040 - Fundamentals of Human Resource Management (3 program points). This course is a survey of the human resources management (HRM) field and its function and role in the organization. Learners develop their knowledge of fundamental HRM principles and demonstrate competencies in areas such as compensation and benefits, legal requirements, and training and development.

BUS-FP3050 - Fundamentals of Organizational Communication (3 program points). This course helps learners develop and demonstrate competence in their understanding and application of the fundamentals of organizational communication; the interrelationship of organizational communication, symbols, culture, and performance; effective communication practices in relationships internal and external to the enterprise; and ways these factors contribute to successful organizational performance. Learners also analyze ways organizational communication factors are interrelated and function in an enterprise.

BUS-FP3061 - Fundamentals of Accounting (1.5 program points). This course is an introduction to the accounting function in modern business organizations. Learners define accounting terminology and explore its application to accounting principles. Learners also apply accounting cycle

strategies to business financial events and prepare financial statements from accounting system data. **Learners who have received credit for BUS3060 may not take BUS-FP3061.**

BUS-FP3062 - Fundamentals of Finance(1.5 program points). In this course, learners gain and apply finance basics including the time value of money concepts, stock and bond valuation techniques, and capital budgeting processes. Learners also demonstrate ways the relationship of domestic and global financial environments affect financial markets. **Learners who have received credit for BUS3060 may not take BUS-FP3062.**

BUS-FP4011 - Virtual Team Collaboration (3 program points). Learners gain knowledge of and examine practical communication and collaboration skills necessary for effective participation in and leadership of teams in a virtual networked context. Learners also analyze various forms of collaborative leadership and participate in collaborative leadership experiences within a virtual networked organizational setting. **Prerequisite(s): BUS3010, or BUS-FP3011 and BUS-FP3012.**

BUS-FP4012 - Leadership in Organizations (3 program points). In this course, learners create effective theories of leadership in the networked enterprise at different organizational levels and from different perspectives. Learners develop and demonstrate their knowledge of the skills that support personal characteristics of effective leaders, such as coaching strategies, personal integrity, trustworthiness, courage and generosity, and an ability to encourage others to participate in leadership. **Prerequisite(s): BUS3010, or BUS-FP3011 and BUS-FP3012.**

BUS-FP4013 - Organizational Structure, Learning, and Performance (3 program points). Learners in this course analyze organizational structures and their influence on organizational intelligence, learning ability, and the practical performance of an enterprise. The course includes an emphasis on the adaptive and responsive organization and its relationship to enterprise stakeholders and environment. Learners evaluate a case study that illustrates the interrelatedness of organizational structure, learning, and performance in order to create a model of a high-performance organization. **Prerequisite(s): BUS3010, or BUS-FP3011 and BUS-FP3012.**

BUS-FP4014 - Operations Management for Competitive Advantage (3 program points). This course is a survey of operations management. Learners analyze strategic

product and service design, major capacity and location decision-making processes, and process and control system operations. Learners use case studies to build a working knowledge of the important concepts and decision-making tools. **Prerequisite(s): BUS3010, or BUS-FP3011 and BUS-FP3012.**

BUS-FP4015 - Strategic Planning and Implementation (3 program points). Learners develop their understanding of strategic planning and implementation using case studies and simulations of various business planning processes and by exploring the unpredictable dimension of strategic business planning. Learners show how integrating unplanned developments into existing strategy is an important part of real-world strategic planning. **Prerequisite(s): BUS3010, or BUS-FP3011 and BUS-FP3012.**

BUS-FP4016 - Global Business Relationships (3 program points). Within an international business research framework, learners use selected case studies and complementary theory to build and demonstrate a broad understanding of international business. Learners analyze multiple dimensions of international business including cultural; business structure; finance and trade; technology and communications; and political, economic, and legal perspectives to determine patterns and hierarchies in international business cultures. **Prerequisite(s): BUS3010, or BUS-FP3011 and BUS-FP3012.**

BUS-FP4024 - Customer Behavior (3 program points). Learners in this course demonstrate their knowledge of ways 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): BUS-FP3030.**

BUS-FP4043 - Compensation and Benefits Management (3 program points). In this course, learners focus on theories related to compensation and reward systems in organizations and the practices used to create and maintain these systems. Course competencies include creating a base benefit plan, evaluating incentive programs, and analyzing the effects of laws and regulatory agencies on compensation and benefits strategies. Learners also demonstrate a working knowledge of social and legal issues pertaining to compensation and of the skills

Course Descriptions, continued

organizations need to maintain competitive HR functions. **Prerequisite(s):** *BUS-FP3040*.

BUS-FP4044 - Legal Issues in Human Resource Management (3 program points).

In this course, learners identify the scope and purpose of the legal framework of an enterprise. Learners analyze the effects of legal issues on an organization's human resource management function. Learners also create strategies for managing legal issues and identify ways to implement them.

Prerequisite(s): *BUS-FP3040*.

BUS-FP4045 - Recruiting, Retention, and Development (3 program points). This course focuses on strategies for recruiting, selecting, and retaining top talent in support of the strategic needs of an organization. Learners analyze talent and acquisition strategies within the context of laws and regulations and explore current recruitment and selection techniques. **Prerequisite(s):** *BUS-FP3040*.

BUS-FP4046 - Employee and Labor Relations (3 program points). This course focuses on the dynamics of creating a mutually beneficial relationship between employer and employee. Topics include maintaining legal compliance and cultivating positive employee morale. Learners analyze and explain factors that affect the relationships between employees and organizations and how workplace policies can influence ethically and legally sound human resource management practices. Learners also examine and describe the impact of labor unions on the organization. **Prerequisite(s):** *BUS-FP3040, BUS-FP3045*.

BUS-FP4047 - Employee Training and Development (3 program points). In this course, learners assess and apply 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 and practice a deeper understanding of learning organizations. **Prerequisite(s):** *BUS-FP3040*.

BUS-FP4048 - International Human Resource Management Issues (3 program points). This course is an introduction to human resource management (HRM) in multinational corporations. Learners analyze global issues that affect HRM practices and investigate the role of culture and its influence in these organizations. **Prerequisite(s):** *BUS-FP3040*.

BUS-FP4060 - Financial Accounting Principles (3 program points). This course focuses on financial accounting principles and

ways accounting information is used to assess an organization's financial performance.

Learners evaluate the relationship between business events and accounting systems and analyze an organization's financial structure.

Prerequisite(s): *BUS3060 or BUS-FP3061*.

BUS-FP4061 - Managerial Accounting Principles (3 program points). In this course, learners identify the role of accounting as it relates to managing an organization, then analyze accounting systems and financial statements. Learners also apply sound budgeting and time value of money principles from a managerial perspective. **Prerequisite(s):** *BUS-FP4060*.

BUS-FP4062 - Intermediate Financial Accounting Topics and Trends (3 program points). Learners in this course develop and exercise a working knowledge of financial accounting theory and practice using Generally Accepted Accounting Principles (GAAP) and Financial Accounting Standards Board (FASB) pronouncements. Learners acquire financial reporting skills and apply financial statement conceptual frameworks to prepare financial statements. **Prerequisite(s):** *BUS-FP4060*.

BUS-FP4063 - Advanced Financial Accounting Topics and Trends (3 program points). In this course, learners analyze and apply advanced financial accounting concepts and consolidated financial statement information. Learners also evaluate the influence of global money markets and demonstrate knowledge of partnership and corporate accounting issues and governmental entities. **Prerequisite(s):** *BUS-FP4062*.

BUS-FP4064 - Cost Accounting for Planning and Control (3 program points). 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 identify strategic aspects within business decision cycles. **Prerequisite(s):** *BUS-FP4061*.

BUS-FP4065 - Income Tax Concepts and Strategies (3 program points). In this course, learners build and strengthen their knowledge of 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):** *BUS-FP4060*.

BUS-FP4066 - Contemporary Auditing: An Ethical Perspective (3 program points). This

course presents the nature and economic purpose of auditing by emphasizing the philosophy and current environment of the auditing profession. Learners develop and demonstrate their understanding of 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):** *BUS-FP4063*.

BUS-FP4070 - Foundations in Finance (3 program points). Learners in this course analyze principles of financial decision making and ways global economic conditions affect financial theory and decision-making processes. Learners also evaluate and apply finance principles using financial tools. **Prerequisite(s):** *BUS3060 or BUS-FP3062*.

BUS-FP4121 - Ethics in Health Care Management (3 program points). The focus of this course is on the ethical principles that guide health care management practices. Learners examine the role of personal moral integrity in ethical health care leadership, as well as the external and internal forces that influence health care management. Finally, learners also analyze a variety of ethical dilemmas that health care leaders face in today's rapidly changing health care environment. **Prerequisite(s):** *BUS-FP3026*.

BUS-FP4122 - Health Care Economics (3 program points). Learners in this course use historical perspectives and current trends in the health care industry to analyze its unique economic structure. Learners gain and demonstrate knowledge of hospital, physician, third-party, state, and federal payer reimbursement systems as well as cash pay and alternative economic reimbursement systems, including those based outside of the United States. Learners also identify the strengths and weaknesses of current political and private funding trends and their impacts on the health care organization. **Prerequisite(s):** *BUS-FP3026; BUS3060, or BUS-FP3061 and BUS-FP3062*.

BUS-FP4123 - Quality Assurance and Risk Management (3 program points). In this course, learners research the interconnected functions of quality assurance and risk management in the health care field and show how these factors are used to increase the quality of patient care and decrease the risk of litigation. Learners strategically analyze key components of quality assurance and risk management functions, quality indicators, and valid and reliable sources

Course Descriptions, continued

of decision-making information. Learners also use quality assurance assessment and evaluation to demonstrate how to continually meet an organization's educational needs.

Prerequisite(s): BUS-FP3026.

BUS-FP4124 - Health Care Marketing and Strategic Planning (3 program points).

Learners in this course build and apply a working knowledge of marketing and strategic planning in the health care field. Learners analyze external and internal marketing data, investigate industry competitive forces and marketing trends, and examine quality indicators and sources of consumer-driven information that are vital to the development of a marketing plan. Learners also use 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):** BUS-FP3026, BUS-FP3030.

BUS-FP4125 - Legal Aspects of Health Care Management (3 program points).

In this course, learners gauge 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 research and examine common health care contractual arrangements and strategize organizational procedures that assist with managing potential legal risks associated with referral practices, employee and patient safety, and medical error. **Prerequisite(s):** BUS-FP3026.

BUS-FP4126 - Health Care Information Management (3 program points).

This course focuses on effective Information management in the health care field. Learners explore and report on 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 build and demonstrate competence using software and hardware systems and their associated clinical and administration applications. **Prerequisite(s):** BUS-FP3026.

BUS-FP4127 - Evidence-Based Health Care Management (3 program points).

Learners in this course develop and apply an understanding of 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 variety of evidence based sources to support leadership decisions from an operational and strategic perspective. **Prerequisite(s):** BUS-FP3026.

BUS-FP4128 - Cultural Competence in Health Care (3 program points).

In this course, learners gain and apply knowledge of 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):** BUS-FP3026.

BUS-FP4801 - Ethics and Enterprise (3 program points).

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. Through case studies and examples of current business practices, learners analyze successful and unsuccessful strategies for establishing ethical standards and corporate social responsibility.

BUS-FP4802 - Change Management (3 program points).

In this course, learners acquire and demonstrate change management competencies by exploring change dynamics and identifying ways to facilitate change. In addition, learners identify knowledge and skills required to lead, facilitate, and support change management. Case studies help learners 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.

BUS-FP4993 - Business Capstone Project (3 program points).

The capstone project is the culmination of the BS in Business degree program. Learners demonstrate their technical and applied business knowledge and competencies along with critical-thinking and communication skills. Learners also formulate ideas for a new business product or service, create a vision, and develop a strategic plan that describes how to implement their concept. **For BS in Business learners only. Must be taken during the learner's final quarter. Cannot be fulfilled**

by transfer or prior learning assessment.

Communication

COM-FP2050 - Visual Design in Communications (1.5 program points).

This course is an introduction to visual design in communication. Learners apply the principles of visual design, explain various visual design methods, and evaluate their influences on communication.

COM-FP3200 - Leadership, Gender, and Communication (3 program points).

This course focuses on the challenges associated with communication and the impact of gender on leadership positions. Learners critically analyze communication differences between men and women in a variety of contexts, including home, work, and community groups, and evaluate methods of increasing leadership potential within those settings. Learners also identify and examine fundamental gender-specific communication theories and practices.

COM-FP3700 - Conflict Resolution (3 program points).

In this course, learners identify and analyze the factors that promote conflict and apply the fundamental skills and tools used to resolve conflict in personal and professional situations.

English

ENG-FP1000 - English Composition (3 program points).

This course is an introduction to writing research techniques and various forms of writing, including expository writing. Learners strengthen and demonstrate their ability to think critically; to develop and organize writing topics; and to revise their writing for clarity of purpose, readability, and style.

History

HIS-FP4100 - Critical Aspects of American History (1.5 program points).

In this course, learners examine and explain how numerous formative historical periods throughout United States history influenced the country's character and development. Learners assess how various wars in America's history shaped the country, and evaluate historical and contemporary components of U.S. culture to determine their overall impact on current American life.

Course Descriptions, *continued*

Humanities

HUM-FP1000 - Introduction to the Humanities (3 program points). This course focuses on a variety of humanities-associated fields, including arts, philosophy, and religion. Learners develop and demonstrate 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.

HUM-FP3300 - Perspectives on World Religions (3 program points). Learners explore and compare religions of the world and their relationship to culture using the concepts of the sacred, myth, ritual, community, and the individual.

Information Assurance and Security

IAS-FP5010 - Information Technology Security Fundamentals (2 program points). In this course, learners analyze the technology life cycle and identify the security principles that apply throughout system and product life cycles. Learners examine the basic and network components in an information technology system, how they interact, and their role in system operation. Learners explore the basic role and function of network devices including routers, switches, firewalls, VPNs, and intrusion detection, and the underlying protocols and controls that contribute to their operation. Learners demonstrate skill using network security tools including operating system installation and setup and network mapping through the use of hands-on activities.

IAS-FP5015 - Network Security Fundamentals and Cryptography (2 program points). Learners review the foundational concepts of cyber-defense and information assurance to select the appropriate information security policies, procedures, and controls. Learners assess specific points of vulnerability that are mitigated through the use of information security tools and policies. Finally, learners analyze and evaluate the mathematical theory behind cryptography and the range of information security controls and methods that use cryptography or encryption as a factor in how they function. **Prerequisite(s): IAS-FP5010.**

Information Systems and Technology Management

ISTM-FP5010 - Integration of Information Technology and Business (2 program points). This course addresses the importance of aligning IT goals and business goals. Learners develop processes used to identify stakeholders, define core processes, and identify and align IT goals with business goals. Learners also demonstrate the necessary skills for partnering with other functional units and communicating the vision necessary to create this alignment in their organizations.

ISTM-FP5015 - Complex Information Technology Global Enterprise Systems: Planning and Management (2 program points). Learners in this course examine and apply management processes used for complex project management in today's rapidly changing technology environments. Learners also develop a plan for an enterprise system and analyze the impact of multiculturalism and diversity on planning and management.

ISTM-FP5020 - Leading a Global Information Technology Enterprise: Systems and Security (2 program points). In this course, learners build their knowledge of and identify the complexities of managing the integration of hardware and software, focusing on risk management across enterprise systems. Learners analyze the decision-making processes behind buying versus developing the component parts of these systems.

ISTM-FP5025 - Analytics, Data Management, and Knowledge Management (2 program points). In this course, learners explore and demonstrate how to better use data as part of the decision-making processes in business. Learners synthesize concepts of data collection, usability, and accessibility in order to identify ways data becomes part of the broader concepts of business intelligence and knowledge management. Topics also include the importance of visualization in the presentation of data to a variety of stakeholders.

ISTM-FP5030 - Innovation, Leadership, and Ethics (2 program points). In this course, learners apply their understanding of leadership theory and ethical frameworks to complex business cases that reflect the need for innovative technology solutions in today's workplace. Learners demonstrate the skills needed to leverage the best in their technology operations, understand the need to collaborate with partners, transform the

thinking in their organization, and envision ways IT can enable new business strategy.

ISTM-FP5112 - Global Network Policy, Regulation, and Governance (2 program points). This course focuses on the impact of laws, policy, and regulations on network operations. Learners analyze methods of aligning network policies that mitigate risk with business needs within the context of policies, laws, and regulations. Learners also create a contingency plan template for responding to possible policy and regulatory changes.

ISTM-FP5900 - Information Systems and Technology Management Capstone (2 program points). In this course, learners demonstrate proficiency in information systems and technology management by developing and executing a project plan that includes a proposed topic, the associated skills and competencies to be exhibited in the project, and an outline of the project deliverables with completion dates. **For MS in Information Systems and Technology Management learners only. Must be taken during the learner's final quarter. Prerequisite(s): Completion of all required coursework. Cannot be fulfilled by transfer or prior learning assessment.**

Information Technology (Undergraduate)

IT-FP2230 - Introduction to Database Systems (1.5 program points). This course is an introduction to the fundamental concepts of databases and database management systems (DBMS). Learners demonstrate vocabulary, component requirements, sorting and querying, and maintenance of simple databases using the fundamentals of database manipulation. Learners also apply Structured Query Language (SQL) and MS Access.

IT-FP2240 - Introduction to Programming (1.5 program points). This course introduces learners to the C programming language. Learners gain knowledge of fundamental procedural programming constructs, algorithms, and basic data structures. Learners apply this knowledge to implement functional requirements in console applications.

IT-FP2249 - Introduction to Programming with Java (3 program points). This course introduces learners to the programming discipline and prepares them to serve as Java programmers. Learners study and apply the fundamentals of the Java programming language such as data types, variables, expressions, statements, and methods. Learners also examine and practice the Java-object-oriented features of classes and objects. The course offers numerous

Course Descriptions, continued

opportunities for analyzing, designing, coding, testing, debugging, and evaluating Java programs in an authentic Java development environment.

IT-FP2250 - Introduction to Network Technology (1.5 program points).

In this course, an introduction to the basic concepts of network technology, learners manipulate the open systems interconnection (OSI) model, local area networks (LANs), metropolitan area networks (MANs), wide area networks (WANs), network devices, and network wiring standards. Learners also apply security architecture, construct network designs, build network operating systems, and validate ways networks function in order to support organizations.

IT-FP3006 - Communication Strategies for the Information Technology Professional (3 program points). In this course, learners analyze contemporary topics from the field of information technology. Learners gain knowledge and experience in computing systems and systems requirements, options, and issues. Learners also strengthen and apply skills needed for professional communication.

For BS in Information Technology learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.

IT-FP3165 - Ethics for the Information Technology Professional (1.5 program points). Learners in this course identify and apply their knowledge of inherent ethical concerns in the information technology profession to cultural and human interaction in global and domestic issues. Learners also show evidence of their understanding of ethical codes related to web technologies, intellectual property, and cybercrime.

IT-FP3212 - Introduction to Web Development (1.5 program points). This course focuses on the development of fundamental web design and development skills. Learners create web pages using HTML5 markup language and apply contemporary design principles to create a W3C compliant website. Learners format the page layout, structure, and visual design elements using CSS3, with emphasis placed on effective coding, visual design, and user experience.

IT-FP3215 - Introduction to JavaScript (3 program points). This course introduces JavaScript for interactive web pages. Learners in this course cover the JavaScript scripting language essentials, including flow control, form validation, animation, and Document Object Model (DOM) manipulation. Learners develop client-side, platform independent functionality using JavaScript to enhance user experience with

HTML5 and CSS3. This course provides a foundation for other web technologies such as jQuery and AJAX. **Prerequisite(s): IT-FP3212.**

IT-FP3225 - Business Goals for the Information Technology Professional (1.5 program points). This course focuses on core enterprise organizations, business processes, and information technology infrastructures. Learners display their understanding of the value of information technology in achieving organizational maturity. Learners in this course apply their knowledge of the relationship that exists between an enterprise organization's business and information technology goals with operational models.

IT-FP3301 - User Experience and Interaction Design (1.5 program points). In this course, learners explore the boundary between humans and technology with a focus on the human factors that influence the design of effective interfaces and engaging user experiences. Learners analyze designs for enterprise, mobile, and web interactive environments. Learners also define user characteristics, design for accessibility, and appraise usability. **Prerequisite(s): IT-FP2240 or IT-FP2249.**

IT-FP3315 - Hardware and Operating Systems (1.5 program points). In this course, learners demonstrate their knowledge of hardware and operating systems, focusing on peripherals and file management. Learners use modern operating systems, including Windows, Linux and MacOS to demonstrate their skill with hardware and operating systems.

IT-FP3318 - Systems Administration (1.5 program points). Learners demonstrate their knowledge and skills in system administration and synthesize their understanding of systems administration to plan for a division of administrative tasks typical of organizations of different sizes.

IT-FP3345 - Software Architecture (1.5 program points). Learners in this course demonstrate their knowledge and skills with the fundamentals of software and database architecture using UML diagrams. Learners synthesize this knowledge in order to conduct a requirements analysis and to design a network architecture. They also demonstrate the other steps in the software development life cycle (SDLC). **Prerequisite(s): IT-FP2230.**

IT-FP3348 - Intermediate Programming (1.5 program points). In this course, learners use C++ to demonstrate their knowledge and skills with programming. Learners apply their

knowledge and skill with the programming language to demonstrate common programming concepts such as design patterns, data abstraction, inheritance, polymorphism, data structures, algorithms, and recursion. **Prerequisite(s): IT-FP2240.**

IT-FP3349 - Intermediate Java Programming (1.5 program points). This course focuses on beyond basic features and techniques of the Java programming language. Learners study and practice advanced object-oriented programming concepts like inheritance, polymorphism, interfaces, and abstract classes. Learners also cover programming Graphical User Interface (GUI) applications with Java and the Java rich library of data structures like lists, stacks, and queues. Learners apply these features and techniques to develop applications of moderate complexity. **Prerequisite(s): IT-FP2249.**

IT-FP3355 - Network Architecture (1.5 program points). Learners in this course demonstrate their knowledge and skills with the fundamentals of network architecture. Learners apply knowledge of network characteristics and network topologies to develop a scope document for a proposed network architecture. **Prerequisite(s): IT-FP2250.**

IT-FP3358 - Information Security Concepts for the Information Technology Professional (1.5 program points). Learners in this course demonstrate their knowledge of information security fundamentals. Learners apply their understanding of the concepts of confidentiality, integrity, and availability to the basics of access control and network security measures.

IT-FP4070 - Cyber Defense and Countermeasures (3 program points). This course provides an in-depth coverage of the design, implementation, and troubleshooting of security infrastructure. Learners identify and apply the principles of cyber defense in-depth techniques by using cryptography, encryption, Public Key Infrastructure (PKI), digital signatures, and perimeter security techniques. **Prerequisite(s): IT-FP3355, IT-FP4803.**

IT-FP4071 - Cyber Attacks and Ethical Hacking (3 program points). Learners in this course use techniques and common utilities to develop their understanding of how hackers attack computers and networks. Learners investigate security threats and ways that system vulnerabilities are exploited to attack systems. In addition, learners identify Intrusion Detection Systems (IDS), ethical hacking techniques, sniffers, protocols, social engineering, vulnerability analysis, and

Course Descriptions, *continued*

penetration testing to ensure infrastructure security. **Prerequisite(s):** *IT-FP3355, IT-FP4803.*

IT-FP4073 - Organizational Security (3 program points). In this course, learners analyze the people and process involved in information assurance and security, with particular focus on security life cycle, certification and accreditation, configuration management, employment practices, and security awareness. Learners examine best practices of policy development along with industry-specific standards and interpret 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). In addition, learners gain and demonstrate knowledge of biometrics and privacy concerns in computing, personnel, and physical security. **Prerequisite(s):** *IT-FP3355, IT-FP4803.*

IT-FP4075 - Computer Forensics (3 program points). Learners in this course scrutinize computer forensics as a discipline that supports law enforcement professionals in investigating white collar crime. Learners use computer forensics tools and techniques, and evaluate crime investigations, incident response and handling, and legal issues. **Prerequisite(s):** *IT-FP3355, IT-FP4803.*

IT-FP4076 - Security Management and Policies (3 program points). In this course, learners increase their knowledge of hands-on security management practices by analyzing 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):** *IT-FP3355, IT-FP4803.*

IT-FP4079 - Python Scripting (3 program points). This course focuses on the role scripting plays in information security. Learners gain and demonstrate knowledge of the fundamentals of Python scripting by developing a range of security-related scripts. **Prerequisite(s):** *IT-FP2240, IT-FP4803.*

IT-FP4080 - Operating Systems and Application Security (3 program points). Learners in this course practice securing operating systems and applications by identifying areas of vulnerability and the technologies that are available to mitigate those vulnerabilities. Learners also build and demonstrate knowledge of all classes of applications including mobile, email, databases, and web applications. **Prerequisite(s):** *IT-FP4803.*

IT-FP4150 - Internetworking Architectures 1 (1.5 program points). Learners in this course develop their understanding of the design and integration of multi-protocol networks (local area networks and wide area networks) to form an enterprise network. Learners design intranets/internets, virtual local area networks (VLANs), and firewalls using different internetworking devices and media. Learners gain the skills needed to configure Cisco® equipment, and analyze issues associated with designing enterprise networks including cost, compatibility, expandability, security, and future requirements. **Prerequisite(s):** *IT-FP3355 and IT-FP3358.*

IT-FP4155 - Internetworking Architectures 2 (1.5 program points). 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 evaluate the planning, methods, procedures, and tools necessary to prevent vulnerabilities in networked systems, and examine the procedures used to validate and restore network services following an incident. Learners also strengthen the skills needed to manage, operate, and maintain networked, managed, and linked systems and peripherals. **Prerequisite(s):** *IT-FP4150.*

IT-FP4160 - Internetwork Analysis and Design (1.5 program points). In this course, learners investigate the internetworking concepts for analyzing, planning, designing, and securing an enterprise network. In particular, learners apply a top-down approach to network design, modular hierarchies, enterprise network considerations, IPv4 and IPv6 addressing, wireless network architectures, and internetworking security lifecycle. **Prerequisite(s):** *IT-FP4155.*

IT-FP4165 - Internetwork System Assurance and Security (1.5 program points). This course introduces learners to information assurance and security for Cisco® IOS. Learners gain knowledge and skills needed to develop security infrastructures, recognize threats, identify vulnerabilities, and protect an organization from exposure to online dangers. Learners use Cisco hardware and software to incorporate security-conscious designs and test strategies for recognizing and mitigating threats, as well as identifying common layer 2 attacks. Learners also explore hardware filtering, site-to-site VPNs, and authentication and encryption techniques. **Prerequisite(s):** *IT-FP4155.*

IT-FP4170 - Wireless Networks (1.5 program points). Learners evaluate

fundamental wireless networking concepts and tools for planning, installing, configuring, optimizing, securing, and troubleshooting wireless local area networks (WLANs). Learners acquire and demonstrate knowledge of wireless-related technologies, standards, and topologies for network professionals who must design and implement secure wireless network infrastructures. **Prerequisite(s):** *IT-FP3355 and IT-FP3358.*

IT-FP4510 - Network Infrastructures Administration (1.5 program points). In this course, learners explore fundamental network administration concepts using the latest network operating system (NOS) tools for planning, installing, configuring, optimizing, securing, printing, and troubleshooting an enterprise network. Topics include IPv6, DHCP, DNS, group policy, SNMP, and print services. **Prerequisite(s):** *IT-FP3355 and IT-FP3358.*

IT-FP4520 - Advanced Network Infrastructures Administration (1.5 program points). In this course, learners examine and apply advanced network administration concepts using the latest network operating system's (NOS) tools for deploying servers and configuring remote access, web services, and network application services within an enterprise network. Learners evaluate virtual machines, integrated services, cluster failover, load balancing, RAID, IIS, SMTP, SAN, and SSL. **Prerequisite(s):** *IT-FP4510.*

IT-FP4530 - Enterprise Administration (1.5 program points). Learners employ administration concepts related to enterprise networks using the latest network operating system's (NOS) tools for deploying servers and configuring network application services within an enterprise network. Learners also apply concepts such as IP addressing, name resolution, remote access, Terminal Services, Active Directory, authentication, and data security to large enterprise networks. **Prerequisite(s):** *IT-FP4520.*

IT-FP4541 - Enterprise Server Infrastructure 1 (1.5 program points). Learners in this course develop the skills to plan, design, analyze, and implement servers in an enterprise environment. Learners acquire and apply knowledge of implementation strategies specific to server migration, virtualization planning, DHCP design, VPN solutions, deploying file and storage services, and Active Directory configuration. **Prerequisite(s):** *IT-FP4530.*

IT-FP4551 - Enterprise Server Infrastructure 2 (1.5 program points). Learners investigate and implement advanced topics in the administration and strategic support of

Course Descriptions, *continued*

enterprise server environments. Learners also develop administrative and monitoring strategies; build an understanding of federated identity solutions, site certificates, failover and clustering, and business continuity; and evaluate technical planning and deployment strategies for virtualized environments. **Prerequisite(s):** *IT-FP4541*.

IT-FP4561 - Linux Operating Systems (1.5 program points). Learners in this course demonstrate an understanding of the fundamental concepts of the Linux operating system. Learners use command line tools and software packages, and practice hardware configuration, file management, process management, and file editing. **Prerequisite(s):** *IT-FP3318*.

IT-FP4571 - Advanced Linux Operating Systems (1.5 program points). In this course, learners apply knowledge of advanced topics specific to the Linux operating system. Learners administer the Linux system, configure the X Window System, script, and implement network configuration and security. **Prerequisite(s):** *IT-FP4561*.

IT-FP4580 - RFID Technologies (1.5 program points). In this course, learners investigate the fundamentals of RFID technologies and assess the tools for planning, installing, configuring, optimizing, monitoring, and troubleshooting RFID within a network environment. Learners build and demonstrate knowledge of interrogation zones, tag classification, RF propagation, standards and regulations, and RF infrastructure design. **Prerequisite(s):** *IT-FP3355 and IT-FP3358*.

IT-FP4711 - Software Requirements (1.5 program points). In this course, learners engage in the four foundational steps of software requirements definition: elicitation, analysis, specification, and validation. Topics in this course also include managing stakeholder expectations and the requirements definition process. **Prerequisite(s):** *IT-FP3345; IT-FP3348 or IT-FP3349*.

IT-FP4731 - Database Development (1.5 program points). This course focuses on managing database development and data requirements and modeling. Learners assess and demonstrate database design and implementation principles, and use the Structured Query Language (SQL) to query and manipulate data, use functions, and create tables and constraints. Topics also include database administration and various uses of databases in contemporary web, traditional, and mobile applications. This course presents learners with a real-world scenario in which they design and deploy

data storage strategies. **Prerequisite(s):** *IT-FP3345; IT-FP3348 or IT-FP3349*.

IT-FP4733 - Advanced Database Development (1.5 program points). This course focuses on the data access layer of an application. Learners explore and demonstrate their knowledge of application objects that interact with an assortment of databases and data repositories, and examine data modeling, connections, queries, data manipulation for contemporary Web, traditional applications, database administration and user security implementation. **Prerequisite(s):** *IT-FP4731*.

IT-FP4772 - Software Design and Modeling (1.5 program points). In this course, learners apply design strategies and methods to produce a series of models that depict the internal structure and behavior of a software solution. Learners also evaluate the quality of the design and apply the requirements tracing process. **Prerequisite(s):** *IT-FP4711*.

IT-FP4782 - Mobile Application Development Essentials (1.5 program points). Learners in this course build upon their prior knowledge of the Java programming essentials that are involved with basic Android application development, including designing, debugging, implementing, testing, and deploying an application that combines several Android features.

IT-FP4784 - Advanced Mobile Application Development (1.5 program points). Learners in this course identify and apply advanced mobile application development concepts used to effectively integrate Android device features. Learners gain and demonstrate competency in user interface techniques, including animating, structuring and organizing complex applications, accessing web services, and integrating with third-party libraries, in order to take applications from a functional state to a production-ready state. **Prerequisite(s):** *IT-FP4782*.

IT-FP4786 - Cross-Platform Mobile Application Development (1.5 program points). Learners in this course evaluate concepts, best practices, and tools used in cross-platform mobile application development. Throughout the course, learners design, implement, test, simulate, and deploy cross-platform mobile applications that can be published to iOS and Android. **Prerequisite(s):** *IT-FP4784*.

IT-FP4789 - Mobile Cloud Computing Application Development (1.5 program points). Learners in this course evaluate and demonstrate using Mobile Backend as a Service (MBaaS) platforms to create

secure, modern, and innovative cross-platform mobile applications. Throughout the course, learners practice using some of the commonly available MBaaS services, including cross-platform identity and authentication, user account management, data synchronization, Not only Structured Query Language (NoSQL) data access, and storage services. **Prerequisite(s):** *IT-FP4784*.

IT-FP4791 - Fundamentals of Website Design (1.5 program points). This course covers the development and design of user-centered websites. Learners demonstrate their understanding of web-based languages such as eXtensible HyperText Markup Language (XHTML), Cascading Style Sheets (CSS), and Javascript. Learners evaluate web design editing tools while creating websites that are effective and functional across a variety of different platforms and browsers. **Prerequisite(s):** *IT-FP4731*.

IT-FP4793 - Advanced Website Design (1.5 program points). This course focuses on advanced features of website construction. Learners apply advanced client-side scripting and programming principles to create interactive and complex web pages. Learners employ a variety of sophisticated editing and development tools to aid in the development of complex sites and multimedia components. **Prerequisite(s):** *IT-FP4791*.

IT-FP4795 - Web Application Development (1.5 program points). This course focuses on developing web applications using an Integrated Development Environment (IDE). Learners apply object-oriented software design and programming tools, and create object-oriented software solutions using a Web 2.0 frontend and a database backend. Learners demonstrate their knowledge of dynamic Internet scripting, standard library packages, AJAX interface elements, dynamic scripting algorithms, and database access algorithms. **Prerequisite(s):** *IT-FP4731*.

IT-FP4797 - Advanced Web Application Development (1.5 program points). Expanding on previous coursework, learners apply advanced object-oriented development and dynamic Internet programming principles to create advanced, secure, web-based and interface-based applications, data structures, and software solutions. **Prerequisite(s):** *IT-FP4795*.

IT-FP4803 - System Assurance Security (3 program points). This course is an overview of information assurance and security topics for network administrators who must implement security strategies to protect their organization from exposure to the Internet; network designers also create security-

Course Descriptions, *continued*

conscious designs. Learners identify and apply strategies to guard against hackers and forms of viruses, use firewalls and gateways, and build authentication skills and encryption techniques. Learners identify methods for attacking a network system and validate defense against them. Upon successful completion of this course, learners are prepared to take the exam for the Security+ certification. **Prerequisite(s): IT-FP3355.**

IT-FP4990 - Information Technology Capstone Project (3 program points). In this course, learners 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 website, and produce a final project report. **For BS in Information Technology learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.**

Math

MAT-FP1050 - College Algebra (3 program points). Learners in this course evaluate and perform linear, exponential, logarithmic, and other mathematical functions that include algebraic, graphic, and numeric properties. Learners then apply these concepts to the social and natural sciences, business, and everyday life.

MAT-FP2001 - Statistical Reasoning (3 program points). This course introduces fundamental concepts of elementary statistics, including descriptive statistics, methods of counting, probability distributions, approximations, estimation, and hypothesis testing. Learners use these concepts to apply and interpret statistical results.

MAT-FP2051 - Discrete Mathematics (3 program points). This course presents an overview of mathematical analysis techniques. Learners apply number logic and set theory, functions and sequences, relations equivalence, partial order, digraphs, recurrence relations, counting techniques, logic and techniques of proof, graphs, and algorithms to the fields of business and information technology. **Prerequisite(s): MAT-FP1050.**

Master of Business Administration

MBA-FP6004 - Foundational Skills for Business Leaders (1.5 program points). This course is an introduction to the MBA program and its theoretical and applied approach. Learners focus on developing and applying the knowledge, skills, and abilities associated with analytical and critical thinking, problem solving, communication, argumentation, and presentation. Learners also become familiar with the case study method, explore ethical and legal issues, and establish their own personal program and career goals. **Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

MBA-FP6006 - Leading Innovation in the Global Organization (1.5 program points). In this course, learners research the global leadership models and practices that drive innovation and enhance competitive advantage in complex and diverse environments. Learners also explore and assess the ways global leaders work to shape organizational culture and processes that support innovation and change. **Prerequisite(s): Completion of or concurrent registration in MBA-FP6004. Prerequisite does not apply to Business Management and Management Consulting certificate learners.**

MBA-FP6006A - Leading Innovation in the Global Organization A (.5 program points). In this course, learners demonstrate an application of foundational leadership models and theories. **Completion of MBA-FP6006A, MBA-FP6006B, and MBA-FP6006C results in the equivalent of MBA-FP6006.**

MBA-FP6006B - Leading Innovation in the Global Organization B (.5 program points). In this course, learners demonstrate their ability to analyze leadership skills and practices that support an innovative organization. **Completion of MBA-FP6006A, MBA-FP6006B, and MBA-FP6006C results in the equivalent of MBA-FP6006. Prerequisite(s): MBA-FP6006A.**

MBA-FP6006C - Leading Innovation in the Global Organization C (.5 program points). In this course, learners demonstrate integration of theories, models, and practices of leadership to create and sustain innovation in a global organization. **Completion of MBA-FP6006A, MBA-FP6006B, and MBA-FP6006C results in the equivalent of MBA-FP6006. Prerequisite(s): MBA-FP6006B.**

MBA-FP6008 - Global Economic Environment (1.5 program points).

This course covers microeconomic and macroeconomic principles, theories, and tools and their applications in business. Learners analyze the national economy, global economy, and comparative advantage; factor inputs used to create value in different industry and market structures; and the tools employed by the Federal Reserve System and the federal government to create and implement fiscal and monetary policies. Learners also develop and demonstrate their knowledge of theories of the firm and the ways in which individuals and firms make economic decisions.

MBA-FP6012 - Integrated Global Marketing (1.5 program points). Learners examine tools, techniques, methods, and emerging marketing thought employed by organizations that market goods, services, and ideas in local and global environments. Topics include fundamental marketing principles, marketing models and practices, marketing information sources and their associated uses, and the integration of marketing with other organizational functions. Learners also explore the link between marketing and business objectives; the environment beyond the firm; and the role of objectives, strategies, and tactics in marketing and demonstrate their competence in understanding and applying marketing concepts.

MBA-FP6012A - Integrated Global Marketing A (.25 program points). In this course, learners apply foundational theories, models, and practices of marketing. **Completion of MBA-FP6012A, MBA-FP6012B, and MBA-FP6012C results in the equivalent of MBA-FP6012.**

MBA-FP6012B - Integrated Global Marketing B (.75 program points). In this course, learners analyze marketing factors to address business challenges. **Completion of MBA-FP6012A, MBA-FP6012B, and MBA-FP6012C results in the equivalent of MBA-FP6012. Prerequisite(s): MBA-FP6012A.**

MBA-FP6012C - Integrated Global Marketing C (.5 program points). In this course, learners develop innovative and sustainable marketing solutions to achieve strategic business goals, and integrate marketing analysis into general business management planning and decision making. **Completion of MBA-FP6012A, MBA-FP6012B, and MBA-FP6012C results in the equivalent of MBA-FP6012. Prerequisite(s): MBA-FP6012B.**

MBA-FP6014 - Financial Accounting (1.5 program points). This course covers the tools, techniques, and methods of

Course Descriptions, continued

financial accounting and their applications in business. In particular, learners explore appropriate techniques for applying financial tools in support of business decisions across local and global organizations. Learners also develop their skills and knowledge of financial statement development, analysis, and control, and the tax, ethical, and legal implications of various accounting decisions.

MBA-FP6014A - Financial Accounting A (.25 program points). In this course, learners apply and demonstrate foundational theories, models, and practices of accounting. **Completion of MBA-FP6014A, MBA-FP6014B, and MBA-FP6014C results in the equivalent of MBA-FP6014.**

MBA-FP6014B - Financial Accounting B (.75 program points). In this course, learners analyze the impact of accounting practices on business functions in an organization and assess regulatory, ethical, and credibility issues in accounting. **Completion of MBA-FP6014A, MBA-FP6014B, and MBA-FP6014C results in the equivalent of MBA-FP6014. Prerequisite(s): MBA-FP6014A.**

MBA-FP6014C - Financial Accounting C (.5 program points). In this course, learners integrate accounting theories, models, and practices into business management planning and decision making. **Completion of MBA-FP6014A, MBA-FP6014B, and MBA-FP6014C results in the equivalent of MBA-FP6014. Prerequisite(s): MBA-FP6014B.**

MBA-FP6016 - Finance and Value Creation (1.5 program points). This course addresses the tools, techniques, and methods of finance and their applications in business. In particular, learners examine the financial tools and methods used to create firm value across local and global organizations. Learners also explore and demonstrate competencies related to the financial structures of firms; global financial markets; and the tax, ethical, and legal implications of various finance decisions. **Prerequisite(s): MBA-FP6014.**

MBA-FP6016A - Finance and Value Creation A (.5 program points). In this course, learners apply and demonstrate foundational theories, models, and practices of finance. **Completion of MBA-FP6016A, MBA-FP6016B, and MBA-FP6016C results in the equivalent of MBA-FP6016. Prerequisite(s): MBA-FP6014C.**

MBA-FP6016B - Finance and Value Creation B (.5 program points). In this course, learners assess the impact of ethical, regulatory, and tax considerations on financial decisions. **Completion of MBA-FP6016A, MBA-FP6016B, and MBA-FP6016C results in the equivalent of MBA-FP6016. Prerequisite(s): MBA-FP6016A.**

MBA-FP6016C - Finance and Value Creation C (.5 program points). In this course, learners evaluate alternative methods of financing a firm in diverse economic environments, their ability to integrate financial analyses into general business management planning and decision making. **Completion of MBA-FP6016A, MBA-FP6016B, and MBA-FP6016C results in the equivalent of MBA-FP6016. Prerequisite(s): MBA-FP6016B.**

MBA-FP6018 - Data Analysis for Business Decisions (1.5 program points). Learners in this course analyze ways that data analysis informs business decisions and practice applying tools and techniques for converting raw qualitative and quantitative data into information that supports organizational decision making. Other course topics include data acquisition and organization, descriptive and basic inferential statistics, and content analysis.

MBA-FP6022 - Strategic Operations Management (1.5 program points). In this course, learners explore and apply the tools, techniques, and methods used to manage systems that produce the organization's products. In particular, learners develop the ability to apply process design; quality, capacity, and inventory management; and strategic considerations to operations management. Learners also evaluate the decisions for which operations managers are held accountable; the methods used to make those decisions; and the effects of those decisions on an organization's productivity, effectiveness, and efficiency.

MBA-FP6024 - Organizational Strategy (1.5 program points). In this course, learners integrate the theories, practices, and models of strategy with foundational global business knowledge. Learners examine the competitive local and global business environment, evaluate the core business functions of various organizations, and analyze the information that derives from those functions. Learners then synthesize this information into a comprehensive strategic review that is designed to enhance organizational decision making and leadership. **Prerequisite(s): MBA-FP6008 or MBA6180; MBA-FP6014; MBA-FP6016; MBA-FP6018 or MBA6140. Prerequisites do not apply to Business Management and Management Consulting certificate learners. Cannot be fulfilled by transfer or prior learning assessment.**

MBA-FP6024A - Organizational Strategy A (.25 program points). In this course, learners analyze foundational components of strategic

thinking for an organization. **Completion of MBA-FP6024A, MBA-FP6024B, and MBA-FP6024C results in the equivalent of MBA-FP6024. Prerequisite(s): MBA-FP6006C; MBA-FP6012C; MBA-FP6016C. Cannot be fulfilled by transfer or prior learning assessment.**

MBA-FP6024B - Organizational Strategy B (.75 program points). In this course, learners examine the strategic fit of an organization's internal and external variables. **Completion of MBA-FP6024A, MBA-FP6024B, and MBA-FP6024C results in the equivalent of MBA-FP6024. Prerequisite(s): MBA-FP6024A. Cannot be fulfilled by transfer or prior learning assessment.**

MBA-FP6024C - Organizational Strategy C (.5 program points). In this course, learners demonstrate their ability to recommend a comprehensive and integrative strategy for an organization. **Completion of MBA-FP6024A, MBA-FP6024B, and MBA-FP6024C results in the equivalent of MBA-FP6024. Prerequisite(s): MBA-FP6024B. Cannot be fulfilled by transfer or prior learning assessment.**

MBA-FP6026 - The Global Leader (1.5 program points). This course addresses the purpose, function, and responsibility of leaders in complex global business environments. Learners develop and demonstrate best practices for increasing self-awareness and establishing personal and professional ways to grow in a competitive, complex workplace. Learners also analyze future concerns and challenges related to global leadership.

MBA-FP6028 - Business Integration Skills (1.5 program points). Learners in this course synthesize the theories, practices, and models of foundational business disciplines by participating in a comprehensive business scenario experience. Learners identify, analyze, and apply principles of organizational strategy to a business situation using critical thinking, problem solving, competitive analysis, and the foundational skills learned in previous coursework. Learners gain and demonstrate knowledge of the ethical implications and communication issues inherent in making a variety of complex business decisions.

MBA-FP6028 and MBA-FP6900 must be taken in sequence. Prerequisite(s): MBA-FP6004 or MBA6010; MBA-FP6006 or MBA6020; MBA-FP6008; MBA-FP6012; MBA-FP6014; MBA-FP6016; MBA-FP6018 or MBA6140; MBA-FP6022; MBA-FP6024; MBA-FP6026. Cannot be fulfilled by transfer or prior learning assessment.

Course Descriptions, continued

MBA-FP6120 - Sales and Customer Relationship Management (1.5 program points). This course focuses on the theory and practice of strategic selling, including the design of evidence-based, sustainable solutions for sales and marketing challenges. Learners identify opportunities for leadership and ways to incorporate technology in a competitive, global sales environment. As they design strategies for sales force development and customer relationship management, learners synthesize concepts and theories with life experiences. Finally, learners develop a personal sales and sales leadership philosophy associated with middle- or senior-level sales management positions.

MBA-FP6121 - Foundations of Supply Chain Management (1.5 program points). Learners in this course examine and articulate the fundamental concepts of supply chain management from a systems theory perspective and the changes in scope and scale that globalization has brought to internal business processes. Learners demonstrate this knowledge to develop a broad understanding of management best practices in global markets.

MBA-FP6123 - Supply Chain Design and Management (1.5 program points). In this course, learners examine supply chain management as a logistics network that provides strategic advantage to global managers. Learners consider the role of societal cultural fluency and the logistics of global operations. Learners also study customer relationship management and its effect on the overall supply chain. Throughout the course, learners apply these concepts in a series of case studies. **Prerequisite(s): MBA-FP6121.**

MBA-FP6125 – Logistics (1.5 program points). Learners in this course develop and demonstrate their knowledge of the traditional logistics of the delivery of goods in today's business- to-business environment. Learners identify and interpret 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 articulate the five disciplines for top-performing logistics networks.

MBA-FP6127 - Effective Global Strategic Sourcing (1.5 program points). Learners in this course develop their competency in fully integrating the supply chain to position quality as a strategic competitive advantage. Learners identify and interpret ways to use strategic resourcing to achieve consistent

quality, thus enabling market share growth and preventing market share erosion. Learners also examine and demonstrate the importance of managing relationships with global suppliers and establishing consistent quality benchmarks.

MBA-FP6131 - Statistical Methods (1.5 program points). Learners in this course strengthen their understanding and demonstrate knowledge of the statistics and statistical methods used in business analytics. In particular, learners examine exploratory data analysis, multiple linear regression, analysis of variance (ANOVA) and analysis of covariance (ANCOVA), cluster analysis, and survey data analysis. **Prerequisite(s): MBA-FP6018 or MBA6140.**

MBA-FP6133 - Management Decision Methods (1.5 program points). In this course, learners examine and demonstrate their knowledge of analytical modeling tools and techniques and their associated practical applications in business. Learners examine managerial decision theory and analyze business decisions made under conditions of uncertainty. Other course topics include forecasting analysis, decision trees analysis, linear programming modeling, program evaluation and review techniques, and critical path methods. **Prerequisite(s): MBA-FP6018 or MBA6140.**

MBA-FP6135 - Data Mining and Reporting (1.5 program points). This course covers the processes and methods of extracting information from internal databases to support strategic business decision making. Learners focus on developing and applying the skills needed to use industry-standard business analytic tools for data access and management, cleaning, mining, and reporting. **Prerequisite(s): MBA-FP6018, MBA-FP6131, or MBA6140.**

MBA-FP6137 - Primary Data Collection (1.5 program points). This course covers processes and methods of collecting primary qualitative and quantitative data to support business decision making. Learners examine and demonstrate knowledge of various data collection strategies and tools; the process of collecting data using case studies, focus groups, questionnaires, and in-depth interviews; and fundamental qualitative data analysis techniques. **Prerequisite(s): MBA-FP6018 or MBA6140.**

MBA-FP6141 - Entrepreneurial Ventures (1.5 program points). This course is an introduction to historic, current, and emerging thought in entrepreneurial venture feasibility, research, and planning. Learners investigate various legal forms of entrepreneurial ventures and the

factors that influence the selection of one over another, and conduct research to determine and support the feasibility of a business idea, customer base, and market. Learners then apply this knowledge to establish a general strategy and plan for an entrepreneurial venture. **Prerequisite(s): MBA-FP6012. Prerequisite does not apply to Entrepreneurship and Management Consulting certificate learners.**

MBA-FP6143 - Entrepreneurial Leadership (1.5 program points). This course focuses on human involvement in entrepreneurial ventures. Learners examine entrepreneurial fact and fiction and consider their suitability as entrepreneurs. Learners also examine the various roles of entrepreneurial leaders and the opportunities and challenges associated with leading and managing entrepreneurial ventures, including work-life balance and risk. **Prerequisite(s): MBA-FP6006 or MBA6020; completion of or concurrent registration in MBA-FP6141. Prerequisites do not apply to Entrepreneurship certificate learners.**

MBA-FP6145 - Venture Financing (1.5 program points). In this course, learners analyze various entrepreneurial venture funding options, including the use of outside partners such as venture capital firms and investors. Learners evaluate and compare the risks and rewards of various funding options and determine their suitability to different business situations, scopes, goals. **Prerequisite(s): MBA-FP6016, MBA-FP6141. Prerequisites do not apply to Entrepreneurship certificate learners.**

MBA-FP6147 - Entrepreneurial Strategy (1.5 program points). In this course, learners research various strategies used in local and global entrepreneurial ventures. Learners analyze how these strategies help facilitate the sustainability of the venture, as well as how different strategies can be administered at different times of the venture's lifecycle. Other course topics include entrepreneurial exit strategies and current topics associated with entrepreneurial social responsibility, including "green"/environmental considerations. **Prerequisite(s): MBA-FP6024, MBA-FP6141. Prerequisites do not apply to Entrepreneurship and Management Consulting certificate learners.**

MBA-FP6152 - Advanced Accounting (1.5 program points). In this course, learners apply their knowledge of accounting applications to more advanced accounting methods encountered in business operations. Learners focus on specialized areas of accounting, such as accounting for long-term contracts, leases, investments,

Course Descriptions, continued

consolidations, and foreign currency.

Prerequisite(s): *MBA-FP6014.*

MBA-FP6154 - Budget Planning and Control (1.5 program points). In this course, learners develop their ability to apply a system approach to planning and controlling organizational budgets. Learners demonstrate their competency in preparing budgets, accounting, performance reports, analyzing the impact of budgets on an organization, the function of budgetary systems in organizational planning, and control. **Prerequisite(s):** *MBA-FP6152.*

MBA-FP6156 - Audit and Control of Accounting Information Systems (1.5 program points). Learners in this course apply analytical procedures to audit and evaluate the control of computerized accounting information systems. Learners evaluate 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):** *MBA-FP6152.*

MBA-FP6158 - Accounting Information for Decision Making (1.5 program points). 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):** *MBA-FP6152.*

MBA-FP6182 - Impact of Advances in Information Technology (1.5 program points). Learners in this course examine emerging advances in information technology and select a technological advance to investigate and evaluate for incorporation into an organization. Learners demonstrate ways that the advance helps 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.

MBA-FP6231 - Project Planning, Management, and Financial Control (1.5 program points). This course focuses on defining management techniques for planning, estimating, and facilitating successful enterprise 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 and demonstrate planning, time management, and risk management skills that support them throughout their program and professional career. **Prerequisite(s):** *MBA-FP6016. Prerequisite does not apply to Management Consulting certificate learners.*

MBA-FP6233 - Assessing and Mitigating Risk (1.5 program points). This course addresses the important elements of risk management, such as risk management planning, risk identification, risk analysis, development of appropriate responses, and risk monitoring and control. Learners demonstrate their knowledge of the process of identifying, analyzing, and appropriately responding to project risk by implementing a risk management plan. **Prerequisite(s):** *MBA-FP6231.*

MBA-FP6235 - Project Procurement and Solicitation (1.5 program points). This course covers the major processes used in project procurement management including planning, solicitation, source selection, contract administration, and contract closeout. Learners analyze and explain the impact of project assumptions and constraints on procurement management, and apply their knowledge of tools and techniques by developing a procurement management plan based on current best practices. **Prerequisite(s):** *MBA-FP6231.*

MBA-FP6237 - Advanced Project Management Techniques (1.5 program points). This course focuses on advanced project management topics and techniques. Learners examine techniques for balancing scope, time, cost, and quality in managing a project and implement planning, monitoring, and controlling techniques in a project. Learners evaluate the importance of applying quality standards and best practices in developing project management strategies. **Prerequisite(s):** *MBA-FP6231.*

MBA-FP6241 - Human Resource Management in the 21st-Century Knowledge Organization (1.5 program points). This course provides a global perspective on the human resource management field. Learners examine and analyze 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; or MBA-FP6004, MBA-FP6006.*

MBA-FP6242 - Building Organizational Effectiveness (1.5 program points). In this

course, learners gain an understanding of ways in which human resource management practices and programs contribute to organizational effectiveness. Learners examine the impact of HRM practices and programs on increasing employee engagement and commitment, supporting cultural diversity, and complying with laws and regulations. Learners also explore best practices of contemporary organizations for supporting organizational effectiveness and employee engagement. **Prerequisite(s):** *MBA-FP6241.*

MBA-FP6247 - Human Capital Management (1.5 program points). This course introduces learners to the fundamental practices of human capital management. Learners analyze and assess practices associated with workforce development and workforce management from a global perspective. Learners also synthesize and apply the principles and concepts of human capital management to an organization. **Prerequisite(s):** *MBA-FP6241.*

MBA-FP6249 - Organizations, Governance, and the Law (1.5 program points). This course covers 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. Finally, learners demonstrate their legal knowledge, thought, and practice through experiential activities. **Prerequisite(s):** *MBA-FP6241.*

MBA-FP6271 - Strategic Management of Health Care Systems (1.5 program points). This course provides an 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 an industry facility. Learners then apply this analysis to the internal and external environment to make strategic recommendations that affect operational and financial components. 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 and decrease cost while providing quality patient care. **Prerequisite(s):** *MBA-FP6016*

MBA-FP6273 - Health Care Financial Management (1.5 program points). Learners in this course focus on demonstrating the knowledge and skills required to conduct

Course Descriptions, continued

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. **Prerequisite(s): MBA-FP6271.**

MBA-FP6275 - Health Care Policy Analysis and Decision Making (1.5 program points). Learners in this course analyze the development and implementation of policy in the health care field and its unique role in the industry. Learners articulate 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): MBA-FP6271.**

MBA-FP6277 - Ethical and Legal Considerations in Health Care (1.5 program points). This course introduces ethical principles that managers can apply to understand, analyze, and resolve ethical problems in the health care field. Learners explore ethical dilemmas in the health care industry from several perspectives—managerial, organizational, and economic. Learners analyze the impact of law on the way health care is delivered in the United States and examine the major legal principles and issues relevant to health care administration. **Prerequisite(s): MBA-FP6271.**

MBA-FP6900 - MBA Capstone (1.5 program points). In this course, learners integrate the foundational knowledge and skills gained during the MBA program in an application-based business project. Learners propose, plan, and implement a major project that allows them to demonstrate competencies in ethics, business strategy, marketing, communications, collaboration, and more. Their final projects allow learners to demonstrate their overall ability to identify and recommend evidence based solutions to business challenges and opportunities. **MBA-FP6900 must be taken immediately following MBA-FP6028. Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer or prior learning assessment.**

Master of Health Administration**MHA-FP5006 - Health Care Finance and Reimbursement (2 program points).**

Learners in this course gain knowledge of and apply financial management concepts, principles, and processes used 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 health care budgets; analyze short- and long-term health care investment decisions; and articulate the ways effective health care finance and accounting processes are used to present operational and strategic financial information to organizational stakeholders.

MHA-FP5010 - Strategic Health Care Planning (2 program points). In this course, learners examine strategic orientation, planning, and decision making in health care organizations and environments. Learners analyze the political, legal, regulatory, organizational, demographical, and multicultural implications of strategic planning decisions and how those decisions impact communities and populations, define best practices for health care organization staff development, and balance the prioritization of organizational and regulatory needs with feasible cost-effective solutions. Learners also develop a long-term strategic health care plan that includes information on human resource requirements, technology needs, and financial implications.

MHA-FP5012 - Organizational Leadership and Governance (2 program points). Learners in this course examine and articulate the fundamental concepts and principles of health care organization management and leadership, including governance, cost-effective decision making, and managing and leading stakeholders and staff. Learners 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. Learners also analyze an organizational leadership structure and governance plan and examine how to apply team leadership skills to initiate change. **Prerequisite(s): Completion of or concurrent registration in MHA-FP5010.**

MHA-FP5014 - Health Care Quality, Risk, and Regulatory Compliance (2 program points). Learners in this course demonstrate their knowledge of concepts, principles, processes, and issues associated with health care quality, risk, and regulatory compliance. Learners examine performance measures associated with quality of care, patient safety, risk management, regulatory standards and compliance, and patient and stakeholder satisfaction and conduct a cost benefit analysis based on these factors. Learners also evaluate 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): MHA-FP5010, NHS-FP6008.**

MHA-FP5016 - Introduction to Health Information Systems (2 program points). Learners in this course develop 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 IT management projects; and analyze the budgetary and financial concerns associated with implementing IT management projects. Learners also demonstrate best practices and industry standards of health information systems management into professional practice, with an emphasis on effective staff management and organizational performance. **Prerequisite(s): NHS-FP5004, NHS-FP6008.**

MHA-FP5019 - Project Management and Team Leadership (2 program points). Learners in this course gain the project management and team leadership skills, including communication, collaboration, and interpersonal understanding, necessary for managing a major health care-related project initiative. Learners evaluate a project scenario and address issues associated with project planning and performance. In addition, learners develop an understanding of resource allocation, risk management, project reporting, financing, and return-on-investment (ROI). **Prerequisite(s): MHA-FP5006, MHA-FP5012, NHS-FP6008.**

MHA-FP5020 - Health Administration Capstone (2 program points). In this course, learners demonstrate proficiency in their specialization area by selecting a health care problem in their specific area of interest, conducting a data analysis, and finally, proposing evidence-based recommendations

Course Descriptions, continued

for resolution. Throughout the course, learners practice three key industry-identified competency groups—transformation, execution, and people. **For MHA learners only. Prerequisite(s): Completion of all required and elective coursework. May be taken concurrently with MHA-FP5019. Cannot be fulfilled by transfer.**

MHA-FP5022 - Human Capital Management in Health Care (2 program points). In this course, learners examine concepts, principles, and processes for human capital management in order to create employee-centered health care organizations. In particular, learners develop a human capital strategy for a health care organization that considers organizational needs, budgets, and environmental forces. Specific course topics include employee recruitment, retention, influence, and accountability; staff development; and workforce optimization. **Prerequisite(s): MHA-FP5006, MHA-FP5010, NHS-FP6004, NHS-FP6008.**

MHA-FP5024 - Health Care Consumerism and Marketing (2 program points). Learners in this course examine and demonstrate their knowledge of 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; evaluate marketing communication processes; and design a marketing plan targeting identified health consumer needs. **Prerequisite(s): MHA-FP5006, MHA-FP5010, NHS-FP6004, NHS-FP6008.**

MHA-FP5026 - Facilities and Capital Asset Management (2 program points). 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, including financing of capital and capital budgeting for the health care organization. **Prerequisite(s): MHA-FP5006, MHA-FP5010, NHS-FP6004, NHS-FP6008.**

MHA-FP5028 - Comparative Models of Global Health Systems (2 program points). In this course, learners identify, analyze, and compare world health care systems and the

challenges associated with them. Learners also demonstrate knowledge of the costs and benefits of implementing and measuring quality improvement programs intended to address community and global health system needs. **Prerequisite(s): MHA-FP5006, MHA-FP5010, completion of or concurrent registration in MHA-FP5012, NHS-FP6004, NHS-FP6008.**

MHA-FP5032 - Policy and Legislative Development Processes (2 program points). Learners in this course analyze the health care policy development process from a political perspective. In particular, learners evaluate 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): MHA-FP5006, MHA-FP5010, NHS-FP6004, NHS-FP6008.**

Master of Science in Nursing

MSN-FP5003 - Health Assessment and Promotion for Disease Prevention in Population-Focused Health (2 program points). In this course, learners apply concepts, frameworks, and models used to foster health promotion and disease prevention, particularly in diverse and vulnerable populations. Learners evaluate individual and population wellness from multicultural, ethnic, traditional, and spiritual perspectives. Learners examine factors that cause disparities in wellness among people in diverse and vulnerable populations. By analyzing effective health assessment methods and communication strategies, learners identify best practices for developing a population-focused approach to health promotion and disease prevention. **Prerequisite(s): NHS-FP5004.**

MSN-FP5005 - Introduction to Nursing Research, Ethics, and Technology (2 program points). Learners in this course gain and demonstrate knowledge of nursing research, ethics, and information technology in health care settings. Learners apply the basic principles of nursing research and ways that information systems and patient care technologies contribute to improving patient outcomes. Learners also evaluate ethics in nursing research and scholarship and how evidence-based practice relates to the effective use of information technologies in nursing practice. **Prerequisite(s): Completion of or concurrent registration in MSN-FP5003.**

MSN-FP5007 - Leadership for Nursing Practice (2 program points). In this course, learners examine and apply theoretical concepts and leadership competencies for nursing practice. Learners evaluate evidence-based best practices and behaviors that support effective nursing leadership in health care settings, and analyze strategies for coordination, delegation, and goal setting and performance improvement. Learners also assess concepts and principles of health care policy, legal and regulatory issues, and quality control in health care and the nursing profession. **Prerequisite(s): Completion of or concurrent registration in MSN-FP5005.**

MSN-FP6011 - Evidence-Based Practice for Patient-Centered Care and Population Health (2 program points). Learners in this course acquire an understanding of the nature of evidence and its relative value and weight in making clinical decisions that impact patient and population outcomes. In particular, learners assess appropriate methods and analytic approaches in order to investigate, evaluate, and synthesize the best available evidence for potential solutions and innovations.

MSN-FP6016 - Quality Improvement of Interprofessional Care (2 program points). In this course, learners develop and demonstrate competence in the design, implementation, and evaluation of interprofessional quality improvement initiatives. Learners investigate models for quality improvement, with an emphasis on outcome identification and measurement. Learners also examine quality within the context of patient safety through adverse event and near-miss analyses.

MSN-FP6021 - Biopsychosocial Concepts for Advanced Nursing Practice 1 (2 program points). Learners in this course develop the knowledge, skills, and abilities needed to integrate select biopsychosocial concepts into professional processes that promote quality and cost-effective patient and systems outcomes, with particular emphasis on the ways in which these concepts impact the National Academy of Medicine's six aims of health care improvement: Safe, Effective, Patient-centered, Timely, Efficient, and Equitable.

Course Descriptions, continued

MSN-FP6025 - MSN Practicum (2 program points). Learners in this course develop their critical thinking skills and gain advanced nursing knowledge in preparation for master's-level nursing practice in a designated specialization. Learners create and implement a personalized practice immersion experience under the supervision of a preceptor at a field site of their choice and demonstrate synthesis of professional and academic growth and practice by participating in a community of collaboration, sharing resources, experiences, and practice tips with their fellow learners. Throughout the practice immersion, learners also develop and maintain an electronic portfolio that includes coursework products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). **Department consent is required for registration. Cannot be fulfilled by transfer.**

MSN-FP6026 - Biopsychosocial Concepts for Advanced Nursing Practice 2 (2 program points). Learners in this course develop the knowledge, skills, and abilities needed to integrate select biopsychosocial concepts into professional processes that promote quality and cost-effective patient and systems outcomes, with particular emphasis on the ways in which these concepts impact population health, as defined by the Institute for Healthcare Improvement.

MSN-FP6030 - MSN Practicum and Capstone (3 program points). Learners in this course develop their critical thinking skills and gain advanced nursing knowledge in preparation for master's-level nursing practice in a designated specialization. Learners create and implement a personalized practicum experience under the supervision of a preceptor at a field site of their choice and demonstrate synthesis of professional and academic growth and practice. Throughout the practicum, learners also develop and maintain an electronic portfolio that includes coursework products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). **Department consent is required for registration. Cannot be fulfilled by transfer.**

MSN-FP6103 - The Nurse Educator Role (2 program points). In the course, learners examine the tripartite faculty role of teaching, service, and scholarship and the

responsibilities associated with functioning as a nurse educator in an academic or health care environment. Learners also analyze nurse educator competencies and the professional development activities expected of those who fill this multidimensional role.

MSN-FP6105 - Teaching and Active Learning Strategies (2 program points). In this course, learners examine how the application of educational theory and teaching strategies facilitate learning in the classroom, online, in the laboratory, and in clinical settings. Learners also investigate concepts associated with the domains of learning, learning styles, student engagement, and classroom management techniques. **Prerequisite(s): MSN-FP6103.**

MSN-FP6107 - Curriculum Design, Development, and Evaluation (2 program points). In this course, learners examine curriculum frameworks and models used in nursing education. Throughout the course, learners demonstrate their understanding of these frameworks by beginning to develop curricula that are designed to reflect professional nursing standards and contemporary health care trends and that are structured to achieve expected student outcomes. Learners also investigate the evaluation process used to assess curriculum design and identify accreditation and regulatory requirements that impact nursing curricula. **Prerequisite(s): MSN-FP6103.**

MSN-FP6109 - Integrating Technology into Nursing Education (2 program points). In this course, learners examine the integration of current and evolving technology into nursing education. Learners investigate the use of multimedia, social media, computer-based technology, learning management systems, simulation, technology tools for outcomes assessment, and the process for selecting the appropriate technology. Learners demonstrate their ability to integrate technology in an academic or health care environment by developing a relevant project and accompanying evaluation plan. **Prerequisite(s): MSN-FP6103.**

MSN-FP6111 - Assessment and Evaluation in Nursing Education (2 program points). In this course, learners investigate a variety of strategies used to assess and evaluate student learning in the classroom, online, in the laboratory, and in clinical settings, as well as within all domains of learning. Learners develop and demonstrate the skills required to use assessment and evaluation data to improve the teaching-learning process, measure the achievement of learning outcomes, and evaluate program effectiveness. **Prerequisite(s): MSN-FP6103.**

MSN-FP6210 - Leadership and Management for Nurse Executives (2 program points). Learners in this course develop and demonstrate knowledge of contemporary leadership and management concepts and theories relevant to a variety of health care delivery settings. Learners analyze the nurse leader's role in leading high-performing health care teams and examine the skills needed to collaborate with, and create buy-in from, stakeholders, colleagues, constituencies, and interdisciplinary teams. Learners also examine the impact of cultural, ethical, and regulatory considerations on decision making and implement a future-looking strategic vision to ensure sustainable gains in quality and safety.

MSN-FP6212 - Health Care Quality and Safety Management (2 program points). Learners in this course examine the nurse leader's role in helping to effectively integrate into health care delivery systems the quality and safety principles that inform evidence-based changes and best practices. Learners demonstrate an understanding of the ways they can measure health care quality and safety; monitor and assess patient safety and outcomes; develop a transparent system for identifying and resolving medical errors and adverse patient outcomes; use data to monitor and improve patient care and outcomes; and support a culture of quality and safety.

MSN-FP6214 - Health Care Informatics and Technology (2 program points). Learners in this course gain and demonstrate the knowledge and skills nurse leaders need in order to utilize health information technology to enhance patient care and outcomes. In particular, learners develop a strategy for technological integration and examine the ways in which they can use technology to evaluate patient data to inform patient diagnoses and outcomes. Learners also assess the effective management of technological change within the health care environment and examine issues of consumer access to information and the privacy and confidentiality of patient information.

MSN-FP6216 - Advanced Finance and Operations Management (2 program points). Learners in this course examine the nurse leader's role in establishing and managing an operations and capital budget. In particular, learners develop an understanding of how to incorporate variances or discretionary spending, manage the labor force within budget parameters, examine the availability and appropriate use of equipment and supplies, and apply finance principles to a strategic plan for achieving an organization's fiscal goals.

Course Descriptions, continued

MSN-FP6218 - Leading the Future of Health Care (2 program points). Learners in this course examine the role of the nurse leader in evaluating and responding to health care opportunities and challenges in a rapidly changing environment, developing proactive strategies to drive and lead changes in health care, and integrating evidence-based decision making into the culture of the health care organization. Learners also develop the critical-thinking and communication skills needed to positively influence health care redesign, and examine the effects of visionary leadership in the field.

MSN-FP6410 - Principles of Nursing Informatics (2 program points). Learners in this course apply the framework for nursing professionals who are interested in entering the field of health informatics and acquiring the skills and knowledge necessary for certification. Throughout the course, learners analyze the roles, theories, and standards of nursing informatics practice, as well as examine the rules, regulations, and current trends that govern professionals in the field.

MSN-FP6412 - Health Informatics Systems Planning, Analysis, Design, and Build for Nursing (2 program points). In this course, learners analyze and synthesize the various aspects of health/clinical information systems used by nurses to deliver quality health care. In particular, learners acquire the knowledge and skills needed to effectively plan, design, build, and implement health/clinical information systems within nursing practice. Learners also demonstrate knowledge of electronic medical records and the importance of accurate workflow application. **Prerequisite(s): MSN-FP6410.**

MSN-FP6414 - Data Management and Health Care Technology (2 program points). Learners in this course analyze the use of data and databases as key drivers in nursing informatics. Throughout the course, learners demonstrate competence in managing and interpreting data in a way that enhances their roles and decision-making capabilities in today's health care technology environments. **Prerequisite(s): MSN-FP6410.**

MSN-FP6416 - Managing the Nursing Informatics Life Cycle (2 program points). In this course, learners evaluate the typical life cycle of implementation, testing, evaluating, and supporting both hardware and software applications. Learners also apply project and change management principles in relation to the life cycle of a health care information system. **Prerequisite(s): MSN-FP6410 and MSN-FP6412.**

MSN-FP6610 - Introduction to Care Coordination (2 program points). In this course, learners evaluate the historical evolution of care coordination and its role in nursing practice. Learners analyze current care coordination trends, such as the paradigm shift to health promotion and chronic disease management at the community level, as well as the influence of technology on the development of health care data collection systems. In particular, learners assess how these trends and technological advances have driven change in national health care policy.

MSN-FP6612 - Emerging Health Care Models and Care Coordination (2 program points). Learners in this course examine how emerging health care models are incorporated into the larger framework of clinical care oversight. Learners analyze the role of informatics in nursing care coordination and the ways in which client information is collected and used to influence health outcomes. Learners also identify the ways in which care coordination can support cost efficiency, promote improved health consumerism, and affect positive health outcomes. **Prerequisite(s): MSN-FP6610.**

MSN-FP6614 - Structure and Process in Care Coordination (2 program points). Learners in this course gain and demonstrate knowledge of the various care coordination components, including client selection criteria, communication methodologies, clinical team development, assessment tools, care plan and profile development, cultural considerations, data structuring for reporting, and clinical efficiency. Learners examine the responsibilities of the nurse care coordinator to the client prior to the implementation of the care plan and during the care coordination process. Learners evaluate successful strategies for interviewing and organizing information around client health, goal setting, efficient clinical oversight, technological support, and data formatting. **Prerequisite(s): MSN-FP6610.**

MSN-FP6616 - Ethical and Legal Considerations in Care Coordination (2 program points). In this course, learners examine the care coordination process in relation to confidentiality and client privacy, management of consents for health care, client rights in the care coordination process, terminations of care coordination management, and the importance of clinical team collaboration and communication. Learners investigate the process of aligning limited resources with client needs and apply an understanding of the balance required

between cost effectiveness and conscious stewardship. Throughout the course, learners demonstrate an understanding of the importance of cultural literacy with regard to client health care considerations. **Prerequisite(s): MSN-FP6610.**

MSN-FP6618 - Leadership in Care Coordination (2 program points). In this course, learners analyze the relationships between nursing leadership, successful strategic planning, project management, exceptional communication, and interagency collaboration in the care coordination process. Throughout the course, learners examine how the care coordinator leader plays a central role in supporting organizations and stakeholders in the provision of coordinated care and in managing team and provider expectations that promote positive health outcomes for populations and communities.

Nursing and Health Sciences

NHS-FP4000 - Developing a Health Care Perspective (3 program points). In this course, learners build and strengthen the knowledge, skills, and abilities needed to succeed in their program and in the workplace. Learners engage in interactive activities that help them develop and demonstrate a health care perspective and expand their organizational, critical thinking, and problem-solving skills. Learners also develop an understanding of ethics, information literacy, and effective writing. **For BSN, FlexPath option learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

NHS-FP5004 - Communication, Collaboration, and Case Analysis for Master's Learners (2 program points). This course prepares learners for master's-level coursework in the School of Nursing and Health Sciences. Throughout the course, learners analyze how the role of the practitioner-scholar guides leadership in the health care field and determine the ways in which they can effectively use communication strategies expected of health care professionals. In particular, learners examine the attributes that contribute to effective and ethical health care leadership, including professional collaboration, communication, inclusion, and decision making. **Must be taken by learners in their first quarter. Cannot be fulfilled by transfer.**

Course Descriptions, *continued*

NHS-FP6004 - Health Care Law and Policy (2 program points). In this course, learners examine the political, legal, and regulatory issues impacting health care organizations and environments. Learners analyze the effects of health care policy on health care practice and service delivery, with particular emphasis on the strategies used to monitor and maintain legal and regulatory compliance. Learners also identify and apply health care policy and law concepts that promote organizational improvement.

NHS-FP6008 - Economics and Decision Making in Health Care (2 program points). This course helps learners develop and demonstrate concepts, principles, issues, and trends in health care economics and the economic decision-making practices employed in the health care environment. Learners analyze the political, legal, regulatory, organizational, demographical, and multicultural implications of business decisions on health care economics; explore the ways economic and stakeholder influences affect operational planning and decision making; and practice applying performance monitoring and process management measures as part of the decision-making process. Learners also examine cost-effective problem solving; community- and population-based orientation; and effective use of health care market research, analysis, and assessment.

Philosophy

PHI-FP2000 - Ethics (3 program points). Learners in this course explore major philosophical approaches to evaluating moral actions and apply them to contemporary issues. Learners reflect on their own moral beliefs and the ways these beliefs influence and inform their moral judgments and behavior.

PHI-FP2051 - Bioethics and Society (1.5 program points). Learners in this course gain and demonstrate knowledge of science and philosophy through the specific study of bioethics. Learners interpret various principles and perspectives in ethical reasoning, and apply them to case studies in bioethics as well as to their own lives.

Project Management

PM-FP3000 - Principles of Project Management (1.5 program points). In this course, learners are introduced to the fundamental basics of project management and gain a broad overview of project management standards and their applicability to both business and IT projects. This course emphasizes

management theories, concepts, tools and techniques defined by the Project Management Institute (PMI®) including the Process Groups and Knowledge Areas. This course also introduces other project management methodologies and frameworks, including Agile (Scrum, Lean, DSDM and XP), PRINCE2®, Waterfall, and Six Sigma. Finally, learners study project politics and ethics, collaboration and team building, and leadership.

PM-FP4010 - Process Groups and Knowledge Areas in Project Management (3 program points). This course covers the project life cycle and project management processes. This includes initiating, planning, executing, monitoring and control, and closing. Learners analyze the relationship of the process groups to the Project Management Institute (PMI) knowledge areas and develop the documents and deliverables required for each stage of the project life cycle. Learners are also introduced to the importance of people-oriented skills, such as communications, team building and leadership. Finally, learners apply the knowledge learned in the development and managing of a project. **Prerequisite(s): PM-FP3000.**

PM-FP4020 - Integration and Scope Management (3 program points). In this course, learners cover integration management and scope management knowledge areas. Learners identify and examine the processes, tools, and techniques used to integrate activities from execution to project completion, and manage the interdependencies among the project management knowledge areas. Learners create the scope management plan component of the project management plan and emphasize a system solutions approach for gathering and defining business requirements and leveraging project change management for controlling project scope. Finally, learners consider the importance of developing strategic business and leadership skills, such as listening, problem solving, team building, market awareness, and customer relationship skills. **Prerequisite(s): PM-FP4010.**

PM-FP4030 - Scheduling, Cost, and Quality Management (3 program points). This course focuses on project scheduling and cost and quality management in a business or information technology (IT) project context. Learners study project scheduling, costs and quality management processes, including quality planning, quality assurance, and quality control. Learners also monitor project results to evaluate compliance with schedule, costs and quality standards and gain an understanding of the steps involved

in planning, performing, and controlling a business or IT project. Learners are introduced to a variety of scheduling, cost and quality tools that can be used independently or conjunctively. Finally, learners explore project management software to help in developing a project schedule. **Prerequisite(s): PM-FP4010.**

PM-FP4040 - Human Resources and Motivation Management (3 program points). In this course, learners sample strategies for improving creativity, teamwork, and job satisfaction within a project team by creating and developing a project and recruiting team members. Learners study the theories on individual motivation and how it fits in the organizational structure. Learners examine the strengths and weaknesses of organizational development supporting project team member development to gain knowledge of how to effectively motivate project team members. Learners also gain understanding about virtual teams, how to effectively manage them, and evaluate the link between personality traits and resolving team conflicts and how to effectively communicate with your team to manage change. **Prerequisite(s): PM-FP4010.**

PM-FP4050 - Communication and Stakeholder Management (3 program points). Learners in this course focus on project communication and stakeholder management knowledge areas. Learners cover the processes, tools, and techniques used to manage project communications and stakeholders across project management process groups and emphasize executive project sponsorship as a strategic tool for project success. Learners also acquire skills in strategic business management and leadership: customer relationship and satisfaction, operational functions, conflict management, negotiation, listening, problem solving, and team building. **Prerequisite(s): PM-FP4010.**

PM-FP4060 - Risk Management in Project Management (3 program points). Learners in this course focus on project risk management and examine the processes, tools and techniques used to identify, analyze, prioritize, respond, and control risk on a project. This course emphasizes building a risk management process that can be standardized. Learners also acquire and demonstrate business management and leadership skills such as planning, environmental awareness and conditions, benefits management, brainstorming, listening, negotiation, problem solving, and team building. **Prerequisite(s): PM-FP4010.**

Course Descriptions, continued**PM-FP4070 - Procurement Management in Project Management (3 program points).**

In this course, learners examine procurement management and investigate the various types of contracts, their terms and conditions, and execution. Learners develop contract specifications, find potential sources, and evaluate bids. Finally, learners examine ethical standards and legal requirements in procurement within the global market.

Prerequisite(s): PM-FP4010.

PM-FP4080 - Agile Project Management (3 program points). This course introduces the concepts of Agile Project Management (APM). Learners gain an understanding of APM's objectives, which are, in part, to deliver customer value earlier in repeated iterations, adapt to changes in a more flexible and timely manner to ultimately gain a result of higher customer satisfaction, and increased team morale, collaboration, and ownership. Learners apply their skills and knowledge to a scenario that requires the development of an APM-based project plan. **Prerequisite(s):** PM-FP4010.

PM-FP5331 - Project Management Fundamentals (2 program points). This course focuses on the processes and knowledge areas found in the project management profession. Learners develop and demonstrate their understanding of the project management concepts as defined by the Project Management Institute's (PMI) A Guide to the Project Management Body of Knowledge (PMBOK® Guide), which includes knowledge of the ten project management knowledge areas, including the domains of initiating, planning, executing, monitoring and controlling, and closing projects, along with professionalism and ethics.

PM-FP5332 - Project Management Planning, Execution, and Control (2 program points). This course covers the components of project management within the project planning, executing, monitoring, and controlling process groups. Learners identify project requirements and develop a project plan that considers project scope, time, and cost in managing competing project requirements. Learners also demonstrate the application of various project management tools including activity estimation, resource assignment, work breakdown structure (WBS) creation and the development of a project management schedule. **Prerequisite(s):** PM-FP5331.

PM-FP5333 - Project Budgeting, Procurement, and Quality (2 program points). This course focuses on project cost, quality, and procurement in business or

information technology (IT) project context. Learners examine the fundamental concepts and principles of the following project management knowledge areas: project cost management, project quality management, and project procurement management by demonstrating the application of tools, techniques, and methodologies within these areas of study. Learners apply various tools and techniques, in an integrative manner, to manage interdependencies among project management process groups.

Prerequisite(s): PM-FP5331.

PM-FP5334 - Project Risk Assessment and Control (2 program points). Learners in this course examine and demonstrate their knowledge of the important elements of risk management, including planning for, identifying, quantifying, analyzing, and controlling risk. Learners develop their knowledge 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. **Prerequisite(s):** PM-FP5018 or PM-FP5331.

PM-FP5335 - Project Leadership and Management (2 program points). In this course, learners examine the role and skills required of project leaders across organizations by exploring a wide range of leadership roles, including manager, problem solver, facilitator, trainer, communicator, and advocate. Learners analyze how each of these roles affects the ability to create a cohesive project team, and synthesize a step-by-step approach to leadership and team-building. Finally, learners demonstrate an understanding of leadership ethics, leadership and project strategy, and the relationship between leadership and project management politics. **Prerequisite(s):** PM-FP5331.

Political Science

POL-FP2000 - Globalization (3 program points). Learners in this course identify and 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 apply an understanding of the conflicts they generate concerning international environmental, national sovereignty, human rights, and citizenship issues.

Psychology

PSY-FP5002 - Foundations of Theory and Practice for Master's Psychology Learners (2.5 program points). In this course, learners acquire the ability to navigate the Capella courseroom and use the resources that support academic success, including the library and writing center. Learners identify and practice the academic requirements (including APA style and formatting) necessary to successfully complete the master's degree program in their chosen specialization; review their specialization's requirements, associated professional roles and organizations, and ethics and professional standards; and articulate a professional identity based on master's-level psychology training. **For MS in Psychology learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

PSY-FP5201 - Integrative Project for Master's Degree in Psychology (2.5 program points). In this course, learners demonstrate knowledge, scholarship, and research proficiency in their chosen psychology specialization by developing a research proposal. As they engage with a faculty mentor in the preparation of a five-chapter integrative project, learners develop and demonstrate academic and professional competency in proposing new and original research, writing and applying for grants, adhering to ethical standards, addressing diversity and individual variation in psychology, and explaining psychology concepts. **For MS in Psychology learners only. Must be taken during the learner's final quarter. Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer.**

PSY-FP6010 - Human Prenatal Development (2.5 program points). 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 articulate its impact on families and society. Learners review and demonstrate their knowledge of the stages of prenatal development (embryonic and fetal), focusing specifically on brain development and fetal life. In addition, learners 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.

Course Descriptions, continued

PSY-FP6020 - Topics in Child and Adolescent Development (2.5 program points). Learners in this course critically evaluate and apply theory and research to child and adolescent development issues and current topics. Learners analyze the impact of policy and legislation in areas such as education, health, mental health, the military, media, and the economy on child and adolescent developmental outcomes and advocate for issues related to policy and legislation that improve the lives of children and adolescents. **Prerequisite(s): PSY-FP6010; PSY-FP7220 or PSY-FP7230.**

PSY-FP6100 - Introduction to Educational Psychology (2.5 program points). Learners in this course identify and describe the principles of learning, motivation, and assessment necessary to teach educational psychology. Throughout the course, learners examine and explain specific strategies used to enhance pedagogy, curriculum design and adaptation, and learner performance. **Prerequisite(s): PSY-FP5002.**

PSY-FP7210 - Lifespan Development (2.5 program points). In this course, learners gain and apply knowledge of lifespan development from infancy through adulthood, including human development processes and milestones. Learners evaluate theories and approaches for examining human development and analyze human development processes related to their specialization.

PSY-FP7220 - Child Psychology (2.5 program points). In this course, learners gain and apply knowledge of the developmental stages of children from the prenatal period to adolescence. Learners examine how children develop physically, emotionally, socially, and cognitively, and evaluate and articulate 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.

PSY-FP7230 - Adolescent Psychology (2.5 program points). In this course, learners gain and apply knowledge of the developmental stages from early adolescence to emerging adulthood. Learners evaluate and articulate the physical, psychosocial, emotional, sexual, moral, and cognitive changes associated with adolescent development and examine the ways in which adolescent development is influenced by family, society, and culture. Learners also assess the evolving needs of adolescents and apply theory and research in order to recommend appropriate responses to those needs.

PSY-FP7310 - Biological Basis of Behavior (2.5 program points). This course is an introduction to physiological psychology and associated topics, including genetics, functional neuroanatomy, and physiology. Learners develop and demonstrate an understanding of brain functioning; sensory systems; attention, memory, perception, and language mechanisms; and the effects of neurotransmitters on human behavior. Learners also identify the relationship between brain functions and behavioral disorders and analyze current physiological psychology research, ethics, and the implications of culture and diversity on field-related issues.

PSY-FP7411 - Learning Theories in Psychology (2.5 program points). This course focuses on the concepts and principles of learning theory and its sub-processes, especially those associated with cognition. Learners evaluate and articulate major learning theories, practice applying these learning theories and their associated processes to teaching, and analyze the effects of various behavioral and cognitive sub-processes on learning.

PSY-FP7421 - Cognitive/Affective Psychology (2.5 program points). Learners in this course apply their knowledge of theoretical foundations and the basic principles and models of cognitive/affective psychology to mental processes, such as how individuals acquire, process, and store information; how they think, perceive, remember, and learn; and how they experience feelings, moods, and emotions. Learners also demonstrate the ways in which the integration of cognition and affect influence an individual's behavior.

PSY-FP7520 - Social Psychology (2.5 program points). This course provides an overview of how behavior is shaped and influenced within a social context. Within this framework, learners analyze interpersonal relationships, social cognition, social inference, emotion, and personality. Learners review and demonstrate their knowledge of the social psychology of decision making, attitude formation, and social attribution as they relate to contemporary issues. Learners also apply social psychological theory and research to various clinical, educational, and organizational settings.

PSY-FP7543 - Ethics and Multicultural Issues in Psychology (2.5 program points). 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

and articulate multicultural issues within the context of different settings and practice applying ethical reasoning principles and standards within their profession. **Prerequisite(s): PSY-FP5002.**

PSY-FP7610 - Tests and Measurements (2.5 program points). This course is an introduction to the subject of mental measurement in psychology. Course topics include techniques for correctly interpreting test scores such as percentiles, standard errors of measurement, standard scores, and validity and reliability. Learners acquire and demonstrate knowledge of measuring devices used in the fields of intelligence, interests, personality, and special aptitudes, and identify professional standards of test development and use. The course also includes analysis of the psychometric procedures used to develop and validate educational and psychological instruments and requires learners to present appropriate applications for each type of methodology.

PSY-FP7860 - Survey of Research Methods (2.5 program points). Learners in this course critically evaluate research in order to gain an understanding of the scientific methods of inquiry and the ethical considerations of research. Learners focus on becoming educated consumers and creators of research. Learners also use their research design skills to analyze and apply research methodologies, validity, reliability and other components of scientific research related to their field of interest. **Cannot be fulfilled by transfer.**

PSY-FP7864 - Quantitative Design and Analysis (2.5 program points). In this course, learners investigate the fundamental concepts needed to conduct quantitative research. Learners examine and apply quantitative research techniques; appropriate applications of quantitative research; research design, measurement, and analysis, and their associated interdependencies; variable types and levels of measurement; sampling; descriptive and inferential statistics; and hypothesis testing. Learners define the strengths and limitations of descriptive statistics, analyze the quantitative scales of measurement, review the logic of probability and null hypothesis testing, and leverage technology when applicable. Learners also determine the steps necessary to ensure human subjects protection, and consider methodological adaptations when conducting research with vulnerable and diverse populations. **Cannot be fulfilled by transfer.**

Course Descriptions, continued

PSY-FP8711 - Principles of Industrial/Organizational Psychology (2.5 program points). In this course, learners identify and confirm theories and research of industrial/organizational psychology. Learners examine and explain the various psychological constructs affecting individuals, groups, teams, and organizations in the workplace and assess diversity and ethical principles as they relate to decision-making processes. Learners also evaluate the differences between industrial and organizational psychology and implement various assessment methods, models, and interventions applicable across workplace settings.

PSY-FP8720 - Psychology of Leadership (2.5 program points). This course provides a comprehensive review of leadership theories and factors, including leader development, leadership styles, and multicultural issues relevant to leadership in various settings. Learners research and evaluate leadership principles and apply leadership theory to clinical, counseling, educational, organizational, and sports settings. Learners examine case studies; investigate and evaluate the processes and best practices of leader development; analyze their own leadership strengths; and relate this knowledge to their professional practice.

PSY-FP8730 - Consultation Psychology (2.5 program points). Learners in this course evaluate current theories of psychological consultation and analyze 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, and self-appraisal. Other course topics include consultation ethics, models of consultation research, and the dynamics of the consultant-client relationship.

PSY-FP8740 - Industrial/Organizational Psychology Practices in Human Resource Management (2.5 program points). Learners in this course analyze psychologically based methods, tools, and practices used in industrial/organizational psychology, including needs assessment, personnel selection, job analysis, performance management and appraisal, organizational functioning, motivation, training, and management, in the context of their application to human resource management. Learners identify the underlying psychological theories, research, and approaches related to human

resource management and synthesize these theories and research to develop evidence-based application grounded in science and scholarship. Throughout the course, learners gain and demonstrate a working knowledge of organizational systems and culture.

PSY-FP8763 - Program Evaluation (2.5 program points). Learners in this course examine the theories, techniques, methods, and processes used for program evaluation. Learners synthesize knowledge and skills gained from prior course work to design a program evaluation, plan its implementation, and communicate the results in appropriate and effective formats. **Prerequisite(s): PSY-FP7864.**

PSY-FP8840 - Principles of Sport Psychology (2.5 program points). Learners in this course apply psychological theories to explain and improve sport performance. Learners evaluate the implications of new research for professional practice in sport psychology and explore the ways in which they can meet the unique needs of diverse participants through customized coaching strategies. In particular, learners examine personality, attention, anxiety, arousal and arousal adjustment strategies, cognitive-behavioral intervention, causal attribution, motivation, and self confidence. **Prerequisite(s): PSY-FP7411.**

PSY-FP8841 - Performance Enhancement in Sports (2.5 program points). Learners in this course examine the mechanisms athletes use to exceed their perceived physical and mental limitations. In addition, learners 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): PSY-FP8840.**

PSY-FP8842 - Applied Sport Psychology (2.5 program points). Learners in this course acquire and demonstrate the knowledge, skills, and abilities needed to apply 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): PSY-FP8841.**

PSY-FP8845 - Current Issues in Sport Psychology (2.5 program points). In this course, learners critically analyze the research, theories, and practices of sport psychology. Learners examine current issues

in sports and determine ways to ethically and professionally apply sport psychology practices to educate sports participants and to improve the performance of athletes.

Prerequisite(s): PSY-FP8842.

Psychology (Undergraduate)

PSYC-FP1000 - Introduction to Psychology (3 program points). This course is an introduction to the basic theories and principles of psychology and of the scientific methods of psychologists. Learners build understanding of core psychological theories and research and their application in areas of the brain, learning, memory, personality, social influence, lifespan development, psychopathology, and applied psychology. Learners apply the psychological concepts they learn to everyday situations through discussions and assignments.

PSYC-FP2200 - Educational Psychology (1.5 program points). Learners in this course gain knowledge of and explain psychology theories and research as applied to development and learning in educational contexts, including behavioral, cognitive, and constructivist theories. Learners analyze the role of motivation in learning, and through a case study and practice approach, apply their knowledge in educational settings.

PSYC-FP2700 - Child Development (1.5 program points). In this course, learners examine and apply theory and research in the cognitive, social, and physical domains of human development from prenatal through middle childhood. Learners describe how cultural and societal contexts shape development during childhood, and investigate career options in child development and related fields.

PSYC-FP2800 - Introduction to Human Sexuality (1.5 program points). In this course, learners examine the physical, cognitive, and social-emotional aspects of human sexuality as they relate to current and historical perspectives. Learners analyze social and biological foundations of human sexuality and develop their understanding of sexuality in individuals and their relationships. Learners also apply theory and historical perspectives to their study of human reproduction, contraception and abortion, sexuality and social policy, and sexual behavior and contemporary society. In addition, learners demonstrate their knowledge of ethical practices that guide professional behavior in the field of human sexuality.

Course Descriptions, continued**PSYC-FP2900 - Introduction to Psychology of Personality (1.5 program points).**

In this introductory course, learners gain and demonstrate knowledge of theories of personality psychology. Learners apply these theories to human traits, behaviors, and emotional issues within the field of psychology. **Prerequisite(s): PSYC-FP1000.**

PSYC-FP3002 - Developing a Psychology Perspective (3 program points). This course builds and strengthens learners' academic writing, critical-thinking, problem-solving, research, and organizational skills in relation to psychology, so that they may apply a psychology perspective within their program and the workplace. During the course, learners develop an understanding of ethical principles and standards as they relate to topics in psychology. **For BS in Psychology learners only. Learners may only earn credit for PSYC3002 or PSYC-FP3002 or PSYC3003. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

PSYC-FP3110 - Abnormal Psychology (3 program points). The focus of this course is abnormal behavior, which learners investigate using the framework of mental pathology. Learners evaluate scientific, empirically based analyses of mental disorders and deviant behavior. Learners also examine the range of psychological disorders and assess the disorders' biological, psychological, and social consequences. In addition, learners demonstrate their knowledge of abnormal psychology treatment methods. **Prerequisite(s): PSYC-FP1000.**

PSYC-FP3210 - Human Lifespan Development (3 program points). This course is a survey of physical, cognitive, emotional, and social development throughout the lifespan as viewed by research and theories, both classical and contemporary. Learners explore the interaction between heredity and the environment, the research methods used by developmental psychologists, and apply stage and non-stage human development theories and research to modern problems and individual experiences. **Prerequisite(s): PSYC-FP1000.**

PSYC-FP3500 - Learning and Cognition (3 program points). Learners in this course apply theories, research, and methods of human learning and cognition to lifelong learning and development. Learners gain and demonstrate their knowledge of 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): PSYC-FP1000.**

PSYC-FP3520 - Introduction to Social Psychology (3 program points). 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 gain and demonstrate knowledge of social cognition; the social self; interpersonal relationships; helping behavior; group behavior; attitude formation; aggression; conformity; obedience; and social perceptions related to gender, race, and culture. **Prerequisite(s): PSYC-FP1000.**

PSYC-FP3540 - Culture, Ethnicity, and Diversity (3 program points). In this course, learners integrate their knowledge of theories and research of culture, ethnicity, diversity, and social interaction with current trends and challenges associated with cultural diversity. Learners analyze social issues related to gender, age, race, religion, sexual orientation, and mental and physical disability and assess the effects of prejudice, discrimination, and institutional racism. **Prerequisite(s): PSYC-FP1000.**

PSYC-FP3770 - Psychology of Human Motivation and Performance (3 program points). 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): PSYC-FP1000.**

PSYC-FP4100 - History and Modern Systems of Psychology (3 program points). Learners in this course build and demonstrate their knowledge of the history of psychology as an academic discipline, with an emphasis on the lives of various significant psychologists and the historical and social events that shaped the development of the field as a science. Learners also identify 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): PSYC-FP1000.**

PSYC-FP4110 - Positive Psychology (3 program points). In this course, learners apply theory, research, and evidence-based practices in the scientific study of optimal human functioning. Learners evaluate the development of positive emotional, cognitive, and behavioral states and traits such as happiness and well-being, self-efficacy, optimism, hope, wisdom, courage, mindfulness, flow, spirituality, empathy, altruism, gratitude, forgiveness, and love and articulate how they influence flourishing

relationships. Learners also assess and employ positive psychology principles in personal and professional settings from a strengths perspective. **Prerequisite(s): PSYC-FP1000.**

PSYC-FP4200 - Foundations of Industrial and Organizational Psychology (3 program points). In this course, learners gain and demonstrate foundational knowledge of industrial and organizational psychology and human behavior in the workplace. Learners identify and evaluate influences on individual and team workplace behavior. Learners also analyze individual differences, employee attitudes and motivation, job analysis and performance, training and development, and leadership as they affect an organization. **Prerequisite(s): PSYC-FP1000.**

PSYC-FP4210 - Cyberpsychology (3 program points). In this course, an introduction to the fundamentals of cyberpsychology, learners apply their knowledge of the evolution and theory of cyberpsychology to cognition, perception, emotion, motivation, and human behavior. Learners also evaluate the physical and psychosocial impacts of cyberpsychology and identify the procedures, methods, and techniques used to conduct empirical cyberpsychological research.

PSYC-FP4310 - Biological Psychology (3 program points). In this course, learners synthesize theories of mind-body connection with the biological bases of behavior. Learners demonstrate their knowledge of 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. **Prerequisite(s): BIO-FP1000; PSYC-FP1000.**

PSYC-FP4600 - Research Methods in Psychology (3 program points). Learners in this course demonstrate their knowledge of fundamental research methods and tools used in psychology. Learners use research methods and designs to show how the scientific method can be applied to the study of human behavior and thought, including ethical considerations for conducting research with human participants. **Prerequisite(s): PSYC-FP1000; PSYC-FP4700. Cannot be fulfilled by transfer or prior learning assessment.**

PSYC-FP4700 - Statistics for the Behavioral Sciences (3 program points). In this course, learners apply quantitative statistics to the study of human behavior. Learners systematically examine and test hypotheses and relationships using statistical software; interpret, display, and present statistical

Course Descriptions, continued

data; and analyze the validity of arguments based on statistics. In particular, learners gain and demonstrate skills required to conduct statistical sampling, define statistical assumptions and requirements, test statistical differences between and among groups, evaluate correlations, calculate effect size and confidence intervals, and determine practical and statistical significance.

Prerequisite(s): *MAT-FP2001; PSYC-FP1000. Cannot be fulfilled by transfer or prior learning assessment.*

PSYC-FP4900 - Psychology Capstone Project (3 program points). The capstone project is the culmination of the bachelor's degree program in Psychology and provides learners the opportunity to demonstrate the research, analysis, writing, and communication skills they've gained during their program. Throughout the course, learners examine real-life implications of psychology and how practicing the principles of the field may optimally contribute to society. During the capstone experience, learners also explore how this degree can support their next steps, both professionally and personally. **For BS in Psychology learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.**

Social Science

SOC-FP2000 - Cultural Diversity (3 program points). Learners in this course gain and demonstrate an understanding of cultural diversity from a sociological perspective and identify the ways the societal structure affects micro-level experience. Learners evaluate theories that explain the cultural foundations of prejudice and discrimination, analyze the differences between majority and minority groups and racial and ethnic groups, and investigate 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.

FlexPath (-FPX)**Accounting**

ACC-FPX5610 - Advanced Accounting, Budget Planning and Control (2 program points). This course emphasizes the application of advanced accounting principles to business operations. This includes the function of budgetary systems

in organizational planning, management, and control, and the application of a systems approach to budgeting. **Prerequisite(s):** *MBA-FPX5010.*

Analytics

ANLY-FPX5510 - Advanced Business Analytics (2 program points). In this course, learners apply advanced analytics techniques to provide insight about a business and its customers including regression, classification, and nonparametric techniques. Learners apply data visualization and other tools to effectively present the results of data analysis and recommendations to management.

Prerequisite: *MBA-FPX5008.*

Bachelor of Science in Health Care Administration

BHA-FPX4002 - History of the United States Health Care System (1.5 program points). Learners in this course gain a comprehensive overview of the U.S. health care system with regard to the history, organization, financing, and delivery of health care services. Learners also investigate employment-based health insurance; Medicare and Medicaid; access, cost, and quality challenges; health care regulation; and medical malpractice.

BHA-FPX4003 - Present and Future State Developments within the United States Health Care System (1.5 program points). In this course, learners review developments in health policy and management to better understand the present and future state of the U.S. health care system. Learners also analyze trends and effects on health care services to determine their impact on the health care industry and to predict potential future reforms. Learners also gain knowledge of health policy; health reform; access, cost, and regulatory issues; and stakeholder influence.

BHA-FPX4004 - Patient Safety and Quality Improvement in Health Care (3 program points). In this course, learners examine quality improvement and risk management in health care. Learners apply various models to increase the quality of patient care and outcomes, decrease the risk of litigation, and effect positive change. Throughout the course, learners gain an understanding of how to prepare a quality dashboard utilizing common quality improvement tools, including statistical analysis; Plan, Do, Check, Act (PDCA); Six Sigma; and Rapid Cycle Improvement.

BHA-FPX4006 - Health Care Regulation and Compliance (3 program points). In this course, 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. Throughout the course, learners develop and demonstrate competence in applying standards to meet requirements of governing bodies and various agencies with regulatory oversight authority. Learners also investigate fraud and abuse, risk management, business ethics, and corporate compliance.

BHA-FPX4008 - Health Care Budgeting and Reporting (1.5 program points). Learners in this course acquire an understanding of inventory control, budgeting, financial statements, and reporting. Learners also demonstrate competence in preparing budgets for their scope of responsibility as health care professionals.

BHA-FPX4009 - Health Care Reimbursement Systems (1.5 program points). Learners in this course examine current trends and traditional methods of payment in the health care industry. In particular, learners examine hospital, physician, third-party, state, and federal reimbursement systems and gain an understanding of the organizational revenue cycle process and payor contracting.

BHA-FPX4010 - Introduction to Health Care Research (3 program points). In this course, learners examine health care research methodologies to assess access, quality, and cost as well as related marketing research and planning. In particular, learners strengthen their knowledge of quantitative, qualitative, and mixed-methods research designs in order to better understand the needs, expectations, and social norms involved within the health care delivery system.

BHA-FPX4020 - Health Care Administration Capstone Project (3 program points). The capstone project is the culmination of the BS in Health Care Administration degree program. Learners demonstrate the technical and applied health care administration knowledge and the critical thinking and communication skills needed to effectively influence a diverse and dynamic health care environment, develop innovative solutions for managing U.S. health care systems, and apply continuous improvement and quality management processes to improve organizational and patient outcomes. **For BS in Health Care Administration, FlexPath option learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.**

Course Descriptions, *continued*

BHA-FPX4102 - Leadership and Communication in Health Care Organizations (3 program points).

Learners in this course gain awareness of their personal leadership style and develop communication approaches appropriate for a diverse set of stakeholders. Learners also build their knowledge and skills in cultural competence, effective teamwork, coaching, cross-functionality, and collaboration through the use of authentic, real-world scenarios.

BHA-FPX4104 - Strategic Leadership and Workforce Planning in Health Care (3 program points).

In this course, learners develop innovative solutions to strategic, tactical, and operational issues in managing health care systems through the combined use of information technology, organizational knowledge, talent management, and critical thinking. Learners enhance leadership qualities that facilitate diverse high-performance teams and create comprehensive and useable data-driven action plans. Learners also gain an understanding of organizational development, productivity management, and health care planning and marketing.

BHA-FPX4106 - Introduction to Managing Health Care Information (3 program points).

Learners in this course integrate essential informatics concepts into health care administration and manage the health care information lifecycle. Learners analyze information system applications to make evidence-based decisions that maximize the efficiency and quality of departmental workflow. Learners also analyze the application of methods to improve the management of patient data, clinical knowledge, population data, and other information relevant to patient care and community health.

BHA-FPX4108 - Managing Population Health (3 program points).

In this course, learners investigate epidemiology and its patterns, causes, and effects relative to health and disease conditions across identified populations. Learners identify evidence-based approaches to promote wellness, disease management, and evolving financial reimbursement strategies. In addition, learners gain an understanding of critical factors associated with accountable care organizations and formulate applied research strategies focused on patient engagement.

BHA-FPX4110 - Health Care Systems and Operations (3 program points).

In this course, learners analyze managerial concepts and their application to the support infrastructure of health care organizations.

Learners also investigate issues, trends, and best practices in supply chain management; process improvement; facility layout; quality improvement; resource planning; and facilities management.

BHA-FPX4112 - Economics of Health Care (3 program points).

Learners in this course examine historical perspectives and current trends in the health care industry and analyze its unique economic structure. Learners analyze evolving reimbursement trends, methods, and technology and identify the political, legal, regulatory, organizational, and demographical implications of business decisions on health care economics. Learners also evaluate the ways in which economic and stakeholder influences affect operational planning and decision making.

Biology

BIO-FPX2000 - Environmental Health (3 program points).

In this course, learners use a multidisciplinary approach to identify and describe the environmental factors impacting individual and community health. Learners analyze the effects of various physical, biological, and chemical agents on the body and identify strategies to minimize the negative effects. Learners also assess and apply ways to protect and promote health and positively influence the quality of the environment.

Communications

COM-FPX3700 - Conflict Resolution (3 program points).

In this course, learners identify and analyze the factors that promote conflict and apply the fundamental skills and tools used to resolve conflict in personal and professional situations.

Education

ED-FPX5010 - Foundations of Master's Studies in Education (2 program points).

This course provides learners with opportunities to acquire and use graduate-level skills with an emphasis on critically examining and applying current educational research to teaching practices. Learners develop expertise in scholarly research and writing and explore the relevance of multicultural perspectives and diversity to work in their educational settings. ***Must be taken during the first quarter by learners who have been admitted to the Master of Education in Teaching and Learning degree program, FlexPath option. Cannot be fulfilled by transfer.***

ED-FPX5300A - Evaluating Curricular Models and Theories (.5 program points).

In this course, learners evaluate curricular design models and theories to guide effective curriculum design.

ED-FPX5300B - Applying Curriculum Models and Theories (.5 program points).

In this course, learners apply curricular design models and theories to develop curriculum that addresses instructional planning and standards-based goals and integrates educational technology.

ED-FPX5300C - Team Collaboration Theories and Practices for Curriculum Design and Improvement (.5 program points).

In this course, learners assess theories and practices focused on effective team collaboration in the design and improvement of curriculum.

ED-FPX5300D - Team Practices in Curriculum Design and Implementation (.5 program points).

Learners in this course demonstrate an ability to employ effective team practices in the design and implementation of curriculum. This course requires access to an educational setting, students or learners, and/or classroom practitioners.

ED-FPX5301A - Research-Based Pedagogical Methods and Models (.5 program points).

In this course, learners analyze current and emerging research in different pedagogical models and methods.

ED-FPX5301B - Designing Research-Based Instructional Methods (.5 program points).

In this course, learners design instructional methods supported by applicable theories and research-based instructional models to meet the needs of diverse learners and discipline-specific content.

ED-FPX5301C - Delivering Research-Based Instructional Methods (.5 program points).

In this course, learners deliver instructional methods supported by applicable theories and research-based instructional models to meet the needs of diverse learners and discipline-specific content. ***This course requires access to an educational setting, students or learners, and/or classroom practitioners.***

ED-FPX5301D - Integrating Educational Technology into Teaching (.5 program points).

In this course, learners integrate educational technology into teaching practice. ***This course requires access to an educational setting, students or learners, and/or classroom practitioners.***

ED-FPX5302A - Student Learning Research (.5 program points).

In this course, learners

Course Descriptions, *continued*

integrate research, theories, and models addressing how students learn at different ages and developmental levels.

ED-FPX5302B - Research-Based Curriculum Design (.5 program points). In this course, learners integrate research, theories, and models addressing curriculum design and teaching in different content disciplines.

ED-FPX5302C - Brain-Based Learning Theory and Principles (.5 program points). In this course, learners analyze brain-based learning (BBL) theory and principles and their implications for student learning, teaching, curriculum design, and student assessment.

ED-FPX5302D - Technology Impacts on Learning (.5 program points). In this course, learners assess how learning with technology affects the learning process.

ED-FPX5303A - Multicultural Theories, Frameworks, and Models (.5 program points). In this course, learners evaluate multicultural theories, frameworks, and models to understand the importance of culture, community, and collaboration to promote inclusion and enhance student learning.

ED-FPX5303B - Student Culture and Teaching Practices (.5 program points). In this course, learners incorporate student culture into teaching practices using a variety of teaching styles and strategies that are consistent within various cultural groups.

ED-FPX5303C - Implementing Multicultural Instruction (.5 program points). In this course, learners implement instruction based on one or more multicultural theories, frameworks, or models taking into consideration the inequities of technology as it pertains to access, classroom use, and student engagement. This course requires access to an educational setting, students or learners, and/or classroom practitioners.

ED-FPX5303D - Culture and Diversity Dispositions (.5 program points). In this course, learners critically reflect on their own dispositions related to culture and diversity.

ED-FPX5304A - Assessment Models and Approaches (.5 program points). In this course, learners assess different models, methods, and types of assessments in educational settings and the impact of mandate requirements on their design, delivery, and use.

ED-FPX5304B - Assessment Design and Implementation (.5 program points). In this course, learners design and implement various types of assessment within a class, school, or educational setting. *This course requires access to an educational setting,*

students or learners, and/or classroom practitioners.

ED-FPX5304C - Analyzing Assessment Data for Decision Making (.5 program points). In this course, learners analyze assessment data to drive curricular and instructional decisions. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

ED-FPX5304D - Communicating Assessment Results to Stakeholders (.5 program points). Learners in this course demonstrate their ability to communicate assessment results clearly and meaningfully to a variety of stakeholders.

ED-FPX5306 - Action Research to Enhance Practice (2 program points). In this course, learners explore action research in theory and practice as a form of inquiry and self-reflection to inform and improve their teaching. Learners examine relevant issues in their own educational setting and develop a plan to study and implement meaningful, practical, and research-based answers. Learners design data collection, analysis, and reporting practices as part of their action research plan that will be implemented in the capstone course. *This course requires access to an educational setting, students or learners, and/or classroom practitioners. ED-FPX5306 and ED-FPX5980 must be taken in sequence and during the learner's final two sessions.*

ED-FPX5730A - English Language Learner Considerations in Teaching (.5 program points). In this course, learners incorporate cultural and educational backgrounds of English Language Learners into instructional decision-making. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

ED-FPX5730B - Modeling Cultural Competency to Enhance Learning (.5 program points). In this course, learners model cultural competence to enhance learning.

ED-FPX5730C - Socio-Linguistic Theories (.5 program points). In this course, learners examine the socio-linguistic theories to understand language change and variation.

ED-FPX5730D - Legislation Affecting English Language Learner Education (.5 program points). In this course, learners evaluate legislation that affects the education of English Language Learners.

ED-FPX5980 - Teaching and Learning Capstone (3 program points). In this capstone course, learners apply research knowledge, skills, and dispositions developed in ED5306 Action Research to Enhance

Practice. Learners implement the action research process to evaluate and critically reflect on the results as a part of continuous improvement inquiry to improve student learning. Learners communicate research findings and insights with key stakeholders and critically reflect on implications as a way to find practical and useful strategies to improve their practice. *This course requires access to an educational setting, students or learners, and/or classroom practitioners. ED-FPX5306 and ED-FPX5980 must be taken in sequence and during the learner's final two sessions. Cannot be fulfilled by transfer.*

Education Technology

EDT-FPX5100A - Change Research and Theory and Technology Integration (.5 program points). In this course, learners analyze research and theories for innovation and change related to the use of technology and media.

EDT-FPX5100B - Collaboration in Technology Integration (.5 program points). Learners in this course demonstrate their ability to collaborate with teachers in opportunities to incorporate 21st-century technology skills in classroom instruction.

EDT-FPX5100C - Innovations to Serve Diverse Learners (.5 program points). In this course, learners develop plans for innovative practices that help meet the needs of diverse learners.

EDT-FPX5100D - Communicating Innovation and Change with Stakeholders (.5 program points). Learners in this course demonstrate their ability to communicate innovation and change initiatives with family, community, and colleagues both verbally and nonverbally in a manner that is professional, appropriate to the purpose, and culturally responsive.

EDT-FPX5102A - Data Collection and Analysis Strategies (.5 program points). In this course, learners describe effective classroom data collection and analysis strategies to inform instructional practice.

EDT-FPX5102B - Analyzing Data (.5 program points). In this course, learners analyze student data to identify and address educational problems.

EDT-FPX5102C - Technology for Data Collection (.5 program points). In this course, learners apply technology tools to collect valid, reliable assessment data on student learning and engagement.

Course Descriptions, continued

EDT-FPX5102D - Digital Tools for Communicating with Stakeholders (.5 program points). In this course, learners apply methods for communicating information with stakeholders using appropriate digital tools.

EDT-FPX5104A - Dispositions for Positive Change (.5 program points). In this course, learners reflect on dispositions and actions needed to contribute to positive change for growth in the digital age.

EDT-FPX5104B - Teacher Digital Rights and Responsibilities (.5 program points). In this course, learners analyze digital rights and responsibilities of teachers, including ethical use of open educational resources and providing a safe online learning environment for students.

EDT-FPX5104C-Enhancing Digital Learning for Students (.5 program points). In this course, learners synthesize knowledge and skills needed to enhance digital learning for all students.

EDT-FPX5104D - Guiding Student Digital Behaviors (.5 program points). Learners in this course demonstrate an ability to foster the safe and ethical online behavior of students.

EDT-FPX5120A - 21st-Century Instructional Frameworks (.5 program points). In this course, learners analyze the use of 21st-century instructional frameworks in the classroom. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

EDT-FPX5120B - Applying Technology Tools to Enhance Lesson Design and Instruction (.5 program points). In this course, learners apply appropriate technology tools to enhance lesson design and classroom instruction. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

EDT-FPX5120C - 1:1 Computing Models and Instructional Design (.5 program points). In this course, learners design instruction using a variety of 1:1 computing models. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

EDT-FPX5120D - Applying the Flipped Classroom (.5 program points). In this course, learners develop a lesson using the flipped classroom model.

EDT-FPX5125A - Planning Educational Technology to Personalize Instruction and Increase Engagement (.5 program points). In this course, learners plan personalized instruction that increases student engagement through effective digital

integration options. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

EDT-FPX5125B - Implementing Educational Technology to Personalize Instruction (.5 program points). In this course, learners implement personalized instruction that focuses on utilizing best practices in instructional technology. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

EDT-FPX5125C - Technology Infusion: Applying Universal Design for Learning for Diverse Learners (.5 program points). In this course, learners design technology infused lessons that engage diverse learners through the application of UDL.

EDT-FPX5125D - Implementing Educational Technology for Adaptive Learning (.5 program points). In this course, learners implement personalized learning and adaptive learning approaches that leverage educational technology to meet the diverse needs of all learners. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

EDT-FPX5130A - Standards, Outcomes, and Competencies for Curriculum Development (.5 program points). In this course, learners analyze the differences among standards, outcomes, and competencies in relation to the curriculum. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

EDT-FPX5130B - Applying Competency-Based Curriculum Development (.5 program points). In this course, learners apply competencies, outcomes, and standards to curriculum development. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

EDT-FPX5130C - Competency-Based Instruction with Research-Based Practices (.5 program points). In this course, learners apply appropriate pedagogical strategies to implement competency-based instruction in the classroom. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

EDT-FPX5130D - Competency-Based Student-Centered Environments (.5 program points). In this course, learners develop a competency-based educational environment that values student voice and pace. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

EDT-FPX5132A - Forms of Authentic Assessment (.5 program points). In this course, learners analyze multiple forms of authentic assessment. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

EDT-FPX5132B - Developing Authentic Assessments (.5 program points). In this course, learners develop a variety of authentic assessment techniques for use in classroom instruction.

EDT-FPX5132C - Using Assessment Data to Promote Student Learning (.5 program points). In this course, learners demonstrate their ability to utilize assessment data to promote student learning in individual classrooms. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

EDT-FPX5132D - Collaborative Assessment Data Analysis (.5 program points). In this course, learners demonstrate their ability to collaborate with others to analyze student assessment data. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

EDT-FPX5134A - Formative and Authentic Assessment Techniques (.5 program points). In this course, learners demonstrate their ability to utilize a variety of formative and authentic assessment techniques in an educational setting. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

EDT-FPX5134B - Interpreting Formative Assessment Data to Inform Instruction (.5 program points). In this course, learners interpret data gathered from formative assessments to inform instruction. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

EDT-FPX5134C - Implementing Adaptive Learning Approaches (.5 program points). In this course, learners implement adaptive learning approaches to meet the diverse needs of all learners. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

EDT-FPX5134D - Universal Design for Learning and Competency-Based Assessments (.5 program points). In this course, learners apply Universal Design for Learning (UDL) principles to the use of competency-based assessment. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

Course Descriptions, *continued*

EDT-FPX5140A - Planning Personalized Instruction (.5 program points). In this course, learners plan personalized instruction that leverages instructional techniques to increase engagement, motivation, and achievement.

EDT-FPX5140B - Implementing Personalized Instruction (.5 program points). In this course, learners implement personalized learning options. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

EDT-FPX5140C - Using Assessments to Personalize Learning (.5 program points). In this course, learners evaluate the use of assessments to personalize learning for students.

EDT-FPX5140D - Analyzing Assessment Data to Improve Personalized Instruction (.5 program points). In this course, learners analyze assessment data to improve personalized instruction. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

EDT-FPX5142A - Implementing Adaptive Learning for Diverse Learners (.5 program points). In this course, learners implement adaptive learning approaches to meet diverse learner needs. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

EDT-FPX5142B - Universal Design for Learning for Personalized and Adaptive Instructional Strategies (.5 program points). In this course, learners apply the Universal Design for Learning (UDL) framework to support personalized instruction and adaptive learning.

EDT-FPX5142C - Adaptive Instruction and Assessment Strategies (.5 program points). In this course, learners analyze adaptive instruction and assessment strategies.

EDT-FPX5142D - Adaptive Learning Systems (.5 program points). Analyze the effectiveness of adaptive learning systems in K–12 educational settings. *This course requires access to an educational setting, students or learners, and/or classroom practitioners.*

Entrepreneurship

ENTR-FPX5412 - New Ventures and Entrepreneurship (2 program points). This course is an introduction to new ventures and entrepreneurship including entrepreneurial feasibility, research, funding and planning for new venture opportunities. Learners

investigate legal structures of entrepreneurial ventures, factors that influence the selection of one over another, determine and support the feasibility of a venture concept, customer base and market, as well as explore funding options for the business venture.

Finance

FIN-FPX5710 - Economic Foundations for Financial Decision Making (2 program points). This course examines macro and micro economic principles, theories and tools, and their applications to business. Learners analyze economic activities from a national and global perspective, value creation, tools employed by the Federal Reserve System and government to create and implement fiscal and monetary policies, and the importance of these for business. Learners also apply microeconomic theories and market competition considerations to behavior and decision making of firms and individuals.

Global Operations

OPS-FPX5620 - Supply Chain Foundations and Management (2 program points). Learners in this course develop a broad understanding of global supply chain management by studying it from a systems theory perspective as a network that provides strategic advantage. Learners consider the role of culture and the changes in scope and scale that globalization has brought to internal business processes. *Prerequisite: MBA-FPX5016.*

OPS-FPX5630 - Strategic Supply Chain Sourcing (2 program points). This course emphasizes integration of the supply chain as a strategic competitive advantage. Learners identify ways to use strategic resourcing and procurement 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 and an ethical and legal approach to supply chain sourcing. *Prerequisite: MBA-FPX5016.*

Health Care Management

HCM-FPX5310 - Decision-Making in the Health Care System (2 program points). In this course, learners examine the complex and dynamic U.S. health care system, stakeholders, laws, and regulations. Learners

develop an understanding of how health care delivery systems are organized and financed and identify the economic, legal, and political factors that influence the management of health care organizations.

HCM-FPX5312 - Analyzing the Health Care Environment (2 program points). Learners apply environmental and regulatory analyses to examine the organization's position within the external environment and develop plans to strengthen the organization's strategy. Learners use evidence-based decision making to support analyses. *Prerequisite(s): MBA-FPX5006, HCM-FPX5310.*

HCM-FPX5314 - Driving Health Care Results (2 program points). In this course, learners explore the impact of organizational structure, operations, services, and financing on outcomes to optimize results in a health care organization. Learners evaluate and address ways in which health care managers support the effective delivery of quality patient care. *Prerequisite(s): MBA-FPX5014, HCM-FPX5312.*

Health Information Management

HIM-FPX4610 - Medical Terminology (3 program points). Learners in this course develop an understanding of medical terminology used within health care. Learners analyze prefixes, suffixes, word roots, and combining forms, and practice correctly pronouncing, spelling, and using medical terms in the appropriate contexts.

HIM-FPX4620 - Data Management in Health Information Systems (3 program points). In this course, learners examine the operational and financial principles of managing health data from multiple source systems. Learners gain and demonstrate an understanding of various data integration tools and techniques used to support clinical information systems, including data warehousing, batch processing, and interface engines. Learners also examine and apply network and database design and architecture and their effects on source system development. *Prerequisite(s): HIM-FPX4610.*

HIM-FPX4630 - Statistical Analysis for Health Information Management (3 program points). In this course, learners develop a working knowledge of 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 information integrity and data quality. *Prerequisite(s): HIM-FPX4610.*

Course Descriptions, *continued*

HIM-FPX4640 - Electronic Health Records and Health Information Systems (3 program points). Learners in this course build their knowledge of health data management history 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): HIM-FPX4610.

HIM-FPX4650 - Decision Support and Quality Management in Health Information Management (3 program points). In this course, learners examine decision-support practices and quality-management techniques used to improve the quality of health care. Learners apply decision-modeling techniques and evaluate the impact of clinical information systems on the quality, safety, and efficiency of health care data.

Prerequisite(s): HIM-FPX4610.

HIM-FPX4660 - Information Security, Privacy, and Ethics in Health Care (3 program points). Learners in this course gain a legal and ethical overview 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): HIM-FPX4610.

HIM-FPX4670 - Health Information Systems and Management (3 program points). Learners in this course examine health care systems and health information management in the United States. Learners examine organizational relationships, business associations, and market forces that affect the health care system. In particular, learners build knowledge of leadership and management theories for health care systems and health information management.

Human Resource Management

HRM-FPX5025 - Talent Acquisition and Workforce Planning (2 program points). In this course, learners analyze approaches for forecasting staffing needs, and attracting and retaining talent. Learners evaluate the metrics used to measure the effectiveness of both recruiting and staffing needs and processes. Learners also examine the impact of laws and technology on the staffing environment.

Prerequisite(s): HRM-FPX5310.

HRM-FPX5122 - Developing an Effective Workplace (2 program points). In this course, learners focus on the role of the HR professional in creating effective workplaces that support the needs of a diverse workforce and contribute to alignment with organizational strategy. Learners examine the elements of the organization which contribute to leading and managing today's workforce and learn the essential skills for cultivating organizational commitment and facilitating employee engagement in the workplace. **Prerequisite(s):** HRM-FPX5310.

HRM-FPX5310 - Strategic Human Resource Management (2 program points). In this course, learners examine how human resource management (HRM) impacts and supports strategic organizational goals. Using key HRM principles, practices, and data, learners develop well-rounded strategies to address HR related needs and opportunities for a dynamic, multicultural, and global workforce.

Humanities

HUM-FPX1000 - Introduction to the Humanities (3 program points). This course focuses on a variety of humanities-associated fields, including arts, philosophy, and religion. Learners develop and demonstrate 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.

Information Technology

ITEC-FPX5030 - Emerging Technologies (2 program points). In this course, learners gain an understanding of new and disruptive technologies that are poised to have a significant impact on individuals, industry, technology, and society. Learners explore strategies for identifying and researching emerging technologies to determine their value-added application to the organization and examine models that help predict technology growth and proliferation.

Leadership

LEAD-FPX5210 - Leading Global and Diverse Cultures (2 program points). In this course, learners analyze 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, core strategies used to lead more

effectively within those cultures, and their own capacities as global leaders.

LEAD-FPX5220 - Leader as Change Agent (2 program points). In this course, learners focus on leaders as architects 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.

Marketing

MKT-FPX5410 - Digital Marketing (2 program points). Learners in this course analyze how the internet and social media have transformed marketing strategy in today's interactive marketplace. Learners in this course explore how companies can extend marketing theories and models to leverage digital marketing tactics such as SEO, lead generation, sales funnels, and social media. Learners also explore how mobile optimization, metrics, and marketing analytics drive strategic business goals and objectives.

MKT-FPX5416 - Consumer Insights (2 program points). This course explores contemporary concepts of consumer behavior, as well as research tools and techniques commonly used to obtain information that informs marketing planning. Learners examine key trends of consumer behavior central to marketing planning and implementation, ever changing consumer perceptions, influences, decision making and the impact of social media and emerging technologies. Learners gain a foundational understanding of primary and secondary research, critical discernment of information quality, analysis, and application of consumer insights and research findings to marketing planning and implementation.

Master of Business Administration

MBA-FPX5002 - MBA Leadership (2 program points). This course covers contemporary models of leadership and examines behaviors and skills of effective leaders. Learners assess their own leadership strengths and how to lead effectively in their work settings. Learners also analyze ways in which leaders use their skills to support innovation, change, and collaboration within organizations. **Must be taken during the first quarter by learners who have been admitted to the MBA degree program. Cannot be fulfilled by transfer or prior learning assessment.**

Course Descriptions, continued

MBA-FPX5006 - Business Strategy (2 program points). Learners in this course examine ways in which companies formulate and implement strategy to effectively compete in the marketplace. Learners apply strategic models and analysis to address competitive challenges. **Prerequisite(s): Completion of or concurrent registration in MBA-FPX5002.**

MBA-FPX5008 - Applied Business Analytics (2 program points). This course introduces learners to business analytics and its role in evidence-based decision making. Learners examine data and analytics techniques that create relevant, actionable, and meaningful information.

MBA-FPX5010 - Accounting Methods for Leaders (2 program points). Learners in this course gain an understanding of how methods of financial and managerial accounting are used to analyze business performance and make evidence-based business decisions. Learners examine tax, ethical, and legal implications of accounting methods.

MBA-FPX5012 - Marketing Management (2 program points). This course covers marketing theories, models, and practices used by businesses. Learners examine the expanded roles of analytics, technology, and social media in marketing strategy and implementation. Learners also use business analytics skills to address marketing problems and apply marketing methods to business challenges. **Prerequisite(s): MBA-FPX5008.**

MBA-FPX5014 - Applied Managerial Finance (2 program points). Learners in this course explore financial concepts and techniques required to evaluate, report, and maximize firm performance and value. Learners analyze environmental and market factors, goals, and constraints; and apply regulatory and ethical principles and business analytics skills to drive data-based decision making. **Prerequisite(s): MBA-FPX5008, MBA-FPX5010.**

MBA-FPX5016 - Operations Management for Leaders (2 program points). In this course, learners examine theories and models of business operations and their role in developing and delivering a superior product or service to the marketplace. Learners also apply business analytics skills and use data to evaluate strategic and tactical impact to business functions across the organization. **Prerequisite(s): MBA-FPX5008.**

MBA-FPX5801 - Communication and Presentation Skills (.5 program points). This course covers the basics of organizational

and interpersonal communication. Learners apply principles from this course to enhance their ability to lead through effective communication. This course also emphasizes the ways learners build and deliver influential messages while considering the needs of the audience. **For MBA learners only. Cannot be fulfilled by transfer or prior learning assessment. Special permission is required for registration.**

MBA-FPX5910 - MBA Capstone Experience (2.5 program points). In this course, learners integrate the knowledge and skills gained during the MBA program in an application-based business project. Learners demonstrate their overall ability to identify and recommend evidence-based solutions to business challenges and opportunities. **Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer or prior learning assessment.**

Master of Health Administration

MHA-FPX5010 - Strategic Health Care Planning (2 program points). In this course, learners examine strategic orientation, planning, and decision making in health care organizations and environments. Learners analyze the political, legal, regulatory, organizational, demographical, and multicultural implications of strategic planning decisions and how those decisions impact communities and populations, define best practices for health care organization staff development, and balance the prioritization of organizational and regulatory needs with feasible cost-effective solutions. Learners also develop a long-term strategic health care plan that includes information on human resource requirements, technology needs, and financial implications.

MHA-FPX5012 - Organizational Leadership and Governance (2 program points). Learners in this course examine and articulate the fundamental concepts and principles of health care organization management and leadership, including governance, cost-effective decision making, and managing and leading stakeholders and staff. Learners 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. Learners also analyze an organizational leadership structure and governance plan and examine how to apply team leadership skills to initiate change. **Prerequisite(s): Completion of or concurrent registration in MHA-FPX5010.**

Nursing and Health Sciences

NHS-FPX4000 - Developing a Health Care Perspective (3 program points). In this course, learners build and strengthen the knowledge, skills, and abilities needed to succeed in their program and in the workplace. Learners engage in interactive activities that help them develop and demonstrate a health care perspective and expand their academic success strategies including organizational, critical thinking, and problem-solving skills. Learners also develop an understanding of ethics, information literacy, and effective writing. **For BS in Health Care Administration, FlexPath option learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.**

NHS-FPX6004 - Health Care Law and Policy (2 program points). In this course, learners examine the political, legal, and regulatory issues impacting health care organizations and environments. Learners analyze the effects of health care policy on health care practice and service delivery, with particular emphasis on the strategies used to monitor and maintain legal and regulatory compliance. Learners also identify and apply health care policy and law concepts that promote organizational improvement.

Philosophy

PHI-FPX3200 - Ethics in Health Care (3 program points). 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 through the use of authentic, real-world examples.

Project Management

PM-FPX5018 - Project Management Foundations (2 program points). In this course, learners are introduced to the fundamentals of project management and gain an overview of project management standards and their applicability to managing projects. This course introduces and emphasizes management methodologies

Course Descriptions, *continued*

and frameworks, including those defined by the Project Management Institute (PMI®). Learners focus on the aspects of effective project management leadership including project politics and ethics, and collaboration.

PM-FPX5332 - Project Management Planning, Execution, and Control (2 program points). This course covers the components of project management within the project planning, executing, monitoring, and controlling process groups. Learners identify project requirements and develop a project plan that considers project scope, time, and cost in managing competing project requirements. Learners also demonstrate the application of various project management tools including activity estimation, resource assignment, work breakdown structure (WBS) creation and the development of a project management schedule. **Prerequisite(s): PM-FPX5018.**

PM-FPX5333 - Project Budgeting, Procurement, and Quality (2 program points). This course focuses on project cost, quality, and procurement in business or information technology (IT) project context. Learners examine the fundamental concepts and principles of the following project management knowledge areas: project cost management, project quality management, and project procurement management by demonstrating the application of tools, techniques, and methodologies within these areas of study. Learners apply various tools and techniques, in an integrative manner, to manage interdependencies among project management process groups. **Prerequisite(s): PM-FPX5018.**

PM-FPX5334 - Project Risk Assessment and Control (2 program points). Learners in this course examine and demonstrate their knowledge of the important elements of risk management, including planning for, identifying, quantifying, analyzing, and controlling risk. Learners develop their knowledge 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. **Prerequisite(s): PM-FPX5018.**

Sociology

SOC-FPX2000 - Cultural Diversity (3 program points). Learners in this course gain and demonstrate an understanding of cultural diversity from a sociological perspective and identify the ways the societal structure affects micro-level experience. Learners evaluate theories that explain the cultural foundations of prejudice and discrimination, analyze the differences between majority and minority groups and racial and ethnic groups, and investigate 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.

Governance

Administration

The administration of Capella University is committed to excellence in all aspects of the institution. Along with an enthusiasm for working with adult learners, Capella's administrators bring many years of experience to designing and delivering higher education programs.

CAPELLA UNIVERSITY

Academic Administration

Richard Senese, PhD, LP
President

Constance St. Germain, EdD, JD
Vice President of Academic Affairs
Chief Academic Officer

Amy Smith, PhD
Dean
School of Education

Melissa McIntyre, PhD
Associate Dean of Education

Elizabeth Riley, PhD
Dean
Harold Abel School of Psychology

Anna Hultquist, PhD
Dean
School of Counseling and Human Services

Lisa McKenna, PhD
Assistant Dean of Counseling

Rhonda Capron, EdD
Dean of Business and Technology

Cheryl Bann, PhD
Associate Dean of Business

Bill Dafnis, PhD
Associate Dean of Technology

F. Patrick Robinson, PhD, RN, FAAN
Dean
School of Nursing and Health Sciences

Christy Davidson, DNP
Associate Dean of Nursing

Charlyn A. Hilliman, PhD
Dean
School of Public Service Leadership

Genevieve Feliu, PhD
Dean, Division of Arts and Sciences and
Academic Success

Jennifer Straub, PhD
Assistant Dean, Division of Arts and Sciences

Executive Administration

Mary Miller, MBA
Senior Vice President and
Chief Marketing Officer

Steve Bradley
Vice President
Employer Solutions

Kara Paymar
Vice President of Digital/Brand Experiences/
Innovation/Brand, Market and Learner Insights

Shawna Thayer
Vice President of Data Strategy
and Institutional Analytics

Linda Muehlbauer, MBA
Associate Vice President
Learner Services and Operations

Mani Ratnam, MBA
Vice President
Experiences and Initiatives

Tonia Teasley, JD
Vice President and General Manager
College of Business, Technology, Education and
Public Service Leadership

Jennifer Hoff, MS
Vice President and General Manager
College of Nursing, Health, and Behavioral
Sciences

Board of Directors

The board of directors provides oversight and guidance regarding Capella University's policies and programs.

Adrian Butler, DM
Carmen CoballesVega, PhD
Robert Fox, JD
Eric Jolly, PhD (Board Chair)
Christopher King, PhD
Thomas Niemi, PhD
Pete Ramstad, BS
Lori Riley, MBA, MS Ed
Richard Senese, PhD, LP
Steven Snyder, PhD (Vice Chair)
Nicole Swanegan, JD (Board Secretary)
Kathryn Van Asselt, PhD
Harry Williams, PhD

CAPELLA EDUCATION COMPANY

Executive Management

J. Kevin Gilligan
Chairman and Chief Executive Officer

Renee L. Jackson
Senior Vice President and
General Counsel

Steven L. Polacek
Senior Vice President and
Chief Financial Officer

Peter M. Ramstad
Senior Vice President and
Chief Human Resources Officer

Andrew Watt
Senior Vice President of
Post-Secondary Education

Board of Directors

J. Kevin Gilligan (Chairman)
David W. Smith (Lead Director)
Rita D. Brogley
H. James Dallas
Michael A. Linton
Michael L. Lomax
Jody G. Miller
Jeffrey W. Taylor
Darrell R. Tukua

School Directories

Division of Arts and Sciences

**Dean, Division of Arts & Sciences and
Academic Success**

Genevieve Feliu, PhD

Assistant Dean

Jennifer Straub, PhD

Faculty Chairs

Melissa Weaver, MA

Core Faculty

Garth Kemerling, PhD

Susan Perry, PhD

Casey Price, PhD

Richard Schreck, PhD

Darcy Schultz, PhD

Governance, continued**School of Business and Technology****Dean of Business and Technology**

Rhonda Capron, EdD

Associate Dean of Business

Cheryl Bann, PhD

Associate Dean of Technology

Bill Dafnis, PhD

Faculty Chairs

Brian Barton, MBA

Clifford Butler, PhD

Tsun Chow, PhD

Freda Hartman, PhD

Shelley Robbins, PhD

Laura Sankovich, PhD

Shailendra “Shaily” Verma, PhD

Melissa Zgola, MS, MA

Core Faculty

Robert Bigelow, JD

Steven Brown, DBA

James Chrisman, PhD

WooYoung Chung, DBA

Sheryl Crelin, MA

Charlene Dunfee, PhD

Mary Evans Kasala, PhD

Gregory Farfing, PhD

Joseph Forte, MS

Sheila Fry, MBA

Paul Gold, PhD

Adolfo Gorriaran, DBA

Werner “Don” Gottwald, PhD

Kenneth Granberry, DBA

Gregory Gull, PhD

John Hart, MBA

Jennifer Herrera, MBA

William Huber, DBA

Joe Johnson, MBA

Kevin Krier, MBA

Julia Krummen, MS

Holly McCracken, MA

William McKibbin, PhD

James Morgan, PhD

Marc Muchnick, PhD

David Odett, PhD

Samuel Palmeri, PhD

Shardul Pandya, PhD

Stefanie Ray, MS

Stephen Schneider, PhD

Mansour Sharha, MS

Bernard Sharum, PhD

Rebecca Snarski, PhD

Cyd Strickland, PhD

Lynn Szostek, PhD

David Teneyuca, PhD

School of Counseling and Human Services**Dean**

Anna Hultquist, PhD

Assistant Dean

Lisa McKenna, PhD

Faculty Chairs

Amber Lange, PhD

Dinah Manns, EdD

Carol Messmore, PhD

Joshua Stanley, EdD

Debra White, PhD

Associate Faculty Chair

Paige Krabill, PsyD

Core Faculty

Carolyn Allen, PhD

Nicole Arcuri, PhD

William Attridge, PhD

Roxanne Bamond, PhD

Angela Banks Johnson, PhD

Linda Beeler, PhD

Erin Berry, PhD

Michael Block, PhD

Stephanie Brooke, PhD

Charles Clow, PhD

Rebekah Cole, PhD

Joan Comeau, PhD

Barbara Cooper, PhD

Rebecca Cowan, PhD

Michelle De la Paz, PhD

Denise Ebersole, PhD

Jeri Ellis, EdD

Doreen Erickson, PhD

Robert Eubanks, PhD

Ronald Everson, PhD

Connie Fickenscher, PhD

Vicki Foster, PhD

Robert Graham, EdD

Laurie Grocholski, PhD

Leslie Guditis, PhD

Stacey Guthrie, EdD

Doris Hann-Morrison, PhD

Melinda Heher, PhD

Theresa Kascsak, PhD

Kyle Killian, PhD

Clarrice King, PhD

Sola Kippers, PhD

Konja Klepper, PhD

Leslie Korn, PhD

Kerri-Lynn Kriz, PhD

Simone Lambert, PhD

Jamison Law, EdD

Mee-Gaik Lim, PhD

Maureen Lutterman, PhD

Megan Mahon, PhD

Paul Maione, PhD

Sherri McIntyre, PhD

Ann Melvin, PhD

Katherine Miley, PsyD

Kathryn Miller, PhD

Marilyn Montgomery, PhD

Ron Muchnick, PhD

Crystal Neal, PhD

Rosanne Nunnery, PhD

Eileen O'Mara, EdD

George Pate, PhD

Mary Rockey, PhD

Carrie Rye, PhD

AnnaLynn Schooley, PhD

Holly Scott, PhD

Jocelyn Sherman, PhD

Lee Shilts, PhD

Sharon Silverberg, PhD

Albert Smith, EdD

Ellen Smith, PhD

Sarah Spencer, PhD

Jannette Sturm-Mexic, PhD

Gerald Thauberger, DM

Mary Thomas, PhD

William Utesch, PhD

Kathryn VanAsselt, PhD

Raymond Watson, DMIN

Dale Wayman, PhD

Alyssa Weiss-Quittner, PhD

Lucinda West, PhD

Jana Whiddon, PhD

Bradley Willis, PhD

Todd Workman Jesness, PhD

Rosalyn Young, PhD

Heather Zeng, PhD

School of Education**Dean**

Amy Smith, PhD

Associate Dean of Education

Melissa McIntre, PhD

Faculty Chairs

Jackson Beazley, EdD

Elena Kays, PhD

Phyllis Misite, PhD

Kim Spoor, PhD

Senior Faculty Emeritus

Pamela Patrick, PhD

Senior Core Faculty

John Francis, PhD

Core Faculty

Judy Akin Palmer, PhD

Bruce Brydges, EdD

Julia Bronner, PhD

Amy Burkman, EdD

Celina Byers-Lenuis, PhD

Summer Christensen, PhD

Vickie Claflin, EdD

Phil Corkill, EdD

Cheryl Doran, PhD

Kevin Freer, PhD

Katherine Green, PhD

Jerome Halverson, PhD

Cynthia Howell, EdD

Kathryn Jones, EdD

Ramo Lord, PhD

Catherine Pulkinen, EdD

Melissa Rivera, EdD

Leone Snyder, PhD

Stacy Tyler, PhD

Feranda Williamson, EdD

Michael Worthington, PhD

Governance, continued**School of Nursing and Health Sciences****Dean**

F. Patrick Robinson, PhD, RN, FAAN

Associate Dean and Director of Nursing

Christy Davidson, DNP

Faculty Chairs

Heather Alonge, PhD

Fabio D' Angelo, PhD

Constance Hall, EdD

Karin Polifko, PhD

Bridget Roberts, DNP

Ben Spedding, DHA

Core Faculty

Darlene Barnard, DHA

Marie-Elena Barry, DNP

Charles Beverley, PhD

Marylee Bressie, DNP

Laura Suzanne Carpenter, PhD

Corinne Cochran, DNP

Jocelyn D'Antonio, PhD

Diane Dayson, PhD

Jeffrey Gates, DrPH

Jennifer Green, DNP

Terry Karjalainen, PhD

Lisa Kreeger, PhD

JoAnn Lynn Manty, DNP

Susan Nohelty, PhD

Jo Ann Runewicz, PhD

John Schmidt, DNP

Adriane Stasurak, DNP

Mindy Stayner, PhD

Saran Tucker, DNP

Georgann Weissman, DNP

Julie Johnson, PhD

Louis Kavar, PhD

Kim Kostere, PhD

Sharlen Krause, EdD

Julianne Lasley, EdD

Antanas Levinskas, PhD

Rebecca Loehrer, PhD

Nancy Longo, PhD

Marilyn Marks-Frey, PhD, ABPP

Isaac Martinez, PhD

Elizabeth McEvoy-Rumbo, PhD

Susan Myers, PhD

James Oyler, PhD

Nancy Piotrowski, PhD, LP

Rebecca Rodriguez, PhD

Lisa Sabato, MS

David Sarnoff, PhD, ABPP

Janet Machelles Seward, PsyD

Jacquelyn St. Germaine, PhD

Barry Trunk, PhD

Deborah Voegel-Welch, PhD

Rodney Williamson, PhD

Mark Zwingelberg, PsyD

School of Public Service Leadership**Dean**

Charlyn A. Hilliman, PhD

Faculty Chairs

Ellen Mink, PhD

Steven Brancazio, MS

Brian Christenson, PhD

Micheal Kemp, PhD

Heather Strouse, DM

Core Faculty

Michael Brown, PhD

Tammi Clearfield, MS

Andrea Daines, PhD

Ayn O'Reilly, PhD

John Padgett, MEd

Thomas Poulin, PhD

Ayn Seddon, PhD

Robert Wright, DPA

Department of Social Work**Dean**

Charlyn A. Hilliman, PhD

Faculty Chair and MSW Program Director

Brian Christenson, PhD

Core Faculty

Hope Ashby, MSW

Anthony Hill, PhD

Lisa Jennings, PhD

Rena Pallof, PhD

Kateri Ray, PhD

Zulema Esperanza Suarez, PhD

Jamie Sundvall, PhD

Harold Abel School of Psychology**Dean**

Elizabeth Riley, PhD

Faculty Chair Clinical Training

Jody Neuman-Aamlie, PhD

Faculty Chair Research

Shana Pack, PhD

Faculty Chairs

Julianne Lasley, EdD

Sara Darke, PhD

Bethany Lohr, PhD, LP

Irene Nicolet, PhD

Laura Sullivan, PhD

Jeanie Whinghter, PhD

Core Faculty

Julie Baumberger, EdD

Rojeanne Bostic, PhD

Angela Bruch, PhD

Alan Brue, PhD

William Cameron, PhD

Carlos Contreras, PhD

Theresa Crawford, PsyD

Amy Donovan, PhD

Jessica Emick-Seibert, PhD

Loren Faibisch, EdD

Bruce Fischer, PhD, LP, LMFT

Malcolm Gray, PhD

Alexander Henderson, PhD

Robert Jacobs, PsyD

Faculty

Division of Arts and Sciences General Education Courses

A

Airapetian, Vladimir, BS, Yerevan State University Armenia; MS, Yerevan State University – Armenia; PhD, Byurakan Astrophysical Observatory – Armenia

Andrus, Sonja, BA, Hardin Simmons University; MA, Hardin Simmons University; PhD, Texas A&M University

Archbold, Nataly, BS, University of Florida; MFA, Savannah College of Art and Design; PhD, New Mexico State University

B

Becoat, Gregory, BS, University of Maryland College Park; MPH, George Washington University

Benjamin, Doreen, BS, Illinois State University; MA, Argosy University; PsyD, Argosy University

Bishop, Francesca, BA, University of California Los Angeles; MA, California State University Fullerton

Bodor, Garon, BA, University of North Carolina at Wilmington; BS, University of North Carolina at Wilmington; MS, California State University, Long Beach

Bolton, Jeremy, BS, University of Florida; MEng, University of Florida; PhD, University of Florida

Brown, Curtis, BS, Arkansas Tech University; MS, University of Missouri – Rolla

Brown, Harryette, BA, Southern Methodist University; MA, Southern Methodist University; PhD, Texas Woman's University

C

Carter, Stephen, BA, Oliv et Nazarene University; MA, DePaul University; PhD, DePaul University

Carter-Cram, Kim, BA, Washington State University; MA, Washington State University; PhD, University of California Los Angeles; PhD, University of California Los Angeles

Crozat, Elliott, BA, San Diego State University; MA, California State University, Dominguez Hills

D

Dashe, Alejandra, BA, Gustavus Adolphus College; MS, Minnesota State University, Mankato; PhD, University of Wisconsin – Milwaukee

Davis, Stephen, BS, Appalachian State University; MS, Appalachian State University

Doss, Helen, BA, University of Minnesota; MA, University of California, Santa Cruz; PhD, University of California, Santa Cruz

E

Edwards, Angela, BS, Illinois State University; MS, Illinois State University

F

Fasolino, Babette, BA, California State University, Long Beach; MA, Marist College

Feliu, Genevieve, BA, University of North Carolina at Asheville; MA, East Carolina University

Fenton, Diana, BS, North Dakota State University; MA, University of Minnesota; MA, St. Cloud State University

Fournier, Susan, BA, Northeastern Illinois University; PhD, University of Minnesota

Fox, Susan, BA, University of Wisconsin – Madison; MA, Binghamton University; PhD, Binghamton University

Frantz, William, BS, Pennsylvania State University University Park; MA, University of Wisconsin

Fuchs, Jeanne, BA, CUNY Queens College; MA, CUNY Queens College; PhD, Graduate School & University Center CUNY

G

Gates, Ami, BA, Florida Atlantic University; MS, Nova Southeastern University; MA, University of Florida; PhD, University of Florida

Gerber, Lisa, BA, University of New Mexico; MA, University of Montana; PhD, University of New Mexico

Gloag, Anne, BS, Old Dominion University; PhD, Northwestern University

H

Halverson, Andrew, BS, University of Louisiana at Lafayette; MS, University of Louisiana at Lafayette

Harms, Tiara, BS, Nebraska Wesleyan University; MS, University of Nebraska – Lincoln

Hoensch, Ulrich, BS, Technische Hochschule Darmstadt – Germany; MS, Technische Hochschule Darmstadt – Germany; PhD, Michigan State University

Hudson, Sharon, BA, Governors State University; MA, Governors State University; EdD, Northern Illinois University

K

Kabia, Milton, MS, University of East Anglia; PhD, Northcentral University

Kemerling, Garth, BA, Milligan College; MA, University of Iowa; PhD, University of Iowa

Khan, Abdul, MS, University of Nebraska - Lincoln; PhD, University of Nebraska - Lincoln

L

Lauer, David, BS, University of Illinois; MBA, DePaul University

Louton, Kathryn, BA, University of Arkansas Fayetteville; MA, University of Arkansas Fayetteville; MAT, Webster University

M

McClintoc, Scott, BA, University of Pittsburg; MA, Texas University of Tulsa; MA, University of California

Irvine; MPH, PhD, University of California Irvine

McInnes, Nicole, BA, University of California, Santa Cruz; MA, Northern Arizona University

Meredith, James, BA, University of Memphis; MA, Saint Louis University; PhD, The University of Georgia

Mulberry, Greig, BA, Miami University; MA, Virginia Polytechnic Institute and State University; PhD, University of Kentucky

O

O'Neill, Christine, BA, Albion College; MA, Colorado State University, Fort Collins; PhD, Colorado State University, Fort Collins

Ott, Lee, BS, Wittenberg University; MS, Wright State University; PhD, Indiana University

P

Perry, Susan, BA, Hastings College; MA, University of Nebraska – Kearney; PhD, Texas Woman's University

Peters, Mark, BA, SUNY College at Fredonia; MA, SUNY at Buffalo; PhD, SUNY at Buffalo

Post, Carl, BA, Long Island University; MA, University of Kentucky; PhD, University of Kentucky

Price, Casey, BS, Grand Valley State University; MS, North Dakota State University; PhD, University of North Dakota

R

Raya, Ginger, MPA, University of Texas at El Paso; MHA, Texas Technical University Health Science Center; PhD, University of North Dakota

Robinson, Kathleen, BA, University of South Florida - Tampa; MA, University of South Florida - Tampa

Roth-Davies, Mary, BS, Charter Oak State College; MA, American International University – United Kingdom

S

Schreck, Richard, BA, Illinois State University; MA, University of Illinois - Urbana; PhD, University of Illinois - Urbana

Schultz, Darcy, BS, Central Missouri State University; MA, University of Nebraska – Kearney; PhD, University of Nebraska – Lincoln

Schuster, Matthew, BA, University of Minnesota; MA, Arizona State University

Scranton, Melissa, BA, Drury University; MSED, Missouri State University

Sipiora, Phillip, BA, University of Illinois; MA, Northeastern Illinois University; PhD, University of Texas Austin

Stout, Brian, BS, United States Merchant Marine Academy; MA, City University of New York; MPhil, City University of New York; PhD, City University of New York

Faculty, continued*Division of Arts and Sciences**General Education Courses, continued*

Straub, Jennifer, BS, Hofstra University; MS, University of Rochester; PhD, University of Rochester

Sullivan, John, BPS, Lynn University; MS, National Louis University; PhD, National Louis University

T

Teuber, Hollace, BS, University of Wisconsin – Superior; MA, University of Wisconsin – Superior; PhD, University of Pennsylvania

W

Ward, Patrick, BS, University of Wisconsin – La Crosse; MA, University of Kentucky

Weaver, Melissa, BA, University of Tennessee, Knoxville; MA, University of Tennessee, Knoxville

Worley, Jennifer, BA, The Ohio State University; MA, University of Cincinnati

School of Business and Technology**A**

Abdulhaqq, Hassan, BS, Adelphi University; MBA, Long Island University; DBA, University of Phoenix

Adams, Walter, BA, Princeton University; MPA, Yale University

Adebiaye, Richmond, BS, Lagos State University – Nigeria; MS, Lewis University; DSc, Robert Morris University

Adkins, Randy, BS, College of Charleston; MS, College of Charleston

Ajimoko, Olanunbo, DBA, Argosy University Sarasota

Alhenawi, Yasser, MS, University of New Orleans; PhD, University of New Orleans

Ali, Azad, BBA, University of Baghdad; MPH, University of Pittsburgh; MBA, Indiana University of Pennsylvania; DSc, Robert Morris University

Allen, Brian, MBA, DeVry University; MS, DeVry University; DBA, Walden University

Allour, Kathleen, BS, Lawrence Technological University; MBA, Lawrence Technological University; DM, Lawrence Technological University

Alstott, James, MBA, University of Utah; MS, Northrop University; PhD, Walden University

Ansoorian, Andrew, BS, James Madison University; MS, California State University, San Bernardino

Atkinson, James, BA, University of Washington; MS, University of Phoenix; MS, Johnson & Wales University; MBA, Johnson & Wales University; DBA, University of Phoenix

Au, Angela, MBA, University of Phoenix; DBA, Walden University

Aubry, Michael, BS, National University; MS, National University; MBA, National University; DBA, Alliant International University - San Diego

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

Banescu, Chris B., BS, New York University; JD, Southwestern 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

Barclay, Kat, BA Arizona State University; MAEd, University of Arizona; PhD, Saybrook University

Barton, Brian, BSE, University of Michigan – Ann Arbor; MBA, University of Michigan – Ann Arbor

Basl, Barbara, BS, Virginia Commonwealth University; MBA, Virginia Commonwealth University

Berete, Moussa, MBA, American InterContinental University

Berkland, Bradley, BA, University of Wisconsin – Eau Claire; MBA, University of Wisconsin – Eau Claire

Bigelow, Robert, BA, University of New Mexico; JD, Georgetown University

Blagg, Michael, BS, Eastern Illinois University; MBA, Eastern Illinois University

Blando, Judy, BS, Chadwick University; BS, University of Phoenix; MA, University of Phoenix; DM, University of Phoenix

Blum, David, MBA, Marylhurst University; DBA, Walden University

Bobda, Laurent, BBA, University of Douala; MA, University of Douala; DBA, Argosy University – Twin Cities

Borchers, Andrew, BSB, Kettering University; MBA, Vanderbilt University; DBA, Nova Southeastern University

Borda, Owen, BFA, Long Island University; MMus, Kent State University; PhD, Union Institute & University

Bottomly, Glenn, BS, University of Minnesota; MBA, University of Minnesota; PhD, Walden University

Boudreau, Brock, BA, University of Texas at San Antonio; MS, Texas A&M University; PhD, Texas A&M University

Boulware, Nakisha, MBA, Pfeiffer University

Boyd, Michael, BA, Jacksonville University; MBA, University of North Florida

Braga, David, BS, San Jose State University; MBA, University of Phoenix; EdD, Pepperdine University

Braxton-Lieber, Sherri, BS, Wake Forest University; MS, North Carolina State University; ScD, The George Washington University

Braye, Rubye, BA, Hollins University; MS, Boston University; PhD, Walden University

Brewer, Connie, BS, Missouri State University; MBA, Colorado State University; PhD, Northcentral University

Breyer, David, BS, Pennsylvania State University; MBA, Pennsylvania State University; PhD, University of Pittsburgh

Brown, Steven, BS, The City College of New York; MBA, Pace University; DBA, Nova Southeastern University

Brugger, S. Terry, BS, Purdue University; PhD, University of California, Davis

Buck, Douglas, BS, Wright State University; MS, American University; DPA, Nova Southeastern University

Burkett, William, BS, Palm Beach Atlantic University; MS, Nova Southeastern University; PhD, Nova Southeastern University

Butler, Clifford, BS, California State Polytechnic University; MBA, Golden Gate University; DBA, Nova Southeastern University

Faculty, continued*School of Business and Technology, continued*

- C**
- Callender, Stephen**, BA, Davidson College; MS, Virginia Polytechnic Institute and State University; EdD, Virginia Polytechnic Institute and State University
- Capron, Rhonda**, BS, Shippensburg University of Pennsylvania; MBA, University of New Mexico - Albuquerque
- Cariaga, Lenore**, BA, University of Hawaii at Manoa; ND, Bastyr University
- Carter, Margaret**, MBA, Embry Riddle Aeronautical University; EdD, Pepperdine University
- Cattapan, Mary**, BS, University of Illinois - Chicago; MBA, Depaul University
- Cauley, Natasha**, BS, University of Alabama at Birmingham; MPH, University of Alabama at Birmingham
- Champion, John**, BS, Central Michigan University; MS, Walsh College
- Chandler, Dawne**, BS, Syracuse University; MBA, Syracuse University
- Chapman, Bruce**, MBA, University of South Carolina - Union; PhD, University of Texas at Austin
- Chicone, Rhonda**, BS, Youngstown State University; MTec, Kent State University; PhD, Northcentral University
- Chow, Tsun**, BS, University of California, Los Angeles; PhD, University of California, Berkeley
- Chung, WooYoung**, MBA, Boston University; MS, Boston University; DBA, Boston University
- Chrisman, James**, BS, Eastern Kentucky University; MBA, University of Phoenix
- Cianciotta, Michael**, MA, Webster University; MBA, Webster University
- Clark, Ronald**, BS, Florida A&M University; MPA, Troy State University; PhD, Howard University
- Cohen, Reuven**, BA, University of Michigan - Ann Arbor; MS, Nova Southeastern University; DO, Midwestern University
- Coleman, Rachel**, BS, University of Arizona at Pine Bluff; MS, University of Arizona at Pine Bluff
- Costello, Richard**, BS, North Carolina State University - Raleigh; MA, North Carolina State University - Raleigh
- Cox, Carol**, BS, Northern Michigan University; MA, Northern Michigan University
- Crelin, Sheryl**, BS, Southern Connecticut State University; MA, University of Phoenix
- D**
- Dafnis, Bill**, BA, University of Illinois - Chicago; MBA, Lake Forest Graduate School of Management; MSIT, Carnegie Mellon University; 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, Tannon**, BBA, Rochester College; MBA, Baker College
- DeCaro, Frank**, BBA, St. Francis College; MBA, Long Island University; PhD, New York University
- DeFazio, Vincent**, BS, The Ohio State University; MBA, Jacksonville State University; DM, University of Phoenix
- Dell'Osso, Linda**, BS, California State Polytechnic University; MS, California State Polytechnic University; PhD, Claremont Graduate University
- Devillier, John**, BS, Florida State University; MA, California State University, Dominguez Hills; MA, The George Washington University
- Dew, Katherine**, BA, Colby College; MBA, Babson College; PhD, Walden University
- Dibenedetto, John**, BBA, Florida Atlantic University; MBA, Nova Southeastern University; DBA, Nova Southeastern University
- Dittmar, Eileen**, BS, Western Michigan University; MA, Western Michigan University; PhD, Capella University
- Domingues, Alfredo**, BIT, American InterContinental University; MS, Capella University; PhD, Capella University
- Dow, Dennis**, MASc, University of Denver
- Duff, Susan**, BFA, Illinois Institute of Arts; MA, University of Phoenix
- Dunaway, Mary**, MBA, Amberton University
- Dunfee, Charlene**, BS, William Jewell College; MBA, Baker University; DM, University of Phoenix; PhD, Capella University
- E**
- Edwards, Jeffrey**, BS, University of South Carolina Union; MBA, Queens University of Charlotte; DBA, University of Phoenix
- Eggleston, Margaret**, BS, Wayne State University; MS, Madonna University; PhD, Virginia Polytechnic Institute and State University
- Elazier, Tracy**, BS, University of Colorado; MBA, Roosevelt University; PhD, Benedictine University
- Evans Kasala, Mary**, BA, University of Connecticut; MBA, Syracuse University; PhD, Syracuse University
- Evans, Trellany**, BS, South Carolina State University; MBA, Pfeiffer University; MHA, Pfeiffer University; DBA, Northcentral University
- F**
- Fairley, Mary Jane**, BS, University of Mississippi; MS, University of Mississippi; MS, Georgia Institute of Technology; PhD, Georgia Institute of Technology
- Farfsing, Gregory**, BS, Xavier University; MBA, Xavier University; PhD, Union Institute & University
- Ferebee, Susan**, BS, University of Phoenix; MBA, University of Phoenix; DM, University of Phoenix
- Ferreira, Gail**, BS, National University; MS, National University; DM, University of Phoenix
- Flanders, Gordon**, BA, Augsburg College; MBA, University of Minnesota - Carlson School of Management
- Fletcher, Sharon**, BS, Point Park University; MS, La Roche College; MBA, University of Mary; PhD, Northcentral University
- Fok, Mathias**, BS, California Polytechnic State University, San Luis Obispo; MBA, University of San Francisco
- Forte, Anne**, BS, Wayne State University; MS, Wayne State University
- Forte, Joseph**, BS, University of Detroit; MS, Walsh College
- Framan, Theodore**, BS, University of Southern California; MBA, University of Texas at Austin
- Franklin, Paul**, BS, Rockhurst University; MS, University of Missouri - Kansas City; MBA, Keller Graduate School of Management
- Friel, Terri**, MS, Southern Methodist University; DEng, Southern Methodist University
- Fry, Sheila**, BBA, Davenport University; MBA, Baker College of Flint
- Fuszner, Michael**, BS, University of Missouri - Columbia; MS, Capella University
- G**
- Gagnon, Sharon**, BS, University of Maryland; MS, University of Maryland; PhD, Capella University
- Gaze, John**, BBA, Tampa College; BS, Excelsior College; MBA, City University of Seattle; MEd, Pennsylvania State University; MS, Boston University; PhD, Touro University International
- Gbenle, Isaac**, MBA, Everest University; PhD, Capella University
- Geppert, Cynthia**, BS, Thomas Edison State College; MBA, University of Maryland
- Ghany, Khaled**, BBA, Cairo University - Egypt; MBA, Cairo University - Egypt; PhD, Mansoura University - Egypt
- Gibbons, Susan**, BS, University of Phoenix; MA, Chapman University; DSL, Regent University
- Gibson, Jane**, BA, Fairleigh Dickinson University; MS, Nova Southeastern University; DBA, Nova Southeastern University
- Gillin, Timothy**, BSBA, University of Delaware; MS, Penn State University-University Park
- Gleich, James**, BS, University of Illinois - Chicago; MBA, Depaul University
- Gold, Paul**, BA, Metropolitan State University; MS, Saint Mary's University of Minnesota
- Goldwasser, Robert**, BA, University of North Carolina at Chapel Hill; MBA, University of Phoenix; DBA, Grenoble Ecole de Management - France
- Goolgar-Barber, Janielle**, BA, St. Thomas University; MS, Nova Southeastern University
- Gorriaran, Adolfo**, BA, California State University, Chico; MBA, Webster University; MPA, Troy State University; MS, Keller Graduate School of Management; DBA, Nova Southeastern University

Faculty, continued*School of Business and Technology, continued*

Gotches, Gregory, BS, University of Illinois at Chicago; MA, University of Illinois at Chicago; MS, Benedictine 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, Carissa, BS, Mount Olive College; MBA, Nova Southeastern University; MPH, Emory University

Grant, Gayle, BA, Rutgers State University; MA, Kean University; DM, University of Phoenix

Green, Ernest, MBA, Webster University

Green, Kay, MBA, Walden University; DBA, Argosy University

Greer, Tomika, BA, North Carolina State University; MEd, Texas Tech University; PhD, Texas A&M University

Gregory, Elaine, MBA, Northcentral University; DBA, Walden University

Grillo, John, BS, Troy State University; MA, Webster University; DBA, Northcentral University

Gull, Gregory, BS, West Chester University of Pennsylvania; MS, Pennsylvania State University; PhD, Union Institute & University

H

Haan, Perry, BS, The Ohio State University; MBA, Xavier University; DBA, University of Sarasota

Hadley, Mari, BBA, Davenport University – Dearborn; MBA, Davenport University – Dearborn; PhD, Walden University

Hagedorn, Rodney, BS, Minnesota State University, Mankato; MBA, Drake University; MS, Iowa State University

Halstead, John, BS, University of Connecticut; MS, Boston College; PhD, University of Connecticut

Halwani, Nasser, BS, University of Southern California; MS, California State University, Los Angeles

Hannon, John, BIE, University of Dayton; MBA, University of Dayton; DBA, Nova Southeastern University

Hanson, Christopher, MA, The College of Saint Catherine; PhD, University of Minnesota

Hargiss, Kathleen, BS, University of Illinois at Chicago; MA, Northwestern University; MBA, University of Miami; PhD, University of South Florida

Harmon, Chester, BS, United States Air Force Academy; MS, Purdue University; PhD, University of Colorado

Hart, John, BS, The Ohio State University; MBA, Central Michigan University

Hartman, Freda, BS, Youngstown State University; MBA, Youngstown State University; PhD, University of North Texas

Hartman, Melissa, BBA, Wichita State University; MS, Wichita State University; DBA, Argosy University - Sarasota

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

Haynes, Terika, BS, University of Florida; MHA, University of Florida; DBA, University of Phoenix

Helwig, Steven, BS, University of Phoenix; MS, Capella University; MBA, Salem International University

Heppard, Kurt, MBA, University of California, Los Angeles; PhD, University of Colorado at Boulder

Herr, John, BS, Elizabethtown College; MS, American University; MA, Fielding Graduate University; PhD, Fielding Graduate University

Herrera, Jennifer, BBS, Dallas Baptist University; MBA, Dallas Baptist University

Hockenberry-Salsi, Debra, MBA, DeSales University; DM, Colorado Technical University

Hoekstra, Perry, BS, Minnesota State University, Mankato; MS, University of St. Thomas

Hollman, Wayne, BA, San Diego State University; MBA, California State University, Dominguez Hills; PhD, Walden University

Holm, Maudie, BA, Cleveland State University; MEd, Cleveland State University; PhD, Cleveland State University

Horne, John, BS, University at Albany; MSAD, Central Michigan University; DBA, Nova Southeastern University

House, Randy, BS, University of Missouri – Rolla; MS, University of Missouri – Rolla; PhD, University of Missouri – Rolla

Howard, Caroline, BA, Farleigh Dickenson University; MBA, The Wharton School of the University of Pennsylvania; PhD, University of California, Irvine

Huang, Zhimin, BS, The Beijing University of Aeronautics and Astronautics; MS, Renmin University of China; PhD, University of Texas at Austin

Huber, William, BA, State University of New York at Buffalo; BS, State University of New York at Buffalo; JD, State University of New York at Buffalo; MBA, State University of New York at Buffalo; MA, State University of New York at Buffalo; MS, State University of New York at Buffalo; MEd, State University of New York at Buffalo; DBA, University of Sarasota

Huff, Gerald, BS, Chapman University; MA, University of Phoenix; MS, The George Washington University

Hyatt, Katherine, BBA, The University of Georgia; MBA, Nova Southeastern University

I

Isakovic, Adrienne, BA, University of South Florida; MS, Florida State University; MS, Capella University; PhD, Capella University

J

Jalinous, Alidad, BA, University of Colorado at Boulder; MS, University of Colorado at Boulder

Jensen, Thomas, BS, University of Minnesota; MBA, University of Saint Thomas

Jess, Donald, MBA, Roosevelt University; DBA, Argosy University - Twin Cities

Jin, Zhenhu, BA, Shanghai Teachers University; MA, University of Houston; MBA, University of Houston; PhD, University of Houston

Johnson, Joseph, BS, University of Wisconsin – Stevens Point; MBA, University of Minnesota

K

Kabia, Milton, MS, University of East Anglia; PhD, Northcentral University Keel, Kim, BS, DeVry University; MISM, Keller Graduate School of Management

Kieu, Hung, BA, Trinity Christian College; MS, Wichita State University; DM, University of Phoenix

King, Paula, BA, University of Minnesota; MS, Minnesota State University Mankato; PhD, University of Minnesota

Kingston, Peter, BA, Concordia University; JD, York University; MA, University of Toronto

Kinzler, Carol, BA, Indiana University of Pennsylvania; MA, Indiana University of Pennsylvania; EdS, Nova Southeastern University

Klingaman, Stephen, BA, Syracuse University; MS, Syracuse University; MS, State University of New York at Morrisville

Knauf, Fred, BS, John Carroll University; MBA, Cleveland State University; MLIR, Cleveland State University

Kozak, Andrew, BS, US Naval Academy; MBA, Nichols College

Krell, Robert, MSM, Massachusetts Institute of Technology; DBA, George Washington University

Krier, Kevin, BA, Marquette University; MBA, Cardinal Stritch University

Krolik, James, BS, Eastern Michigan University; MA, Eastern Michigan University; PhD, University of Michigan

Krummen, Julia, BA, University of Houston; MS, University of Tennessee, Knoxville

Kuhlman, Terry, BS, Excelsior College; MBA, Excelsior College

Kuhn, John, BS, University of Central Florida; MBA, University of Pittsburgh; PhD, University of Tennessee - Knoxville; PhD, University of Central Florida

Kwagyan, John, BS, Kwame Nkrumah University Science and Technology – Ghana; MS, Hampton University; MS, Temple University; PhD, Temple University

Faculty, continued*School of Business and Technology, continued***L**

Laendner, Geoffrey, BS, New York University; MA, The New School; PhD, New York University

Laibe, Michael, BS, Indiana University Bloomington; MA, Fielding Graduate University; PhD, Fielding Graduate University

Landry, Melvin, BS, Southern University at Baton Rouge; MS, University of Arkansas, Fayetteville; MBA, University of New Orleans

Laviolette, Bruce, BS, University at Albany; MS, Golden Gate University; PhD, Union Institute & University

Lawal, Hilda, MINT, American InterContinental University Online; PhD, Northcentral University

Lawrence, Ericka, PhD, University of Alabama - Tuscaloosa

Lazo, Alex, BA, California St University, Fullerton; MS, California St University, Fullerton; PhD, Capella University

Leary, Margaret, BS, University of Phoenix; MBA, University of Phoenix; PhD, Capella University

Leinawever, Jeffrey, BA, University of Arizona; MA, University of Surrey – United Kingdom; MA, Fielding Graduate University; PhD, Fielding Graduate University

Leitschuh, Cheryl, MEd, South Dakota State University; EdD, The University of South Dakota

Lepervanche, Jose, BS, Venezuelan Naval Academy; MS, Massachusetts Institute of Technology; PhD, Capella University

Levith, Earl, BSE, Tulane University; MEng, Rensselaer Polytechnic Institute; MBA, Rensselaer Polytechnic Institute; DBA, University of Phoenix

Li, Susan, BS, Renmin University of China; PhD, University of Texas at Austin

Lind, Mary, BS, Duke University; MBA, North Carolina State University; PhD, University of North Carolina at Chapel Hill

Lindoo, Edward, MBA, Nova Southeastern University; MS, Nova Southeastern University; PhD, Nova Southeastern University

Litchmore, Kondo, MBA, Troy State University; PhD, Capella University

Livingood, Richard, BS, Bob Jones University; MA, Liberty University; PhD, Capella University

Lowrey, Kimberly, MA, University of Phoenix; PhD, Walden University

Lucarelli, Christopher, BS, University of Wisconsin – Madison; MBA, Russell Sage College; MS, Rensselaer Polytechnic Institute; PhD, Rensselaer Polytechnic Institute

Lucas, Karen, BA, Southeastern Oklahoma State University; MBS, Southeastern Oklahoma 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

Lum, Kymberly, BA, Brandeis University; MS, Johns Hopkins University

Luo, Wenbin, BS, Fudan University – China; MS, Fudan University – China; MS, University of New Mexico – Albuquerque; PhD, University of New Mexico – Albuquerque

M

MacBeth, Lynn, BA, Chatham College; JD, University of Pittsburgh

Machnic, John, BA, Niagara University; MA, Ball State University; PhD, Virginia Polytechnic Institute and State University

Mallory, Linda, MSAD, Central Michigan University; EdD, Nova Southeastern

Manderscheid, Steven, BS, St. Cloud State University; MEd, University of Minnesota; EdD, University of St. Thomas

Marbury, Raymond, BA, Hampton University; MPA, Troy State University; DBA, Walden University

Markos, Laura, BA, North Central College; MBA, Northern Illinois University; MA, Fielding Graduate University; PhD, Fielding Graduate University

Mason, Edward, BS, Texas Southern University; MS, Texas Southern University; PhD, University of Houston Central

Matias, Anthony, BA, Immaculate Conception College; MBA, Boston College Graduate School of Business; DBA, Nova Southeastern University

Matias, Haziell, BA, Stella Maris College – Manila, Philippines; MBA, University of St. Thomas

Mays, Daniel, BA, Kent State University; MS, MCP Hahnemann University; PsyD, Rutgers State University

Mays, Laura, BS, Kent State University; MEd, Rowan University; EdD, Rutgers State University

McConaughy, Cheryl, BA, Rollins College; MS, University of Central Florida; EdD, University of Central Florida

McCracken, Holly, BA, Illinois Wesleyan University; MA, University of Illinois at Springfield

McGivern, Michael, BS, Central Connecticut State University; MS, Rensselaer Polytechnic Institute; PhD, Walden University

McKibbin, William, BA, Temple University; MA, Georgetown University; PhD, Capella University

McNaughton, R. Dummond, BS, United States Naval Academy; MA, Fielding Graduate University; PhD, Fielding Graduate University

Miller, Brett, BS, Park University; MS, The George Washington University; MS, Capitol College; MS, United States Army War College; PhD, Northcentral University

Miller, Susan, BA, The College of William & Mary; MSAD, The George Washington University; EdD, The George Washington University

Miner, Robert, BS, Florida State University; MBA, Jones International University; DBA, Jones International University

Montanaro, Richard, MA, Fielding Graduate University; PhD, Fielding Graduate University

Montero, Marcos, BS, Universidad Tecnológica del Centro – Venezuela; MA, Hamline University; DPA, Hamline University

Morad, Osama, ME, University of Virginia; MSCS, University of Virginia; MA, University of Maryland - Baltimore; PhD, George Mason University

Morgan, James, BBA, University of Wisconsin – Milwaukee; MBA, University of Wisconsin – Madison; PhD, Capella University

Morneau, Keith, BS, Florida Institute of Technology; MS, George Mason University; EdD, Pepperdine University

Morris, Johnny, BBA, University of Miami; MBA, Nova Southeastern University; PhD, Capella University

Morrisette, Scott, BS, Palm Beach Atlantic College; MBA, Nova Southeastern University

Mtshali, Progress, MS, Nova Southeastern University; PhD, Nova Southeastern University

Muchnick, Marc, BA, University of Texas at Austin; MA, California School of Professional Psychology; PhD, California School of Professional Psychology

Musil, Elisabeth, BA, Antioch University Los Angeles; MA, Antioch University Los Angeles; MINT, American InterContinental University; DM, University of Phoenix

N

Narjes, Shayne, BS, Mankato State University; MBA, University of St. Thomas; MS, Minnesota State University, Mankato

Neal, Thomas, BS, Oakland University; MBA, Oakland University

Nelson, Ann, BA, Grand Canyon University; MBA, Northcentral University; PhD, Northcentral University

Ness, Lawrence, BS, California State University, Dominguez Hills; MBA, California State University, Dominguez Hills; PhD, Northcentral University

Neuhauser, Charlotte, BA, DePauw University; MEd, Wayne State University; PhD, Wayne State University

Neumann, Crystal, BBA, American InterContinental University; MBA, American InterContinental University

Nieves, Jose, BS, Cornell University; MEA, The George Washington University; PhD, George Mason University

Nowill, Donald, BS, Northeastern University; MS, University of Houston – Clear Lake; MBA, University of Houston – Clear Lake; MA, Fielding Graduate University; PhD, Fielding Graduate University

Ntui, Emmanuel, MBA, University of Phoenix; PhD, Walden 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

Oni, Oludotun, PhD, North Central University

Faculty, continued*School of Business and Technology, continued*

Orem, Sara, BA, University of Minnesota; MA, Fielding Graduate University; MA, United Theological Seminary Twin Cities; PhD, Fielding Graduate University

Orgill, Kenneth, BA, Brigham Young University; MS, Brigham Young University

Orner, Randell, BS, Charter Oak State College; MS, Trident University International; MBA, Trident University International; PhD, Northcentral University

Othman, Hany, MSAD, Central Michigan University; DCS, Colorado Technical University

P

Palis, Glenn, MBA University of New Haven; PhD, Northcentral University

Palmeri, Samuel, BBA, Villanova University; MSM Eastern Michigan University; PhD, Capella University

Pandya, Shardul, BE, Bangalore University – India; MS, Colorado State University – Fort Collins; PhD, Old Dominion University

Parham, Patricia, BA, Smith College; PhD, University of Texas at Austin

Parrell, Daniel, BS, Wayne State University; MS, University of Phoenix; PhD, Walden University

Parry, Robin, BA, University of California, Santa Barbara; MBA, Simmons College; PhD, Claremont Graduate University

Pavel, Daniela, BBA, University of Bucharest – Romania; MBA, Fayetteville State University

Pavone, Theresa, BS, Eastern Michigan University; MA, University of Phoenix; PhD, Capella University

Peacock, Kyle, BS, University of Utah; MS, University of Utah; DM, University of Phoenix

Pellettiere, Vincent, BBA, Loyola University; MLIR, Loyola University; MBA, Lake Forest Graduate School of Management; PhD, Benedictine University

Pepe, William, MA, University at Albany SUNY; PhD, University of Connecticut

Perez, Timothy, BS, Chapman University; MS, National University; DSc, Dakota State University

Petrick, Jane, BA, Barnard College; MA, Columbia University; MS, State University of New York at Albany; PhD, Saybrook Institute

Pevoto, Allan, BS, University of Houston; MEd, University of Houston; PhD, Texas A&M University

Pheils, Denise, BS, Bowling Green State University; MBA, University of Toledo; PhD, Capella University

Pizur, Anthony, BA, Canisius College; MA, Brown University; PhD, International University of Kyrgyzstan

Poirier, John, BS, Bryant University; MBA, Bryant University; MS, American University; EdD, Nova Southeastern University

Polak, Rhonda, BS, Palm Beach Atlantic University; MBA, Nova Southeastern University; MEd, University of Phoenix; DBA, Nova Southeastern University

PolICASTRO, Felice, MBA, Edgewood College; PhD, University of Texas Rio Grande

Pollack, Bary, BS, Massachusetts Institute of Technology; MS, Stanford University; PhD, Stanford University

Preble, Edward, BA, Wesleyan University; MBA, University of Pennsylvania

Preiksaitis, Michelle, MA, Texas Tech University; PhD, Walden University

Q

Queensberry, Jo-Rene, BA, Eckerd College; MA, Florida Institute Technology; DBA, Argosy University

R

Rahman, Syed, BS, Bangladesh University – Dhaka; MS, North Dakota State University; PhD, North Dakota State University

Randall, Phillip, BS, Youngstown State University; MS, University of Michigan; PhD, University of Akron

Reay, Stefanie, BS, University of Connecticut; MS, University of Connecticut

Reed, William, BS, Thomas Edison State College; MS, Thomas Edison State College; PhD, Union Institute & University

Reinke, Gary, BS, University of Wisconsin – La Crosse; MS, Central Michigan University

Ring, Monique, BS, Southern New Hampshire University; MBA, Southern New Hampshire University; DBA, Argosy University, Sarasota

Ritter, Wallace, BA, California State Polytechnic University, Pomona; MBA, California State Polytechnic University, Pomona; PhD, Claremont Graduate University

Rivera, Luis, BA, St John's University; MA, The New School for Social Research; PhD, The New School for Social Research

Rivero, Orlando, MPA, Nova Southeastern University; DBA, Argosy University Sarasota

Robbins, Mary, BA, University of Dallas; MS, University of North Texas; MBA, University of Dallas; PhD, University of North Texas

Robbins, Shelley, BS, University of Illinois – Urbana; MBA, University of Chicago; PhD, Northwestern University

Roberts, Kenny, BA, National University; MBA, National University; PhD, Walden University

Robinson, Gary, BA, Southern Illinois University; PhD, Case Western Reserve University

Roh, Brady, MS, Walden University; MBA, University of Phoenix; DBA, University of Phoenix; PhD, Walden University

Rone-Adams, Shari, BS, University of Miami; MS, Nova Southeastern University; DBA, Nova Southeastern University

Rowland, Justin, BS, College of Charleston; MS, North Carolina State University

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

Salinas, Alberto, BS, New Mexico State University; MBA, Harvard University

Sankovich, Laura, BA, DePaul University; MBA, Webster University

Saurage-Altenloh, Susan, BBA, Houston Baptist University; MBA, University of Texas at Austin; PhD, Capella University

Schaefer, Thomas, BS, University of South Florida; MBA, Argosy University; DBA, Argosy University

Schmitz, Sheila, BA, George Williams College; MSW, University of Illinois at Chicago; PhD, Northcentral University

Schneider, Stephen, BA, University of Maryland; BS, University of Maryland; BS, Rollins College; MBA, University of Maryland; MA, Webster University; PhD, Northcentral University

Schulz-Moser, Tami, BLS, University of Oklahoma; MPA, University of Oklahoma; PhD, Capella University

Schurino, 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

Seay, Steven, BS, University of San Francisco; MBA, Stanford University; PhD, Walden University

Seyed, Javad, BS, Petroleum University of Technology – Iran; MS, The George Washington University; PhD, North Carolina State University

Sharha, Mansour, BS, La Roche College; MS, University of Pittsburgh

Sharum, Bernard, BS, University of Arkansas; MS, University of Arkansas; PhD, George Mason University

Sheedy, Jason, BS, University of Wisconsin – Green Bay; MBA, University of Wisconsin – Oshkosh; PhD, Northcentral University

Shelton, James, BS, University of Maryland; MACC, Virginia Polytechnic Institute and State University; PhD, Virginia Commonwealth University

Sherbert, Edward, BS, Southern Polytechnic State University; MBA, Berry College; DBA, Nova Southeastern University

Sherman, Kenneth, MBA, Iona College; DBA, Touro University

Shimeall, Timothy, BS, University of California Irvine; MS, University of California Irvine; PhD, University of California Irvine

Shoaf, Cathy, BA, University of Wisconsin – Milwaukee; MS, Indiana Wesleyan University

Sholtis, Leonard, BSE, University of Michigan – Ann Arbor; MBA, Eastern Michigan University

Simmons, Stephen, BS, Central Connecticut State University; MBA, Florida Metropolitan University; MS, Capella University

Singh, Raj, BS, University of Allahabad – India; MEng, Asian Institute of Technology – Thailand; ESE, University of Southern California; MS, University of Southern California; PhD, University of Southern California

Faculty, continued*School of Business and Technology, continued*

Smith, Douglas, BBA, Western Michigan University; MBA, Nova Southeastern University; DBA, Nova Southeastern University

Snarski, Rebecca, BA, University of Alaska; MS, Capella University; PhD, Capella University

Solberg-Tapper, Pamela, BS, University of Wisconsin – Superior; MS, University of St. Francis

St. James, Warren, MEd, American InterContinental University; DM, University of Phoenix

Stauber, Randall, MS, Capitol College; DC, Palmer College of Chiropractic

Stein, David, BA, SUNY at Buffalo; MS, University of Cincinnati; EdS, University of Rochester; PhD, University of Michigan – Ann Arbor

Stocker, Becky, MSW, University of South Carolina – Columbia; DBA, Argosy University

Stottlemeyer, Diane, BGS, Indiana University; MS, California State University, Dominguez Hills; MBA, Northcentral University; MM, American Public University System; MEd, Northcentral University; PhD, Northcentral University

Strader, Robert, AAS, Fairmont State University; BA, Fairmont State University; MSIT, Capella University; PhD, Capella University

Strickland, Cyd, BA, Antioch University; MA, Fielding Graduate Institute; PhD, Fielding Graduate Institute

Swain, Marni, BA, Florida State University; MA, University of South Florida; EdD, North Carolina State University

Szostek, Lynn, BA, Missouri Valley College; MA, Antioch University; PhD, Union Institute & University

T

Tanner, Amanda, BS, Lake Superior State University; MBA, Lake Superior State University

Tanner, Gary, BS, Remington College – Mobile Campus; MS, Strayer University

Tarlton, Ronald, MS, Wichita State University; DBA, Nova Southeastern University

Taylor, Timothy, BS, Michigan State University; MM, Aquinas College; DM, University of Phoenix

Teneyuca, David, BBA, Our Lady of the Lake University; MBA, Our Lady of the Lake University; MS, St. Mary's University; PhD, Our Lady of the Lake University

Therrian, Michael, BBA, Walsh College; MBA, Walsh College

Tidwell, Steven, BBA, Northwood University; MBA, Amberton University; DBA, Argosy University, Sarasota

Tovbin, Paul, BS, Lvov University; MBA, Fordham University; PhD, Institute of World Economy

Tran, Vincent, BS, Florida Atlantic University; MS, Florida Atlantic University

Tran, Vu, EdD, Pepperdine University

Tritsch, Joanne, MBA, New York University; MBA, Fordham University; DM, University of Maryland University College

Tucker, Lewis, BS, Pennsylvania State University University Park; MBA, Columbia College; PhD, Pennsylvania State University University Park

V

Verma, Shailendra, BA, University of Delhi – India; MA, University of New Orleans; MBA, Northern Kentucky University; PhD, University of New Orleans

Vucetic, Jelena, BS, University of Belgrade; MS, University of Belgrade; MBA, University of Phoenix; PhD, University of Belgrade

W

Wade, Charles, AAS, Air University; BBA, Faulkner University; MS, Faulkner University

Wagner, Richard, BS, Union College; MBA, Gonzaga University; PhD, Indiana University Bloomington

Walker, Terry, BS, Florida State University; PhD, University of Alabama, Tuscaloosa

Wan, Isabel, MBA, Long Island University-Brooklyn; PhD, Lynn University

Watson, Robert, BS, Brigham Young University; MBA, Indiana University

Weaver, Zachary, BA, Rust College; MPA, Clark Atlanta University

Webb, James, BS, University of Maryland College Park; MS, Boston University

Weber, Henry, MBA, Rochester Institute of Technology; DBA, University of Phoenix

Weber, Sally, BS, University of Wisconsin – Eau Claire; MBA, University of Central Florida

Weber, Todd, MA, City University of Seattle; PhD, California Institute of Integral Studies

Weinstein, Dianne, BA, New York University; MBA, Hofstra University; PhD, Hofstra University

Wentworth, Catherine, BLS, University of Hawaii; BA, The Way College; DDS, Marquette University

Whale, Robert, BA, Brigham Young University; MBA, Loyola Marymount University; MS, Brigham Young University

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

Whitman, Mary, BA, University of Minnesota Duluth; MSW, University of Minnesota Duluth; DBA, University of Sarasota

Wilkins, Nancy, BS, St. Cloud State University; MS, Mercy College

Williams, Glendon, BS, Western International University; MBA, Western International University; PhD, Walden University

Williams, Michael, BME, New England Conservatory of Music; MMus, New England Conservatory of Music; MS, Fordham University; MBA, DeVry University; MS, Rutgers University; PhD, Fordham University

Williams, Travis, BFA, California Institute of the Arts; MBA, University of Phoenix

Williamson, Jocelyn, BA, University of Central Florida; MBA, Southeastern University

Winston, Bruce, BS, University of Alaska Anchorage; BS, Rochester Institute of Technology; MBA, Regent University; MBA, Regent University; PhD, Virginia Commonwealth University

Wolfe, David, BS, University of Central Florida; MBA, Stetson University; MS, University of New Orleans; PhD, University of New Orleans

Woosley, John, BS, Louisiana Technical College – Baton Rouge; MS, Louisiana Technical College – Baton Rouge (second); PhD, Louisiana Technical College – Baton Rouge

Z

Zgola, Melissa, BA, West Virginia University; MA, West Virginia University; MS, University of Pittsburgh

Ziola-Pardell, Kristine, BBA, Baker College; MBA, Baker College; DBA, University of Phoenix

Faculty, continued**School of Counseling and Human Services****A**

Adkins, Donna, BA, Drake University; MS, Iowa State University; EdD, Drake University

Andrews, Feriland, BS, Valdosta State University; MS, Valdosta State University; MS, Valdosta State University (second); EdD, Nova Southeastern University

Arcuri, Nicole, BA, Richard Stockton College of New Jersey; MS Ed, Monmouth University; PhD, Capella University

Armenieux, Leslie, BA, Clemson University; MCAT, Hahnemann Medical College; PhD, University of North Carolina at Greensboro

Attridge, William, BS, Texas State University; MS, Texas A&M University – Commerce; MS, Texas A&M University – Commerce (second); PhD, Texas A&M University – Commerce

B

Bamond, Roxanne, BA, University of Florida; MS, Nova Southeastern University; PhD, Nova Southeastern University

Banks-Johnson, Angela, BS, University of North Carolina at Greensboro; MS, Western Carolina University; PhD, University of Virginia

Bartoli, Paul, BS, Pennsylvania State University – University Park; MA, Marywood University; PhD, Walden University

Barlow, Larry, MS, University of Southern Mississippi; PhD, Florida State University

Beeler, Linda, BS, Colorado State University; MEd, Colorado State University; PhD, University of Northern Colorado

Bell, Edward, BA, North Carolina Central University; MA, Liberty University; EdD, Liberty University

Benders, David, BA, Stockton College; MA, Union College; PhD, Walden University

Berry, Erin, BA, George Mason University; MEd, Virginia Commonwealth University; PhD, University of Virginia

Bertram, Dale, BA, Eastern New Mexico University; MA, Eastern New Mexico University; MEd, Albertson College of Idaho; PhD, Nova Southeastern University

Bishop, Michael, BA, Lubbock Christian University; MS, East Texas State University; PhD, Texas Woman's University

Blaydes, Kathy, BA, Western Kentucky University; MA, Western Kentucky University; EdD, Argosy University

Block, Michael, BSEd, Northern State University; MSE, Northern State University; PhD, Walden University

Borda, Charmaine, BS, Nova Southeastern University; MS, Nova Southeastern University; PhD, Nova Southeastern University

Brand, Columbus, BA, University of Alabama Birmingham; MS, University of Alabama Birmingham; PhD, Florida State University

Brandt, Rhett, MA, University of Alabama – Tuscaloosa; PhD, University of Alabama – Tuscaloosa

Bridges, Melissa, MS, Nova Southeastern University; PhD, Nova Southeastern University

Brooke, Stephanie, BA, Moravian College; MS, North Carolina State University; PhD, Walden University

Brown, Kristina, MA, University of San Diego; PhD, Syracuse University

Bryant, Rhonda, BA, University of Virginia; MEd, University of Virginia; PhD, University of Virginia

Burgess, Stephen, BA, Wake Forest University; MA, Hollins University; PhD, Florida State University

C

Cabanilla, Anne, BS, University of California, Davis; MS, Chaminade University; PsyD, University of Northern Colorado

Carey, Veronica, BA, University of Delaware; MHS, Lincoln University; PhD, Capella University

Chance, Gary, BS, Abilene Christian University; MS, Texas Tech University; EdD, Texas A&M University – Commerce

Chestnut, Cynthia, CERT, Thomas Jefferson University; MHS, Lincoln University; PhD, Drexel University

Clarke-Williams, Cassandra, BA, City University of New York – York College; MA, University of Baltimore; MS, McDaniel College; PhD, Walden University

Clougher, Kelly, BS, Manchester College; MA, Ball State University; PhD, Ball State University

Clow, Charles, BS, University of Mobile; MCOUN, University of Mobile; PhD, Auburn University

Cole, Rebekah, BA, The College of William & Mary Virginia; MEd, The College of William & Mary Virginia; PhD, Old Dominion University

Collins, Melissa, BA, Duquesne University; MA, Indiana University of Pennsylvania; EdD, Argosy University

Collins, Melissa, BA, Duquesne University; MA, Indiana University of Pennsylvania; EdD, Argosy University

Comeau, Joan, BS, Iowa State University; MA, Chapman University; PhD, University of Minnesota

Conrad, Damaris, BA, Thomas Edison State College; MS, National University; MA, National University; PhD, Capella University

Cooper, Barbara, BA, New Mexico State University; MA, Nicholls State University; PhD, Saint Mary's University of Minnesota

Cooper, Mary Ellen, BA, Augusta College; BA, Augusta College (second); MA, Liberty University; MBA, Brenau University; PhD, Walden University

Cowan, Rebecca, BS, Old Dominion University; MA, Regent University; PhD, Old Dominion University

Coy, Jacey, MA, Alliant International University; PsyD, Alliant International University

Crawford, Cynthia, BA, Lipscomb University; MS, University of Tennessee Chattanooga; EdS, University of West Georgia; PhD, University of Tennessee Knoxville

Crawford, Sherrionda, BA, Auburn University; MEd, Auburn University; PhD, Auburn University

Crosslin, Shannon, BA, Southern University A&M; MS, Troy State University; EdD, Argosy University, Sarasota

D

Darnell, Jolee, BA, University of Wisconsin – Madison; MSW, University of Wisconsin – Milwaukee; PhD, University of Minnesota – Twin Cities

Davis, Carmen, BA, Appalachian State University; MS, University of North Carolina; PhD, North Carolina State University

De la Paz, Michelle, BA, University of New Orleans; MEd, University of New Orleans; PhD, University of New Orleans

Delaney, Rodney, MEd, Cleveland State University; PhD, University of Toledo

Desmond, Kimberly, BA, Edinboro University of Pennsylvania; MEd, Indiana University of Pennsylvania; PhD, Kent State University

Dickens, Angelia, BA, Christopher Newport University; MA, Regent University; PhD, Regent University

E

Ebersole, Denise, MEd, Millersville University of Pennsylvania; PhD, Regent University

Ellis, Jeri, BA, Wesleyan College; MA, University of Cincinnati; EdD, University of Cincinnati

Erickson, Doreen, BS, University of Phoenix; MEd, Colorado State University; PhD, Colorado State University

Eubanks, Robert, BA, University of Mobile; MA, University of Mobile; PhD, Nova Southeastern University

Everson, Ronald, BS, Valdosta Technical College; MS, Valdosta Technical College; PhD, Florida State University

F

Fausser, Melissa, MA, Southwestern College; EdD, Argosy University

Fazio-Griffith, Laura, BS, Spring Hill College; MPA, University of West Florida; Med, University of New Orleans; PhD, University of New Orleans

Feisthamel, Kevin, BA, University of Connecticut; MA, John Carroll University; PhD, University of Akron

Fickenscher, Connie, BA, University of Nebraska; BA, University of Nebraska (second); MS, University of Nebraska; PhD, Texas Woman's University

Flora, Amanda, BS, James Madison University; MS, Radford University; PhD, University of Virginia

Foster, Vicki, BA, California State University, Long Beach; MA, John F. Kennedy University; PhD, Walden University

Faculty, continued*School of Counseling and
Human Services, continued***G**

Gambino, Thomas, CUNY John Jay College of Criminal Justice; EdD, Nova Southeastern University

Gann, Norma, BGS, Southeastern Louisiana University; MEd, University of New Orleans; PhD, University of New Orleans

Garcia, Katie, MA, University of Louisiana Monroe; PhD, University of Louisiana Monroe

Garris, William, BS, Wofford College; MA, Reformed Theological Seminary; PhD, Iowa State University

George, Rebecca, MA, South Carolina State University Orangeburg; PhD, University of South Carolina Columbia

Gibson, Eva, BS, Austin Peay State University; MS, Austin Peay State University; EdD, Argosy University - Nashville

Gillig, Pamela, BA, University of Toledo; MEd, University of Toledo; PhD, University of Toledo

Giovannelli, Lisa, MAED, University of Akron; PhD, University of Akron

Gordon, Lorell, BS, Winthrop University; EdS, Converse College; MEd, Winthrop University; MS, Winthrop University; PhD, University of South Carolina Union

Graham, Robert, BS, Buffalo State College; MS, Canisius College; EdD, University of Sarasota

Gray, Tara, MA, University of Denver; PhD, Oregon State University

Gray, Jonathan, BA, Lehman College; MS, Bank Street College; PhD, Walden University

Green, Mary, MS, Iowa State University; PhD, Iowa State University

Greer, Michele, MS, Texas Woman's University; PhD, Texas Woman's University

Grocholski, Laurie McClurg, BS, Virginia Polytechnic Institute and State University; MEd, George Mason University; PhD, University of Virginia

Guditis, Leslie, BBA, University of Houston – Clear Lake; MS, Texas Woman's University; PhD, Texas Woman's University

Gulbro, Courtney, BS, University of Maryland University College; MEd, University of Maryland; EdD, Argosy University, Sarasota

Gulish Beckham, Laurel, BA, University of California, Davis; MA, Syracuse University; PhD, University of Georgia

Guthrie, Stacey, MEd, Carson Newman College; EdS, East Tennessee State University; EdD, Argosy University Nashville

H

Hadeed, Danielle, BA, Florida International University; MS, Nova Southeastern University; PhD, University of Miami

Hale, Lynne, BS, University of North Texas; MA, Stephen F. Austin State University; PhD, University of North Texas

Hanna, Suzanne, BS, Brigham Young University; MS, University of Utah; PhD, Brigham Young University

Hanner, Tanya, MEd, University of Southern Mississippi; EdD, Argosy University - Nashville

Hann-Morrison, Doris, BS, College of Charleston; MA, Webster University; MA, Webster University (second); PhD, Capella University

Harms, Brenda, BS, University of South Dakota; MA, University of South Dakota; PhD, Capella University

Harris, Dawn, MEd, Trinity University; EdD, University of Memphis

Hart, David, BS, Southern Ill University - Edwardsville; MA, Lindenwood University; PhD, Capella University

Hatchuel, Elizabeth, MA, George Washington University; PhD, George Washington University

Hazlett, Jessica, MEd, The College of William & Mary; PhD, The College of William & Mary

Heenan, Kelly, BA, The University of Montana Western; MS, Texas Woman's University; PhD, Texas Woman's University

Heher, Melinda, BA, Kent State University; MA, Indiana University of Pennsylvania; PhD, Duquesne University

Herweck, Diana, BA, University of Redlands; MA, Pepperdine University; PsyD, Alliant International University Irvine

Hibbert, Tamika, MS, City University of New York Brooklyn College; EdS, Argosy University; EdD, Argosy University

Hill, Tara, MACO, Heidelberg College; PhD, University of Toledo

Holstein, Janine, MS, University of North Texas; MSW, New York University; PhD, Pacifica Graduate Institute

Hotaling, Marjorie, BA, Allegheny College; MEd, Kutztown University; EdS, Ball State University; EdD, Ball State University

Hughes, Amber, BS, University of Southern Indiana; MEd, Vanderbilt University

Hultquist, Anna, BS, Framingham State College; MS, University of Rhode Island; PhD, University of Connecticut

J

Johnson, Kathleen, BA, College of New Rochelle; MAT, Manhattanville College; MEd, Florida Atlantic University; PhD, Barry University

Johnson, Richard, BA, University of California Los Angeles; MA, California State University Chico; MA, Fuller Theological Seminary; PhD, Oxford Centre for Mission Studies

Johnson, Sophia, MCOUN, Albany State University; MEd, Albany State University; EdD, Argosy University; PhD, Argosy University

Jones, Lynn, BA, University of Michigan – Ann Arbor; BA, University of Michigan – Flint; MA, Oakland University; PhD, Temple University

Jones, Mary, MEd, South Dakota State University; EdD, The University of South Dakota

K

Kalill, Paul, BA, Norwich University; MEd, Springfield College; JD, Suffolk University; PhD, Union Institute & University

Kascsak, Theresa, MA, University of North Carolina at Charlotte; PhD, University of North Carolina at Charlotte

Killan, Kyle, BA, Miami University; MA, Syracuse University; PhD, Syracuse University

King, Clarrice, BS, John Carroll University; MA, John Carroll University; PhD, Kent State University

Kippers, Sola, BGS, University of New Orleans; MEd, University of New Orleans; PhD, University of New Orleans

Kladopoulos, Chris, BA, State University of New York at Stony Brook; MA, Queens College – 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

Klem, Pamela, BA, Eastern Washington University; BS, Eastern Washington University; MEd, Washington State University; EdD, Nova Southeastern University

Klepper, Konja, BA, California State University Northridge; MA, Western Michigan University; PhD, University of Wyoming

Korn, Leslie, MA, Lesley University; MPH, Harvard University; PhD, Union Institute & University

Krabil, Paige, BA, Central Connecticut State University; MS, Miami Institute of Psychology; PsyD, Miami Institute of Psychology

Krell, Raina, BA, University of California, Los Angeles; MS, University of Southern California; PhD, University of Southern California

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

Kushner, Jason, BA, University of South Florida; MA, University of South Florida; PhD, University of Arkansas

L

Lambert, Serena, BA, Linfield College; MA, The University of Montana Missoula; PhD, Idaho State University

Lambert, Simone, BA, University of New Orleans; MS, University of Southern Mississippi; PhD, The University of North Carolina Greensboro

Lange, Amber, BA, University of Toledo; MA, Spring Arbor University; PhD, University of Toledo

Laverdure-McDougall, Betsy, BS, University of North Dakota; MS, University of North Dakota; PhD, University of North Dakota

Law, Jamison, BS, Brigham Young University; MS, University of Phoenix; EdD, Argosy University Denver

Lent, Jonathan, BS, California University of PA; Med, California University of PA; PhD, University of Akron

Lewis, Lindy, BASW, Salisbury University; MSW, University of Maryland - Baltimore; PhD, University of Maryland – Baltimore

Faculty, continued*School of Counseling and
Human Services, continued*

Lifrak, Stephen, BA, University of Rhode Island; MS, University of Rhode Island; PhD, University of Rhode Island

Lim, Mee-Gaik, BS, University of Montevallo; MA, Southwestern Baptist Seminary; PhD, Texas Woman's University

Linton, Jeremy, BA, University of Michigan, Ann Arbor; MA, Valparaiso University; PhD, Western Michigan University

Lutterman, Maureen, BS, South Dakota State University; MEd, South Dakota State University; PhD, University of Wyoming

M

Mack, Monica, BS, Florida A&M University; MEd, Auburn University Montgomery; PhD, Auburn University

Mahon, Megan, BA, University of Michigan, Ann Arbor; MCOUN, Heidelberg College; PhD, University of Toledo

Maione, Paul, BA, State University of New York; MA, Hofstra University; PhD, Nova Southeastern University

Magee, Arlene, BGS, Southeastern Louisiana University; MEd, University of New Orleans; PhD, University of New Orleans

Maldonado, Jose, BA, East Stroudsburg University; MEd, Lehigh University; MS, Wilkes University; PhD, University of Arkansas

Mancuso, Leah, BA, California State University, Fresno; MA, Alliant International University; PhD, Alliant International University

Manis, Amie, BA, Harvard University; MA, Virginia Polytechnic Institute and State University; PhD, University of Virginia

Manns, Dinah, BA, The College of William & Mary; MA, Oral Roberts University; EdD, Oklahoma State University

Martin, Laura, BSE, Millersville University of Pennsylvania; MEd, Millersville University of Pennsylvania

Martin, Magy, BS, Colorado State University; MEd, Colorado State University; EdD, University of Tulsa

McAdams-Radzin, JoEllen, BA, Stephens College; MEd, University of Arizona; MEd, Frostburg State University; PhD, Iowa State University

McIntyre, Cheryl, BA, University of West Florida; MA, University of West Florida; PhD, University of Florida

McKenna, Lisa, BA, Florida International University; MS, Florida International University; PhD, Florida International University

Melvin, Ann, BA, Southern Illinois University Carbondale; MS, Southern Illinois University Carbondale; PhD, Southern Illinois University Carbondale

Messmore, Carol, BA, Florida Atlantic University; MS, Nova Southeastern University; PhD, Nova Southeastern University

Miley, Katherine, BBA, University of Iowa; MA, University of Iowa; PsyD, Adler School of Professional Psychology

Miller, Kathryn, BA, University of Texas at San Antonio; MS, St. Mary's University; PhD, St. Mary's University

Mills, Frances, BA, Limestone College; MSW, University of South Carolina Columbia; PhD, University of South Carolina Columbia

Montgomery, Marilyn, BS, Abilene Christian University; MEd, University of Houston Central; MEd, Texas Tech University; PhD, Texas Tech University

Moore, Deborah, BA, York College; MEd, Fordham University; PhD, Capella University

Moore, Justin, BA, Harding University; MS, Harding University; PhD, University of Louisiana Monroe

Morton, Roger, BA, Claremont McKenna College; MPA, California State University, Fullerton; PhD, University of California, Irvine

Moskowitz, Kenneth, MSW, Stony Brook University; PhD, Westbrook University

Muchnick, Ron, BS, University of Missouri; MA, Lindenwood College; MS, Nova Southeastern University; PhD, Nova Southeastern University

Muchnick, Sherri, BA, University of Missouri; MS, University of Missouri; PhD, St. Louis University

Muro, Joel, BA, Austin College; MA, University of North Texas; PhD, University of North Texas

N

Neal, Crystal, BA, Grambling State University; MA, Argosy University; PhD, Walden University

Neal, Mary, BA, University of North Carolina at Charlotte; MA, Lenoir-Rhyne College; PhD, Nova Southeastern University

Nguyen, Trent, BS, University of Texas at Arlington; MA, Catholic Theological Union; MA, Dallas Baptist University; PhD, University of Texas at Arlington

Niang, LaTonya, MPA, University of North Carolina at Wilmington; EdD, Argosy University Sarasota

Noah, Benjamin, BS, State University of New York at Albany; MS, Eastern Washington University; PhD, Walden University

Nunnery, Rosanne, BA, Millsaps College; MS, Mississippi State University; PhD, Mississippi State University

O

O'Malley, Angeline, BS, Purdue University; MA, Montclair State University; PhD, Oklahoma State University

O'Mara, Eileen, BS, New York University; MS, California State University, Los Angeles; EdD, Fairleigh Dickinson University

Owens, David, BA, West Virginia University; MS, West Virginia University; PhD, University of Pittsburgh

P

Pace, Matthew, BA, Le Moyne College; MA, Syracuse University; PhD, Syracuse University

Page, Thomas, BA, Thomas Edison State College; MSM, Thomas Edison State College; PhD, Capella University

Pate, George, BA, Stephen F. Austin State University; MA, Stephen F. Austin State University; PhD, Texas Woman's University

Pennington, Lawrence, BA, Indiana University of Pennsylvania; BA, Indiana University of Pennsylvania (second); MA, St. Francis University; MEd, Indiana University of Pennsylvania; EdD, Indiana University of Pennsylvania

Perry, Susan, BA, Washington College; MS, Southern Illinois University; EdD, Texas A&M University

Pilkington, Cyndra, BS, Armstrong Atlantic State University; MS, Georgia Southern University; MHSc, Armstrong Atlantic State University; MA, Fielding Graduate University; PhD, Fielding Graduate University

Porter, Lawrence, MS, Seattle Pacific University; PhD, Texas Technical University

Preston, Susanne, BS, Virginia Polytechnic Institute & State University; MS, Chaminade University; EdS, Old Dominion University; PhD, Old Dominion University

R

Randlett, Mary, BA, University of Toledo; MA, University of Missouri – Columbia; PhD, Iowa State University

Ravachi, Regina, BA, Universidad del Norte; MS, Nova Southeastern University; PhD, Nova Southeastern University

Reisinger, Wendy, BS, Shippensburg University; MEd, Shippensburg University; EdD, Widener University

Richter, Laura L, BA, Florida Atlantic University; MS, Nova Southeastern University; PhD, Nova Southeastern University

Rockey, Mary, BS, Edinboro University of Pennsylvania; MEd, Edinboro University of Pennsylvania; PhD, Walden University

Rogers, LaKeisha, MS, North Carolina A&T State University; PhD, Southern Illinois University Carbondale

Rogers-Larke, Christie, BA, Converse College; MA, Webster University; EdD, Argosy University, Sarasota

Ross, William, BA, Luther College; MA, Northern Arizona University; EdD, Texas Southern University

Rye, Carrie, BA, University of Arkansas - Little Rock; MEd, University of Arkansas - Little Rock; PhD, University of Arkansas - Little Rock

S

Sadik, Suhad, BA, University of South Carolina; MA, University of South Carolina; MEd, University of South Carolina; EdS, University of South Carolina; PhD, University of South Carolina

Schiffner, Tiffany, MA, University of Illinois at Urbana-Champaign; PhD, University of Illinois at Urbana-Champaign

Schooley, AnnaLynn, BA, Western Illinois University; MS, Nova Southeastern University; PhD, Nova Southeastern University

Schroeder, Beth, EdD, Argosy University Nashville

Scott, Holly, BA, Otterbein College; MSE, University of Dayton; PhD, Ohio University

Faculty, continued*School of Counseling and
Human Services, continued*

Shelton, Dawn, BA, Gordon College; MS, Nova Southeastern University; PhD, Nova Southeastern University

Sherman, Jocelyn, BS, Slippery Rock University; MS, Shippensburg University; PhD, Capella University

Sherman, Thomas, BS, Saint Mary's College; MEd, Lehigh University; PhD, University of Virginia

Shilts, Lee, BS, University of Wisconsin – Eau Claire; MEd, University of Wisconsin – Stout; PhD, Virginia Polytechnic Institute and State University

Shortridge, Barbara, BA, University of Kentucky; MSW, University of South Carolina – Columbia; PhD, Capella University

Shreve, Barry, BA, Millersville University; MA, Appalachian State University; PhD, University of Tennessee

Silitsky, Cindy, BA, Florida Atlantic University; MSW, Barry University; PhD, Nova Southeastern University

Silverberg, Sharon, BS, Old Dominion University; MA, University of New Haven; PhD, Old Dominion University

Silvestro, Kenneth, BS, University of Rhode Island; MS, University of Rhode Island; PhD, University of Connecticut

Simeus, Vardine, MS, Nova Southeastern University; PhD, Nova Southeastern University

Smith, Albert, BA, Baylor University; MA, Southwestern Baptist Theological Seminary; EdD, Southwestern Baptist Theological Seminary

Smith, Ellen, BA, University of Maine – Farmington; MEd, University of Maine – Orono; PhD, University of Maine – Orono

Smith, Kenneth, BA, Texas State University – San Marcos; MS, University of Texas at Austin; PhD, Florida State University

Smith, Rita, BA, Morgan State University; MA, University of Maryland; PhD, University of Maryland

Smith, Teresa, BS, University of North Carolina at Chapel Hill; MA, North Carolina Central University; MBA, Elon University EdD, Liberty University

Sparks, Cathy, BS, Wofford College; MEd, University of South Carolina – Columbia; EdS, University of South Carolina – Columbia; EdS, Converse College; EdD, Liberty University

Sparks, Misti, MS, Texas Women's University; PhD, Texas Women's University

Spencer, Natalie, BA, University of North Carolina at Chapel Hill; MEd, University of North Carolina at Chapel Hill; PhD, North Carolina State University

Spencer, Sarah, BA, Flagler College; MA, Regent University; PhD, Regent University

Stalnaker-Shofner, Devona, MA, Argosy University; EdD, Argosy University

Stanley, Joshua, BS, Austin Peay State University; MS, Austin Peay State University; EdD, Argosy University

Stein-McCormick, Carmen, MA, University of South Florida; PhD, University of South Florida

Sturm-Mexic, Jannette, BFA, Tulane University; MEd, University of New Orleans; PhD, University of New Orleans

T

Taylor, Cynthia, BS, Bowie State University; Indiana University of Pennsylvania; PhD, Walden University

Thauberger, Gerald, BA, University of California, Berkeley; MS, California State University, Hayward; DM, University of Phoenix

Thomas, Kaisha, BFA, The Juilliard School; MS, CUNY Hunter College; MS, Nova Southeastern University; PhD, Nova Southeastern University

Thomas, Mary Karin, MA, Oakland University; MCOUN, Oakland University; PhD, Oakland University; PhDCACRE, Oakland University

U

Utesch, William, BA, Eastern Illinois University; MEd, Eastern Illinois University; PhD, Purdue University

V

Van Asselt, Kathryn, BS, University of New Mexico – Albuquerque; MEd, Western Carolina University; PhD, University of Northern Colorado

W

Ward, Roger, BA, John Jay College of Criminal Justice – City University of New York; MPA, John Jay College of Criminal Justice – City University of New York; JD, New York Law School; EdD, University of Pennsylvania

Warren, Stephanie, BA, Duke University; MS, University of Pittsburgh; PhD, University of Pittsburgh

Washington, Gia, BA, Spelman College; MS, Saint Louis University; PhD, Saint Louis University

Washington, Tracee, BA, University of Michigan – Ann Arbor; MA, The College of William & Mary; MA, University of Michigan – Ann Arbor; PhD, University of Michigan – Ann Arbor

Watson, Raymond, BA, Northwest University; DMin, Fuller Theological Seminary

Wagh, Catherine, BS, Old Dominion University; MS, Georgia State University; PhD, University of Maryland College Park

Wayman, Dale, BS, Southern Nazarene University; MS, Western Washington University; PhD, Ohio University

Wehrman, Joseph, BS, Montana State University; MS, St. Cloud State University; PhD, University of South Dakota

Weiss-Quittner, Alyssa, BA, Brandeis University; MS, University of Miami; PhD, Nova Southeastern University

West, Lucinda, BA, Warner Southern College; MA, East Tennessee State University; PhD, Regent University

White, Debra, BA, University of California, Los Angeles; MS, California State University; MA, Alliant International University; PhD, University of California, Santa Barbara

Willingham, Heath, BS, Auburn University; MA, Lipscomb University; MS, University of South Alabama; PhD, Auburn University

Willis, Bradley, BA, Southeastern Bible College; MEd, University of Montevallo; PhD, University of Alabama

Wilson, Jenna, BS, Nova Southeastern University; MS, Nova Southeastern University; PhD, Nova Southeastern University

Winer, Ayala, BS, Nova Southeastern University; DMFT, Nova Southeastern University

Witt, David, BS, Missouri Southern State College; MA, Central Michigan University; PhD, Capella University

Wood, Sara, BS, Gardener-Webb University; MA, Regent University – Virginia; PhD, Regent University – Virginia

Woods, Judith, BS, Winona State University; MS, Walden University; PhD, Walden University

Workman Jesness, Todd, BA, University of Wisconsin – Stout; MS, University of Wisconsin – Stout; PhD, Syracuse University

Y

Young, Rosalyn, BS, The Ohio State University; MA, University of Missouri – St. Louis; PhD, St. Louis University

Z

Zeng, Heather, BA, Loyola University – New Orleans; MS, Troy State University; PhD, Colorado State University – Fort Collins

Faculty, continued**School of Education****A**

Adams, Candace, BA, Arizona State University; MEd, Arizona State University; EdD, Arizona State University

Adelman, Deborah, BSN, University of Illinois – Chicago; MS, University of Illinois – Chicago; PhD, University of Illinois – Urbana

Akin Palmer, Judy, BS, California State University Dominguez Hills; MS, California State University Dominguez Hills; PhD, Capella University

Albert, Angela, MA, Webster University; EdD, University of Central Florida

Alred, Jill, BS, Michigan State University; MSAD, Central Michigan University; PhD, Walden University

Asdi, Ahmad, MS, University of Minnesota; PhD, University of Minnesota

Askew, Jessalyn, BA, The University of Georgia; MEd, Brenau University; EdS, Brenau University; EdD, Clark Atlanta University

B

Bailey, Joy, BSN, Old Dominion University; MSN, Old Dominion University; PhD, Georgia State University

Balch, David, BS, California State University, Los Angeles; MBA, Pepperdine University; PhD, Alliant International University

Barker, Dorothy, BSN, Texas Woman's University; MS, University of Maryland; PhD, University of Maryland

Barnes, Yvonne, BS, Barton College; MAEd, East Carolina University; EdD, University of Phoenix

Barrios, Amy, BA, Valdosta State University; MEd, American InterContinental University; EdD, Baylor University

Bartleson, Eric, BS, Mankato State University; MS, Mankato State University; PhD, University of Minnesota

Baworowsky, John, BS, Loyola University – Chicago; MS, University of Miami; PhD, Saint Louis University

Beazley, Jackson, BS, University of Maryland; MA, Chapman University; EdD, Arizona State University

Beier, Susanne, BA, Thomas Edison State College; MEd, Rutgers the State University of New Jersey; PhD, Walden University

Benson, Ella, BA, Norfolk State University; MS, Old Dominion University; EdD, University of Virginia

Berg-O'Toole, Carol, BS, North Dakota State University; MA, University of Minnesota – Twin Cities; PhD, University of Minnesota – Twin Cities; JD, University of Minnesota – Twin Cities

Bertram, Carol, BS, Bemidji State University; MA, University of Saint Thomas; EdD, University of Saint Thomas

Black, Joshua, BA, Lee University; MA, Malone College; EdD, Nova Southeastern University

Boston, Marchell, BS, Morgan State University; MS, Fort Valley State University; EdS, Jacksonville State University; EdD, Argosy University, Atlanta

Boyce, Claire, BS, Lincoln University; MA, Governors State University; PhD, Saint Louis University

Boyd, Sandy, BA, California State University, Sacramento; MA, Sonoma State University; EdD, University of San Francisco

Brock, Timothy, PhD, Capella University

Bronner, Julia, BSN, College of St. Teresa; MS, Winona State University; PhD, Capella University

Brtek, Doug, MA, Bellevue University; EdD, Northcentral University

Bruch, Elizabeth, BA, Elmhurst College; MS, Indiana University-Purdue University Indianapolis; PhD, University of Wisconsin – Madison

Bruning, Monica, BS, North Dakota State University; MPA, University of Colorado at Denver; PhD, Iowa State University

Brydges, Bruce, MEd, Wayne State University; EdD, Nova Southeastern University

Bulik, Robert, MEd, Alliant University San Diego; PhD, University of Wisconsin Madison

Bullock, Cheryl, BA, Sangamon State University; MA, University of Illinois at Urbana-Champaign; PhD, University of Illinois at Urbana-Champaign

Bumpers, Erica, MA, University of Missouri - Kansas City; EdS, University of Missouri - Kansas City

Burkman, Amy, MLS, Texas Woman's University; EdD, Texas Christian University

Burgess, Kimberly, BS, Florida State University; MS, Florida State University; PhD, Florida State University

Butcher, Jennifer, MEd, Prairie View A&M University; PhD, Prairie View A&M University

Byas, Damien, MA, Jacksonville State University; PhD, University of Albuquerque

Byers-Lenius, Celina, MS, University of North Texas; PhD, University of North Texas

C

Cameron, Petronella, MA, California State University, Los Angeles; PhD, Walden University

Campbell, Kathryn, BA, University of California, Los Angeles; MS, Dominican University of California; EdD, University of the Pacific

Carpenter, Andrew, BA, Amherst College; BPhil, University of Oxford; PhD, University of California, Berkeley

Cavanaugh, Kathy, MSN, University of Virginia; DNP, George Washington University

Christensen, Summer, MAT, Webster University; EDD, The University of South Dakota

Cisewski, Shannon, BS, Winona State University; MBA, University of Wisconsin – La Crosse; EdD, Saint Mary's University of Minnesota

Claflin, Vickie, BFA, Louisiana State University; MA, Louisiana State University; EdD, University of Arkansas, Fayetteville

Clayton, Phyllis, BS, Pittsburg State University; MS, Pittsburg State University; EdS, Pittsburg State University; EdD, University of Arkansas

Conley, Enid, BS, Palm Beach Atlantic University; MS, Palm Beach Atlantic University; EdS, Florida Atlantic University; PhD, Florida Atlantic University

Copeland, Roger, MSA, Old Dominion University; EdD, University of Phoenix

Corkill, Philip, BA, Wesleyan University; MAEd, Northern Illinois University; EdD, Northern Illinois University

Cosimano, Michael, BA, Florida Atlantic University; MEd, Florida Atlantic University; EdD, Florida Atlantic University

Covington, Marsha, BA, California State University, Sacramento; MEd, Montana State University – Bozeman; EdD, Montana State University – Bozeman

Coxon, Valerie, BSN, University of Washington; MNur, University of Washington; PhD, University of Washington

Cullen, Donita, BA, Clark Atlanta University; MA, University of Phoenix; EdS, Jacksonville State University; PhD, Mercer University

D

Dean Sr., Mark Dewayne, BEd, South Carolina State University – Orangeburg; MEd, South Carolina State University – Orangeburg; EdS, South Carolina State University – Orangeburg; EdD, South Carolina State University – Orangeburg

Dolley, Frances, BA, Eastern Michigan University; MEd, Wayne State University; MA, University of Detroit Mercy; EdD, Wayne State University

Dooley, Gwendolyn, BS, Jackson State University; MPA, Jackson State University; EdD, Nova Southeastern University

Doran, Cheryl, BA, Sonoma State University; BBA, Boise State University; MS, Capella University; PhD, Capella University

E

Elineema, Jennifer, BA, Bridgewater State College; MAT, Bridgewater State College; EdD, University of Massachusetts Lowell

Emmons, Katherine, BA, University of California, Santa Cruz; MA, University of California, Santa Barbara; PhD, University of California, Santa Barbara

Engvig, Mona, MA, Golden Gate University

Enns, Beverly, BA, Bemidji State University; MS, Bemidji State University; EdS, University of St. Thomas; EdD, University of St. Thomas

F

Flores, Paul, BA, Brown University; MS, Nova Southeastern University; MS, University of Central Florida; EdD, University of Central Florida; PhD, University of Central Florida

Ford, Thomas, BS, Widener University; MBA, Widener University; EdD, Widener University

Forrest, Sandy, BSN, Florida International University; MS, Florida International University; MS, University of Miami; PhD, University of Texas at Austin

Fountain, Rebecca, BSN, Texas Woman's University; MSN, University of North Texas Health Science Center; PhD, Texas Woman's University

Fowler, Dale, BA, Cornerstone University; MBA, Western Michigan University; EdD, Argosy University Sarasota

Faculty, continued*School of Education, continued*

Fredrickson, Rebecca, BFA, Stephen F Austin State University; University of Texas at Tyler; EdD, Stephen F Austin State University

Freer, Kevin, BA, Le Moyne College; MS, Syracuse University; PhD, Florida State University

Freitas, David, BMus, Boston Conservatory; MEd, Boston University; EdD, Boston University

G

Gable, Karla, BA, Arizona State University; MAEd, Arizona State University; MC, Arizona State University; EdD, Capella University

Gaddy, Stephanie, BS, Illinois State University; MSED, Illinois State University; EdD, Illinois State University

Garcia, Lisa, BS, University of Tennessee, Knoxville; MSA, Florida International University; EdD, University of Phoenix

Garrity, Collette, BA, College of St. Catherine; MBA, University of St. Thomas; EdD, University of St. Thomas

Gaskins, Amy, BS, Texas Tech University; MEd, East Central University; EdD, University of Nevada, Las Vegas

Gibson, Adrienne, BA, Rutgers University; MSN, Arizona State University; ScEDD, Curtin University – Australia

Gibson, Linda, BA, Cleveland State University; BSE, Cleveland State University; MEd, Ashland University; PhD, University of Dayton

Gilbert, Deborah, BA, State University of New York at Oswego; MA, University of Phoenix; EdD, Nova Southeastern University

Giraud, Gerald, BS, Regents College; MA, University of Nebraska – Lincoln; PhD, University of Nebraska – Lincoln

Girdley, Angela, BME, University of Louisville; MA, University of Louisville; MDiv, Southern Baptist Theological Seminary; PhD, University of Louisville

Graham, DeArmas, BS, Florida A&M University; MS, Nova Southeastern University; EdD, Nova Southeastern University

Grant, Jessie, MA, The University of Iowa; PhD, Western Michigan University

Green, Katherine, BA, State University of New York at Albany; MS, Troy State University; PhD, University of Tennessee

Guillory, Patricia, BA, University of West Georgia; MEd, University of West Georgia; EdS, Georgia State University; PhD, Georgia State University

H

Haas, Nancy, BA, Arizona State University; MEd, Arizona State University; PhD, Arizona State University

Halverson, Jerome, BA, Saint Mary's College; MEd, Saint Mary's College; MA, Saint Louis University; Michigan State University

Hardt, Paul, BS, University of Minnesota; EdD, University of Minnesota

Hartshorn, Jeanette, BA, University of Illinois at Chicago; BSN, Medical University of South Carolina; MNur, University of South Carolina – Columbia; PhD, University of Texas at Austin

Hinshaw, Steven, BA, Indiana University Bloomington; MS, Central Michigan University; PhD, University of Dayton

Hobbs, Stephen, BA, Lakehead University; MS, University of Calgary; EdD, Nova Southeastern University

Holland-Johnson, Alicia, BA, Northwestern State University; MEd, Northwestern State University; EdD, Nova Southeastern University

Hollinger, Jay, BA, The Ohio State University; BS, The Ohio State University; MA, The Ohio State University; EdD, University of Texas – Pan American

Holtz, Jennifer, BA, Newman University; MA, Wichita State University; PhD, Kansas State University

Holzberg, Carol, BA, McGill University – Canada; MA, University of Iowa; PhD, Boston University

Howell, Cynthia, BA, The College of William & Mary; MA, Western Washington University; EdD, Northern Arizona University

Hruskocy, Carole, BA, Purdue University; MS, Purdue University; PhD, Purdue University

Hughes, Gail, BS, University of Minnesota – Twin Cities; MA, University of Minnesota – Twin Cities; PhD, University of Minnesota – Twin Cities

Hull, Edna, BSN, Loyola University – New Orleans; MSN, University of South Alabama; PhD, University of New Orleans

I

Iacona, Carla, BA, Saint Mary of the Woods College; MA, University of Notre Dame; EdD, Indiana University Bloomington

Ibarra, David, BS, Bowling Green State University; MA, The Ohio State University; JD, University of Toledo

Ingman, Ann, BA, California State University, Long Beach; MA, Alliant International University – Irvine; EdD, Alliant International University – San Diego

J

Jackson, Ruthenia, BS, West Chester University of Pennsylvania; MA, Antioch University; EdD, Nova Southeastern University

Jackson, Zena, BA, University of North Texas; MA, University of Texas Arlington; PhD, University of North Texas

Jacobs, Howard, BA, Fairleigh Dickinson University; MA, Montclair State University; PhD, Walden University

Jacobson, Marlene, MA, South Dakota State University; EdD, The University of South Dakota

Jazzar, Michael, BA, Western Michigan University; MA, Western Michigan University; EdS, Michigan State University; PhD, Michigan State University

Jeizan, Salha, BA, University of Nairobi – Kenya; MA, University of Nairobi – Kenya; MA, McGill University – Canada; EdD, University of Minnesota

Jenkins, Cassandra, BS, Claflin University; MEd, South Carolina State University; EdD, Nova Southeastern University

Jennings, Mattie, MEd, Commonwealth College; EdD, Virginia Polytechnic Institute and State University

Johansen, Keith, BS, University of Minnesota; MS, Queens College – City University of New York; MA, The New School; PhD, University of Minnesota

Johnson, John, MA, Azusa Pacific University; PhD, Biola University

Jones, Kathryn, MEd, Lamar University; EdD, Lamar University

K

Kaczmarek, Eve, BS, University of Missouri – St. Louis; MS, Cardinal Stritch University; PhD, University of Wisconsin – Madison

Kalhe-Piasecki, Lisa, MBA, University of Findlay; MEd, Bowling Green State University; PhD, University of Toledo

Kanai, Therese, BA, University of Hawaii at Manoa; MEd, Heritage College; PhD, Walden University

Kays, Elena, BFA, Centenary College; MA, East Stroudsburg University; PhD, Capella University

Kieffer, Alexis, MSN, University of Phoenix; PhD, Walden University

Kijas, Johanna, BA, The University of Adelaide – Australia; MA, University of Melbourne – Australia; PhD, University of Technology Sydney – Australia

Klimoski, Victor, BA, Saint John's University; MA, Saint John's University; MS, St. Cloud State University; PhD, University of Minnesota

Klocinski, John, BBA, University of Toledo; MEd, University of Toledo; EdS, University of Toledo; PhD, University of Toledo

Korth, Sharon, BS, Miami University – Oxford; MEd, Miami University – Oxford; EdD, University of Cincinnati

Kozoll, Charles, BS, University of Michigan; MA, Boston University; EdD, Columbia University

Krebs, Tyler, BA, University of St. Thomas; MA, College of St. Scholastica; PhD, Capella University

Kuo-Newhouse, Amy M., BA, National Kaohsiung Normal University; ME-PD, University of Wisconsin – River Falls; PhD, University of Minnesota – Twin Cities

L

Lane, Carla, BS, Washington University; MA, Webster University; EdD, University of Missouri – St. Louis

Larson, Mark, BA, St. Cloud State University; MS, St. Cloud State University; PhD, University of Minnesota

Lawrence, Dennis, BA, Rockhurst University; MA, University of Kansas; EdD, University of Kansas

Laws, Lynea, BBA, University of Mary Hardin Baylor; MEd, Tarleton State University; PhD, Capella University

Faculty, continued*School of Education, continued*

LeBlanc, Alyce, BMus, Oberlin College; MS, University of Southern California; PhD, Old Dominion University

Ledford, Alice, BA, University of North Carolina at Chapel Hill; BS, University of North Carolina at Chapel Hill; MEd, University of North Carolina Greensboro; EdD, Regent University

Lee, Tyjaun, BSS, Ohio University; MEd, Ohio University; PhD, Ohio University

Leggett, Emily, BS, University of Texas Medical Branch; MS, Oklahoma State University – Stillwater; EdD, Oklahoma State University – Stillwater

Leialoha-Hartstack, Shelly, BS, Northwest Missouri State University; MEd, Graceland University; PhD, Walden University

Lewis, Barbara, BCJ, New Mexico State University; BA, New Mexico State University; MBA, State University of New York at Oswego; MSM, State University of New York at Oswego; PhD, Syracuse University

Ligeikis, Kelli, BS, Clarkson University; MA, State University of New York at Binghamton; EdD, University of Phoenix

Lopez, Stanley, MA, New Mexico State University; PhD, New Mexico State University

Lopez-Molina, Generosa, BA, Northeastern Illinois University; MA, Northeastern Illinois University; PhD, Capella University

Lopez, Sharon Margaret, MS, Nova Southeastern University; PhD, Florida International University

Loveday, Tamara, BS, Florida State University; MA, University Northern Colorado; PhD, University of Denver

Luxenburg, Sherman, BA, McGill University – Canada; MEd, Virginia Commonwealth University; EdD, Virginia Commonwealth University

M

Maldonado, Nancy, MA Barry University; PhD, Barry University

Marin, Patricia, BEd, University of British Columbia; BS, University of Toronto; MA University of British Columbia; EdD, University of British Columbia

McBride, Lisa, BA, McNeese State University; MEd, McNeese State University; PhD, Louisiana State University

McClave, Ladoona, MSN, Walden University; EdD, Morehead State University

McClendon, Cristie, BS, Texas Tech University; MA, University of Texas at San Antonio; PhD, University of Texas at Austin

McDaniel, Gary, BS, Florida Southern College; MEd, Rollins College; EdS, 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

McIntyre, Melissa, BS, University of Central Texas; MA, University of Phoenix; MAEd, University of Phoenix; MAOM, University of Phoenix; PhD, Capella University

McNealy, Tara, BSW, University of Georgia; MEd, Campbell University; MS, Troy State University; PhD, University of Arizona

McNeil, Teronda, BA, Methodist College; MS, Central Michigan University; PhD, Capella University

Medley, Gale, BA, Harding University Graduate School of Religion; MAT, University of Memphis; EdD, University of Memphis

Michael-Chadwell, Sharon, BA, University of Texas at San Antonio; MA, Webster University; MBA, Webster University; EdD, University of Phoenix

Mikutel, Douglas, BA, Virginia Polytechnic Institute & State; University; MPA, University of North Florida; MS, University of North Florida; MS, Florida State University; PhD, Florida State University

Minchella, Karen, BS, Mercy College of Detroit; MEd, Wayne State University; PhD, Wayne State University

Misite, Phyllis, BS, Framingham State College; MA, Boston College; PhD, Boston College

Moller, Leslie, BA, Loyola University – Chicago; MS, Loyola University – Chicago; PhD, Purdue University

Mondell, Kathleen, BS, Ohio University; MEd, University of Toledo; PhD, University of Toledo

Mottaz, Carole, BA, University of Lancaster – United Kingdom; BS, University of Wisconsin – River Falls; MS, University of Wisconsin – River Falls; EdD, University of St. Thomas

Musial, Diann, BA, Rosary College; MA, Roosevelt University; CAS, University of Chicago; EdD, Northern Illinois University

N

Nelson, Brie, BSE, Missouri Baptist College; MSE, Missouri Baptist College; EdD, Nova Southeastern University

Newton, Janet, Teaching certificate, Durham University – United Kingdom; 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, J. Stephen, BA, 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; MS, California State University, Fullerton; PhD, Georgia State University

O'Donnell, Lorraine, BSE, University of Texas at El Paso; MEd, University of Texas at El Paso; EdE, New Mexico State University

Okoli, Sonya, MEd, Tennessee State University

Onderdonk, James C., BA, The College of William & Mary; MS, Old Dominion University; PhD, Old Dominion University

Orizondo-Harding, Yolanda, BA, University of Central Florida; MS, Nova Southeastern University; EdD, Nova Southeastern University

Owens-Kristenson, Jodi, BS, University of Minnesota; ELM, Mankato State University; MS, Mankato State University; EdD, Walden University

P

Papi, Thomas, BA, Widener University; MEd, Duquesne University; MEd, Widener University; EdD, Widener University

Parks, Eric, BA, University of California, Los Angeles; MS, University of Southern California; PhD, University of Southern California

Patrick, Pamela, BS, University of Hawaii Manoa; MA, University of Hawaii Manoa; PhD, University of Hawaii Manoa

Payne, Lois, BSN, Georgia Health Sciences University; MSN, University of Alabama, Birmingham; PhD, University of Texas at Austin

Penfold Navarro, Catherine, MSE, Azusa Pacific University; PhD, University of Kentucky

Persky, Barry, BA, Brooklyn College – City University of New York; MS, Brooklyn College – City University of New York; MS, Bank Street College; PhD, New York University

Pickens, Lisset, BS, Georgia Southern University; MEd, Mercer University; MEd, University of West Alabama; EdD, Nova Southeastern University

Pilcher, Jobeth, BSN, Baylor University; MS, California College for Health; EdD, Northcentral University

Pride, Sheldon, BS, North Carolina State University; MS, University of Virginia; PhD, University of Virginia

Pulkinen, Catherine, BS, University of Wisconsin – Stout; MSE, University of Wisconsin – Superior; EdD, University of Minnesota – Twin Cities

R

Rasmussen, Christopher, BA, Gustavus Adolphus College; MS, Minnesota State University, Mankato; PhD, University of Michigan – Ann Arbor

Reams, Paula, BS, University of Cincinnati; MS, Wright State University; PhD, University of Dayton

Reason, Lisa, BEd, University of Toledo; MEd, Bowling Green State University; PhD, Capella University

Rector, Jeffrey, BA, Tennessee Temple University; MEd, University of Tennessee Chattanooga; EdD, University of Tennessee Chattanooga

Redden, Charlotte, BA, Indiana State University; MA, University of Denver; MA, University of Colorado; PhD, University of Denver

Redditt, Charisse Chisholm, BS, Georgia Southern University; MPA, Savannah State University; PhD, Capella University

Reed, Sherrie, BA, University Northern Colorado; MA, University Northern Colorado; PhD, University of California Davis

Reynolds, Larry, BS, Washington University in St. Louis; MA, Washington University in St. Louis; PhD, University of Oregon – Eugene

Riskedal, Lynn, BS, University of Illinois at Urbana-Champaign; MEd, University of Illinois at Urbana-Champaign; PhD, University of Minnesota

Rivera, Melissa, MEd, Harvard; EdD, Harvard University

Rivera, Melissa, MEd, Harvard University; EdD, Harvard University

Faculty, continued*School of Education, continued*

Robinson, Pamela, BA, University of Georgia; MA, Ball State University; PhD, Capella University

Rodriguez, Alma, BS, University of Texas – Pan American; MA, University of Texas – Pan American; PhD, Capella University

Ronneberg, Jeffrey, BA, Augsburg College; MS, Minnesota State University, Mankato; EdD, University of Minnesota – Twin Cities

Ross, Tara, BA, University of Florida; MA, Ohio University; PhD, Keiser University

Rossman, Mark, BA, New York University; MS, University of Bridgeport; EdD, University of Massachusetts Amherst

Rossman, Maxine, BS, New York University; MS, University of Bridgeport; EdD, University of Massachusetts Amherst

Ruhe Marsh, Linda, BS, Governors State University; MAEd, Governors State University; EdD, University of Phoenix

Ryan, Patricia, BA, University of Pittsburgh; MPA, University of Pittsburgh; PhD, Pennsylvania State University

S

Sabet, Behrooz, BS, Tehran College of Economics; MEd, State University of New York at Buffalo; EdD, State University of New York at Buffalo

Sanders, Michael, BFA, University of Tennessee Knoxville; MS, University of Tennessee Knoxville; PhD, University of Tennessee Knoxville

Sanford, Mary, BS, Bloomsburg State College Pennsylvania; MEd, Bloomsburg University of Pennsylvania; PhD, Syracuse University

Sedivy-Benton, Amy, BA, Millikin University; Southern Illinois University Carbondale; PhD Loyola University

Skaruppa, Cindy, BSED, The Ohio State University; MA, The Ohio State University; EdD, University of Miami

Skelton, Jillian, BA, The University of Georgia; MAT, University of Alabama-Tuscaloosa; EdD, University of Alabama-Tuscaloosa

Smith, Amanda, PhD, University of Denver

Smith, Traci, BSEd, Clarion University of Pennsylvania; MEd, Shippensburg University; EdD, Wilmington University

Snyder, Leonard, BA, Metropolitan State University; MA, University of Minnesota – Twin Cities; MA, Adler Graduate School

Snyder, Leone, BS, University of Minnesota – Twin Cities; MEd, University of Minnesota – Twin Cities; PhD, Capella University

Spoor, Kimberly, BA, College of St. Scholastica; MEd, Harvard Graduate School of Education; PhD, Capella University

Stabile, Christopher, BS, Nova Southeastern University; MA, Nova Southeastern University; EdD, Nova Southeastern University

Stanley, Laurel, BBA, Eastern New Mexico University; MEd, Eastern New Mexico University; EdD, University of North Florida

Stavredes, Bettina, BS, University of Minnesota; MEd, University of Minnesota; PhD, University of Minnesota

Stephens, Valerie, BA, Rutgers State University New Jersey New Brunswick; MSW, Rutgers State University New Jersey Camden; EdD, Rutgers State University New Jersey Camden

Stroud, Kathleen, BS, University of Missouri – St. Louis; MEd, University of Missouri – St. Louis; EdD, Maryville University of St. Louis

Susanne, Beier, BA, Thomas Edison State College; MEd, Rutgers St U NJ New Brunswick; PhD, Walden University

Swenk, Jean, BA, Pitzer College; MA, University of California, Davis; MA, Stanford University; PhD, Stanford University

T

Taliaferro, James, BME, Wichita State University; MMUS, Wichita State University; MEd, West Texas A&M University; EdD, Texas Tech University

Taliaferro, Donna, MSN, East Georgia College; PhD, Texas Woman's University

Thompson, Thomas, MA, Colorado Christian University; EdD Liberty University

Togstad Percival, Robin, MA, University of St. Thomas; EDD, University of Thomas

Trujillo-Jenks, Laura, BS, University of Texas at Austin; MA, Austin Peay State University; PhD, University of Texas at Austin

Tyler, Stacy, BA, University of Kentucky; MA, Western Kentucky University; PhD, Kansas State University

V

Van Hickman, Philip, EdS, Saint Louis University; EdD, Saint Louis University

Van Rekom, Petti, BA, University of California, Los Angeles; MA, California State University; EdD, University of Southern California

Van Tiem, Darlene, BA, Albion College; MSAD, Central Michigan University; MEd, Marygrove College; MA, Michigan State University; PhD, Wayne State University

W

Waller, Edna, BS, University of Montevallo; MA, William Carey University; PhD, University of Southern Mississippi

Wang, Chun Xue, BA, Dalian Foreign Language Institute – China; MS, Pittsburg State University; 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

Warren, Myisha, BA, Georgia State University; MEd, University of West Georgia; EDD, Nova Southeastern University

Wellington, Eric, BA, Youngstown State University; MA, West Chester University of Pennsylvania; 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, Mary, BA, Purdue University; MA, Purdue University Calumet; MEd, University of Phoenix; EdD, Texas Southern University

White-Johnson, 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

Williamson, Amy, BA, Valdosta State University; MEd, American InterContinental University; EdD, Baylor University

Williamson, Feranda, BS, Northern Illinois University; MA, Roosevelt University; EdD, Nova Southeastern University

Wold, William, BA, Saint Mary's College; MA, College of St. Thomas; MA, Saint Mary's University of Minnesota; EdD, Saint Mary's University of Minnesota

Worthington, Michael, BS, Campbell University; MSE, University of Wisconsin – Superior; PhD, Capella University

Wright, Harold, MEd, Virginia Commonwealth University; PhD, Virginia Commonwealth University

Y

Young, Lynn, BS, Southern Methodist University; MS, Texas A&M University; EdD, Texas A&M University

Z

Zender, Wendy, BA, York University – Canada; BEd, University of Toronto; MEd, Arizona State University; PhD, University of Southern California

Zuba, Marge, BS, Saint Mary-of-the-Woods College; MSW, University of Illinois at Chicago; EdD, Northern Illinois University

Faculty, *continued*

School of Nursing and Health Sciences

A

Abood, Carmencita, MSN, University of Phoenix; MBA, University of Phoenix; DNP, American Sentinel University

Aboul-Enein, Faisal, MSN, University of North Texas Health Science Center; MPH, University of North Texas Health Science Center; DrPH, University of North Texas Health Science Center

Allen, Wanda, BS, The College of New Jersey; MSAD, Central Michigan University

Alonge, Heather, MPH, Walden University; PhD, Walden University

Alteza, Antonieta, MSN, University of Texas Rio Grande; PhD, University of Texas - San Antonio

Anderson, Cheryl, BAPT, College of St. Scholastica; MBA, University of St. Thomas; PhD, Walden University

Anderson, Sheila, MSN, SUNY at Buffalo; DNP, SUNY at Buffalo

Amoh, John, MBA, George Washington University

Axley, Lawrette, BS, Union University; MS, University of Tennessee Health Science Center; PhD, University of Tennessee Health Science Center

B

Bailey, Christy, BSN, Clemson University; MSN, University of Phoenix; DNP, University of South Carolina Columbia

Baker, Mary, BBA, Mount Vernon Nazarene University; MSAD, Central Michigan University

Balke, Janet, BSN, University of Kansas Medical Center; MBA, University of Houston; MHA, University of Houston; PhD, Capella University

Bandyopadhyay, Lalita, MPH, University of California - Los Angeles; DrPH, University of California - Los Angeles

Barnard, Darleen, BS, University of Maryland University College; MBA, University of Phoenix; DHA, University of Phoenix

Barnett, James, BSN, Tennessee State University; MSN, Vanderbilt University; PhD, Vanderbilt University

Barrera, Gloria, MSN, Olivet Nazarene University

Barry, Marie-Elena, BS, College of Notre Dame Maryland; MS, Stevenson University; DNP, Chatham University

Baumlein, Gail, MSN, University of Akron; PhD, University of Akron

Beauvais, Brad, BS, Colorado State University; MA, University of Oklahoma; MBA, Colorado State University; PhD, Pennsylvania State University

Benton, Stacy, BS, Xavier University of Louisiana; MPH, University of Chicago; PsyD, Argosy University - Chicago

Beresford, Julia, BA, University of North Carolina at Charlotte; MS, University of Maryland University College; DHA, University of Phoenix

Beverley, Charles, BA, Morehouse College - Atlanta; MS, George Mason University - Fairfax; PhD, University of South Carolina - Columbia

Beverly, DeAnna, AA, Santa Fe Community College; MSN, University of Central Florida; DNP, University of Central Florida

Bhatt, Ami, MBA, University of Phoenix; MSN, University of Phoenix; DNP, Oakland University

Biddle-Childress, Rosemary, MSN, University of Phoenix; EdD, University of Phoenix

Bird, Douglas, BS, University of Wisconsin Madison; MS, Gannon University; PhD, Capella University

Bressie, Marylee, BSN, University of South Alabama; MSN, University of South Alabama; DNP, Samford University

Boisvert, Sherri, MSN, Duquesne University

Brittain, Chaka, MHSC, Nova Southeastern University; Chamberlain College of Nursing - Addison

Broger, Kristine, BSN, Seton Hall University; MHA, Webster University; MSN, University of Phoenix; DNP, University of Nevada Las Vegas

Brooks, Matthew, BS, Kennesaw State University; MPH, Virginia Commonwealth University; PhD, University of South Carolina - Columbia

Brown, Gina, BS, Oakwood College; MSA, Central Michigan University; PhD, George Mason University

Brown, Jonathon, BSN, University of Miami; MSN, University of Miami; DNP, George Washington University

Brown, Kameka, BS, University of Illinois - Chicago; MS, Depaul University; PHD, University of Illinois - Chicago

Bryant, Lawrence, AAS, Community College of Philadelphia; BSW, Temple University; MPH, Emory University; PhD, The University of Georgia

Burgess, Colleen, BSN, University of Akron; MSN, University of Akron; EdD, University of North Carolina at Charlotte

Burton, Mattie, BSN, Morehead State University; MSN, University of Kentucky; PhD, University of Cincinnati

Bussard, Michelle, BSN, University of Akron; MSN, University of Akron; PhD, University of Phoenix

Butler, Chondra, BSN, University of South Alabama; MSN, University of South Alabama; DNP, University of Alabama

Bynum, Mary, DHA, University of Phoenix

Byous, Rosslynn, BA, University of California, Santa Barbara; MS, University of La Verne; DPA, University of La Verne

C

Cabaniss, Reitha Ann, EDD, University of Alabama, Tuscaloosa

Cadet, Anne, MS, Chamberlain College of Nursing - Addison; DNP, Chamberlain College of Nursing - Addison

Caldwell, Mattie, BSN, Texas A&M University Commerce; MSN, Texas Woman's University; DNSc, Louisiana State University Health Science Center

Callender, Lynelle, ASN, Loma Linda University; BSN, Loma Linda University; MSN, Walden University; DNP, Samford University

Campbell, Elizabeth, BSN, University of Miami; MSN, University of Phoenix; DNP, University of Miami

Campbell, Lorene, BSN, University of South Alabama; MSN, University of South Alabama; DNO, University of Alabama Birmingham

Carpenter, Laura, BSN, Louisiana State University Health Science Center; MSN, Southeastern Louisiana University; PhD Louisiana State University A&M

Carsello, Christina, MS, Stony Brook University

Carter, Jaime, BSN, Valdosta State University; MSN, Valdosta State University; EdD, University of West Georgia

Carter, Mary, BSN, Delta State University; MSN, Delta State University

Cash, Haley, BS, Long Island University; MPH, Brown University; PhD, Brown University

Catalano, Anne Marie, MS, Boston University; PhD, Boston College

Cauthen, Delores, BS, University of South Carolina; MEd, University of South Carolina; PhD, Walden University

Cavanaugh, Kathy, MSN, University of Virginia; DNP, George Washington University

Clark, Amanda, BSN, Duquesne University; DNP, Robert Morris University

Clobes, Thomas, BS, Bakersfield College; MS, Bakersfield College; PhD, Rutgers State University of New Jersey - Burnswick

Cochran, Corinne, MSN, University of Pennsylvania; DNP, George Washington University

Cockerham, Mary Ellen, MSN, University of Phoenix; DNP, Chatham University

Collins, Susan, MHA, Tulane University; PhD, University of Colorado at Denver

Comer, Emelinda, MS, University of Utah; DNP, Chatham University

Conner, Brian, BSN, University of Phoenix; MSN, University of Phoenix; PhD, Medical University of South Carolina

Cook, Lorraine, BS, University of Central Arkansas; MBA, University of Central Arkansas; MS, University of Central Arkansas

Cormier, Pamela, MSN, University of Phoenix; MHA, University of Phoenix; DNP, American Sentinel University

Cousert, Diane, BSN, Lakeview College of Nursing; MS, University of Illinois - Chicago; DNO, Rush University

Cox-Miller, Tonye, MSN, University of Texas Health Science Center - San Antonio; DNP, Chamberlain College of Nursing - Addison

Crouch, Laura, BSN, University of Phoenix; MS, University of Phoenix; EdD, Northern Arizona University

Faculty, continued*School of Nursing and Health Sciences, continued*

- D**
- Dabu, Maria Theresa**, MSN, University of Phoenix; DNO, Touro University
- D'Angelo, Fabio**, BS, University of Hawaii; PhD, Union Institute & University
- D'Antonio, Jocelyn**, MS, Adelphi University; PhD, Walden University
- Davidson, Christy**, BSN, University of Mobile; MSN, University of Mobile; DNP, University of South Alabama
- Dayson, Diane**, BA, State University of New York at Cortland; MS, New York University; PhD, Walden University
- Dean-Ousley, Tyra**, BSN, Olivet Nazarene University; MSN, Olivet Nazarene University; EdD, Northcentral University
- DeWitt, Joseann**, ASN, Alcorn State University; BSN, Northwestern State University; MSN, University of Mississippi; PHD, William Carey University
- Diesel, Holly**, MSN, University of Missouri - Kansas City; PhD, University of Missouri - Saint Louis
- DiGiovanni, Michelle**, BSN, University of Louisville; MS, Arizona State University; PhD, University of Wisconsin - Milwaukee
- Donnelli, Amber**, BSN, University of Phoenix; MSN, University of Phoenix; PhD, University of Nevada Las Vegas
- Dowd, Ronald**, BS, University of Southern California; MSPA, University of Southern California; MPH, University of California Los Angeles; DrPH, University of California Los Angeles
- Dunnigan, Jocelyn**, MSN, University of Texas Medical Branch; PhD, University of North Dakota
- Dykes, Michelle**, MS, Valdosta State University; EdD, Georgia Southern University
- E**
- Earley, Donovan**, ADN, Austin Community College; BSN, University of Texas Health Science Center - San Antonio; MS, Baylor College of Medicine; DNP, Baylor College of Medicine
- Elkins-Little, Erica**, BSN, University of South Alabama; MSN, University of South Alabama; DNP, University of South Alabama
- Erwin, Sheri**, MBA, University of Phoenix; MSN, University of Phoenix; DNP, Northern Arizona University
- Eymard, Amanda**, MSN, Loyola University New Orleans; DNSc, Louisiana State University Medical Center
- F**
- Fairley, JoAnna**, BS, University of Southern Mississippi; MS, University of Southern Mississippi; PhD, Walden University
- Fandl, Kevin**, BA, Lock Haven University of Pennsylvania; MA, American University; JD, American University
- Farinde, Abimbola**, MS, Walden University; PhD, Walden University
- Farrell, Timothy**, BSN, State University of New York Polytechnic Institute; MSN, State University of New York Polytechnic Institute; DNP, University of Nevada - Las Vegas
- Federovich, Amanda**, BS, University of Pittsburgh; MSN, Univ of Pittsburgh; DNP, Chatham University
- Fero, Laura**, MSN, University of Phoenix; PhD, University of Pittsburgh
- Fink, Lilo**, BSN, Northeastern University; MSN, Grand Canyon University; DNP, Walden University
- Fontaine, Sherry**, MS, Cornell University; PhD, Cornell University
- Foreman, Faith**, MPH, University of Texas Health Science Center; DrPH, University of Texas Health Science Center
- Forsythe, Lydia**, BA, Marquette University; MSN, University of Phoenix; MA, Fielding Graduate University; PhD, Fielding Graduate University
- Fossen, Peggy**, MSN, University of Phoenix; DNP, Regis University
- Furukawa, Michael**, BS, Georgia Institute of Technology; MS, Georgia Institute of Technology; PhD, University of Pennsylvania
- G**
- Gabua, Sarah**, CERT, Walden University; MSN, Walden University; PhD, Walden University
- Gambone, James**, BA, Duquesne University; MA, University of New Mexico; PhD, University of New Mexico
- Garbutt, Susan**, BSN, Hartwick College; MSN, Augusta State University; DNP, Case Western Reserve University
- Garcia, Christina**, MSN, Bradley University; PhD, Illinois State University
- Gates, Jeffrey**, MPH, Loma Linda University; DrPH, Loma Linda University
- Garner, Jessica**, BSN, Spring Hill College; MSN, University of Alabama - Birmingham
- Gilkin, Sherry**, MEd, Cambridge College
- Glenn, Regina**, BS, Cornerstone University; MS, Capella University; PhD, Capella University
- Golden, Deanna**, BSN, Lewis University; MSN, Lewis University; DNP, Chamberlain College of Nursing - Addison
- Goodman, Teresa**, RN, St. Petersburg College; BS, University of South Florida; MS, University of South Florida; PhD, University of South Florida
- Graebe, Jennifer**, MSN, Drexel University
- Green, Jennifer**, MSN, University of South Alabama; DNP, University of South Alabama
- Greenia, Earl**, MHA, University of Southern California; PhD, University of Southern California
- H**
- Hackstaff, Lynn**, BS, Adelphi University; MS, Columbia University; PhD, Capella University
- Haggins, Rosemary**, MSN, California State University - Dominguez Hills; DNP, University of Phoenix
- Hall, Cevette**, BSN, University of Memphis; DHSc, Nova Southeastern University; DNP, Union University
- Hall, Constance**, BA, Hendrix College; MSN, University of Phoenix; EdD, University of Phoenix
- Hamdan, Zena**, MS, Wayne State University; PhD, Walden University
- Harkins, Charlene**, BA The College of St. Scholastica; MEd, University of Minnesota Duluth; EdD, University of Minnesota
- Harvey, Margaret**, MA, Aquinas College; MSN, University of Phoenix; PhD, Walden University
- Hayhurst, Janet**, BS, Molloy College; MS, Adelphi University; EdD, St. John's University
- Heisler, Jacqueline**, BS, Indiana University of Pennsylvania; MPH, University of Pittsburgh; PhD, Capella University
- Hendricks, Rhonda**, MSN, Nova Southeastern University; PhD, Barry University
- Hendricks-Jackson, Laura**, AASN, Excelsior CU the St. New York; BSN, Excelsior CU the St. New York; MSN, Excelsior CU the St. New York; DNP, Excelsior CU the St. New York
- Hertelendy, Attila**, MS, University of Mississippi Medical Center; PhD, University of Mississippi Medical Center
- Hill, Pamela**, BSN, Marycrest International University; MSN, Northern Illinois University; PhD, The University of Iowa
- Hood, Carolyn**, MSN, University of Arkansas for Medical Science
- Hooven, Katie**, BSN, West Chester University; MSN/ MBA, La Salle University; PhD, Villanova University
- Horoho, Debra**, BS, Indiana Wesleyan University; MS, Indiana Wesleyan University; MHSc, Trident University International
- Hubbard, Anna**, BSN, Pennsylvania State University - Hazleton; MSN, Florida Atlantic University; EdD, Florida Atlantic University
- Hughes, Seyra**, MBA, Kaplan University; MPH, Indiana University Bloomington; PhD, Walden University
- Hughey, Shawna**, BSN, South University; MSN, South University; DNP, Touro University
- J**
- Jackson, Kevin**, MHA, Seton Hall University; PhD, Walden University
- Jenkins, Letetia**, MHA, University of Phoenix
- Jennings, Sara**, RN, Bon Secours Memorial School of Nursing; BSN, Old Dominion University; MSN, Duquesne University; DNP, Duquesne University
- Jones, Loretta**, BSN, University of Mobile; MSN, University of Mobile; PhD, University of Alabama at Birmingham
- Jones, Michael**, MSN, University of Phoenix; MBA, University of Phoenix
- Jones, Terri S**, BS, State University of New York College; MSN, Case Western Reserve University; DNP, Case Western Reserve University - Ohio

Faculty, continued*School of Nursing and Health Sciences, continued***K**

Kane, Colleen, MSN, University of Phoenix; DNP, Concordia University Wisconsin

Karjalainen, Terry, BS, University of Michigan – Flint; MPA, University of Michigan – Flint; PhD, Capella University

Kelly, LuAnne, BSN, East Stroudsburg University; MSN, University of Pennsylvania; MBA, Eastern University; DNP, Chamberlain College of Nursing

Kennedy, Annette, MSN, Saint Louis University

Kohring, Laurie, MS, University of Colorado at Denver; DNP, University of Colorado at Denver

Konzelman, Lois, MSN, Temple University; EdD, University of Alabama - Tuscaloosa

Kreeger, Lisa, BSN, DePaul University; MBA, Seattle University; PhD, Antioch University Midwest

L

Lacey, Marylois, BSN, University of Arkansas for Medical Science; MSN, University of Central Arkansas; PhD, University of Missouri Saint Louis

Lara, Anne, BSN, University of Delaware; MS, University of Delaware; EDD, Wilmington University

Lazar, Bruce, BA, Arizona State University; MBA, University of Phoenix; DM, University of Phoenix

Lazarre Girlie, Marcelline, MSN, Robert Morris University; DNO, Robert Morris University

Leffelman, Theresa, MSN, Northern Illinois University

Leibold, Nancyruth, BS, Nebraska Wesleyan University; MS, Creighton University; EdD, College of Saint Mary

Lem, Amanda, BS, University of Arkansas for Medical Science; MSN, University of Arkansas for Medical Science

Leslie, Betty, BSN, Roberts Wesleyan College; MS, Regis University; PhD, University of Phoenix

Linsy, Linda, BSN, Arkansas Tech University, MSN, Arkansas Tech University

Lipscomb-Hammond, Cecelia, DNP, University of Alabama Birmingham

Loftus, Toni, MHA, King's College; MBA, Wilkes University; MSN, Wilkes University; DNP, Wilkes University

Lovence, Keisha, MSN, Wayne State University; DNP, Wayne State University

Lowe, Andrea Pleshette, DM, Apollo College Phoenix; MPH, Tulane University - New Orleans; BA Northwestern State University Natchitoches

Lowery, Yvette, BS, Norfolk State University; MSN, Jacksonville University; DNP, South University

Lowry, Kristie, MSN, University of Arkansas for Medical Sciences; DNP, University of Arkansas for Medical Sciences

M

Malcom, Amelia, BSN, Brenau University; MSN, Brenau University; DNP, Brenau University

Manty, JoAnn, BSN, University of Wisconsin Milwaukee; MSN, Northern Michigan University; DNP, Oakland University

Marcuccilli, Linda, AS, Henry Ford Community College; BSN, Excelsior C U the St New York; MSN, Regis University; Graduate CERT, Wayne State University; DNP, Wayne State University

Markham, Elizabeth, MSN, University of North Carolina; PhD, University of North Carolina

Marks, Sheila, MSN, SUNY at Buffalo; DNP, SUNY at Buffalo

Martinez, Kristina, MSN, La Salle University; DNP, Drexel University

Maryon, Thomas, MSAD, Central Michigan University; DHA, Central Michigan University

Marzilli, Colleen, BSN, University of Texas at Tyler; MSN, University of Texas at Tyler; MSN, University of Texas at Tyler; DNP, University of Tennessee Health Science Center

Matheson, Linda, BS, Alverno College; MS, University of Illinois - Chicago; PhD, Marquette University

Matthews, Andrea, MSN, Spalding University; DNP, Regis College

Mathur, Neil, BA, Carleton University; MEd, Cambridge College; PhD, Union Institute & University

Matos, Elizabeth, BSN, West Texas A&M University; MSN, West Texas A&M University; PhD, Walden University

Mays, Mary, BS, Stephen F. Austin State University; MS, Texas Tech University; MBA, Our Lady of the Lake University; MPH, University of Texas San Antonio; PhD, Texas Tech University

McClenny, Tammy, MSN, University of Phoenix; EdD, University of West Georgia

McConlogue, Lisa, PhD, University of Nevada Las Vegas

McDonald, Carmen, MHA, University of Phoenix; MSN, University of Phoenix; PhD Walden University

McGuire-Hitt, Jennifer, BA, University of Mississippi; BSN, University of Memphis; MSN, University of Mississippi; PhD, University of Tennessee Health Science Center

McNicholas, Camille, BS, University of Connecticut; MS, Southern Connecticut State University; PhD, Walden University

Menton, Catherine, BSN, University of South Alabama; MSN, University of South Alabama; DNP, University of South Alabama

Millender, DeAllen, MSN, University of South Alabama; DNP, University of Alabama at Birmingham

Miller, Christopher, BS, Barry University; MS, St. Thomas University; DHS, Nova Southeastern University

Miller, Dorothy Mae, MS, Regis University; PhD, University of Phoenix

Minelli, Mark, BS, Central Michigan University; MA, Central Michigan University; MPA, Western Michigan University; PhD, Union Institute & University

Moore, Kathryn, AAS, Columbia State Community College; BS, Middle Tennessee State University; BSN, Tennessee State University; MS, Middle Tennessee State University; MEd, Middle Tennessee State University; MSN, Vanderbilt University; DNP, Case Western Reserve University; PhD, University of Kentucky

Morris, Amy, BSN, Henderson State University; MSN, University of Arkansas for Medical Sciences; DNP, University of Arkansas for Medical Sciences

Moretz, Dana, BS, Appalachian State University; MS, United States Sports Academy; ScD, Tulane University

Morrissey, Carolyn, MSN, University of Arkansas for Medical Science; DNP, University of Alabama at Birmingham

Mulholland, James, BSN, University of Arizona; MSN, University of Arizona; DNP, University of Arizona

Mullings, Philecia, MSM, Central Michigan University; PhD, Walden University

Munoz, Anahi, MSN, Kaplan University - Davenport; DNP, Nova Southeastern University

Murray, Debra, MSN, University of Virginia; DNP, University of Virginia

Myers, Robin, MSN, University of Florida

N

Nelesen, Richard Anthony, BA, University of Central Florida; MS, University of Miami; PhD, University of Miami

Newton, Lisa, BSN, Nebraska Wesleyan University; MSN, Delta State University

Nogueras, Debra, BSN, Barry University; MSN, Barry University; PhD, Barry University

Nohelty, Susan, BSN, Columbia Union College; MSN, Georgetown University; PhD, Walden University

O

O'Connor, Megan, BS, University of North Carolina; BSN, University of North Carolina; MSN, University of North Carolina; DNP, University of North Carolina

Oswald, John, BA, University of Minnesota; MPH, University of Minnesota; PhD, University of Minnesota

P

Pajalich, LoriAnn, BS, Wilkes University; MS, Wilkes University; DNP, Wilkes University

Paluch, Edward, BA, New York University; MA, Columbia University in the City of New York; MBA, Duke University; PhD, Columbia University in the City of New York

Pape, Theresa, BSN, University of Texas at Austin; MSN, University of Texas at Austin; PhD, Texas Woman's University

Payton, Darryl, PhD, University of Nebraska Lincoln

Perrin, Andraa, MSN, Georgia State University; EdD, University of Alabama - Tuscaloosa

Peters, Zelda, BSN, Albany State University; MSN, Albany State University; DNP, Augusta State University

Phillips, Thelma, MS, University of Michigan Ann Arbor; PhD, Wayne State University

Faculty, continued*School of Nursing and Health Sciences, continued*

Polifko, Karin, MSN, University of Pennsylvania; PhD, Old Dominion University

Prive, Alice, BSN, San Jose State University; MS, University of CA San Francisco; MA, University of Southern California; PhD, University of Southern California

Putterman, Ilene, BA, Emory University; MSW, University of Houston; EdD, University of Houston

R

Raffaele, Jacqueline, AS, Community College of Allegheny County; BSN, California University of Pennsylvania; MSN, Walden University; DNP, Walden University

Raphael, Monae, BA, Loyola University Maryland; MPH, Morgan State University; MS, Rutgers the State University of New Jersey; DrPH, New York Medical College

Rasmus, Scott, BS, Eastern Connecticut State University; MS, Stetson University; PhD, University of Central Florida

Ray, Tiney, BSN, College of New Rochelle; MSN, College of New Rochelle; DNP, Walden University

Richins, Suzanne, BS, St. Joseph's College; MBA, Utah State University; DHA, Medical University of South Carolina

Rigdon, Whitney, MSN, University of Cincinnati; DNP, Chamberlain College of Nursing - Addison

Rivers, Joynelle, BSN, University of South Carolina Columbia; MSN, Medical University of South Carolina; PhD, Medical University of South Carolina

Roberts, Bridget, BSN, Eastern Kentucky University; MSN, Eastern Kentucky University; DNP, Eastern Kentucky University

Robinson, Antonia, BSN, Hawaii Pacific University; MSN, Walden University; DNP, Walden University

Robinson, Patrick, BSN, Indiana State University; MSN, Indiana State University; PhD, Loyola University Chicago

Ross, Christine, MSN, Benedictine University; PhD, Chamberlain College of Nursing

Ross, Kathy, BSN, Capital University; MHA, Capella University

Rudd, Kathryn, DNP, Walden University

Rudolf, Marie, MSN, University of Nebraska Medical Center

Runewicz, Jo Ann, BSN, Gwynedd Mercy College; MSN, Gwynedd Mercy College; EdD, Nova Southeastern University

Ryan, Donna, MSN, Duke University; DNP, Duke University

S

Saathoff, Angela, BS Northern Illinois University BSN, Mississippi College; MSN, University of Mississippi Medical Center; DNP, University of South Alabama

Samples, Oreta, BS, Fort Valley State University; MPH, Fort Valley State University; DHSc, Nova Southeastern University

Schmidt, John, MSN, Walden University; DNP, Walden University

Schramm, Jill, BSN, Medical College of Virginia; MS, University of Colorado Springs; DNP, University of Colorado Springs

Schreiner, Barbara, BS, University of South Florida; MSN, University of Florida; PhD, Capella University

Shaw Hoopingarner, Diana, BSN, Regis University; MSN, Regis University; DNPE, Regis University

Shields, Shedrick, MSN, University of South Alabama; PhD, University of Phoenix

Simon Campbell, E'Loria, BSN, Prairie View A & M University; MSN, University of Texas at Tyler; PhD, University of Texas at Tyler

Simpson, Donald, MPH, Tulane University; PhD, University of Arkansas - Pine Bluff

Smith, George, BSN, University of Texas Medical Branch; MSN, University of Texas Medical Branch; DNP, Case Western Reserve University

Smith, Mary-Katherine, BA, Texas A&M University; MPH, Texas A&M University; PhD, University of North Texas

Smith, Shad, MBA, Indiana Wesleyan University; DHA, Capella University

Smith, Sherri, MSN, University of Phoenix; DNP, Chamberlain College of Nursing Addison

Snider, Martha, DNP, Walden University

Sniffen, Kimberly, BA, Sweet Briar College; BS, Johns Hopkins University; MS, Old Dominion University; DNP, Frontier School of Midwifery and Family Nursing

Solomon, Abida, BA, University of Ghana; BSN, University of Texas at Austin; MSN, University of Texas at Austin; PhD, University of Texas Health Science Center at Houston

Sortedahl, Charlotte, BSN, University of Minnesota; MSN, University of Minnesota; MPH, University of Minnesota; DNP, University of Minnesota

Spedding, Ben, BA, Albright College; MA, Trenton State College

Stagg, Denis, MSN, University of Louisiana at Lafayette; PhD, University of Texas at Tyler

Stasurak, Adriane, MSN, Widener University, DNP, Chatham University

Stayner, Mindy, BSN, Bowling Green State University OH; MS, University of Toledo OH; PhD, University of Phoenix Tucson AZ

Stechschulte, Paula, BS, Eastern Michigan University; BSN, Eastern Michigan University; MS, Central Michigan University; PhD, Capella University

Steelman, Eric, MPH, A.T. Still University; MS, University of Nebraska - Kearney; DHSc, A.T. Still University

Stevens, Marcia, BSN, Winona State University; MA, Teachers College Columbia University; MEd, Teachers College Columbia University; PhD, University of California - San Francisco

Stika, Nita, BA, Concordia University; MS, Cardinal Stritch University; PhD, Capella University

Stover, Annisa, MSN, Southern University A & M Baton Rouge

Suttle, Catherine, BS, University of South Florida; MSN, Belmont University; PhD, Capella University

Swanson, Tracey, MSN, University of Phoenix; DNP, Western Univ Health Sciences

Sweet, Ronda, BSN, University of Phoenix; MSN, University of Phoenix; DNP, Walden University

Swinton-Fulton, Sherita, MSN, Winston Salem State University; DNP, University of Tennessee Health Sciences Center

T

Terry, Allison, MSN, Troy State University; PhD, Auburn University

Thomas, Eileen, BSN, University of Colorado at Denver; MS, University of Colorado at Denver; PhD, University of Colorado at Denver;

Thornton, Susan, BSN, Winston Salem State University; MA, Appalachian State University, MS, Regis University; EdD, Nova Southeastern University

Throckmorton, Terry, MSN, University of Kentucky

Torkildson, Christy, MSN, University of Phoenix; PhD, University of California - San Francisco

Torres, Sara, PhD, University of Texas at Austin

Townsley, Elaine, AA, North Arkansas College; BS, University of Phoenix; MSN, University of Phoenix; DHA, University of Phoenix

Treschuk, Judith, BSN, University of Connecticut; MSN, University of Connecticut; PhD, University of Rhode Island

U

Underwood, Carlisa, MSN, Liberty University; DNP, Samford University

V

Valladares, Ann, BSN, CA St. University Dominguez Hills; MSN, Western Governors University

Velas, Carol, BSN, University of Phoenix; MSN, CA St. University Dominguez Hills; EdD, CA State University Northridge

Vergara, Franz-Henryk, BSN, University of Santo Thomas; MSN, University of Phoenix; PhD, Goldfarb School of Nursing ar Barnes-Jewish College; DNP, Goldfarb School of Nursing ar Barnes-Jewish College

Vermillion, Joan, BA, Pennsylvania State University; MEd, Pennsylvania State University; MBA, Keller Graduate School of Management; PhD, University of Florida

Victor, Annalyse, BSN, Concordia University Wisconsin; MSN, Concordia University Wisconsin

Vogel, Connie, BSN, The University of Iowa; MA, The University of Iowa; PhD, Iowa State University

W

Walsh, Alison, BSN, University of Phoenix; MSN, University of Phoenix

Faculty, continued*School of Nursing and Health Sciences, continued*

Warthen, Lawanda, BA, North Carolina Wesleyan College; MS, Columbus State University; PhD, Walden University

Washington, Carolyn, BSN, California State University Dominguez Hills; MSN, California State University Dominguez Hills; DNP, Western University Health Sciences

Weber, Andrea, MSN, University of Missouri - Saint Louis; DNP, Rush University

Wederski, Lonnie, BA, Ottawa University; MBA, University of Phoenix; PhD, Walden University

Weissman, Georgann, BS, New York University; MSN, Pace University; DNP, Case Western Reserve University

White, Dolores, BSN, McKendree College; MSN, McKendree College; DNP, Western Kentucky University

White-Trevino, Karen, MSN, Texas A&M University Corpus Christi; DNP, University of South Alabama

Whiting, Chanadra, MPH, Barry University; EdD, Nova Southeastern University

Whitright, Audrey, BBA, Texas Woman's University; MBA, Texas Woman's University; PhD, Texas Woman's University

Wiggins, Kathleen, MBA, University of Phoenix; DHA, University of Phoenix

Wiley, Georgena, MSN, University of Phoenix; DNP, Indiana State University

Williamson, Wanda, MSN, University of North Carolina - Greensboro; DNP, University of Alabama, Tuscaloosa

Worthy, James, BS, Troy State University; MPA, Troy State University; MSPH, Walden University; PhD, Walden University

Wright, Sharon, ADN, Pennsylvania State University; BSN, California University of Pennsylvania; MSN, Duquesne University; DNP, Chatham University

Z

Zapatochny Rufo, Rebecca, DNP, Rush University

Zemmer, Amanda, MSN, University of Cincinnati

Zerwekh, Jason, BA, Texas Tech University; MPH, University of Texas Health Science Center; DPH, University of Texas Health Science Center

Harold Abel School of Psychology**A**

Acadia, Phyllis, BA, The City College of Liberal Arts and Science; MS, The City College of New York; MA, Fielding Graduate University; PhD, Fielding Graduate University

Adams, Katherine, BA, St. Olaf College; MS, Winona State University

Adler, Debora, BA, University of California, Los Angeles; MA, University of California, Riverside; EdD, University of California, Los Angeles

Alitto, Julianna, BA, Northern Illinois University; MA, Northern Illinois University; PhD, Northern Illinois University

Ammer, Mark, MA, Roosevelt University

Astin, John, BA, Hampshire College; MA, San Jose State University; PhD, University of California, Irvine

B

Bangert, Arthur, BA, Kent State University; MS, Youngstown State University; EdD, University of South Dakota; EdS, University of Nebraska - Kearney

Bar-Navon, Donna, BS, Purdue University; MS, Nova Southeastern University; MS, Florida Institute of Technology; MBA, Regis University; PsyD, Florida Institute of Technology

Becker, Mikaela, BS, Park University; MA, Liberty University; PhD, Capella University

Bell, Yvonne, BSW, University of Missouri Saint Louis; PhD, Walden University

Benjamin, Elliot, MS, University of Houston Downtown; MEd, Boston College; PhD, University of Maine; PhD, Saybrook University

Benton, Frances, BS, University of Texas at Dallas; MA, University of Houston - Clear Lake; PhD, Texas A&M University

Bethel, Brian, AAS, Ohio University; BA, Ohio University; MEd, Ohio University

Bichsel, Ruth, BS, University of Oregon; MS, University of Oregon; PhD, University of Oregon

Bieger, George, BS, United States Naval Academy; MA, University of West Florida; MA, University of West Florida (second); MS, Cornell University; PhD, Cornell University

Boglarsky, Cheryl, BA, University of Michigan - Dearborn; MA, Wayne State University; PhD, Wayne State University

Bolme-Lake, Tawnyea, BA, University of Minnesota Duluth; MSE, University of Wisconsin - Superior; EdS, University of Wisconsin - Superior; PhD, Capella University

Boschert, Andrea, MEd, University of Massachusetts Lowell

Bostain, Nancy, BA, University of Cincinnati; MS, New Mexico Highlands University; PhD, Walden University

Bostic, Rojeanne, BA, Florida International University; MS, Florida International University; EdS, Florida International University; PhD, Union Institute & University

Boyer, Elizabeth, BS, University of Washington; MEd, Boston University; PhD, University of North Texas

Brant, Curtis, BA, Kent State University; MA, Bowling Green State University; PhD, Bowling Green State University

Bratton, Danielle, MA, Liberty University

Brown, Andy, BA, Campbell University; BS, Campbell University; MS, United States Sports Academy; EdD, Argosy University

Brown, James, BA, University of Arkansas at Little Rock; MA, University of Tulsa; PhD, Benedictine University

Bruch, Angela, BA, Valparaiso University; MEd, Loyola University - Chicago; MA, DePaul University; PhD, DePaul University

Brue, Alan, BA, State University of New York at New Paltz; MAEd, University of Florida; EdS, University of Florida; PhD, University of Florida

Bryan, Herbert, BS, James Madison University; MA, University of The District of Columbia; EdD, The George Washington University

Bujack, Lynette, BGS, Indiana University; BS, Southern Utah University; MSED, Indiana University; PhD, Capella University

Burgard, Jesse, MS, Nova Southeastern University; PsyD Nova Southeastern University

C

Cable, Lynda, BA, University of Virginia; MA, Kent State University; PhD, Kent State University

Caccavale, Tracie, BA, University of Washington; MS, Pacific Graduate School of Psychology; PhD, Pacific Graduate School of Psychology

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, La Keita, BA, Temple University; MS, Loyola College; PsyD, Loyola College

Carter-McWoodson, Charletta, BA, Trinity College; MA, Towson State University; PhD, Union Institute & University

Chaney, Andreana, MA, Rice University

Chapman, William, BA, University of Missouri Columbia; MA, Luther Seminary; MA, University of St Thomas; PsyD, University of St Thomas

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

Cooper, Mark, BS, Youngstown State University; MA, Towson State University; PhD, Kent State University

Faculty, continued*Harold Abel**School of Psychology, continued*

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

Culver, Tiffany, MS, Mississippi State University; PhD, Mississippi State University

Cummings, Victoria, BS, Western Michigan University; MA, Chicago School of Professional Psychology

D

Daly, Barry, MA, Webster University; EdD, Argosy University Sarasota

Damiani, Joseph, BA, Ohio Northern University; MSW, University of Michigan - Ann Arbor; PsyS, Michigan School of Professional Psychology; PhD, Union Institute & University

Daniels, Stacy Loeff, BA, University of California Davis; MA, Pepperdine University

Davis, Joseph, BA, Indiana University Bloomington; MS Ed, Indiana University Purdue University; PhD, University of Missouri Columbia

Davy, Jennifer, BS, Ball State University; MA, Ball State University

Day, Kristine, BA, University of California, Irvine; MA, Texas Tech University; PhD, Texas Tech University

Dill, Jody, BS, University of Alabama at Birmingham; MA, University of Missouri - Columbia; PhD, University of Missouri - Columbia

DiMatteo, Donna, BA, University of San Diego; MS, California School of Professional Psychology - San Diego; MS, California School of Professional Psychology - San Diego (second); PhD, California School of Professional Psychology - San Diego

Donovan, Amy, BA, St. Olaf College; MA, University of Minnesota; PhD, University of Minnesota

Doogan, Mike, MA, Sofia University; MAT, Concordia University; PhD, Sofia University

Doyle, Anesa, BS, The Ohio State University; MEd, The Ohio State University

Drake, Sara, BS, Central Michigan University; MCoun, University of Phoenix; PhD, Walden University

E

Eckstein, Donna, BS, Presbyterian College; MEd, Georgia State University; PhD, Alliant International University - San Diego

Emick-Seibert, Jessica, BA, University of Toledo; MA, University of Northern Colorado; PhD, University of Maryland

Enright, Mary, BA, University of Wisconsin - Madison; MA, University of Wisconsin - Madison; PhD, University of Wisconsin - Madison

Estey, Alisa, BA, University of Colorado at Colorado Springs; MA, University of Colorado at Colorado Springs; PhD, University of Wyoming

F

Faibisch, Loren, BA, Barnard College; MEd, Harvard University; EdD, Harvard University

Favero-Puckett, Domenica, BS, The College of William & Mary; PsyD, Old Dominion University

Fenwick, Ricky, BS, Ball State University; MS, Ball State University; PhD, Union Institute & University

Fernandez, Loraine, BS, McNeese State University; MA, McNeese State University; PhD, Georgia Institute of Technology

Fero, Howard, BA, Hofstra University; MS, Baruch College - City University New York; PhD, Claremont Graduate University

Fischer, Bruce, BA, University of Minnesota; MA, University of Minnesota; PhD, University of Minnesota

Ford, Tasha, BA, Wilberforce University; MSW, Cleveland State University; PsyD, Walden University

Ford, Renee, MS Ed, University of Wisconsin Superior; PhD, Walden University

Fremont, Paula, BA, University of Miami; MA, University of Missouri - Kansas City; PhD, Walden University

Frese, Kent, BE, Villanova University

Fricko, Mary Ann, BA, University of Michigan - Ann Arbor; PsyD, Central Michigan University

G

Geimer, Jennifer, BS, James Madison University; MA, James Madison University; PhD, Bowling Green State 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

Gilston, Alyssa, BA, Fairleigh Dickinson University; MA, Fairleigh Dickinson University; MA, Argosy University; PsyD, Argosy University

Glazer, Hilda, BA, Beaver College; MS, University of North Texas; EdM, Rutgers University; EdD, Rutgers University

Glazer, Margaret, BES, St. Cloud State University; MS, St. Cloud State University; MBA, Minnesota School of Business

Glidewell, Reba, BA, Arkansas Tech University; MS, University of Southern Mississippi; PhD, University of Southern Mississippi

Goodwin, Beverly, BA, Pitzer College; MS, University of Pittsburgh; PhD, University of Pittsburgh

Gontarz, Michael, BA, University of Dallas; MEd, University of Wisconsin - La Crosse; EdD, Indiana University of Pennsylvania

Gonzalez, Cesar, BA, University of Arizona; MA, Alliant International University; PhD, Alliant International University

Gray, Malcolm, BA, Oklahoma State University; MS, Oklahoma State University; MA, University of Colorado at Boulder; PhD, University of Colorado at Boulder

H

Hale, Richard, BSBA, University of Phoenix; MBA, University of Phoenix; PhD, Capella University

Heller, Karen, BA, University of Michigan - Flint; MA, New York University; EdD, Nova Southeastern University

Henderson, Alexander, BA, The University of Georgia; MSW, University of South Carolina - Columbia; PhD, University of Memphis

Hill, Celeste, BA, University of Alabama; MA, University of Alabama; MS, University of Alabama; PhD, University of Alabama

Hinton, Patricia, BA, University of Tennessee, Knoxville; PhD, University of Tennessee, Knoxville

Hinton, John, MA, Sofia University; MBA, Pepperdine University; PhD, Sofia University

Hoffman, Bobby, BA, Fairleigh Dickinson University; MA, Fairleigh Dickinson University; PhD, University of Nevada, Las Vegas

Hudson, Scott, BA, University of Minnesota Duluth; MS, University of Wisconsin-Stout; PsyD, Argosy University Twin Cities

Huenefeld, Nancy, BA, University of Arizona; MSED, University of Kentucky - Lexington; PhD, Pennsylvania State University

Hughes, Kathleen, BA, Rutgers University; MA, Fairleigh Dickinson University; PhD, Capella University

Huitt, William, BS, University of South Alabama; MEd, University of Florida; PhD, University of Florida

Hunt, Jean, BA, University of Tennessee Knoxville; PhD, University of Tennessee Knoxville

Husenits, Kimberely, BA, Indiana University of Pennsylvania; MA, Indiana University of Pennsylvania; PsyD, Indiana University of Pennsylvania

I

Inserto, Fathiah, Diploma, University of Singapore; MA, Fielding Graduate University; PhD, Fielding Graduate University

J

Jacobson, Rebecca, BS, Auburn University at Montgomery; MS, Auburn University at Montgomery; PhD, Auburn University

James-Lamonica, Tara, BS, SUNY College at Brockport; MS, Mercy College; PhD, Walden University

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

Johnson, Julie, BA, University of Minnesota; MS, Walden University; PhD, Walden University

Jones, Deborah, BS, Southern Arkansas University; MEd, Southern Arkansas University

Jones, Lynn, BA, University of Michigan - Ann Arbor; BA, University of Michigan - Flint; MA, Oakland University; PhD, Temple University

Faculty, continued*Harold Abel**School of Psychology, continued***Joppich, Heather**, BA, College of Saint Rose; MS, Springfield College; PhD, Tennessee State University**Jordan, Caren**, BS, Boston College; BA, Boston College; MA, New York University; PhD, University of Florida**Josilowski, Chana**, MS, Mercy College; PhD, Capella University**Jung, Nicole**, BS, Florida State University; MS, Florida Institute of Technology; PsyD, Florida Institute of Technology**K****Kavar, Louis**, BA, Duquesne University; MA, Duquesne University; PhD, University of Pittsburgh**Keefer, Autumn**, BA, Penn State University; MS, Indiana State University; PhD, Indiana State University**Kenny, Clara**, BA, George Washington University; MA, George Washington University**King, Carolyn**, BA, Southern State College; MA, University of Michigan; PhD, University of Michigan**King, Heidi**, BA, University of Pennsylvania; MA, University of Florida Gainesville; PhD, University of Florida Gainesville**King, Thomas**, BA, University South Florida Tampa; MA, University South Florida Tampa; PhD, University South Florida Tampa**Kingsdorf, Sheri**, MA, Teachers College Columbia University; PhD, University of Miami**Koman, Elizabeth**, BA, California State Polytechnic University, Pomona; MA, Claremont Graduate University; PhD, Case Western Reserve University**Kostere, Kim**, BA, Mercy College; MA, Center for Humanistic Studies; PsyS, Center for Humanistic Studies; PhD, Union Institute & University**Kramer, Thomas**, BS, University of Massachusetts; MA, Long Island University C.W. Post Campus; MPhil, The Graduate School and University Center – City University of New York; MPH, Columbia University; PhD, The Graduate School and University Center – City University of New York**Krause, Sharlen**, BA, Mount Marty College; MA, University of South Dakota; MA, University of South Dakota (second); EdD, University of South Dakota**Krebs, Krista**, BA, University of Nebraska; MS, Iowa State University; PhD, Iowa State University**L****La Guardia, Amanda**, BS, East Tennessee State University; MA, East Tennessee State University; PhD, Old Dominion University**Lasley, Julianne**, BA, Western Michigan University; MA, University of Nevada, Reno**Lau, Ryan**, BA, Buena Vista University; MS, Walden University**Levinskas, Antanas**, BA, Governors State University; MA, Arizona State University; PhD, Arizona State University**Linnville, Steven**, MA, University of West Florida; PhD, Southern Illinois University - Carbondale**Loeff, Stacy**, BA, University of California Davis; MA, Pepperdine University**Loehrer, Rebecca**, BA, Baylor University; MS, Radford University; PhD, Texas A&M University**Lohr, Bethany**, BS, University of Alabama; MS, University Georgia; PhD, University of Georgia**Longo, Nancy**, BA, University of Southern California; MEd, University of Southern California; PhD, University of Southern California**M****Maestas, Michael**, BS, McPherson College; MA, University of Nebraska – Lincoln; PhD, University of Nebraska – Lincoln**Magnuson, Jennifer**, MS, Northeastern University**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**Marr, Natalie**, PhD, Argosy University Twin Cities**Marks-Frey, Marilyn**, BA, Roosevelt University; MS, Illinois Institute of Technology; PhD, Illinois Institute of Technology**Martinez, Isaac**, BA, University of Texas at Austin; MS, Oklahoma State – Stillwater; PhD, Oklahoma State – Stillwater**Mates, Meredith**, MA, Ball State University; CERT, Ball State University**Matthews, Elizabeth**, BA, New York University; MA, Columbia University; MPhil, The Graduate School and University Center – City University of New York; PhD, The Graduate School and University Center – City University of New York**Matthews, Nicole**, BA, Penn State University – Malvern; BBS, Chicago School of Professional Psychology; MEd, East Stroudsburg University**McEvoy-Rumbo, Elizabeth**, BS, Arizona State University; MEd, Northern Arizona University; PhD, Walden University**McIntyre, John**, BA, Stetson University; MA, Stetson University**Mehrotra, Chandra**, BSc, Agra University; MEd, Gorakhpur University; PhD, The Ohio State University**Mends-Cole, Saydee**, BA, Southern Illinois University; MS, Rochester Institute of Technology; MEd, Southern Illinois University; EdD, Wayne State University**Mercer, Gina**, BA, Saint Bonaventure University; MS, University of Tennessee Knoxville; PhD, University of Houston Downtown**Mihalache, Gabriela**, BA, Indiana University; MA, University of Notre Dame; PhD, Institute of Transpersonal Psychology**Milla, Susan Rose**, BA, CUNY Queens College; MA, University of Kansas; PhD, University of Kansas**Miller, Jerry**, MA, University South Florida Tampa; PhD, University South Florida Tampa**Moody, Marcia**, BA, University of Michigan – Ann Arbor; MEd, University of Maryland; PhD, University of Wisconsin – Madison**Moeller, Keisha**, BA, California State University Northridge; MS, California State University Northridge; CERT, The Chicago School of Professional Psychology**Moore, John**, BS, Columbia Southern University; MA, Northcentral University; PhD, Northcentral University**Muchnick, Kim**, BA, University of Colorado at Colorado Springs; MA, University of San Diego; PhD, Capella University**Mueller, Kristi**, MA, Argosy University; PsyD, Argosy University**Myers, Susan**, BA, Lindenwood University; MS, Saint Louis University; PhD, University of Missouri – St. Louis**N****Narveson, Ray**, BA, Concordia University; MA, University of Minnesota; PhD, University of Minnesota**Nassen, Lana**, BS, Southern Illinois University Carbondale; BA, Southern Illinois University -Carbondale; MAEd, University of Akron; PhD, University Northern Colorado**Nicolet, Irene**, BA, Saint Mary's University of Minnesota; MA, Northern Arizona University; PhD, Capella University**Nocita, Andrew**, BA, Michigan State University; MA, Miami University; PhD, Miami University**O****O'Connor, Michele**, MEd, Pennsylvania State University University Park**Ofei-Dodoo, Samuel**, MPA, Wichita State University; MA, Wichita State University; PhD, Wichita State University**Olsen, Brigit**, BA, North Park University; MBA, North Park University; PhD, Walden University**Ottomanelli, Gennaro**, BS, Manhattan College; MS, Fordham University; PhD, New York University**Overman, Rick**, BA, Indiana University Bloomington; MA, Indiana University Bloomington; PsyD, Argosy University, Chicago**Owens, Jeremy**, MA, University of Colorado at Boulder; PhD, University of Colorado at Boulder**Oyler, James**, BS, University of Utah; MA, University of Arizona; PhD, University of Arizona**P****Pack, Shana**, BA, Transylvania University; MS, University of Kentucky – Lexington; PhD, University of Kentucky – Lexington**Paloski, Lynn**, BS, University of Wisconsin – Oshkosh; MEd, University of Wisconsin – Oshkosh**Pannell, Erin**, BA, University of Texas at Austin; MEd, Texas State University – San Marcos; EdD, Argosy University, Sarasota**Parise, Megan**, BS, Northern Illinois University; MA, Northern Illinois University

Faculty, continued

Harold Abel
School of Psychology, continued

Pepmiller, Elizabeth, BA, San Jose State University; MA, Lindenwood University

Phronebarger, Andrea, BS, College of Charleston; MA, University of North Carolina at Charlotte

Picho, Katherine, MA, University of Hartford; MA, University of North Carolina at Charlotte

Pimpinelli, Angelo, BA, University of South Florida; MS, Nova Southeastern University; PhD, Union Institute & University

Pinnow, Eleni, BA, St. Olaf College; MA, State University of New York at Binghamton; PhD, State University of New York at Binghamton

Piotrowski, Nancy, BA, Rice University; MA, University of Houston – University Park; PhD, University of Houston – University Park

Pitselos, John, MA, The New School; PhD, Hofstra University

R

Raphael, Michael, BA, University of Massachusetts Amherst; MA, Western Michigan University; PhD, University of Akron

Reagle, Barbara, BS, Slippery Rock University; MEd, Slippery Rock University; PhD, University of Pittsburgh

Reddout, Jeffrey, BS, Cornell University; MS, Syracuse University; PhD, Syracuse University

Reichmuth, Diane, BA, Briar Cliff University; MA, Pepperdine University; PsyD, Pepperdine University

Reynolds, Susanna, BA, New York University; MS, Massachusetts Institute of Technology; MA, Princeton University; PhD, Princeton University

Ricde, Mirta, MS, Nova Southeastern University; PsyD, Nova Southeastern University

Rich, Jonathan, BA, University of California, San Diego; MA, San Diego State University; PhD, California School of Professional Psychology

Riley, Elizabeth, BA, Chapman University; MA, Southern Methodist University; PhD, Southern Methodist University

Riggins Sampson, Lana, BA, Fisk University; MA, Columbia University; MS, Alliant International University – Alameda; PhD, Alliant International University – Alameda

Riviera, Diana, BS, Nova Southeastern University; MA, Nova Southeastern University; PhD, Nova Southeastern University

Roberts, Roseanne, BA, DeSales University; MEd, Lehigh University; PhD, Capella University

Roberts Martin, Rebecca, PhD, Kent State University

Robinson, Linda, BS, Southern Illinois University – Carbondale; MA, Governors State University; PsyD, Argosy University Chicago

Rodriguez, Rebecca, BA, Gustavus Adolphus College; MDiv, Moravian Theological Seminary; MSE, University of Wisconsin; PhD, Walden University

Russell, Donna, BA, Webster University; MEd, University of Missouri – Columbia; PhD, University of Missouri – St. Louis

Ryan, Melissa, BA, St. Cloud State University; MA, Roosevelt University

S

Sabato, Lisa, BS, Pennsylvania State University University Park; MS, Capella University

Sailor, Joanni, BA, Midwestern State University; MA, Midwestern State University; PhD, Capella University

Santonastasi, Antonio, BS, University of Maryland College Park; MHR, University of Oklahoma Norman; PhD, Walden University

Sarnoff, David, BA, Harvard University; MS, University of Kentucky; PhD, University of Kentucky

Schatzman, Bard, BA, Westminster College; MS, Central Missouri State University; PhD, University of Missouri – Columbia

Schnedler, Robert, BA, Florida State University; MS, Washington State University; PhD, Washington State University

Schiffbauer, Lon, BA, University of Memphis; MBA, University of Phoenix

Secrest, Wayland, BA, University of California, Santa Cruz; MA, University of Oregon; PhD, University of Oregon

Seward, Janet, BS, Hobart and William Smith Colleges; MEd, University of Massachusetts Boston; PsyD, Argosy University, Chicago

Shelton, Dana, BA, University of Tulsa; MA, University of Tulsa; PhD, Walden University

Snyder, Diane, BA, San Diego State University; MA, National University

Sowa, Hilary, MA, Boston College; PhD, Bowling Green State University

St. Germaine, Jacquelyn, BS, Old Dominion University; MEd, Old Dominion University; MA, Pepperdine University; PhD, University of Arizona

Starrett, Dawn, BS, University of Nevada – Las Vegas; MS, University of Nevada – Las Vegas; PhD, United States International University

Stephenson, Cherie, BA, University of Wyoming; MS, Capella University

Stolfi, Laura, MSE, Hofstra University

Stone, Sherri, BS, Georgia Southwestern State University; MEd, Troy State University

Styles, Deborah, BFA, Emerson College; MFA, University of San Diego; MA, California Institute of Integral Studies; PsyD, California School of Professional Psychology

Styles, Douglas, BA, University of California, Santa Cruz; MA, California Institute of Integral Studies; PsyD, California School of Professional Psychology – Alameda

Sukal, Marlon, BS, CUNY Queens College; MBA, National University; PhD, Alliant International University – Los Angeles

Sullivan, Laura, BA, Purdue University; MS, Butler University

Suri, Shaveta, BA, CUNY John Jay College; MA, CUNY John Jay College

Sutton, Carlton, MA, Teachers College Columbia University; PhD, Capella University

Sweet-Christian, Angela, MEd, Aquinas College; PhD, Walden University

T

Terlizzi, Charlene, BA, Mundelein College; MA, Adler School of Professional Psychology; PsyD, Adler School of Professional Psychology

Toy, Olivia Anne, BA, Ball State University; MA, Ball State University

Trunk, Barry, BA, University of California, Los Angeles; MA, California State University, Long Beach; PhD, The Ohio State University

Turner, Daniel, BA, Georgia State University; MA, University of Phoenix; EdD, Nova Southeastern University

Turner, Lynne, MA, Western Michigan University; PhD, Western Michigan University

U

Uldall, Brian, BA, University of California, Santa Barbara; MA, The Ohio State University; PhD, The Ohio State University

V

Vail, Thomas, BS, Florida State University; MTh, Harding Graduate School of Theology; MSST, United States Army War College; PhD, Saybrook Institute

Van Haveren, Richard, BS, Carroll College; MEd, University of Miami; PhD, Oklahoma State University

Vogele Welch, Deborah, BA, Hawaii Pacific University; MA, Professional School of Psychological Studies; PhD, Union Institute & University

W

Wallis, Steven, BA, Sonoma State University; MA, Sonoma State University; MA, Fielding Graduate University; PhD, Fielding Graduate University

Walsh, John, MA, Adler School of Professional Psychology; PhD, Adler School of Professional Psychology

Weber, Barbara, BA, California State University, Los Angeles; MA, California State University, Los Angeles; PhD, University of Southern California

Whinghter, Linda Jean, BA, Emory University; MS, Clemson University; PhD, Bowling Green State University

Widzer, Joel, BS, Pepperdine University; PsyD, Alliant International University – San Diego

Williams, Dustin Grant, BA, University of Missouri – Kansas City; MCOUN, University of Missouri – Kansas City; PhD, University of North Dakota

Williams, Erica, BS, Alabama State University; MS, Alabama State University

Williamson, Rodney, BA, University of Portland; MS, Portland State University; PhD, University of Maryland

Wilmshurst, Linda, BA, University of Windsor; BA, University of Windsor (second); MA, University of Windsor; MA, University of Windsor (second); PhD, University of Toronto

Winningham, Sarah, ALB, Marian College; MA, Ball State University

Wowra, Scott, BA, North Carolina State University; MA, Wake Forest University; PhD, University of Florida

Faculty, continued*Harold Abel**School of Psychology, continued*

Wozniak, Renee, BA, Arizona State University; MEd, Northern Arizona University; PhD, Arizona State University

Wright, Michelle, BS, University of Central Florida; MS, Auburn University; PhD, DePaul University

Y

Yu, Chong Ho, BS, Bemidji State University; BA, Bemidji State University; MHR, University of Oklahoma; MEd, University of Oklahoma; PhD, Arizona State University

Z

Zamboni, Brian, MA, Loyola University - Chicago; PhD, Loyola University - Chicago

Zax, Brian, BA, University of California, Los Angeles; MA, The Ohio State University; PhD, The Ohio State University

Zwingelberg, Mark, BS, University of Minnesota – Twin Cities; MS, University of Wisconsin – Madison; PsyD, Florida Institute of Technology

School of Public Service Leadership**A**

Allen, Carolyn, BA, Pennsylvania State University; MSS, Bryn Mawr College; MA, Temple University; PhD, Temple University

Andreson-Engler, Annette, MS, Nova Southeastern University; PhD, Saybrook University

Andrews, Courtney, BA, University of Missouri – St. Louis; MPA, University of Missouri – St. Louis; PhD, University of Missouri – St. Louis

Atkins, Philip, BA, Olivent Nazarene University; MA, Heidelberg College; MS, Capella University; PhD, Capella University

B

Barland, Libby, BA, Lynn University; MS, Lynn University

Beaver, Kevin, BA, The Ohio State University; MS, University of Cincinnati; PhD, University of Cincinnati

Blackman-Siddall, Lisa, BA, The Johns Hopkins University; PhD, Northwestern University

Blevins, Dean, BA, University of Akron; BA, , University of Akron; MA, , University of Akron; PhD, , University of Akron

Bishop, Shanel, DSW, University of Tennessee - Knoxville

Brancazio, Steven, BS, Lynn University; MS, Kaplan University

Brown, Michael, BS, Park University; MS, Capella University; PhD, Capella University

Brown, Terrence, BS, Ohio University; MHSA, Ohio University; PhD, Ohio University

C

Carter, Kay, BA, Wichita State University; MS, Case Western Reserve University; PhD, University of Idaho

Christenson, Brian, BSW, Lewis Clark State College; MSW, Eastern Washington University; PhD, University of Idaho

Clearfield, Tammi, BA, Florida Atlantic University; MS, Florida International University; JD, University of Miami

Cohen, Harold, BS, Towson University; MS, University of Maryland; PhD, Walden University

Collins, Matthew, BGS, Virginia Commonwealth University; MPA, Virginia Commonwealth University; PhD, Virginia Polytechnological Institute and State University

Combs, Brett, BS, Palm Beach Atlantic University; MS, University of Florida

Conis, Pete, BS, Iowa State University; MS, Iowa State University; PhD, Iowa State University

D

Daines, Andrea, BA, Utah State University; MS, Utah State University; PhD, Utah State University

Daniel, Elycia, BA, Auburn University; MA, Clark Atlanta University

Davis, Katheryne, BS, Trinity College; JD, Widener

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

DiBari, David, BA, University of Colorado at Colorado Springs; MCJ, University of Colorado at Denver; EdD, Argosy University

DiCarlo, John, BA, Indiana University of Pennsylvania; MS, Lynn University

Duff, David, BA, University of Arizona; BS, University of Arizona; MS, University of Arizona; PhD, North Dakota State University

Dunn, Charles, BS, Utah State University; PhD Utah State University

Durr, James, BBA, Northwood University; MS, Lynn University

E

Ellington, Renata, MEd, Southern Illinois University Carbondale; PhD, Walden University

Esmail, Ashraf, BA, Louisiana State University – Baton Rouge; MA, Georgia State University; EdD, Union Institute & University

F

Fahoum, Yousef, BS, Arkansas State University; MHSC, University of Arkansas Little Rock; DrPH, University of Arkansas for Medical Science

France, Paul, BA, University of Wisconsin – Madison; MA, Naval Postgraduate School

Franks, George, BA, University of Alabama; MPA, University of Arkansas at Little Rock; PhD, Texas A&M University

G

Gangluff, Deborah, BS, University of Central Arkansas; MS, University of Central Arkansas; DSc, Tulane University

Genao, Soribel, MS, CUNY Hunter College; PhD, Rutgers State University

Grimes, Nancy, BS, Barry University; MPA, Troy State University

Grohman, Kerry, BA, State University of New York at Buffalo; PhD, State University of New York at Buffalo

H

Hamlett, Tiffany, BA, University of Texas at Austin; MS, Texas Woman's University; PhD, Texas Woman's University

Hawkins, John, MA, University of Dundee - UK; MBA, Edinburgh Napier University - UK; DBA, Brunel University

Henderson, Howard, BS, Middle Tennessee State University; MCJ, Tennessee State University; PhD, Sam Houston State University

Hennen, Christopher, MLA, Harvard Extension School; EdD, Regent University

Faculty, continued*School of Public Service
Leadership, continued*

Hilliman, Charlyn, 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

Holmes, Suzanne, BA, University of California; MA, The George Washington University; DPA, University of La Verne

Hurd, Debra, BA, University of Arkansas; MPA, University of Arkansas; PhD, University of Arkansas

J

Jenkins, Tionna, MPH, University of Arkansas for Medical Science

Jennings, Sheara, BS, Southern University at Baton Rouge; MSW, Louisiana State University; PhD, University of North Carolina at Chapel Hill

Johnson, Todd, BS, Cardinal Stritch University; MA, University of St. Thomas

K

Kemp, Micheal, BS, Minot State University; MS, Minot State University; MS, North Dakota State University; PhD, North Dakota State University

Kerwood, Scott, BS, Oklahoma State University; MPA, University of Oklahoma; PhD, Walden University

Kill, Misti, BA, Minnesota State University Moorhead; MS, North Dakota State University; PhD, North Dakota State University

Kilroy, Lisa, BA, Ottawa University; MS, Capella University; PhD, Capella University

Klein, Steven, BA, Yale University; MA, University of North Carolina at Chapel Hill; LLM, Temple University; JD, University of North Carolina at Chapel Hill; PhD, University of North Carolina at Chapel Hill; PhD, University of North Carolina at Chapel Hill (second)

Klostermann, Keith, BS, State University of New York Buffalo; MS, Canisius College; PhD, SUNY at Buffalo

L

Lannon, Mary, MA, American Public University

Laine, John, MPA, Metropolitan Coll of New York; PhD, Walden University

Langlois, Ricky, BS, Texas A&M University; MS, Lynn University

Larson, Dean, BS, Purdue University; MS, Naval Postgraduate School; MA, Purdue University Calumet; PhD, Purdue University

Leerburger, Marian, BA, Colby College; MA, American University; MS, Georgetown University; PhD, University of Maryland

M

Martin, Daniel, BS, University of Dayton; MA, American Military University; PhD, North Dakota State University

McBride, Anthony, BS, Northeastern University; MA, Indiana University of Pennsylvania; EdD, Duquesne University

McKoy, Kathy, BA, Sojourner-Douglass College; MA, Sojourner-Douglass College; PhD, Capella University

Mink, Ellen, BA, SUNY College at Oneonta; PhD, SUNY College of Buffalo

Moore, Julia, BA, University of Houston Downtown; MS, University of Houston Downtown; MS, University of Houston Clear Lake; PhD, Mississippi State University

Moran, Nathan, BS, Midwestern State University; MA, Sam Houston State University; PhD, Sam Houston State University

Morgan-Gardner, English, BS, Morgan State University; MS, Capella University; PhD, Capella University

O

Ojo, David, BS, Ahmadu Bello University – Nigeria; MBA, National University; MS, Indiana State University; PhD, Union Institute & University

O'Reilly, Ayn, BS, University of Pittsburgh; BA, University of Pittsburgh; MA, Edinboro University of Pennsylvania; PhD, Indiana University of Pennsylvania

P

Padgett, John, BBA, Brenau University; MEd, Troy State University

Pak, Charles, BS, Pennsylvania State University Park; MS, Capitol College; PhD, Nova Southeastern University

Pascarella, Joseph, BA, Rowan University; MA, CUNY John Jay College; MPhil, Graduate School & University Center CUNY; PhD, Graduate School & University Center CUNY

Paynich, Rebecca, MA, Washington State University Pullman; PhD, Washington State University Pullman

Peters, Mark, BA, SUNY College of Fredonia; MA, SUNY at Buffalo; PhD, SUNY at Buffalo

Pope, James, BS, Columbus State University; MS, Troy State University; MPA, Columbus State University

Poulin, Thomas, BA, Saint Leo University; MS, Troy State University; PhD, Old Dominion University

Powell, David, BA, Baldwin Wallace College; MA, Ohio University, Zanesville; PhD, Miami University

R

Rembert, David, BSW, MCJ, Tennessee State University; PhD, Sam Houston State University

Rice, Stephen, BA, Rollins College; MA, University of Illinois at Urbana Champaign; PhD, University of Illinois at Urbana-Champaign

Ring, Robyn, BA, University of Houston – Clear Lake; MA, University of Houston – Clear Lake; PhD, University of Southern Mississippi

Roland, Brian, BA, University at Albany SUNY; PhD, University at Albany SUNY

Roseburr, Linda, BS, California State Polytechnic University, Pomona; MPA, California State University, Northridge; EdD, Nova Southeastern University

Rounds-Bryant, Jennifer, BS, Northern Illinois University; MA, University of North Carolina; PhD, University of North Carolina

Russ-Trent, Lana, BA, Florida Atlantic University; MS, Nova Southeastern University; PhD, Nova Southeastern University

Ryser, Rudolph, BA, Washington State University; PhD, Union Institute & University

S

Satram-Hoang, Sacha, PhD, University of California Irvine

Schneider, Jeffrey, BA, Gannon University; MS, Mercyhurst College; EdD, University of Pittsburgh

Seddon, Ayn, BA, University of Pittsburgh; MA, Edinboro University of Pennsylvania; PhD, Indiana University of Pennsylvania

Simpson, Donald, MPH, Tulane University; PhD, University of Arkansas Pine Bluff

Skinner, Billy, MS, University of Central Florida

Strouse, Heather, BA, Capital University; MA, University of Phoenix; DM, University of Phoenix

T

Taksey, Christopher, BA, Florida Atlantic University; MA, Asford University

Tetteh, Emmanuel, BPS, Metropolitan College of New York; MS, Metropolitan College of New York; PhD, Walden University

Thompson, Steven, MS, Grand Canyon University; PhD, North Dakota State University

Tucker, Saran, BS, University of California Riverside; MPH, Loma Linda University; PhD, University of California Irvine

U

Umeh, Ogwo, BBA, Fort Valley State University; MBA, Jackson State University; PhD, Texas Tech University

V

VanDiver, Shawn, BS, National University; MS, National University

W

Walker, Moneque, BA, University of Miami; JD, University of Florida; PhD, University of Miami

Walker Marciano, Alisha, BA, Randolph-Macon Woman's College; MA, Marshall University; MS, Pennsylvania State University University Park; PhD, Pennsylvania State University University Park

Wallace, Ronnie, MBA, Regis College; PhD, Capella University

Webb, Michael, BA, Bellevue University; MS, Mercy College; PhD, Walden University

Faculty, continued*School of Public Service
Leadership, continued*

Widener, Murray, BS, Columbus State University; MPA, Columbus State University; DPA, University of Alabama, Tuscaloosa

Witty, Cathie, BA, University of California, Berkeley; MS, Nova Southeastern University; MPA, Harvard University; MA, University of California, Berkeley; PhD, University of California, Berkeley

Wright, Robert, BA, University of Chicago; MPA, Suffolk University; DPA, University of LaVerne

Y

Yeager, Bonnie, BS, Fairleigh Dickinson University; MADS, Fairleigh Dickinson University; DM, University of Phoenix

Department of Social Work**A**

Ahlman, Ruth, MSN, University of Illinois; PhD, University of Illinois

Ashby, Hope, MA, New York University; MSW, New York University

B

Braxton, Mavis, BA, Oakwood College; MASS, San Diego State University; DLS, Walden University

C

Coleman, Kenya, MSW, Howard University; MA, Argosy University Washington DC; PsyD, Argosy University Washington DC

Cotten, Christopher, MSW, New York University; PhD, University of Illinois Chicago

D

DeLong Hamilton, Tobi, BSW, Florida Atlantic University; MS, Florida International University; PhD, Colorado State University - Fort Collins

Dimitrov Hackman, Ruthanne, BA, Juniata College; MSW, Temple University; PhD, University of Pittsburgh

E

Ersing, Robin, BA, State University of NY College; MSW, State University of New York Buffalo; PhD, State University of New York Buffalo

F

Farrel, Dorothy, BS, Colorado State University; MSW, Colorado State University; DM, University of Phoenix

Fielding, Kimberly, BSW, Metropolitan State University Denver; MSW, University of Denver; EdD, Fielding Graduate University

Franklin, Franzine, MSW, The Catholic University of America; PhD, The Catholic University of America

H

Harris, Bridgette, BSW, University of Texas - Arlington; MSW, University of Texas - Arlington; PhD, Jackson State University

Harris, Cynthia, BA, Howard University; MSW, Howard University; DHA, Central Michigan University

Hill, Anthony, MSW, Howard University; PhD, Howard University

I

Izaksonas, Elena, AB, University of Michigan, Ann Arbor; MSW, University of Michigan, Ann Arbor; PhD, University of Minnesota

J

James, Donna, BS, Florida State University, MSW, Florida State University; DSW, University of Tennessee - Knoxville

Jennings, Lisa, BBA, Faulkner University; MSW, University of Alabama Tuscaloosa; PhD, University of Alabama Birmingham

K

Kasiborski, Natalie, BA, Michigan State University; MSW, Michigan State University; PhD, Michigan State University

Kiessling-Caver, Anita, BA, University of Missouri Columbia; MSW, University of Missouri Columbia; PhD, University of Missouri Columbia

L

Lam, Brian, BA, California State University, Fullerton; MSW, California State University, Long Beach; MS, Columbia University of New York; MPHIL, Columbia University of New York; PhD, Columbia University of New York

P

Palloff, Rena, BA, University of Wisconsin - Madison; MSW, University of Wisconsin - Milwaukee; MA, Fielding Graduate University; PhD, Fielding Graduate University

Q

Quijano, Louise, MSW, SUNY at Buffalo; PhD, Syracuse University

R

Ray, Kateri Picard, MSW, Florida State University; PhD, University of Idaho

Reinsmith-Jones, Kelley, MSW, Eastern Washington University; PhD, Gonzaga University

S

Slovak, Karen, MS, Case Western Reserve University; PhD, Case Western Reserve University

Suarez, Zulema, BA, Herbert H. Lehman College - City University of New York; MSW, New York University; PhD, University of Chicago

Sundvall, Jamie, BA, Northwest Nazarene College; MSW, Northwest Nazarene College; PhD, The Chicago School of Professional Psychology

T

Tirrito, Teresa, BA, Queens College - City University of New York; MSW, Adelphi University; PhD, Fordham University

W

Wells, Anjanette, BA, University of California Los Angeles; MSW, California State University Long Beach; PhD, University of Southern California

State Regulatory Information

Capella University is registered as a private institution with the Minnesota Office of Higher Education and is an approved institutional participant in the National Council for State Authorization Reciprocity Agreements (NC-SARA).

Capella is authorized to operate in all SARA member states (<http://www.nc-sara.org/content/sara-state-status>), and is registered, authorized, or otherwise not subject to approval in all states not currently participating in SARA.

California Bureau for Private Postsecondary Education

P.O. Box 980818
West Sacramento, CA 95798-0818
888.370.7589
www.bppe.ca.gov

Minnesota Office of Higher Education SARA Portal Agency

1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
651.642.0533
<http://www.ohe.state.mn.us>

Capella University is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes 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.

Washington State Nursing Care Quality Assurance Commission (NCQAC)

Capella University is approved by the Washington State Nursing Care Quality Assurance Commission to provide practice experiences in the state of Washington for DNP and MSN programs. For more information go to this website link:
<http://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/>

ACCREDITATION: Capella University is accredited by the Higher Learning Commission.

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

©2018. Capella University.



CAPELLA UNIVERSITY

2018 University Catalog, Volume 18–19, No. 1

Strategic Education, Inc. Leadership Addendum

Effective August 10, 2018

Pages 455 - Governance

The following section has been updated to reflect the change in leadership from Capella Education Company to Strategic Education, Inc.

Governance

Administration

The administration of Capella University is committed to excellence in all aspects of the institution. Along with an enthusiasm for working with adult learners, Capella's administrators bring many years of experience to designing and delivering higher education programs.

CAPELLA UNIVERSITY

Academic Administration

Richard Senese, PhD, LP
President

Constance St. Germain, EdD, JD
Vice President of Academic Affairs
Chief Academic Officer

Curtis Brant, PhD
Interim Dean
School of Education

Melissa McIntyre, PhD
Associate Dean of Education

Elizabeth Riley, PhD
Dean
Harold Abel School of Psychology

Anna Hultquist, PhD
Dean
School of Counseling and Human Services

Lisa McKenna, PhD
Assistant Dean of Counseling

Rhonda Capron, EdD
Dean
School of Business and Technology

Cheryl Bann, PhD
Associate Dean of Business

Bill Dafnis, PhD
Associate Dean of Technology

F. Patrick Robinson, PhD, RN, FAAN
Dean
School of Nursing and Health Sciences

Christy Davidson, DNP
Associate Dean of Nursing

Charlyn A. Hilliman, PhD
Dean
School of Public Service Leadership

Genevieve Feliu, PhD
Dean, Division of Arts and Sciences and
Academic Success

Jennifer Straub, PhD
Assistant Dean, Division of Arts and Sciences

Executive Administration

Mary Miller, MBA
Senior Vice President and
Chief Marketing Officer

Steve Bradley
Vice President
Employer Solutions

Kara Paymar
Vice President
Marketing

Shawna Thayer
Vice President
Enterprise Analytics and Insights

Linda Muehlbauer, MBA
Associate Vice President
Learner Services and Operations

Mani Ratnam, MBA
Vice President
Experiences and Initiatives

Tonia Teasley, JD
Vice President and General Manager
College of Business, Technology, Education and
Public Service Leadership

Jennifer Hoff, MS
Vice President and General Manager
College of Nursing, Health, and Behavioral
Sciences

Board of Directors

The board of directors provides oversight and guidance regarding Capella University's policies and programs.

Mark Brown, MBA
Adrian Butler, DM
Frank Hughey, MS CISSP
Eric Jolly, PhD (Board Chair)
Christopher King, PhD
Rena Palloff, PhD
Lori Riley, MBA, MS Ed
Richard Senese, PhD
Steven Snyder, PhD (Vice Chair)
Todd Sorensen, JD (Board Secretary)
Harry Williams, PhD

STRATEGIC EDUCATION, INC.

Executive Management

Robert S. Silberman
Executive Chairman

Karl McDonnell
President and Chief Executive Officer

Daniel W. Jackson
Executive Vice President and
Chief Financial Officer

Lizette B. Herraiz, Esq.
General Counsel

Board of Directors

Robert S. Silberman (Executive Chairman)
J. Kevin Gilligan (Executive Vice Chairman)
Karl McDonnell
Charlotte F. Beason, Ed.D.
Rita D. Brogley
John T. Casteen, III, Ph.D.
H. James Dallas
Nate Fick
Robert R. Grusky
Todd A. Milano
G. Thomas Waite, III
J. David Wargo

2018–2019 University Catalog, Volume 18–19, No. 1

Catalog Addendum

Effective October 8, 2018

Pages 100–104 - Tuition and Fees Table

TUITION AND FEES TABLE

ALL SCHOOLS (NONREFUNDABLE)	Undergraduate	Graduate
Application fee	\$50	\$50
International transcript evaluation fee	\$100	\$100
Prior Learning Assessment petition evaluation fee per credit	\$75	\$125
Prior Learning Assessment documented credit evaluation fee*	\$50	\$50

* The Prior Learning Assessment documented credit evaluation fee is assessed once per quarter of submission for the evaluation of all eligible certifications.

SCHOOL OF BUSINESS AND TECHNOLOGY (SOBT)	Tuition (Per Credit)	Resource Kit (Per Quarter)	Tuition (Per Upper- Division Credit)	Tuition (Per Lower- Division Credit)	Tuition (Per Graduate Credit for Combined Option)	Quarterly Tuition (Flat Rate)	Capped Pricing
Bachelor of Science (BS) in Business		\$150	\$410	\$354	\$410		
Undergraduate Certificate in Accounting*	\$410	\$150					
Doctor of Philosophy (PhD) in Business Management [†]	\$953	\$175					\$953/\$1,906/\$2,859/ \$3,812/\$4,765/\$5,000 [‡]
Doctor of Business Administration (DBA) [†]		\$175				\$4,800	
Bachelor of Science (BS) in Information Technology		\$175	\$410	\$354	\$410		
Undergraduate Certificate in Network Technology: Cisco*		\$175	\$410	\$354			
Undergraduate Certificate in Network Technology: Microsoft*		\$175	\$410	\$354			
Undergraduate Certificate in Software Development*		\$175	\$410	\$354			
Doctor of Information Technology (DIT) [†]		\$175				\$4,800	
Master of Business Administration (MBA)	\$796	\$175					
Master of Science (MS) in Analytics	\$695	\$175					
Master of Science (MS) in Human Resource Management	\$710	\$175					
Graduate Certificate in Business Administration*	\$796	\$175					
Graduate Certificate in Human Resource Management*	\$710	\$150					
Doctor of Philosophy (PhD) in Information Technology [†]	\$953	\$175					\$953/\$1,906/\$2,859/ \$3,812/\$4,765/\$5,000 [‡]
Master of Science (MS) in Information Assurance and Cybersecurity	\$682	\$175					
Master of Science (MS) in Information Technology	\$689	\$175					
Graduate Certificate in Analytics Using SAS®*	\$689	\$175					
Graduate Certificate in Advanced Analytics Using SAS®*	\$689	\$175					
Graduate Certificate in Digital Forensics*	\$682	\$175					
Graduate Certificate in Information Assurance and Cybersecurity*	\$682	\$175					
Graduate Certificate in Network Defense*	\$682	\$175					
Graduate Certificate in Project Management*	\$689	\$175					

	Tuition (Per 12-Week Session)	Resource Kit (Per 12-Week Session)	Technology Fee (Per 12-Week Session)
Bachelor of Science (BS) in Business, FlexPath options	\$2,400		
Bachelor of Science (BS) in Information Technology, FlexPath options	\$2,400		\$100
Master of Business Administration (MBA), FlexPath options	\$2,650	\$175	
Graduate Certificate in Business Administration, FlexPath option	\$2,650	\$175	
Graduate Certificate in Business Management, FlexPath Modular option	\$2,650		

* Certificate tuition costs may vary when taken concurrently with other programs.

[†] 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 Campus. Learners who cancel their residency registration more than 30 days prior to the start of the residency will not be assessed a cancellation fee. Learners who cancel their residency registration 7–30 days prior to the start of the residency will be assessed a \$150 cancellation fee. Learners who cancel their residency registration 0–7 days prior to the start of the residency will be assessed the entire residency fee.

[‡] The capped tuition rates are as follows for learners enrolled in the Doctor of Philosophy (PhD) in Business Management or PhD in Information Technology degree programs: \$953 for learners registered in 1 quarter credit; \$1,906 for learners registered in 2 quarter credits; \$2,859 for learners registered in 3 quarter credits; \$3,812 for learners registered in 4 quarter credits; \$4,765 for learners registered in 5 quarter credits; and \$5,000 for learners registered in 6 or more quarter credits.

TUITION AND FEES TABLE, *continued*

SCHOOL OF COUNSELING AND HUMAN SERVICES (SOCHS)	Tuition (Per Credit)	Resource Kit (Per Quarter)	Quarterly Tuition	Quarterly Tuition (Comprehensive Examination and Dissertation)
Doctor of Philosophy (PhD) in Counselor Education and Supervision [†]	\$697	\$175		
Master of Science (MS) in Addiction Studies [†]	\$545	\$175		
Master of Science (MS) in Marriage and Family Counseling/Therapy [†]	\$487	\$175		
Master of Science (MS) in Clinical Mental Health Counseling [†]	\$487	\$175		
Master of Science (MS) in School Counseling [†]	\$487	\$175		
Graduate Certificate in Contemporary Theory in Addictive Behavior*	\$487	\$175		
Graduate Certificate in Contemporary Theory in Couple and Family Systems*	\$487	\$175		
Graduate Certificate in Contemporary Theory in Mental Health Services*	\$487	\$175		
Doctor of Philosophy (PhD) in Human Services [†]	\$697	\$175		\$2,780
Doctor of Human Services (DHS)	\$697	\$175		
Master of Science (MS) in Human Services	\$539	\$150		
Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior [†]		\$175	\$4,854	\$4,175

* Certificate tuition costs may vary when taken concurrently with other programs.

[†] 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 Campus. Learners who cancel their residency registration more than 30 days prior to the start of the residency will not be assessed a cancellation fee. Learners who cancel their residency registration 7–30 days prior to the start of the residency will be assessed a \$150 cancellation fee. Learners who cancel their residency registration 0–7 days prior to the start of the residency will be assessed the entire residency fee.

SCHOOL OF EDUCATION (SOE)	Tuition (Per Credit)	Resource Kit (Per Quarter)
Doctor of Education (EdD)	\$730	\$175
Doctor of Philosophy (PhD) in Education [†]	\$730	\$175
Education Specialist (EdS)	\$730	\$175
Master of Education (MEd) in Teaching and Learning	\$440	\$150
Master of Science (MS) in Education	\$453	\$150
Master of Science (MS) in Education Innovation and Technology	\$440	\$150
Master of Science (MS) in Higher Education	\$440	\$150
Post-Master's Certificate in Adult Education Leadership*	\$730	\$175
Post-Master's Certificate in College Teaching*	\$730	\$175
Post-Master's Certificate in Curriculum and Instruction*	\$730	\$175
Post-Master's Certificate in Educational Leadership and Management*	\$730	\$175
Post-Master's Certificate in Leadership and Accountability*	\$730	\$175
Post-Master's Certificate in Leadership for Higher Education*	\$730	\$175
Post-Master's Certificate in Performance Improvement Leadership*	\$730	\$175
Post-Master's Certificate in Postsecondary and Adult Education*	\$730	\$175
Post-Master's Certificate in Professional Studies in Education*	\$730	\$175
Post-Master's Certificate in Research*	\$730	\$175
Graduate Certificate in Adult Education*	\$440	\$150
Graduate Certificate in Higher Education Leadership and Administration*	\$440	\$150
Graduate Certificate in Competency-Based Instruction*	\$440	\$150
Graduate Certificate in Instruction in the 1:1 Environment*	\$440	\$150
Graduate Certificate in Personalized Learning*	\$440	\$150
Graduate Certificate in Professional Growth and Development*	\$440	\$150
	Tuition (Per 12-Week Session)	Resource Kit (Per 12-Week Session)
Master of Education (MEd) in Teaching and Learning, FlexPath option	\$2,300	\$150

* Certificate tuition costs may vary when taken concurrently with other programs.

[†] 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 Campus. Learners who cancel their residency registration more than 30 days prior to the start of the residency will not be assessed a cancellation fee. Learners who cancel their residency registration 7–30 days prior to the start of the residency will be assessed a \$150 cancellation fee. Learners who cancel their residency registration 0–7 days prior to the start of the residency will be assessed the entire residency fee.

TUITION AND FEES TABLE, *continued*

SCHOOL OF NURSING AND HEALTH SCIENCES (SONHS)	Tuition (Per Credit)	Resource Kit (Per Quarter)	Tuition (Per Upper-Division Credit)	Tuition (Per Lower-Division Credit)	Tuition (Per Graduate Credit for Combined Option)
Bachelor of Science (BS) in Health Care Administration		\$125	\$368	\$344	
Bachelor of Science in Nursing (BSN)		\$125	\$360	\$336	\$360
Bachelor of Science in Public Health (BS)		\$125	\$368	\$344	
Doctor of Health Administration (DHA)	\$735	\$175			
Doctor of Public Health (DrPH)	\$735	\$175			
Master of Health Administration (MHA)	\$526	\$125			
Master of Public Health (MPH)	\$492	\$125			
Post-Master's Certificate in Epidemiology	\$735	\$175			
Graduate Certificate in Health Administration*	\$526	\$125			
Graduate Certificate in Health Care Informatics*	\$526	\$125			
Graduate Certificate in Health Care Leadership*	\$526	\$125			
Graduate Certificate in Public Health*	\$492	\$125			
Doctor of Nursing Practice (DNP) [†]	\$790	\$175/\$125/\$175 [‡]			
Master of Science in Nursing (MSN)	\$425	\$125			
Graduate Certificate in Care Coordination*	\$425	\$125			
Graduate Certificate in Nursing Informatics*	\$425	\$125			
Graduate Certificate in Nursing Leadership*	\$425	\$125			
	Tuition (Per 12-Week Session)	Resource Kit (Per 12-Week Session)			
Bachelor of Science (BS) in Health Care Administration, FlexPath option	\$2,400	\$125			
Bachelor of Science in Nursing (BSN), FlexPath option	\$3,000				
Master of Health Administration (MHA), FlexPath option	\$2,300	\$125			
Master of Science in Nursing (MSN), FlexPath option	\$2,500	\$125			
Graduate Certificate in Health Administration, FlexPath option	\$2,100	\$125			

* Certificate tuition costs may vary when taken concurrently with other programs.

[†] Learners enrolled in the Doctor of Nursing Practice (DNP) Preparatory Program are charged the Master of Science of Nursing (MSN) tuition-per-credit for their DNP Preparatory Program courses.

[‡] The Resource Kit fees (per Quarter) are as follows: \$175 for learners enrolled in the Doctor of Nursing Practice (DNP) degree program; \$125 for learners enrolled in the Doctor of Nursing Practice (DNP) Preparatory Program; and \$175 for learners enrolled in the BSN-to-DNP pathway.

TUITION AND FEES TABLE, *continued*

HAROLD ABEL SCHOOL OF PSYCHOLOGY (SOP) UNDERGRADUATE	Resource Kit (Per Quarter)	Tuition (Per Upper-Division Credit)	Tuition (Per Lower-Division Credit)	Tuition (Per Graduate Credit for Combined Option)
Bachelor of Science (BS) in Psychology	\$150	\$411	\$357	\$411
Bachelor of Science (BS) in Psychology Pre-Counseling Program	\$150	\$411	\$357	\$411
		Tuition (Per 12-Week Session)		
Bachelor of Science (BS) in Psychology, FlexPath option	\$150	\$2,500		

HAROLD ABEL SCHOOL OF PSYCHOLOGY (SOP) GRADUATE	Tuition (Per Credit)	Resource Kit (Per Quarter)	Tuition (Per Credit for Practicum Coursework)	Quarterly Tuition	Quarterly Tuition (Comprehensive Examination and Dissertation)	Year-in- Residence [†] (Weekend-in- Residence)	Year-in- Residence [†] (Week-in- Residence)	Year-in- Residence [†] (Extended Seminar)
Doctor of Philosophy (PhD) in Psychology [†]	\$530	\$175			\$2,780			
Doctor of Psychology (PsyD)	\$530	\$175			\$2,780		\$600	\$3,290
Doctor of Psychology (PsyD) in School Psychology [†]	\$530	\$175			\$2,780		\$1,495	\$2,990
Master of Science (MS) in Clinical Psychology [†]	\$485	\$160						
Master of Science (MS) in Psychology	\$485	\$160						
Graduate Certificate in Applied Behavior Analysis*	\$485	\$160						
Graduate Certificate in Play Therapy*	\$485	\$160						
Specialist Certificate in School Psychology*	\$485	\$160	\$495			\$275	\$1,495	\$2,990
	Tuition (Per 12-Week Session)			Resource Kit (Per 12-Week Session)				
Master of Science (MS) in Psychology, FlexPath option	\$2,700			\$160				

* Certificate tuition costs may vary when taken concurrently with other programs.

[†] 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 Campus. Learners who cancel their residency registration more than 30 days prior to the start of the residency will not be assessed a cancellation fee. Learners who cancel their residency registration 7–30 days prior to the start of the residency will be assessed a \$150 cancellation fee. Learners who cancel their residency registration 0–7 days prior to the start of the residency will be assessed the entire residency fee.

SCHOOL OF PUBLIC SERVICE LEADERSHIP (SOPSL)	Tuition (Per Credit)	Resource Kit (Per Quarter)	Tuition (Per Upper-Division Credit)	Tuition (Per Lower-Division Credit)	Quarterly Tuition
Bachelor of Science (BS) in Criminal Justice		\$150	\$411	\$357	
Doctor of Philosophy (PhD) in Criminal Justice [†]	\$697	\$175			
Doctor of Philosophy (PhD) in Emergency Management [†]	\$697	\$175			
Doctor of Emergency Management (DEM) [†]	\$697	\$175			
Doctor of Public Administration (DPA) [†]	\$697	\$175			
Master of Science (MS) in Criminal Justice	\$530	\$150			
Master of Science (MS) in Emergency Management	\$530	\$150			
Master of Public Administration (MPA)	\$530	\$150			
Doctor of Social Work (DSW) [†]		\$175			\$4,296
Master of Social Work (MSW)—Advanced Standing [†]	\$505	\$150			
Master of Social Work (MSW) [†]	\$505	\$150			

* Certificate tuition costs may vary when taken concurrently with other programs.

[†] 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 Campus. Learners who cancel their residency registration more than 30 days prior to the start of the residency will not be assessed a cancellation fee. Learners who cancel their residency registration 7–30 days prior to the start of the residency will be assessed a \$150 cancellation fee. Learners who cancel their residency registration 0–7 days prior to the start of the residency will be assessed the entire residency fee.

Pages 169–170 - School of Counseling and Human Services

Master of Science (MS) in School Counseling

The CACREP-accredited Master of Science in School Counseling degree program is designed to prepare learners to assume leadership positions as school counselors serving diverse populations of students in public or private elementary, middle, and high school settings. Built on national standards and models, the curriculum offers a comprehensive approach to the delivery and management of contemporary school counseling programs and emphasizes assessment; intervention; individual and group counseling; school counseling core curriculum; consultation and collaboration with teachers, parents, and the community; and advocacy for systemic change in the P–12 environment. Through coursework and clinical skills training, learners demonstrate proficiency in evidence-based counseling approaches for P–12 children and adolescents.

Pages 172–183 - School of Counseling and Human Services Academic Offerings

Degree Programs	Specializations	Certificate Programs
Doctor of Philosophy (PhD) in Counselor Education and Supervision	General Counselor Education and Supervision	
Master of Science (MS) in Addiction Studies		
Master of Science (MS) in Clinical Mental Health Counseling		
Master of Science (MS) in Marriage and Family Counseling/Therapy	General Marriage and Family Counseling/Therapy	
Master of Science (MS) in School Counseling		
		Graduate Certificate in Contemporary Theory in Addictive Behavior
		Graduate Certificate in Contemporary Theory in Couple and Family Systems
		Graduate Certificate in Contemporary Theory in Mental Health Services
Doctor of Philosophy (PhD) in Human Services	Multidisciplinary Human Services	
	Nonprofit Management and Leadership	
	Social and Community Services	
Doctor of Human Services (DHS)	Advanced Program Evaluation and Data Analytics	
	Leadership and Organizational Management	
Master of Science (MS) in Human Services	Leadership and Organizational Management	
	Program Evaluation and Data Analytics	
	Social and Community Services	
Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior	General Advanced Studies in Human Behavior	

Effective October 8, 2018, learners are longer able to enroll in the Graduate Certificate in Nonprofit Management and Leadership and the Graduate Certificate in Social and Community Services.

Effective October 8, 2018, learners are longer able to enroll in the Master of Science in School Counseling, General School Counseling Specialization.

The following degree program has been updated in the School of Counseling and Human Services.

Master of Science (MS) in School Counseling

The CACREP-accredited Master of Science in School Counseling degree program is designed to prepare learners to assume leadership positions as school counselors serving diverse populations of students in public or private elementary, middle, and high school settings. Built on national standards and models, the curriculum offers a comprehensive approach to the delivery and management of contemporary school counseling programs and emphasizes assessment; intervention; individual and group counseling; school counseling core curriculum; consultation and collaboration with teachers, parents, and the community; and advocacy for systemic change in the P-12 environment. Through coursework and clinical skills training, learners demonstrate proficiency in evidence-based counseling approaches for P-12 children and adolescents.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) and the American School Counselor Association (ASCA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the School Counseling degree program 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 residencies. See university policy [3.04.05 Attendance at Residencies](#), the [Residencies](#) page on Campus, and the [Residencies](#) section 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.

Eighteen Required Courses 72 quarter credits

COUN5004	Survey of Research in Human Development for Professional Counselors (4 quarter credits)
COUN5006	Survey of Research Methodology (4 quarter credits)
COUN5106	Assessment, Tests, and Measures (4 quarter credits)
COUN5217	Ethical and Legal Issues in Professional Counseling (4 quarter credits)
COUN5241 *	Group Counseling and Psychotherapy (4 quarter credits)
COUN5279	Life Planning and Career Development (4 quarter credits)
COUN5280	Introduction to School Counseling (4 quarter credits)
COUN5284 *	School Counseling Program Development and Evaluation (4 quarter credits)
COUN5336	Counseling and Advocacy with Diverse Populations (4 quarter credits)
COUN5338	Crisis Intervention, Trauma Response, and Emergency Management (4 quarter credits)
COUN5420	Child and Adolescent Psychopathology (4 quarter credits)
COUN5422	Counseling for College and Career Readiness (4 quarter credits)
COUN5812 *	Theories of Counseling with Children and Adolescents (4 quarter credits)

All academic courses listed below include specific residency, practice, or counseling skills experiences. Learners must complete prerequisites to be eligible to complete each course in the sequence.

COUN-R5811*	Counseling Approaches and Techniques: School Counseling Residency Track 1 (4 quarter credits)
COUN-R5813 *	Advanced Counseling Approaches and Group Techniques: School Counseling Residency Track 2 (4 quarter credits)
COUN6102 *	School Counseling Practicum (4 quarter credits)
COUN6131 *	School Counseling Internship 1 (4 quarter credits)
COUN6132 *	School Counseling Internship 2 (4 quarter credits)

Total 72 quarter credits

Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella's website (www.capella.edu).

Arkansas and Kentucky residents are not eligible to enroll in this degree program.

Residencies

School Counseling

The residency requirement for the Master of Science in School Counseling degree program is satisfied by the completion of two residency tracks, each consisting of an online courseroom and a six-day residency (COUN-R5811 and COUN-R5813). Learners must have completed the residency requirement prior to starting their practicum (COUN6102). Each residency experience for the Master of Science in School Counseling degree program requires learners to receive a minimum of 40 total hours of training and practice in the areas of counseling skills, intervention, assessment, diversity, culture, and ethics.

Pages 227–243 - Graduate—Nursing and Health Sciences Academic Offerings

Effective October 8, 2018, learners are longer able to enroll in the Master of Science in Nursing (MSN), Diabetes Nursing specialization, RN-to-MSN, Diabetes Nursing specialization, and the Graduate Certificate in Diabetes Nursing.

Degree Programs	Specializations	Certificate Programs	Multiple Specializations (must be within the same degree program)
Doctor of Health Administration (DHA)	General Health Administration		
	Health Care Leadership		
	Health Care Quality and Analytics		
	Health Policy and Advocacy		
Doctor of Public Health (DrPH)			
Master of Health Administration (MHA)	General Health Administration		✓
	General Health Administration, FlexPath option		
	Health Care Informatics		✓
	Health Care Leadership		✓
	Health Care Operations		✓
Master of Public Health (MPH)			
		Post-Master's Certificate in Epidemiology	
		Graduate Certificate in Health Administration	
		Graduate Certificate in Health Administration, FlexPath option	
		Graduate Certificate in Health Care Informatics	
		Graduate Certificate in Health Care Leadership	
		Graduate Certificate in Public Health	

Department of Nursing		
Degree Programs	Specializations	Certificate Programs
Doctor of Nursing Practice (DNP)		
Master of Science of Nursing (MSN)	Care Coordination	
	RN-to-MSN Care Coordination	
	Care Coordination, FlexPath option	
	RN-to-MSN Care Coordination, FlexPath option	
	Nursing Education	
	RN-to-MSN Nursing Education	
	Nursing Education, FlexPath option	
	RN-to-MSN Nursing Education, FlexPath option	
	Nursing Informatics	
	RN-to-MSN Nursing Informatics	
	Nursing Informatics, Flexpath option	
	RN-to-MSN Nursing Informatics, Flexpath option	
	Nursing Leadership and Administration	
	RN-to-MSN Nursing Leadership and Administration	
	Nursing Leadership and Administration, FlexPath option	
	RN-to-MSN Nursing Leadership and Administration, FlexPath option	
		Graduate Certificate in Care Coordination
		Graduate Certificate in Nursing Informatics
		Graduate Certificate in Nursing Leadership

Pages 291–454 - Course Descriptions

The following course descriptions have been added or updated.

GuidedPath Course Descriptions

The following courses may require live web conferencing activities and/or learner audio/video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations.

Counseling

COUN5280 - Introduction to School Counseling (4 quarter credits). This course introduces learners to the profession of school counseling. Learners examine the history and development of school counseling; investigate ethical and legal requirements for school counselors; explore the American School Counselor Association (ASCA) National Model and service delivery systems, including specific programs and interventions; and analyze the multiple roles and functions of school counselors with various stakeholders.

COUN5284 - School Counseling Program Development and Evaluation (4 quarter credits). This course provides a comprehensive approach to developing school counseling programs and services, as well as the data-driven decision making and accountability needed to sustain them. Learners investigate the needs, structure, specialized areas, and evaluation functions of school counseling programs and examine comprehensive models using the American School Counselor Association (ASCA) National Model as a framework. **Prerequisite(s): COUN5279.**

COUN5420 - Child and Adolescent Psychopathology (4 quarter credits). In this course, learners examine common characteristics, risk factors, and warning signs of mental health and behavioral disorders affecting children and adolescents. Learners also critically evaluate diagnostic models, methods, and approaches and explore current DSM classifications and diagnostic issues related to children and adolescents. In addition, learners investigate the impact of common medications on learning, behavior, and mood in children and adolescents.

COUN5422 - Counseling for College and Career Readiness (4 quarter credits). In this course, learners examine models of P–12 comprehensive career development. Learners also evaluate developmentally appropriate interventions and assessments that enhance career readiness, improve graduation rates, and promote equity in student achievement and college access.

COUN5812 - Theories of Counseling with Children and Adolescents (4 quarter credits). Learners in this course expand upon foundational counseling and relationship-building skills by integrating brief and strengths-based theoretical approaches and interventions relevant to the practice of counseling in P–12 schools. Learners analyze the influence of biopsychosocial factors on child and adolescent development and design individualized interventions that enhance wellness and resilience. **Prerequisite(s): COUN-R5811.**

COUN6101 - School Counseling Summer Practicum (2 quarter credits). The school counseling summer practicum provides learners with the opportunity to begin collecting practicum hours during a time frame that is aligned to the traditional public school calendar. During this supervised experience, learners practice specific counseling skills, including interviewing, assessment, intervention, documentation, and consultation in a school counseling field setting. Learners use fundamental communication interviewing principles and individual and small group counseling approaches that promote student and school success. This course includes a minimum of 35 hours of practicum experience, which must consist of no less than 10 hours of direct service, no less than 6 hours of face-to-face individual and/or triadic supervision with site supervisors, and no less than 7.5 hours of group supervision with a Capella instructor. Learners continue with COUN6102 upon completion of this course. Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific practicum and licensing or credentialing requirements of their states. **Prerequisite(s): COUN5006, COUN5106, COUN5284, COUN-R5813, completion of or concurrent registration in COUN5422 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

COUN6102 - School Counseling Practicum (4 quarter credits). The school counseling practicum is a supervised experience during which learners practice specific counseling skills, including interviewing, assessment, intervention, documentation, and consultation in a school counseling setting. Learners use fundamental communication and interviewing counseling approaches that promote student and school success. This course requires 100 hours of practicum experience, which must consist of no less than 40 hours of direct student contact, and no less than 12 hours of face-to-face individual and/or triadic supervision with site supervisors. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific practicum and licensing or credentialing requirements of their states. Prerequisite(s): COUN5006, COUN5106, COUN5284, COUN-R5813, completion of or concurrent registration in COUN5422 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

COUN6131 - School Counseling Internship 1 (4 quarter credits). This is the first course in a sequence of two required school counseling internship courses during which learners engage in the comprehensive work experience of a professional school counselor. Learners complete 600 total required contact hours comprised of a minimum of 240 hours of direct service contact with students, families, and other stakeholders and 24 hours of face-to-face individual and/or triadic supervision with site supervisors. Throughout this internship, learners develop and apply a broad spectrum of counseling skills in a school setting. In particular, learners create and deliver programs that address students' academic, social, emotional, career, and developmental needs to assist students and parents during all phases of the educational process. The internship provides opportunities for learners to become familiar with a variety of professional activities and resources, including record keeping, assessment instruments, supervision, consultation, information, referral, in-service training, and staff meetings. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific practicum and licensing or credentialing requirements of their states. Prerequisite(s): COUN5422, COUN6102 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

COUN6132 - School Counseling Internship 2 (4 quarter credits). This is the second course in a sequence of two required school counseling internship courses during which learners engage in the comprehensive work experience of a professional school counselor. Learners complete 600 total required contact hours comprised of a minimum of 240 hours of direct service contact with students, families, and other stakeholders and 24 hours of face-to-face individual and/or triadic supervision with site supervisors. Throughout this internship, learners develop and apply a broad spectrum of counseling skills in a school setting. In particular, learners create and deliver programs that address students' academic, social, emotional, career, and developmental needs to assist students and parents during all phases of the educational process. The internship provides opportunities for learners to become familiar with a variety of professional activities and resources, including record keeping, assessment instruments, supervision, consultation, information, referral, in-service training, and staff meetings. **Grading for this course is S/NS. It is the learner's responsibility to research and comply with the specific practicum and licensing or credentialing requirements of their states. Prerequisite(s): COUN6131 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.**

COUN-R5813 - Advanced Counseling Approaches and Group Techniques: School Counseling Residency Track 2 (4 quarter credits). The second residency includes an online courseroom and a face-to-face residency experience. Learners engage in online courseroom activities to prepare themselves for the face-to-face experiential component. During the course, learners focus on developing advanced counseling skills, including building a range of therapeutic relationships; applying theory-based individual and group counseling techniques to P-12 students, families, and communities from diverse populations; and using assessment skills to identify student needs. Learners then engage in a face-to-face residency experience that guides them as they integrate school counseling theories and methods with counseling practice. This residency provides 10 hours of group experience. ***This course requires travel. Prerequisite(s): COUN-R5811, COUN5338, COUN5812; completion of or concurrent registration in COUN5241. Cannot be fulfilled by transfer.***