

2021 UNIVERSITY CATALOG

Volume 21-22, No.1 • July 2021



2021 University Catalog

Volume 21-22, No. 1

July 2021

Undergraduate and Graduate Programs

Division of Arts and Sciences

School of Business, Technology, and Health Care
Administration

School of Nursing and Health Sciences

School of Public Service and Education

School of Social and Behavioral Sciences



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	7	UNDERGRADUATE AND GRADUATE PROGRAMS	140
A Message from the President	7	A Message from the Dean of the Division of Arts and Sciences	141
About Capella University	8	Division of Arts and Sciences General Education Courses	143
University Mission Statement		Undergraduate Concentrations	149
University Values		Accounting	
Educational Philosophy		Addictions	
Diversity and Inclusion Statement		Behavioral Health	
Capella University History		Finance	
Institutional Accreditation		Forensic Psychology	
Professional Accreditation		Health Care Management	
Affirmative Action		Human Resource Management	
Ownership of University		Management and Leadership	
Academic Freedom		Marketing	
Access to Learning Resources		Project Management	
Background Check Requirements		School of Business, Technology, and Health Care Administration	170
Capella's Commitment to Learner Success		A Message from the Dean of Business, Technology, and Health Care Administration	170
Course Accommodations		Undergraduate—Business Academic Offerings	179
Degree Offerings		Bachelor of Science (BS) in Business Specializations	
Doctoral Candidate Badge		Accounting	
External Requests		Accounting CPA	
Learner Complaints		Accounting, FlexPath option	
Learner Contact Information		Business Administration	
Plagiarism and Content Matching		Business Administration, FlexPath option	
Residencies		Finance	
Right to Change Requirements		Health Care Management	
Special Topics		Health Care Management, FlexPath option	
State Regulatory Information		Human Resource Management	
Campus Centers		Human Resource Management, FlexPath option	
Social Media and Service Requests		Management and Leadership	
Transcripts		Management and Leadership, FlexPath option	
Transferability of Capella University Credits		Marketing	
Computer Requirements		Project Management	
Financial Aid		Project Management, FlexPath option	
Governance		Undergraduate Business Certificate Program	
Learner Services		Accounting	
Military Education Benefits		Graduate—Business Academic Offerings	259
Offering Information		Doctor of Philosophy (PhD) in Business Management Specializations	
University Policies	51	General Business Management	
Mission Statement and Education Philosophy	53	Accounting	
Admission	55	Human Resource Management	
Admission Components		Information Technology Management	
Maximum Time to Degree Completion	73	Leadership	
Academic Calendars	78	Project Management	
Course Registration	82	Strategy and Innovation	
Academic Integrity and Honesty	92	Doctor of Business Administration (DBA) Specializations	
Academic Standing	97	General Management	
Academic Readiness	104	General Management, FlexPath option	
Transfer Credit and Prior Learning Assessment	108		
Learner Code of Conduct	114		
Learner Grievance	121		
Tuition and Fees	126		
Tuition and Fees Table			
Tuition and Fee Refunds	137		

Organizational Leadership and Development	General Information Technology, FlexPath option
Organizational Leadership and Development, FlexPath option	Information Assurance and Cybersecurity
Strategy and Innovation	Information Assurance and Cybersecurity, FlexPath option
Strategy and Innovation, FlexPath option	Software Development
Master of Business Administration (MBA) Specializations	Bachelor of Science (BS) in Information Technology Minors
Self-Designed	Data Analytics
Self-Designed, FlexPath option	Data Management
Health Care Management	Network Technology: Cisco®
Health Care Management, FlexPath option	Network Technology: Microsoft®
Human Resource Management	
Human Resource Management, FlexPath option	Graduate—Technology Academic Offerings.459
Project Management	Doctor of Philosophy (PhD) in Information Technology Specializations
Project Management, FlexPath option	General Information Technology
Master of Science (MS) in Human Resource Management	Information Assurance and Cybersecurity
General Human Resource Management	Project Management
General Human Resource Management, FlexPath option	Doctor of Information Technology (DIT) Specializations
Health Care	General Information Technology
Health Care, FlexPath option	Information Assurance and Cybersecurity
Business Graduate Certificate Programs	Project Management
Human Resource Management	Master of Science (MS) in Analytics
Undergraduate—Health Care Administration Academic Offerings342	Master of Science (MS) in Information Assurance and Cybersecurity Specializations
Bachelor of Science (BS) in Health Care Administration Specializations	Digital Forensics
Health Information Management	Network Defense
Accelerated Master's Pathway, BS in Health Care Administration/MHA option	Health Care Security
Health Information Management, FlexPath option	Master of Science (MS) in Information Technology Specializations
Accelerated Master's Pathway, BS in Health Care Administration/MHA option, FlexPath option	General Information Technology
Leadership	Analytics
Accelerated Master's Pathway, BS in Health Care Administration/MHA option	Cybersecurity
Leadership, FlexPath option	Enterprise Networks and Cloud Computing
Accelerated Master's Pathway, BS in Health Care Administration/MHA option, FlexPath option	Project Management
Graduate—Health Care Administration Academic Offerings384	School of Nursing and Health Sciences504
Doctor of Health Administration (DHA) Specializations	A Message from the Interim Dean of Nursing and Health Sciences504
General Health Administration	Undergraduate—Health Sciences Academic Offerings. . .510
Health Care Leadership	Bachelor of Science in Public Health (BS) Degree Program
Health Care Quality and Analytics	Accelerated Master's Pathway, BS in Public Health/MPH option
Health Policy and Advocacy	Undergraduate—Department of Nursing Academic Offerings520
Master of Health Administration (MHA) Specializations	Bachelor of Science in Nursing (BSN) Degree Program
General Health Administration	Accelerated Master's Pathway, BSN/MSN option
General Health Administration, FlexPath option	Bachelor of Science in Nursing (BSN) Degree Program, FlexPath option
Health Care Informatics	Accelerated Master's Pathway, BSN/MSN option, FlexPath option
Health Care Informatics, FlexPath option	
Health Care Leadership	Graduate—Health Sciences Academic Offerings537
Health Care Leadership, FlexPath option	Doctor of Public Health (DrPH) Degree Program
Health Care Operations	Master of Public Health (MPH) Degree Program
Undergraduate—Technology Academic Offerings415	Graduate Certificate Program
Bachelor of Science (BS) in Information Technology Specializations	Public Health
General Information Technology	

Graduate—Department of Nursing

Academic Offerings544

- Doctor of Nursing Practice (DNP)
- Doctor of Nursing Practice (DNP), FlexPath Option
- Master of Science in Nursing (MSN) Specializations
 - 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
- Nursing Graduate Certificate Programs
 - Care Coordination
 - Nursing Informatics
 - Nursing Leadership

School of Public Service and Education 633

A Message from the Dean of Public Service and Education633

Education Academic Offerings 638

- Doctor of Philosophy (PhD) in Education Specializations
 - Leadership in Educational Administration
 - Special Education Leadership
 - Instructional Design for Online Learning
 - Leadership for Higher Education
 - Nursing Education

Doctor of Education (EdD) Specializations

- Adult Education
- Curriculum and Instruction
- Educational Leadership
- Performance Improvement Leadership
- Reading and Literacy

Master of Education (MEd) in Teaching and Learning

Master of Education (MEd)

in Teaching and Learning, FlexPath Option

Master of Science (MS) in Education Specializations

- Curriculum and Instruction
- Early Childhood Education
- Early Childhood Education Studies
- English Language Learning and Teaching
- Leadership in Educational Administration
- Reading and Literacy
- Special Education Teaching
- Instructional Design for Online Learning
- Training and Performance Improvement

Master of Science (MS) in Education Innovation and Technology Specializations

General Educational Technology

Master of Science (MS) in Higher Education Specializations

Adult Education

Higher Education Leadership and Administration

Integrative Studies

Human Services Academic Offerings 733

Doctor of Philosophy (PhD) in Human Services Specializations

Multidisciplinary Human Services

Social and Community Services

Doctor of Human Services (DHS) Specialization

Leadership and Organizational Management

Master of Science (MS) in Human Services Specializations

Leadership and Organizational Management

Social and Community Services

Public Service Leadership Academic Offerings 751

Doctor of Public Administration (DPA) Degree Program

Master of Public Administration (MPA) Degree Program

Public Service Leadership Concentrations

Human Resource Management

Project Management

Department of Social Work Academic Offerings 759

Doctor of Social Work (DSW) Degree Program

Master of Social Work—Advanced Standing

Degree Program

Master of Social Work (MSW) Degree Program

School of Social and Behavioral Sciences 772

A Message from the Dean of Social and

Behavioral Sciences 772

Department of Counseling and Family Therapy

Academic Offerings 778

Doctor of Philosophy (PhD) in

Advanced Studies in Human Behavior Specialization

General Advanced Studies in Human Behavior

Doctor of Philosophy (PhD) in

Counselor Education and Supervision Degree Program

Master of Science (MS) in

Addiction Studies Degree Program

Master of Science (MS) in

Clinical Mental Health Counseling Degree Program

Master of Science (MS) in

Marriage and Family Therapy Degree Program

Master of Science (MS) in

School Counseling Degree Program

Counseling Graduate Certificate Programs

Contemporary Theory in Addictive Behavior

Systemic Couple and Family Therapy

Contemporary Theory in Mental Health Services

Contemporary Theory in School-Based Services

Undergraduate—Department of Psychology

Academic Offerings 817

Bachelor of Science (BS) in Psychology Specializations

General Psychology

General Psychology, FlexPath option

Applied Behavior Analysis

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

Bachelor of Science (BS) in Psychology Pre-Counseling
Degree Program

Graduate—Psychology Academic Offerings 853

Doctor of Philosophy (PhD) in Psychology Specializations

General Psychology
Behavior Analysis
Developmental Psychology
Educational Psychology
Industrial/Organizational Psychology

Doctor of Psychology (PsyD) Specialization

Clinical Psychology

Doctor of Psychology (PsyD) in School Psychology Degree
Program

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
Industrial/Organizational Psychology
Industrial/Organizational Psychology, FlexPath option
Sport Psychology
Sport Psychology, FlexPath option

Master of Science (MS) in Clinical Psychology Specializations

Applied Research
Clinical Counseling
Forensic

Psychology Certificate Programs

Applied Behavior Analysis
Play Therapy

COURSE DESCRIPTIONS 934

Faculty 1356

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 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.

Diversity and Inclusion Statement

Capella University believes that a diverse learning community is vital to achieving our mission of extending access to higher education. We believe that attracting, engaging, and supporting diverse learners, faculty, and staff strengthens our university. Capella values human potential and is committed to being an inclusive and culturally competent institution. Capella strives to promote equity within and beyond our community through intentional actions and the transformative exchange of ideas.

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 (TGSA). Dr. Abel assembled a premier faculty, built graduate curricula, and guided the university toward academic accreditation. In 1997, during the presidency of Dr. Bruce Francis, TGSA was accredited by the Higher Learning Commission 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 and in 2015.

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 professional goals. 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.capellaresults.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.

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 2020, Capella received Higher Learning Commission and Department of Education approval for the first doctoral-level FlexPath offering.

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.

With a goal of building on and continuing previous improvements in learner outcomes and impacts, in 2020, Capella was reorganized into the following four schools: the School of Business, Technology, and Health Care Administration; the School of Nursing and Health Sciences; the School of Public Service and Education; and the School of Social and Behavioral Sciences.

Institutional Accreditation

Capella University is accredited by the **Higher Learning Commission**, an institutional accreditation agency recognized by the U.S. Department of Education.

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 owned by Strategic Education, Inc.

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, 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, 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.

Degree Offerings

Capella University offers Bachelor of Science (BS), Bachelor of Science in Nursing (BSN), 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), Doctor of Philosophy (PhD), Doctor of Business Administration (DBA), Doctor of Education (EdD), 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 site-based learning, 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.

Learner Complaints

Learners who have complaints that have not otherwise been resolved through contact with Academic Advising, Enrollment Services, Financing Support Team, 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 and Content Matching

Capella University uses a source matching tool both during University admissions processes and in academic courses. Learners who take courses at Capella understand and agree that all required coursework may be submitted for a textual similarity review. All reviewed coursework will then be included as source documents in the Capella reference database for the sole purpose of identifying plagiarism in future documents.

Residencies

Most doctoral and clinically focused master's 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.

Special Topics

Special topics courses may be available to certain doctoral learners. Special topics courses, in which learners work one-to-one with a faculty tutor, are offered quarterly. Additional details and requirements related to these courses can be found in the University Policies section of this catalog and on **Campus**.

State Regulatory Information

State Authorization

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-statestatus](http://www.nc-sara.org/content/sara-statestatus)), 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

Capella University is registered with the Bureau as an Out of State Institution pursuant to the California Private Postsecondary Education Act of 2009.

Student Tuition Recovery Fund (STRF) Disclosure

Colorado Commission on Higher Education

1600 Broadway, Suite 2200

Denver, CO 80202

303.862.3001

higher.colorado.gov

Florida Department of Education

Licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888)224-6684.

Georgia Nonpublic Postsecondary Education Commission

2082 East Exchange Place; Suite 220

Tucker, GA 30084-5305

770.414.3300

<https://gnpec.georgia.gov>

Minnesota Office of Higher Education

Capella 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.

Minnesota Office of Higher Education
1450 Energy Park Dr., Suite 350
St. Paul, MN 55108

www.ohe.state.mn.us 651-642-0567

Nevada Commission on Postsecondary Education

2800 E. St. Louis Avenue
Las Vegas, NV 89104
702.486.7330

Nevada maintains a student indemnification account that may be used to indemnify a student or enrollee who has suffered damage as a result of the discontinuance of operation or violation of any provision of NRS 394.383 to 394.560.

Tennessee Higher Education Commission

404 James Robertson Parkway, Suite 1900
Nashville, TN 37243-0830

615.741.3605

<http://www.tn.gov/thec>

Capella University is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

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/>

Campus Centers

Colorado

800 18th Street
Denver, CO 80202

Florida

20 North Orange Avenue, Suite 102B
Orlando, FL 32801 (pending regulatory approval)

Georgia

805 Peachtree Street, Suite E1
Atlanta, GA 30308
1330 Augusta West Parkway
Augusta, GA, 30909

Nevada

303 3rd Street, Suite 3
Reno, NV 89501

Tennessee

7275 Appling Farms Parkway
Memphis, TN 38133

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.

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® products at a significant discount (see Course Materials > **Software Discounts**). 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 highspeed 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 for details on accessing Capella sites from a mobile device, such as iPhone, Android, and Chromebooks.

Minimum Requirements

Internet Connection

Broadband 600kbps upload and download speed

Software Requirements*

Word Processing application to save and open Microsoft Office formats (.docx, .xlsx, .pptx)

Adobe Acrobat Reader to view PDF files

Anti-Virus Software to scan files and emails

Mac Software Requirements**

Mac Mojave (10.14)

Mac Catalina (10.15)

Mac Big Sur (11.2)

One of the following internet browsers for accessing and navigating Capella sites:

Safari

Firefox

Chrome

Apple QuickTime

Windows Software Requirements**

Windows 8

Windows 10

One of the following internet browsers for accessing and navigating Capella sites:

Microsoft Edge

Firefox

Chrome

Windows Media Player

Hardware Requirements***

2 GHz Processor

4GB of Memory (RAM)

30GB of free storage space

* Specific courses or programs may have additional requirements as noted in both the course syllabus and bookstore.

** Mobile devices can also be used with Capella sites and courses but it is required to have a computer with full operating system like Windows or Mac to ensure access to all sites, tools, and resources used by Capella and Capella courses.

*** Capella learners are responsible for arranging the hardware necessary to complete coursework, e.g. for listening to or recording audio, viewing or recording video, and/or participating in web conferencing (synchronous or asynchronous). Hardware is not covered by the resource kit fee.

Recommended Specifications

Internet Connection

Broadband (Cable or DSL)

Software Requirements*

Microsoft Office 2016 or higher (Word, Excel, PowerPoint)

Adobe Acrobat Reader (Current Release)

Mac Software Requirements**

With Current Software Updates

Firefox (Current Release)

Chrome (Current Release)

Apple QuickTime (Current Release)

Windows Software Requirements**

With Current Windows Updates

Firefox (Current Release)

Chrome (Current Release)

Windows Media Player (Current Release)

Hardware Requirements***

3 GHz Processor or higher

8GB or higher of Memory (RAM)

Webcam and Headset

* Specific courses or programs may have additional requirements as noted in the course syllabus.

** Mobile devices can also be used with Capella sites and courses but it is required to have a computer with full operating system like Windows or Mac to ensure access to all sites, tools, and resources used by Capella and Capella courses.

*** Capella learners are responsible for arranging the hardware necessary to complete coursework, e.g. for listening to or recording audio, viewing or recording video, and/or participating in web conferencing (synchronous or asynchronous). Hardware is not covered by the resource kit fee.

Information technology courses also require:

- Windows Professional or higher is required for IIS functionality
- 30 GB of free hard disk space
- Mac users will need a Windows install or Windows setup with Parallels
- 2GB or greater of RAM highly recommended

- 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 is a registered trademark of Adobe Systems Incorporated in the United States and/or other countries. Mac, QuickTime, iPhone and Safari are registered trademarks of Apple Computer, Inc. Microsoft Office, Media Player, Microsoft Edge, and Windows are registered trademarks of Microsoft Corporation in the United States and/or other countries. Firefox is a registered trademark of Mozilla Corporation. Chrome and Chromebooks is a registered trademark of Google.

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:

GRADUATE LEARNERS

Minimum Program Point Enrollment

1.5 program points

24-Week Program Point Requirement

4.5 program points

48-Week Program Point Requirement

9 program points

UNDERGRADUATE LEARNERS

Minimum Program Point Enrollment

3 program points

24-Week Program Point Requirement

9 program points

48-Week Program Point Requirement

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 Financing Support Team 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 Financing Support Team. 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 University offers scholarships to new learners, currently enrolled learners and alumni. Eligibility rules apply. Connect with us for details or visit **Capella.edu** or **Campus** for more information. External scholarship search engines are available on **Campus**. Scholarships found using these search engines are not sponsored by Capella.

Governance

CAPELLA UNIVERSITY

University Administration

The Board of Trustees and the administrators of Capella University are committed to excellence in all aspects of the institution. Along with an enthusiasm for working with adult learners, Capella's leaders bring many years of experience to designing and delivering higher education programs.

Richard Senese, PhD, LP

President

Constance St. Germain, EdD, JD

Provost

Vice President of Academic Affairs

Charlyn Hilliman, PhD, MPA

Vice President, Academic Enrichment and Learner Support

Seth Lockner, BA

VP, HR Consulting

Todd Sorensen, JD

General Counsel

Mike Wickard, MBA

VP, Finance

Barbara Butts Williams, PhD

Executive Dean

Social Responsibility & Community Engagement

Dean Emerita

School of Business and Technology

J. Heather Welzant, PhD

Dean

School of Public Service and Education

Melissa McIntyre, PhD

Associate Dean

School of Public Service and Education

Josh Stanley, EdD

Dean

School of Social and Behavioral Sciences

Jody Neuman-Aamlie, PhD, LP

Assistant Dean

School of Social and Behavioral Sciences

Irene Nicolet PhD, NCSP, LSSP

Assistant Dean

School of Social and Behavioral Sciences

Todd Wilson, PhD

Dean

School of Business, Technology, and Health Care Administration

Cheryl Boncuore, PhD

Associate Dean

School of Business, Technology, and Health Care Administration

Jennifer Straub, PhD

Dean

Division of Arts and Sciences

Lisa Kreeger, PdD, RN

Interim Dean

School of Nursing and Health Sciences

Bridget Roberts, PhD

Associate Dean

School of Nursing and Health Sciences

Ying Iverson, PhD

Assistant Provost

Academic Affairs

Elizabeth Riley, PhD

Assistant Provost

Faculty Affairs

Curtis Brant, PhD

Dean

Research and Scholarship

Kelly Brooks

Registrar

Genevieve Feliu, PhD

Vice President

Academic Initiatives

Tom Sonnek, MFA

Director

University Operations & Analysis

Capella University Board of Trustees

The Board of Trustees provides oversight and guidance regarding Capella University's policies and programs.

Mark Brown, MBA

Adrian Butler, DM

Diane Dayson, PhD

Eric Jolly, PhD (Board Chair)

Christopher King, PhD (Vice Chair)

Rochelle Petermann, MS, LPC

Lori Riley, MBA, MS

Diana Rodriguez, MBA

Richard Senese, PhD, LP

Steven Snyder, PhD

Dwaun Warmack, EdD

Harry Williams, PhD

Todd Sorensen, JD (Board Secretary)

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

Christa Hokenson

Chief Human Resources Officer

Andrew Watt

President, U.S. Higher Education

Strategic Education Inc. Board of Trustees

Charlotte F. Beason, EdD

Rita D. Brogley

John T. Casteen, III, PhD

H. James Dallas

Nate Fick

J. Kevin Gilligan (Vice Chairman)

Robert R. Grusky

Jerry L. Johnson

Karl McDonnell

Robert S. Silberman (Executive Chairman) G.

Thomas Waite, III

Learner Services

For day-to-day needs, Capella's learner support services are available online through Campus, via email, and through tollfree 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. 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.

- **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.

- **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 advisors 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), option 1; or email FAST@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, 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.

Military Education Benefits

Military and Veteran Education and Employment 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)
- Tuition Assistance and Top-Up
- Minnesota GI Bill

Capella also honors the following military and veterans employment benefit:

- Veteran Readiness and Employment (Chapter 31)

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 ArmyIgnitEd. 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.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

Offering Information

Bachelor's/Master's Options

Capella University offers two bachelor's/master's options that allow learners to complete master's-level coursework while they are enrolled in an undergraduate degree program.

Accelerated Master's Pathway Options

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. Learners who apply to change into an AMP option after initial admission to the university must have a minimum 2.8 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 2.8 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 GuidedPath undergraduate offering.

Once enrolled in a FlexPath accelerated master's pathway option, learners are expected to earn a minimum "proficient" evaluation on all master's level competencies and all competencies in their program. Learners who receive "basic" evaluations in more than one course will be automatically changed into the associated non-AMP FlexPath 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 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. In 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 2.8 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 receive no more than one grade of "C" in any master's-level course and maintain an overall cumulative GPA of 2.8 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 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 6–7.5 program points of master's-level coursework. Learners are expected to earn a minimum "proficient" evaluation on all master's level competencies and all competencies in their program. Learners who receive "basic" evaluations in more than one course will be automatically changed into the associated non-combined option undergraduate offering.

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 not guaranteed admission into a corresponding master's degree program and must complete a separate application for admission to the program. 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, and must start

their master's degree program in accordance with the University's Academic Calendar. 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.

Honors Pathway

The honors pathway is an option available to high-performing GuidedPath learners in undergraduate degree programs.

The honors pathway is incorporated into the learner's undergraduate degree program and consists of 15 quarter credits of interdisciplinary honors general education courses aligned to the following three general education distribution areas: communication, humanities, and social science. In addition to completing these courses, learners connect outside of the courseroom in Capella Connect and have access to other benefits available only to honors learners.

To qualify for the honors pathway, learners must have completed a minimum of 39 quarter credits, including at least 15 quarter credits of Capella University credit with a minimum 3.5 cumulative Capella grade point average (GPA). Applicants must also meet the minimum requirements for their degree program.

Once enrolled in the honors pathway, learners must maintain an overall cumulative GPA of 3.5 to remain in the honors pathway and receive the honors pathway designation with their conferred degree. Learners who fall below this threshold will have two quarters of active registration to improve their GPA to 3.5 or the learner will be removed from the honors pathway.

Learners enrolled in the honors pathway must earn a grade of "B" or better in the honors courses PHI-H2005 and COM-H4005, and a grade of "S" in SOC-H3005. Learners who do not attain at least a "B" after one allowable retake will be removed from the honors pathway. Learners who do not re-take the course within two quarters of active

registration will be removed from the pathway. Learners who have been removed from the honors pathway may not return to or graduate from the honors pathway.

Upon degree conferral, the honors pathway is noted on the transcript and diploma for those who have successfully completed the requirements for their bachelor's degree and the honors pathway.

Undergraduate Certificate Programs

Undergraduate certificate programs provide learners with the opportunity to pursue new knowledge and skills through completion of a concentrated undergraduate-level programs of study.

Graduate Certificate Programs

Graduate certificate programs provide learners with the opportunity to pursue new knowledge and skills through completion of a concentrated graduate-level programs of study.

Learning Delivery Models

Capella University offers two delivery models 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 delivery model for earning the same degree or certificate. Both models 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 is awarded upon completion of the learner's program requirements. All Capella programs and certificates 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 is awarded upon completion of the program requirements. FlexPath is available for select offerings.

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.

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.

University Policy

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**.

Governance Policy

- [1.01.01 Mission Statement and Educational Philosophy PDF](#)
- [1.01.02 University Governance PDF](#)
- [1.01.04 Development and Compliance PDF](#)
- [1.01.05 Policy Exceptions PDF](#)
- [1.01.08 Course Numbering PDF](#)
- [1.01.09 Diversity and Inclusion Statement PDF](#)

Academic Administration Admissions

- [2.01.01 Admission PDF](#)
- [2.01.02 Maximum Time to Degree Completion PDF](#)

Enrollment and Registration

- [2.02.01 Academic Year PDF](#)
- [2.02.02 Course Registration PDF](#)
- [2.02.03 Concurrent Program Enrollments PDF](#)
- [2.02.07 Changing Academic Program PDF](#)
- [2.02.08 Leave of Absence PDF](#)
- [2.02.10 Separation from the University PDF](#)
- [2.02.11 Background Checks PDF](#)
- [2.02.12 Military Leave PDF](#)

Academic Affairs Academic Standards

- [3.01.01 Academic Integrity and Honesty PDF](#)
- [3.01.03 Academic Recognition PDF](#)
- [3.01.04 Academic Standing PDF](#)
- [3.01.05 Financial Aid Satisfactory Academic Progress PDF](#)

- [3.01.08 Academic Degree and Certificate Requirements PDF](#)
- [3.01.09 Degree and Certificate Conferral PDF](#)
- [3.01.10 Doctoral Learners PDF](#)

Curriculum

- [3.02.01 Program and Course Development PDF](#)
- [3.02.05 Non-Credit Continuing Education Offerings PDF](#)
- [3.02.06 Academic Quality and Effectiveness PDF](#)

Research

- [3.03.01 Human Research Protections PDF](#)
- [3.03.02 Publication of Dissertations PDF](#)
- [3.03.03 Use of Confidential Information PDF](#)
- [3.03.04 Intellectual Property, Curriculum PDF](#)
- [3.03.05 Conflict of Interest in Research PDF](#)
- [3.03.06 Research Misconduct PDF](#)

Assessment, Credits, Grading

- [3.04.01 Academic Readiness PDF](#)
- [3.04.04 Application of Capella Credits PDF](#)
- [3.04.05 Attendance at Residencies PDF](#)
- [3.04.06 Access to Learning Resources PDF](#)
- [3.04.07 Grading PDF](#)
- [3.04.08 Incomplete Grades PDF](#)
- [3.04.09 Appealing a Grade PDF](#)
- [3.04.11 Transfer Credit and Prior Learning Assessment PDF](#)

Learner Affairs
Records and Documents

- [4.01.01 FERPA and Learner Directory Information PDF](#)
- [4.01.02 Retention of Learner Records and Work Products PDF](#)
- [4.01.04 University Catalog PDF](#)
- [4.01.05 Posthumous Recognition PDF](#)
- [4.01.06 Official Learner Name of Record PDF](#)
- [4.01.07 Honorary Degrees PDF](#)

Rights and Responsibilities

- [4.02.01 Learner Disability Accommodations PDF](#)
- [4.02.02 Learner Code of Conduct PDF](#)
- [4.02.03 Learner Grievance PDF](#)
- [4.02.04 Discrimination, Harassment, and Assault PDF](#)
- [4.02.05 Drugs and Alcohol PDF](#)
- [4.02.09 Sexual Harassment PDF](#)

Tuition and Fees

- [4.03.01 Tuition and Fees PDF](#)
- [4.03.02 Tuition and Fee Refunds PDF](#)

Academic Services

- [4.04.01 Interlibrary Loan PDF](#)
- [4.04.02 Licensure PDF](#)
- [4.04.03 Honor Societies and Professional Organizations PDF](#)

Faculty Affairs

- [5.01.01 Selection of Faculty Members PDF](#)
- [5.01.03 Faculty Appointments of Capella Grads PDF](#)
- [5.01.04 Faculty Orientation and Onboardings PDF](#)
- [5.01.05 Sufficient Number of Full Time Faculty PDF](#)
- [5.01.06 Faculty Workloads PDF](#)
- [5.01.07 Emeriti Faculty and Staff Status PDF](#)

University Policy 1.01.01**Mission Statement
and Education Philosophy**

Policy Revision Approval Date: May 12, 2016

Policy Revision Effective Date: June 1, 2016

Procedure Approval Date: May 12, 2016

Procedure Effective Date: June 1, 2016

POLICY STATEMENT**Mission Statement**

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

Educational Philosophy

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.

RATIONALE

Capella University's mission statement and educational philosophy describe the organization's purpose, provides a philosophical framework for its activities, and inform its values and program offerings.

DEFINITIONS

None

PROCEDURES

None

POLICY OWNERS

Academic Owner: President

Operations Owner: Academic Publications

RELATED DOCUMENTS

None

REVISION HISTORY

Original Policy Approval Date: July 27, 2002

Revision Dates: 3-13-07; 5-12-16

Administrative edits as result of ongoing review: 2-12-10; 4-17-12

Formerly university policy 1.01 Mission Statement

University Policy 2.01.01

Admission

Policy Approval Date: May 8, 2015

Policy Effective Date: July 1, 2015

Procedure Approval Date: March 31, 2020

Procedure Effective Date: July 1, 2020

POLICY STATEMENT

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. All applicants are also expected to read, speak, and write fluently in English. 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.

University Minimum Admission Requirements for GuidedPath Programs and Courses

Capella Academic Offering	Minimum Level of Education Completed; Postsecondary Education from an Institution Accredited by a U.S. Department of Education-Recognized Accrediting Agency or an Internationally Recognized Institution	Minimum Degree-Conferred 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 Busines, Technology, and Health Care Administration's Accounting, Network Technology: Cisco, Network Technology: Microsoft, and Software Development 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 2.0	School of Nursing and Health Sciences' RN-to-BSN degree program*
Graduate Certificate	Bachelor's degree	2.3	School of Nursing and Health Sciences' Care Coordination, Nursing Informatics, and Nursing Leadership graduate certificates* School of Social and Behavioral Sciences' Applied Behavior Analysis and Play Therapy graduate certificates*
MS MBA MEd MHA MPA	Bachelor's degree	2.3	School of Public Service and Education's MS Leadership in Educational Administration specialization* School of Public Service and Education's MS Early Childhood Education and Reading and Literacy Specializations* School of Social and Behavioral Sciences' MS in Addiction Studies, MS in Marriage and Family Therapy, MS in Clinical Mental Health Counseling, and MS in School Counseling degree programs*
MPH	Bachelor's degree	2.5	
MSW	Bachelor's degree	2.7	School of Public Service and Education's MSW and MSW—Advanced Standing degree program*
MSN	Bachelor's degree	2.8	School of Nursing and Health Sciences' MSN degree program*
RN-to-MSN	135 undergraduate credits	2.8	School of Nursing and Health Sciences' RN-to-MSN degree program*
Post-Master's Certificate	Master's degree	3.0	

PhD DBA DIT EdD DHA DNP DrPH DEM DPA DSW DHS PsyD	Master's degree (related master's degree preferred)	3.0	School of Public Service and 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 and Education's DSW degree program* School of Social and Behavioral Sciences' PhD in Counselor Education and Supervision degree program* School of Social and Behavioral Sciences' PhD in Behavior Analysis specialization* School of Social and Behavioral Sciences' 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.

FlexPath Admission Requirements

Capella Academic Offering	Minimum Level of Education Completed; Postsecondary 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	2.8	
BSN, FlexPath option	High school diploma or equivalent, 45 applied transfer college credits, and a diploma or associate's degree in nursing	2.8	School of Nursing and Health Sciences' FlexPath option in the RN-to-BSN degree program*
Graduate Certificate,	Bachelor's degree	2.5	School of Business, Technology, and Health Care Administration's FlexPath options in the Business

FlexPath option			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	2.8	School of Business, Technology, and Health Care Administration's FlexPath options in the MBA degree program* School of Nursing and Health Sciences' FlexPath options in the MSN degree program*
DBA, FlexPath option DNP, FlexPath Option	Master's degree (related master's degree preferred)	3.0	School of Nursing and Health Sciences' FlexPath option in the DNP degree program*

FlexPath program admission is evaluated using a holistic review of an applicant's academic history as well as any applicable industry credentials. Lower GPA may be considered with additional documentation. No GPA under 2.0 will be considered for admission.

* 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.

International and English as a Second Language 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.

RATIONALE

The purpose of this policy is to ensure that Capella University upholds quality standards for admission while extending access to high-quality higher education.

DEFINITIONS

Program Start Date

Program start date reflects the official start date of a learner's academic program and is assigned when a learner first registers for at least one course that is part of a degree or certificate program if they remain registered through course census date (12th calendar day of a course).

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. Any application materials submitted become the property of Capella University. These materials will not be returned or forwarded to another institution.
- C. Truth in Information

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

II. All International and Second-Language 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, site-based learning, and any other non-online university events and activities is the sole responsibility of the learner.

D. Capella University complies with US Federal Office of Foreign Assets Control (OFAC) sanctions. International sanctions regarding the import of services may affect admission decisions for applicants in some countries.

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 financing coach 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*.

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. Site-Based Learning (Field Experiences/Practice Immersions, Internships, or Practica)

To ensure availability, appropriate supervision, and an equivalent experience in site-based learning, all individuals admitted to the School of Nursing and Health Sciences, and the School of Social and Behavioral Sciences with any required, elective, or optional site-based learning must be eligible to work within the United States, Guam, Puerto Rico, or the U.S. Virgin Islands at the time of the experience, and must agree that this experience will be completed within the United States, 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 School of Nursing and Health Sciences and the School of Social and Behavioral Sciences specializations that include site-based learning (field experiences/practice immersions, internships, or practica) must be eligible to work within the United States, Guam, Puerto Rico, or the U.S. Virgin Islands at the time of the experience and must agree that this experience will be completed within the United States, 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.
- E. Doctoral alumni are ineligible for admission to a second Capella doctoral degree.

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. Undergraduate applicants must have attended a state-recognized public or private high school or home school, or obtained a General Education Diploma (GED, high school equivalent) from a recognized education provider.
 - a. Self-reported credentials, including high school transcripts are subject to verification.
 - b. Official transcripts that cannot be verified will be reviewed on a case-by-case basis.
 3. Applicants who do not have any credits eligible for college/university transfer must successfully complete a university-approved examination.
 4. Applicants to Accelerated Master's Pathway options must have a cumulative 2.8 GPA on all previous college coursework, and no fewer than 24 applied transfer quarter credits.
- C. 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, 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 2.8 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, 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, 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 2.8.
 6. 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.

7. 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.
 8. Applicants to the DrPH degree program must have a related graduate degree or any graduate degree and a graduate certificate in public health.
- D. School of Public Service and 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 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.
 5. 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.
 6. 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.
 7. Applicants to the DSW degree program must have a master's degree in social work from an institution accredited by the CSWE.
- E. School of Social and Behavioral Sciences
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 Therapy and MS in Clinical Mental Health Counseling 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 MS in School Counseling degree 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 3.0 for undergraduate work and related graduate work. Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.
4. 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.
5. 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.
6. 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.
7. Applicants to the PhD in Psychology, Behavior Analysis specialization must hold a current BCBA certification.
8. Applicants to the PsyD Clinical Psychology 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.
9. 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 2.8 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 2.8 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 2.8 will be required to submit additional documents for review.
- E. 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.
- F. Applicants to the FlexPath option in 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.

POLICY OWNERS

Academic Owner: Registrar

Operations Owner: Admissions & Records Operations

RELATED DOCUMENTS

University policy 2.01.02 Maximum Time to Degree Completion

University policy 2.02.02 Course Registration

University policy 2.02.10 Separation from the University

University policy 3.01.04 Academic Standing

University policy 3.04.04 Application of Capella Credits

University policy 4.01.01 FERPA and Learner Directory Information

REVISION HISTORY

Original Policy Approval Date: January 21, 2005

Revision Dates: 1-1-06; 3-13-08; 6-12-08; 10-7-08; 12-4-09; 9-1-10; 9-27-10; 12-1-11; 3-23-12; 6-21-12; 8-20-12; 1-22-13; 8-21-13; 2-6-14; 3-23-14; 10-31-14; 5-8-15; 8-14-15; 8-11-16; 8-23-18; 12-20-16; 10-18-17; 10-15-18; 7-1-19; 10-10-19; 3-31-20

Administrative edits as result of ongoing review: 10-1-08; 1-16-09; 5-27-09; 7-29-09; 11-19-09; 1-13-10; 2-18-10; 4-20-10; 5-13-10; 7-26-10; 8-11-10; 10-26-10; 1-25-11; 5-17-11; 7-28-11; 8-9-11; 10-25-11; 1-9-12; 2-16-12; 7-1-12; 10-18-12; 11-6-12; 7-7-14; 1-29-15; 4-15-15; 7-10-15; 7-30-15; 11-17-15; 1-4-16; 1-22-16; 2-15-16; 3-7-16; 5-4-16; 10-1-16; 10-27-16; 12-14-16; 4-26-17; 7-26-17; 8-16-17; 10-25-17; 1-24-18; 4-1-18; 4-25-18; 6-12-18; 1-1-19; 1-24-19; 7-1-19; 10-1-19; 1-7-20; 1-29-20; 4-29-20; 5-20-20; 6-30-20; 3-26-21; 4-28-21

Division of Arts and Sciences Admission Components

Acknowledgment Agreement

Official Transcript from Previous Institution*

International Applicants: Proof of English Equivalency

Licensure Disclosure & Responsibilities Acknowledgment

Government-Issued ID

* Select degree programs have higher GPA and/or additional admission requirements.

Refer to procedures section VI of university policy **2.01.01 Admission** for more information.

School of Business, Technology, and Health Care Administration Admission Components

Acknowledgment Agreement

Official Transcript from Previous Institution*

International Applicants: Proof of English Equivalency

Government-Issued ID

Licensure Disclosure & Responsibilities Acknowledgment

Background Acknowledgment - MS in Information Assurance and Security degree program (all specializations)

DIT Course Registration Acknowledgment - DIT degree program (all specializations)

* Select degree programs have higher GPA and/or additional admission requirements. Refer to procedures section VI of university policy **2.01.01 Admission** for more information.

School of Nursing and Health Sciences Admission Components

Acknowledgment Agreement

Official Transcript from Previous Institution*

International Applicants: Proof of English Equivalency

Licensure Disclosure & Responsibilities Acknowledgment

Government-Issued ID

* Select degree programs have higher GPA and/or additional admission requirements.

Refer to procedures section VI of university policy **2.01.01 Admission** for more information.

School of Public Service and Education Admission Components

Acknowledgment Agreement

Official Transcript from Previous Institution*

International Applicants: Proof of English Equivalency

Licensure Disclosure & Responsibilities Acknowledgment

Government-Issued ID

Automatic Course Registration Acknowledgment - Doctor of Social Work degree program; Doctor of Public Administration degree program; Master of Public Administration degree program

Letters of Recommendation: MSW degree program; MSW—Advanced Standing degree program

Curriculum Vitae: MSW degree program; MSW—Advanced Standing degree program

Admission Essay/Writing Samples: MSW degree program; MSW—Advanced Standing degree program

Teaching Experience Verification Form - PhD 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 Acknowledgement - 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, Personalized Learning, Professional Growth and Development, and Special Education Teaching specializations

* Select degree programs have higher GPA and/or additional admission requirements. Refer to procedures section VI of university policy **2.01.01 Admission** for more information.

School of Social and Behavioral Sciences Admission Components

Acknowledgment Agreement

BS Psychology Pre-Counseling Acknowledgment Form

Official Transcript from Previous Institution*

International Applicants: Proof of English Equivalency

Government Issued ID

Licensure Disclosure & Responsibilities Acknowledgment

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

Curriculum Vitae - PsyD Clinical Psychology specializations; PsyD in School Psychology degree program; PhD General Counselor Education and Supervision specialization; MS in Addiction Studies degree program; MS in Marriage and Family Therapy, Clinical Mental Health Counseling, and General School Counseling specializations

Admission Essay/Writing Samples - PsyD Clinical Psychology specializations; PsyD in School Psychology degree program; PhD General Counselor Education and Supervision specialization; MS in Addiction Studies degree program; MS in Marriage and Family Therapy, Clinical Mental Health Counseling, and General School Counseling specializations

Faculty Interview: PsyD Clinical Psychology specializations; PsyD in School Psychology degree program

* Select degree programs have higher GPA and/or additional admission requirements.

Refer to procedures section VI of university policy **2.01.01 Admission** for more information.

University Policy 2.01.02

Maximum Time to Degree Completion

Policy Revision Approval Date: March 27, 2007

Policy Revision Effective Date: July 1, 2007

Procedure Approval Date: October 11, 2018

Procedure Effective Date: November 1, 2018

POLICY STATEMENT

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 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 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 Social Work have a maximum of six years to complete their degree program. Learners enrolled in the Master of Social Work—Advanced Standing have a maximum of four years to complete their degree program.
- * Learners enrolled in the 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.

RATIONALE

By limiting the length of time learners may take to complete their degree or certificate program, Capella University supports learner success, helping learners make reasonable and timely progress in their programs and ensuring that their completed degrees and certificates are representative of current coursework.

DEFINITIONS

Certificate

A certificate is a non-degree credential at a specific level that is awarded upon successful completion of coursework and learning experiences in an academic or professional field.

Dean's Designee

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

Degree

A degree is the name of a specific academic degree that may include a broad academic subject.

Degree Extension Form (DEF)

A Degree Extension Form is a written communication between the learner and the school describing the conditions under which an extension may be granted.

Degree Program

A degree program is a specific set of coursework and learning experiences in a field of study that, upon successful completion, results in the conferral of a degree or credential.

Maximum Time to Completion

Maximum time to completion is the time allotted for learners to complete their degree or certificate program. Maximum time to completion begins on the learner's program's initial census date and continues regardless of course activity, registration status, or change of specialization, minor, concentration, catalog, or delivery model until a degree is conferred.

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 financing coach 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, concentration, catalog, or delivery model are not assigned a new maximum time to completion.

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

Extensions requested due to change of specialization or extenuating circumstances may be approved by the faculty chair and validated by the Admissions & Records 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.

B. Extension Application Process

Bachelor's, master's, specialist, 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 coaches 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 they 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.

E. Doctoral Extensions

Doctoral learners are reviewed for eligibility for extensions by the university.

1. The president's designee reviews the learner's history and progress and makes a decision. Learners are notified in writing of the academic review and decision of a degree extension.
2. Learners who are not awarded an extension or who cannot complete their doctoral degree program within the time frame of their extension will be administratively withdrawn from the university. Doctoral learners may appeal their administrative withdrawal.

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 notify the university of their intent to appeal.
- C. Learners must indicate their plan for future academic progress and success.
- D. Learners must include an explanation of the circumstances surrounding their administrative withdrawal and the impact of those circumstances on the learner's academic progress. The case decision is based on the learner's progress, their plan for completion, and documentation/evidence supplied by the learner.
- 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.

POLICY OWNERS

Academic Owner: Registrar

Operations Owner: Admissions & Records Operations

RELATED DOCUMENTS

University policy 2.01.01 Admission

University policy 2.02.03 Concurrent Program Enrollments

University policy 2.02.07 Changing Academic Program

University policy 2.02.08 Leave of Absence

University policy 2.02.12 Military Leave

University policy 3.01.04 Academic Standing

University policy 3.01.05 Financial Aid Satisfactory Academic Progress

University policy 4.01.02 Retention of Learner Records and Work Products

University policy 4.03.02 Tuition and Fee Refunds

Financial Aid policies—See Campus

REVISION HISTORY

Original Policy Approval Date: July 1, 2005

Revision Dates: 6-12-07; 3-10-09; 6-21-12; 12-17-13; 5-13-14, 8-11-16; 1-10-18; 10-11-18

Administrative edits as result of ongoing review: 1-8-09; 5-27-09; 7-29-09; 1-13-10; 2-18-10; 5-13-10; 6-25-10; 7-26-10; 10-25-11; 4-17-12; 10-18-12; 3-3-15; 4-15-15; 7-30-15; 10-1-15; 10-29-15; 1-6-16; 4-22-16; 11-1-16; 12-14-16; 9-1-17; 4-1-18; 5-23-19; 8-1-19; 4-1-20; 7-29-20; 3-26-21

ACADEMIC CALENDAR WINTER AND SPRING 2021

WINTER QUARTER 2021

ACADEMIC DEADLINES		January	February	Mid-February	March
Course Registration Begins		11-03-20	11-03-20	11-03-20	11-03-20
	6-Week Legacy MBA Program	11-03-20		11-03-20	
	10-Week MBA Program	11-03-20	11-03-20		11-03-20
Quarterly and Monthly Start Courses Begin		01-11-21	02-08-21		03-08-21
	6-Week Legacy MBA Program	01-11-21		02-22-21	
	10-Week MBA Program	01-11-21	02-08-21		03-08-21
Quarterly and Monthly Start Registration Ends		01-13-21	02-10-21		03-10-21
	6-Week Legacy MBA Program	01-13-21		02-24-21	
	10-Week MBA Program	01-13-21	02-10-21		03-10-21
Last Day to Drop Course Without "W"		01-22-21	02-19-21		03-19-21
	6-Week Legacy MBA Program	01-22-21		03-05-21	
	10-Week MBA Program	01-22-21	02-19-21		03-19-21
Midquarter Courses Begin *		01-11-21		02-15-21	
Midquarter Course Registration Ends *		01-13-21		02-17-21	
Last Day to Drop Midquarter Course Without "W" *		01-22-21		02-26-21	
Last Day to Drop Midquarter Course With "W" *		02-04-21		03-11-21	
Midquarter Courses End *		02-12-21		03-19-21	
Last Day to Drop Course With "W"		03-01-21	03-29-21		04-26-21
	6-Week Legacy MBA Program	02-09-21		03-23-21	
	10-Week MBA Program	03-01-21	03-29-21		04-26-21
End of Quarter		03-19-21	04-16-21		05-14-21
	6-Week Legacy MBA Program	02-19-21		04-02-21	
	10-Week MBA Program	03-19-21	04-16-21		05-14-21

* NOT Applicable to MBA Programs

SPRING QUARTER 2021

April	May	Mid-May	June
02-02-21	02-02-21	02-02-21	02-02-21
02-02-21		02-02-21	
02-02-21	02-02-21		02-02-21
04-12-21	05-10-21		06-07-21
04-12-21		05-24-21	
04-12-21	05-10-21		06-07-21
04-14-21	05-12-21		06-09-21
04-14-21		05-26-21	
04-14-21	05-12-21		06-09-21
04-23-21	05-21-21		06-18-21
04-23-21		06-04-21	
04-23-21	05-21-21		06-18-21
04-12-21		05-17-21	
04-14-21		05-19-21	
04-23-21		05-28-21	
05-06-21		06-10-21	
05-14-21		06-18-21	
05-31-21	06-28-21		07-26-21
05-11-21		06-22-21	
05-31-21	06-28-21		07-26-21
06-18-21	07-16-21		08-13-21
05-21-21		07-02-21	
06-18-21	07-16-21		08-13-21

2021 HOLIDAY SCHEDULE

Capella will observe the following holiday schedule in 2021. The office switchboard will be closed on the following dates:

New Year's Day Friday, January 1, 2021

Martin Luther King Jr. Day Monday, January 18, 2021

Memorial Day Monday, May 31, 2021

Juneteenth Friday, June 18, 2021

Independence Day Friday, July 2, 2021

Labor Day Monday, September 6, 2021

Thanksgiving Day Thursday, November 25, 2021

Day after Thanksgiving Friday, November 26, 2021

Christmas Day Friday, December 24, 2021

ACADEMIC CALENDAR WINTER AND SPRING 2021, continued

WINTER QUARTER 2021						SPRING QUARTER 2021			
FINANCIAL DEADLINES		January	February	Mid-February	March	April	May	Mid-May	June
Last Day to Drop Quarter and Monthly Start Courses With 100% Refund		01-15-21	02-12-21		03-12-21	04-16-21	05-14-21		06-11-21
	6-Week Legacy MBA Program	01-15-21		02-26-21		04-16-21		05-28-21	
	10-Week MBA Program	01-15-21	02-12-21		03-12-21	04-16-21	05-14-21		06-11-21
Last Day to Drop Quarter and Monthly Start Courses With 75% Refund		01-22-21	02-19-21		03-19-21	04-23-21	05-21-21		06-18-21
	6-Week Legacy MBA Program	01-22-21		03-05-21		04-23-21		06-04-21	
	10-Week MBA Program	01-22-21	02-19-21		03-19-21	04-23-21	05-21-21		06-18-21
Last Day to Drop Midquarter Course With 100% Refund *		01-15-21		02-19-21		04-16-21		05-21-21	
Last Day to Drop Midquarter Course With 75% Refund *		01-22-21		02-26-21		04-23-21		05-28-21	

* NOT Applicable to MBA Programs

ACADEMIC CALENDAR SUMMER AND FALL 2021

SUMMER QUARTER 2021						FALL QUARTER 2021			
ACADEMIC DEADLINES		July	August	Mid-August	September	October	November	Mid-November	December
Course Registration Begins		05-04-21	05-04-21	05-04-21	05-04-21	08-03-21	08-03-21	08-03-21	08-03-21
	6-Week Legacy MBA Program	05-04-21		05-04-21		08-03-21		08-03-21	
	10-Week MBA Program	05-04-21	05-04-21		05-04-21	08-03-21	08-03-21		08-03-21
Quarterly and Monthly Start Courses Begin		07-12-21	08-09-21		09-13-21	10-11-21	11-08-21		12-06-21
	6-Week Legacy MBA Program	07-12-21		08-23-21		10-11-21		11-22-21	
	10-Week MBA Program	07-12-21	08-09-21		09-13-21	10-11-21	11-08-21		12-06-21
Quarterly and Monthly Start Registration Ends		07-14-21	08-11-21		09-15-21	10-13-21	11-10-21		12-08-21
	6-Week Legacy MBA Program	07-14-21		08-25-21		10-13-21		11-24-21	
	10-Week MBA Program	07-14-21	08-11-21		09-15-21	10-13-21	11-10-21		12-08-21
Last Day to Drop Course Without "W"		07-23-21	08-20-21		09-24-21	10-22-21	11-19-21		12-17-21
	6-Week Legacy MBA Program	07-23-21		09-03-21		10-22-21		12-03-21	
	10-Week MBA Program	07-23-21	08-20-21		09-24-21	10-22-21	11-19-21		12-17-21
Midquarter Courses Begin *		07-12-21		08-16-21		10-11-21		11-15-21	
Midquarter Course Registration Ends *		07-14-21		08-18-21		10-13-21		11-17-21	
Last Day to Drop Midquarter Course Without "W" *		07-23-21		08-27-21		10-22-21		11-26-21	
Last Day to Drop Midquarter Course With "W" *		08-05-21		09-09-21		11-04-21		12-09-21	
Midquarter Courses End *		08-13-21		09-17-21		11-12-21		12-17-21	

ACADEMIC CALENDAR SUMMER AND FALL 2021, continued

ACADEMIC DEADLINES, continued		SUMMER QUARTER 2021				FALL QUARTER 2021			
		July	August	Mid-August	September	October	November	Mid-November	December
Last Day to Drop Course With "W"		08-30-21	09-27-21		11-01-21	11-29-21	12-27-21		01-24-22
	6-Week Legacy MBA Program	08-10-21		09-21-21		11-09-21		12-21-21	
	10-Week MBA Program	08-30-21	09-27-21		11-01-21	11-29-21	12-27-21		01-21-22
End of Quarter		09-17-21	10-15-21		11-19-21	12-17-21	01-14-22		02-11-22
	6-Week Legacy MBA Program	08-20-21		10-01-21		11-19-21		12-31-21	
	10-Week MBA Program	09-17-21	10-15-21		11-19-21	12-17-21	01-14-22		02-11-22

FINANCIAL DEADLINES		SUMMER QUARTER 2021				FALL QUARTER 2021			
		July	August	Mid-August	September	October	November	Mid-November	December
Last Day to Drop Quarter and Monthly Start Courses With 100% Refund		07-16-21	08-13-21		09-17-21	10-15-21	11-12-21		12-10-21
	6-Week Legacy MBA Program	07-16-21		08-27-21		10-15-21		11-26-21	
	10-Week MBA Program	07-16-21	08-13-21		09-17-21	10-15-21	11-12-21		12-10-21
Last Day to Drop Quarter and Monthly Start Courses With 75% Refund		07-23-21	08-20-21		09-24-21	10-22-21	11-19-21		12-17-21
	6-Week Legacy MBA Program	07-23-21		09-03-21		10-22-21		12-03-21	
	10 Week MBA Program	07-23-21	08-20-21		09-24-21	10-22-21	11-19-21		12-17-21
Last Day to Drop Midquarter Course With 100% Refund *		07-16-21		08-20-21		10-15-21		11-19-21	
Last Day to Drop Midquarter Course With 75% Refund *		07-23-21		08-27-21		10-22-21		11-26-21	

*** NOT Applicable to MBA Programs**

FLEXPATH ACADEMIC CALENDAR

First courses in FlexPath begin once each month (see charts below). All other FlexPath courses do not have set start dates, so learners may register and start a course on any day of the week. Please refer to the following guide to determine dates and deadlines for those courses.

Last Day to Drop Without a Transcript Record of the Course: 12 calendar days from the start of that course (including the date of registration).

Last Date to Drop With a "W": 61 calendar days from the start of that course (including the date of registration).

Course End Date (last date to submit assessment(s)): 84 calendar days from the start of that course (including the date of registration). If the learner has a passing grade, the learner may end their course at any time prior to this date by pushing the course completion button in the courseroom.

Competency Scores Posted Date (when a learner hasn't used the course completion button to end the course): 89 calendar days from the start of that course (count includes the date of registration).

FLEXPATH ACADEMIC CALENDAR WINTER AND SPRING 2021

	JANUARY 2021	FEBRUARY 2021	MARCH 2021	APRIL 2021	MAY 2021	JUNE 2021
ACADEMIC DEADLINES	Jan 13	Feb 10	Mar 9	Apr 13	May 11	Jun 8
Courses Begin (8:00 am Central Time)	01-11-21	02-08-21	03-08-21	04-12-21	05-10-21	06-07-21
Last Day to Drop Without a Transcript Record of the Course (by 11:59 pm Central Time)	01-22-21	02-19-21	03-19-21	04-23-21	05-21-21	06-18-21
Last Day to Drop With a "W" (by 11:59 pm Central Time)	03-12-21	04-09-21	05-07-21	06-11-21	07-09-21	08-06-21
Course End Date (last date to submit assessment(s)) (by 5:00 pm Central Time)	04-04-21	05-02-21	05-30-21	07-04-21	08-01-21	08-29-21
Competency Scores Posted Date (when a learner hasn't used the course completion button to end the course)	04-09-21	05-07-21	06-04-21	07-09-21	08-06-21	09-03-21

FLEXPATH ACADEMIC CALENDAR SUMMER AND FALL 2021

	JULY 2021	AUGUST 2021	SEPTEMBER 2021	OCTOBER 2021	NOVEMBER 2021	DECEMBER 2021
ACADEMIC DEADLINES	Jul 13	Aug 10	Sept 14	Oct 12	Nov 9	Dec 7
Courses Begin (8:00 am Central Time)	07-12-21	08-09-21	09-13-21	10-11-21	11-08-21	12-06-21
Last Day to Drop Without a Transcript Record of the Course (by 11:59 pm Central Time)	07-23-21	08-20-21	09-24-21	10-22-21	11-19-21	12-17-21
Last Day to Drop With a "W" (by 11:59 pm Central Time)	09-10-21	10-08-21	11-12-21	12-10-21	01-07-22	02-04-22
Course End Date (last date to submit assessment(s)) (by 5:00 pm Central Time)	10-03-21	10-31-21	12-05-21	01-02-22	01-30-22	02-27-22
Competency Scores Posted Date (when a learner hasn't used the course completion button to end the course)	10-08-21	11-05-21	12-10-21	01-07-22	02-04-22	03-04-22

University Policy 2.02.02

Course Registration

Policy Revision Approval Date: May 20, 2016

Policy Revision Effective Date: July 1, 2016

Procedure Approval Date: August 30, 2019

Procedure Effective Date: October 1, 2019

POLICY STATEMENT

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*. GuidedPath learners may not register for more than three concurrent courses, and FlexPath learners may not register for more than two 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.

RATIONALE

The purpose of this policy is to provide clear and consistent directions, guidelines, responsibilities, and accountabilities associated with course registration-related activities.

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*.

Course Census Day

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

Course Drop

Course drop refers to learners formally removing themselves from a course roster during the first 12 calendar days of a course. A course drop applies to one course at a time and does not assume withdrawal from the university. A course drop should not be confused with a leave of absence, which refers to a learner taking leave from the university and all associated courses for a specific period of time. A course drop is not reflected on the learner's official transcript. Advanced

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

Course Withdrawal

Course withdrawal refers to learners formally removing themselves from a course roster after the 12th calendar day of the course and before the deadline to withdraw from a course expires. A course withdrawal applies to one course at a time and does not assume withdrawal from the university. A course withdrawal is reflected on the learner's official transcript and is included in attempted credits when monitoring financial aid satisfactory academic progress, as described in university policy 3.01.05 *Financial Aid Satisfactory Academic Progress*, and is further detailed in the Capella University *Doctoral Manual*.

Initial Course Participation

Initial course participation refers to the submission of grade-eligible courseroom activities before the end of course census day.

Last Day to Withdraw from a Course

Learners may not withdraw from a course after 11:59 p.m. Central Time on the 50th calendar day of a 10-week course, after 11:59 p.m. Central Time on the 30th calendar day of a six-week course, after 11:59 p.m. Central Time on the 25th calendar day of a five-week course, or after 11:59 p.m. Central Time on the 15th calendar day of a three-week course. Learners may not withdraw from a FlexPath course after 11:59 p.m. Central Time on the 61st calendar day of the course. Last dates for course withdrawals will be designated as needed for terms of other lengths.

Ongoing Course Participation

Ongoing course participation refers to the submission and completion of grade-eligible courseroom activities throughout the duration of the course.

School's Designee

A school's designee is an individual designated by the dean to act on the school's behalf. The designee must be in a leadership position equivalent to or above a faculty chair.

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. Preregistration/auto-registration is the default registration process for some programs.

- c. 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. Site-based learning registrations require the consent of the appropriate school and may require a written course learning plan or application. Learners must submit their request for site-based learning 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.
- II. 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 site-based learning, 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.
- III. 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.

IV. 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 financing coach.

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 the following:
 - 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 financing coach.
 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 the following:
 - 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.

V. 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 academic 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 financing coach.
- 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 Admissions & Records Operations department for validation.
- H. Academic Advising will contact learners to notify them of the denial decision. The Admissions & Records Operations department will email learners to notify them of the approval decision, copying their instructors and academic coaches.
- 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.

VI. Appealing a Denied Late Course Withdrawal

- A. To request an appeal of the decision to deny a late course withdrawal, learners should contact Academic Advising and provide the appropriate academic rationale.
- B. The registrar will review the appeal and render a decision within 14 calendar days of receipt of the appeal
- C. The decision of the registrar is final and not subject to further appeal.
- D. The learner will be notified by email of the appeal decision.

VII. 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.
 - 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 or doctoral capstone 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 Admissions & Records 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, internships or laboratory, dissertation, or doctoral capstone 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.
 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, residencies or comprehensive examination, dissertation, doctoral capstone, 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.

VIII. Additional FlexPath Course Registration Procedures

A. Auto-Registration

FlexPath learners must contact their academic coach to make changes to their auto-registration plan or to request manual registration in a course. Unless a change is requested, auto-registration defaults to one course at a time for all FlexPath learners.

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 their target dates 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 academic coach to discuss the consequences of non-engagement.
 - 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.

POLICY OWNERS

Academic Owner: Provost

Operations Owner: Admissions & Records Operations

RELATED DOCUMENTS

University policy 2.02.08 Leave of Absence

University policy 4.03.01 Tuition and Fees

University policy 4.03.02 Tuition and Fee Refunds

Late Course Registration form—Campus

REVISION HISTORY

Original Policy Approval Date: February 19, 2007

Revision Dates: 7-1-06; 1-11-07; 5-22-08; 12-29-09; 11-19-12; 6-6-13; 3-23-14; 12-1-14; 7-2-15; 4-28-16; 5-20-16; 8-11-16; 8-23-18; 12-7-18

Administrative edits as result of ongoing review: 5-27-09; 2-17-10; 7-15-10; 10-28-10; 12-20-10; 4-1-11; 7-1-11; 1-18-12; 4-17-12; 8-6-12; 2-1-13; 2-11-14; 4-15-15; 7-8-15; 11-12-15; 11-1-16; 12-14-16; 4-1-18; 5-23-19; 8-30-19; 12-6-19; 4-1-20; 3-26-21

University Policy 3.01.01**Academic Integrity and Honesty**

Policy Revision Approval Date: March 23, 2014

Policy Revision Effective Date: April 1, 2014

Procedure Approval Date: November 30, 2020

Procedure Effective Date: December 1, 2020

POLICY STATEMENT

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. Academic dishonesty occurs when learners take unauthorized actions in the completion of their academic work and may include but is not limited to plagiarism, unauthorized collaboration, deceit, and interference with another learner.

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 consequences of academic dishonesty are determined on a case-by-case basis 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, suspension from the university, removal from the program, administrative withdrawal or dismissal from the university, or cancellation of previously awarded course credits or degrees. Cancellation of previously awarded degrees require the review and determination by the Capella University Board of Trustees.

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

RATIONALE

In support of Capella University's core values, this policy establishes the standards for academic integrity and enforces the university's commitment to teaching and learning while maintaining academic integrity, authenticity, ethics, and scholarship in one's work as a learner at the university. This policy also establishes the due process procedures for the internal resolution of acts of academic dishonesty.

DEFINITIONS

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.

PROCEDURES

I. Academic Resources

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. Application to Doctoral Learners

- A. This policy and procedure applies to all allegations of plagiarism involving doctoral learners and dissertation or doctoral capstones prior to receipt of IRB approval or "not human subjects research" designation letter from the Capella University IRB.
- B. All allegations of plagiarism involving a dissertation or doctoral capstone after receipt of IRB approval or "not human subjects research" designation letter will be processed according to the provisions in university policy *3.03.06 Research Misconduct*.

III. 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.

IV. 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 reporting individual's or university official's sanction will become part of the learner's official academic record.

V. 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.

VI. 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. An independent review panel is sponsored by the provost.
- C. A learner must submit their appeal within 30 calendar days after notification of the decision for which the learner is making the appeal 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.

VII. Independent Review Panel Review Process

- A. Upon being convened, the university 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.
- 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 their complete history of academic integrity. In the event the panel identifies additional alleged instances of academic dishonesty, the panel will notify the learner and provide an opportunity to respond.
- 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. If the panel recommends the cancellation of previously awarded credits or degrees, the matter will be referred to the provost or president's designee for determination.
- H. In the event that the provost or president's designee believes that a degree conferred by Capella should be revoked as a result of an academic dishonesty finding, the Capella University Board of Directors must review the case and vote whether to revoke the degree. The respondent will receive written notification of the final determination and any corrective/disciplinary action to be taken.
- I. Both parties have the right to appeal the panel's decision pursuant to procedure VII.

VIII. Appeal Process

- 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.

IX. 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 to all Capella boards and any appropriate regulatory bodies.

X. 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 up to \$250,000, and up to 10 years jail time.
4. Seizure and destruction of infringing files.

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

POLICY OWNERS

Academic Owner: Provost

Operations Owner: Office of Academic Community Standards

RELATED DOCUMENTS

University policy 1.01.05 Policy Exceptions

University policy 2.02.10 Separation from the University

University policy 3.03.02 Publication of Dissertations and Doctoral Capstones

University policy 3.03.06 Research Misconduct

University policy 4.02.02 Learner Code of Conduct

University policy 4.02.03 Learner Grievance

REVISION HISTORY

Original Policy Approval Date: July 27, 2002

Revision Dates: 1-1-05; 8-28-07; 7-29-09; 8-12-11; 8-20-12; 3-23-14; 7-28-14; 8-11-16; 3-30-17; 10-31-17; 3-31-20; 11-30-20

Administrative edits as result of ongoing review: 12-20-07; 2-19-10; 4-17-12; 4-24-13; 11-1-16; 12-14-16; 4-1-18; 10-15-18; 5-23-19; 7-1-20; 3-26-21

University Policy 3.01.04

Academic Standing

Policy Approval Date: May 10, 2010
Policy Effective Date: July 1, 2010
Procedure Approval Date: April 1, 2021
Procedure Effective Date: April 1, 2021

POLICY STATEMENT

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.

RATIONALE

Capella University requires all learners to maintain good academic standing. This policy outlines the standards and procedures for maintaining and evaluating academic standing.

DEFINITIONS

Administrative Withdrawal

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

Dean's Designee

A dean's designee is an individual designated by the dean to act on their 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 their 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.

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.
 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 the School Designee. 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 School Designee will review. Those allegations will be reviewed together with the professional standards review.
 3. The School Designee will provide the opportunity for all involved parties to state their respective case in writing.
 4. The School Designee will issue a decision, which may include a decision on any sanction deemed appropriate by the School Designee, which may include but is not limited to a reflection paper, remedial activity, course withdrawal, course retake, or administrative withdrawal. The School Designee may in their discretion refer the matter for further deliberation by a Faculty Review Panel. A record of the School Designee's decision and sanction will become part of the learner's official academic record.
 5. The School Designee will report their decision to the learner as soon as practicable. A record of the School Designee's decision and sanction will become part of the learner's official academic record.
 6. If referred to a Faculty Review Panel, the panel will provide the opportunity to hear from all involved parties and for each party to state their respective case in writing. Upon request, either party will be provided the opportunity to conference.
 7. The panel will determine the appropriate sanction, which may include but is not limited to a reflection paper, remedial activity, course withdrawal, course retake, or administrative withdrawal.

8. 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.
9. 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.
10. 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.
 3. Learners' academic standing is measured only following quarters in which they are registered in one or more GuidedPath 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 will have future course registrations cancelled and a registration hold placed on their record.
 - b. 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.
 - i. 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.
 4. Academic standing and LSP extensions
 - a. In some circumstances, learners may be granted an LSP extension beyond probation stage three 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.
 5. 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.

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 three. 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.

POLICY OWNER

Academic Owner: Provost

Operations Owner: Academic Advising

RELATED DOCUMENTS

University policy 2.02.02 Course Registration

University policy 3.01.05 Financial Aid Satisfactory Academic Progress

University policy 3.04.01 Academic Readiness

University policy 3.04.07 Grading

University policy 3.04.08 Incomplete Grades

REVISION HISTORY

Original Policy Approval Date: May 18, 2007

Effective Date: January 1, 2008

Revision Dates: 6-4-10; 4-28-10; 9-1-10; 6-6-13; 8-28-2013; 7-28-14; 10-31-14; 8-11-16; 10-18-17; 1-10-18; 7-8-20; 4-1-21

Administrative edits as result of ongoing review: 7-30-09; 4-17-12; 8-6-12; 10-23-13; 2-10-14; 2-9-15; 11-1-16; 12-14-16; 1-4-18; 5-23-19; 4-1-20; 5-1-20; 10-6-20

Content previously contained in university policy 02.60 Satisfactory Academic Progress

University Policy 3.04.01	Academic Readiness
Policy Revision Approval Date: June 4, 2009 Policy Revision Effective Date: June 5, 2009 Procedure Approval Date: March 31, 2020 Procedure Effective Date: April 1, 2020	

POLICY STATEMENT

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.

RATIONALE

First course is a course that all learners must successfully complete to continue participating in all Capella University programs. It is designed to assist learners with identifying the areas of support they need in order to be successful and to ensure that they are prepared to continue their studies.

Undergraduate learners must possess adequate competency in the areas of writing and logical reasoning in order to be successful in their program. Therefore, a minimum level of writing and logical reasoning competence is established as a requirement for participating in Capella programs as defined in this policy and procedures.

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 All Learners

- 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 All Learners

- A. Undergraduate learners must receive a passing grade, or passing FlexPath competency evaluations, 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.

III. Failure to Meet Academic Readiness Standards in GuidedPath and FlexPath Programs

- A. Learners who earn a grade of “F” in first course, or a FlexPath evaluation of “non-performance” on any competency, 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) until after they successfully complete first course.
- F. Learners register for their second first course attempt by contacting their academic coach.
- G. Learners who fail first course on their second attempt will be administratively withdrawn from the university.
- 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.
- I. Learners may appeal an administrative withdrawal pursuant to section VI.

V. Second First Course Attempt for FlexPath Learners

- A. FlexPath 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 enrolled in FlexPath who fail first course on their initial attempt are allowed a second first course attempt at the beginning of a month at their discretion.
- C. Undergraduate learners enrolled in FlexPath who fail first course on their initial attempt must work with their academic coach to obtain approval for a second attempt of first course.
- D. FlexPath learners who drop or withdraw from first course are allowed to register for first course at the beginning of a month at their discretion.
- E. 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.
- F. FlexPath learners register for their second first course attempt by contacting their academic coach.
- 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.
- I. Learners may appeal an administrative withdrawal pursuant to section VI.

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, the learner 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.

POLICY OWNERS

Academic Owner: Deans

Operations Owner: Academic Advising

RELATED DOCUMENTS

University policy 2.01.01 Admission

University policy 2.02.02 Course Registration

University policy 2.02.10 Separation from the University

University policy 3.01.04 Academic Standing

University policy 3.01.05 Financial Aid Satisfactory Academic Progress

University policy 3.04.08 Incomplete Grades

REVISION HISTORY

Original Policy Approval Date: January 1, 2006

Revision Dates: 1-1-06; 11-1-06; 1-1-07; 11-1-10; 3-8-12; 6-6-13; 10-31-14; 9-18-15; 8-11-16; 3-31-20

Administrative edits as result of ongoing review: 11-17-09; 2-22-10; 7-29-13; 2-10-14; 12-14-16; 7-26-17; 4-1-18

Formerly university policy 02.055 Academic Readiness

University Policy 3.04.11

Transfer Credit and Prior Learning Assessment

Policy Approval Date: March 11, 2011

Policy Effective Date: July 1, 2011

Procedure Approval Date: October 28, 2015

Procedure Effective Date: November 1, 2015

POLICY STATEMENT

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*.

RATIONALE

Capella University acknowledges that education occurs throughout all of a learner's life stages and in a variety of contexts and settings. When learning is relevant to the knowledge, skills, and competencies of a specific Capella academic program, applicants have the opportunity to provide documentation of that learning and be awarded appropriate credit to be applied toward the completion of their academic program.

DEFINITIONS

Competencies

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

Prior Learning Assessment (PLA)

Prior learning assessment (PLA) is an approved means of academically evaluating and assessing knowledge that is acquired prior to beginning an academic program at Capella.

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.
- 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 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. 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 Admissions & Records Operations (ARO) 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 ARO 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, or concentration by submitting the [Change Program, Specialization, or Concentration Form](#) located on Campus. Learners considering such changes should refer to university policy *2.02.07 Changing Academic Program*.
 - 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 Admissions & Records Operations (ARO) department by completing and submitting the [Transfer Credit Appeal Form](#) located on Campus. Learners must submit additional information, including an extended course description and course syllabus.
 - 2. The ARO 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 ARO 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 ARO department is final.

V. Transfer of Earned Capella Credits/Program Points for All Learners

The transferability of Capella quarter credits or program points to another institution is solely at the discretion of that institution. It is the learner's responsibility to contact that institution to confirm whether Capella quarter credits or program points will be accepted.

VI. 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.

VII. 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 their advising team that courses for which PLA credit is being requested apply to the requirements outlined in their academic plan.
3. Verify with their 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*.

- 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*.

VIII. Additional Considerations for FlexPath Learners

- A. All transfer and PLA credit must be completed prior to starting any program in the FlexPath format. Any professional certification or external courses taken concurrently with FlexPath enrollment cannot be recognized in the Capella degree program.
- B. 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.
- C. FlexPath Prior Learning Assessment (PLA) Considerations
 - 1. FlexPath learners are only eligible to submit certifications for PLA credit within 12 weeks of starting their first FlexPath course.
 - 2. Learners may not gain credit by petition for FlexPath courses.

POLICY OWNERS

Academic Owner: Registrar

Operations Owner: Admissions & Records Operations

RELATED DOCUMENTS

University policy 2.01.01 Admission

REVISION HISTORY

Original Policy Approval Date: March 11, 2011

Revision Dates: 6-1-12; 10-8-12; 9-16-13; 10-28-15

Administrative edits as result of ongoing review: 4-1-12; 4-24-13; 12-8-15; 8-11-16; 3-1-17; 4-1-18; 1-1-19; 5-23-19; 7-12-19; 4-1-20; 6-30-20; 11-4-20; 3-26-21

Content previously contained in university policies 3.04.02 Credit for Prior Learning and 3.04.03 Transfer of Credit

University Policy 4.02.02

Learner Code of Conduct

Policy Revision Approval Date: September 23, 2011

Policy Revision Effective Date: October 1, 2011

Procedure Approval Date: July 25, 2017

Procedure Effective Date: August 1, 2017

POLICY STATEMENT

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.

RATIONALE

This policy sets a high standard of conduct for members of the university community that reflects Capella University's values of human potential, achievement, decisive collaboration, innovation, and integrity. This policy also reflects Capella's philosophy of resolving issues at the most direct level and in the most equitable way possible, and defines the appropriate terms and procedures required to meet these standards.

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 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 their 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.

 - 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 their 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 their summary suspension and their 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 their 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 their 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 their 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, they have 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 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 their 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 their 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, they 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 their 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 panel to provide additional information, or d) the president's designee will determine their 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, they have 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.

POLICY OWNERS

Academic Owner: President

Operations Owner: Office of Academic and Community Standards

RELATED DOCUMENTS

University policy 2.02.10 Separation from the University

University policy 3.01.01 Academic Integrity and Honesty

University policy 3.03.01 Human Research Protections

University policy 4.02.03 Learner Grievance

University policy 4.02.04 Discrimination, Harassment, and Assault

University policy 4.02.05 Drugs and Alcohol

REVISION HISTORY

Original Policy Approval Date: February 28, 2005

Revision Dates: 7-1-06; 1-1-07; 7-29-09; 9-27-11; 10-23-13; 7-28-14; 8-11-16; 7-25-17

Administrative edits as result of ongoing review: 2-22-10; 4-17-12; 8-6-12; 10-18-12; 4-24-13; 11-1-16; 12-14-16; 4-1-18; 4-1-20; 3-26-21

University Policy 4.02.03

Learner Grievance

Policy Revision Approval Date: July 24, 2009

Policy Revision Effective Date: August 1, 2009

Procedure Approval Date: August 11, 2016

Procedure Effective Date: September 1, 2016

POLICY STATEMENT

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.

RATIONALE

Capella University strives to provide learners with a positive, collaborative, and healthy approach to solving grievances with faculty, staff, and administration members. The purpose of this policy is to define the process for the internal resolution of problems, complaints, and grievances at Capella University. A separate process has been established for grade appeals.

DEFINITIONS

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 Office of Academic and Community Standards.

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.

President's Designee

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

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 they have a grievance. This represents an effort to achieve a fair and reasonable resolution to the grievance by informal means.
- B. The aggrieved party may contact the Office of Academic and Community Standards for assistance in the resolution effort.

III. Formal Resolution Process

If the aggrieved party does not receive an adequate resolution to the grievance, they may submit a formal, written grievance to the Office of Academic and Community Standards.

- A. Upon receiving the grievance, the Office of Academic and Community Standards 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 their 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, they 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 their 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

- A. For Learners Seeking Resolution Through the Minnesota Office of Higher Education
In some circumstances, Learners may submit their complaints to the Minnesota Office of Higher Education. For more information, please see Minnesota Statute 136A.672. Learners in California, Florida, and Georgia should contact their states' higher education regulatory authorities.
- B. For California Learners
If a complaint cannot be resolved after exhausting the institution's learner grievance procedure, a learner may file a complaint with the Bureau for Private Postsecondary Education. A complaint may be filed by writing (https://bppe.ca.gov/forms_pubs/complaint.pdf) or by contacting the Bureau's

Enforcement Section: Bureau for Private Postsecondary Education, P.O. Box 980818,
West Sacramento, CA 95798-0818, 888.370-7589.

C. 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.

D. For Georgia Learners

If the complaint cannot be resolved after exhausting the institution's learner grievance procedure, the learner may file a complaint with the Georgia Nonpublic Postsecondary Education Commission: 2082 East Exchange Place, Suite 220, Tucker, GA 30084-5305; 770.414.3300. A complaint must be submitted via the Commission's online complaint form in accordance with their Student Complaint Procedures:

<https://gnpec.georgia.gov/student-complaints>.

E. For Tennessee Learners

If a complaint cannot be resolved after exhausting the institution's learner grievance procedure, the learner may file a complaint with the Tennessee Higher Education Commission; 404 James Robertson Parkway, Suite 1900; Nashville, TN 37423; 615.741.3605

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

POLICY OWNERS

Academic Owner: President

Operations Owner: Office of Academic and Community Standards

RELATED DOCUMENTS

University policy 2.01.02 Maximum Time to Degree Completion

University policy 2.02.02 Course Registration

University policy 2.02.10 Separation from the University

University policy 3.01.01 Academic Integrity and Honesty

University policy 3.01.04 Academic Standing

University policy 3.03.06 Research Misconduct

University policy 3.04.09 Appealing a Grade

University policy 4.02.02 Learner Code of Conduct

University policy 4.02.04 Discrimination, Harassment, and Assault

University policy 4.02.05 Drugs and Alcohol

REVISION HISTORY

Original Policy Approval Date: July 27, 2002

Original Policy Effective Date: November 3, 2003

Policy Revision Dates: 7-1-04; 10-1-05; 1-1-06; 7-24-09; 7-28-14; 8-11-16

Administrative edits as result of ongoing review: 2-17-10; 5-17-11; 8-4-11; 4-17-12; 7-6-12; 8-6-12; 9-26-12; 7-31-13; 8-21-13; 10-23-13; 2-5-15; 3-23-15; 4-15-15; 6-12-15; 9-28-15; 5-4-16; 11-1-16; 12-14-16; 4-1-18; 1-1-19; 7-1-19; 4-1-20; 4-27-20; 3-26-21

University Policy 4.03.01

Tuition and Fees

Policy Revision Approval Date: January 11, 2007

Policy Revision Effective Date: April 1, 2007

Procedure Approval Date: July 25, 2017

Procedure Effective Date: August 1, 2017

POLICY STATEMENT

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.

RATIONALE

The purpose of this policy is to name those groups or individuals within the university who have the authority to determine tuition and fees and the manner in which they are charged for courses, residencies, admission, transcripts, prior learning assessment petition review, and graduation.

DEFINITIONS

None

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 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.

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.

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.
- 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 will receive 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
- A. Tuition and fees are posted in Capella’s *University Catalog* and on Campus.
 - B. Tuition and fees are subject to change.
 - C. Tuition and fees schedule can be found at:
http://www.capella.edu/content/dam/capella/PDF/tuition_chart.pdf
- IX. All procedures with this policy apply to learners in GuidedPath and FlexPath programs.

POLICY OWNERS

Academic Owner: University Finance Leader
Operations Owner: University Finance Leader

RELATED DOCUMENTS

University policy 2.02.02 Course Registration
University policy 4.03.02 Tuition and Fee Refunds

REVISION HISTORY

Original Policy Approval Date: January 31, 2005

Revision Dates: 6-12-07; 6-21-12; 6-6-13; 5-13-14; 10-31-14; 5-4-15; 8-11-16; 6-7-17; 7-25-17
Administrative edits as result of ongoing review: 12-20-07; 10-1-08; 1-20-09; 5-27-09; 7-29-09; 11-19-09; 1-13-10; 5-13-10; 7-27-10; 8-11-10; 12-20-10; 2-14-11; 7-28-14; 11-19-15; 12-11-15; 4-11-16; 11-1-16; 12-14-16; 12-15-17; 4-1-18; 6-1-18; 7-1-18; 3-26-21

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			
Prior Learning Assessment individual documented credit fee	\$100					
* 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, TECHNOLOGY, AND HEALTH CARE ADMINISTRATION (SOBTH)	Tuition (Per Credit)	Resource Kit (Per Quarter)	Tuition (Per Upper-Division Credit)	Tuition (Per Lower-Division Credit)	Quarterly Tuition (Flat Rate)	Quarterly Tuition (Comprehensive Examination and Dissertation)
		\$150	\$411	\$357		
	\$411	\$150				
					\$4,850	\$4,350
					\$4,850	\$4,350
	Tuition (Per Credit)	Resource Kit (Per Quarter)	Tuition (Per Upper-Division Credit)	Tuition (Per Lower-Division Credit)	Capped Pricing	Capella Tuition Cap
Doctor of Philosophy (PhD) in Business Management†	\$965	\$175			\$965/\$1,930/\$2,895/\$3,860/\$4,825/\$5,000†	
Doctor of Business Administration (DBA)†	\$750	\$175			\$750/\$1,500/\$2,250/\$3,000/\$3,750/\$4,500/\$4,850§	\$45,000
Bachelor of Science (BS) in Information Technology		\$175	\$411	\$357		
Undergraduate Certificate in Network Technology: Cisco*		\$175	\$411	\$357		
Undergraduate Certificate in Network Technology: Microsoft*		\$175	\$411	\$357		
Undergraduate Certificate in Software Development*		\$175	\$411	\$357		
Doctor of Information Technology (DIT)†	\$750	\$175			\$750/\$1,500/\$2,250/\$3,000/\$3,750/\$4,500/\$4,850§	
Master of Business Administration (MBA)	\$805	\$175				
Master of Science (MS) in Analytics	\$695	\$175				
Master of Science (MS) in Human Resource Management	\$725	\$175				
Graduate Certificate in Business Administration*	\$805	\$150				
Graduate Certificate in Human Resource Management*	\$725	\$150				
Doctor of Philosophy (PhD) in Information Technology†	\$965	\$175			\$965/\$1,930/\$2,895/\$3,860/\$4,825/\$5,000†	
Master of Science (MS) in Information Assurance and Security	\$695	\$175				
Master of Science (MS) in Information Assurance and Cybersecurity	\$695	\$175				
Master of Science (MS) in Information Systems and Technology Management	\$695	\$175				
Master of Science (MS) in Information Technology	\$695	\$175				
Master of Science (MS) in Leadership	\$725	\$175				
Graduate Certificate in Analytics Using SAS®*	\$695	\$175				
Graduate Certificate in Advanced Analytics Using SAS®*	\$695	\$175				
Graduate Certificate in Digital Forensics*	\$695	\$175				
Graduate Certificate in Information Assurance and Cybersecurity*	\$695	\$175				
Graduate Certificate in Network Defense*	\$695	\$175				
Graduate Certificate in Project Management*	\$695	\$175				
Bachelor of Science (BS) in Health Care Administration		\$125	\$375	\$357		
Doctor of Health Administration (DHA)	\$755	\$175				
Master of Health Administration (MHA)	\$535	\$125				
Graduate Certificate in Health Care	\$535	\$125				

* 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: \$965 for learners registered in 1 quarter credit; \$1,930 for learners registered in 2 quarter credits; \$2,895 for learners registered in 3 quarter credits; \$3,860 for learners registered in 4 quarter credits; \$4,825 for learners registered in 5 quarter credits; and \$5,000 for learners registered in 6 or more quarter credits.

[§] The capped tuition rates are as follows for learners enrolled in the Doctor of Business Administration (DBA) or Doctor of Technology (DIT) degree programs: \$750 for learners registered in 1 quarter credit; \$1,500 for learners registered in 2 quarter credits; \$2,250 for learners registered in 3 quarter credits; \$3,000 for learners registered in 4 quarter credits; \$3,750 for learners registered in 5 quarter credits; \$4,500 for learners registered in 6 quarter credits; and \$4,850 for learners registered in 7 or more quarter credits.

^{||} Learners may be eligible for the Capella Tuition Cap if they are a new learner starting their program in an eligible start month. Some exclusions may apply in accordance with other scholarship or tuition payment arrangements. Eligibility requirements apply.

TUITION AND FEES TABLE, *continued*

	Tuition (Per 12-Week Session)	Resource Kit (Per 12-Week Session)	Capella Tuition Cap
Bachelor of Science (BS) in Business, FlexPath option	\$2,500	\$125	
Bachelor of Science (BS) in Information Technology, FlexPath option	\$2,500	\$125	
Doctor of Business Administration (DBA), FlexPath option [†]	\$3,200	\$175	\$45,000 [‡]
Master of Business Administration (MBA), FlexPath option	\$2,750	\$175	
Master of Science (MS) in Information Systems and Technology Management, FlexPath option	\$2,600		
Master of Science (MS) in Human Resource Management, FlexPath option	\$2,500	\$175	
Graduate Certificate in Business Administration, FlexPath option	\$2,750	\$175	
Bachelor of Science (BS) in Health Care Administration, FlexPath option	\$2,500	\$125	
Master of Health Administration (MHA), FlexPath option	\$2,400	\$125	
Graduate Certificate in Health Care	\$2,200	\$125	

* 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: \$965 for learners registered in 1 quarter credit; \$1,930 for learners registered in 2 quarter credits; \$2,895 for learners registered in 3 quarter credits; \$3,860 for learners registered in 4 quarter credits; \$4,825 for learners registered in 5 quarter credits; and \$5,000 for learners registered in 6 or more quarter credits.

[§] The capped tuition rates are as follows for learners enrolled in the Doctor of Business Administration (DBA) or Doctor of Technology (DIT) degree programs: \$750 for learners registered in 1 quarter credit; \$1,500 for learners registered in 2 quarter credits; \$2,250 for learners registered in 3 quarter credits; \$3,000 for learners registered in 4 quarter credits; \$3,750 for learners registered in 5 quarter credits; \$4,500 for learners registered in 6 quarter credits; and \$4,850 for learners registered in 7 or more quarter credits.

^{||} Learners may be eligible for the Capella Tuition Cap if they are a new learner starting their program in an eligible start month. Some exclusions may apply in accordance with other scholarship or tuition payment arrangements. Eligibility requirements apply.

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)
Bachelor of Science in Nursing (BSN)		\$125	\$375	\$357
Bachelor of Science (BS) in Public Health		\$125	\$375	\$357
Doctor of Public Health (DrPH)	\$755	\$175		
Master of Public Health (MPH)	\$500	\$125		
Graduate Certificate in Public Health*	\$500	\$125		
Doctor of Nursing Practice (DNP) [†]	\$800	\$175/\$125 [‡]		
Master of Science in Nursing (MSN)	\$435	\$125		
Graduate Certificate in Care Coordination*	\$435	\$125		
Graduate Certificate in Diabetes Nursing*	\$435	\$125		
Graduate Certificate in Nursing Informatics*	\$435	\$125		
Graduate Certificate in Nursing Leadership*	\$435	\$125		
Post-Master's Certificate in Epidemiology	\$755	\$175		
Post-Master's Certificate in Nursing Education	\$435	\$125		
	Tuition (Per 12-Week Session)	Resource Kit (Per 12-Week Session)		
Bachelor of Science in Nursing (BSN), FlexPath option	\$3,200	\$50		
Master of Science in Nursing (MSN), FlexPath option	\$2,700	\$125		
Doctor of Nursing Practice (DNP), FlexPath option	\$3,200	\$175		

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

[†] Learners enrolled in the Doctor of Nursing Practice (DNP) Preparatory Program are charged \$435 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 and \$125 for learners enrolled in the Doctor of Nursing Practice (DNP) Preparatory Program.

TUITION AND FEES TABLE, *continued*

SCHOOL OF PUBLIC SERVICE AND EDUCATION (SOPSE)	Tuition (Per Credit)	Resource Kit (Per Quarter)	Tuition (Per Upper-Division Credit)	Tuition (Per Lower-Division Credit)	Capped Pricing
Bachelor of Science (BS) in Criminal Justice		\$150	\$411	\$357	
Bachelor of Science (BS) in Public Safety		\$150	\$411	\$357	
Doctor of Emergency Management (DEM)	\$710	\$175			
Doctor of Philosophy (PhD) in Criminal Justice [†]	\$710	\$175			
Master of Science (MS) in Criminal Justice	\$540	\$150			
Master of Science (MS) in Emergency Management	\$540	\$150			
Master of Science (MS) in Public Safety	\$540	\$150			
Doctor of Public Administration (DPA) [†]	\$710	\$175			
Master of Public Administration (MPA)	\$540	\$150			
Doctor of Social Work (DSW) [†]	\$975	\$175			\$975/\$1,950/\$2,925/ \$3,900/\$4,385 [‡]
Master of Social Work (MSW)—Advanced Standing [†]	\$525	\$150			
Master of Social Work (MSW) [†]	\$525	\$150			
Doctor of Education (EdD)	\$745	\$175			
Doctor of Philosophy (PhD) in Education [†]	\$745	\$175			
Education Specialist (EdS)	\$745	\$175			
Master of Education (MEd) in Teaching and Learning	\$455	\$150			
Master of Science (MS) in Education	\$455	\$150			
Master of Science (MS) in Education Innovation and Technology	\$455	\$150			
Master of Science (MS) in Higher Education	\$455	\$150			
Doctor of Human Services (DHS)	\$710	\$175			
Master of Science (MS) in Human Services	\$550	\$150			
Graduate Certificate in Education	\$455	\$150			
Graduate Certificate in Education Innovation and Technology	\$455	\$150			
Graduate Certificate in Human Services	\$550	\$125			
Graduate Certificate in Nonprofit Management and Leadership	\$550	\$125			
Post-Bachelor's Certificate in Public Safety	\$540				
Post-Master's Certificate in Educational Leadership and Management	\$745	\$175			
	Tuition (Per Credit)	Resource Kit (Per Quarter)	Quarterly Tuition (Flat Rate)	Quarterly Tuition (Comprehensive Examination and Dissertation)	Dissertation Research Seminar
Doctor of Philosophy (PhD) in Human Services [†]	\$700	\$175		\$2,780	
Doctor of Philosophy (PhD) in Emergency Management [†]	\$710	\$175			\$2,130
Doctor of Philosophy (PhD) in Public Safety [†]			\$4,850	\$4,175	
	Tuition (Per 12-Week Session)	Resource Kit (Per 12-Week Session)			
Master of Education (MEd) in Teaching and Learning, FlexPath option	\$2,400	\$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.

[‡] The capped tuition rates are as follows for learners enrolled in the Doctor of Social Work (DSW) degree program: \$975 for learners registered in 1 quarter credit; \$1,950 for learners registered in 2 quarter credits; \$2,925 for learners registered in 3 quarter credits; \$3,900 for learners registered in 4 quarter credits; and \$4,385 for learners registered in 5 or more quarter credits.

TUITION AND FEES TABLE, *continued*

SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES (SOSBS)	Tuition (Per Credit)	Resource Kit (Per Quarter)	Quarterly Tuition (Flat Rate)	Quarterly Tuition (Comprehensive Examination and Dissertation)
Doctor of Philosophy (PhD) in Counselor Education and Supervision [†]	\$710	\$175		
Doctor of Philosophy (PhD) in Counseling Studies			\$4,806	\$4,175
Master of Science (MS) in Addiction Counseling	\$510			
Master of Science (MS) in Addiction Studies [†]	\$560	\$175		
Master of Science (MS) in Career Counseling	\$510			
Master of Science (MS) in Marriage and Family Counseling/Therapy [†]	\$487	\$175		
Master of Science (MS) in Marriage and Family 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 Family Services*	\$487	\$175		
Graduate Certificate in Contemporary Theory in Mental Health Services*	\$487	\$175		
Graduate Certificate in Contemporary Theory in School-Based Services*	\$487	\$175		
Graduate Certificate in Diversity Studies*	\$487			
Graduate Certificate in Systemic Couple and Family Therapy*	\$487	\$175		
	Tuition (Per Credit)	Resource Kit (Per Quarter)		Capped Pricing
Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior [†]	\$965	\$175		\$965/\$1,930/\$2,895/\$3,860/ \$4,825/\$4,900 [‡]
Master of Science (MS) in Studies in Human Behavior	\$560	\$150		
	Tuition (Per Credit)	Resource Kit (Per Quarter)	Tuition (Per Upper-Division Credit)	Tuition (Per Lower-Division Credit)
Bachelor of Science (BS) in Psychology		\$150	\$411	\$357
Bachelor of Science (BS) in Psychology Pre-Counseling Program		\$150	\$411	\$357
	Tuition (Per 12-Week Session)		Resource Kit (Per 12-Week Session)	
Bachelor of Science (BS) in Psychology, FlexPath option	\$2,500		\$125	

* 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 Advanced Studies in Human Behavior program: \$965 for learners registered in 1 quarter credit; \$1,930 for learners registered in 2 quarter credits; \$2,895 for learners registered in 3 quarter credits; \$3,860 for learners registered in 4 quarter credits; \$4,825 for learners registered in 5 quarter credits; and \$4,900 for learners registered in 6 quarter credits.

TUITION AND FEES TABLE, *continued*

	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 [†]	\$540	\$175			\$2,780			
Doctor of Psychology (PsyD)	\$540	\$175			\$2,780		\$600	\$3,290
Doctor of Psychology (PsyD) in School Psychology [†]	\$540	\$175			\$2,780		\$1,495	\$2,990
Master of Science (MS) in Clinical Psychology [†]	\$485	\$160						
Master of Science (MS) in Psychology	\$495	\$160						
Graduate Certificate in Applied Behavior Analysis*	\$495	\$160						
Graduate Certificate in Play Therapy*	\$495	\$160						
Specialist Certificate in School Psychology*	\$495	\$160						
	Tuition (Per 12-Week Session)			Resource Kit (Per 12-Week Session)				
Master of Science (MS) in Psychology, FlexPath option	\$2,800			\$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.

[‡] The capped tuition rates are as follows for learners enrolled in the Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior program: \$965 for learners registered in 1 quarter credit; \$1,930 for learners registered in 2 quarter credits; \$2,895 for learners registered in 3 quarter credits; \$3,860 for learners registered in 4 quarter credits; \$4,825 for learners registered in 5 quarter credits; and \$4,900 for learners registered in 6 quarter credits.

University Policy 4.03.02

Tuition and Fee Refunds

Policy Revision Approval Date: January 30, 2007

Policy Revision Effective Date: April 1, 2007

Procedure Approval Date: July 2, 2015

Procedure Effective Date: July 1, 2015

POLICY STATEMENT

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.

RATIONALE

The purpose of this policy is to clearly state how and when tuition refunds are granted.

DEFINITIONS

Course Census Day

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

Initial Course Participation

Initial course participation refers to the completion of courseroom activities, such as submitting assignments or discussion question responses before the end-of-course census day.

Ongoing Course Participation

Ongoing course participation refers to the continuous completion of courseroom activities, such as submitting assignments or discussion question responses throughout the duration of the course.

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

1. Capella University does not provide refunds for books, supplies, non-credit-bearing residencies, or other listed fees unless noted.
2. Resource Kit Refund and Technology Fee Refund
 - a. 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.

- b. 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

1. 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.
2. Learners who request a course drop or withdrawal as described in section IV 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.

1. 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.
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 an academic coach to discuss available options and the Financing Support Team to determine whether they are eligible for a prorated tuition refund.

POLICY OWNERS

Academic Owner: University Finance Leader

Operations Owner: University Finance Leader

RELATED DOCUMENTS

University policy 2.02.02 Course Registration

University policy 4.03.01 Tuition and Fees

REVISION HISTORY

Original Policy Approval Date: January 31, 2005

Revision Dates: 4-1-05; 6-12-07; 6-21-12; 10-24-12; 6-6-13; 12-17-13; 6-6-14

Administrative edits as result of ongoing review: 12-20-07; 10-1-08; 1-20-09; 5-27-09; 9-24-09; 11-19-09; 1-13-10; 5-13-10; 8-11-10; 7-1-11; 10-25-11; 1-1-15; 7-8-15; 9-28-15; 11-13-15; 2-01-16; 4-11-16; 8-11-16; 11-1-16; 12-14-16; 4-1-18; 6-1-18; 7-1-18; 4-1-20

Formerly university policy 04.46 Tuition Refunds

UNDERGRADUATE AND GRADUATE PROGRAMS

Division of Arts and Sciences

School of Business, Technology,
and Health Care Administration

School of Nursing and Health
Sciences

School of Public Service and
Education

School of Social and Behavioral
Sciences

Division of Arts and Sciences



Jennifer A. Straub, PhD
Dean of the Division of Arts and Sciences

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

Capella is dedicated to providing high-quality academic programs for adult learners pursuing a baccalaureate degree. Through the undergraduate Arts and Sciences curriculum, you will have the opportunity to connect your course experiences to your program of study and life beyond the courseroom. We integrate a broad-based, interdisciplinary curriculum with focused academic requirements that complement your career aspirations and enhance your professional skills.

Our Arts and Sciences faculty members are scholar-practitioners with a wealth of knowledge and experience accumulated from years of scholarly investigation and practical experience. Faculty will challenge you to develop professional skills through complex experiences and use your scholarly insights to recognize, address, and evaluate the challenges of the workplace and life.

Please accept my personal thank you for choosing Capella University for your studies. I look forward to the day when I can extend my personal congratulations on successfully completing your program of study.

Jennifer A. Straub, PhD

Dean of the Division of Arts and Sciences

Division of Arts and Sciences General Education Courses and Concentration Information

General Education Courses

Undergraduate Concentrations

General Education Courses

Division of Arts and Sciences

Essential Undergraduate Learning Outcomes

Intercultural Competence: Learners will demonstrate the ability to engage effectively in a local and global society and apply civic knowledge to real-world situations.

Ethics: Learners will demonstrate ethical reasoning by making sound decisions, taking appropriate actions with awareness of the rights and well-being of others, and identifying the impact of personal and professional behavior.

Personal and Social Responsibility: Learners will make personal and professional decisions with respect for human diversity, equality, and inclusion, and develop self and social awareness by understanding personal strengths and limitations.

Relationship Building: Learners will demonstrate the teamwork skills necessary to effectively work with others, establish new networks, and cultivate existing networks.

Problem Solving: Learners will identify and frame problems, explore big questions and ideas, and create effective, ethical, and evidence-based solutions.

Critical Thinking: Learners will develop the thinking skills necessary to think independently, initiate action, integrate differing points of view, and develop a process of reasoning.

Innovative Thinking: Learners will develop the creative thinking skills necessary to create innovative solutions and the agility to embrace and adapt to change.

Quantitative Reasoning: Learners will apply basic mathematical skills to interpret quantitative information in a results-driven context.

Scientific and Evidence-Based Inquiry: Learners will use research and empirical evidence to further develop questions, propose explanations to problems or scenarios, and to use a scientific lens to describe the world around them.

Information Literacy: Learners will apply inquiry and analysis skills to the ability to locate, analyze, and use knowledge and resources appropriately. Learners will act ethically by providing credit to original authors and sources.

Communication: Learners will develop the skills necessary to articulate ideas effectively in a variety of written, oral, and visual formats using an appropriate tone and purpose for the intended audience.

Integrative Learning: Learners will use multi-disciplinary and multi-contextual lenses to address complex ideas and questions, synthesize transferable skills and concepts across disciplines, and apply transferable knowledge to professional disciplines.

General Education Courses †

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

Communication

COM-H4005 *	Communicating and Integrating Solutions in the Professional World	6 quarter credits
COM1100	Navigating a Digital World	4 quarter credits
COM1200	Communication at Work	4 quarter credits
COM2000	Intercultural Communication	6 quarter credits

COM3700	Conflict Resolution	6 quarter credits
COM4100	Media and Culture	6 quarter credits
ENG1000	English Composition	6 quarter credits
ENG1100	Writing Strategies for Criminal Justice	6 quarter credits
ENG1200	Discover the Writer in You	4 quarter credits
ENG2200	The Power of Persuasion	4 quarter credits
HUM1100	Exploring Cultures: Adapting in a Global World	4 quarter credits

Humanities

HUM1200	Philosophy of Work	6 quarter credits
PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3 quarter credits
PHI2000	Ethics	6 quarter credits
PHI3200	Ethics in Health Care	6 quarter credits

Natural Science and Mathematics

BIO1000	Human Biology	6 quarter credits
MAT1050	College Algebra	6 quarter credits
MAT1100	Using Math in the Real World	4 quarter credits
MAT2001	Statistical Reasoning	6 quarter credits

MAT2051 *	Discrete Mathematics	6 quarter credits
MAT2100	Data-Driven Decisions	4 quarter credits
NSC1100	Unlocking the Secrets of Science and Innovation	4 quarter credits
PHY1000	Introduction to Astronomy	6 quarter credits

Social Science

ECO1100	Taking Charge of Your Economic Future	4 quarter credits
HIS1100	U.S. History: Learn from the Past, Prepare for the Future	4 quarter credits
POL1110	U.S. and Nevada Government	6 quarter credits
PSYC1000	Introduction to Psychology	6 quarter credits
SOC-H3005 *	Honors Professional Internship	6 quarter credits
SOC1100	Story of Us: Embracing Diversity and Collaboration	4 quarter credits
SOC1200	Preparing for the Future of Work	4 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.

Nevada residents must complete POL1110 as part of their general education requirements.

General Education Courses, FlexPath option †

Choose 22.5 program points with a minimum of 3 program points from each category.

Communication

COM-FP1100	Navigating a Digital World	2 program points
COM-FP1200	Communication at Work	2 program points
COM-FP3700	Conflict Resolution	3 program points
COM-FPX1100	Navigating a Digital World	2 program points
COM-FPX1200	Communication at Work	2 program points
COM-FPX3700	Conflict Resolution	3 program points
ENG-FP1000	English Composition	3 program points
ENG-FP1200	Discover the Writer in You	2 program points
ENG-FP2200	The Power of Persuasion	2 program points
ENG-FPX1000	English Composition	3 program points
ENG-FPX1200	Discover the Writer in You	2 program points

Humanities

HUM-FPX1100	Exploring Cultures: Adapting in a Global World	2 program points
PHI-FP2000	Ethics	3 program points
PHI-FP3200	Ethics in Health Care	3 program points
PHI-FPX2000	Ethics	3 program points
PHI-FPX3200	Ethics in Health Care	3 program points

Natural Science and Mathematics

BIO-FP1000	Human Biology	3 program points
BIO-FPX1000	Human Biology	3 program points
MAT-FP1050	College Algebra	3 program points
MAT-FP1100	Using Math in the Real World	2 program points
MAT-FP2001	Statistical Reasoning	3 program points
MAT-FP2051 *	Discrete Mathematics	3 program points
MAT-FPX2001	Statistical Reasoning	3 program points
MAT-FPX2100	Data-Driven Decisions	2 program points
NSC-FPX1100	Unlocking the Secrets of Science and Innovation	2 program points

ECO-FP1100	Taking Charge of Your Economic Future	2 program points
ECO-FPX1100	Taking Charge of Your Economic Future	2 program points
HIS-FP1100	U.S. History: Learn from the Past, Prepare for the Future	2 program points
PSYC-FPX1000	Introduction to Psychology	3 program points
SOC-FP1100	Story of Us: Embracing Diversity and Collaboration	2 program points
SOC-FP1200	Preparing for the Future of Work	2 program points
SOC-FP2000	Cultural Diversity	3 program points
SOC-FPX1200	Preparing for the Future of Work	2 program points
SOC-FPX2000	Cultural Diversity	3 program points

In addition, choose 10.5 program points of undergraduate courses from general education courses above.

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

† Some Capella degree programs and specializations require specific courses as part of their curriculum. Learners should refer to their program requirements.

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

Undergraduate Concentrations

Division of Arts and Sciences

Accounting

Addictions

Behavioral Health

Finance

Forensic Psychology

Health Care Management

Human Resource Management

Management and Leadership

Marketing

Project Management

Accounting

Division of Arts and Sciences

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

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

Addictions

Division of Arts and Sciences

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

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

Please note that some courses within this program have prerequisites that are not listed as required courses, which may increase the total number of courses needed to complete this program.

Behavioral Health

Division of Arts and Sciences

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

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

Please note that some courses within this program have prerequisites that are not listed as required courses, which may increase the total number of courses needed to complete this program.

Finance

Division of Arts and Sciences

The Finance concentration presents finance fundamentals and emphasizes financial decisionmaking 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

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

Forensic Psychology

Division of Arts and Sciences

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

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

Please note that some courses within this program have prerequisites that are not listed as required courses, which may increase the total number of courses needed to complete this program.

Health Care Management

Division of Arts and Sciences

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

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

Please note that some courses within this program have prerequisites that are not listed as required courses, which may increase the total number of courses needed to complete this program.

Human Resource Management

Division of Arts and Sciences

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

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

Management and Leadership

Division of Arts and Sciences

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.



Marketing

Division of Arts and Sciences

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

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

Project Management

Division of Arts and Sciences

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.

School of Business, Technology, and Health Care Administration



Todd Wilson, PhD, MBA

Dean of Business, Technology, and Health Care Administration

A Message from the Dean of Business, Technology, and Health Care Administration

Welcome to the School of Business, Technology, and Health Care Administration at Capella University. Our school offers 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.

Our health care administration degrees provide learners with the knowledge, competencies, research, evidence-based best practices, and skills to meet the challenges and opportunities within current and global health care environments.

On behalf of myself and our faculty, welcome to Capella University's School of Business, Technology, and Health Care Administration. We are committed to providing a rich and rewarding learning experience and look forward to your academic success.

Todd Wilson, PhD, MBA

Dean of Business, Technology, and Health Care Administration

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 thoughtful, faculty-guided learning communities that support the sharing of experience and knowledge across industries, professions, and geographies. The School of Business, Technology, and Health Care Administration 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, information technology, and health care management knowledge, our learners are uniquely equipped to be exceptional problem solvers who make a positive impact in their organizations, communities, and society.

Visit the School of Business, Technology, and Health Care Administration tuition and fee and admission component pages for more information.

Business

Undergraduate Programs

Undergraduate Business Degree Programs

Bachelor of Science (BS) in Business

Undergraduate Business Certificate Programs

Accounting

Graduate Programs

Graduate Business Degree Programs

Doctor of Philosophy (PhD) in Business Management

Doctor of Business Administration (DBA)

Master of Business Administration (MBA)

Master of Science (MS) in Human Resource Management

Graduate Business Certificate Programs

Graduate Certificate in Human Resource Management

Health Care Administration

Undergraduate Programs

Undergraduate Health Care Administration Degree Programs

Bachelor of Science (BS) in Health Care Administration

Graduate Programs

Graduate Health Care Administration Degree Programs

Doctor of Health Administration (DHA)

Master of Health Administration (MHA)

Technology

Undergraduate Programs

Undergraduate Information Technology Degree Programs

Bachelor of Science (BS) in Information Technology

Graduate Programs

Graduate Information Technology Degree Programs

Doctor of Philosophy (PhD) in Information Technology

Doctor of Information Technology (DIT)

Master of Science (MS) in Analytics

Master of Science (MS) in Information Assurance and Cybersecurity

Master of Science (MS) in Information Technology

Undergraduate—Business, Technology, and Health Care Administration Academic Offerings

Business													
Degree Program	Specializations/ Minors	Concentrations										Honors Pathway	Multiple Specializations (must be within the same degree program)
		Accounting	Additions	Behavioral Health	Finance	Forensic Psychology	Health Care Management	Human Resource Management	Management and Leadership	Marketing	Project Management		
Bachelor of Science (BS) in Business	Accounting				✓		✓	✓	✓	✓	✓	✓	✓
	Accounting, FlexPath option												
	Business Administration	✓			✓		✓	✓	✓	✓	✓	✓	✓
	Business Administration, FlexPath option												
	Finance	✓					✓	✓	✓	✓	✓	✓	✓
	Health Care Management	✓			✓			✓	✓	✓	✓	✓	✓
	Health Care Management, FlexPath option												
	Human Resource Management	✓			✓		✓		✓	✓	✓	✓	✓
	Human Resource Management, FlexPath option												
	Management and Leadership	✓			✓		✓	✓		✓	✓	✓	✓
	Management and Leadership, FlexPath option												
	Marketing	✓			✓		✓	✓	✓		✓	✓	✓
	Project Management	✓			✓		✓	✓	✓	✓		✓	✓
	Project Management, FlexPath option												
Undergraduate Certificate	Accounting												

Health Care Administration			
Degree Programs	Specializations	Accelerated Master's Pathway	Honors Pathway
Bachelor of Science (BS) in Health Care Administration	Health Information Management	✓	✓
	Health Information Management, FlexPath option	✓	
	Leadership	✓	✓
	Leadership, FlexPath option	✓	

Undergraduate—Business, Technology, and Health Care Administration Academic Offerings, continued

Technology																
Degree Program	Specializations/ Minors	Concentrations													Honors Pathway	Multiple Specializations (must be within the same degree program)
		Accounting	Addictions	Behavioral Health	Cloud Application Development	Finance	Forensic Psychology	Health Care Management	Human Resource Management	Management and Leadership	Marketing	Mobile Development	Project Management	Programming and Application Development	Web Development	
Bachelor of Science (BS) in Information Technology	General Information Technology	✓					✓	✓		✓	✓				✓	✓
	General Information Technology, FlexPath option															
	Information Assurance and Cybersecurity	✓					✓	✓		✓	✓				✓	✓
	Information Assurance and Cybersecurity, FlexPath option															
	Data Analytics Minor	✓					✓	✓		✓	✓					✓
	Data Management Minor	✓					✓	✓		✓	✓					✓
	Network Technology Cisco® Minor	✓					✓	✓		✓	✓					✓
	Network Technology Microsoft® Minor	✓					✓	✓		✓	✓					✓
	Software Development											✓	✓	✓	✓	✓

Graduate—Business, Technology, and Health Care Administration Academic Offerings

Business			
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)	General Management		
	General Management, FlexPath option		
	Organizational Leadership and Development		
	Organizational Leadership and Development, FlexPath option		
	Strategy and Innovation		
	Strategy and Innovation, FlexPath option		
Master of Business Administration (MBA)	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		
Master of Science (MS) in Human Resource Management	General Human Resource Management		
	General Human Resource Management, FlexPath option		
	Health Care		
	Health Care, FlexPath option		
		Graduate Certificate in Human Resource Management	

Graduate—Business, Technology, and Health Care Administration Academic Offerings, continued

Health Care Administration		
Degree Programs	Specializations	Certificate Programs
Doctor of Health Administration (DHA)	General Health Administration	
	Health Care Leadership	
	Health Care Quality and Analytics	
	Health Policy and Advocacy	
Master of Health Administration (MHA)	General Health Administration	
	General Health Administration, FlexPath option	
	Health Care Informatics	
	Health Care Informatics, FlexPath option	
	Health Care Leadership	
	Health Care Leadership, FlexPath option	
	Health Care Operations	

Graduate—Business, Technology, and Health Care Administration Academic Offerings, continued

Technology			
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		
	Project Management		
Doctor of Information Technology (DIT)	General Information Technology		
	Information Assurance and Cybersecurity		
	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		✓

Bachelor of Science (BS) in Business

School of Business, Technology, and Health Care Administration

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.

Specializations

BS in Business, Accounting

BS in Business, Accounting CPA

BS in Business, Accounting, FlexPath option

BS in Business, Business Administration

BS in Business, Business Administration, FlexPath option

BS in Business, Finance

BS in Business, Health Care Management

BS in Business, Health Care Management, FlexPath option

BS in Business, Human Resource Management

BS in Business, Human Resource Management, FlexPath option

BS in Business, Management and Leadership

BS in Business, Management and Leadership, FlexPath option

BS in Business, Marketing

BS in Business, Project Management

BS in Business, Project Management, FlexPath option

BS in Business, Accounting

School of Business, Technology, Health Care Administration

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.

General Education Requirements

Choose 45 quarter credits with a minimum of 6 quarter credits from each category; see General Education Courses.

Required courses:

MAT2001	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
BUS4068 *	Contemporary Auditing Using Investigative Accounting Practices	6 quarter credits
BUS4070 *	Foundations in Finance	6 quarter credits

Elective courses

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

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3 quarter credits
COM-H4005 *	Communicating and Integrating Solutions in the Professional World	6 quarter credits
SOC-H3005 *	Honors Professional Internship	6 quarter credits

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

180 quarter credits

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

† 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 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.

Nevada residents must complete POL1110 as part of their general education requirements.

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

Eligible Concentrations

Finance

Health Care Management

Human Resource Management

Management and Leadership

Marketing

Project Management

Multiple Specializations available *(must be within the same degree program)*

BS in Business, Accounting, CPA

School of Business, Technology, and Health Care Administration

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

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
BUS4068 *	Contemporary Auditing Using Investigative Accounting Practices	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 || 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

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3 quarter credits
COM-H4005 *	Communicating and Integrating Solutions in the Professional World	6 quarter credits
SOC-H3005 *	Honors Professional Internship	6 quarter credits

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

180 quarter credits

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

† 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.

Nevada residents must complete POL1110 as part of their general education requirements.

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.

Eligible Concentrations

Finance

Health Care Management

Human Resource Management

Management and Leadership

Marketing

Project Management

Multiple Specializations available *(must be within the same degree program)*

BS in Business, Accounting, FlexPath Option

School of Business, Technology, and Health Care Administration

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 selfpaced 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-FPX3007

Developing a Business Perspective

3 program points

BUS-FPX3011	Fundamentals of Management	1.5 program points
BUS-FPX3012	Fundamentals of Leadership	1.5 program points
BUS-FPX3021	Fundamentals of Business Law	1.5 program points
BUS-FPX3022	Fundamentals of Supply Chain Management	1.5 program points
BUS-FPX3030	Fundamentals of Marketing and Sales	3 program points
BUS-FPX3040	Fundamentals of Human Resource Management	3 program points
BUS-FPX3050	Fundamentals of Organizational Communication	3 program points
BUS-FPX3061	Fundamentals of Accounting	1.5 program points
BUS-FPX3062	Fundamentals of Finance	1.5 program points

Specialization courses

24 program points

BUS-FPX4060 *	Financial Accounting Principles	3 program points
BUS-FPX4061 *	Managerial Accounting Principles	3 program points
BUS-FPX4062 *	Intermediate Financial Accounting Topics and Trends	3 program points

BUS-FPX4063 *	Advanced Financial Accounting Topics and Trends	3 program points
BUS-FPX4064 *	Cost Accounting for Planning and Control	3 program points
BUS-FPX4065 *	Income Tax Concepts and Strategies	3 program points
BUS-FPX4068 *	Contemporary Auditing Using Investigative Accounting Practices	3 program points
BUS-FPX4070 *	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-FPX4993	Business Capstone Project	3 program points
--------------------	---------------------------	------------------

Total

90 program points

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

† Learners in this specialization choose general education and elective courses from the FlexPath (-FPX) course list.

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

BS in Business, Business Administration

School of Business, Technology, and Health Care 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
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

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3 quarter credits
COM-H4005 *	Communicating and Integrating Solutions in the Professional World	6 quarter credits
SOC-H3005 *	Honors Professional Internship	6 quarter credits

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

180 quarter credits

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

† 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.

Nevada residents must complete POL1110 as part of their general education requirements.

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

Eligible Concentrations

Accounting

Finance

Health Care Management

Human Resource Management

Management and Leadership

Marketing

Project Management

Multiple Specializations available *(must be within the same degree program)*

BS in Business, Business Administration, FlexPath Option

School of Business, Technology, Health Care 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. 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-FPX3007	Developing a Business Perspective	3 program points
BUS-FPX3011	Fundamentals of Management	1.5 program points

BUS-FPX3012	Fundamentals of Leadership	1.5 program points
BUS-FPX3021	Fundamentals of Business Law	1.5 program points
BUS-FPX3022	Fundamentals of Supply Chain Management	1.5 program points
BUS-FPX3030	Fundamentals of Marketing and Sales	3 program points
BUS-FPX3040	Fundamentals of Human Resource Management	3 program points
BUS-FPX3050	Fundamentals of Organizational Communication	3 program points
BUS-FPX3061	Fundamentals of Accounting	1.5 program points
BUS-FPX3062	Fundamentals of Finance	1.5 program points

Specialization courses

18 program points

Required course:

BUS-FPX4801	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-FPX4993

Business Capstone Project

3 program points

Total

At least 90 program points

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

† Learners in this specialization choose general education, specialization, and elective courses from the FlexPath (-FPX) course list.

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

BS in Business, Finance

School of Business, Technology, and Health Care Administration

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
----------------	-----------------------	-------------------

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

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3 quarter credits
COM-H4005 *	Communicating and Integrating Solutions in the Professional World	6 quarter credits
SOC-H3005 *	Honors Professional Internship	6 quarter credits

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

180 quarter credits

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

† 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.

Nevada residents must complete POL1110 as part of their general education requirements.

Eligible Concentrations

Accounting

Health Care Management

Human Resource Management

Management and Leadership

Marketing

Project Management

Multiple Specializations available *(must be within the same degree program)*

BS in Business, Health Care Management

School of Business, Technology, and Health Care Administration

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

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3 quarter credits
COM-H4005 *	Communicating and Integrating Solutions in the Professional World	6 quarter credits
SOC-H3005 *	Honors Professional Internship	6 quarter credits

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

180 quarter credits

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

Nevada residents must complete POL1110 as part of their general education requirements.

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

Eligible Concentrations

Accounting

Finance

Human Resource Management

Management and Leadership

Marketing

Project Management

Multiple Specializations available *(must be within the same degree program)*

BS in Business, Health Care Management, FlexPath Option

School of Business, Technology, and Health Care Administration

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-FPX3006	Developing a Health Care Management Perspective	3 program points
BUS-FPX3011	Fundamentals of Management	1.5 program points
BUS-FPX3012	Fundamentals of Leadership	1.5 program points
BUS-FPX3026	Foundations and Future of Health Care Delivery Management	3 program points
BUS-FPX3030	Fundamentals of Marketing and Sales	3 program points
BUS-FPX3040	Fundamentals of Human Resource Management	3 program points
BUS-FPX3050	Fundamentals of Organizational Communication	3 program points
BUS-FPX3061	Fundamentals of Accounting	1.5 program points
BUS-FPX3062	Fundamentals of Finance	1.5 program points

Specialization courses

24 program points

BUS-FPX4121 *	Ethics in Health Care Management	3 program points
BUS-FPX4122 *	Health Care Economics	3 program points
BUS-FPX4123 *	Quality Assurance and Risk Management	3 program points

BUS-FPX4124 *	Health Care Marketing and Strategic Planning	3 program points
BUS-FPX4125 *	Legal Aspects of Health Care Management	3 program points
BUS-FPX4126 *	Health Care Information Management	3 program points
BUS-FPX4127 *	Evidence-Based Health Care Management	3 program points
BUS-FPX4128 *	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-FPX4993	Business Capstone Project	3 program points
--------------------	---------------------------	------------------

Total

90 program points

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

† Learners in this specialization choose general education, specialization, and elective courses from the FlexPath (-FPX) course list.

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

BS in Business, Human Resource Management

School of Business, Technology, and Health Care Administration

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 credits

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3 quarter credits
COM-H4005 *	Communicating and Integrating Solutions in the Professional World	6 quarter credits
SOC-H3005 *	Honors Professional Internship	6 quarter credits

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

180 quarter credits

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

† 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.

Nevada residents must complete POL1110 as part of their general education requirements.

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

Eligible Concentrations

Accounting

Finance

Health Care Management

Management and Leadership

Marketing

Project Management

Multiple Specializations available *(must be within the same degree program)*

BS in Business, Human Resource Management, FlexPath Option

School of Business, Technology, and Health Care Administration

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-FPX3007	Developing a Business Perspective	3 program points
BUS-FPX3011	Fundamentals of Management	1.5 program points
BUS-FPX3012	Fundamentals of Leadership	1.5 program points
BUS-FPX3021	Fundamentals of Business Law	1.5 program points
BUS-FPX3022	Fundamentals of Supply Chain Management	1.5 program points
BUS-FPX3030	Fundamentals of Marketing and Sales	3 program points
BUS-FPX3040	Fundamentals of Human Resource Management	3 program points
BUS-FPX3050	Fundamentals of Organizational Communication	3 program points
BUS-FPX3061	Fundamentals of Accounting	1.5 program points
BUS-FPX3062	Fundamentals of Finance	1.5 program points

Specialization courses

24 program points

BUS-FPX4043 *	Compensation and Benefits Management	3 program points
BUS-FPX4044 *	Legal Issues in Human Resource Management	3 program points

BUS-FPX4045 *	Recruiting, Retention, and Development	3 program points
BUS-FPX4046 *	Employee and Labor Relations	3 program points
BUS-FPX4047 *	Employee Training and Development	3 program points
BUS-FPX4048 *	International Human Resource Management Issues	3 program points
BUS-FPX4801	Ethics and Enterprise	3 program points
BUS-FPX4802	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-FPX4993	Business Capstone Project	3 program points
--------------------	---------------------------	------------------

Total

90 program points

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

† Learners in this specialization choose general education, specialization, and elective courses from the FlexPath (-FPX) course list.

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

BS in Business, Management and Leadership

School of Business, Technology, and Health Care Administration

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

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3 quarter credits
COM-H4005 *	Communicating and Integrating Solutions in the Professional World	6 quarter credits
SOC-H3005 *	Honors Professional Internship	6 quarter credits

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

180 quarter credits

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

† 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.

Nevada residents must complete POL1110 as part of their general education requirements.

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

Eligible Concentrations

Accounting

Finance

Health Care Management

Human Resource Management

Marketing

Project Management

Multiple Specializations available *(must be within the same degree program)*

BS in Business, Management and Leadership, FlexPath Option

School of Business, Technology, and Health Care Administration

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-FPX3007

Developing a Business Perspective

3 program points

BUS-FPX3011	Fundamentals of Management	1.5 program points
BUS-FPX3012	Fundamentals of Leadership	1.5 program points
BUS-FPX3021	Fundamentals of Business Law	1.5 program points
BUS-FPX3022	Fundamentals of Supply Chain Management	1.5 program points
BUS-FPX3030	Fundamentals of Marketing and Sales	3 program points
BUS-FPX3040	Fundamentals of Human Resource Management	3 program points
BUS-FPX3050	Fundamentals of Organizational Communication	3 program points
BUS-FPX3061	Fundamentals of Accounting	1.5 program points
BUS-FPX3062	Fundamentals of Finance	1.5 program points

Specialization courses

24 program points

BUS-FPX4011 *	Virtual Team Collaboration	3 program points
BUS-FPX4012 *	Leadership in Organizations	3 program points
BUS-FPX4013 *	Organizational Structure, Learning, and Performance	3 program points

BUS-FPX4014 *	Operations Management for Competitive Advantage	3 program points
BUS-FPX4015 *	Strategic Planning and Implementation	3 program points
BUS-FPX4016 *	Global Business Relationships	3 program points
BUS-FPX4801	Ethics and Enterprise	3 program points
BUS-FPX4802	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-FPX4993	Business Capstone Project	3 program points
--------------------	---------------------------	------------------

Total

90 program points

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

† Learners in this specialization choose general education, specialization, and elective courses from the FlexPath (-FPX) course list.

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

BS in Business, Marketing

School of Business, Technology, and Health Care Administration

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
----------------	-----------------------	-------------------

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
BUS4027 *	Public Relations	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

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3 quarter credits
COM-H4005 *	Communicating and Integrating Solutions in the Professional World	6 quarter credits
SOC-H3005 *	Honors Professional Internship	6 quarter credits

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

180 quarter credits

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

† 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.

Nevada residents must complete POL1110 as part of their general education requirements.

Eligible Concentrations

Accounting

Finance

Health Care Management

Human Resource Management

Management and Leadership

Project Management

Multiple Specializations available *(must be within the same degree program)*

BS in Business, Project Management

School of Business, Technology, and Health Care Administration

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
----------------	-----------------------	-------------------

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

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3 quarter credits
COM-H4005 *	Communicating and Integrating Solutions in the Professional World	6 quarter credits
SOC-H3005 *	Honors Professional Internship	6 quarter credits

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

180 quarter credits

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

† 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.

Nevada residents must complete POL1110 as part of their general education requirements.

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

Eligible Concentrations

Accounting

Finance

Health Care Management

Human Resource Management

Management and Leadership

Marketing

Multiple Specializations available *(must be within the same degree program)*

BS in Business, Project Management, FlexPath Option

School of Business, Technology, and Health Care Administration

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-FPX3007	Developing a Business Perspective	3 program points
BUS-FPX3011	Fundamentals of Management	1.5 program points
BUS-FPX3012	Fundamentals of Leadership	1.5 program points
BUS-FPX3022	Fundamentals of Supply Chain Management	1.5 program points
BUS-FPX3030	Fundamentals of Marketing and Sales	3 program points
BUS-FPX3040	Fundamentals of Human Resource Management	3 program points
BUS-FPX3050	Fundamentals of Organizational Communication	3 program points
BUS-FPX3061	Fundamentals of Accounting	1.5 program points
BUS-FPX3062	Fundamentals of Finance	1.5 program points
PM-FPX3000	Principles of Project Management	1.5 program points

Specialization courses

24 program points

PM-FPX4010 *	Process Groups and Knowledge Areas in Project Management	3 program points
---------------------	--	------------------

PM-FPX4020 *	Integration and Scope Management	3 program points
PM-FPX4030 *	Scheduling, Cost, and Quality Management	3 program points
PM-FPX4040 *	Human Resources and Motivation Management	3 program points
PM-FPX4050 *	Communication and Stakeholder Management	3 program points
PM-FPX4060 *	Risk Management in Project Management	3 program points
PM-FPX4070 *	Procurement Management in Project Management	3 program points
PM-FPX4080 *	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-FPX4993

Business Capstone Project

3 program points

Total

90 program points

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

† Learners in this specialization choose general education, specialization, and elective courses from the FlexPath (-FPX) course list.

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

Accounting Undergraduate Certificate

School of Business, Technology, and Health Care Administration

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
BUS4068 *	Contemporary Auditing Using Investigative Accounting Practices	6 quarter credits

Total

45 quarter credits

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

Doctor of Philosophy (PhD) in Business Management

School of Business, Technology, and Health Care Administration

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.

Specializations

PhD in Business Management, General Business Management PhD

in Business Management, Accounting

PhD in Business Management, Human Resource Management PhD

in Business Management, Information Technology Management PhD

in Business Management, Leadership

PhD in Business Management, Project Management

PhD in Business Management, Strategy and Innovation

PhD in Business Management, General Business Management

School of Business, Technology, and Health Care Administration

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 ten-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.

Fifteen 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
-or-		
BMGT8014	Accounting and Finance Principles and Practice	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
BMGT8008	Ethics and Leadership in Global Environments	4 quarter credits
BMGT8012	Marketing Principles and Practice	4 quarter credits
-or-		
BMGT8016	Strategic Management and Practice	4 quarter credits
BMGT8019 *	Business Dissertation Specialization Literature	4 quarter credits
BMGT8028	Foundations of Research, Scholarly Literature, and Theory in Management	4 quarter credits
BMGT8055 *	Business Special Topics: Literature Review	4 quarter credits

RSCH7860	Survey of Research Methods	4 quarter credits
-----------------	----------------------------	-------------------

In addition, choose one of the following two categories:

For quantitative research:

BMGT8035 *	Tests, Measurements, and Business Research Design	4 quarter credits
BMGT8043 *	Quantitative Research Techniques 2	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits

For qualitative research:

BMGT8044 *	Qualitative Research Design and Data Analysis	4 quarter credits
BMGT8046 *	Qualitative Data Collection Strategies, Data Collection Guides, and Field Testing	4 quarter credits
RSCH7868 *	Qualitative Design and Analysis	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
-------------------	-------------------------	------------------------

Five Elective Courses

20 quarter credits

Choose any business management (BMGT) course(s).

Total

90 quarter credits

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

PhD in Business Management, Accounting

School of Business, Technology, and Health Care Administration

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 ten-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-Three Required Courses

86 quarter credits

Core courses:

BMGT8002	Research Processes, Theory and Practice in Global Business	6 quarter credits
BMGT8006	Business Principles and Practices	4 quarter credits
-or-		
BMGT8014	Accounting and Finance Principles and Practice	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
BMGT8008	Ethics and Leadership in Global Environments	4 quarter credits
BMGT8012	Marketing Principles and Practice	4 quarter credits
-or-		
BMGT8016	Strategic Management and Practice	4 quarter credits
BMGT8019 *	Business Dissertation Specialization Literature	4 quarter credits
BMGT8028	Foundations of Research, Scholarly Literature, and Theory in Management	4 quarter credits

BMGT8055 *	Business Special Topics: Literature Review	4 quarter credits
RSCH7860	Survey of Research Methods	4 quarter credits

In addition, choose one of the following two categories:

For quantitative research:

BMGT8035 *	Tests, Measurements, and Business Research Design	4 quarter credits
BMGT8043 *	Quantitative Research Techniques 2	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits

For qualitative research:

BMGT8044 *	Qualitative Research Design and Data Analysis	4 quarter credits
BMGT8046 *	Qualitative Data Collection Strategies, Data Collection Guides, and Field Testing	4 quarter credits
RSCH7868 *	Qualitative Design and Analysis	4 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 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
-------------------	-------------------------	---------------------------

One Elective Course

4 quarter credits

Choose any business management (BMGT) course(s).

Total

90 quarter credits

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

PhD in Business Management, Human Resource Management

School of Business, Technology, and Health Care Administration

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.

Residency Requirement(s):

Three ten-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-Three Required Courses

86 quarter credits

Core courses:

BMGT8002	Research Processes, Theory and Practice in Global Business	6 quarter credits
BMGT8006	Business Principles and Practices	4 quarter credits
-or-		
BMGT8014	Accounting and Finance Principles and Practice	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
BMGT8008	Ethics and Leadership in Global Environments	4 quarter credits
BMGT8012	Marketing Principles and Practice	4 quarter credits
-or-		
BMGT8016	Strategic Management and Practice	4 quarter credits
BMGT8019 *	Business Dissertation Specialization Literature	4 quarter credits
BMGT8028	Foundations of Research, Scholarly Literature, and Theory in Management	4 quarter credits
BMGT8055 *	Business Special Topics: Literature Review	4 quarter credits

RSCH7860	Survey of Research Methods	4 quarter credits
-----------------	----------------------------	-------------------

In addition, choose one of the following two categories:

For quantitative research:

BMGT8035 *	Tests, Measurements, and Business Research Design	4 quarter credits
BMGT8043 *	Quantitative Research Techniques 2	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits

For qualitative research:

BMGT8044 *	Qualitative Research Design and Data Analysis	4 quarter credits
BMGT8046 *	Qualitative Data Collection Strategies, Data Collection Guides, and Field Testing	4 quarter credits
RSCH7868 *	Qualitative Design and Analysis	4 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 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

One Elective Course

4 quarter credits

Choose any business management (BMGT) course(s).

Total

90 quarter credits

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

PhD in Business Management, Information Technology Management

School of Business, Technology, and Health Care Administration

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 ten-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-Three Required Courses

86 quarter credits

Core courses:

BMGT8002	Research Processes, Theory and Practice in Global Business	6 quarter credits
BMGT8006	Business Principles and Practices	4 quarter credits
-or-		
BMGT8014	Accounting and Finance Principles and Practice	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
BMGT8008	Ethics and Leadership in Global Environments	4 quarter credits
BMGT8012	Marketing Principles and Practice	4 quarter credits
-or-		
BMGT8016	Strategic Management and Practice	4 quarter credits
BMGT8019 *	Business Dissertation Specialization Literature	4 quarter credits

BMGT8028	Foundations of Research, Scholarly Literature, and Theory in Management	4 quarter credits
BMGT8055 *	Business Special Topics: Literature Review	4 quarter credits
RSCH7860	Survey of Research Methods	4 quarter credits

In addition, choose one of the following two categories:

For quantitative research:

BMGT8035 *	Tests, Measurements, and Business Research Design	4 quarter credits
BMGT8043 *	Quantitative Research Techniques 2	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits

For qualitative research:

BMGT8044 *	Qualitative Research Design and Data Analysis	4 quarter credits
BMGT8046 *	Qualitative Data Collection Strategies, Data Collection Guides, and Field Testing	4 quarter credits
RSCH7868 *	Qualitative Design and Analysis	4 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 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
-------------------	-------------------------	---------------------------

One Elective Course

4 quarter credits

Choose any business management (BMGT) course(s).

Total

90 quarter credits

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

PhD in Business Management, Leadership

School of Business, Technology, and Health Care Administration

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 ten-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-Three Required Courses

86 quarter credits

Core courses:

BMGT8002	Research Processes, Theory and Practice in Global Business	6 quarter credits
BMGT8006	Business Principles and Practices	4 quarter credits
-or-		
BMGT8014	Accounting and Finance Principles and Practice	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
BMGT8008	Ethics and Leadership in Global Environments	4 quarter credits
BMGT8012	Marketing Principles and Practice	4 quarter credits
-or-		
BMGT8016	Strategic Management and Practice	4 quarter credits
BMGT8019 *	Business Dissertation Specialization Literature	4 quarter credits
BMGT8028	Foundations of Research, Scholarly Literature, and Theory in Management	4 quarter credits
BMGT8055 *	Business Special Topics: Literature Review	4 quarter credits

RSCH7860	Survey of Research Methods	4 quarter credits
-----------------	----------------------------	-------------------

In addition, choose one of the following two categories:

For quantitative research:

BMGT8035 *	Tests, Measurements, and Business Research Design	4 quarter credits
BMGT8043 *	Quantitative Research Techniques 2	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits

For qualitative research:

BMGT8044 *	Qualitative Research Design and Data Analysis	4 quarter credits
BMGT8046 *	Qualitative Data Collection Strategies, Data Collection Guides, and Field Testing	4 quarter credits
RSCH7868 *	Qualitative Design and Analysis	4 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 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
-------------------	-------------------------	---------------------------

One Elective Course

4 quarter credits

Choose any business management (BMGT) course(s).

Total

90 quarter credits

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

PhD in Business Management, Project Management

School of Business, Technology, and Health Care Administration

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 ten-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-Three Required Courses

86 quarter credits

Core courses:

BMGT8002	Research Processes, Theory and Practice in Global Business	6 quarter credits
BMGT8006	Business Principles and Practices	4 quarter credits
-or-		
BMGT8014	Accounting and Finance Principles and Practice	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
BMGT8008	Ethics and Leadership in Global Environments	4 quarter credits
BMGT8012	Marketing Principles and Practice	4 quarter credits
-or-		
BMGT8016	Strategic Management and Practice	4 quarter credits
BMGT8019 *	Business Dissertation Specialization Literature	4 quarter credits

BMGT8028	Foundations of Research, Scholarly Literature, and Theory in Management	4 quarter credits
BMGT8055 *	Business Special Topics: Literature Review	4 quarter credits
RSCH7860	Survey of Research Methods	4 quarter credits

In addition, choose one of the following two categories:

For quantitative research:

BMGT8035 *	Tests, Measurements, and Business Research Design	4 quarter credits
BMGT8043 *	Quantitative Research Techniques 2	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits

For qualitative research:

BMGT8044 *	Qualitative Research Design and Data Analysis	4 quarter credits
BMGT8046 *	Qualitative Data Collection Strategies, Data Collection Guides, and Field Testing	4 quarter credits
RSCH7868 *	Qualitative Design and Analysis	4 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

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
-------------------	-------------------------	---------------------------

One Elective Course

4 quarter credits

Choose any business management (BMGT) course(s).

Total

90 quarter credits

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

PhD in Business Management, Strategy and Innovation

School of Business, Technology, and Health Care Administration

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 ten-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-Three Required Courses

86 quarter credits

Core courses:

BMGT8002	Research Processes, Theory and Practice in Global Business	6 quarter credits
BMGT8006	Business Principles and Practices	4 quarter credits
-or-		
BMGT8014	Accounting and Finance Principles and Practice	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
BMGT8008	Ethics and Leadership in Global Environments	4 quarter credits
BMGT8012	Marketing Principles and Practice	4 quarter credits
-or-		
BMGT8016	Strategic Management and Practice	4 quarter credits
BMGT8019 *	Business Dissertation Specialization Literature	4 quarter credits
BMGT8028	Foundations of Research, Scholarly Literature, and Theory in Management	4 quarter credits
BMGT8055 *	Business Special Topics: Literature Review	4 quarter credits

RSCH7860	Survey of Research Methods	4 quarter credits
-----------------	----------------------------	-------------------

In addition, choose one of the following two categories:

For quantitative research:

BMGT8035 *	Tests, Measurements, and Business Research Design	4 quarter credits
BMGT8043 *	Quantitative Research Techniques 2	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits

For qualitative research:

BMGT8044 *	Qualitative Research Design and Data Analysis	4 quarter credits
BMGT8046 *	Qualitative Data Collection Strategies, Data Collection Guides, and Field Testing	4 quarter credits
RSCH7868 *	Qualitative Design and Analysis	4 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 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
-------------------	-------------------------	---------------------------

One Elective Course

4 quarter credits

Choose any business management (BMGT) course(s).

Total

90 quarter credits

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

Doctor of Business Administration (DBA)

School of Business, Technology, and Health Care Administration

The Doctor of Business Administration (DBA) degree program is designed for individuals who aspire to achieve career advancement, including senior level positions in management, strategy, or leadership: or for those interested in business consulting or education. The program is scholar-practitioner focused, technology-driven, and grounded in Accreditation Council for Business Schools and Programs (ACBSP) content, enabling learners to solve business problems using data, facts, and logic. Learners develop a professional brand to assist them with exceeding their economic, career, and personal goals. Graduates complete a capstone project, demonstrating their high-level of expertise, confidence, and strategic thinking to drive progress and change within a specific business or industry.

Specializations

General Management

General Management, FlexPath option

Organizational Leadership and Development

Organizational Leadership and Development, FlexPath option

Strategy and Innovation

Strategy and Innovation, FlexPath option

DBA in General Management

School of Business, Technology, and Health Care Administration

The DBA General Management specialization examines the scholarly and practitioner literature and emerging trends in the field of management. Learners design projects which address the challenges and opportunities for improving ways to manage, organize, and structure organizations. The specialization allows learners to analyze various aspects of management by selecting a composite of specialization courses in strategy and innovation, and organizational leadership before moving into more specific topic development. Learners gain an understanding of decision-making using relevant data and methods; deciding how to incorporate supply chains into organizational planning; consideration of how mergers, acquisitions, or coopetition may assist organizational success; or rethinking the types of management styles or processes that are used to establish successful business operations. Current and relevant topics surrounding management will be central to the work done in the specialization.

Seventeen Required Courses

90 quarter credits

Core courses:

DB8400	Your DBA Journey	6 quarter credits
DB8405	Effective Organizational Leadership	6 quarter credits
DB8410	Addressing Problems in Human Resources and Compliance	6 quarter credits
DB8415	Strategic Decision Making	6 quarter credits
DB8420	Teaching Business in Higher Education	6 quarter credits
RSCH7860	Survey of Research Methods	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits
RSCH7868 *	Qualitative Design and Analysis	4 quarter credits

Specialization courses:

DB8610 *	Leadership Theory and Practice	4 quarter credits
-or-		
DB8710 *	Strategy and Innovation - Theorizing, Crafting, Executing	4 quarter credits
DB8620 *	High Performance Leadership	4 quarter credits
-or-		

DB8720 *	Strategic Digital Transformation	4 quarter credits
-----------------	----------------------------------	-------------------

DB8630 *	Catalysts for Change	4 quarter credits
-----------------	----------------------	-------------------

-or-

DB8730 *	Managing Innovation, Design, and Creativity	4 quarter credits
-----------------	---	-------------------

DB8840 *	Seminar: General Management Topic Development	6 quarter credits
-----------------	---	-------------------

DB8850 *	Seminar: General Management Literature Review	6 quarter credits
-----------------	---	-------------------

Upon completion of all required core and specialization coursework:

DB9801 *	Proposal Writing	6 quarter credits
-----------------	------------------	-------------------

DB9802 *	Data Analysis Practice and IRB Approval	6 quarter credits
-----------------	---	-------------------

DB9803 *	Project Results	6 quarter credits
-----------------	-----------------	-------------------

DB9804 *	Final Reviews and Presentation	6 quarter credits
-----------------	--------------------------------	-------------------

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.

DBA in General Management, FlexPath option

School of Business, Technology, and Health Care Administration

The DBA General Management specialization examines the scholarly and practitioner literature and emerging trends in the field of management. Learners design projects which address the challenges and opportunities for improving ways to manage, organize, and structure organizations. The specialization allows learners to analyze various aspects of management by selecting a composite of specialization courses in strategy and innovation, and organizational leadership before moving into more specific topic development. Learners gain an understanding of decision-making using relevant data and methods; deciding how to incorporate supply chains into organizational planning; consideration of how mergers, acquisitions, or coopetition may assist organizational success; or rethinking the types of management styles or processes that are used to establish successful business operations. Current and relevant topics surrounding management will be central to the work done in the specialization. Learners who pursue this specialization through the FlexPath option earn a DBA through self-paced demonstrations of competencies.

Seventeen Required Courses

45 program points

Core courses:

DB-FPX8400	Your DBA Journey	3 program points
DB-FPX8405	Effective Organizational Leadership	3 program points
DB-FPX8410	Addressing Problems in Human Resources and Compliance	3 program points
DB-FPX8415	Strategic Decision Making	3 program points
DB-FPX8420	Teaching Business in Higher Education	3 program points
RSCH-FPX7860	Survey of Research Methods	2 program points
RSCH-FPX7864	Quantitative Design and Analysis	2 program points
RSCH-FPX7868 *	Qualitative Design and Analysis	2 program points

Specialization courses:

DB-FPX8610 *	Leadership Theory and Practice	2 program points
-or-		
DB-FPX8710 *	Strategy and Innovation - Theorizing, Crafting, Executing	2 program points
DB-FPX8620 *	High Performance Leadership	2 program points
-or-		

DB-FPX8720 *	Strategic Digital Transformation	2 program points
DB-FPX8630 *	Catalysts for Change	2 program points
-or-		
DB-FPX8730 *	Managing Innovation, Design, and Creativity	2 program points
DB-FPX8840 *	Seminar: General Management Topic Development	3 program points
DB-FPX8850 *	Seminar: General Management Literature Review	3 program points

Upon completion of all required core and specialization coursework:

DB-FPX9801 *	Proposal Writing	3 program points
DB-FPX9802 *	Data Analysis Practice and IRB Approval	3 program points
DB-FPX9803 *	Project Results	3 program points
DB-FPX9804 *	Final Reviews and Presentation	3 program points

Total

45 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.

DBA in Organizational Leadership and Development

School of Business, Technology, and Health Care Administration

The DBA Organizational Leadership and Development specialization analyzes the scholarly and practitioner literature and emerging trends in the leadership and human resources fields. Learners design projects which address the challenges and opportunities for improving organizational effectiveness. The specialization helps learners create their own leadership style using self-management techniques; cultivate skills to inspire, motivate, and mobilize their workplaces; and acquire the skills and knowledge to lead change and transform their organizations. Current and relevant topics surrounding leaders and human resources will be central to the work done in the specialization, including leadership theory and practices, high performance leadership, and positive change models.

Seventeen Required Courses

90 quarter credits

Core courses:

DB8400	Your DBA Journey	6 quarter credits
DB8405	Effective Organizational Leadership	6 quarter credits
DB8410	Addressing Problems in Human Resources and Compliance	6 quarter credits
DB8415	Strategic Decision Making	6 quarter credits
DB8420	Teaching Business in Higher Education	6 quarter credits
RSCH7860	Survey of Research Methods	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits
RSCH7868 *	Qualitative Design and Analysis	4 quarter credits

Specialization courses:

DB8610 *	Leadership Theory and Practice	4 quarter credits
DB8620 *	High Performance Leadership	4 quarter credits
DB8630 *	Catalysts for Change	4 quarter credits
DB8640 *	Seminar: Leadership Topic Development	6 quarter credits
DB8650 *	Seminar: Leadership Literature Review	6 quarter credits

Upon completion of all required core and specialization coursework:

DB9801 *	Proposal Writing	6 quarter credits
-----------------	------------------	-------------------

DB9802 *	Data Analysis Practice and IRB Approval	6 quarter credits
DB9803 *	Project Results	6 quarter credits
DB9804 *	Final Reviews and Presentation	6 quarter credits

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.

DBA in Organizational Leadership and Development, FlexPath option

School of Business, Technology, and Health Care Administration

The DBA Organizational Leadership and Development specialization analyzes the scholarly and practitioner literature and emerging trends in the leadership and human resources fields. Learners design projects which address the challenges and opportunities for improving organizational effectiveness. The specialization helps learners create their own leadership style using self-management techniques; cultivate skills to inspire, motivate, and mobilize their workplaces; and acquire the skills and knowledge to lead change and transform their organizations. Current and relevant topics surrounding leaders and human resources will be central to the work done in the specialization, including leadership theory and practices, high performance leadership, and positive change models. Learners who pursue this specialization through the FlexPath option earn a DBA through self-paced demonstrations of competencies.

Seventeen Required Courses

45 program points

Core courses:

DB-FPX8400	Your DBA Journey	3 program points
DB-FPX8405	Effective Organizational Leadership	3 program points
DB-FPX8410	Addressing Problems in Human Resources and Compliance	3 program points
DB-FPX8415	Strategic Decision Making	3 program points
DB-FPX8420	Teaching Business in Higher Education	3 program points
RSCH-FPX7860	Survey of Research Methods	2 program points
RSCH-FPX7864	Quantitative Design and Analysis	2 program points
RSCH-FPX7868 *	Qualitative Design and Analysis	2 program points

Specialization courses:

DB-FPX8610 *	Leadership Theory and Practice	2 program points
DB-FPX8620 *	High Performance Leadership	2 program points
DB-FPX8630 *	Catalysts for Change	2 program points
DB-FPX8640 *	Seminar: Leadership Topic Development	3 program points
DB-FPX8650 *	Seminar: Leadership Literature Review	3 program points

Upon completion of all required core and specialization coursework:

DB-FPX9801 *	Proposal Writing	3 program points
DB-FPX9802 *	Data Analysis Practice and IRB Approval	3 program points
DB-FPX9803 *	Project Results	3 program points
DB-FPX9804 *	Final Reviews and Presentation	3 program points

Total

45 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.

DBA in Strategy and Innovation

School of Business, Technology, and Health Care Administration

The DBA Strategy and Innovation specialization analyzes the scholarly and practitioner literature and emerging trends in the fields of strategy and innovation. Learners design projects which consider how visionary leaders use strategic and innovative methods to transform their organizational landscapes. The specialization helps learners critically examine how company leaders increase their organizational agility, adaptability, identification of opportunities, and competitive advantages. Current and relevant topics surrounding strategy and innovation will be central to the work done in the specialization, including theorizing, crafting, and executing strategy and innovation; strategic digital transformation; and managing innovation, design, and creativity.

Seventeen Required Courses

90 quarter credits

Core courses:

DB8400	Your DBA Journey	6 quarter credits
DB8405	Effective Organizational Leadership	6 quarter credits
DB8410	Addressing Problems in Human Resources and Compliance	6 quarter credits
DB8415	Strategic Decision Making	6 quarter credits
DB8420	Teaching Business in Higher Education	6 quarter credits
RSCH7860	Survey of Research Methods	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits
RSCH7868 *	Qualitative Design and Analysis	4 quarter credits

Specialization courses:

DB8710 *	Strategy and Innovation - Theorizing, Crafting, Executing	4 quarter credits
DB8720 *	Strategic Digital Transformation	4 quarter credits
DB8730 *	Managing Innovation, Design, and Creativity	4 quarter credits
DB8740 *	Seminar: Strategy and Innovation Topic Development	6 quarter credits
DB8750 *	Seminar: Strategy and Innovation Literature Review	6 quarter credits

Upon completion of all required core and specialization coursework:

DB9801 *	Proposal Writing	6 quarter credits
DB9802 *	Data Analysis Practice and IRB Approval	6 quarter credits
DB9803 *	Project Results	6 quarter credits
DB9804 *	Final Reviews and Presentation	6 quarter credits

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.

DBA in Strategy and Innovation, FlexPath option

School of Business, Technology, and Health Care Administration

The DBA Strategy and Innovation specialization analyzes the scholarly and practitioner literature and emerging trends in the fields of strategy and innovation. Learners design projects which consider how visionary leaders use strategic and innovative methods to transform their organizational landscapes. The specialization helps learners critically examine how company leaders increase their organizational agility, adaptability, identification of opportunities, and competitive advantages. Current and relevant topics surrounding strategy and innovation will be central to the work done in the specialization, including theorizing, crafting, and executing strategy and innovation; strategic digital transformation; and managing innovation, design, and creativity. Learners who pursue this specialization through the FlexPath option earn a DBA through self-paced demonstrations of competencies.

45 program points

Core courses:

DB-FPX8400	Your DBA Journey	3 program points
DB-FPX8405	Effective Organizational Leadership	3 program points
DB-FPX8410	Addressing Problems in Human Resources and Compliance	3 program points
DB-FPX8415	Strategic Decision Making	3 program points
DB-FPX8420	Teaching Business in Higher Education	3 program points
RSCH-FPX7860	Survey of Research Methods	2 program points
RSCH-FPX7864	Quantitative Design and Analysis	2 program points
RSCH-FPX7868 *	Qualitative Design and Analysis	2 program points

Specialization courses:

DB-FPX8710 *	Strategy and Innovation - Theorizing, Crafting, Executing	2 program points
DB-FPX8720 *	Strategic Digital Transformation	2 program points
DB-FPX8730 *	Managing Innovation, Design, and Creativity	2 program points
DB-FPX8740 *	Seminar: Strategy and Innovation Topic Development	3 program points
DB-FPX8750 *	Seminar: Strategy and Innovation Literature Review	3 program points

Upon completion of all required core and specialization coursework:

DB-FPX9801 *	Proposal Writing	3 program points
DB-FPX9802 *	Data Analysis Practice and IRB Approval	3 program points
DB-FPX9803 *	Project Results	3 program points
DB-FPX9804 *	Final Reviews and Presentation	3 program points

Total

45 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.

Master of Business Administration (MBA)

School of Business, Technology, and Health Care Administration

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.

Specializations

MBA in Self-Designed

MBA in Self-Designed, FlexPath option

MBA in Health Care Management

MBA in Health Care Management, FlexPath option

MBA in Human Resource Management

MBA in Human Resource Management, FlexPath option

MBA in Project Management

MBA in Project Management, FlexPath option

MBA in Self-Designed

School of Business, Technology, and Health Care Administration

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

MBA in Self-Designed, FlexPath Option

School of Business, Technology, and Health Care Administration

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, Technology, and Health Care Administration or any other school at Capella University while they are enrolled in the FlexPath MBA degree program.

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
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

Taken during the learner's final quarter:

MBA-FPX5910 *	MBA Capstone Experience	2.5 program points
----------------------	-------------------------	--------------------

Three Elective Courses

6 program points

Choose three from the following recommended electives:

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-FPX5060 *	Sourcing and Managing Talent in the Workplace	2 program points
HRM-FPX5090 *	Retaining and Engaging Employees for the Modern Workforce	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

Choose at least three graduate-level courses totaling a minimum of 6 program points.†

Total

22.5 program points

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

† Learners in this degree program choose electives from the FlexPath (-FPX) course list.

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

MBA in Health Care Management

School of Business, Technology, and Health Care Administration

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

* 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.

Multiple Specializations available *(must be within the same degree program)*

MBA in Health Care Management, FlexPath Option

School of Business, Technology, and Health Care Administration

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, Technology, and Health Care Administration or any other school at Capella University while they are enrolled in the FlexPath MBA degree program.

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.

MBA in Human Resource Management

School of Business, Technology, and Health Care Administration

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:

HRM5060 *	Sourcing and Managing Talent in the Workplace	4 quarter credits
HRM5090 *	Retaining and Engaging Employees for the Modern Workforce	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

* 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.

Multiple Specializations available *(must be within the same degree program)*

MBA in Human Resource Management, FlexPath Option

School of Business, Technology, and Health Care Administration

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, Technology, and Health Care Administration or any other school at Capella University while they are enrolled in the FlexPath MBA degree program.

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-FPX5060 *	Sourcing and Managing Talent in the Workplace	2 program points
HRM-FPX5090 *	Retaining and Engaging Employees for the Modern Workforce	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

* 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.

MBA in Project Management

School of Business, Technology, and Health Care Administration

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 decisionmaking 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

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

MBA5014 *	Applied Managerial Finance	4 quarter credits
MBA5016 *	Operations Management for Leaders	4 quarter credits
PM5018	Project Management Foundations	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

* 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.

Multiple Specializations available *(must be within the same degree program)*

MBA in Project Management, FlexPath Option

School of Business, Technology, and Health Care Administration

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, Technology, and Health Care Administration or any other school at Capella University while they are enrolled in the FlexPath MBA degree program.

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
MBA-FPX5014 *	Applied Managerial Finance	2 program points
MBA-FPX5016 *	Operations Management for Leaders	2 program points
PM-FPX5018	Project Management Foundations	2 program points

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

* 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.

Master of Science (MS) in Human Resource Management

School of Business, Technology, and Health Care Administration

The Master of Science in Human Resource Management degree program provides learners with the knowledge and skills to lead and manage strategic and operational human resources management (HRM) functions in organizations. The curriculum introduces behavioral competencies to help learners develop leadership and influencing skills in the practice of human resource management and their ability to effectively address real-world HRM challenges to deliver business results. Learners also apply evidenced-based decision making to align strategy and practice and partner with organizational leadership.

Degree Description

MS in Human Resource Management, General Human Resource Management

MS in Human Resource Management, General Human Resource Management,
FlexPath option

MS in Human Resource Management, Health Care

MS in Human Resource Management, Health Care, FlexPath option

MS in Human Resource Management, General Human Resource Management

School of Business, Technology, and Health Care Administration

The General Human Resource Management specialization provides learners with the knowledge and skills to lead and manage strategic and operational human resources management (HRM) functions in organizations. Learners select courses based on their individual professional needs to gain knowledge of specific areas in the discipline and profession of HRM and develop their ability to effectively address real-world HRM challenges to deliver business results.

Eleven Required Courses

At least 45 quarter credits

HRM5002	Survey of Human Resource Management in Practice	4 quarter credits
HRM5055 *	Comprehensive Reward Systems	4 quarter credits
HRM5060 *	Sourcing and Managing Talent in the Workplace	4 quarter credits

HRM5065 *	Employment Law in the Successful Workplace	4 quarter credits
HRM5070 *	Workplace Learning in the Digital Age	4 quarter credits
HRM5080 *	Evidence-Based Decision Making for HR Professionals	4 quarter credits
HRM5090 *	Retaining and Engaging Employees for the Modern Workforce	4 quarter credits

In addition, choose three from the following courses AND the capstone course:

ED7631	Introduction to Training and Performance Systems	4 quarter credits
HRM5075 *	Leading and Influencing for the Human Resource Practitioner	4 quarter credits
HRM5100 *	HRM Professional Internship	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
HRM5118 *	Human Resource Legal Challenges and Solutions	4 quarter credits
HRM5120 *	Global Human Resource Practice	4 quarter credits
HRM5401 *	The Legal, Ethical, and Regulatory Environment of Health Care	4 quarter credits

HRM5402 *	Planning, Sourcing, and Developing Talent in Health Care Organizations	4 quarter credits
HRM5403 *	Transforming the Employee Experience in Health Care	4 quarter credits
LEAD5210	Leading Global and Diverse Cultures	4 quarter credits
LEAD5220	Leader as Change Agent	4 quarter credits
PSY8711	Principles of Industrial/Organizational Psychology	5 quarter credits

Taken during the learner's final quarter:

HRM5960 *	HRM Capstone: Improving and Transforming HR Practice	5 quarter credits
------------------	--	-------------------

Total

At least 45 quarter credits

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

MS in Human Resource Management, General Human Resource Management, FlexPath Option

School of Business, Technology, and Health Care Administration

The General Human Resource Management specialization provides learners with the knowledge and skills to lead and manage strategic and operational human resources management (HRM) functions in organizations. Learners select courses based on their individual professional needs to gain knowledge of specific areas in the discipline and profession of HRM and develop their ability to effectively address real-world HRM challenges to deliver business results. Learners who pursue this specialization through the FlexPath option earn a MS in Human resource Management through self-paced demonstrations of competencies.

Eleven Required Courses

At least 22.5 program points

HRM-FPX5002	Survey of Human Resource Management in Practice	2 program points
HRM-FPX5055 *	Comprehensive Reward Systems	2 program points
HRM-FPX5060 *	Sourcing and Managing Talent in the Workplace	2 program points

HRM-FPX5065 *	Employment Law in the Successful Workplace	2 program points
HRM-FPX5070 *	Workplace Learning in the Digital Age	2 program points
HRM-FPX5080 *	Evidence-Based Decision Making for HR Professionals	2 program points
HRM-FPX5090 *	Retaining and Engaging Employees for the Modern Workforce	2 program points

In addition, choose three from the following courses AND the capstone course:

HRM-FPX5075 *	Leading and Influencing for the Human Resource Practitioner	2 program points
HRM-FPX5118 *	Human Resource Legal Challenges and Solutions	2 program points
HRM-FPX5120 *	Global Human Resource Practice	2 program points
HRM-FPX5401 *	The Legal, Ethical, and Regulatory Environment of Health Care	2 program points
HRM-FPX5402 *	Planning, Sourcing, and Developing Talent in Health Care Organizations	2 program points
LEAD-FPX5210	Leading Global and Diverse Cultures	2 program points
LEAD-FPX5220	Leader as Change Agent	2 program points

Taken during the learner's final quarter:

HRM-FPX5960 *

HRM Capstone: Improving and Transforming
HR Practice

2.5 program points

Total

At least 22.5 program points

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

MS in Human Resource Management, Health Care

School of Business, Technology, and Health Care Administration

The Health Care specialization provides learners with the knowledge and skills to lead and manage strategic human resources management (HRM) functions in a health care organization’s legal and regulatory environment. Learners develop competencies in how to help manage the health care employee experience which include workforce planning, talent utilization and development, a high-performance culture, and employee wellness.

Eleven Required Courses

At least 45 quarter credits

Core courses:

HRM5002	Survey of Human Resource Management in Practice	4 quarter credits
HRM5055 *	Comprehensive Reward Systems	4 quarter credits
HRM5060 *	Sourcing and Managing Talent in the Workplace	4 quarter credits

HRM5065 *	Employment Law in the Successful Workplace	4 quarter credits
HRM5070 *	Workplace Learning in the Digital Age	4 quarter credits
HRM5080 *	Evidence-Based Decision Making for HR Professionals	4 quarter credits
HRM5090 *	Retaining and Engaging Employees for the Modern Workforce	4 quarter credits

Specialization courses:

HRM5401 *	The Legal, Ethical, and Regulatory Environment of Health Care	4 quarter credits
HRM5402 *	Planning, Sourcing, and Developing Talent in Health Care Organizations	4 quarter credits
HRM5403 *	Transforming the Employee Experience in Health Care	4 quarter credits

Taken during the learner's final quarter:

HRM5960 *	HRM Capstone: Improving and Transforming HR Practice	5 quarter credits
------------------	--	-------------------

Total

At least 45 quarter credits

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

MS in Human Resource Management, Health Care, FlexPath Option

School of Business, Technology, and Health Care Administration

The Health Care specialization provides learners with the knowledge and skills to lead and manage strategic human resources management (HRM) functions in a health care organization’s legal and regulatory environment. Learners develop competencies in how to help manage the health care employee experience which include workforce planning, talent utilization and development, a high-performance culture, and employee wellness. Learners who pursue this specialization through the FlexPath option earn an MS in Human Resource Management through self-demonstration of competencies.

Eleven Required Courses

At least 22.5 program points

Core courses:

HRM-FPX5002	Survey of Human Resource Management in Practice	2 program points
HRM-FPX5055 *	Comprehensive Reward Systems	2 program points
HRM-FPX5060 *	Sourcing and Managing Talent in the Workplace	2 program points

HRM-FPX5065 *	Employment Law in the Successful Workplace	2 program points
HRM-FPX5070 *	Workplace Learning in the Digital Age	2 program points
HRM-FPX5080 *	Evidence-Based Decision Making for HR Professionals	2 program points
HRM-FPX5090 *	Retaining and Engaging Employees for the Modern Workforce	2 program points

Specialization courses:

HRM-FPX5401 *	The Legal, Ethical, and Regulatory Environment of Health Care	2 program points
HRM-FPX5402 *	Planning, Sourcing, and Developing Talent in Health Care Organizations	2 program points
HRM-FPX5403 *	Transforming the Employee Experience in Health Care	2 program points

Taken during the learner's final quarter:

HRM-FPX5960 *	HRM Capstone: Improving and Transforming HR Practice	2.5 program points
----------------------	--	--------------------

Total

At least 22.5 program points

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

Graduate Certificate in Human Resource Management

School of Business, Technology, and Health Care Administration

The Human Resource Management graduate certificate provides learners with the principles and practices of the human resource management function. Learners in this graduate certificate have the opportunity to enhance skills, knowledge, and abilities through the development of HR competencies.

Four Required Courses

16 quarter credits

HRM5002	Survey of Human Resource Management in Practice	4 quarter credits
HRM5060 *	Sourcing and Managing Talent in the Workplace	4 quarter credits
HRM5090 *	Retaining and Engaging Employees for the Modern Workforce	4 quarter credits

In addition, choose one from the following courses:

HRM5055 *	Comprehensive Reward Systems	4 quarter credits
-----------	------------------------------	-------------------

HRM5065 *	Employment Law in the Successful Workplace	4 quarter credits
HRM5070 *	Workplace Learning in the Digital Age	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
HRM5115	Certification Examination Preparation for the SHRM-CP and SHRM-SCP	4 quarter credits

Total

16 quarter credits

Bachelor of Science (BS) in Health Care Administration

School of Business, Technology, and 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, problemsolving, 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.

Specializations

BS in Health Care Administration, Health Information Management

BS in Health Care Administration, Health Information Management, FlexPath option

BS in Health Care Administration, Leadership

BS in Health Care Administration, Leadership, FlexPath option

Accelerated Master's Pathways

Accelerated Master's Pathway, BS in Health Care Administration/MHA option,
Health Information Management

Accelerated Master's Pathway, BS in Health Care Administration/MHA option,
Health Information Management, FlexPath option

Accelerated Master's Pathway, BS in Health Care Administration/MHA option,
Leadership

Accelerated Master's Pathway, BS in Health Care Administration/MHA option,
Leadership, FlexPath option

BS in Health Care Administration, Health Information Management

School of Business, Technology, and Health Care Administration

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
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
PHI3200	Ethics in Health Care	6 quarter credits

Specialization courses

54 quarter credits

BHA4102	Leadership and Communication in Health Care Organizations	6 quarter credits
----------------	---	-------------------

BHA4106	Introduction to Managing Health Care Information	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

BHA4020

Health Care Administration Capstone Project

6 quarter credits

Total

180 quarter credits

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3 quarter credits
COM-H4005 *	Communicating and Integrating Solutions in the Professional World	6 quarter credits
SOC-H3005 *	Honors Professional Internship	6 quarter credits

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

180 quarter credits

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

Nevada residents must complete POL1110 as part of their general education requirements.

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

Accelerated Master's Pathways

Accelerated Master's Pathway, BS in Health Care Administration/MHA option, Health Information Management

Accelerated Master's Pathway, BS in Health Care Administration/MHA Option, Health Information Management

School of Business, Technology, and Health Care Administration

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.

For more information see the Accelerated Master's Pathway Options section on the **Offering Information page**.

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.

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
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
PHI3200	Ethics in Health Care	6 quarter credits

Specialization courses

54 quarter credits

BHA4102	Leadership and Communication in Health Care Organizations	6 quarter credits
----------------	---	-------------------

BHA4106	Introduction to Managing Health Care Information	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

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3 quarter credits
COM-H4005 *	Communicating and Integrating Solutions in the Professional World	6 quarter credits
SOC-H3005 *	Honors Professional Internship	6 quarter credits

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

180 quarter credits

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

Nevada residents must complete POL1110 as part of their general education requirements.

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

BS in Health Care Administration, Health Information Management, FlexPath option

School of Business, Technology, and Health Care Administration

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

Choose 22.5 program requirements with a minimum of 6 quarter credits from each category; 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

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

† Learners in this degree program choose general education and elective courses from the FlexPath (-FPX) course list.

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

Accelerated Master's Pathways

Accelerated Master's Pathway, BS in Health Care Administration/MHA option, Health Information Management, FlexPath option

Accelerated Master's Pathway, BS in Health Care Administration/MHA Option, Health Information Management, FlexPath Option

School of Business, Technology, and Health Care Administration

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.

For more information see the Accelerated Master's Pathway Options section on the **Offering Information page**.

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.

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-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

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

† Learners in this degree program choose general education and elective courses from the FlexPath (-FPX) course list.

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

BS in Health Care Administration, Leadership

School of Business, Technology, and Health Care Administration

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 highperformance 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
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
PHI3200	Ethics in Health Care	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

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

15 quarter credits

PHI-H2005

Honors Seminar: Critical Thinking for the Professional World

3 quarter credits

COM-H4005 *

Communicating and Integrating Solutions in the Professional World

6 quarter credits

SOC-H3005 *

Honors Professional Internship

6 quarter credits

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

180 quarter credits

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

Nevada residents must complete POL1110 as part of their general education requirements.

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

Accelerated Master's Pathways

Accelerated Master's Pathway, BS in Health Care Administration/MHA
option, Leadership

Accelerated Master's Pathway, BS in Health Care Administration/MHA Option, Leadership

School of Business, Technology, and Health Care Administration

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 highperformance 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.

For more information see the Accelerated Master's Pathway Options section on the **Offering Information page**.

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.

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
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
PHI3200	Ethics in Health Care	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

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

15 quarter credits

PHI-H2005

Honors Seminar: Critical Thinking for the Professional World

3 quarter credits

COM-H4005 *

Communicating and Integrating Solutions in the Professional World

6 quarter credits

SOC-H3005 *

Honors Professional Internship

6 quarter credits

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

180 quarter credits

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

Nevada residents must complete POL1110 as part of their general education requirements.

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

BS in Health Care Administration, Leadership, FlexPath option

School of Business, Technology, and Health Care Administration

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 22.5 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

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

† Learners in this degree program choose general education and elective courses from the FlexPath (-FPX) course list.

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

Accelerated Master's Pathway

Accelerated Master's Pathway, BS in Health Care Administration/MHA option,
Leadership, FlexPath option

Accelerated Master's Pathway, Bachelor of Science (BS) in Health Care Administration/MHA Option, Leadership, FlexPath Option

School of Business, Technology, and Health Care Administration

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 selfpaced demonstrations of competencies.

For more information see the Accelerated Master's Pathway Options section on the **Offering Information page**.

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.

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

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

† Learners in this degree program choose general education and elective courses from the FlexPath (-FPX) course list.

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

Doctor of Health Administration (DHA)

School of Business, Technology, and Health Care Administration

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.

Specializations

General Health Administration

Health Care Leadership

Health Care Quality and Analytics

Health Policy and Advocacy

DHA, General Health Administration

School of Business, Technology, and Health Care 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 Practicum section, below, 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 Improvement	4 quarter credits
NHS8051 *	Preparing for the Professional Doctorate in Public Health and Health Administration	4 quarter credits
NHS8065 *	Foundations of Evidence-Based Practice in Health Care	4 quarter credits
NHS8701 *	Keystone: Defining the Doctoral Project	4 quarter credits
RSCH7864	Quantitative Design and Analysis	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 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

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

† 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.

DHA, Health Care Leadership

School of Business, Technology, and Health Care Administration

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 Practicum section, below, 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 Improvement	4 quarter credits
NHS8051 *	Preparing for the Professional Doctorate in Public Health and Health Administration	4 quarter credits
NHS8065 *	Foundations of Evidence-Based Practice in Health Care	4 quarter credits
NHS8701 *	Keystone: Defining the Doctoral Project	4 quarter credits
RSCH7864	Quantitative Design and Analysis	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

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

† 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.

DHA, Health Care Quality and Analytics

School of Business, Technology, and Health Care Administration

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 Practicum section, below, 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 Improvement	4 quarter credits
NHS8051 *	Preparing for the Professional Doctorate in Public Health and Health Administration	4 quarter credits
NHS8065 *	Foundations of Evidence-Based Practice in Health Care	4 quarter credits
NHS8701 *	Keystone: Defining the Doctoral Project	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits

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

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

† 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.

DHA, Health Policy and Advocacy

School of Business, Technology, and Health Care Administration

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 Practicum section, below, 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 Improvement	4 quarter credits
NHS8051 *	Preparing for the Professional Doctorate in Public Health and Health Administration	4 quarter credits
NHS8065 *	Foundations of Evidence-Based Practice in Health Care	4 quarter credits
NHS8701 *	Keystone: Defining the Doctoral Project	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits

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

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

† 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.

Master of Health Administration (MHA)

School of Business, Technology, and Health Care Administration

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 practicebased 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, evidencebased professional health care administration practices across national and global environments.

Specializations

General Health Administration

General Health Administration, FlexPath option

Health Care Informatics

Health Care Informatics, FlexPath option

Health Care Leadership

Health Care Leadership, FlexPath option

Health Care Operations

MHA, General Health Administration

School of Business, Technology, and Health Care 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
MHA5017	Data Analysis for Health Care Decisions	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
MHA5028 *	Comparative Models of Global Health Systems	4 quarter credits

In addition, choose one from the following courses:

MHA5022 *	Human Capital Management in Health Care	4 quarter credits
MHA5026 *	Facilities and Capital Asset Management	4 quarter credits
MHA5040 *	Health Administration Change Leadership	4 quarter credits
MHA5042 *	Team Development and Personal Leadership in Health Care Settings	4 quarter credits

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

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

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

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

MHA, General Health Administration, FlexPath Option

School of Business, Technology, and Health Care 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. 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-FPX5004

Communication, Collaboration, and Case
Analysis for Master's Learners

2 program points

MHA-FPX5006	Health Care Finance and Reimbursement	2 program points
MHA-FPX5010	Strategic Health Care Planning	2 program points
MHA-FPX5012 *	Organizational Leadership and Governance	2 program points
MHA-FPX5017	Data Analysis for Health Care Decisions	2 program points
NHS-FPX6004	Health Care Law and Policy	2 program points
NHS-FPX6008	Economics and Decision Making in Health Care	2 program points
MHA-FPX5020 *	Health Administration Capstone	2 program points

Specialization courses:

MHA-FPX5014 *	Health Care Quality, Risk, and Regulatory Compliance	2 program points
MHA-FPX5016 *	Introduction to Health Information Systems	2 program points
MHA-FPX5028 *	Comparative Models of Global Health Systems	2 program points

In addition, choose one from the following courses:

MHA-FPX5022 *	Human Capital Management in Health Care	2 program points
MHA-FPX5026 *	Facilities and Capital Asset Management	2 program points
MHA-FPX5040 *	Health Administration Change Leadership	2 program points

MHA-FPX5042 *	Team Development and Personal Leadership in Health Care Settings	2 program points
MHA-FPX5062	Health Care Delivery: New Environments in Health Informatics	2 program points
MHA-FPX5064	Health Care Information Systems Analysis and Design for Administrators	2 program points
MHA-FPX5066	Cornerstones of Health Informatics for Organizational Operations	2 program points
MHA-FPX5068	Leadership, Management, and Meaningful Use of Health Care Technology	2 program points

Total

24 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.

MHA, Health Care Informatics

School of Business, Technology, and Health Care Administration

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
MHA5017	Data Analysis for Health Care Decisions	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:

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

* 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.

MHA, Health Care Informatics, FlexPath Option

School of Business, Technology, and Health Care Administration

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. 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-FPX5004

Communication, Collaboration, and Case
Analysis for Master's Learners

2 program points

MHA-FPX5006	Health Care Finance and Reimbursement	2 program points
MHA-FPX5010	Strategic Health Care Planning	2 program points
MHA-FPX5012 *	Organizational Leadership and Governance	2 program points
MHA-FPX5017	Data Analysis for Health Care Decisions	2 program points
NHS-FPX6004	Health Care Law and Policy	2 program points
NHS-FPX6008	Economics and Decision Making in Health Care	2 program points
MHA-FPX5020 *	Health Administration Capstone	2 program points

Specialization courses:

MHA-FPX5062	Health Care Delivery: New Environments in Health Informatics	2 program points
MHA-FPX5064	Health Care Information Systems Analysis and Design for Administrators	2 program points
MHA-FPX5066	Cornerstones of Health Informatics for Organizational Operations	2 program points
MHA-FPX5068	Leadership, Management, and Meaningful Use of Health Care Technology	2 program points

Total

24 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.

MHA, Health Care Leadership

School of Business, Technology, and Health Care Administration

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 evidencebased 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

MHA5017	Data Analysis for Health Care Decisions	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

* 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.

MHA, Health Care Leadership, FlexPath Option

School of Business, Technology, and Health Administration

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 evidencebased 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. 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-FPX5004	Communication, Collaboration, and Case Analysis for Master’s Learners	2 program points
MHA-FPX5006	Health Care Finance and Reimbursement	2 program points
MHA-FPX5010	Strategic Health Care Planning	2 program points

MHA-FPX5012 *	Organizational Leadership and Governance	2 program points
MHA-FPX5017	Data Analysis for Health Care Decisions	2 program points
NHS-FPX6004	Health Care Law and Policy	2 program points
NHS-FPX6008	Economics and Decision Making in Health Care	2 program points
MHA-FPX5020 *	Health Administration Capstone	2 program points

Specialization courses:

MHA-FPX5014 *	Health Care Quality, Risk, and Regulatory Compliance	2 program points
MHA-FPX5016 *	Introduction to Health Information Systems	2 program points
MHA-FPX5040 *	Health Administration Change Leadership	2 program points
MHA-FPX5042 *	Team Development and Personal Leadership in Health Care Settings	2 program points

Total

24 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.

MHA, Health Care Operations

School of Business, Technology, and Health Administration

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
MHA5017	Data Analysis for Health Care Decisions	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

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

Bachelor of Science (BS) in Information Technology

School of Business, Technology, and Health Care Administration

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, humancomputer 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.

Specializations

BS in Information Technology, General Information Technology

BS in Information Technology, General Information Technology, FlexPath option

BS in Information Technology, Information Assurance and Cybersecurity

BS in Information Technology, Information Assurance and Cybersecurity, FlexPath option

BS in Information Technology, Software Development

Minors

BS in Information Technology, Data Analytics

BS in Information Technology, Data Management

BS in Information Technology, Network Technology: Cisco® and Network Technology: Microsoft®

BS in Information Technology, General Information Technology

School of Business, Technology, and Health Care Administration

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
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

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

15 quarter credits

PHI-H2005

Honors Seminar: Critical Thinking for the Professional World

3 quarter credits

COM-H4005 *

Communicating and Integrating Solutions in the Professional World

6 quarter credits

SOC-H3005 *

Honors Professional Internship

6 quarter credits

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

180 quarter credits

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

Nevada residents must complete POL1110 as part of their general education requirements.

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

Eligible Concentrations

Accounting

Finance

Health Care Management

Human Resource Management

Management and Leadership

Marketing

Multiple Specializations available *(must be within the same degree program)*

BS in Information Technology, General Information Technology, FlexPath Option

School of Business, Technology, and Health Care Administration

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 Requirement

Core courses

27 program points

IT-FP1006

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

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

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

† Learners in this specialization choose general education, specialization, and elective courses from the FlexPath (-FP) course list.

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

BS in Information Technology, Information Assurance and Security

School of Business, Technology, and Health Care Administration

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
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
---------------	----------------------------------	-------------------

Specialization courses

51 quarter credits

IT2240	Introduction to Programming	3 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
IT4803 *	System Assurance 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:

IT4993

Cybersecurity Capstone

6 quarter credits

Total

180 quarter credits

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3 quarter credits
COM-H4005 *	Communicating and Integrating Solutions in the Professional World	6 quarter credits
SOC-H3005 *	Honors Professional Internship	6 quarter credits

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

180 quarter credits

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

Nevada residents must complete POL1110 as part of their general education requirements.

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

Eligible Concentrations

Accounting

Forensic Psychology

Health Care Management

Management and Leadership

Marketing

Multiple Specializations available *(must be within the same degree program)*

BS in Information Technology, Information Assurance and Cybersecurity, FlexPath Option

School of Business, Technology, and Health Care Administration

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-FP1006	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 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
IT-FP4803 *	System Assurance 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

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

† Learners in this specialization choose general education, specialization, and elective courses from the FlexPath (-FP) course list.

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

BS in Information Technology, Software Development

School of Business, Technology, and Health Care Administration

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 concentrations: 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.

Mobile Development Concentration

The mobile development concentration 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 concentration, 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 Concentration

The web development concentration prepares learners to apply core software development knowledge, skills, and abilities to the development of webbased 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 concentration, 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 Concentration

The cloud application development concentration 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 concentration, 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 Concentration

The programming and application development concentration prepares learners to apply core software development knowledge, skills, and abilities to the development of desktop applications. The concentration 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 concentration, 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
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 concentrations:

For a Mobile Development concentration:

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 concentration:

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 concentration:

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 Practices for Cloud Computing	6 quarter credits

For a Programming and Application Development concentration:

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

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3 quarter credits
COM-H4005 *	Communicating and Integrating Solutions in the Professional World	6 quarter credits
SOC-H3005 *	Honors Professional Internship	6 quarter credits

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

180 quarter credits

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

Nevada residents must complete POL1110 as part of their general education requirements.

Multiple Specializations available *(must be within the same degree program)*

BS in Information Technology, Data Analytics

School of Business, Technology, and Health Care Administration

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
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

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

Nevada residents must complete POL1110 as part of their general education requirements.

Eligible Concentrations

Accounting

Forensic Psychology

Health Care Management

Management and Leadership

Marketing

Multiple Specializations available *(must be within the same degree program)*

BS in Information Technology, Data Management

School of Business, Technology, and Health Care Administration

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
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

BUS4200 *	Identifying Core Business Processes and Master Data	3 quarter credits
IT4200 *	Data Governance and Stewardship	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

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

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

Nevada residents must complete POL1110 as part of their general education requirements.

Eligible Concentrations

Accounting

Forensic Psychology

Health Care Management

Management and Leadership

Marketing

Multiple Specializations available *(must be within the same degree program)*

BS in Information Technology, Network Technology: Cisco® and Network Technology: Microsoft®

School of Business, Technology, and Health Care Administration

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 enterprisewide 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
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

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

Nevada residents must complete POL1110 as part of their general education requirements.

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

Eligible Concentrations

Accounting

Forensic Psychology

Health Care Management

Management and Leadership

Marketing

Multiple Specializations available *(must be within the same degree program)*

Doctor of Philosophy (PhD) in Information Technology

School of Business, Technology, and Health Care Administration

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.

Specializations

General Information Technology

Information Assurance and Cybersecurity

Project Management

PhD in Information Technology, General Information Technology

School of Business, Technology, and Health Care Administration

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 ten-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 Required Courses

74 quarter credits

TS8005

Research Processes, Theory, and Practice
in Information Technology

6 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
BMGT8019 *	Business Dissertation Specialization Literature	4 quarter credits
BMGT8028	Foundations of Research, Scholarly Literature, and Theory in Management	4 quarter credits
BMGT8055 *	Business Special Topics: Literature Review	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
RSCH7860	Survey of Research Methods	4 quarter credits

In addition, choose one of the following two categories:

For quantitative research:

BMGT8035 *	Tests, Measurements, and Business Research Design	4 quarter credits
-------------------	--	-------------------

BMGT8043 *	Quantitative Research Techniques 2	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits

For qualitative research:

BMGT8044 *	Qualitative Research Design and Data Analysis	4 quarter credits
BMGT8046 *	Qualitative Data Collection Strategies, Data Collection Guides, and Field Testing	4 quarter credits
RSCH7868 *	Qualitative Design and Analysis	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
-----------------	-------------------------	-------------------

Four Elective Courses

16 quarter credits

Choose any business management (BMGT) or technology systems (TS) course(s).

Total

90 quarter credits

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

PhD in Information Technology, Information Assurance and Cybersecurity

School of Business, Technology, and Health Care Administration

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 ten-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-Five Required Courses

90 quarter credits

Core courses:

TS8005	Research Processes, Theory, and Practice in Information Technology	6 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
BMGT8019 *	Business Dissertation Specialization Literature	4 quarter credits
BMGT8028	Foundations of Research, Scholarly Literature, and Theory in Management	4 quarter credits
BMGT8055 *	Business Special Topics: Literature Review	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
RSCH7860	Survey of Research Methods	4 quarter credits

In addition, choose one of the following two categories:

For quantitative research:

BMGT8035 *	Tests, Measurements, and Business Research Design	4 quarter credits
BMGT8043 *	Quantitative Research Techniques 2	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits

For qualitative research:

BMGT8044 *	Qualitative Research Design and Data Analysis	4 quarter credits
BMGT8046 *	Qualitative Data Collection Strategies, Data Collection Guides, and Field Testing	4 quarter credits
RSCH7868 *	Qualitative Design and Analysis	4 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

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

Total

90 quarter credits

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

PhD in Information Technology, Project Management

School of Business, Technology, and Health Care Administration

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 ten-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
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
BMGT8019 *	Business Dissertation Specialization Literature	4 quarter credits
BMGT8028	Foundations of Research, Scholarly Literature, and Theory in Management	4 quarter credits
BMGT8055 *	Business Special Topics: Literature Review	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
RSCH7860	Survey of Research Methods	4 quarter credits
TS8940 *	Information Technology Consulting Practice Seminar	4 quarter credits
-or-		
TS8950 *	Teaching Practice Seminar in Information Technology Education	4 quarter credits

In addition, choose one of the following two categories:

For quantitative research:

BMGT8035 *	Tests, Measurements, and Business Research Design	4 quarter credits
BMGT8043 *	Quantitative Research Techniques 2	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits

For qualitative research:

BMGT8044 *	Qualitative Research Design and Data Analysis	4 quarter credits
BMGT8046 *	Qualitative Data Collection Strategies, Data Collection Guides, and Field Testing	4 quarter credits
RSCH7868 *	Qualitative Design and Analysis	4 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

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

Total

90 quarter credits

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

Doctor of Information Technology (DIT)

School of Business, Technology, and Health Care Administration

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 their area of specialty in making better decisions involving Information Technology.

Specializations

General Information Technology

Information Assurance and Cybersecurity

Project Management

DIT in General Information Technology

School of Business, Technology, and Health Care Administration

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.

Fifteen Required Courses

66 quarter credits

All courses taken in a prescribed sequence:

Learners should contact their advisor for sequence information.

DIT-R8921	DIT Residency Track 1 †	2 quarter credits
DIT-R8922 *	DIT Residency Track 2 †	2 quarter credits
DIT-R8923 *	DIT Residency Track 3 †	2 quarter credits
DIT8004	Research and Practice in Information Technology	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
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
DIT8940 *	Information Technology Consulting Practice Seminar	6 quarter credits
-or-		
DIT8950 *	Teaching Practice Seminar in Information Technology Education	6 quarter credits
DIT9940 *	Dissertation Mentor Courseroom ‡	non-credit
RSCH7860	Survey of Research Methods	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits
RSCH7868 *	Qualitative Design and Analysis	4 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

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

† 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.

DIT in Information Assurance and Cybersecurity

School of Business, Technology, and Health Care Administration

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.

Nineteen Required Courses

82 quarter credits

All courses taken in a prescribed sequence:

Learners should contact their advisor for sequence information.

Core courses:

DIT-R8921	DIT Residency Track 1 †	2 quarter credits
DIT-R8922 *	DIT Residency Track 2 †	2 quarter credits
DIT-R8923 *	DIT Residency Track 3 †	2 quarter credits
DIT8004	Research and Practice in Information Technology	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
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
DIT8940 *	Information Technology Consulting Practice Seminar	6 quarter credits
-or-		
DIT8950 *	Teaching Practice Seminar in Information Technology Education	6 quarter credits
DIT9940 *	Dissertation Mentor Courseroom ‡	non-credit
RSCH7860	Survey of Research Methods	4 quarter credits

RSCH7864	Quantitative Design and Analysis	4 quarter credits
RSCH7868 *	Qualitative Design and Analysis	4 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

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

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

† 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.

DIT in Project Management

School of Business, Technology, and Health Care Administration

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.

Nineteen Required Courses

82 quarter credits

All courses taken in a prescribed sequence:

Learners should contact their advisor for sequence information.

Core courses:

DIT-R8921	DIT Residency Track 1 †	2 quarter credits
DIT-R8922 *	DIT Residency Track 2 †	2 quarter credits
DIT-R8923 *	DIT Residency Track 3 †	2 quarter credits
DIT8004	Research and Practice in Information Technology	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
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
DIT8940 *	Information Technology Consulting Practice Seminar	6 quarter credits
-or-		
DIT8950 *	Teaching Practice Seminar in Information Technology Education	6 quarter credits
DIT9940 *	Dissertation Mentor Courseroom ‡	non-credit
RSCH7860	Survey of Research Methods	4 quarter credits

RSCH7864	Quantitative Design and Analysis	4 quarter credits
RSCH7868 *	Qualitative Design and Analysis	4 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

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

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

† 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.

Master of Science (MS) in Analytics

School of Business, Technology, and Health Care Administration

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

Taken during the learner's final quarter:

ANLT5900 *	Capstone in Analytics	4 quarter credits
-------------------	-----------------------	-------------------

Total

48 quarter credits

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

Master of Science (MS) in Information Assurance and Cybersecurity

School of Business, Technology, Health Care Administration

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.

Specializations

Digital Forensics

Network Defense

Health Care Security

MS in Information Assurance and Cybersecurity, Digital Forensics

School of Business, Technology, and Health Care Administration

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 *	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.

Multiple Specializations available *(must be within the same degree program)*

MS in Information Assurance and Cybersecurity, Network Defense

School of Business, Technology, and Health Care Administration

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 *	Operating System Defense	4 quarter credits
IAS5030 *	Identifying and Managing Risk	4 quarter credits

Specialization courses:

IAS5130	Programming for Security Professionals	4 quarter credits
IAS5200	Network Architecture and Cyberoperations	4 quarter credits
IAS5211	Mobile and Wireless Network Architecture and Security	4 quarter credits
IAS5220	Network Security Controls and Testing	4 quarter credits
IAS5230	Secure Network Design and Engineering	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.

Multiple Specializations available *(must be within the same degree program)*

MS in Information Assurance and Cybersecurity, Health Care Security

School of Business, Technology, and Health Care Administration

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 *	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
------------------	--------------	-------------------

Master of Science (MS) in Information Technology

School of Business, Technology, Health Care Administration

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.

Specializations

General Information Technology

Analytics

Cybersecurity

Enterprise Networks and Cloud Computing

Project Management

MS in Information Technology, General Information Technology

School of Business, Technology, and Health Care Administration

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 *	Application and Database Development	4 quarter credits
ITEC5030 *	Emerging Technologies	4 quarter credits
PM5018	Project Management Foundations	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 information technology course(s).

Total

48 quarter credits

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

MS in Information Technology, Analytics

School of Business, Technology, and Health Care Administration

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 *	Application and Database Development	4 quarter credits
ITEC5030 *	Emerging Technologies	4 quarter credits
PM5018	Project Management Foundations	4 quarter credits

Specialization courses:

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

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.

Multiple Specializations available *(must be within the same degree program)*

MS in Information Technology, Cybersecurity

School of Business, Technology, and Health Care Administration

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 *	Application and Database Development	4 quarter credits
ITEC5030 *	Emerging Technologies	4 quarter credits
PM5018	Project Management Foundations	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 *	Operating System Defense	4 quarter credits
IAS5030 *	Identifying and Managing Risk	4 quarter credits
IAS5220	Network Security Controls and Testing	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.

Multiple Specializations available *(must be within the same degree program)*

MS in Information Technology, Enterprise Networks and Cloud Computing

School of Business, Technology, and Health Care Administration

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 *	Application and Database Development	4 quarter credits
ITEC5030 *	Emerging Technologies	4 quarter credits
PM5018	Project Management Foundations	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

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

Multiple Specializations available *(must be within the same degree program)*

MS in Information Technology, Project Management

School of Business, Technology, and Health Care Administration

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 *	Application and Database Development	4 quarter credits
ITEC5030 *	Emerging Technologies	4 quarter credits

PM5018	Project Management Foundations	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

Multiple Specializations available *(must be within the same degree program)*

School of Nursing and Health Sciences



Lisa Kreeger, PhD, RN
Interim Dean of Nursing and Health Sciences

A Message from the Interim Dean of the School 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 coursework 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.

Lisa Kreeger, PhD, RN

Interim Dean of Nursing and Health Sciences

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. Visit the School of Nursing and Health Sciences tuition and fees and admission component pages for more information.

Health Sciences

Undergraduate Programs

Undergraduate Health Sciences Degree Programs

Bachelor of Science (BS) in Public Health

Accelerated Master's Pathways

Accelerated Master's Pathway, BS in Public Health/MPH option

Graduate Programs

Graduate Health Sciences Degree Programs

Doctor of Public Health (DrPH)

Master of Public Health (MPH)

Graduate Health Sciences Certificate Programs

Public Health graduate certificate

Department of Nursing

Undergraduate Programs

Undergraduate Nursing Degree Programs

Bachelor of Science in Nursing (BSN)

Bachelor of Science in Nursing (BSN), FlexPath option

Accelerated Master's Pathways

Accelerated Master's Pathway, BSN/MSN option

Accelerated Master's Pathway, BSN/MSN option, FlexPath option

Graduate Programs

Graduate Nursing Degree Programs

Doctor of Nursing Practice (DNP)

Doctor of Nursing Practice (DNP), Preparatory Program

Doctor of Nursing Practice (DNP), FlexPath option

Master of Science in Nursing (MSN)

Graduate Nursing Certificate Programs

Care Coordination graduate certificate

Nursing Informatics graduate certificate

Nursing Leadership graduate certificate

Undergraduate—Nursing and Health Sciences Academic Offerings

Health Sciences		
Degree Programs	Accelerated Master's Pathway	Honors Pathway
Bachelor of Science in Public Health (BS)	✓	✓

Department of Nursing		
Degree Programs	Accelerated Master's Pathway	Honors Pathway
Bachelor of Science in Nursing (BSN)	✓	✓
Bachelor of Science in Nursing (BSN), FlexPath Option	✓	

Graduate—Nursing and Health Sciences Academic Offerings

Health Sciences		
Degree Programs	Specializations	Certificate Programs
Doctor of Public Health (DrPH)		
Master of Public Health (MPH)		
		Graduate Certificate in Public Health

Department of Nursing		
Degree Programs	Specializations	Certificate Programs
Doctor of Nursing Practice (DNP)		
Doctor of Nursing Practice (DNP), FlexPath option		
Master of Science in 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

Bachelor of Science (BS) in Public Health

School of Nursing and Health Sciences

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 Health Care 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

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

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3 quarter credits
COM-H4005 *	Communicating and Integrating Solutions in the Professional World	6 quarter credits
SOC-H3005 *	Honors Professional Internship	6 quarter credits

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

180 quarter credits

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

Nevada residents must complete POL1110 as part of their general education requirements.

Accelerated Master's Pathway, BS in Public Health/MPH Option

School of Nursing and Health Sciences

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.

For more information see the Accelerated Master's Pathway Options section on the **Offering Information page**.

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.

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 Health Care 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

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

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

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3 quarter credits
COM-H4005 *	Communicating and Integrating Solutions in the Professional World	6 quarter credits
SOC-H3005 *	Honors Professional Internship	6 quarter credits

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

180 quarter credits

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

Nevada residents must complete POL1110 as part of their general education requirements.

Bachelor of Science in Nursing (BSN)

School of Nursing and Health Sciences

The Bachelor of Science in Nursing accredited† degree program (RN-to-BSN) prepares registered nurses for expanded professional nursing practice that impacts patient, systems, and population outcomes. In the program, learners develop and integrate knowledge and skills in patient-centered care, population health, interprofessional collaboration and teamwork, quality improvement, evidence-based practice, and informatics.

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

42 quarter credits

NHS4000	Developing a Health Care Perspective	6 quarter credits
NURS4010	Leading People, Processes, and Organizations in Interprofessional Practice	6 quarter credits
NURS4020	Improving Quality of Care and Patient Safety	6 quarter credits
NURS4030	Making Evidence-Based Decisions	6 quarter credits
NURS4040	Managing Health Information and Technology	6 quarter credits
NURS4050	Coordinating Patient-Centered Care	6 quarter credits
NURS4060	Practicing in the Community to Improve Population Health	6 quarter credits

Elective courses

57 quarter credits

Choose 57 quarter credits of additional undergraduate courses.

Capstone course

6 quarter credits

Taken during the learner's final quarter:

NURS4900 *

Capstone Project for Nursing

6 quarter credits

Total

180 quarter credits

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3 quarter credits
COM-H4005 *	Communicating and Integrating Solutions in the Professional World	6 quarter credits
SOC-H3005 *	Honors Professional Internship	6 quarter credits

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

180 quarter credits

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

† 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.

Alabama and Washington residents are currently not eligible to enroll in this degree program.

Nevada residents must complete POL1110 as part of their general education requirements.

The BSN degree program requires learners to maintain a current, independently verifiable, and unrestricted RN license throughout their program.

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

Accelerated Master's Pathway, BSN/MSN Option

School of Nursing and Health Sciences

The Bachelor of Science in Nursing accredited† degree program (RN-to-BSN) prepares registered nurses for expanded professional nursing practice that impacts patient, systems, and population outcomes. In the program, learners develop and integrate knowledge and skills in patient-centered care, population health, interprofessional collaboration and teamwork, quality improvement, evidence-based practice, and informatics.

For more information see the Accelerated Master's Pathways section on the [Offering Information page](#).

Accelerated Master's Pathway BSN/MSN option

Learners enrolled in the Accelerated Master's Pathway, BSN/MSN Nursing complete the following master's-level courses in lieu of NURS4020 and NURS4030.

Master's-level courses

12 quarter credits

NHS6004

Health Care Law and Policy

4 quarter credits

NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4 quarter credits
NURS6016	Quality Improvement of Interprofessional Care	4 quarter credits

These courses are taken in addition to the general education and remaining required courses.

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

42 quarter credits

NHS4000	Developing a Health Care Perspective	6 quarter credits
NURS4010	Leading People, Processes, and Organizations in Interprofessional Practice	6 quarter credits
NURS4020	Improving Quality of Care and Patient Safety	6 quarter credits
NURS4030	Making Evidence-Based Decisions	6 quarter credits
NURS4040	Managing Health Information and Technology	6 quarter credits
NURS4050	Coordinating Patient-Centered Care	6 quarter credits
NURS4060	Practicing in the Community to Improve Population Health	6 quarter credits

57 quarter credits

Choose 57 quarter credits of additional undergraduate courses.

Capstone course

6 quarter credits

Taken during the learner's final quarter:

NURS4900 *

Capstone Project for Nursing

6 quarter credits

Total

180 quarter credits

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3 quarter credits
COM-H4005 *	Communicating and Integrating Solutions in the Professional World	6 quarter credits
SOC-H3005 *	Honors Professional Internship	6 quarter credits

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

180 quarter credits

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

† 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.

Alabama and Washington residents are not eligible to enroll in this degree program.

Nevada residents must complete POL1110 as part of their general education requirements.

The BSN degree program requires learners to maintain a current, independently verifiable, and unrestricted RN license throughout their program.

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

Bachelor of Science in Nursing (BSN), FlexPath Option

School of Nursing and Health Sciences

The Bachelor of Science in Nursing accredited* degree program (RN-to-BSN) prepares registered nurses for expanded professional nursing practice that impacts patient, systems, and population outcomes. In the program, learners develop and integrate knowledge and skills in patient-centered care, population health, interprofessional collaboration and teamwork, quality improvement, evidence-based practice, and informatics. Learners who pursue this degree program through the FlexPath option earn a BSN 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

Foundational nursing courses

15 program points

Undergraduate nursing skills coursework totaling 15 program points †

Required courses

21 program points

NHS-FPX4000	Developing a Health Care Perspective	3 program points
NURS-FPX4010	Leading People, Processes, and Organizations in Interprofessional Practice	3 program points
NURS-FPX4020	Improving Quality of Care and Patient Safety	3 program points
NURS-FPX4030	Making Evidence-Based Decisions	3 program points
NURS-FPX4040	Managing Health Information and Technology	3 program points
NURS-FPX4050	Coordinating Patient-Centered Care	3 program points
NURS-FPX4060	Practicing in the Community to Improve Population Health	3 program points

Elective courses

28.5 program points

Choose additional FlexPath undergraduate courses to fulfill total program points. †

Capstone course

3 program points

Taken during the learner's final quarter:

NURS-FPX4900 *

Capstone Project for Nursing

3 program points

Total

At least 90 program points

* 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.

† Learners in this degree program choose general education, foundational nursing, and elective courses from the FlexPath (-FPX) course list.

Alabama and Washington residents are currently not eligible to enroll in this degree program.

The BSN, FlexPath option degree program requires learners to maintain a current, independently verifiable, and unrestricted RN license throughout their program.

Accelerated Master's Pathway, BSN/MSN Option, FlexPath Option

School of Nursing and Health Sciences

The Bachelor of Science in Nursing accredited* degree program (RN-to-BSN) prepares registered nurses for expanded professional nursing practice that impacts patient, systems, and population outcomes. In the program, learners develop and integrate knowledge and skills in patient-centered care, population health, interprofessional collaboration and teamwork, quality improvement, evidence-based practice, and informatics. Learners who pursue this degree program through the FlexPath option earn a BSN through self-paced demonstrations of competencies.

For more information see the Accelerated Master's Pathways section on the [Offering Information page](#).

Accelerated Master's Pathway, BSN/MSN option, FlexPath option

Learners enrolled in the Accelerated Master's Pathways, BSN/MSN option, FlexPath option complete the following master's-level courses in lieu of NURS-FPX4020 and NUSR-FPX4030.

Master's-level courses

6 program points

NHS-FPX6004	Health Care Law and Policy	2 program points
NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2 program points

NURS-FPX6016

Quality Improvement of Interprofessional
Care

2 program points

These courses are taken in addition to the general education and remaining required courses.

General Education Requirements

A minimum of 22.5 program points; see General Education Courses, FlexPath option. †

Additional Program Requirements

Foundational nursing courses

15 program points

Undergraduate nursing skills coursework totaling 15 program points. †

Required courses

21 program points

NHS-FPX4000	Developing a Health Care Perspective	3 program points
NURS-FPX4010	Leading People, Processes, and Organizations in Interprofessional Practice	3 program points
NURS-FPX4020	Improving Quality of Care and Patient Safety	3 program points
NURS-FPX4030	Making Evidence-Based Decisions	3 program points
NURS-FPX4040	Managing Health Information and Technology	3 program points
NURS-FPX4050	Coordinating Patient-Centered Care	3 program points
NURS-FPX4060	Practicing in the Community to Improve Population Health	3 program points

Elective courses

28.5 program points

Choose additional FlexPath undergraduate courses to fulfill total program points. †

Capstone course

3 program points

Taken during the learner's final quarter:

NURS-FPX4900 *

Capstone Project for Nursing

3 program points

Total

90 program points

* 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.

† Learners in this degree program choose general education, foundational nursing, and elective courses from the FlexPath (-FPX) course list.

Alabama and Washington residents are not eligible to enroll in this degree program.

The BSN, FlexPath option degree program requires learners to maintain a current, independently verifiable, and unrestricted RN license throughout their program.

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

Doctor of Public Health (DrPH)

School of Nursing and Health Sciences

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, evidencebased 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 Practicum section, below, 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	Applied Methods 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 Improvement	4 quarter credits
NHS8051 *	Preparing for the Professional Doctorate in Public Health and Health Administration	4 quarter credits
NHS8065 *	Foundations of Evidence-Based Practice in Health Care	4 quarter credits
NHS8701 *	Keystone: Defining the Doctoral Project	4 quarter credits
RSCH7864	Quantitative Design and Analysis	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

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

† 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.

Master of Public Health (MPH)

School of Nursing and Health Sciences

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 Practicum section, below, for more information.

Fifteen Required Courses

60 quarter credits

NHS5004	Communication, Collaboration, and Case Analysis for Master's Learners	4 quarter credits
MPH5100 *	Management of Health Service Organizations	4 quarter credits
MPH5200 *	Social and Behavioral Research Methods	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
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
MPH5515 *	Public Health Advocacy and Social Change	4 quarter credits
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

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

† 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.

Public Health Graduate Certificate

School of Nursing and Health Sciences

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.

Doctor of Nursing Practice (DNP)

School of Nursing and Health Sciences

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 assess and apply theory, build therapeutic relationships, design and implement therapeutic interventions, and lead and manage 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 or a field other than nursing may pursue Capella's DNP.

Practicum Requirement(s):

Minimum of 1,000 supervised practicum hours. See the Practicum section, below, for more information.

Thirteen Required Courses

52 quarter credits

NHS8002	Collaboration, Communication, and Case Analysis for Doctoral Learners	4 quarter credits
NHS8040	21st-Century Health Care Improvement	4 quarter credits
NURS8010	Executive Leadership in Contemporary Nursing	4 quarter credits
NURS8012	Nursing Technology and Health Care Information Systems	4 quarter credits
NURS8014 *	Global Population Health	4 quarter credits
NURS8035	Foundations of Evidence-Based Practice in Nursing	4 quarter credits
NURS8045 *	Doctoral Writing and Professional Practice	4 quarter credits
NURS9100 *	Defining the Nursing Doctoral Project	4 quarter credits
NURS9901 *	Nursing Doctoral Project 1	4 quarter credits
NURS9902 *	Nursing Doctoral Project 2	4 quarter credits
NURS9903 *	Nursing Doctoral Project 3	4 quarter credits
NURS9904 *	Nursing Doctoral Project 4	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits

Total

52 quarter credits

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

† 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.

Alabama residents are not eligible to enroll in this program.

This program does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the DNP degree program are required to maintain a current, unrestricted RN license throughout their program.

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

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.

Doctor of Nursing Practice (DNP), Preparatory Program

School of Nursing and Health Sciences

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 NURS6013, NURS6014, and NURS6038 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.***

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.

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.***

Practicum Requirement(s):

Minimum of 1,000 supervised practicum hours. See the Practicum section, below, for more information.

DNP Preparatory Program

Three Required Courses

12 quarter credits

DNP Preparatory Program courses:

NURS6013	Principles of Advanced Nursing Practice	4 quarter credits
NURS6014	Advanced Leadership for Contemporary Nursing	4 quarter credits
NURS6038	Evidence-Based Practice and Technology for Nursing	4 quarter credits

Thirteen Required Courses

52 quarter credits

NHS8002	Collaboration, Communication, and Case Analysis for Doctoral Learners	4 quarter credits
NHS8040	21st-Century Health Care Improvement	4 quarter credits
NURS8010	Executive Leadership in Contemporary Nursing	4 quarter credits
NURS8012	Nursing Technology and Health Care Information Systems	4 quarter credits
NURS8014 *	Global Population Health	4 quarter credits
NURS8035	Foundations of Evidence-Based Practice in Nursing	4 quarter credits

NURS8045 *	Doctoral Writing and Professional Practice	4 quarter credits
NURS9100 *	Defining the Nursing Doctoral Project	4 quarter credits
NURS9901 *	Nursing Doctoral Project 1	4 quarter credits
NURS9902 *	Nursing Doctoral Project 2	4 quarter credits
NURS9903 *	Nursing Doctoral Project 3	4 quarter credits
NURS9904 *	Nursing Doctoral Project 4	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits

Learners must register for DNP9971 a minimum of four times to fulfill their program requirements.

Total

64 quarter credits

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

† 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.

‡ Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Alabama residents are not eligible to enroll in this program.

This program does not prepare graduates for licensure as an RN or APRN.

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.

Doctor of Nursing Practice (DNP), FlexPath Option

School of Nursing and Health Sciences

The accredited† Doctor of Nursing Practice (DNP) degree program is designed for master's-prepared nurses who want to pursue 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 assess and apply theory, build therapeutic relationships, design and implement therapeutic interventions, and lead and manage 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 or a field other than nursing may pursue Capella's DNP. Learners who pursue this degree program through the FlexPath option earn a DNP through self-paced demonstrations of competencies.

Practicum Requirement(s):

Minimum of 1,000 supervised practicum hours. See the Practicum section, below, for more information.

Thirteen Required Courses

26 program points

NHS-FPX8002	Collaboration, Communication, and Case Analysis for Doctoral Learners	2 program points
NHS-FPX8040	21st-Century Health Care Leadership	2 program points
NURS-FPX8010	Executive Leadership in Contemporary Nursing	2 program points
NURS-FPX8012	Nursing Technology and Health Care Information Systems	2 program points
NURS-FPX8014 *	Global Population Health	2 program points
NURS-FPX8035	Foundations of Evidence-Based Practice in Nursing	2 program points
NURS-FPX8045 *	Doctoral Writing and Professional Practice	2 program points
NURS-FPX9100 *	Defining the Nursing Doctoral Project	2 program points
NURS-FPX9901 *	Nursing Doctoral Project 1	2 program points
NURS-FPX9902 *	Nursing Doctoral Project 2	2 program points
NURS-FPX9903 *	Nursing Doctoral Project 3	2 program points
NURS-FPX9904 *	Nursing Doctoral Project 4	2 program points
RSCH-FPX7864	Quantitative Design and Analysis	2 program points

Total

26 program points

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

† 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.

Alabama residents are not eligible to enroll in this degree program.

This program does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the DNP, FlexPath option degree program are required to maintain a current, unrestricted RN license throughout their program.

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

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)

School of Nursing and Health Sciences

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.

Specializations

MSN, Care Coordination

RN-to-MSN, Care Coordination

MSN, Care Coordination, FlexPath option

RN-to-MSN, Care Coordination, FlexPath option

MSN, Nursing Education

RN-to-MSN, Nursing Education

MSN, Nursing Education, FlexPath option

RN-to-MSN, Nursing Education, FlexPath option

MSN, Nursing Informatics

RN-to-MSN, Nursing Informatics

MSN, Nursing Informatics, FlexPath option

RN-to-MSN, Nursing Informatics, FlexPath option

MSN, Nursing Leadership and Administration

RN-to-MSN, Nursing Leadership and Administration

MSN, Nursing Leadership and Administration, FlexPath option

RN-to-MSN, Nursing Leadership and Administration, FlexPath option

* 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.

MSN, Care Coordination

School of Nursing and Health Sciences

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.

Practicum Requirement(s):

Minimum of 100 practicum hours. See the Practicum section, below, for more information.

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
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4 quarter credits
NURS6016	Quality Improvement of Interprofessional Care	4 quarter credits
NURS6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	4 quarter credits
NURS6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	4 quarter credits
NURS6030	MSN Practicum and Capstone †	6 quarter credits

Specialization courses:

NURS6610	Introduction to Care Coordination	4 quarter credits
NURS6612	Health Care Models Used in Care Coordination	4 quarter credits

NURS6614 *	Structure and Process in Care Coordination	4 quarter credits
NURS6616	Ethical and Legal Considerations in Care Coordination	4 quarter credits
NURS6618	Leadership in Care Coordination	4 quarter credits

Total

54 quarter credits

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

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Alabama residents are not eligible to enroll in this program.

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the MSN Care Coordination specialization are required to maintain a current, unrestricted RN license throughout their program.

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

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; 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.

RN-to-MSN, Care Coordination

School of Nursing and Health Sciences

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, NURS5003, NURS5005, and NURS5007 before registering for any other Master of Science in Nursing 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.***

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.

Practicum Requirement(s):

Minimum of 100 practicum hours. See the Practicum section, below, for more information.

Sixteen Required Courses

66 quarter credits

Required courses:

NURS5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health	4 quarter credits
NURS5005	Introduction to Nursing Research, Ethics, and Technology	4 quarter credits
NURS5007	Leadership for Nursing Practice	4 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
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4 quarter credits

NURS6016	Quality Improvement of Interprofessional Care	4 quarter credits
NURS6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	4 quarter credits
NURS6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	4 quarter credits
NURS6030	MSN Practicum and Capstone †	6 quarter credits

Specialization courses:

NURS6610	Introduction to Care Coordination	4 quarter credits
NURS6612	Health Care Models Used in Care Coordination	4 quarter credits
NURS6614 *	Structure and Process in Care Coordination	4 quarter credits
NURS6616	Ethical and Legal Considerations in Care Coordination	4 quarter credits
NURS6618	Leadership in Care Coordination	4 quarter credits

Total

66 quarter credits

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

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Alabama residents are not eligible to enroll in this program.

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the RN-to-MSN Care Coordination specialization are required to maintain a current, unrestricted RN license throughout their program.

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

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; 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.

MSN, Care Coordination, FlexPath Option

School of Nursing and Health Sciences

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 Practicum section, below, for more information.

Thirteen Required Courses

27 program points

Core courses:

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's Learners	2 program points
NHS-FP6004	Health Care Law and Policy	2 program points
NHS-FPX6008	Economics and Decision Making in Health Care	2 program points
NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2 program points
NURS-FPX6016	Quality Improvement of Interprofessional Care	2 program points
NURS-FPX6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	2 program points
NURS-FPX6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	2 program points
NURS-FPX6030	MSN Practicum and Capstone †	3 program points

Specialization courses:

NURS-FPX6610	Introduction to Care Coordination	2 program points
NURS-FPX6612	Health Care Models Used in Care Coordination	2 program points
NURS-FPX6614 *	Structure and Process in Care Coordination	2 program points
NURS-FPX6616	Ethical and Legal Considerations in Care Coordination	2 program points

NURS-FPX6618

Leadership in Care Coordination

2 program points

Total

27 program points

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

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Alabama residents are not eligible to enroll in this specialization.

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the MSN Care Coordination, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

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

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; 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.

RN-to-MSN, Care Coordination, FlexPath Option

School of Nursing and Health Sciences

Capella University offers RN-to-MSN bridge specializations for licensed registered nurses who have completed 67.5 program points of undergraduate coursework. Learners in the RN-to-MSN bridge specializations are required to complete NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, and NURS-FPX5007 before registering for any other Master of Science in Nursing 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.***

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 Practicum section, below, for more information.

Sixteen Required Courses

33 program points

Bridge courses:

NURS-FPX5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health	2 program points
NURS-FPX5005	Introduction to Nursing Research, Ethics, and Technology	2 program points
NURS-FPX5007	Leadership for Nursing Practice	2 program points

Core courses:

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's Learners	2 program points
NHS-FP6004	Health Care Law and Policy	2 program points
NHS-FPX6008	Economics and Decision Making in Health Care	2 program points
NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2 program points

NURS-FPX6016	Quality Improvement of Interprofessional Care	2 program points
NURS-FPX6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	2 program points
NURS-FPX6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	2 program points
NURS-FPX6030	MSN Practicum and Capstone †	3 program points

Specialization courses:

NURS-FPX6610	Introduction to Care Coordination	2 program points
NURS-FPX6612	Health Care Models Used in Care Coordination	2 program points
NURS-FPX6614 *	Structure and Process in Care Coordination	2 program points
NURS-FPX6616	Ethical and Legal Considerations in Care Coordination	2 program points
NURS-FPX6618	Leadership in Care Coordination	2 program points

Total

33 program points

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

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Alabama residents are not eligible to enroll in this specialization.

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the RN-to-MSN Care Coordination, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

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

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; 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.

MSN, Nursing Education

School of Nursing and Health Sciences

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 Practicum section, below, for more information.

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
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4 quarter credits
NURS6016	Quality Improvement of Interprofessional Care	4 quarter credits
NURS6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	4 quarter credits
NURS6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	4 quarter credits
NURS6030	MSN Practicum and Capstone †	6 quarter credits

Specialization courses:

NURS6103	The Nurse Educator Role	4 quarter credits
NURS6105	Teaching and Active Learning Strategies	4 quarter credits
NURS6107	Curriculum Design, Development, and Evaluation	4 quarter credits
NURS6109	Integrating Technology into Nursing Education	4 quarter credits
NURS6111	Assessment and Evaluation in Nursing Education	4 quarter credits

Total

54 quarter credits

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

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Alabama residents are not eligible to enroll in this program.

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the MSN Nursing Education specialization are required to maintain a current, unrestricted RN license throughout their program.

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

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; 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.

RN-to-MSN, Nursing Education

School of Nursing and Health Sciences

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, NURS5003, NURS5005, and NURS5007 before registering for any other Master of Science in Nursing 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.***

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 Practicum section, below, for more information.

Sixteen Required Courses

66 quarter credits

Bridge courses:

NURS5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health	4 quarter credits
NURS5005	Introduction to Nursing Research, Ethics, and Technology	4 quarter credits
NURS5007	Leadership for Nursing Practice	4 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
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4 quarter credits
NURS6016	Quality Improvement of Interprofessional Care	4 quarter credits
NURS6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	4 quarter credits

NURS6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	4 quarter credits
NURS6030	MSN Practicum and Capstone †	6 quarter credits

Specialization courses:

NURS6103	The Nurse Educator Role	4 quarter credits
NURS6105	Teaching and Active Learning Strategies	4 quarter credits
NURS6107	Curriculum Design, Development, and Evaluation	4 quarter credits
NURS6109	Integrating Technology into Nursing Education	4 quarter credits
NURS6111	Assessment and Evaluation in Nursing Education	4 quarter credits

Total

66 quarter credits

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

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Alabama residents are not eligible to enroll in this program.

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the RN-to-MSN Nursing Education specialization are required to maintain a current, unrestricted RN license throughout their program.

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

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; 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.

MSN, Nursing Education, FlexPath Option

School of Nursing and Health Sciences

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 Practicum section, below, for more information.

Thirteen Required Courses

27 program points

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's Learners	2 program points
NHS-FP6004	Health Care Law and Policy	2 program points
NHS-FPX6008	Economics and Decision Making in Health Care	2 program points
NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2 program points
NURS-FPX6016	Quality Improvement of Interprofessional Care	2 program points
NURS-FPX6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	2 program points
NURS-FPX6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	2 program points
NURS-FPX6030	MSN Practicum and Capstone †	3 program points

Specialization courses:

NURS-FPX6103	The Nurse Educator Role	2 program points
NURS-FPX6105	Teaching and Active Learning Strategies	2 program points
NURS-FPX6107	Curriculum Design, Development, and Evaluation	2 program points
NURS-FPX6109	Integrating Technology into Nursing Education	2 program points
NURS-FPX6111	Assessment and Evaluation in Nursing Education	2 program points

Total

27 program points

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

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Alabama residents are not eligible to enroll in this specialization.

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the MSN Nursing Education, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

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

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; 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.

RN-to-MSN, Nursing Education, FlexPath Option

School of Nursing and Health Sciences

Capella University offers RN-to-MSN bridge specializations for licensed registered nurses who have completed 67.5 program points of undergraduate coursework. Learners in the RN-to-MSN bridge specializations are required to complete NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, and NURS-FPX5007 before registering for any other Master of Science in Nursing 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.***

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 Practicum section, below, for more information.

Sixteen Required Courses

33 program points

Bridge courses:

NURS-FPX5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health	2 program points
NURS-FPX5005	Introduction to Nursing Research, Ethics, and Technology	2 program points
NURS-FPX5007	Leadership for Nursing Practice	2 program points

Core courses:

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's Learners	2 program points
NHS-FP6004	Health Care Law and Policy	2 program points
NHS-FPX6008	Economics and Decision Making in Health Care	2 program points
NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2 program points
NURS-FPX6016	Quality Improvement of Interprofessional Care	2 program points
NURS-FPX6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	2 program points

NURS-FPX6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	2 program points
NURS-FPX6030	MSN Practicum and Capstone †	3 program points

Specialization courses:

NURS-FPX6103	The Nurse Educator Role	2 program points
NURS-FPX6105	Teaching and Active Learning Strategies	2 program points
NURS-FPX6107	Curriculum Design, Development, and Evaluation	2 program points
NURS-FPX6109	Integrating Technology into Nursing Education	2 program points
NURS-FPX6111	Assessment and Evaluation in Nursing Education	2 program points

Total

33 program points

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

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Alabama residents are not eligible to enroll in this specialization.

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the RN-to-MSN Nursing Education, FlexPath specialization are required to maintain a current, unrestricted RN license throughout their program.

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

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; 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.

MSN, Nursing Informatics

School of Nursing and Health Sciences

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 Practicum section, below, for more information.

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
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4 quarter credits
NURS6016	Quality Improvement of Interprofessional Care	4 quarter credits
NURS6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	4 quarter credits
NURS6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	4 quarter credits
NURS6030	MSN Practicum and Capstone †	6 quarter credits

Specialization courses:

NURS6410	Fundamentals of Nursing Informatics	4 quarter credits
NURS6412	Analysis of Clinical Information Systems and Application to Nursing Practice	4 quarter credits
NURS6414	Advancing Health Care Through Data Mining	4 quarter credits
NURS6416	Managing the Nursing Informatics Life Cycle	4 quarter credits
NURS6025	MSN Practicum †	4 quarter credits

Total

54 quarter credits

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

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Alabama residents are not eligible to enroll in this program.

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the MSN Nursing Informatics specialization are required to maintain a current, unrestricted RN license throughout their program.

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

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; 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.

RN-to-MSN, Nursing Informatics

School of Nursing and Health Sciences

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, NURS5003, NURS5005, and NURS5007 before registering for any other Master of Science in Nursing 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.***

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 Practicum section, below, for more information.

Sixteen Required Courses

66 quarter credits

Bridge courses:

NURS5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health	4 quarter credits
NURS5005	Introduction to Nursing Research, Ethics, and Technology	4 quarter credits
NURS5007	Leadership for Nursing Practice	4 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
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4 quarter credits
NURS6016	Quality Improvement of Interprofessional Care	4 quarter credits
NURS6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	4 quarter credits
NURS6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	4 quarter credits

NURS6030	MSN Practicum and Capstone †	6 quarter credits
-----------------	------------------------------	-------------------

Specialization courses:

NURS6410	Fundamentals of Nursing Informatics	4 quarter credits
NURS6412	Analysis of Clinical Information Systems and Application to Nursing Practice	4 quarter credits
NURS6414	Advancing Health Care Through Data Mining	4 quarter credits
NURS6416	Managing the Nursing Informatics Life Cycle	4 quarter credits
NURS6025	MSN Practicum †	4 quarter credits

Total

66 quarter credits

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

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Alabama residents are not eligible to enroll in this program.

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the RN-to-MSN Nursing Informatics specialization are required to maintain a current, unrestricted RN license throughout their program.

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

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; 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.

MSN, Nursing Informatics, FlexPath Option

School of Nursing and Health Sciences

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 Practicum section, below, for more information.

Thirteen Required Courses

27 program points

Core courses:

NHS-FPX5004

Communication, Collaboration, and Case
Analysis for Master's Learners

2 program points

NHS-FP6004	Health Care Law and Policy	2 program points
NHS-FPX6008	Economics and Decision Making in Health Care	2 program points
NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2 program points
NURS-FPX6016	Quality Improvement of Interprofessional Care	2 program points
NURS-FPX6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	2 program points
NURS-FPX6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	2 program points
NURS-FPX6030	MSN Practicum and Capstone †	3 program points

Specialization courses:

NURS-FPX6410	Fundamentals of Nursing Informatics	2 program points
NURS-FPX6412 *	Analysis of Clinical Information Systems and Application to Nursing Practice	2 program points
NURS-FPX6414	Advancing Health Care Through Data Mining	2 program points
NURS-FPX6416	Managing the Nursing Informatics Life	2 program points
NURS-FPX6025 *	MSN Practicum †	2 program points

Total

27 program points

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

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Alabama residents are not eligible to enroll in this specialization.

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the MSN Nursing Education, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

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

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; 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.

RN-to-MSN, Nursing Informatics, FlexPath Option

School of Nursing and Health Sciences

Capella University offers RN-to-MSN bridge specializations for licensed registered nurses who have completed 67.5 program points of undergraduate coursework. Learners in the RN-to-MSN bridge specializations are required to complete NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, and NURS-FPX5007 before registering for any other Master of Science in Nursing 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.***

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 Practicum section, below, for more information.

Sixteen Required Courses

33 program points

Bridge courses:

NURS-FPX5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health	2 program points
NURS-FPX5005	Introduction to Nursing Research, Ethics, and Technology	2 program points
NURS-FPX5007	Leadership for Nursing Practice	2 program points

Core courses:

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's Learners	2 program points
NHS-FP6004	Health Care Law and Policy	2 program points
NHS-FPX6008	Economics and Decision Making in Health Care	2 program points
NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2 program points
NURS-FPX6016	Quality Improvement of Interprofessional Care	2 program points
NURS-FPX6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	2 program points

NURS-FPX6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	2 program points
NURS-FPX6030	MSN Practicum and Capstone †	3 program points

Specialization courses:

NURS-FPX6410	Fundamentals of Nursing Informatics	2 program points
NURS-FPX6412 *	Analysis of Clinical Information Systems and Application to Nursing Practice	2 program points
NURS-FPX6414	Advancing Health Care Through Data Mining	2 program points
NURS-FPX6416	Managing the Nursing Informatics Life	2 program points
NURS-FPX6025 *	MSN Practicum †	2 program points

Total

33 program points

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

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Alabama residents are not eligible to enroll in this specialization.

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the RN-to-MSN Nursing Informatics, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

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

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; 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.

MSN, Nursing Leadership and Administration

School of Nursing and Health Sciences

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 Practicum section, below, for more information.

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
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4 quarter credits
NURS6016	Quality Improvement of Interprofessional Care	4 quarter credits
NURS6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	4 quarter credits
NURS6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	4 quarter credits
NURS6030	MSN Practicum and Capstone †	6 quarter credits

Specialization courses:

NURS6210	Leadership and Management for Nurse Executives	4 quarter credits
NURS6212	Health Care Quality and Safety Management	4 quarter credits
NURS6214	Health Care Informatics and Technology	4 quarter credits
NURS6216	Advanced Finance and Operations Management	4 quarter credits
NURS6218	Leading the Future of Health Care	4 quarter credits

Total

54 quarter credits

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Alabama residents are not eligible to enroll in this program.

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the MSN Nursing Leadership and Administration specialization are required to maintain a current, unrestricted RN license throughout their program.

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

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; 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.

RN-to-MSN, Nursing Leadership and Administration

School of Nursing and Health Sciences

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, NURS5003, NURS5005, and NURS5007 before registering for any other Master of Science in Nursing 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.***

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 Practicum section, below, for more information.

Sixteen Required Courses

66 quarter credits

Bridge courses:

NURS5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health	4 quarter credits
NURS5005	Introduction to Nursing Research, Ethics, and Technology	4 quarter credits
NURS5007	Leadership for Nursing Practice	4 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
NURS6011	Evidence-Based Practice for Patient-Centered Care and Population Health	4 quarter credits
NURS6016	Quality Improvement of Interprofessional Care	4 quarter credits

NURS6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	4 quarter credits
NURS6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	4 quarter credits
NURS6030	MSN Practicum and Capstone †	6 quarter credits

Specialization courses:

NURS6210	Leadership and Management for Nurse Executives	4 quarter credits
NURS6212	Health Care Quality and Safety Management	4 quarter credits
NURS6214	Health Care Informatics and Technology	4 quarter credits
NURS6216	Advanced Finance and Operations Management	4 quarter credits
NURS6218	Leading the Future of Health Care	4 quarter credits

Total

66 quarter credits

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

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Alabama residents are not eligible to enroll in this program.

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the RN-to-MSN Nursing Leadership and Administration specialization are required to maintain a current, unrestricted RN license throughout their program.

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

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; 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.

MSN, Nursing Leadership and Administration, FlexPath Option

School of Nursing and Health Sciences

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 Practicum section, below, for more information.

Thirteen Required Courses

27 program points

Core courses:

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's Learners	2 program points
NHS-FP6004	Health Care Law and Policy	2 program points
NHS-FPX6008	Economics and Decision Making in Health Care	2 program points
NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2 program points
NURS-FPX6016	Quality Improvement of Interprofessional Care	2 program points
NURS-FPX6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	2 program points
NURS-FPX6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	2 program points
NURS-FPX6030	MSN Practicum and Capstone †	3 program points

Specialization courses:

NURS-FPX6210	Leadership and Management for Nurse Executives	2 program points
NURS-FPX6212	Health Care Quality and Safety Management	2 program points
NURS-FPX6214	Health Care Informatics and Technology	2 program points
NURS-FPX6216	Advanced Finance and Operations Management	2 program points

NURS-FPX6218

Leading the Future of Health Care

2 program points

Total

27 program points

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

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Alabama residents are not eligible to enroll in this specialization.

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the MSN Nursing Leadership and Administration, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

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

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; 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.

RN-to-MSN, Nursing Leadership and Administration, FlexPath Option

School of Nursing and Health Sciences

Capella University offers RN-to-MSN bridge specializations for licensed registered nurses who have completed 67.5 program points of undergraduate coursework. Learners in the RN-to-MSN bridge specializations are required to complete NHS-FPX5004, NURS-FPX5003, NURS-FPX5005, and NURS-FPX5007 before registering for any other Master of Science in Nursing 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.***

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 Practicum section, below, for more information.

Sixteen Required Courses

33 program points

Bridge courses:

NURS-FPX5003	Health Assessment and Promotion for Disease Prevention in Population-Focused Health	2 program points
NURS-FPX5005	Introduction to Nursing Research, Ethics, and Technology	2 program points
NURS-FPX5007	Leadership for Nursing Practice	2 program points

Core courses:

NHS-FPX5004	Communication, Collaboration, and Case Analysis for Master's Learners	2 program points
NHS-FP6004	Health Care Law and Policy	2 program points
NHS-FPX6008	Economics and Decision Making in Health Care	2 program points
NURS-FPX6011	Evidence-Based Practice for Patient-Centered Care and Population Health	2 program points

NURS-FPX6016	Quality Improvement of Interprofessional Care	2 program points
NURS-FPX6021	Biopsychosocial Concepts for Advanced Nursing Practice 1	2 program points
NURS-FPX6026	Biopsychosocial Concepts for Advanced Nursing Practice 2	2 program points
NURS-FPX6030	MSN Practicum and Capstone †	3 program points

Specialization courses:

NURS-FPX6210	Leadership and Management for Nurse Executives	2 program points
NURS-FPX6212	Health Care Quality and Safety Management	2 program points
NURS-FPX6214	Health Care Informatics and Technology	2 program points
NURS-FPX6216	Advanced Finance and Operations Management	2 program points
NURS-FPX6218	Leading the Future of Health Care	2 program points

Total

33 program points

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

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Alabama residents are not eligible to enroll in this specialization.

This specialization does not prepare graduates for licensure as an RN or APRN.

Learners enrolled in the RN-to-MSN Nursing Leadership and Administration, FlexPath option specialization are required to maintain a current, unrestricted RN license throughout their program.

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

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; 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.

Care Coordination Graduate Certificate

School of Nursing and Health Sciences

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

NURS6610	Introduction to Care Coordination	4 quarter credits
NURS6612	Health Care Models Used in Care Coordination	4 quarter credits
NURS6614 *	Structure and Process in Care Coordination	4 quarter credits
NURS6616	Ethical and Legal Considerations in Care Coordination	4 quarter credits

NURS6618

Leadership in Care Coordination

4 quarter credits

Total

20 quarter credits

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

Alabama residents are not eligible to enroll in this graduate certificate.

This certificate does not prepare graduates for licensure as an RN or APRN.

Nursing Informatics Graduate Certificate

School of Nursing and Health and Sciences

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
NURS6410	Fundamentals of Nursing Informatics	4 quarter credits
NURS6412	Analysis of Clinical Information Systems and Application to Nursing Practice	4 quarter credits
NURS6414	Advancing Health Care Through Data Mining	4 quarter credits
NURS6416	Managing the Nursing Informatics Life Cycle	4 quarter credits

Total

20 quarter credits

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

Alabama residents are not eligible to enroll in this graduate certificate.

This certificate does not prepare graduates for licensure as an RN or APRN.

Nursing Leadership Graduate Certificate

School of Nursing and Health Sciences

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

NURS6210	Leadership and Management for Nurse Executives	4 quarter credits
NURS6212	Health Care Quality and Safety Management	4 quarter credits
NURS6214	Health Care Informatics and Technology	4 quarter credits

NURS6216	Advanced Finance and Operations Management	4 quarter credits
NURS6218	Leading the Future of Health Care	4 quarter credits

Total

20 quarter credits

Alabama residents are not eligible to enroll in this graduate certificate.

This certificate does not prepare graduates for licensure as an RN or APRN.

School of Public Service and Education



J. Heather Welzant, PhD

Dean of the School of Public Service and Education

A Message from the Dean of Public Service and Education

Welcome to the School of Public Service and Education at Capella University. Our goal is to enable your professional growth as a highly effective professional leader who can cross traditional boundaries and meet increasingly complex challenges in your field.

In the School of Public Service and Education, learners can work toward master's or doctoral degrees in education, human services, public service, or social work. Our curricula are designed, developed, and taught by faculty who bring extensive professional experience to the courseroom. With a focus on excellence in teaching in the online environment, and deep commitment to every learner's success, our faculty have helped learners prepare for the professional, technological, and intellectual challenges of their fields.

At the Capella School of Public Service and Education, learners can truly engage with a committed, strongly-networked community of scholar-practitioners. You are welcome here, you are valued here, and you will prosper here.

J. Heather Welzant, PhD

Dean of Public Service and Education

School Mission

The School of Public Service and Education delivers high quality, authentic, and innovative experiences in education, social work, human services, and public service empowering graduates to become change agents honoring diversity while promoting social, economic, and environmental justice within their communities. Visit the School of Public Service Leadership tuition and fees and admission component pages for more information.

Education

Graduate Programs

Doctor of Philosophy (PhD) in Education

Doctor of Education (EdD)

Master of Education (MEd) in Teaching and Learning

Master of Education (MEd) in Teaching and Learning, FlexPath option

Master of Science (MS) in Education

Master of Science (MS) in Education Innovation and Technology

Master of Science (MS) in Higher Education

Human Services

Graduate Programs

Doctor of Philosophy (PhD) in Human Services

Doctor of Human Services (DHS)

Master of Science (MS) in Human Services

Public Service Leadership

Graduate Programs

Doctor of Public Administration (DPA)

Master of Public Administration (MPA)

Concentrations

Human Resource Management

Project Management

Department of Social Work

Graduate Programs

Doctor of Social Work (DSW)

Master of Social Work (MSW)—Advanced Standing

Master of Social Work (MSW)

Graduate—Public Service and Education Academic Offerings

Education						
Degree Programs	Specializations			Concentrations		Multiple Specializations <small>(must be within the same degree program)</small>
	General	Higher Education and Training	P-12	District Leadership	School Leadership	
Doctor of Philosophy (PhD) in Education			Leadership in Educational Administration	✓	✓	
			Special Education Leadership			
		Instructional Design for Online Learning				
		Leadership for Higher Education				
		Nursing Education				
Doctor of Education (EdD)	Adult Education					
			Curriculum and Instruction			
		Educational Leadership				
		Performance Improvement Leadership				
			Reading and Literacy			
Master of Education (MEd) in Teaching and Learning						
Master of Education (MEd) in Teaching and Learning, FlexPath option						
Master of Science (MS) in Education			Curriculum and Instruction			✓
			Early Childhood Education			✓
			Early Childhood Education Studies			✓
			English Language Learning and Teaching			✓
			Leadership in Educational Administration		✓	✓
			Reading and Literacy			✓
			Special Education Teaching			✓
		Instructional Design for Online Learning				✓
		Training and Performance Improvement				✓
Master of Science (MS) in Education Innovation and Technology	General Educational Technology					
Master of Science (MS) in Higher Education		Adult Education				
		Higher Education Leadership and Administration				
		Integrative Studies				

Graduate—Public Service and Education Academic Offerings, continued

Human Services		
Degree Programs	Specializations	Certificate Programs
Doctor of Philosophy (PhD) in Human Services	Multidisciplinary Human Services	
	Social and Community Services	
Doctor of Human Services (DHS)	Leadership and Organizational Management	
Master of Science (MS) in Human Services	Leadership and Organizational Management	
	Social and Community Services	

Public Service Leadership		
Degree Programs	Concentrations	
	Human Resource Management	Project Management
Doctor of Public Administration (DPA)	✓	✓
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)	

Doctor of Philosophy (PhD) in Education

School of Public Service and Education

The Doctor of Philosophy in Education 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.

Specializations

PhD in Education, Leadership in Educational Administration

PhD in Education, Special Education Leadership

PhD in Education, Instructional Design for Online Learning

PhD in Education, Leadership for Higher Education

PhD in Education, Nursing Education

PhD in Education, Leadership in Educational Administration

School of Public Service and Education

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 concentrations 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 concentration

The School Leadership concentration 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 concentration

The District Leadership concentration 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 ten-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:

ED8000	Advanced Studies in Education: Theory, Practice, and Purpose	4 quarter credits
RSCH7860	Survey of Research Methods	4 quarter credits

RSCH7864	Quantitative Design and Analysis	4 quarter credits
RSCH7868 *	Qualitative Design and Analysis	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:

ED7014	Leading Diverse Schools	4 quarter credits
ED7545 *	Special Education Administration	4 quarter credits
ED7820	Principles of Educational 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 concentrations:

For a School Leadership concentration:

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 concentration:

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
ED7903 *	Superintendency Internship 1	4 quarter credits
ED7904 *	Superintendency Internship 2	4 quarter credits
ED8812 *	The Governance of Educational Institutions	4 quarter credits

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

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

Learners in the School Leadership concentration are required to take the Praxis II Series Educational Leadership: Administration and Supervision test (ELAS 5411 or 5412) 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 test (ELAS 5411 or 5412) 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 concentration 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 concentration are required to take the Praxis II Series Educational Leadership: Administration and Supervision test (ELAS 5411 or 5412) 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 test (ELAS 5411 or 5412) 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 concentration for principal preparation and the District Leadership concentration for superintendent 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 Minnesota Board of School Administrators has approved the School Leadership concentration for principal preparation and District Leadership concentration 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.

PhD in Education, Special Education Leadership

School of Public Service and Education

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 ten-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:

ED8000	Advanced Studies in Education: Theory, Practice, and Purpose	4 quarter credits
RSCH7860	Survey of Research Methods	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits
RSCH7868 *	Qualitative Design and Analysis	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

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
-------------------	-------------------------	---------------------------

One Elective Course

4 quarter credits

Choose any graduate course(s).

Total

92 quarter credits

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

Learners in the PhD Special Education Leadership specialization are required to take the Praxis II Series Educational Leadership: Administration and Supervision test (ELAS 5411 or 5412) 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 (ELAS 5411 or 5412) 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.

PhD in Education, Instructional Design for Online Learning

School of Public Service and Education

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 ten-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:

ED7620 *	Theoretical Basis of Instructional Design	4 quarter credits
ED8000	Advanced Studies in Education: Theory, Practice, and Purpose	4 quarter credits
ED8829 *	Research in Instructional Design and Development	4 quarter credits
RSCH7860	Survey of Research Methods	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits
RSCH7868 *	Qualitative Design and Analysis	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
ED7496 *	Advanced Instructional Design	4 quarter credits
ED7504 *	Leadership for 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

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 Courseroom	3 quarter credits each
-------------------	-------------------------	---------------------------

Three Elective Courses

12 quarter credits

Recommended elective course:

ED7088	Applying Research in an Academic Writing Process	4 quarter credits
---------------	--	-------------------

OR

Choose any graduate course(s).

Total

92 quarter credits

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

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.

PhD in Education, Leadership for Higher Education

School of Public Service and 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 ten-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:

ED7540	Leadership in Higher Education	4 quarter credits
ED7841	The History of Higher Education	4 quarter credits
ED8000	Advanced Studies in Education: Theory, Practice, and Purpose	4 quarter credits
RSCH7860	Survey of Research Methods	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits
RSCH7868 *	Qualitative Design and Analysis	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:

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
ED7834	Higher Education and the Law	4 quarter credits
ED7840	The Politics of Higher Education	4 quarter credits

ED7845	Technology for Higher Education Leaders	4 quarter credits
ED7855	Higher Education Administration	4 quarter credits
ED8447	Advanced Funding and Managing Education Enterprises	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 course:

OR

Choose any graduate course(s).

Total

92 quarter credits

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

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.

PhD in Education, Nursing Education

School of Public Service and 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 ten-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:

ED7311	Theory and Methods of Educating Adults	4 quarter credits
ED7590	Critical Thinking in Adult Education	4 quarter credits
ED8000	Advanced Studies in Education: Theory, Practice, and Purpose	4 quarter credits
RSCH7860	Survey of Research Methods	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits
RSCH7868 *	Qualitative Design and Analysis	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:

ED7310	Evaluating the Effectiveness of the Educational Process	4 quarter credits
ED7314	International and Multicultural Perspectives in Postsecondary and Adult Education	4 quarter credits
ED7712	Classroom Assessment in Education	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:

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

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

Doctor of Education (EdD)

School of Public Service and Education

The 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, cultural competency, and collaboration skills. The program prepares successful graduates to excel as effective strategists, problem solvers, and change managers in their chosen fields. Learners complete a doctoral project focusing on an applied improvement project to meet the needs of an organization of their choice, with key deliverables embedded across a number of courses in the program.

Specializations

EdD, Adult Education

EdD, Curriculum and Instruction

EdD, Educational Leadership

EdD, Performance Improvement Leadership

EdD, Reading Literacy

EdD, Adult Education

School of Public Service and 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, and nonprofit and governmental educational organizations using a foundation of traditional and contemporary theory and practices. Throughout the specialization, learners focus on the leadership and management competencies successful professionals in the specialized field of adult education should demonstrate, integrating best practices in adult education and learning as defined by the Commission of Professors of Adult Education (CPAE) Standards for Graduate Programs in Adult Education. Learners also examine the current policy landscape when planning and implementing adult education programs in domestic and global contexts. 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.

Sixteen Required Courses

64 quarter credits

EDD8010	Foundations of Doctoral Studies in Education	4 quarter credits
EDD8020	The Dynamics of Organizational Improvement	4 quarter credits
EDD8030 *	Investigating Problems of Practice	4 quarter credits
EDD8040 *	Research Design for Practitioners	4 quarter credits
EDD8050 *	Data Literacy for Leaders	4 quarter credits

Specialization courses

EDD8500	Adult Learning Theory and Professional Practice	4 quarter credits
EDD8502 *	Designing Adult Learning Experiences	4 quarter credits
EDD8504 *	Leading in Adult Learning Settings and Contexts	4 quarter credits
EDD8506 *	Adult Education Administration	4 quarter credits
EDD8508 *	Program Planning and Evaluation for Adult Education	4 quarter credits

Upon completion of all required coursework:

EDD9951 *	EdD Doctoral Project 1	4 quarter credits
EDD9952 *	EdD Doctoral Project 2	4 quarter credits
EDD9953 *	EdD Doctoral Project 3	4 quarter credits

EDD9954 *	EdD Doctoral Project 4	4 quarter credits
EDD9955 *	EdD Doctoral Project 5	4 quarter credits
EDD9956 *	EdD Doctoral Project 6	4 quarter credits

Total

64 quarter credits

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

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.

EdD, Curriculum and Instruction

School of Public Service and Education

Learners in the EdD in Curriculum and Instruction specialization develop and demonstrate research-based knowledge, skills, and dispositions necessary for effective curriculum and instruction leadership in all work settings—P12 education, higher education, military, nonprofits, and corporate organizations. This specialization is designed for individuals pursuing careers centered on leading professional learning aligned with current theory, research, and best practices for the design and delivery of curriculum and instruction focused on continuous organizational and educational improvement. Learners complete activities that provide practical, authentic experiences and projects that reflect innovation in the application of theory, research, and best practices in curriculum design, instructional models, assessment strategies, and leadership processes.

Sixteen Required Courses

64 quarter credits

Core courses:

EDD8010	Foundations of Doctoral Studies in Education	4 quarter credits
EDD8020	The Dynamics of Organizational Improvement	4 quarter credits

EDD8030 *	Investigating Problems of Practice	4 quarter credits
EDD8040 *	Research Design for Practitioners	4 quarter credits
EDD8050 *	Data Literacy for Leaders	4 quarter credits

Specialization courses:

EDD8510	Organizational Improvement Through Effective Curriculum Development and Instructional Practice	4 quarter credits
EDD8512 *	Assessments for Improved Curriculum and Instruction	4 quarter credits
EDD8514 *	Leading in Curriculum and Instruction	4 quarter credits
EDD8516 *	Collaboration for the Improvement of Curriculum, Instruction, and Assessment	4 quarter credits
EDD8518 *	Applying Research to the Improvement of Curriculum, Instruction, and Assessment	4 quarter credits

Upon completion of all required coursework:

EDD9951 *	EdD Doctoral Project 1	4 quarter credits
EDD9952 *	EdD Doctoral Project 2	4 quarter credits
EDD9953 *	EdD Doctoral Project 3	4 quarter credits
EDD9954 *	EdD Doctoral Project 4	4 quarter credits

EDD9955 *	EdD Doctoral Project 5	4 quarter credits
EDD9956 *	EdD Doctoral Project 6	4 quarter credits

Total

64 quarter credits

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

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.

Edd, Educational Leadership

School of Public Service and Education

The Edd in Educational Leadership specialization is designed to prepare practicing professionals for leadership roles in colleges, universities, and P–12 schools as well as corporate, governmental, and non-governmental education organizations. Throughout the specialization, learners develop and deepen the knowledge, skills, and habits of mind that characterize successful leaders of learning organizations. Based on current professional knowledge and standards, the curriculum is centered on an inquiry-based approach to continuous improvement with a focus on systems thinking and analysis. The specialization provides learners with the opportunity to strengthen and apply analytical, leadership, communication, and change management skills to address critical, real-world problems of practice.

Sixteen Required Courses

64 quarter credits

Core courses:

EDD8010	Foundations of Doctoral Studies in Education	4 quarter credits
EDD8020	The Dynamics of Organizational Improvement	4 quarter credits

EDD8030 *	Investigating Problems of Practice	4 quarter credits
EDD8040 *	Research Design for Practitioners	4 quarter credits
EDD8050 *	Data Literacy for Leaders	4 quarter credits

Specialization courses:

EDD8520 *	Educational Leadership by Design	4 quarter credits
EDD8522 *	Leading a Culture of Learning and Inclusion	4 quarter credits
EDD8524 *	The Future of Educational Leadership	4 quarter credits
EDD8526 *	Change Leadership in a Learning Organization	4 quarter credits
EDD8528 *	Assessment and Evaluation in the Learning Organization	4 quarter credits

Upon completion of all required coursework:

EDD9951 *	EdD Doctoral Project 1	4 quarter credits
EDD9952 *	EdD Doctoral Project 2	4 quarter credits
EDD9953 *	EdD Doctoral Project 3	4 quarter credits
EDD9954 *	EdD Doctoral Project 4	4 quarter credits
EDD9955 *	EdD Doctoral Project 5	4 quarter credits
EDD9956 *	EdD Doctoral Project 6	4 quarter credits

Total

64 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.

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.

EdD, Performance Improvement Leadership

School of Public Service and Education

The EdD in Performance Improvement Leadership specialization is designed for experienced career professionals who wish to pursue 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 International Society for Performance Improvement (ISPI) and aligned with the Association for Talent Development (ATD) model. Learners have the opportunity to conduct an ROI impact study as their doctoral project and apply for an ROI Professional Certification from the ROI Institute. In addition, course competencies are designed to support application for the Certified Performance Technologist (CPT) credential from the International Society of Performance Improvement (ISPI).

Sixteen Required Courses

64 quarter credits

Core courses:

EDD8010	Foundations of Doctoral Studies in Education	4 quarter credits
EDD8020	The Dynamics of Organizational Improvement	4 quarter credits
EDD8030 *	Investigating Problems of Practice	4 quarter credits
EDD8040 *	Research Design for Practitioners	4 quarter credits
EDD8050 *	Data Literacy for Leaders	4 quarter credits

Specialization courses:

ED7631	Introduction to Training and Performance Systems	4 quarter credits
ED7641	Needs Assessment: Models and Procedures	4 quarter credits
EDD8534 *	Designing, Delivering, and Managing Human Performance Improvement Interventions	4 quarter credits
EDD8536 *	Implementing and Sustaining Organizational Change	4 quarter credits

ED7675 *	Return on Investment in Training and Performance Improvement	4 quarter credits
-----------------	--	-------------------

-or-

EDD8538 *	Evaluation of Human Performance Improvement Interventions	4 quarter credits
------------------	---	-------------------

Upon completion of all required coursework:

EDD9951 *	EdD Doctoral Project 1	4 quarter credits
EDD9952 *	EdD Doctoral Project 2	4 quarter credits
EDD9953 *	EdD Doctoral Project 3	4 quarter credits
EDD9954 *	EdD Doctoral Project 4	4 quarter credits
EDD9955 *	EdD Doctoral Project 5	4 quarter credits
EDD9956 *	EdD Doctoral Project 6	4 quarter credits

Total

64 quarter credits

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

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.

EdD, Reading and Literacy

School of Public Service and Education

The EdD in Reading and Literacy specialization is designed to prepare leaders in the field of P–12 and adult literacy education and provides a theoretical and foundational framework for reading and literacy instruction and assessment. Throughout the specialization, learners engage in systems thinking, research and data-informed decision making, skills needed to work collaboratively with diverse families and communities as well as understand policies related to leading and managing literacy programs and professional development. Successful graduates of this specialization are prepared to work in literacy education as faculty at universities, leaders in professional associations, and educational consultants as well as in district and school literacy leadership positions including coaches.

Sixteen Required Courses

64 quarter credits

Core courses:

EDD8010	Foundations of Doctoral Studies in Education	4 quarter credits
EDD8020	The Dynamics of Organizational Improvement	4 quarter credits

EDD8030 *	Investigating Problems of Practice	4 quarter credits
EDD8040 *	Research Design for Practitioners	4 quarter credits
EDD8050 *	Data Literacy for Leaders	4 quarter credits

Specialization courses:

EDD8540 *	Theoretical and Historical Foundations of Reading	4 quarter credits
EDD8542 *	Reading and Literacy Assessment, Evaluation, and Decision Making	4 quarter credits
EDD8544 *	Meeting Diverse Literacy Needs in School and Community Context	4 quarter credits
EDD8546 *	Leading and Managing Literacy Programs	4 quarter credits
EDD8548 *	Grant Writing for Reading and Literacy Programs	4 quarter credits

Upon completion of all required coursework:

EDD9951 *	EdD Doctoral Project 1	4 quarter credits
EDD9952 *	EdD Doctoral Project 2	4 quarter credits
EDD9953 *	EdD Doctoral Project 3	4 quarter credits
EDD9954 *	EdD Doctoral Project 4	4 quarter credits
EDD9955 *	EdD Doctoral Project 5	4 quarter credits

EDD9956 *

EdD Doctoral Project 6

4 quarter credits

Total

64 quarter credits

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

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

School of Public Service and Education

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	Teaching and Learning Capstone	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.

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

Master of Education (MEd) in Teaching and Learning, FlexPath Option

School of Public Service and Education

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 of 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

Choose four from the following assessment courses:

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
EDT-FPX5142C	Adaptive Instruction and Assessment Strategies	.5 program points
EDT-FPX5142D	Adaptive Learning Systems	.5 program points

Choose four from the following cultural competency/diversity courses:

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

Take the following research course:

ED-FPX5306	Action Research to Enhance Practice	2 program points
-------------------	-------------------------------------	------------------

Take the following learning science courses:

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

Taken during the learner's final quarter:

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 (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.

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

Master of Science (MS) in Education

School of Public Service and Education

The Master of Science in 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 specializations.

Specializations

MS in Education, Curriculum and Instruction

MS in Education, Early Childhood Education

MS in Education, Early Childhood Education Studies

MS in Education, English Language Learning and Teaching

MS in Education, Leadership in Education Administration

MS in Education, Reading and Literacy

MS in Education, Special Education Teaching

MS in Education, Instructional Design for Online Learning

MS in Education, Training and Performance Improvement

MS in Education, Curriculum and Instruction

School of Public Service and Education

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
----------------	--	-------------------

ED5006	Survey of Research Methodology	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:

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

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

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.

Kentucky residents are not eligible to enroll in this specialization.

Multiple specializations available *(must be within the same degree program)*

MS in Education, Early Childhood Education

School of Public Service and 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
ED5006	Survey of Research Methodology	4 quarter credits

ED5420 *	Exceptional Children in the Early Childhood Setting	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

Specialization courses:

ED5405	Infant and Child Development	4 quarter credits
ED5410 *	The Early Childhood Learning Environment	4 quarter credits
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

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

Learners in the MS in Education, Early Childhood Education specialization are required to 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](http://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.

Multiple specializations available *(must be within the same degree program)*

MS in Education, Early Childhood Education Studies

School of Public Service and Education

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

Core courses:

ED5010	Foundations of Master’s Studies in Education	4 quarter credits
ED5306	Action Research to Enhance Practice	4 quarter credits

ED5503	Classroom Management Strategies	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

Choose any graduate course(s).

Total

46 quarter credits

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

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.

Multiple specializations available *(must be within the same degree program)*

MS in Education, English Language Learning and Teaching

School of Public Service and Education

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

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
----------------	--	-------------------

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:

ED5699	Master's Capstone in English Language Learning and Teaching	6 quarter credits
---------------	--	-------------------

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

Total

46 quarter credits

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

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.

Multiple specializations available *(must be within the same degree program)*

MS in Education, Leadership in Educational Administration

School of Public Service and Education

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 concentration 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 concentration

The School Leadership concentration 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 concentration courses:

ED5903 *	Principal Capstone Courseroom 1	3 quarter credits
ED5904 *	Principal Capstone Courseroom 2	3 quarter credits
ED7822 *	The Funding of Educational Institutions	4 quarter credits
ED7852 *	P–12 Principalship	4 quarter credits

ED7857 *	Personnel Administration	4 quarter credits
-----------------	--------------------------	-------------------

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

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

Learners in the MS in Education, Leadership in Educational Administration specialization are required to complete ED5010 with a grade of "B" or higher as a condition of continued enrollment in the program.

Learners in the School Leadership concentration are required to take the Praxis II Series Educational Leadership: Administration and Supervision (ELAS 5411 or 5412) test to successfully complete their program. To be recommended for licensure learners must pass the Praxis II Series Educational Leadership: Administration and Supervision (ELAS 5411 or 5412) 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 (ELAS 5411 or 5412) 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 concentration 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)

Multiple specializations available *(must be within the same degree program)*

MS in Education, Reading and Literacy

School of Public Service and Education

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 practicum and internship 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
ED5006	Survey of Research Methodology	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
ED5504	Strategies for Eliminating the Achievement Gap	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

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

Learners in the MS in Education, Reading and Literacy specialization are required to 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 practicum and internship 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.

Multiple specializations available *(must be within the same degree program)*

MS in Education, Special Education Teaching

School of Public Service and Education

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
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.

Multiple specializations available *(must be within the same degree program)*

MS in Education, Instructional Design for Online Learning

School of Public Service and Education

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

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
ED5992	Instructional Design for Online Learning Capstone	4 quarter credits
ED7484 *	Application of Learning Theories to Instructional Design	4 quarter credits
ED7505 *	Evaluation and Assessment of Instructional Design	4 quarter credits

In addition, choose one from the following two courses:

ED5804	The Delivery of Distance Education	4 quarter credits
ED7503	Instructional Design Technologies	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

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

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.

Multiple specializations available *(must be within the same degree program)*

MS in Education, Training and Performance Improvement

School of Public Service and Education

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:

ED5994 *	Training and Performance Improvement Capstone	4 quarter credits
ED7631	Introduction to Training and Performance Systems	4 quarter credits
ED7641	Needs Assessment: Models and Procedures	4 quarter credits
ED7652	Evaluating Training and Performance Improvement Systems	4 quarter credits
ED7662	Designing Training and Performance Solutions	4 quarter credits
ED7672	Delivery Systems for Training and Performance Improvement	4 quarter credits
ED7675 *	Return on Investment in Training and Performance Improvement	4 quarter credits

In addition, choose one from the following two courses:

ED5317	Foundations of Adult Education	4 quarter credits
ED5804	The Delivery of Distance Education	4 quarter credits

Two Elective Courses

8 quarter credits

Choose any graduate course(s).

Total

48 quarter credits

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

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.

Multiple specializations available (must be within the same degree program)

Master of Science (MS) in Education Innovation and Technology

School of Public Service and Education

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.

Specialization

MS in Education Innovation and Technology, General Education Technology

MS in Education Innovation and Technology, General Educational Technology

School of Public Service and Education

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

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.

Master of Science (MS) in Higher Education

School of Public Service and Education

The 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.

Specializations

MS in Higher Education, Adult Education

MS in Higher Education, Higher Education Leadership and Administration

MS in Higher Education, Integrative Studies

MS in Higher Education, Adult Education

School of Public Service and 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 courses:

ED7716	Faculty Leadership	4 quarter credits
ED8601	Online Course Design, Facilitation, and Assessment	4 quarter credits

Total

48 quarter credits

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

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.

MS in Higher Education, Higher Education Leadership and Administration

School of Public Service and Education

The master's Higher Education Leadership and Administration specialization integrates current, recognized theory and best practices with practical application. Learners pursue a specific concentration 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 concentration

The Community College Leadership concentration 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 concentration

The Higher Education Program Administration concentration 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
ED5890 *	Higher Education Leadership and Administration Capstone	4 quarter credits
ED7540	Leadership in Higher Education	4 quarter credits

In addition, choose one of the following concentrations:

For a Community College Leadership concentration:

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 concentration:

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

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

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.

MS in Higher Education, Integrative Studies

School of Public Service and Education

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
ED5344 *	Strategies and Best Practices for Teaching and Learning	4 quarter credits
ED5804	The Delivery of Distance Education	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
ED7818	The Future of Teaching and Learning: Issues for the Educational Leader	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

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

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.

Doctor of Philosophy (PhD) in Human Services

School of Public Service and Education

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.

Specializations

PhD in Human Services, Multidisciplinary Human Services

PhD in Human Services, Social and Community Services

PhD in Human Services, Multidisciplinary Human Services

School of Public Service and Education

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 ten-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.

Seventeen Required Courses

60 quarter credits

HMSV8002

Multidisciplinary Practice and Case Analysis
for Doctoral Learners

4 quarter credits

HMSV8212 *	Advanced Ethics and Leadership for Diverse Populations	4 quarter credits
HMSV8216	Advanced Program Design in Human Services	4 quarter credits
HMSV8304	Strategic Planning and Organizational Effectiveness for Human Services	4 quarter credits
HS8413	Social Influences of Behavior	4 quarter credits
HS8604 *	Advanced Communication Skills for the Human Services Leader	4 quarter credits
RSCH7860	Survey of Research Methods	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits
RSCH7868 *	Qualitative Design and Analysis	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

Eight Elective Courses

32 quarter credits

Choose any graduate course(s).

Total

92 quarter credits

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

PhD in Human Services, Social and Community Services

School of Public Service and Education

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 ten-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-Two Required Courses

80 quarter credits

Core courses:

HMSV8002	Multidisciplinary Practice and Case Analysis for Doctoral Learners	4 quarter credits
HMSV8212 *	Advanced Ethics and Leadership for Diverse Populations	4 quarter credits
HS8300	Diversity in the Workplace	4 quarter credits
PSL8106	Epistemology of Practice Knowledge	4 quarter credits
RSCH7860	Survey of Research Methods	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits
RSCH7868 *	Qualitative Design and Analysis	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 Courseroom	3 quarter credits each
-----------------	-------------------------	---------------------------

Three Elective Courses

12 quarter credits

Choose any graduate course(s).

Total

92 quarter credits

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

Doctor of Human Services (DHS)

School of Public Service and Education

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.

Specializations

Leadership and Organizational Management

DHS, Leadership and Organizational Management

School of Public Service and Education

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 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:

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

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

Master of Science (MS) in Human Services

School of Public Service and Education

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.

Specializations

Leadership and Organizational Management

Social and Community Services

MS in Human Services, Leadership and Organizational Management

School of Public Service and Education

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
HMSV5334	Diversity and Inclusion in Human Services	4 quarter credits
HMSV5390	Interpersonal and Leadership Skills for Human Services Professionals	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.

MS in Human Services, Social and Community Services

School of Public Service and Education

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
HMSV5334	Diversity and Inclusion in Human Services	4 quarter credits

HMSV5390	Interpersonal and Leadership Skills for Human Services Professionals	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

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

Doctor of Public Administration (DPA)

School of Public Service and Education

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 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.

Twenty Required Courses

74 quarter credits

PSL7010, PSL7020, and PSL7030 taken in a prescribed sequence.

PSL7010

21st-Century Communication and
Leadership

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
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
RSCH7860	Survey of Research Methods	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits
RSCH7868 *	Qualitative Design and Analysis	4 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
------------------	-------------------	-------------------

Total

74 quarter credits

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

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Eligible Concentrations

Human Resource Management

Project Management

Master of Public Administration (MPA)

School of Public Service and Education

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, PSL7020, and PSL7030 taken in a prescribed sequence.

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
PUAD7012	Project Management Framework	4 quarter credits
PUAD7021	Employee Relations in Human Resource Management	4 quarter credits
PUAD7022	Project Management Principles and Practices	4 quarter credits
PUAD7031	Labor and Employment Relations	4 quarter credits
PUAD7032	Project Management Risks, Changes, and Challenges	4 quarter credits
PUAD7041	Human Resource Information Systems and Communications	4 quarter credits
PUAD7042	Project Management Quality and Control	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.

Eligible Concentrations

Human Resource Management

Project Management

Human Resource Management Concentration

School of Public Service and Education

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 Concentration

School of Public Service and Education

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

Doctor of Social Work (DSW)

School of Public Service and Education

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

All courses taken in a prescribed sequence.

SWK8010	Advanced Social Work Practice: Integrating Technology and Teaching in Academic and Agency Settings	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
RSCH7860	Survey of Research Methods	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits
RSCH7868 *	Qualitative Design and Analysis	4 quarter credits
SWK8015 *	Advanced Social Work Practice: Theoretical Perspectives	4 quarter credits
SWK8020 *	Advanced Social Work Practice: Disaster and Crisis Management	4 quarter credits
SWK8025 *	Leadership and Management in Complex Social Systems	4 quarter credits
SWK8030 *	Grant Writing and Administration	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

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

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

† Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

Master of Social Work (MSW)—Advanced Standing

School of Public Service and Education

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 specialized advanced generalist practice skills, learners engage in face-to-face residency experiences. Upon successful completion of the generalist curriculum, learners further develop their specialized, advanced generalist practice skills by selecting electives in the areas of clinical practice, leadership and supervision, or human services.

Practicum/Internship Experience Requirement(s):

Minimum of 600 supervised internship experience hours. See the Practicum/Internship Experience section below 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
SWK5014 *	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 Internship Seminar/Lab	4 quarter credits
SWK5526 *	Advanced Internship Practicum 1	4 quarter credits
SWK5527 *	Advanced Internship Practicum 2	4 quarter credits
SWK5528 *	Advanced Internship 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 Youth	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 from a select list of graduate courses[†] related to social work within the fields of psychology (PSY), counseling (ADD, COUN, SHB), human services (HMSV, NPM), health care (MHA, MPH, NHS), public administration (MPA, PUAD), education (ED), or related area as approved by the faculty chair.

Total

52 quarter credits

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

† Learners are encouraged to contact their academic advisors for additional details.

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, see the Licensure section for this program on Capella's website (www.capella.edu).

Practicum/Internship 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 internship experience in an agency setting that is specific to the learner's area of interest. The practicum/internship experience portion for this program is the signature pedagogy in social work education.

In the MSW—Advanced Standing practicum/internship experience, learners integrate theory, practice, and intellectual contributions from their courseroom activities to develop advanced generalist practice skills under the leadership and supervision of an

experienced professional social worker. This practicum/internship experience provides learners with the opportunity to participate in advanced practice with individuals, families, groups, and organizations. Additionally, learners engage in an advanced integrated practicum/internship seminar to support their advanced generalist practice development.

Learners use their practicum/internship experiences to help them achieve their program outcomes and advanced generalist practice skills under the leadership and supervision of an experienced professional social worker. This practicum/internship experience provides learners with the opportunity to experience direct practice with individuals, families, groups, and organizations. Additionally, learners engage in an integrated practicum/internship seminar to support their professional development.

Learners use their practicum/internship experience to help them achieve their program outcomes and advanced generalist practice skills.

Master of Social Work (MSW)

School of Public Service and Education

The Master of Social Work (MSW) degree program is designed to equip a diverse population with the knowledge and skills to pursue specialized advanced generalist social work practice as administrators, social work practitioners, supervisors, and leaders in their respective communities. The curriculum includes online coursework and face-to-face learning experiences and emphasizes social work practice skills that promote personal growth and competence in ethics, values, diversity, ecological perspectives, cultural competence, technology, and leadership in 21st-century specialized advanced generalist social work practice. Learners who have a bachelor’s degree from a Council on Social Work Education (CSWE)-accredited program or those who have a bachelor’s, master’s, or doctoral degree may pursue Capella’s MSW.

Practicum/Internship Experience Requirement(s):

Minimum of 1,000 supervised practicum and internship experience hours. See the Practicum/Internship Experience section below 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
SWK5004 *	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
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
SWK5014 *	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

SWK5025 *	Foundation Practicum 1	4 quarter credits
SWK5026 *	Foundation Practicum 2	4 quarter credits
SWK5526 *	Advanced Internship Practicum 1	4 quarter credits
SWK5527 *	Advanced Internship Practicum 2	4 quarter credits
SWK5528 *	Advanced Internship 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 Youth	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 from a select list of graduate courses[†] related to social work within the fields of psychology (PSY), counseling (ADD, COUN, SHB), human services (HMSV, NPM), health care (MHA, MPH, NHS), public administration (MPA, PUAD), education (ED), or related area as approved by the faculty chair.

Total

88 quarter credits

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

† Learners are encouraged to contact their academic advisors for additional details.

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, see the Licensure section for this program on Capella's website (www.capella.edu).

Practicum/Internship

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 practicum/internship experience in an agency setting. The practicum/internship experience portion for this program is the signature pedagogy in social work education.

In the MSW practicum/internship experience, learners blend their courseroom education with real-world experiences to develop generalist practice skills under the leadership and supervision of an experienced professional social worker. This practicum /internship experience provides learners with the opportunity to experience direct practice with individuals, families, groups, and organizations. Additionally, learners engage in an integrated practicum/internship seminar to support their professional development.

Learners use their practicum/internship experiences to help them achieve their program outcomes and advanced generalist practice skills under the leadership and supervision of an experienced professional social worker. This practicum/internship experience provides learners with the opportunity to experience direct practice with individuals, families, groups, and organizations. Additionally, learners engage in an integrated practicum/internship seminar to support their professional development.

Learners use their practicum/internship experience to help them achieve their program outcomes and advanced generalist practice skills.

School of Social and Behavioral Sciences



Joshua Stanley, EdD, NCC, ACS
Dean of Social and Behavioral Sciences

A Message from the Dean of Social and Behavioral Sciences

It is a distinct privilege to welcome you to the School of Social and Behavioral Sciences! We are a unique school that brings the study of psychology and human behavior together with the training of behavioral health professionals across a number of disciplines. Our faculty and learners work collaboratively to foster mental health, resilience, and wellness for individuals, families, schools, organizations, and communities facing today's complex social issues. Using Capella's competency-based curriculum design, the faculty focus on assessing learners on the knowledge and skills needed to be successful in a competitive job market.

Our school consists of two departments. The Department of Counseling and Family Therapy includes accredited or externally aligned clinical graduate programs designed to prepare learners with the education and clinical training needed to serve diverse clients and communities in a variety of clinical settings. The Department of Psychology includes doctoral, master's, bachelor's, and certificate programs that provide education in the science and practice of psychology to prepare learners for employment in a wide variety of occupational settings.

As a learner in the School of Social and Behavioral Sciences, you are part of our family of passionate, dedicated professionals who are deeply invested in the disciplines we represent. It is our privilege to invest together in your educational journey, empowering you to have meaningful, lasting impacts on the future communities you will serve.

Joshua Stanley, EdD, NCC, ACS

Dean of Social and Behavioral Sciences

School Mission Statement

The School of Social and Behavioral Sciences provides innovative, learner-centered education that is competency-based, rigorous, relevant, and transformative. Our programs prepare graduates to be agents of systemic change in a diverse, complex, and ever-evolving society.

Visit the School of Social and Behavioral Sciences tuition and fees and admission component pages for more information.

Department of Counseling and Family Therapy

Graduate Programs

Graduate Counseling Degree Programs

Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior

Doctor of Philosophy (PhD) in 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 Therapy

Master of Science (MS) in School Counseling

Graduate Counseling Certificate Programs

Contemporary Theory in Addictive Behavior Graduate Certificate

Systemic Couple and Family Therapy Graduate Certificate

Contemporary Theory in Mental Health Services Graduate Certificate

Contemporary Theory in School-Based Services Graduate Certificate

Department of Psychology

Undergraduate Programs

Undergraduate Psychology Degree Programs

Bachelor of Science (BS) in Psychology

Bachelor of Science (BS) in Psychology Pre-Counseling

Graduate Programs

Graduate Psychology Degree Programs

Doctor of Philosophy (PhD) in Psychology

Doctor of Psychology (PsyD)

Doctor of Psychology (PsyD) in School Psychology

Master of Science (MS) in Psychology

Master of Science (MS) in Clinical Psychology

Graduate Psychology Certificate Programs

Applied Behavior Analysis

Play Therapy

Undergraduate—Social and Behavioral Sciences Academic Offerings

Department of Psychology								
Degree Program	Specializations	Combined Bachelor's/Master's Options			Concentrations			Honors Pathway
		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	Addictions	Behavioral Health	Forensic Psychology	
Bachelor of Science (BS) in Psychology	General Psychology	✓ ¹	✓	✓ ²	✓	✓	✓	✓
	General Psychology, FlexPath option							
	Applied Behavior Analysis							✓
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.

Graduate—Social and Behavioral Sciences Academic Offerings

Department of Counseling and Family Therapy		
Degree Programs	Specializations	Certificate Programs
Doctor of Philosophy (PhD) in 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 Therapy		
Master of Science (MS) in School Counseling		
		Graduate Certificate in Contemporary Theory in Addictive Behavior
		Graduate Certificate in Contemporary Theory in Mental Health Services
		Graduate Certificate in Contemporary Theory in School-Based Services
		Graduate Certificate in Systemic Couple and Family Therapy
Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior	General Advanced Studies in Human Behavior	

Graduate—Social and Behavioral Sciences Academic Offerings, continued

Department of Psychology			
Degree Programs	Specializations	Certificate Programs	Multiple Specializations (must be within the same degree program)
Doctor of Philosophy (PhD) in Psychology	General Psychology		
	Behavior Analysis		
	Developmental Psychology		
	Educational Psychology		
	Industrial/Organizational Psychology		
Doctor of Psychology (PsyD)	Clinical Psychology		
Doctor of Psychology (PsyD) in School Psychology			
Master of Science (MS) in Psychology	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		
	Industrial/Organizational Psychology		✓
	Industrial/Organizational Psychology, FlexPath option		
	Sport Psychology		✓
	Sport Psychology, FlexPath option		
Master of Science (MS) in Clinical Psychology	Applied Research		✓
	Clinical Counseling		✓
	Forensic		✓
		Graduate Certificate in Applied Behavior Analysis	
		Graduate Certificate in Play Therapy	

Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior

School of Social and Behavioral Sciences

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.

Specialization

General Advanced Studies in Human Behavior

PhD in Advanced Studies in Human Behavior, General Advanced Studies in Human Behavior

School of Social and Behavioral Sciences

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 ten-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-Two Required Courses

80 quarter credits

SHB8002	Advanced Research in Adult Human Development and Behavior	4 quarter credits
HS8478	The Family in Social Context	4 quarter credits
RSCH7860	Survey of Research Methods	4 quarter credits
RSCH7864	Quantitative Design and Analysis	4 quarter credits
RSCH7868 *	Qualitative Design and Analysis	4 quarter credits
SHB8101	Interdisciplinary Leadership in Social and Behavioral Sciences	4 quarter credits
SHB8315	Advanced Program Design	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 Courseroom	3 quarter credits
------------------	-------------------------	-------------------

Three Elective Courses

12 quarter credits

Choose any graduate courses.

Total

92 quarter credits

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

PhD in Counselor Education and Supervision

School of Social and Behavioral Sciences

The CACREP-accredited Doctor of Philosophy (PhD) in Counselor Education and Supervision degree program is designed for counseling and therapy professionals seeking to advance their careers within the counseling profession or gain leadership positions in academic, clinical, and consultative settings. Learners develop expertise in independent research, 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.

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 PhD in Counselor Education and Supervision 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):

Learners satisfy residency requirements through completion of CES8920.

Practicum/Internship Experience Requirement(s):

Minimum of 100 practicum hours and 600 internship hours. See the Practicum /Internship Experience section, below, for more information.

Twenty-One Required Courses

72 quarter credits

CES8001	Orientation to Doctoral Studies in Counselor Education	4 quarter credits
CES8130 *	Advanced Scholarly Inquiry	4 quarter credits
CES8140 *	Research Theory and Philosophy	4 quarter credits
CES8150 *	Research Design	4 quarter credits
CES8160 *	Qualitative Research Methods	4 quarter credits
CES8170 *	Quantitative Research Methods	4 quarter credits

CES8746	Program Evaluation in Counselor Education and Supervision	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
CES9100 *	Research and Scholarship	4 quarter credits

The 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.

CES8800 *	Counselor Education and Supervision Practicum	2 quarter credits
CES8910 *	Counselor Education and Supervision Teaching Internship 1	2 quarter credits
CES8920 *	Counselor Education and Supervision Teaching Internship 2	2 quarter credits
CES8930 *	Counselor Education and Supervision Teaching Internship 3	2 quarter credits
CES8940 *	Supervision Internship	2 quarter credits
CES8950 *	Research Internship	2 quarter credits

Learners must register for CES9600 or CES9700 a minimum of three times to fulfill their specialization requirements.

CES9600 *	Counselor Education and Supervision Quantitative Dissertation	4 quarter credits
-or-		
CES9700 *	Counselor Education and Supervision Qualitative Dissertation	4 quarter credits

Total

72 quarter credits

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

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 (**CES8800**) 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 (**CES8910, CES8920, CES8930, CES8940, and CES8950**) are five online courses that require 600 total hours of hands-on site-based learning experience in teaching, research, supervision, and leadership and advocacy. 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 *Counselor Education and Supervision PhD Learner Handbook* for details about the practicum/internship experience.

Master of Science (MS) in Addiction Studies

School of Social and Behavioral Sciences

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 four-and-a-half-day residency. See university policy **3.04.05 Attendance at Residencies**, the **Residencies** page on Campus, and the Residency section, below, for more information. Also see each graduate school's residency courses.

Practicum/Internship Experience Requirement(s):

Minimum of 300 internship hours. See the Practicum/Internship Experience section, below, 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
ADD5336	Implications of Addiction Treatment with Diverse Populations	4 quarter credits
COUN5258	Group Therapy and Treatment of Substance-Related and Addictive Behaviors	4 quarter credits
COUN5260	Theories of Addiction Treatment	4 quarter credits
COUN5261	Interventions for Substance-Related and Addictive Disorders	4 quarter credits
COUN5264	Contemporary Issues in the Treatment of Substance-Related and Addictive Disorders	4 quarter credits

In addition, choose one from the following courses:

ADD5945	Supervision and Program Management in Addiction Treatment	4 quarter credits
COUN5266	Family Systems and Psychoeducation in Addiction	4 quarter credits
COUN5268	Psychopharmacology and Medication Management	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.

ADD6431 *	Addiction Studies Internship	4 quarter credits
------------------	------------------------------	-------------------

COUN-R5861 *

The Counseling Relationship: Concepts and Skills

4 quarter credits

Total

48 quarter credits

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

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).

Residency

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 four-and-a-half-day residency experience (**COUN-R5861**). 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**).

Practicum/Internship Experience

Learners enrolled in the Master of Science in Addiction Studies degree program complete supervised site-based learning experience as a requirement of their program. The internship (**ADD6431**) is an online course that requires completion of 300 hours of supervised site-based learning experience performed at an approved internship 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.

Master of Science (MS) in Clinical Mental Health Counseling

School of Social and Behavioral Sciences

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 COUN5268. 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.

Residency Requirement(s):

Two four-and-a-half-day residencies. See university policy **3.04.05 Attendance at Residencies**, the **Residencies** page on Campus, and the Residency section, below, 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 Practicum /Internship Experience section, below, 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
COUN5007	Research Methods for the Counseling Professions	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 Applications in Clinical 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-R5861 *	The Counseling Relationship: Concepts and Skills	4 quarter credits
COUN-R5863 *	The Advanced Counseling Relationship: Concepts, Skills, and Approaches	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

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

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).

Residency

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 four-and-a-half-day residency (**COUN-R5861 and COUN-R5863**). 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.

Practicum/Internship Experience

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 site-based learning:

The practicum (**COUN6302**) is an online course that requires completion of 100 hours of supervised counseling experience performed at an approved 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 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 approved site where learners continue to demonstrate the counseling competencies and proficiencies required in their program.

Learners should consult the *Counselor Education MS Clinical Mental Health Counseling Learner Handbook* for a full description of the site-based learning experience and all practicum and internship requirements.

Master of Science (MS) in Marriage and Family Therapy

School of Social and Behavioral Sciences

Learners in the MS in Marriage and Family Therapy specialization who need to enhance their knowledge in the area of psychopharmacology for licensure purposes may register for PSY7330 or COUN5268. This course is in addition to the specialization requirements.

The COAMFTE-accredited Master of Science in Marriage and Family Therapy degree program is designed to prepare learners to serve as marriage and family therapists for a diverse population of clients in various therapeutic settings. Learners interact with the curriculum through a dynamic and collaborative learning environment. In the program, learners gain and demonstrate knowledge in systemic case conceptualization and theories, family developmental dynamics, and clinical training designed to instill high standards for professional practice based on the American Association for Marriage and Family Therapy (AAMFT) code of ethical standards and sensitivity to the complex family systems needs of a multicultural and ethnically diverse society. The primary goal of this program is for learners to develop the ability to apply systems-based theory to clinical services, as well as integrate wellness approaches and relevant research through assessment and intervention with individuals, groups, couples, and families.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the American Association for Marriage and Family Therapy (AAMFT). The faculty, clinical supervisors, and administrators within the Marriage and Family Therapy 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 personal suitability, emotional maturity and 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 clinical supervisors are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession

Residency Requirement(s):

Two four-and-a-half-day residencies. See university policy **3.04.05 Attendance at Residencies**, the **Residencies** page on Campus, and the Residency section, below, for more information. Also see each graduate school's residency courses.

Practicum/Internship Experience Requirement(s):

Minimum of 500 internship hours. See the Practicum/Internship Experience section, below, for more information.

Twenty Required Courses

72 quarter credits

MFT5008	Foundations of Couple and Family Therapy	4 quarter credits
MFT5106	Assessment, Tests, and Measures for Marriage and Family Therapy Practice	4 quarter credits
MFT5107	Psychopathology: Diagnosis and Treatment of Behavior Disorders	4 quarter credits
MFT5108 *	Impact of Addiction and Addictive Behavior on Family Systems	4 quarter credits
MFT5222	Professional Ethics in Marriage and Family Therapy	4 quarter credits
MFT5232 *	Systemic Approaches to Sexual and Gender Issues	4 quarter credits
MFT5270 *	Family Therapy Theory and Methods	4 quarter credits
MFT5271 *	Working with Families Across the Lifespan	4 quarter credits
MFT5273 *	Couple and Marital Therapy	4 quarter credits
MFT5275 *	Utilizing Systemic Approaches: Infancy Through Adolescence	4 quarter credits
MFT5336	Diversity and Social Justice in Systemic Family Therapy	4 quarter credits
MFT5820 *	Marriage and Family Therapy Theory and Practice	4 quarter credits
MFT5822 *	Systemic and Group Interventions for Grief, Loss, and Trauma	4 quarter credits
MFT5876	Research Methods 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.

MFT-R5821 *	Advanced Marriage and Family Therapy Theory and Pre-Clinical Practice: Residency Track 1	4 quarter credits
MFT-R5823 *	Advanced Marriage and Family Therapy Theory and Pre-Clinical Practice: Residency Track 2	4 quarter credits
MFT6231 *	Marriage and Family Therapy Clinical Internship 1	2 quarter credits
MFT6232 *	Marriage and Family Therapy Clinical Internship 2	2 quarter credits
MFT6233 *	Marriage and Family Therapy Clinical Internship 3	2 quarter credits
MFT6234 *	Marriage and Family Therapy Clinical Internship 4	2 quarter credits

Total

72 quarter credits

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

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).

Residency

The residency requirement for the Master of Science in Marriage and Family Therapy degree program is satisfied by the completion of two online courses, each consisting of three full-day and two half-day experiences (**MFT-R5821 and MFT-R5823**). Learners must have completed the residency requirement prior to starting their site-based learning experience. Each residency experience for the Master of Science in Marriage and Family Therapy degree program requires learners to practice in the areas of systemic theories and intervention, assessment, multicultural issues, legal and ethical issues, and advanced therapy. Through the pre-clinical residencies, learners gain a stronger sense of academic community by networking and discussing concepts and issues in the field of professional marriage and family therapy. This experience provides a learning environment that fosters the application of critical thinking and integrated knowledge to professional issues.

Practicum/Internship Experience

Learners enrolled in the Master of Science in Marriage and Family Therapy degree program complete supervised clinical internship experiences in their community as a requirement of their program.

The internship courses (**MFT6231, MFT6232, MFT6233, MFT6234**) require completion of 500 direct client contact hours across the four courses, with 200 or more of those hours being relational. The site-based learning experience is a supervised clinical experience performed at an approved internship site. Learners apply the skills

developed throughout the course of their program while working in a clinic, agency, or other settings that provides couple and family services. Learners may register for additional internship courses should they need additional time or have a need to meet additional requirements for state licensure. In the degree program's capstone exam, which learners take during internship course MFT6233, learners must pass a 200-question, multiple choice, practice, national licensing exam. Study resources for the capstone are available throughout the internship courses.

Learners should consult the *Marriage and Family Therapy Program Handbook* for a full description of the internship experience and all site-based learning requirements.

Master of Science (MS) in School Counseling

School of Social and Behavioral Sciences

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 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 four-and-a-half-day residencies. See university policy **3.04.05 Attendance at Residencies**, the **Residencies** page on Campus, and the Residency section, below, 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 Practicum /Internship Experience section, below, for more information.

Eighteen Required Courses

72 quarter credits

COUN5004

Survey of Research in Human Development
for Professional Counselors

4 quarter credits

COUN5007	Research Methods for the Counseling Professions	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-R5861 *	The Counseling Relationship: Concepts and Skills	4 quarter credits
COUN-R5863 *	The Advanced Counseling Relationship: Concepts, Skills, and Approaches	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

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

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.

Residency

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 four-and-a-half-day residency (**COUN-R5861** and

COUN-R5863). 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.

Practicum/Internship Experience

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 site-based learning:

The practicum (**COUN6102**) is an online course that requires completion of 100 hours of supervised counseling experience performed at an approved 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 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 approved site where learners continue to demonstrate the counseling competencies and proficiencies required in their program.

Learners should consult the *Counselor Education MS School Counseling Learner Handbook* for a full description of the practicum/internship experience and all site-based learning requirements.

Contemporary Theory in Addictive Behavior Graduate Certificate

School of Social and Behavioral Sciences

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

COUN5258	Group Therapy and Treatment of Substance-Related and Addictive Behaviors	4 quarter credits
COUN5260	Theories of Addiction Treatment	4 quarter credits
COUN5261	Interventions for Substance-Related and Addictive Disorders	4 quarter credits
COUN5264	Contemporary Issues in the Treatment of Substance-Related and Addictive Disorders	4 quarter credits

In addition, choose one from the following courses:

COUN5108 *	Foundations of Addiction and Addictive Behavior	4 quarter credits
COUN5266	Family Systems and Psychoeducation in Addiction	4 quarter credits
COUN5268	Psychopharmacology and Medication Management	4 quarter credits

Total

20 quarter credits

Systemic Couple and Family Therapy Graduate Certificate

School of Social and Behavioral Sciences

The Systemic Couple and Family Therapy graduate certificate is designed for professionals seeking to increase their knowledge of couple and family therapy. Learners articulate and apply an understanding of theoretical knowledge in the field and demonstrate ethical and professional standards. This graduate certificate is not designed to meet licensure requirements.

Five Required Courses

20 quarter credits

MFT5008	Foundations of Couple and Family Therapy	4 quarter credits
MFT5222	Professional Ethics in Marriage and Family Therapy	4 quarter credits
MFT5270 *	Family Therapy Theory and Methods	4 quarter credits
MFT5271 *	Working with Families Across the Lifespan	4 quarter credits
MFT5273 *	Couple and Marital Therapy	4 quarter credits

Total

20 quarter credits

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

Please note that some courses within this program have prerequisites that are not listed as required courses, which may increase the total number of courses needed to complete this program.

Contemporary Theory in Mental Health Services Graduate Certificate

School of Social and Behavioral Sciences

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

Contemporary Theory in School-Based Services Graduate Certificate

School of Social and Behavioral Sciences

The Contemporary Theory in School-Based Services graduate certificate is designed for professionals who want to increase their knowledge of theories of development, mental health issues affecting children and adolescents in school settings, and the roles of school counselors. 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
COUN5280	Introduction to School Counseling	4 quarter credits
COUN5338	Crisis Intervention, Trauma Response, and Emergency Management	4 quarter credits
COUN5420	Child and Adolescent Psychopathology	4 quarter credits

COUN5812 *

Theories of Counseling with Children and
Adolescents

4 quarter credits

Total

20 quarter credits

Bachelor of Science (BS) in Psychology

School of Social and Behavioral Sciences

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.

Specializations

BS in Psychology, General Psychology

BS in Psychology, General Psychology, FlexPath option

BS in Psychology, Applied Behavior Analysis

Combined Bachelor's/Master's Options

Combined BS in Psychology/MS in Education or MS in Higher Education*

Combined BS in Psychology/MS in Clinical Psychology

Combined BS/MS in Psychology†

* 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.

† 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.

BS in Psychology, General Psychology

School of Social and Behavioral Sciences

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
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

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3 quarter credits
COM-H4005 *	Communicating and Integrating Solutions in the Professional World	6 quarter credits
SOC-H3005 *	Honors Professional Internship	6 quarter credits

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

180 quarter credits

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

† 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.

Nevada residents must complete POL1110 as part of their general education requirements.

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

Combined Bachelor's/Master's Options

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

Eligible Concentrations

Addictions

Behavioral Health

Forensic Psychology

BS in Psychology, General Psychology, FlexPath Option

School of Social and Behavioral Sciences

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-FPX1000	Human Biology	3 program points
ENG-FPX1000	English Composition	3 program points
MAT-FPX2001	Statistical Reasoning	3 program points
PHI-FPX2000	Ethics	3 program points
PSYC-FPX1000	Introduction to Psychology	3 program points

Additional Program Requirements

Core courses - 33 program points

PSYC-FPX3002	Developing a Psychology Perspective	3 program points
PSYC-FPX3210 *	Human Lifespan Development	3 program points
PSYC-FPX3500 *	Learning and Cognition	3 program points
PSYC-FPX3520 *	Introduction to Social Psychology	3 program points
PSYC-FPX3540 *	Culture, Ethnicity, and Diversity	3 program points
PSYC-FPX4100 *	History and Modern Systems of Psychology	3 program points
PSYC-FPX4310 *	Biological Psychology	3 program points
PSYC-FPX4600 *	Research Methods in Psychology	3 program points
PSYC-FPX4700 *	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-FPX4900 *	Psychology Capstone Project	3 program points
-----------------------	-----------------------------	------------------

Total

At least 90 program points

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

† Learners in this specialization choose general education, undergraduate psychology, and elective courses from the FlexPath (-FPX) course list.

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

BS in Psychology, Applied Behavior Analysis

School of Social and Behavioral Sciences

The Applied Behavior Analysis undergraduate specialization provides learners with a foundational knowledge of major competency areas in the applied behavior analysis field. The curriculum focuses on foundational behavior analysis theories, concepts, and techniques; applied research methods in the field; and ethical standards to which professionals in the applied behavior analysis field must adhere. Upon successful completion of this undergraduate specialization, learners are prepared to interpret research studies in applied behavior analysis; identify behavioral problems through assessment; select targeted behaviors for change; conduct consultations; and design, implement, and evaluate culturally appropriate and ethical behavioral interventions under the supervision of a board certified behavior analyst (BCBA) in order to bring about positive behavioral change for diverse individuals.

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
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

PSYC3002	Developing a Psychology Perspective §	6 quarter credits
-----------------	---------------------------------------	-------------------

-or-

PSYC3003	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 - 30 quarter credits

PSYC4001	Applied Behavior Analysis Foundations	6 quarter credits
PSYC4002 *	Applied Behavior Analysis Ethics and Supervision	6 quarter credits

PSYC4003 *	Applied Behavior Analysis Research and Interventions	6 quarter credits
PSYC4004 *	Applied Behavior Analysis Assessment	6 quarter credits
PSYC4005 *	Applied Behavior Analysis Behavior-Change Procedures and Interventions	6 quarter credits

Elective courses - 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses. ||

Capstone courses - 12 quarter credits

Taken during the learner's final two quarters:

PSYC4006 *	Applied Behavior Analysis Capstone 1 ¶	6 quarter credits
PSYC4007 *	Applied Behavior Analysis Capstone 2 ¶	6 quarter credits

Total

180 quarter credits

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3 quarter credits
COM-H4005 *	Communicating and Integrating Solutions in the Professional World	6 quarter credits
SOC-H3005 *	Honors Professional Internship	6 quarter credits

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

180 quarter credits

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

† 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 33 quarter credits of additional undergraduate elective courses.

¶ This course satisfies Behavior Analyst Certification Board (BACB) contact hour requirements. Please contact your academic advisor or the instructor for additional details.

Nevada residents must complete POL1110 as part of their general education requirements.

Combined BS in Psychology/MS in Education or MS in Higher Education options

School of Social and Behavioral Sciences

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
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
-------------------	-----------------------------	-------------------

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

ED5006	Survey of Research Methodology	4 quarter credits
ED5010	Foundations of Master's Studies in Education	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

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3 quarter credits
COM-H4005 *	Communicating and Integrating Solutions in the Professional World	6 quarter credits
SOC-H3005 *	Honors Professional Internship	6 quarter credits

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

180 quarter credits

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

† 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.

Nevada residents must complete POL1110 as part of their general education requirements.

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.

Combined BS in Psychology/MS in Clinical Psychology option

School of Social and Behavioral Sciences

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
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
-------------------	-----------------------------	-------------------

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

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3 quarter credits
COM-H4005 *	Communicating and Integrating Solutions in the Professional World	6 quarter credits
SOC-H3005 *	Honors Professional Internship	6 quarter credits

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

180 quarter credits

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

† 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.

Nevada residents must complete POL1110 as part of their general education requirements.

Combined BS/MS in Psychology option

School of Social and Behavioral Sciences

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
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
-------------------	-----------------------------	-------------------

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 - 13 quarter credits

PSY7610	Tests and Measurements	5 quarter credits
PSY7860	Survey of Research Methods	4 quarter credits
PSY7864	Quantitative Design and Analysis	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

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3 quarter credits
COM-H4005 *	Communicating and Integrating Solutions in the Professional World	6 quarter credits
SOC-H3005 *	Honors Professional Internship	6 quarter credits

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

Total

180 quarter credits

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

† 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.

Nevada residents must complete POL1110 as part of their general education requirements.

Bachelor of Science (BS) in Psychology Pre-Counseling

School of Social and Behavioral Sciences

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 courses 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.

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
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, choose one from the following two master's-level counseling courses:

COUN5004	Survey of Research in Human Development for Professional Counselors	4 quarter credits
MFT5008	Foundations of Couple and Family Therapy	4 quarter credits

In addition, choose one from the following two master's-level counseling courses:

COUN5336	Counseling and Advocacy with Diverse Populations	4 quarter credits
MFT5270 *	Family Therapy Theory and Methods	4 quarter credits

In addition, choose one from the following two master's-level counseling courses:

COUN5239	Theories of Psychotherapy	4 quarter credits
COUN5812 *	Theories of Counseling with Children and Adolescents	4 quarter credits
MFT5222	Professional Ethics in Marriage and Family Therapy	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 courses

6 quarter credits

Taken during the learner's final quarter:

PSYC4900 *	Psychology Capstone Project	6 quarter credits
-------------------	-----------------------------	-------------------

Total

180 quarter credits

Honors Pathway

Learners enrolled in the honors pathway complete the following general education courses.

Honors courses

15 quarter credits

PHI-H2005	Honors Seminar: Critical Thinking for the Professional World	3 quarter credits
COM-H4005 *	Communicating and Integrating Solutions in the Professional World	6 quarter credits
SOC-H3005 *	Honors Professional Internship	6 quarter credits

These courses are applied toward the general education requirement and taken in addition to the remaining required courses.

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.

Nevada residents must complete POL1110 as part of their general education requirements.

Additional BS in Psychology Pre-Counseling Degree Program Information

The BS in Psychology Pre-Counseling degree 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 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.

Doctor of Philosophy (PhD) in Psychology

School of Social and Behavioral Sciences

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.

Specializations

PhD in Psychology, General Psychology

PhD in Psychology, Behavior Analysis

PhD in Psychology, Developmental Psychology

PhD in Psychology, Educational Psychology

PhD in Psychology, Industrial/Organizational Psychology

PhD in Psychology, General Psychology

School of Social and Behavioral Sciences

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.

Residency Requirement(s):

Three ten-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.

Nineteen Required Courses

At least 78 quarter credits

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
PSY7543 *	Ethics and Multicultural Issues in Psychology	5 quarter credits
PSY7868	Qualitative Design and Analysis	4 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 two courses:

PSY8626 *	Multivariate Statistics: Theory and Application	5 quarter credits
PSY8635 *	Advanced Qualitative Analysis	5 quarter credits

Specialization courses:

PSY7610	Tests and Measurements	5 quarter credits
----------------	------------------------	-------------------

PSY7660 *	Survey Construction and Administration	5 quarter credits
PSY8763 *	Program Evaluation	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

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
------------------	-------------------------	-------------------

Five Elective Courses

At least 25 quarter credits

Choose any graduate courses.

Total

At least 103 quarter credits

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

Please note that some courses within this program have prerequisites that are not listed as required courses, which may increase the total number of courses needed to complete this program.

PhD in Psychology, Behavior Analysis

School of Social and Behavioral Sciences

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.

Residency Requirement(s):

Three ten-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.

Twenty-One Required Courses

At least 88 quarter credits

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
PSY7543 *	Ethics and Multicultural Issues in Psychology	5 quarter credits
PSY7868	Qualitative Design and Analysis	4 quarter credits
PSY8307 *	Advanced Single-Subject Research Design for Behavior 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

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
------------------	-------------------------	-------------------

Three Elective Courses

15 quarter credits

Choose three from the following thirteen 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
PSY7860	Survey of Research Methods	4 quarter credits
PSY7864	Quantitative Design and Analysis	4 quarter credits
PSY8150	Exceptional Children in the Classroom	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 103 quarter credits

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

Please note that some courses within this program have prerequisites that are not listed as required courses, which may increase the total number of courses needed to complete this program.

PhD in Psychology, Developmental Psychology

School of Social and Behavioral Sciences

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 concentration 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.

Twenty-Four Required Courses

At least 101 quarter credits

Residency Requirement(s):

Three ten-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
PSY7543 *	Ethics and Multicultural Issues in Psychology	5 quarter credits
PSY7868	Qualitative Design and Analysis	4 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 two courses:

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
MPH5506	Social and Behavioral Foundations in Public Health	4 quarter credits
NHS6004	Health Care Law and Policy	4 quarter credits
PSY6010	Human Prenatal Development	5 quarter credits
PSY7210	Lifespan Development	5 quarter credits
PSY7220	Child Psychology	5 quarter credits
PSY7230	Adolescent Psychology	5 quarter credits
PSY7240	Adult Psychology	5 quarter credits
PUAD7035 *	Public Sector Policy Analysis	4 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
------------------	-------------------------	-------------------

Total

At least 101 quarter credits

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

Please note that some courses within this program have prerequisites that are not listed as required courses, which may increase the total number of courses needed to complete this program.

PhD in Psychology, Educational Psychology

School of Social and Behavioral Sciences

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 concentration 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.

Twenty-Four Required Courses

At least 103 quarter credits

Residency Requirement(s):

Three ten-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
PSY7543 *	Ethics and Multicultural Issues in Psychology	5 quarter credits
PSY7868	Qualitative Design and Analysis	4 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 two courses:

PSY8626 *	Multivariate Statistics: Theory and Application	5 quarter credits
------------------	--	-------------------

PSY8635 *	Advanced Qualitative Analysis	5 quarter credits
------------------	-------------------------------	-------------------

Specialization courses:

PSY7411	Learning Theories in Psychology	5 quarter credits
----------------	---------------------------------	-------------------

PSY7421	Cognitive/Affective Psychology	5 quarter credits
----------------	--------------------------------	-------------------

PSY7422	Motivation	5 quarter credits
----------------	------------	-------------------

PSY7610	Tests and Measurements	5 quarter credits
----------------	------------------------	-------------------

PSY8100 *	Principles of Educational Psychology	5 quarter credits
------------------	--------------------------------------	-------------------

PSY8110	The Psychology of Teaching	5 quarter credits
----------------	----------------------------	-------------------

PSY8130	Adult Learner in the Classroom	5 quarter credits
----------------	--------------------------------	-------------------

PSY8170 *	Principles of Instructional Design	5 quarter credits
------------------	------------------------------------	-------------------

In addition, choose one of the following eight courses:

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
----------------	-----------------------	-------------------

PSY7660 *	Survey Construction and Administration	5 quarter credits
------------------	--	-------------------

PSY8150	Exceptional Children in the Classroom	5 quarter credits
----------------	---------------------------------------	-------------------

PSY8763 *	Program Evaluation	5 quarter credits
PSY8765 *	Testing and Assessment in Workplace 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 Courseroom	3 quarter credits
------------------	-------------------------	-------------------

Total

At least 103 quarter credits

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

Please note that some courses within this program have prerequisites that are not listed as required courses, which may increase the total number of courses needed to complete this program.

PhD in Psychology, Industrial/Organizational Psychology

School of Social and Behavioral Sciences

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 concentration 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.

Twenty-Four Required Courses

At least 103 quarter credits

Residency Requirement(s):

Three ten-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
PSY7543 *	Ethics and Multicultural Issues in Psychology	5 quarter credits
PSY7868	Qualitative Design and Analysis	4 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 two courses:

PSY8626 *	Multivariate Statistics: Theory and Application	5 quarter credits
------------------	--	-------------------

PSY8635 *	Advanced Qualitative Analysis	5 quarter credits
------------------	-------------------------------	-------------------

Specialization courses:

PSY8711	Principles of Industrial/Organizational Psychology	5 quarter credits
----------------	--	-------------------

PSY8720	Psychology of Leadership	5 quarter credits
----------------	--------------------------	-------------------

PSY8721	Introduction to Business Practices for Psychologists	5 quarter credits
----------------	--	-------------------

PSY8730	Consultation Psychology	5 quarter credits
----------------	-------------------------	-------------------

PSY8755	Ethical and Legal Principles of Industrial /Organizational Psychology	5 quarter credits
----------------	---	-------------------

PSY8761*	Work Analysis and Selection	5 quarter credits
-----------------	-----------------------------	-------------------

PSY8765 *	Testing and Assessment in Workplace Psychology	5 quarter credits
------------------	--	-------------------

PSY8770	Psychology of Motivation and Performance	5 quarter credits
----------------	--	-------------------

Choose one from the following four courses:

PSY7510	Psychology of Personality	5 quarter credits
----------------	---------------------------	-------------------

PSY7530	Psychology of Group Dynamics	5 quarter credits
----------------	------------------------------	-------------------

PSY8763 *	Program Evaluation	5 quarter credits
------------------	--------------------	-------------------

PSY8768 *	Theory and Practice of Psychological Coaching	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
------------------	-------------------------	-------------------

Total

At least 103 quarter credits

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

Please note that some courses within this program have prerequisites that are not listed as required courses, which may increase the total number of courses needed to complete this program.

Doctor of Psychology (PsyD)

School of Social and Behavioral Sciences

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 competencybased, 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.

Specializations

PsyD, Clinical Psychology

PsyD, Clinical Psychology

School of Social and Behavioral Sciences

The PsyD Clinical Psychology 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; selfawareness, 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, sitebased 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, sitebased internship and associate coursework.

Residency Requirement(s):

Clinical Psychology year-in-residence. See university policy **3.04.05 Attendance at Residencies**, the **Residencies** page on Campus for more information. Also see the PsyD Year-in-Residence section, below, 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-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-R8316	Residency Capstone: Preparing for Practicum Training	non-credit
PSY-V8303	Professional Development and Socialization	non-credit
PSY-V8315	Practicum Readiness Evaluation	non-credit

Clinical Training Requirement(s):

Minimum of 1,000 practicum hours and 2,000 pre-doctoral internship hours. See the PsyD Clinical Training section, below, 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

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

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

Please note that some courses within this program have prerequisites that are not listed as required courses, which may increase the total number of courses needed to complete this program.

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 School of Social and Behavioral Sciences 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.

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:

A. 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 twelve-day extended seminar (PSY-R8301, PSY-R8302, PSY-V8303, PSY-R8304), typically scheduled in June.
- 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 twelve-day extended seminar (PSY-R8313, PSY-R8314, PSY-V8315, 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 selfawareness, 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-inresidence.

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 parttime, 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 predoctoral 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.

Doctor of Psychology (PsyD) in School Psychology

School of Social and Behavioral Sciences

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**, the **Residencies** page on Campus for more information. Also see the PsyD in School Psychology Residency section, below.

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
PSY7320 *	Advanced Biological Psychology	5 quarter credits
PSY7421	Cognitive/Affective Psychology	5 quarter credits
PSY7540	Multicultural Perspectives in Human Behavior	5 quarter credits
PSY7610	Tests and Measurements	5 quarter credits
PSY8212	Childhood Mental Health, Counseling, and Crisis Intervention/Prevention	5 quarter credits
PSY8220 *	Advanced Psychopathology	5 quarter credits
PSY8230 *	Psychological Testing	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
PSY8251 *	Neuropsychological Assessment	5 quarter credits
PSY8331	Principles of School Psychology	5 quarter credits

PSY8332	Advanced Methods in School Psychology	5 quarter credits
PSY8335	Consultation and Collaboration in the School	5 quarter credits
PSY8337	Legal and Ethical Issues in the School	5 quarter credits
PSY8338	Child and Adolescent Development for School Psychologists	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
PSY7330	Psychopharmacology	5 quarter credits
PSY7708	Basic Foundations in Applied Behavior Analysis	5 quarter credits
PSY8110	The Psychology of Teaching	5 quarter credits

Total

145 quarter credits

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

Please note that some courses within this program have prerequisites that are not listed as required courses, which may increase the total number of courses needed to complete this program.

† 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.

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

School of Social and Behavioral Sciences

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.

Specializations

MS in Psychology, General Psychology

MS in Psychology, General Psychology, FlexPath option

MS in Psychology, Applied Behavior Analysis

MS in Psychology, Child and Adolescent Development

MS in Psychology, Child and Adolescent Development, FlexPath option

MS in Psychology, Educational Psychology

MS in Psychology, Educational Psychology, FlexPath option

MS in Psychology, Industrial/Organizational Psychology

MS in Psychology, Industrial/Organizational Psychology, FlexPath option

MS in Psychology, Sport Psychology

MS in Psychology, Sport Psychology, FlexPath option

MS in Psychology, General Psychology

School of Social and Behavioral Sciences

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

48 quarter credits

Core courses:

PSY5002	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	4 quarter credits
PSY7864	Quantitative Design and Analysis	4 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

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.

Multiple specializations available *(must be within the same degree program)*

MS in Psychology, General Psychology, FlexPath option

School of Social and Behavioral Sciences

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 selfpaced demonstrations of competencies. The requirements for this specialization are not intended to prepare graduates for licensure as professional counselors or psychologists.

Ten Required Courses

24 program points

Core courses:

PSY-FPX5002	Foundations of Theory and Practice for Master’s Psychology Learners	2.5 program points
PSY-FPX7610	Tests and Measurements	2.5 program points
PSY-FPX7860	Survey of Research Methods	2 program points
PSY-FPX7864	Quantitative Design and Analysis	2 program points

Specialization courses:

PSY-FPX7210	Lifespan Development	2.5 program points
PSY-FPX7411	Learning Theories in Psychology	2.5 program points
PSY-FPX7421	Cognitive/Affective Psychology	2.5 program points
PSY-FPX7520	Social Psychology	2.5 program points
PSY-FPX7543	Ethics and Multicultural Issues in Psychology	2.5 program points

Taken during the learner's final quarter:

PSY-FPX5201 *	Integrative Project for Master's Degree in Psychology	2.5 program points
----------------------	---	--------------------

Total

24 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.

MS in Psychology, Applied Behavior Analysis

School of Social and Behavioral Sciences

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.

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 programs in that the faculty, training staff, supervisors, and administrators in the Applied Behavior Analysis program in the School of Social and Behavioral Sciences 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 feedback; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the education and 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.

Twelve Required Courses

58 quarter credits

Core courses:

PSY5002	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	4 quarter credits
PSY7864	Quantitative Design and Analysis	4 quarter credits

Specialization courses:

PSY7708	Basic Foundations in Applied Behavior Analysis	5 quarter credits
PSY7709 *	Advanced Concepts in Applied Behavior Analysis	5 quarter credits
PSY7710 *	Ethics in Applied Behavior Analysis	5 quarter credits
PSY7711 *	Measurement and Research in Applied Behavior Analysis	5 quarter credits

PSY7712 *	Behavior Analytic Assessments	5 quarter credits
PSY7713 *	Behavior Analytic Interventions	5 quarter credits
PSY7714 *	Supervision and Management in Applied Behavior Analysis	5 quarter credits
PSY7715 *	Applied Behavior Analysis Capstone	5 quarter credits

Total

58 quarter credits

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

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).

Multiple specializations available *(must be within the same degree program)*

MS in Psychology, Child and Adolescent Development

School of Social and Behavioral Sciences

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

53 quarter credits

Core courses:

PSY5002	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	4 quarter credits
PSY7864	Quantitative Design and Analysis	4 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

53 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.

Multiple specializations available *(must be within the same degree program)*

MS in Psychology, Child and Adolescent Development, FlexPath option

School of Social and Behavioral Sciences

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 selfpaced demonstrations of competencies. The requirements for this specialization are not designed to prepare graduates for licensure as professional counselors or psychologists.

Eleven Required Courses

26.5 program points

Core courses:

PSY-FPX5002

Foundations of Theory and Practice for
Master's Psychology Learners

2.5 program points

PSY-FPX7610	Tests and Measurements	2.5 program points
PSY-FPX7860	Survey of Research Methods	2 program points
PSY-FPX7864	Quantitative Design and Analysis	2 program points

Specialization courses:

PSY-FPX6010	Human Prenatal Development	2.5 program points
PSY-FPX6020 *	Topics in Child and Adolescent Development	2.5 program points
PSY-FPX7210	Lifespan Development	2.5 program points
PSY-FPX7220	Child Psychology	2.5 program points
PSY-FPX7230	Adolescent Psychology	2.5 program points
PSY-FPX7543	Ethics and Multicultural Issues in Psychology	2.5 program points

Taken during the learner's final quarter:

PSY-FPX5201 *	Integrative Project for Master's Degree in Psychology	2.5 program points
----------------------	---	--------------------

Total
26.5 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.

MS in Psychology, Educational Psychology

School of Social and Behavioral Sciences

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

48 quarter credits

Core courses:

PSY5002	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	4 quarter credits

PSY7864	Quantitative Design and Analysis	4 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

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.

Multiple specializations available *(must be within the same degree program)*

MS in Psychology, Educational Psychology, FlexPath option

School of Social and Behavioral Sciences

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 selfpaced demonstrations of competencies. These specialization requirements are not intended to prepare graduates for licensure as a professional counselor or psychologist.

Ten Required Courses

24 program points

Core courses:

PSY-FPX5002

Foundations of Theory and Practice for
Master's Psychology Learners

2.5 program points

PSY-FPX7610	Tests and Measurements	2.5 program points
PSY-FPX7860	Survey of Research Methods	2 program points
PSY-FPX7864	Quantitative Design and Analysis	2 program points

Specialization courses:

PSY-FPX6100	Introduction to Educational Psychology	2.5 program points
PSY-FPX7210	Lifespan Development	2.5 program points
PSY-FPX7411	Learning Theories in Psychology	2.5 program points
PSY-FPX7543	Ethics and Multicultural Issues in Psychology	2.5 program points
PSY-FPX8763 *	Program Evaluation	2.5 program points

Taken during the learner's final quarter:

PSY-FPX5201 *	Integrative Project for Master's Degree in Psychology	2.5 program points
----------------------	---	--------------------

Total

24 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.

MS in Psychology, Industrial/Organizational Psychology

School of Social and Behavioral Sciences

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 entrylevel 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

53 quarter credits

Core courses:

PSY5002	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	4 quarter credits

PSY7864	Quantitative Design and Analysis	4 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

53 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.

Multiple specializations available *(must be within the same degree program)*

MS in Psychology, Industrial/Organizational Psychology, FlexPath option

School of Social and Behavioral Sciences

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 selfpaced demonstrations of competencies. The requirements for this specialization are not intended to prepare graduates for licensure as professional counselors or psychologists.

Eleven Required Courses

26.5 program points

Core courses:

PSY-FPX5002

Foundations of Theory and Practice for
Master's Psychology Learners

2.5 program points

PSY-FPX7610	Tests and Measurements	2.5 program points
PSY-FPX7860	Survey of Research Methods	2 program points
PSY-FPX7864	Quantitative Design and Analysis	2 program points

Specialization courses:

PSY-FPX7210	Lifespan Development	2.5 program points
PSY-FPX7543	Ethics and Multicultural Issues in Psychology	2.5 program points
PSY-FPX8711	Principles of Industrial/Organizational Psychology	2.5 program points
PSY-FPX8720	Psychology of Leadership	2.5 program points
PSY-FPX8730	Consultation Psychology	2.5 program points
PSY-FPX8740	Industrial/Organizational Psychology Practices in Human Resource Management	2.5 program points

Taken during the learner's final quarter:

PSY-FPX5201 *	Integrative Project for Master's Degree in Psychology	2.5 program points
----------------------	---	--------------------

Total
26.5 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.

MS in Psychology, Sport Psychology

School of Social and Behavioral Sciences

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

58 quarter credits

Core courses:

PSY5002	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	4 quarter credits
PSY7864	Quantitative Design and Analysis	4 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

58 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.

Multiple specializations available *(must be within the same degree program)*

MS in Psychology, Sport Psychology, FlexPath option

School of Social and Behavioral Sciences

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

29 program points

Core courses:

PSY-FPX5002	Foundations of Theory and Practice for Master's Psychology Learners	2.5 program points
PSY-FPX7610	Tests and Measurements	2.5 program points

PSY-FPX7860	Survey of Research Methods	2 program points
PSY-FPX7864	Quantitative Design and Analysis	2 program points

Specialization courses:

PSY-FPX7310	Biological Basis of Behavior	2.5 program points
PSY-FPX7411	Learning Theories in Psychology	2.5 program points
PSY-FPX7543	Ethics and Multicultural Issues in Psychology	2.5 program points
PSY-FPX8840 *	Principles of Sport Psychology	2.5 program points
PSY-FPX8841 *	Performance Enhancement in Sports	2.5 program points
PSY-FPX8842 *	Applied Sport Psychology	2.5 program points
PSY-FPX8845 *	Current Issues in Sport Psychology	2.5 program points

Taken during the learner's final quarter:

PSY-FPX5201 *	Integrative Project for Master's Degree in Psychology	2.5 program points
----------------------	---	--------------------

Total

29 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.

Master of Science (MS) in Clinical Psychology

School of Social and Behavioral Sciences

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 competencybased, 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.

Specializations

MS in Clinical Psychology, Applied Research

MS in Clinical Psychology, Clinical Counseling

MS in Clinical Psychology, Forensic

MS in Clinical Psychology, Applied Research

School of Social and Behavioral Sciences

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; selfawareness, 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

53 quarter credits

Core courses:

PSY5002	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	4 quarter credits

Specialization courses:

PSY7113	History and Systems of Psychology	5 quarter credits
PSY7210	Lifespan Development	5 quarter credits
PSY7310	Biological Basis of Behavior	5 quarter credits
PSY7540	Multicultural Perspectives in Human Behavior	5 quarter credits
PSY7864	Quantitative Design and Analysis	4 quarter credits
PSY8330	Ethics and Standards of Professional Practice	5 quarter credits

Total

53 quarter credits

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

This specialization does not prepare graduates for licensure as a psychologist, counselor, or therapist.

MS in Clinical Psychology, Clinical Counseling

School of Social and Behavioral Sciences

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-quartercredit internship course in order to satisfy that state's requirements. Capella University has designed PSY6400–PSY6409 to fulfill the internship requirement for these learners.

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; selfawareness, 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 four-and-a-half-day residencies. See university policy **3.04.05 Attendance at Residencies**, the **Residencies** page on Campus, and the Residency section, below, for more information.

Thirteen Required Courses

64 quarter credits

Core courses:

PSY5002	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	4 quarter credits

Specialization courses:

PSY-R6230 *	Introduction to Psychological Testing	5 quarter credits
PSY-R6313 *	Clinical Interventions	5 quarter credits

PSY6091 *	Group Counseling	5 quarter credits
PSY6391 *	Master's Practicum 1	5 quarter credits
PSY6400 *	Master's Internship Series	5 quarter credits
PSY7210	Lifespan Development	5 quarter credits
PSY7543 *	Ethics and Multicultural Issues in Psychology	5 quarter credits
PSY8162	Career Counseling Theory	5 quarter credits

Two Elective Courses

10 quarter credits

Choose two from the following four courses:

PSY6092	Counseling Skills and Procedures	5 quarter credits
PSY7330	Psychopharmacology	5 quarter credits
PSY7340	Human Sexuality	5 quarter credits
PSY7341 *	Introduction to Sex Therapy	5 quarter credits
PSY8430	Issues and Trends in Addiction-Related Treatments	5 quarter credits

Total

74 quarter credits

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

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).

MS in Clinical Psychology Residencies

The residency requirement for the MS in Clinical Psychology, Clinical Counseling specialization is satisfied by completion of two five-day residencies (Track 1 and Track 2). The school recommends that all learners register for Track 1 within the first two quarters of enrollment and Track 2 when they complete between 20 and 40 quarter credits. Learners must have completed both tracks prior to starting their practicum (PSY6391).

The MS in Clinical Psychology residencies provide training and practice in the areas of interventions, assessment, diversity, culture-specific issues, and ethics. The two tracks are cumulative rather than sequential, allowing learners to receive 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.

MS in Clinical Psychology, Forensic

School of Social and Behavioral Sciences

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; selfawareness, 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

53 quarter credits

Core courses:

PSY5002	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	4 quarter credits

Specialization courses:

PSY6092	Counseling Skills and Procedures	5 quarter credits
PSY7543 *	Ethics and Multicultural Issues in Psychology	5 quarter credits
PSY7864	Quantitative Design and Analysis	4 quarter credits
PSY8340 *	Psychology and the Law	5 quarter credits
PSY8350 *	Techniques of Forensic Practice	5 quarter credits
PSY8360 *	Current Issues and Trends in Forensic Practice	5 quarter credits

Total

53 quarter credits

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

This specialization does not prepare graduates for licensure as a psychologist, counselor, or therapist.

Applied Behavior Analysis Graduate Certificate

School of Social and Behavioral Sciences

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.

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.

Eight Required Courses

40 quarter credits

PSY7708

Basic Foundations in Applied Behavior
Analysis

5 quarter credits

PSY7709 *	Advanced Concepts in Applied Behavior Analysis	5 quarter credits
PSY7710 *	Ethics in Applied Behavior Analysis	5 quarter credits
PSY7711 *	Measurement and Research in Applied Behavior Analysis	5 quarter credits
PSY7712 *	Behavior Analytic Assessments	5 quarter credits
PSY7713 *	Behavior Analytic Interventions	5 quarter credits
PSY7714 *	Supervision and Management in Applied Behavior Analysis	5 quarter credits
PSY7715 *	Applied Behavior Analysis Capstone	5 quarter credits

Total

40 quarter credits

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

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 Graduate Certificate

School of Social and Behavioral Sciences

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

Choose three from the following courses:

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

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

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).

COURSE DESCRIPTIONS

Course Descriptions

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 Courses

ACC5610 * Advanced Accounting, Budget Planning and Control (4 quarter credits)

This course emphasizes the application of advanced accounting techniques to organizational situations. 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.*

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 addiction-specific assessment process and apply assessment principles, measurement constructs, and testing strategies to evaluate diverse clients with a range of presenting issues. In addition, learners analyze screening and assessment results to diagnose substance-use disorders and determine goals and treatment recommendations. Learners also analyze legal, ethical, and cultural considerations related to screening and assessment in addiction treatment.

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.

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 site supervisors. This internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a site-based learning 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): ADD5945 and COUN-R5861 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.***

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 site supervisors. This internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a site-based learning 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.***

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. ***Prerequisite(s): Completion of or concurrent registration in ANLT5002 or HMSV5002 or PM5018.***

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): ANLT5030.***

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.*

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.*

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.*

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 datadriven 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 evidencebased 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.

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.

BIO1000 Human Biology (6 quarter credits)

In this course, learners examine the integrative relationship between human biological systems and the social sciences, arts, and communications. Learners build and apply an understanding of topics such as human anatomy, nature versus nurture, biological psychology, human disease, and concepts related to ancestry and biology. Learners also evaluate the accuracy of biological topics in the media. This course includes a lab experience.

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.

BMGT-R8925 * PhD Dissertation Research Seminar Track 1 (3 quarter credits)

The intensive, ten-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): PhD in Business Management learners must have completed BMGT8019. PhD in Information Technology learners must have completed BMGT8028. Cannot be fulfilled by transfer.*

BMGT-R8926 * PhD Dissertation Research Seminar Track 2 (3 quarter credits)

The intensive, ten-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): BMGT8034 or BMGT8040; BMGT-R8925. Cannot be fulfilled by transfer.***

BMGT-R8927 * PhD Dissertation Research Seminar Track 3 (3 quarter credits)

The intensive, ten-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): BMGT8040 or BMGT8042; BMGT-R8926. Cannot be fulfilled by transfer.***

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.

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.

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.

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.

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.

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. ***Cannot be fulfilled by transfer.***

BMGT8019 * Business Dissertation Specialization Literature (4 quarter credits)

This course provides a guided review of the literature in the learner's specialization for the purpose of identifying a study topic. Learners research and evaluate associated major threads of research and theory in the literature. The course prepares learners for the development of an appropriate topic during Residency Track 1. ***Prerequisite(s): BMGT8028. Cannot be fulfilled by transfer.***

BMGT8028 Foundations of Research, Scholarly Literature, and Theory in Management (4 quarter credits)

Learners in this course examine the structure and process of the scholarly literature in peer reviewed journals and explore the role of the scholar as social and behavioral scientist. Learners critically evaluate scholarly literature, including seminal work, relevant theory, and data-based research studies from both the qualitative and quantitative traditions. Learners also explore the meaning of content and process gaps, problems, and research opportunities uncovered during the literature review. ***Cannot be fulfilled by transfer.***

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): BMGT8028. 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.***

BMGT8035 * Tests, Measurements, and Business Research Design (4 quarter credits)

This course is an introduction to tests and measurement instruments commonly used in business studies. Learners in this course examine instrument development, factor analysis, validity testing and review the ethical, professional, and legal aspects of the use of these instruments. Learners also develop key sections of the dissertation methodology and design, incorporating appropriate instruments and corresponding validity data. ***Prerequisite(s): BMGT8034 or RSCH7864; BMGT-R8926. 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): BMGT8032. Cannot be fulfilled by transfer.***

BMGT8043 * Quantitative Research Techniques 2 (4 quarter credits)

In this course, learners define a quantitative research question by demonstrating the understanding of the relationship between hypothesis and theory. Learners develop a research design using research questions and the appropriate sample, control variables, and statistical technique, and identify the logical connection between the hypothesis and theory. Other course topics include sample design, exploratory data analysis, multiple regression, logistic regression, factorial ANOVA, and multivariate analysis of variance (MANOVA). This course requires the use of analytical software. ***Prerequisite(s): BMGT8035. Cannot be fulfilled by transfer.***

BMGT8044 * Qualitative Research Design and Data Analysis (4 quarter credits)

This course extends the topics covered in BMGT8040 and is designed to prepare learners to develop and conduct their own qualitative study for a dissertation. Learners further analyze the philosophical underpinnings of qualitative research and inquiry, emphasizing effective execution of school-approved dissertation research methodologies. These methodologies include case study, phenomenology, Delphi, and generic qualitative research. Learners assess the design, sampling, and data collection strategies associated with each of the four methodologies. Learners also examine the data analysis processes associated with each methodology, as well as the role of the researcher in documenting personal reflections in the collection and analysis of data. ***Prerequisite(s): BMGT8040 or RSCH7868; BMGT-R8926. Cannot be fulfilled by transfer.***

BMGT8046 * Qualitative Data Collection Strategies, Data Collection Guides, and Field Testing (4 quarter credits)

This course is an in-depth review of qualitative data collection strategies, data collection guides, and data collection techniques commonly used in business research. Learners use their approved dissertation research plans to develop a data collection guide and conduct an expert review and mock data collection. Learners also assess the ethical issues involved in qualitative data collection associated with their study method and design and propose mitigation strategies for participant and data protection and to ensure credibility, dependability, transferability, and trustworthiness. Finally, learners develop key sections of the dissertation methodology and design, incorporating the data collection strategy, and field-tested data collection guide. ***Prerequisite(s): BMGT8044. Cannot be fulfilled by transfer.***

BMGT8055 * Business Special Topics: Literature Review (4 quarter credits)

This course guides learners in the development of a comprehensive literature review. Learners build on their approved Dissertation Research Plan from residency tracks 2 or 3 as the foundation for drafting Chapter 2 of their dissertation. Learners document and synthesize key seminal theoretical works, conceptual studies, and methodologies underpinning the gap in the scholarly knowledge that their proposed study addresses. While developing Chapter 2 of their dissertation, learners review and apply PhD dissertation guidelines. ***Prerequisite(s): BMGT-R8926. 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. ***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. ***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. ***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. ***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. ***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. ***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. *Cannot be fulfilled by transfer.*

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 ideageneration systems, flexible processes, governance structures, and evaluation metrics. *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. *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. *Cannot be fulfilled by transfer.*

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.

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.

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.*

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.*

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, informationage workplace. *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. ***Cannot be fulfilled by transfer.***

BMGT8414 Attracting and Retaining Talent (4 quarter credits)

Learners in this course evaluate emerging human resource management theories and practices for effectively attracting employees. Learners analyze workforce selection practices for reliability and align performance management strategies to support the organizational mission. ***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. ***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. ***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. ***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. *Cannot be fulfilled by transfer.*

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. *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. *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. *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. *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. *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. *Department consent is required for registration. 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. *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 specialization requirements. Prerequisite(s): BMGT9919 or OM9919 or PHB9919. Cannot be fulfilled by transfer.*

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. ***For BSN learners only.***

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. ***For BSN learners only.***

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 patientcentered perspective that addresses disease processes, pharmacological and non-pharmacological therapies, teamwork, and patient safety initiatives. ***For BSN learners only.***

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.***

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. 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 principles and leadership styles apply to health care management. In addition, learners explore managerial roles, responsibilities, and ethical practices, and apply critical thinking, problem solving, and technical skills to healthcare management practice. ***Prerequisite(s): For BS Health Care Management learners only. Learners may only earn credit for BUS3003 or BUS3006 or BUS3007. 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. 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 examine the fundamental principles of management and the characteristics that make an effective manager. Learners then apply these principles in management decision-making roles of planner, organizer, controller, and communicator. ***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 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, tort, and legal entity law. Learners evaluate the historical underpinnings and origins of the United States 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 assess the effectiveness of supply chains to meet customer demands. 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 indepth 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 understand and apply the fundamentals of organizational communication. Learners analyze the interrelationship of organizational communication, symbols, culture, performance, and effective communication practices in relationships internal and external to the enterprise. Learners also examine how effective organizational communication contributes to successful organizational performance and the ways elements of organizational communication interact 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.*

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.***

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.*

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 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 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.*

BUS4068 * Contemporary Auditing Using Investigative Accounting Practices (6 quarter credits)

In this course, learners analyze the various types of financial and forensic audits, and the environment surrounding financial and forensic auditing. Learners also assess the background, practice and methods of conducting an audit, and ancillary services offered during an examination. Finally, learners use previously acquired accounting knowledge and investigative skills to render opinions and answer financial questions. *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.*

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. *Prerequisites(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): BUS4068, 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, BUS4068.*

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)

This course offers an in-depth study of health care economics and prepares learners to apply this knowledge to the future needs of health care organizations. It focuses on issues related to efficiency, effectiveness, value, and behavior in the production and consumption of health care. Learners examine current trends and historical perspectives in the health

care industry to understand its unique economic structure, while applying critical thinking skills to analyze systemic impacts of the behavior of individuals, health care providers, public and private organizations, and governments. Learners also evaluate current public policies and reimbursement systems as well as their impacts on the overall health care system. ***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.***

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 the business management skills used to effectively assess, create, and lead culturally competent health care organizations. Learners explore management responsibilities for creating and maintaining a workplace environment of cultural diversity and inclusion, as well as the challenges associated with this responsibility and the resources available to meet those challenges. Learners also examine how cultural health disparities and the social determinants of health affect the ability of health care organizations to provide culturally competent health care programs and services. *Prerequisite(s): BUS3026.*

BUS4200 * Identifying Core Business Processes and Master Data (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. *Prerequisite(s): BUS1003 or BUS3006 or BUS3007 or 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 analyze a business intelligence project using pertinent data and analytical techniques to strengthen their understanding of the role statistical thinking and quantitative methods play in solving real life business problems. Learners gain knowledge of advanced quantitative concepts and the skills needed to apply statistical software to the problem to complete the business intelligence 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 explore change management by examining the dynamics of change. Learners practice change management concepts through professionally relevant, hands-on activities. In addition, learners gain the knowledge and skills required to lead, facilitate, and support change management. Learners examine their own experiences to gain an understanding of the unfolding dynamics of planned and unplanned change in organizations from the multiple perspectives of various stakeholders. Learners analyze creative problem solving, team development, roles and responsibilities, knowledge and skills development, communication tools, and broad participation in the change process.

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***

CES8001 Orientation to Doctoral Studies in Counselor Education (4 quarter credits)

This course is designed as an introduction to the profession of counselor education and supervision and to doctoral research and ethics. Learners analyze the dissertation process, procedures, and resources and identify a potential topic appropriate for independent scholarly research in counselor education and supervision. ***For PhD in Counselor Education and Supervision learners only. Must be taken during the learner's first quarter. 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. ***For PhD in Counselor Education and Supervision learners only. 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.***

CES8130 * Advanced Scholarly Inquiry (4 quarter credits)

In this course, learners critically analyze research literature and apply academic writing expertise to develop a scholarly discourse. Learners use a systemic approach to evaluate and analyze current literature on a topic and develop a research topic appropriate for the field. ***For PhD in Counselor Education and Supervision learners only. Prerequisite(s): CES8001. Cannot be fulfilled by transfer.***

CES8140 * Research Theory and Philosophy (4 quarter credits)

In this course, learners examine the philosophical assumptions of scholarly research. Learners analyze and synthesize literature as it relates to theoretical frameworks and apply research theory and philosophical assumptions as a foundation for research relevant to the field. *For PhD in Counselor Education and Supervision learners only. Prerequisite(s): CES8130. Cannot be fulfilled by transfer.*

CES8150 * Research Design (4 quarter credits)

Learners in this course build and demonstrate their understanding of how to design research for both quantitative and qualitative studies with additional focus on the learner's dissertation research design. Learners examine procedures, describe the research population and sample, establish the inclusion and exclusion criteria, and apply ethical considerations for the research. *For PhD in Counselor Education and Supervision learners only. Prerequisite(s): CES8140. Cannot be fulfilled by transfer.*

CES8160 * Qualitative Research Methods (4 quarter credits)

In this course, learners investigate qualitative and emergent research designs and methods. Learners analyze ethical and cultural issues associated with the qualitative research process. Learners develop skills used to conduct qualitative research, such as evaluating qualitative data collection methods, designing qualitative instruments, analyzing data, and examining results for future research and professional practice. *For PhD in Counselor Education and Supervision learners only. Prerequisite(s): CES8150. Cannot be fulfilled by transfer.*

CES8170 * Quantitative Research Methods (4 quarter credits)

Learners in this course examine univariate and multivariate research methods, designs, and statistical procedures used in counselor education and supervision. Learners formulate appropriate quantitative research questions, design and evaluate approaches to data analysis, and identify models and methods of program evaluation as well as instrument selection and design. Throughout the course, learners enhance their research as well as statistical and data analysis skills using the latest version of Statistical Package for the Social Sciences (SPSS) software. *For PhD in Counselor Education and Supervision learners only. Prerequisite(s): CES8150. Cannot be fulfilled by transfer.*

CES8746 Program Evaluation in Counselor Education and Supervision (4 quarter credits)

Learners in this course apply procedures used to conduct and evaluate counseling programs to build their knowledge of program evaluation models and methods. Learners also examine outcome assessments as tools for evaluation. *For PhD in Counselor Education and Supervision learners only. Cannot be fulfilled by transfer.*

CES8760 Advanced Counseling Practice (4 quarter credits)

In this course, learners expand and refine therapeutic skills developed through prior practice and coursework to investigate advanced counseling practice skills. 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. ***For PhD in Counselor Education and Supervision learners only. Cannot be fulfilled by transfer.***

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. ***For PhD in Counselor Education and Supervision learners only.***

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. ***For PhD in Counselor Education and Supervision learners only.***

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 use a social justice lens to assess current topics and multicultural issues. Throughout the course, learners analyze 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. ***For PhD in Counselor Education and Supervision learners only. Cannot be fulfilled by transfer.***

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 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. ***For PhD in Counselor Education and Supervision learners only. 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 site-based learning setting relevant to their chosen field. This course requires no fewer than 200 hours of supervised practice. ***For PhD in Counselor Education and Supervision learners only. 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 and engage in supervised teaching practice during a master's-level residency. This course requires no fewer than 200 hours of supervised practice. ***For PhD in Counselor Education and Supervision learners only. 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. ***For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Prerequisite(s): CES8785. Special permission is required for registration. Cannot be fulfilled by transfer.***

CES8800 * Counselor Education and Supervision Practicum (2 quarter credits)

Learners in this course participate in an advanced counseling practice experience during which they apply a range of counseling skills and knowledge bases related to evidenced-based practices to individuals, couples, and groups. Learners strengthen their case conceptualization, assessment, diagnosis, and treatment planning skills and demonstrate the ability to develop ethical, therapeutic relationships with clients. This course requires 100

hours of clinical experience and no fewer than 40 hours of direct client contact. ***For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Prerequisite(s): CES8001, CES8130, CES8140, completion of or concurrent registration in CES8760. Cannot be fulfilled by transfer.***

CES8910 * Counselor Education and Supervision Teaching Internship 1 (2 quarter credits)

This is the first course in a sequence of five required internship courses, throughout which learners complete 600 required hours in the areas of teaching, supervision, and research. In this internship, learners teach a 10-week online didactic course under the supervision of a Capella University instructor. Learners apply teaching methods and effective approaches to online learning while promoting gatekeeping relevant to counselor education and supervision. This course requires no fewer than 120 hours of supervised teaching related practice. ***For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Prerequisite(s): CES8800, completion of or concurrent registration in CES8768. Cannot be fulfilled by transfer.***

CES8920 * Counselor Education and Supervision Teaching Internship 2 (2 quarter credits)

This is the second course in the sequence of five required internship courses. Learners in this internship teach a six-week online counseling course with an embedded five-and-a-half-day face-to-face residency under the supervision of a Capella University instructor. Learners apply teaching methods, effective approaches to adult learning, and gatekeeping relevant to counselor education and supervision. This course requires no fewer than 120 hours of supervised teaching practice. ***This course requires travel. For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Prerequisite(s): CES8800, CES8910. Cannot be fulfilled by transfer.***

CES8930 * Counselor Education and Supervision Teaching Internship 3 (2 quarter credits)

This is the fourth course in the sequence of five required internship courses. Learners in this internship act as the primary instructor and teach a 10-week online course under the supervision of a Capella University instructor. Learners apply teaching methods, effective approaches to adult learning, and gatekeeping relevant to counselor education and supervision. Learners also demonstrate effective evaluation methods that are ethically and culturally appropriate. This course requires no fewer than 120 hours of supervised teaching practice. ***This course requires travel. For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Prerequisite(s): CES8800, CES8910, CES8920, CES8940. Cannot be fulfilled by transfer.***

CES8940 * Supervision Internship (2 quarter credits)

This is the third course in the sequence of five required internship courses. Learners engage in clinical supervision for the duration of a 10-week course with a cohort of master's-level internship learners and act under the supervision of a Capella University instructor. Learners apply theoretical frameworks and models of supervision to practice their own personal style of clinical supervision. In addition, learners engage in gatekeeping responsibilities and administrative procedures related to clinical supervision. Learners also demonstrate effective evaluation methods that are ethically and culturally appropriate. This course requires no fewer than 120 hours of supervised teaching practice. ***For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Prerequisite(s): CES8800, CES8910, CES8920, completion of or concurrent registration in CES8772. Cannot be fulfilled by transfer.***

CES8950 * Research Internship (2 quarter credits)

This is the fifth course in the sequence of five required internship courses. Learners in this internship apply relevant ethical research practices to all aspects of the research proposal including design, procedures, recruitment, data collection, and analysis. Learners articulate the ethical considerations and processes in an application for review by the university's institutional review board. This course requires no fewer than 120 hours of supervised teaching practice. ***For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Prerequisite(s): CES8130, CES8140, CES8150, CES8160, CES8800, CES8910, CES8920, CES8930, CES8940, completion of or concurrent registration in CES8170. Cannot be fulfilled by transfer.***

CES9100 * Research and Scholarship (4 quarter credits)

In this course, learners refine independent research skills. Learners produce a comprehensive research proposal for their dissertation that applies a scholarly literature review and research questions supported by research designs appropriate for professional research in the field. Learners also refine the research proposal to focus on scientific merit and ethical and culturally relevant research processes guided by the university's institutional review board. ***For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Prerequisite(s): CES8170, CES8746, CES8760, CES8768, CES8772, CES8776, CES8800, CES8930, CES8940, CES8950. Cannot be fulfilled by transfer.***

CES9600 * Counselor Education and Supervision Quantitative Dissertation (4 quarter credits)

This course provides learners with resources, guidance, and peer and mentor support as they complete their quantitative dissertation with emphasis on the following sections: recruitment, data collection, data analysis, discussion of results, and implications and recommendations of future research. ***For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Learners must register for this course a minimum of three times to fulfill their program requirements. Prerequisite(s): CES9100 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.***

CES9700 * Counselor Education and Supervision Qualitative Dissertation (4 quarter credits)

This course provides learners with resources, guidance, and peer and mentor support as they complete their qualitative dissertation with emphasis on the following sections: recruitment, data collection, data analysis, discussion of results, and implications and recommendations of future research. ***For PhD in Counselor Education and Supervision learners only. Grading for this course is S/NS. Learners must register for this course a minimum of three times to fulfill their program requirements. Prerequisite(s): CES9100 with a cumulative GPA of 3.0 or better.***

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 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 PhD in Counselor Education and Supervision learners only. Department consent is required for registration. Grading for this course is S/NS. Prerequisite(s): CES8004, CES8110, CES8120, CES8120, 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 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 PhD in Counselor Education and Supervision learners only. 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 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.***

CES9980 Doctoral Project Development (4 quarter credits)

This course provides learners with the resources, structure, and faculty support for successful completion of their doctoral project requirements. Learners analyze, critique, and integrate information into the design and implementation of their project. ***For PhD in Counselor Education and Supervision learners only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

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.

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 policecommunity 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.

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, crimespecific 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.

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.***

COM-H4005 * Communicating and Integrating Solutions in the Professional World (6 quarter credits)

In this course, learners apply communication skills, information literacy, and first-hand research to complete a final professional presentation and share their findings with their instructor and peers. ***For honors pathway learners only. Prerequisite(s): SOC-H3005. Cannot be fulfilled by transfer.***

COM1100 Navigating a Digital World (4 quarter credits)

In this course, learners build their knowledge of technological tools to stay organized, maximize their time, and stand out personally and professionally in the workplace. Learners use computers, software, and online tools to effectively complete a task, apply digital tools and organization techniques to effectively create timelines and set priorities, and investigate organizational strategies to maximize productivity.

COM1200 Communication at Work (4 quarter credits)

In this course, learners develop key workplace communication skills, including writing, listening, and speaking with credibility. Learners acquire effective communication skills by participating in different communication scenarios and applying active listening. In addition, learners practice time-management solutions by exploring different technologies.

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.

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.

COUN-R5861 * The Counseling Relationship: Concepts and Skills (4 quarter credits)

In this first residency, learners gain an understanding of clinical skills practice through coursework and a face-to-face residency. During the face-to-face residency, learners analyze, develop, and demonstrate counseling concepts and skills. This course requires a time commitment after the face-to-face residency beyond the online course activities. ***For MS in Addiction Studies, MS in Clinical Mental Health Counseling, and MS in School Counseling learners only. Prerequisite(s): ADD5217 or COUN5217; COUN5223 or COUN5260 or COUN5280; ADD5336 or COUN5336. Cannot be fulfilled by transfer.***

COUN-R5863 * The Advanced Counseling Relationship: Concepts, Skills, and Approaches (4 quarter credits)

In this second residency, learners build upon clinical skills practice and group counseling. Learners analyze, develop, and demonstrate advanced counseling concepts, skills, and approaches during their face-to-face residency. This course requires a time commitment after the face-to-face residency beyond the online course activities. ***For MS in Clinical Mental Health Counseling, and MS in School Counseling learners only. Prerequisite (s): COUN5007 or COUN5107; COUN5106; COUN5108 or COUN5420; COUN5238 or COUN5241; COUN5812 or COUN5830; COUN-R5861. Cannot be fulfilled by transfer.***

COUN5004 Survey of Research in Human Development for Professional Counselors (4 quarter credits)

Learners in this course examine theories of lifespan development and behavior from a counseling perspective. Learners describe effective approaches in counseling, evaluate its historical and philosophical relevance to current practice, and apply theories and practices to advocate for diverse clientele. ***For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Must be taken during the first quarter by learners who have been admitted to the MS in Clinical Mental Health Counseling and MS in School Counseling degree programs and the Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, and Contemporary Theory in School-Based Services graduate certificate programs. Cannot be fulfilled by transfer.***

COUN5007 Research Methods for the Counseling Professions (4 quarter credits)

This course provides an overview of quantitative, qualitative, and mixed-method approaches to counseling research and program evaluation. Learners apply graduate-level approaches to research methodology for the counseling profession. *For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.*

COUN5106 Assessment, Tests, and Measures (4 quarter credits)

Learners in this course examine the assessment process and how tests and measures are used in counseling. Learners also explore the evolution of assessment methods, testing strategies and interpretation, and fundamental measurement constructs. *For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.*

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. *For MS in Clinical Mental Health Counseling, Contemporary Theory in Mental Health Services graduate certificate, MSW, and MSW—Advanced Standing learners only. Prerequisite(s): COUN5223 or SWK5013.*

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. *For MS in Clinical Mental Health Counseling, Contemporary Theory in Addictive Behavior graduate certificate, MSW, and MSW—Advanced Standing learners only. Prerequisite (s): COUN5223 or COUN5260 or SWK5013.*

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 in a variety of treatment settings. Learners also analyze how personal belief systems can influence counselors' responses to those issues. ***For MS in Clinical Mental Health Counseling, MS in School Counseling degree program and Contemporary Theory in Mental Health Services graduate certificate learners only.***

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. ***For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.***

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. ***For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.***

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. *For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate 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. *For MS in School Counseling learners only. Prerequisite(s): COUN-R5861.*

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. *For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.*

COUN5258 Group Therapy and Treatment of Substance-Related and Addictive Behaviors (4 quarter credits)

In this course, learners explore group counseling as an important aspect of addictions treatment, recovery, and relapse prevention. Learners develop a personal model of group treatment for substance-related and addictive disorders that is informed by counseling and group theories; ethical, legal, and cultural considerations; and group development models. *For MS in Addiction Studies, MS in Marriage and Family Therapy, MSW, MSW—Advanced Standing, and Contemporary Theory in Addictive Behavior graduate certificate learners only.*

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. *For MS in Addiction Studies, MS in Marriage and Family Therapy, MSW, MSW—Advanced Standing, and Contemporary Theory in Addictive Behavior graduate certificate learners only.*

COUN5261 Interventions for Substance-Related and Addictive Disorders (4 quarter credits)

Learners in this course investigate current treatment interventions for substance-related and addictive disorders. In addition, learners evaluate diagnoses for substance-related and addictive disorders and apply appropriate treatment. Topics include inpatient and outpatient treatment options, self-help groups, the use of alternative treatment modalities, and continuum of care including community resources, relapse prevention, and recovery planning. *For MS in Addiction Studies, MS in Marriage and Family Therapy, MSW, MSW—Advanced Standing, and Contemporary Theory in Addictive Behavior graduate certificate learners only.*

COUN5264 Contemporary Issues in the Treatment of Substance-Related and Addictive Disorders (4 quarter credits)

In this course, learners gain and apply the knowledge and skills needed to pursue a career as an addictions counselor. Learners analyze the history of addiction treatment as well as approaches to treatment and examine case management, including continuum of care. Learners also develop an understanding of ethical considerations, special populations, and general terminology for the field of addiction treatment. *For MS in Addiction Studies, MS in Marriage and Family Therapy, MSW, MSW—Advanced Standing, and Contemporary Theory in Addictive Behavior graduate certificate learners only.*

COUN5266 Family Systems and Psychoeducation in Addiction (4 quarter credits)

Learners in this course apply the lens of systemic thinking to examine how addiction impacts family systems. Learners assess the role of psychoeducation in treating and preventing addiction with individuals and families as well as other complex facets of addiction that include the role of family dynamics, the relationship between professional systems, models of recovery, and pathology. Learners also develop psychoeducation-informed family group therapy lesson plans. *For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.*

COUN5268 Psychopharmacology and Medication Management (4 quarter credits)

Learners in this course examine the neurobiological, behavioral, psychological, and physical effects of psychoactive substances on individuals and analyze the classifications, indications, and contraindications of commonly prescribed psychopharmacological medication. Learners also apply principles of psychopharmacology to the clinical practice of counselors and therapists, including consultation and interfacing with the medical community and other systems of care. *For MS in Clinical Mental Health Counseling, MS*

in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.

COUN5269 Introduction to Psychopharmacology for Counselors (1 quarter credit)

Learners in this course examine psychopharmacology from a non-medical, mental health perspective. Learners identify the mechanisms and actions of commonly used psychoactive drugs and explore the therapeutic use of drugs for the treatment of mental disorders. *For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.*

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, including consideration for diversity and sociocultural factors. Learners also apply systems-oriented assessment models and strategies for initial interviews, hypothesis formulation, and designing a strategy for intervention. *For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.*

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. *For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.*

COUN5279 Life Planning and Career Development (4 quarter credits)

In this course, learners develop foundational knowledge and skills applicable to career counseling and development. Learners analyze theoretical models of career development as they relate to client interests, aptitudes, personalities, traits, values, and work preferences. In addition, learners explore the ways in which social interests, family relationships, cultural facets, and developmental factors and circumstances resulting from

life transitions relate to career development across the lifespan. Learners also discuss legal and ethical issues associated with career counseling practice. ***For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.***

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. ***For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.***

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. ***For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Prerequisite(s): COUN5241, COUN5812, COUN-R5811.***

COUN5336 Counseling and Advocacy with Diverse Populations (4 quarter credits)

This course introduces theory, research, and models that inform ethical and culturally competent counseling, as well as social justice advocacy, in a variety of settings. Learners assess how biopsychosocial characteristics and concerns of diverse populations impact access to and utilization of community-based resources, optimal development across the lifespan, and equity. Learners also present strategies to address the influence that their own heritage, attitudes, beliefs, and acculturative experiences has on the counseling process. In addition, learners identify effective counseling and advocacy strategies with diverse individuals, couples, families, and groups, and explore the role of the counselor and advocate in promoting social justice at multiple levels. ***For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree***

program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.

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 Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.***

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. ***For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.***

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. ***For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Prerequisite(s): COUN5279, COUN-R5811.***

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. *For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only.*

COUN5601 Special Topics for Counselors (1 quarter credits)

Learners in this course investigate a specific topic in counseling to enhance their understanding of theory, practice, and research in the counseling profession. Learners will develop their understanding and application of clinical skills in preparation for professional counseling practice. *Special permission is required for registration.*

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. *For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. 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. *For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. 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. *For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. 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. *For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Prerequisite(s): Completion of or concurrent registration in COUN5239.*

COUN5616 * Legal and Ethical Responsibilities in Counseling (1 quarter credit)

This evidenced-based research course is a supplement to COUN5217. Learners examine the counselor's legal and ethical responsibilities associated with professional disclosure and managing emergency situations. Learners also apply the ethical and legal codes of various professional counseling associations, such as the American Counseling Association (ACA) and the American School Counselor Association (ASCA), and complete a final project that demonstrates ethical and legal competence in their area of specialization. *For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Prerequisite(s): COUN5217.*

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. *For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree*

program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. Prerequisite(s): COUN5280.

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. ***For MS in Clinical Mental Health Counseling, Contemporary Theory in Mental Health Services graduate certificate learners only. COUN-R5861 must be taken the quarter immediately following COUN5830. Prerequisite(s): COUN5217, COUN5223, COUN5239, COUN5336.***

COUN5832 * Group Counseling and Applications in Clinical 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. Learners continue to integrate mental health counseling theories and methods within clinical practice. ***For MS in Clinical Mental Health Counseling, Contemporary Theory in Mental Health Services graduate certificate learners only. COUN-R5863 must be taken the quarter immediately following COUN5832. Prerequisite(s): COUN5106, COUN5107, COUN5108, COUN5238, COUN-R5861. 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 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. ***For MS in School Counseling learners only. 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): COUN5007, COUN5106, COUN5284, COUN-R5863, 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. *For MS in School Counseling, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. 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): COUN5007, COUN5106, COUN5284, COUN-R5863, 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. *For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. 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): COUN5420, 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. ***For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. 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.***

COUN6202 * Marriage and Family Counseling/Therapy Clinical Practicum (4 quarter credits)

The clinical practicum is an online-directed course and a supervised site-based learning experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family counseling or therapy 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 site supervisors and weekly synchronous (live) group supervision with faculty supervisors using secure web conferencing solutions. ***For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. 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): COUN5007, COUN5106, COUN5107, 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 site-based learning experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family counseling or therapy 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 site supervisors and weekly synchronous (live) group supervision with faculty supervisors using secure web conferencing solutions. ***For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services,***

and Systemic Couple and Family Therapy graduate certificate learners only. 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 or MFT6231 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 site-based learning experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family counseling or therapy 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 site supervisors and weekly synchronous (live) group supervision with faculty supervisors using secure web conferencing solutions. ***For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. 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 site-based learning experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family counseling or therapy 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 site supervisors, and weekly synchronous (live) group supervision with faculty supervisors using secure web conferencing solutions. ***For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. 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 or MFT6233 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 site-based learning experience in a mental health counseling site-based learning 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 experience, which must consist of no fewer than 40 hours of direct client contact, and no fewer than 10 hours of face-to-face contact with an approved site supervisor. Learners also meet weekly via web conferencing for synchronous group supervision meetings with their course instructor. *For MS in Clinical Mental Health Counseling learners only. 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): COUN5007, COUN5106, COUN5225, COUN5254, COUN5271, COUN5279, COUN-R5631, COUN-R5863, completion of or concurrent registration in COUN6965 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 site-based learning 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 experience, which must consist of no fewer than 40 hours of direct client contact, and no fewer than 10 hours of face-to-face contact with an approved site supervisor. Learners also meet weekly via web conferencing for synchronous group supervision meetings with their course instructor. *For MS in Clinical Mental Health Counseling learners only. 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): COUN5007, COUN5106, COUN5225, COUN5254, COUN5271, COUN5279, COUN-R5861, COUN-R5863, completion of or concurrent registration in COUN6965 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 20 hours of face-to-face contact with the approved site supervisors. Learners also meet weekly via web conferencing for synchronous group supervision meetings with their course instructor. The internship consists of a courseroom experience accompanied by supervised experience in a mental health counseling 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. *For MS in Clinical Mental Health Counseling learners only. 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.

COUN6322 * Mental Health Counseling Clinical Internship 2 (5 quarter credits)

This course serves as the capstone course for the MS in Clinical Mental Health Counseling program. Learners engage in an online courseroom experience in addition to a supervised experience in a mental health counseling setting. Learners develop specific clinical skills in interviewing, assessment, intervention, documentation, and consultation with individuals, couples, and/or families. Learners gain skills in 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, and passing the state board license exam, learners are prepared to transition into roles as professional counselors who make active contributions to the field. ***For MS in Clinical Mental Health Counseling learners only. 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 20 hours of face-to-face contact with the approved site supervisors. Learners also meet weekly via web conferencing for synchronous group supervision meetings with their course instructor. The internship consists of a courseroom experience accompanied by supervised experience in a mental health counseling 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. ***For MS in Clinical Mental Health Counseling learners only. 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 course serves as the capstone course for the MS in Clinical Mental Health Counseling program. Learners engage in an online courseroom experience in addition to a supervised experience in a mental health counseling setting. Learners develop specific clinical skills in interviewing, assessment, intervention, documentation, and consultation with individuals, couples, and/or families. Learners gain skills in 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, and passing the state board

license exam, learners are prepared to transition into roles as professional counselors who make active contributions to the field. ***For MS in Clinical Mental Health Counseling learners only. 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 site-based learning experience. It is the learner's responsibility to research and comply with the specific clinical or school experience requirements of their states. ***For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. 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 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 experience. ***For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. 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.***

COUN6432 Addiction 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. Of those 240 hours, 120 must be substance abuse-related. Learners must also complete 24 hours of face-to-face contact with site supervisors. The internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a setting relevant to the learner's chosen field of addiction counseling or therapy. ***For MS in Clinical Mental Health Counseling, MS in Marriage and Family Therapy, MS in School Counseling degree program and Contemporary Theory in Addictive Behavior, Contemporary Theory in Mental Health Services, Contemporary Theory in School-Based Services, and Systemic Couple and Family Therapy graduate certificate learners only. 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): COUN6431 with a cumulative GPA of 3.0 or better. 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. ***For MS in Clinical Mental Health Counseling, Contemporary Theory in Mental Health Services graduate certificate learners only. Prerequisite(s): COUN5007, COUN5106, COUN5223, COUN5832, COUN-R5861. Cannot be fulfilled by transfer.***

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.

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.

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.

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.

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 communitybased 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, PSL-R8926, RSCH7868.*

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, 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-R8960 * Capstone Professional Project (3 quarter credits)

In this course, learners begin developing their DBA Capstone Professional Project. Learners create a capstone literature matrix in their specialization to begin framing their Professional Project business problem and research topic. Learners also improve their acumen in research project initiation, which includes developing an introduction, capstone topic, problem of practice, purpose of the project, and project specifications. ***Prerequisite(s): DB8015. Cannot be fulfilled by transfer.***

DB-R8962 * Management Skills for Capstone Learners (3 quarter credits)

Learners in this course develop skills in the areas of project management, ethical research considerations, change management, interviewing techniques, and professional report writing. Learners also apply these skills in their capstone project and professional growth.

For DBA learners only. Prerequisite(s): DB8066, DB-R8960. Cannot be fulfilled by transfer.

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. ***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. Prerequisite(s): DB8002. Cannot be fulfilled by transfer.***

DB8015 * Applied Business Research Projects (6 quarter credits)

This course provides a guided development of a literature review for a capstone project proposal. Learners develop a literature review of the specialization topical area through evaluation of the associated major threads or streams of current research. The course also prepares learners for discussion of an appropriate topic during Residency Track 1. ***For DBA learners only. Prerequisite(s): DB8008. 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.

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.***

DB8035 Supply Chain Management in a Global Environment (6 quarter credits)

In this course, learners evaluate global supply chain design and strategies for effective alignment with organization business models, trade agreements, vulnerability, risk, resilience, and sustainability. Learners examine integrated global supply chain systems, including logistics, quality, technology, and access to customers. Learners also evaluate cross-cultural practices, ethical behavior, negotiations, communications, and compliance in global and local environments as they impact supply chain management.

DB8040 Financial Decision Making (6 quarter credits)

This course presents the ways financial theory and practice can be applied to increase the quality of 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.

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 multifunction 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.*

DB8066 * Fundamentals of Quantitative and Qualitative Research (6 quarter credits)

In this course, learners evaluate the fundamental concepts needed to conduct doctoral level research. Learners develop skills related to quantitative research techniques including understanding variables and relationships, evaluating the reliability and validity of quantitative instruments, and choosing appropriate statistical techniques. Learners also examine qualitative techniques such as creating, setting up, and conducting an expert review of interview questions. *Prerequisite(s): DB-R8960.*

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.

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. *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. 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. 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. ***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 worldclass supply bases that are cost effective, 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 worldclass 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 scholarpractitioner model, learners explore research literature in supply chain network design. *For DBA Global Operations and Supply Chain Management learners only.*

DB8400 Your DBA Journey (6 quarter credits)

In this first course, learners analyze the components of a business problem. Learners use critical thinking models and practices, including the role of assumptions, to identify business problem scenarios. Learners practice professional- and business-writing, acquire library skills, network with peers and doctoral support services, and learn new technological and reflective tools for further development and independent thought. *Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.*

DB8405 Effective Organizational Leadership (6 quarter credits)

Learners in this course investigate business problems in information systems, management, and marketing experienced by leaders. Learners examine models and theories found in current scholarly and practitioner literature. Additionally, learners analyze project-based problem solving.

DB8410 Addressing Problems in Human Resources and Compliance (6 quarter credits)

In this course, learners analyze project-based concepts in human resources, business law, business ethics, and re-skilling of talent pools in the global environment. Learners examine business ethical compliance using value- and rule-based argumentation. Learners evaluate secondary data sources to perform due diligence when creating objective, fact-based, unbiased analyses.

DB8415 Strategic Decision Making (6 quarter credits)

In this course, learners identify strategic decision-making models and theories to assist in solving business financial problems. Learners apply economic and managerial accounting data and management theories to business strategy decisions. Learners cultivate skills using decision and visualization tools, logic frameworks, and intuitive knowledge. Additionally, learners gain an understanding of gap analysis within the project perspective.

DB8420 Teaching Business in Higher Education (6 quarter credits)

In this course, learners develop a personal teaching philosophy regarding teaching practices, methods, models, and strategies within the fields of business and supply chain management. Learners create instructional plans and measurable assessments for higher business education within adult-learning frameworks. Additionally, learners write portions of business courses and assess curriculum.

DB8610 * Leadership Theory and Practice (4 quarter credits)

In this course, learners analyze the literature on leadership styles and theories, as well as more practical aspects of creative thinking. Throughout the course, learners cultivate their literature knowledge with scholarly and practical content from completed research studies. Learners also identify gaps in practice using established methods of gap analysis and consider specific actionable responses to the gaps. Learners investigate an array of leadership project ideas and current scenarios based on real world problems as found in the business literature. ***Prerequisite(s): DB8420. Cannot be fulfilled by transfer.***

DB8620 * High Performance Leadership (4 quarter credits)

Learners in this course analyze the literature within the leadership concepts surrounding high performance leadership. Learners identify the concepts of reskilling management using the frameworks and theories within human resource management toward creating high performing teams and leaders. Learners gain an understanding of high performing teams, high performance work practices, and various leadership development methods. Learners

examine the values, thinking, and practices that need to be developed to be a high-impact leader. Learners discover ways to create meaningful and measurable outcomes as leaders. ***Prerequisite(s): DB8610. Cannot be fulfilled by transfer.***

DB8630 * Catalysts for Change (4 quarter credits)

In this course, learners examine literature within the leadership concepts surrounding changing employee behaviors, enterprise agility, agile workforce transformation, and leading complex change. Learners investigate unique frameworks and tools proven to assist in creating a project about leading teams for growth and change, leading through crises, leading transformational change, and other relevant and current topics in leadership. Learners gain the knowledge and skills necessary to collect and analyze data using various techniques, while also acquiring certification to ethically conduct human subject research. ***Prerequisite(s): DB8620. Cannot be fulfilled by transfer.***

DB8640 * Seminar: Leadership Topic Development (6 quarter credits)

In this course, learners create an individualized project topic within the specialization of organizational leadership using the capstone template. Learners write the initial portion of their project proposal, including their problem of practice, topic background, project justification and framework, and a preliminary project plan. Learners identify how research is disseminated, including through the use of presentations within their industry and professional communities of practice. Learners must achieve capstone project topic approval from multiple approvers to move beyond this course. ***Prerequisite(s): DB8630, RSCH7860. Cannot be fulfilled by transfer.***

DB8650 * Seminar: Leadership Literature Review (6 quarter credits)

In this course, learners write the literature review for their individual projects. Learners create synthetic reviews of the literature supporting their topic, their planned technique for collecting data, and their applied framework, theory, concept, or model which grounds their project. Learners must achieve capstone literature review approval from multiple approvers to move beyond this course. ***Prerequisite(s): DB8640. Cannot be fulfilled by transfer.***

DB8710 * Strategy and Innovation - Theorizing, Crafting, Executing (4 quarter credits)

In this course, learners analyze the literature on strategy and innovation theories, as well as more practical aspects of creative thinking. Throughout the course, learners cultivate their literature knowledge with scholarly and practical content from completed research studies. Learners identify gaps in practice using established methods of gap analysis to consider specific actionable responses to the gaps. Learners investigate an array of strategy and innovation project ideas and current industrial, product-based, or market-based scenarios. ***Prerequisite(s): DB8420. Cannot be fulfilled by transfer.***

DB8720 * Strategic Digital Transformation (4 quarter credits)

Learners in this course analyze the literature within the strategic concepts surrounding digital transformation. Learners investigate unique frameworks and tools proven to assist in creating a strategic, competitive plan for successfully leading in the digital business marketplace. Learners create abbreviated proposals based on problems found within a variety of digital ecosystems to conceptualize valid and meaningful project ideas. Learners identify how research techniques fit into project planning and managing for digital change.

Prerequisite(s): DB8710. Cannot be fulfilled by transfer.

DB8730 * Managing Innovation, Design, and Creativity (4 quarter credits)

In this course, learners identify how leaders use creativity to design strategies, and examine innovative practices that drive companies to success. Learners investigate unique frameworks and tools proven to assist in creating a project about corporate model innovation, strategies for leveraging ecosystems, innovative workspaces, design thinking and creativity, customer focused innovation, and other relevant and current topics in strategy and innovation. Learners gain the knowledge and skills necessary to collect and analyze data using various techniques, while also acquiring certification to ethically conduct human subject research. ***Prerequisite(s): DB8720. Cannot be fulfilled by transfer.***

DB8740 * Seminar: Strategy and Innovation Topic Development (6 quarter credits)

Learners in this course create an individualized project topic within the specialization of strategy and innovation using the capstone template. Learners write the initial portion of their project proposal, including their problem of practice, topic background, project justification and framework, and a preliminary project plan. Learners identify how research is disseminated, including through the use of presentations within their industry and professional communities of practice. Learners must achieve capstone project topic approval from multiple approvers to move beyond this course. ***Prerequisite(s): DB8730, RSCH7860. Cannot be fulfilled by transfer.***

DB8750 * Seminar: Strategy and Innovation Literature Review (6 quarter credits)

In this course, learners write the literature review for their individual projects. Learners create synthetic reviews of the literature supporting their topic, their planned technique for collecting data, and their applied framework, theory, concept, or model which grounds their project. Learners must achieve capstone literature review approval from multiple approvers to move beyond this course. ***Prerequisite(s): DB8740. Cannot be fulfilled by transfer.***

DB8840 * Seminar: General Management Topic Development (6 quarter credits)

In this course, learners create an individualized project topic within the specialization of general management using the capstone template. Learners write the initial portion of their project proposal, including their problem of practice, topic background, project justification and framework, and a preliminary project plan. Learners identify how research is disseminated, including through the use of presentations within their industry and professional communities of practice. Learners must achieve capstone project topic approval from multiple approvers to move beyond this course. ***Prerequisite(s): RSCH7860 and either DB8630 or DB8730. Cannot be fulfilled by transfer.***

DB8850 * Seminar: General Management Literature Review (6 quarter credits)

In this course, learners write the literature review for their individual projects. Learners create synthetic reviews of the literature supporting their topic, their planned technique for collecting data, and their applied framework, theory, concept, or model which grounds their project. Learners must achieve capstone literature review approval from multiple approvers to move beyond this course. ***Prerequisite(s): DB8840. Cannot be fulfilled by transfer.***

DB9801 * Proposal Writing (6 quarter credits)

In this course, learners select their project method, data analysis technique, scholarly framework, and participant pool for their project. Learners utilize previous course learning, artifacts, and tools to create an individualized project proposal, including an appropriate data collection plan and Institutional Review Board (IRB) screening form, while conducting tests and reviews of data collection instruments. ***Prerequisite(s): DB8650 or DB8750 or DB8850. Cannot be fulfilled by transfer.***

DB9802 * Data Analysis Practice and IRB Approval (6 quarter credits)

Learners gain the knowledge and skills necessary to collect data using appropriate, ethical, and structured processes as described in an approved project proposal (collection may occur if IRB approval is received). Throughout the course, learners analyze datasets and writing results. Learners seek and identify potential communities of interest for project result dissemination. ***Prerequisite: DB9801. Cannot be fulfilled by transfer.***

DB9803 * Project Results (6 quarter credits)

Learners complete data collection and analyze and write the results, findings, implications, and conclusions of their projects. Learners finalize their overall project template and submit for committee review and approval. Additionally, learners build a plan for presenting the results of their project. ***Prerequisite: DB9802. Cannot be fulfilled by transfer.***

DB9804 * Final Reviews and Presentation (6 quarter credits)

Learners integrate feedback from multiple reviewers to improve and enhance their project into a final, school-approved study. Learners assess the artifacts and items included in the required e-portfolio. Additionally, learners write an executive summary for dean approval and present a poster session to practice the dissemination of research findings.

Prerequisite: DB9803. 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. 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 program requirements. ***Prerequisite(s): DB8025, 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 DBA study. In the course, mentors guide learners through discussion, feedback, and use of supporting resources as the learners progress toward completion of their study. ***For DBA learners only. Department consent is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

DB9971 * Doctoral Capstone (4 quarter credits each)

This course provides learners with resources, guidance, and support as they fulfill 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.***

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.***

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 investigate the impacts of health care policy and legislation on the availability of, access to, and cost of U.S. health care. Learners examine the implications and consequences of specific health care legislation; analyze the values and assumptions underlying changing priorities in health planning and resource allocation; evaluate the combined effects of social, economic, ethical, legal, and political forces on health care; and assess ways of addressing current gaps in health care policy.

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 investigate the principles of evidence-based leadership (EBL) in health care organizations. EBL is fully integrated to provide a framework for building a culture of quality and execution. 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. Learners analyze and recommend EBL approaches to real-world organizational challenges.

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 DyeGarman 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 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 fulfill 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.***

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): 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.***

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. 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 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 DIT8055. Prerequisite(s): DIT8020; DBR8921 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. 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 program requirements. Prerequisite(s): DIT8940 or DIT8950, DIT-R8923. Cannot be fulfilled by transfer.*

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. Department consent is required for registration. 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.*

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 practicum experience and associated courses provide the foundation and framework for the final DNP project. *Department consent is required for registration. For DNP learners only. 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. For DNP learners only. 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.*

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.***

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. ***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 specialization requirements. Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer.***

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.***

DRPH8170 Applied Methods in Epidemiology (6 quarter credits)

In this course, learners analyze the application of epidemiological research methodologies and practices to address public health issues in diverse populations. Through the use of these methods as public health practitioners, learners enhance their knowledge of the appropriate research designs used in epidemiology and how to integrate and evaluate public health data. Learners also evaluate the effects of designed evidence-based interventions and related policy statements.

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 learnerdriven 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 systemlevel 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 and resources for designing and implementing an effective public health strategic plan. 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, fiscally, 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.

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 fulfill 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.***

DRS-R8925 * PhD Dissertation Research Seminar Track 1 (3 quarter credits)

The intensive, ten-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 and PhD in Human Services learners must have completed or be concurrently registered in RSCH7860. PhD in Counselor Education and Supervision learners must have completed CES8110. Cannot be fulfilled by transfer.***

DRS-R8926 * PhD Dissertation Research Seminar Track 2 (3 quarter credits)

The intensive, ten-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 RSCH7864, RSCH7868. PhD in Counselor Education and Supervision learners must have completed CES8120, CES8122. PhD in Human Services learners must have completed RSCH7864, RSCH7868. Cannot be fulfilled by transfer.***

DRS-R8927 * PhD Dissertation Research Seminar Track 3 (3 quarter credits)

The intensive, ten-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 RSCH7860. PhD in Counselor Education and Supervision learners must have completed CES8123, CES8768, CES8772. PhD in Human Services learners must have completed RSCH7860. 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. ***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 specialization requirements. Prerequisite(s): DRS9919 or SHB9919. 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. ***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 specialization requirements. Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer.***

ECO-FP1100 Taking Charge of Your Economic Future (2 program points)

In this course, learners investigate key concepts of economics and personal finance. Learners gain the knowledge and skills necessary to leverage analysis tools, as well as economic reasoning and planning skills.

ECO1100 Taking Charge of Your Economic Future (4 quarter credits)

In this course, learners investigate key concepts of economics and personal finance. Learners gain the knowledge and skills necessary to leverage analysis tools, as well as economic reasoning and planning skills.

ED-R8925 PhD Dissertation Research Seminar Track 1 (3 quarter credits)

The intensive, ten-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. Should be taken concurrently with RSCH7860. Cannot be fulfilled by transfer.***

ED-R8926 * PhD Dissertation Research Seminar Track 2 (3 quarter credits)

The intensive, ten-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. Prerequisite(s): ED-R8925. Should be taken concurrently with RSCH7868. Cannot be fulfilled by transfer.***

ED-R8927 * PhD Dissertation Research Seminar Track 3 (3 quarter credits)

The intensive, ten-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. Prerequisite(s): ED-R8926. Should be taken concurrently with RSCH7864. Cannot be fulfilled by transfer.***

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, including the ability to critically examine and apply relevant educational theory to professional practice. Learners develop expertise in academic inquiry and scholarly writing as well as explore the importance of multicultural perspectives and diversity in professional contexts. Finally, learners articulate and examine their professional purpose and its alignment with their specialization and career aspirations. ***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 impact of higher education on individuals and society. Learners also evaluate the history of higher education; examine the structure and scope of higher education institutions; and analyze the role of history, policy, 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)

Learners engage in a planning process for developing and conducting effective learning outcomes assessment in both academic and non-academic settings in higher education. Learners examine the background, context, and practice of assessment of student learning and evaluation of educational programs. They apply knowledge of assessment processes and strategies to design an equitable and inclusive assessment plan that can be implemented at the program, course, department, or institutional level to promote improvement and accountability.

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.

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 examine how to convert a competency-based curriculum into appropriately implemented competency-based teaching approaches. Learners also investigate 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.

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.

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 foundations of adult education including the past and present understandings. Learners identify the aspects of the foundation of adult education, the diversity in characteristics of adult learners, the various contexts of adult education, and prominent learning theories as they apply to teaching adults. Learners engage in interactive activities and assignments as they examine the various topics related to adult education.

ED5320 School Leadership and Management Practices (4 quarter credits)

This course provides an introduction to the fundamental principles of school leadership and management aligned with six fundamental National Educational Leadership Preparation (NELP) program standards and their applications to the work of school leaders. 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 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)

This course is the required capstone course for learners in the master's Early Childhood Education specialization and is taken after completing all required coursework. Learners complete a 45-hour practicum and review the master's specialization outcomes in preparation for developing a final portfolio that demonstrates proficiency in early child education. This course requires access to a licensed daycare center, a preschool and/or a

K-3 classroom. ***For MS Early Childhood Education learners only. Grading for this course is S/NS. 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 a practicum application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. ED5006; ED5010; ED5405; 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.

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.

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.***

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 ED5533 should not take ED5533. Rather, they should choose any other graduate-level education course 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.***

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.***

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 site-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. Grading for this course is S/NS. 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 a practicum application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. ED5006; ED5010; ED5501 or EDT5140 or EDT5142 or EDT5150; ED5500 or EDT5130; ED5503 or EDT5122; ED5504; ED5533; ED5534 or EDT5142; ED5535 or EDT5126; 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 yearlong 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 Educator Preparation Program (EPP) outcomes and state-approved reading standards in preparation for developing a final portfolio that demonstrates proficiency in reading and literacy. ***Grading for this course is***

S/NS. 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 a practicum application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. ED5010, 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.

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 clinical practice experience. These include crosscurricular 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.

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.***

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.***

ED5720 Assessment and Instruction of English Language Learners (4 quarter credits)

In this course, learners evaluate their own instruction techniques and performance to determine how well they align with professional teaching standards and dispositions for English Language Learners (ELLs). Learners also examine instruction and learning strategies for ELLs and collaborate with ELLs, their families, the community, and other stakeholders for the purpose of improving instruction.

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.

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 concentration courses. Cannot be fulfilled by transfer or prior learning assessment.***

ED5903 * Principal Capstone Courseroom 1 (3 quarter credits)

This internship 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 National Educational Leadership Preparation (NELP) 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 an internship application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. ED5010, ED5006, ED5320, ED5322, ED5501, ED5504, ED7822, ED7823, ED7852, ED7857. Cannot be fulfilled by transfer or prior learning assessment.***

ED5904 * Principal Capstone Courseroom 2 (3 quarter credits)

This internship 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 National Educational Leadership Preparation (NELP) building level standards and begin work on 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. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. 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. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. 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 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.

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.

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.

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 clinical practice 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 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.***

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. Grading for this course is S/NS. 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 an internship application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. ED8000, ED7537, ED7545, ED7550, ED7551, ED7556, ED7557, ED7820, ED7823, and completion of or concurrent enrollment in ED7541. 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. Grading for this course is S/NS. 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. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. 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.

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 associated with learning and instruction. In particular, learners focus on the theories that help explain how and why people learn and the ways those theories inform and impact instructional 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. ***Prerequisite(s): ED5010 or EDD8010 or HRM5002. 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 organizational performance problems. Learners design and develop needs assessment instruments and collect and analyze data to differentiate organizational 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.***

ED7675 * Return on Investment in Training and Performance Improvement (4 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 knowledge and skills necessary to conduct an impact study and support achievement of ROI Certification from the ROI Institute. ***Prerequisite(s): ED7631, ED7641; or EDD8534, EDD8536 . 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.***

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.***

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 six National Educational Leadership Preparation (NELP) program 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.*

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.

ED7845 Technology for Higher Education Leaders (4 quarter credits)

In this course, learners investigate the use of technology to support higher education. Learners gain a firm understanding of the use of technology within their institutions for both teaching and learning as well as running the business of education. Learners critically analyze how higher education leaders choose to use technology to enhance learning and to manage their institution more effectively. *Cannot be fulfilled by transfer.*

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 nonprofessional 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 Leadership in Educational Administration School Leadership concentration. It provides learners with the academic and internship 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 Leadership in Educational Administration learners only. Grading for this course is S / NS. 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. Prerequisite(s): A cumulative GPA of 3.0 or better and the completion, submission, and approval of an internship application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. ED7014, ED7016, ED7541, ED7545, ED7820, ED7822, ED7823, ED7852, ED8322. Cannot be fulfilled by transfer.*

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 Leadership in Educational Administration School Leadership concentration. It provides learners with the academic and internship 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 Leadership in Educational Administration learners only. Grading for this course is S / NS. 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. Prerequisite(s): ED7901. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. 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 Leadership in Educational Administration District Leadership concentration. It provides learners with the academic and internship 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 Leadership in Educational Administration learners only. Grading for this course is S/NS. 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. Prerequisite(s): A cumulative GPA of 3.0 or better and completion, submission, and approval of an internship application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. 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 Leadership in Educational Administration District Leadership concentration. It provides learners with the academic and internship 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 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. Prerequisite(s): ED7903. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. Cannot be fulfilled by transfer.*

ED7905 * Educational Leadership Supplemental Internship (4 quarter credits)

This course is for PhD Curriculum and Instruction learners, PhD 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 internship 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 Curriculum and Instruction learners, PhD 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.***

ED8000 Advanced Studies in Education: Theory, Practice, and Purpose (4 quarter credits)

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.***

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. Grading for this course is S/NS. 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. ***Prerequisite(s): ED8350, ED8360. 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. ***Prerequisite(s): completion of or concurrent registration in ED8355. Cannot be fulfilled by transfer.***

ED8370 * Nursing Leadership and Professional Practice (4 quarter credits)

Learners in this course explore the grants process within the context of nursing leadership. Learners develop the skills needed to identify specific needs and grant opportunities as well as cultivate specific organizational and professional support for grant activities. Additionally, learners critique various grant proposals and write elements of a proposal. ***Prerequisite(s): ED8355, ED8365. 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.***

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.***

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 clinical practice 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 education course in the 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 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 Curriculum and Instruction learners only. Grading for this course is S/NS. 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 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 an internship application. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. ED8000, ED7088, ED7108, ED7537, 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 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 Curriculum and Instruction learners only. Grading for this course is S/NS. 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. Prerequisite(s): ED8550. Please refer to practicum and internship Campus resource pages for information regarding application due dates and site and supervisor guidelines. Cannot be fulfilled by transfer.***

ED8601 Online Course Design, Facilitation, and Assessment (4 quarter credits)

In this course, learners examine online andragogy from both theoretical and practical perspectives. Learners gain an understanding of the tools available in learning management systems and online learning platforms, 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 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 legal and ethical issues related to course ownership, privacy, intellectual property, freedom of speech, and social responsibility. Through examination of ethical assumptions, attitudes, and values, learners develop a foundation for understanding and supporting distance education from a legal and 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 the transformation from practitioner to scholar engaged with theory and research impacting instructional design and development in an e-learning environment. 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, ED7620, ED7624, RSCH7860.***

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. Department consent is required for registration. 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. 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 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 pointscale 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. Department consent is required for registration. 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. 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 specialization requirements. Prerequisite(s): EDCN9919. Cannot be fulfilled by transfer.***

EDD8010 Foundations of Doctoral Studies in Education (4 quarter credits)

In this course, learners gain understanding of the EdD program and insights into how cycles of inquiry and systems thinking are utilized to address problems of practice. Additionally, learners engage in critical thinking and communication while reflecting on their own personal learning and growth. ***Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.***

EDD8020 The Dynamics of Organizational Improvement (4 quarter credits)

This course provides an introduction to fundamental systems principles and skills of leadership in organizations with a focus on continuous organizational learning and improvement processes. Learners apply personal values and behaviors and those of organizations. Learners use basic principles of systems thinking, systems mapping, and approaches to inquiry cycles in relation to leadership processes and organizational change. In addition, learners apply disciplines of learning organizations and a change model to a problem of practice to real-world leadership challenges. *Cannot be fulfilled by transfer.*

EDD8030 * Investigating Problems of Practice (4 quarter credits)

In this course, learners examine continuous improvement models, engage in an inquiry cycle, develop skills of data and information literacy, and collaborate with stakeholders to assess organizational needs and dynamics. Learners identify an organizational issue, collect and analyze relevant data, and develop valid inferences. Learners document the process utilized to tell the story of their research as a way to effectively share with stakeholders. This course requires obtaining an organizational site and completing site-based-related assignments. *Prerequisite(s): EDD8010, EDD8020. Cannot be fulfilled by transfer.*

EDD8040 * Research Design for Practitioners (4 quarter credits)

In this course, learners are introduced to research approaches, designs, and methods with a focus on the needs of educational leaders. Learners assess conceptual and theoretical foundations of quantitative, qualitative, and action research designs and analyze a variety of research literature and journal articles through the lens of a practitioner. Learners acquire the knowledge necessary to assess the applicability of research and theoretical literature to practice and become critical consumers of research. Learners apply course concepts to the design of an action research study relevant to the learner's organization. *Prerequisite(s): EDD8030. Cannot be fulfilled by transfer.*

EDD8050 * Data Literacy for Leaders (4 quarter credits)

In this course, learners apply the data literacy skills required by leaders for effective organizational planning, decision making, and communication with stakeholders. Learners examine skills such as data interpretation, data aggregation and disaggregation, transformation of data, use of multiple data sources, analysis, statistical techniques, and selection of appropriate metrics for the intended purpose. Learners also utilize technology to process data and present and communicate results. *Prerequisite(s): EDD8040. 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, 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 reflect on personal values and behaviors and those of organizations. Learners explore basic principles of systems and design thinking and approaches to continuous improvement cycles in relation to leadership processes and organizational change. Learners utilize tools to apply these concepts to real world leadership challenges. ***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)

This course provides an introduction to basic principles of research approaches, designs, and methods with a focus on the needs of educational leaders. Learners explore conceptual and theoretical foundations of quantitative, qualitative, mixed methods, and action research designs. Through analysis of a varied series of research studies, learners acquire the knowledge necessary to become critical consumers of research. Learners apply course concepts to the design of an action research study relevant to the learner's organization.

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 examine continuous improvement models, engage in an inquiry cycle, 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 ways to 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 continue their study of leadership and management principles and skills as they develop further understanding of organizational dynamics. Learners build on previous courses to examine and apply the theoretical bases of systems thinking, action science, and change processes. Topics include approaches to program evaluation and the role of ethics in decision-making for change and continuous improvement. ***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.***

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)

This course explores the relational side of organizations and individual and group interactions and behaviors. Topics include individual and organizational values and beliefs, development of organizational norms, and the role of strong organizational cultures in achieving organizational goals. Learners assess their own strengths as leaders and

influencers and examine the impact of cultural diversity and responsiveness on educational effectiveness. This course builds on previous study of systems principles applied to continuous improvement cycles, the power of collaboration, and the characteristics of learning organizations. ***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 PostMaster'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 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.***

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 (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.***

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.***

EDD8500 Adult Learning Theory and Professional Practice (4 quarter credits)

This course provides an overview of learning theories, models, and principles, and their application to instructional processes for adult learners. Learners examine the social contexts in which adults learn and develop as well as the influences of race, class, gender, and culture. The course addresses 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 for adults informed by the historical and philosophical foundation of adult education. ***Cannot be fulfilled by transfer.***

EDD8502 * Designing Adult Learning Experiences (4 quarter credits)

In this course, learners develop a knowledge base of methods and materials for designing learning experiences and their assessments for adult students. Learners determine a learning need in their work environment and develop a learning experience and subsequent assessment to meet that need. ***Prerequisite(s): EDD8020, EDD8500. Cannot be fulfilled by transfer.***

EDD8504 * Leading in Adult Learning Settings and Contexts (4 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 diverse and equitable adult education settings, both domestic and global. Learners examine managerial activities such as program planning and development, leadership, organizational change, and evaluation. ***Prerequisite(s): EDD8030, EDD8502. Cannot be fulfilled by transfer.***

EDD8506 * Adult Education Administration (4 quarter credits)

Learners in this course analyze the theories, policies, and procedures involved in administering adult education environments. Learners distinguish between leadership and management and examine the knowledge and skills needed to address adult education administrative challenges. ***Prerequisite(s): EDD8040, EDD8504. Cannot be fulfilled by transfer.***

EDD8508 * Program Planning and Evaluation for Adult Education (4 quarter credits)

This course presents underlying theories, current practices, and techniques for designing and evaluating educational programs for learners in a variety of adult education settings. In this course, learners identify and assess needs; establish objectives; and design and evaluate a program in adult education. Learners examine their own practice to help develop an informed and insightful practice for effective adult program development and evaluation. ***Prerequisite(s): EDD8050; completion or concurrent registration in EDD8506. Cannot be fulfilled by transfer.***

EDD8510 Organizational Improvement Through Effective Curriculum Development and Instructional Practice (4 quarter credits)

In this course, learners examine relevant theories, foundations, processes, and the application of best practices in curriculum development and instructional practice. The course addresses processes and tools learners need to meet the needs of students /trainees, with the goal of having each student/trainee meet or exceed the goals and objectives of the curriculum and instruction. Students/trainees may be those led by learners in P–12 education, higher education, military, nonprofits, and corporate organizations. ***Cannot be fulfilled by transfer.***

EDD8512 * Assessments for Improved Curriculum and Instruction (4 quarter credits)

In this course, learners examine learning and assessment theories. Learners evaluate assessment models, strategies, techniques, tools, and instruments used in curriculum and instruction to achieve learning outcomes. *Prerequisite(s): EDD8020. Cannot be fulfilled by transfer.*

EDD8514 * Leading in Curriculum and Instruction (4 quarter credits)

In this course, learners develop a professional and collaborative approach to leading and managing the design of curriculum and instruction. This course addresses leading through the evaluation of trends and issues in curriculum and instruction. *Prerequisite(s): Completion of or concurrent registration in EDD8030. Cannot be fulfilled by transfer.*

EDD8516 * Collaboration for the Improvement of Curriculum, Instruction, and Assessment (4 quarter credits)

In this course, learners gain an understanding of how to work collaboratively to improve curriculum, instruction, and assessment. This course emphasizes the development of teams, benefits and challenges, skill development, fostering trusting relationships, and components and principles of collaboration. *Prerequisite(s): EDD8040. Cannot be fulfilled by transfer.*

EDD8518 * Applying Research to the Improvement of Curriculum, Instruction, and Assessment (4 quarter credits)

In this course, learners apply research skills associated with a problem of practice. Learners examine conceptual, theoretical, and practical foundations of designing an improvement project. Learners apply course concepts to the design of a project that addresses a problem or opportunity for improvements within the curriculum, instruction, and assessment environment. *Prerequisite(s): EDD8050, EDD8516. Cannot be fulfilled by transfer.*

EDD8520 * Educational Leadership by Design (4 quarter credits)

Learners in this course continue the study of systems thinking and foundational leadership concepts and apply them to workplace environments. Learners examine systems thinking, use of systems tools, and inquiry and design cycles as ways to maximize available resources to solve problems under conditions of uncertainty and ambiguity. This course emphasizes the importance of evidence-based reasoning and critical analyses as essential skills of practitioners who plan action research interventions or engage in the design and implementation of any improvement process. *Prerequisite(s): EDD8010, completion or concurrent registration in EDD8020. Cannot be fulfilled by transfer.*

EDD8522 * Leading a Culture of Learning and Inclusion (4 quarter credits)

In this course, learners evaluate the role of culture in supporting an organization's ability to learn, improve, and successfully adapt to a changing environment, and the leader's role in shaping it. Learners analyze patterns of behaviors within organizations, as well as the knowledge, skills, and dispositions of the inclusive leader that support values of diversity and equity in organizational culture and in organizational development and improvement processes. Additionally, learners examine the characteristics and theoretical bases of cultural awareness, sensitivity and responsiveness, and their roles in achieving the goals of a learning organization. *Prerequisite(s): EDD8520. Cannot be fulfilled by transfer.*

EDD8524 * The Future of Educational Leadership (4 quarter credits)

Learners in this course demonstrate leadership skills that support the ability to exercise influence regardless of position in an organization and the importance of deep knowledge and understanding of internal and external environmental factors impacting an educational organization. This course emphasizes ongoing learning about current research and future trends in education in a rapidly changing environment. Learners also examine social influence and communication skills, commitment rather than compliance, empowerment of others, creative practice, and management of self, along with a robust professional knowledge base as they consider ways to build the capacity of an organization to envision its future. *Prerequisite(s): EDD8520. Cannot be fulfilled by transfer.*

EDD8526 * Change Leadership in a Learning Organization (4 quarter credits)

In this course, learners evaluate leading and managing organizational change processes. Learners evaluate several change models, and examine the theory and practice of change leadership and the application of collaboration and communication skills that lead to organizational learning and desired outcomes. Learners apply knowledge of systems thinking and tools, organizational development principles, and research methods to planning, implementing, and monitoring improvement interventions. *Prerequisite(s): EDD8520, EDD8522, EDD8524. Cannot be fulfilled by transfer.*

EDD8528 * Assessment and Evaluation in the Learning Organization (4 quarter credits)

In this course, learners examine the varied purposes of evaluation and evaluation models and how and when to apply them. Evaluation and assessment processes are framed as learning tools leading to new knowledge and understanding with a focus on emergent and evidence-based recommendations to determine next steps leading to ongoing cycles of continuous improvement. The course emphasizes reflective practice, data literacy, research reasoning, and habits of mind as leadership characteristics that support a continuous personal and organizational learning process. *Prerequisite(s): EDD8030, EDD8526. Cannot be fulfilled by transfer.*

EDD8534 * Designing, Delivering, and Managing Human Performance Improvement Interventions (4 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. *Prerequisite(s): ED7631, ED7641. Cannot be fulfilled by transfer.*

EDD8536 * Implementing and Sustaining Organizational Change (4 quarter credits)

Learners in this course are immersed in the professional literature to provide the knowledge and skills needed to manage and control changes designed to improve organizational performance. The course is designed to prepare learners to initiate a planning process that includes the process, tools, and techniques to manage the people side of change to achieve the required business outcome. *Prerequisite(s): EDD8534. Cannot be fulfilled by transfer.*

EDD8538 * Evaluation of Human Performance Improvement Interventions (4 quarter credits)

In this course, learners evaluate human performance improvement interventions to determine if they were efficient, effective, and led to improved workplace and organizational performance. Learners acquire skills to resolve evaluation design issues, select appropriate data collection and analysis methods, and overcome evaluation implementation issues such as using technology, communicating results, gaining management support, and sustaining the evaluation process. *Prerequisite(s): EDD8536. Cannot be fulfilled by transfer.*

EDD8540 * Theoretical and Historical Foundations of Reading (4 quarter credits)

In this course, learners analyze historical, philosophical, and theoretical foundations that support instructional strategies that promote cognitive, linguistic, motivation, and socio-cultural underpinnings of the reading and writing process. *Prerequisite(s): EDD8010. Cannot be fulfilled by transfer.*

EDD8542 * Reading and Literacy Assessment, Evaluation, and Decision Making (4 quarter credits)

In this course, learners perform a needs assessment to examine ways to apply reading and literacy assessment data to improve literacy achievement, literacy instruction, and continuous improvement. Learners investigate literacy coaching as one means of continuous improvement. *Prerequisite(s): EDD8540. Cannot be fulfilled by transfer.*

EDD8544 * Meeting Diverse Literacy Needs in School and Community Context (4 quarter credits)

In this course, learners examine different aspects of community, such as social class, ethnicity, language differences, and learning differences, as they relate to planning for literacy learning to meet needs of stakeholders. *Prerequisite(s): EDD8540. Cannot be fulfilled by transfer.*

EDD8546 * Leading and Managing Literacy Programs (4 quarter credits)

In this course, learners develop the ability to lead and manage literacy program operations, curriculum, resources, and professional development to support a continuous improvement process. *Prerequisite(s): EDD8542. Cannot be fulfilled by transfer.*

EDD8548 * Grant Writing for Reading and Literacy Programs (4 quarter credits)

In this course, learners examine and research the implications of local, state, and federal policy on reading and literacy programs. Learners develop the skills needed to effectively write grants and prepare presentations for different audiences. *Prerequisite(s): EDD8544. Cannot be fulfilled by transfer.*

EDD9951 * EdD Doctoral Project 1 (4 quarter credits)

In this course, learners collaborate with stakeholders at their doctoral project sites to collect evidence and share relevant literature to identify and frame a chosen problem of practice. Learners demonstrate inquiry, analysis, communication, and leadership skills as well as the ability to evaluate and interpret organizational data to determine performance gaps and root causes. Learners increase knowledge and understanding of a problem and the factors that impact it in order to develop a problem statement for their doctoral project. Learners also secure the commitment of their project site to conduct their applied improvement project. *Grading for this course is S/NS. Prerequisite(s): EDD8050; ED7675 or EDD8508 or EDD8518 or EDD8528 or EDD8538 or EDD8548. Cannot be fulfilled by transfer.*

EDD9952 * EdD Doctoral Project 2 (4 quarter credits)

In this course, learners collaborate with stakeholders at their doctoral project site to begin to develop a potential intervention that addresses a problem of practice. Learners develop an in-depth literature review that synthesizes relevant theory and best practices pertaining to the problem and the proposed solution and begin to develop an implementation plan to address a problem of practice. *Grading for this course is S/NS. Prerequisite(s): EDD9951. Cannot be fulfilled by transfer.*

EDD9953 * EdD Doctoral Project 3 (4 quarter credits)

In this course, learners continue to collaborate with stakeholders at their doctoral project site to develop a potential intervention that addresses a problem of practice and develop a detailed implementation plan. Learners complete and submit IRB applications for approval. *Grading for this course is S/NS. Prerequisite(s): EDD9952. Cannot be fulfilled by transfer.*

EDD9954 * EdD Doctoral Project 4 (4 quarter credits)

In this course, learners collect and evaluate doctoral project data, applying appropriate quantitative and qualitative analysis tools. Learners make valid inferences from the data in relation to the goals of the intervention and the implementation process. Learners incorporate written and visual formats to effectively communicate their results in preparation for developing their written report in EDD9955. ***Grading for this course is S/NS. Prerequisite(s): EDD9953. Cannot be fulfilled by transfer.***

EDD9955 * EdD Doctoral Project 5 (4 quarter credits)

In this course, learners synthesize their findings, key learnings, and next steps in relation to their doctoral project in a written report that includes learner reflections on the applied improvement project experience, and provides the basis for the doctoral project presentation learners develop in EDD9956. ***Grading for this course is S/NS. Prerequisite(s): EDD9954. Cannot be fulfilled by transfer.***

EDD9956 * EdD Doctoral Project 6 (4 quarter credits)

In this course, learners complete their doctoral project by developing a presentation on the problem, intervention, results, and sharing with stakeholders. In addition, learners submit a portfolio of their signature assignments related to their doctoral project. ***Grading for this course is S/NS. Prerequisite(s): EDD9955. 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. ***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 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 fulfill 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.***

EDD9980 Doctoral Project Development (4 quarter credits)

This course provides learners with the resources, structure, and faculty support for successful completion of their doctoral project requirements. Learners analyze, critique, and integrate information into the design and implementation of their project. ***Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

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.

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/projectbased 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 masterybased 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 competencybased 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.*

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.*

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.

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.

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.

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.***

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.

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): EMG8015 and completion of or concurrent enrollment in EMG7035.*

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): Completion of or concurrent enrollment in 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): Completion of or concurrent enrollment in EMG8035.*

ENG-FP1200 Discover the Writer in You (2 program points)

In this course, learners identify how to harness the power of words in a professional environment. Learners analyze the fundamentals of business and technical writing to understand how to write for a variety of purposes. Learners also gain the skills necessary to craft a clear and targeted message for any audience.

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.***

ENG1200 Discover the Writer in You (4 quarter credits)

In this course, learners identify how to harness the power of words in a professional environment. Learners analyze the fundamentals of business and technical writing to understand how to write for a variety of purposes. Learners also gain the skills necessary to craft a clear and targeted message for any audience.

ENG2200 The Power of Persuasion (4 quarter credits)

In this course, learners assess how to use writing to understand, influence, and connect with an audience. Learners identify how to use primary and secondary research to support their arguments, as well as how to document their research. Learners develop the skills necessary to research and analyze the writing of others to evaluate credibility.

ENTR5412 New Ventures and Entrepreneurship (4 quarter credits)

This course is an introduction to new ventures and entrepreneurship including entrepreneurial feasibility, research, planning, and funding for new venture opportunities. Learners investigate legal structures of entrepreneurial ventures, examine factors that influence the venture selection process, evaluate the feasibility of a venture concept, identify a customer base and market, and consider funding requirements for the business venture.

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.

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. ***Department consent is required for registration. 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. ***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 specialization requirements. Prerequisite(s): BMGT9919 or OM9919 or GBUS9919. Cannot be fulfilled by transfer.***

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 analyze ways in which health care leaders support the effective access and delivery of quality patient care in a customer-focused and cost efficient manner. Learners address the impact of organizational culture, structure, operations, services, and financing on outcomes to optimize results in a health care organization. ***Prerequisite(s): HCM5310, MBA5006.***

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.

HIS-FP1100 U.S. History: Learn from the Past, Prepare for the Future (2 program points)

In this course, learners investigate key events in U.S. history and make connections to their influence and impact on society today. Learners analyze how knowledge of the past helps to understand the world today and make more informed decisions about the future. In addition, learners critically analyze information and decide what is credible and accurate to draw their own conclusions.

HIS1100 U.S. History: Learn from the Past, Prepare for the Future (4 quarter credits)

In this course, learners investigate key events in U.S. history and make connections to their influence and impact on society today. Learners analyze how knowledge of the past helps to understand the world today and make more informed decisions about the future. In addition, learners critically analyze information and decide what is credible and accurate to draw their own conclusions.

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 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.*

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.

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.

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 researchbased 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.

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.

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. Prerequisite(s): HMSV8110. Cannot be fulfilled by transfer.***

HMSV9971 * Doctoral Capstone (3 quarter credits each)

This course provides learners with resources, guidance, and support as they fulfill 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 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.***

HRM-FPX5002 Survey of Human Resource Management in Practice (2 program points)

This course is a survey of contemporary perspectives in the field of human resource management. Learners apply competencies developed by the Society for Human Resource Management (SHRM) in order to support people, the workplace, and an organization. Learners integrate legal and ethical standards into human resource policies and practices. Learners also address the role of the HR practitioner in the alignment of operational and strategic approaches. ***Must be taken during the first quarter by learners who have been admitted to the MS in Human Resource Management degree program, FlexPath option. Cannot be fulfilled by transfer or prior learning assessment.***

HRM-FPX5055 * Comprehensive Reward Systems (2 program points)

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): HRM-FPX5002.***

HRM-FPX5060 * Sourcing and Managing Talent in the Workplace (2 program points)

Learners in this course examine contemporary perspectives in recruiting, talent mobility, workforce planning, and performance management. Learners select and develop approaches which support employee mobility and performance to advance organizational goals. ***Prerequisite(s): Completion of or current registration in HRM-FPX5002; or HRM-FPX5310.***

HRM-FPX5065 * Employment Law in the Successful Workplace (2 program points)

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): HRM-FPX5002.***

HRM-FPX5070 * Workplace Learning in the Digital Age (2 program points)

Learners in this course gain an understanding of the role of the HR professional in talent development, theories and models of learning, learning styles, and ways to design and manage the learning process. Learners apply a strategic approach to workplace learning to align the organization's strategy with learning programs and demonstrate learning strategies and practices which meet the needs of employees and the organization. ***Prerequisite(s): HRM-FPX5002.***

HRM-FPX5075 * Leading and Influencing for the Human Resource Practitioner (2 program points)

This course helps guide learners through an analysis of their own leadership strengths and capabilities, preparing them to develop skills to become an influential HR practitioner. The course emphasizes understanding the human resource professional choices in leadership theories and models, awareness of the learner's leadership strengths, tools to build trust and relationships, and clarity of the learners continued need to develop as a leader. ***Prerequisite(s): HRM-FPX5002.***

HRM-FPX5080 * Evidence-Based Decision Making for HR Professionals (2 program points)

In this course, learners apply evidence-based models of decision making to advocate and support HR strategies and practices. Learners use qualitative and quantitative data in HR decision making to influence organizational stakeholders and incorporate storytelling to provide compelling advocacy for HR programs, practices, and projects. ***Prerequisite(s): HRM-FPX5002.***

HRM-FPX5090 * Retaining and Engaging Employees for the Modern Workforce (2 program points)

In this course, learners apply models of employee motivation, thriving, and engagement in the workplace to create the employee experience. Learners also analyze the ways in which culture, employee and leader behavior impact strategic retention. Finally, learners assess the influence of technology and evidence-based practices on employee lifecycle, engagement, and positive employee and organizational outcomes. ***Prerequisite(s): HRM-FPX5002 or HRM-FPX5310.***

HRM-FPX5118 * Human Resource Legal Challenges and Solutions (2 program points)

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): HRM-FPX5002.***

HRM-FPX5120 * Global Human Resource Practice (2 program points)

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): HRM-FPX5002.***

HRM-FPX5960 * HRM Capstone: Improving and Transforming HR Practice (2.5 program points)

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 apply models and best practices in human resource management to achieve desired project outcomes. ***Prerequisite(s): Completion of all required coursework. Cannot be fulfilled by transfer or prior learning assessment.***

HRM5002 Survey of Human Resource Management in Practice (4 quarter credits)

This course is a survey of contemporary perspectives in the field of human resource management. Learners apply competencies developed by the Society for Human Resource Management (SHRM) in order to support people, the workplace, and an organization. Learners integrate legal and ethical standards into human resource policies and practices. Learners also address the role of the HR practitioner in the alignment of operational and strategic approaches. ***Must be taken during the first quarter by learners who have been admitted to the MS in Human Resource Management degree program or Human Resource Management graduate certificate program. Cannot be fulfilled by transfer or prior learning assessment.***

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.*

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.*

HRM5060 * Sourcing and Managing Talent in the Workplace (4 quarter credits)

Learners in this course examine contemporary perspectives in recruiting, talent mobility, workforce planning, and performance management. Learners select and develop approaches which support employee mobility and performance to advance organizational goals. *Prerequisite(s): Completion of or concurrent registration in HRM5002; or HRM5310.*

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.*

HRM5070 * Workplace Learning in the Digital Age (4 quarter credits)

Learners in this course gain an understanding of the role of the HR professional in talent development, theories and models of learning, learning styles, and ways to design and manage the learning process. Learners apply a strategic approach to workplace learning to align the organization's strategy with learning programs and demonstrate learning strategies and practices which meet the needs of employees and the organization.

Prerequisite(s): HRM5002.

HRM5075 * Leading and Influencing for the Human Resource Practitioner (4 quarter credits)

This course helps guide learners through an analysis of their own leadership strengths and capabilities, preparing them to develop skills to become an influential HR practitioner. The course emphasizes understanding the human resource professional choices in leadership theories and models, awareness of the learner's leadership strengths, tools to build trust and relationships, and clarity of the learners continued need to develop as a leader.

Prerequisite(s): HRM5002.

HRM5080 * Evidence-Based Decision Making for HR Professionals (4 quarter credits)

In this course, learners apply evidence-based models of decision making to advocate and support HR strategies and practices. Learners use qualitative and quantitative data in HR decision making to influence organizational stakeholders and incorporate storytelling to provide compelling advocacy for HR programs, practices, and projects. ***Prerequisite(s): HRM5002.***

HRM5090 * Retaining and Engaging Employees for the Modern Workforce (4 quarter credits)

In this course, learners apply models of employee motivation, thriving, and engagement in the workplace to create the employee experience. Learners also analyze the ways in which culture, employee and leader behavior impact strategic retention. Finally, learners assess the influence of technology and evidence-based practices on employee lifecycle, engagement, and positive employee and organizational outcomes. ***Prerequisite(s): HRM5002 or HRM5310.***

HRM5100 * HRM Professional Internship (4 quarter credits)

This course provides learners with an optional, experiential opportunity to complete up to 400 hours of applied service in an industrial or organizational work-related setting of their choosing. Learners may engage in human resource management roles, including recruitment and selection, talent development, employee engagement and retention, and compensation. Throughout the course, learners participate in supervised training at a pre-approved internship site and engage in concurrent online courseroom activities that emphasize increased self-awareness, self-reflection, and self-evaluation of workplace skills

and leadership behaviors; application of evidenced-based practice; ability to practice within diverse populations; and practice within professional and ethical standards. ***For MS in Human Resource Management learners only. Grading for this course is S/NS. Prerequisite(s): HRM5002, HRM5060, HRM5070, HRM5090, HRM5065. Approval of internship application is required one quarter prior to course start. Cannot be fulfilled by transfer.***

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 scenariobased 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 testtaking strategies to help aid them in taking these exams. ***Learners are encouraged to contact the Society for Human Resource Management (SHRM) prior to registration for specific eligibility requirements for SHRM-CP and SHRM-SCP 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.*

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. *For MBA learners only.*

HRM5401 * The Legal, Ethical, and Regulatory Environment of Health Care (4 quarter credits)

Learners in this course study the legal, ethical, and regulatory environment of health care and the impact on human resource management. Learners examine health care delivery systems, revenue sources, laws, regulations, ethics, and compliance requirements, including ways to support and mitigate risk in the complex health care environment. *Prerequisite(s): HRM5002, HRM5065.*

HRM5402 * Planning, Sourcing, and Developing Talent in Health Care Organizations (4 quarter credits)

In this course, learners examine talent acquisition, employee development, and workforce planning in health care organizations. Learners analyze, develop, and apply models and approaches for the unique needs of health care talent management. *Prerequisite(s): HRM5002, HRM5060, HRM5401.*

HRM5403 * Transforming the Employee Experience in Health Care (4 quarter credits)

This course focuses on human resource (HR) practices to retain and engage the health care workforce. Learners examine HR's role in organizational transformation and supporting positive patient outcomes by creating a culture of quality, high performing, and engaged employees. Learners also strengthen their understanding on how HR supports employee health and wellness. *Prerequisite(s): HRM5002, HRM5090, HRM5401.*

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.***

HRM5960 * HRM Capstone: Improving and Transforming HR Practice (5 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 apply models and best practices in human resource management to achieve desired project outcomes. ***Prerequisite(s): Completion of all required coursework. Cannot be fulfilled by transfer or prior learning assessment.***

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.

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."

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.

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.

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 as a community advocate for aging adults. Learners analyze the principles, practices, and ethical considerations used to foster community advocacy for diverse populations. Through a multidisciplinary approach of gathering and summarizing information, learners develop recommendations and formulate a plan of action for older adults through program planning and implementation.

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.***

HS8103 Principles and Practices 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.

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.

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 highrisk 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 nonexperimental 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.

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): HMSV8212.*

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.*

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. *Department consent is required for registration. 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. ***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 specialization requirements. Prerequisite(s): HS9919. Cannot be fulfilled by transfer.***

HUM1100 Exploring Cultures: Adapting in a Global World (4 quarter credits)

In this course, learners develop critical thinking and innovation skills by examining how the humanities relates to diverse cultures in a globally collected world. Learners explore various cultures from around the world and identify how to maximize diverse perspectives to improve personal and professional interactions.

HUM1200 Philosophy of Work (6 quarter credits)

This course emphasizes the nature, history, and ethics of work. Learners investigate different conceptions of the meaning of work by analyzing various kinds of labor; the ways work has changed over the course of history; and the ways work relates to meaning, significance, and dignity in human life. Learners examine the views and practices of work in different cultures. Learners also develop a philosophy of work.

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 examine the technology and security principles that apply throughout system and product life cycles. Learners identify the basic network components in an information technology system, analyze how they interact, and evaluate their role in system operation. Learners explore the basic role and function of network devices including routers, switches, firewalls, VPNs, and intrusion detection as well as the underlying protocols and controls that contribute to their operation. In addition, learners demonstrate their ability to use network security tools and network analysis.

IAS5015 * Network Security Fundamentals and Cryptography (4 quarter credits)

Learners apply foundational concepts of cybersecurity and information assurance to select appropriate information security policies, procedures, and controls to defend enterprise information assets from breaches of confidentiality and integrity. Learners identify specific points of vulnerability that may be mitigated through the use of administrative security policies and operational information security tools. Learners also examine principles of cryptography and some of the security controls and methods that use it. ***Prerequisite(s): Completion of or concurrent registration in IAS5010 or PM5018.***

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. ***Prerequisite(s): Completion of or concurrent registration in IAS5015.***

IAS5025 * Operating System Defense (4 quarter credits)

Learners in this course explore the fundamental security issues related to operating system (OS) defense. Learners also employ best practices to harden operating systems and associated software applications using various tools as a part of a layered defense-in-depth strategy. ***Prerequisite(s): Completion of or concurrent registration in IAS5020.***

IAS5030 * Identifying and Managing Risk (4 quarter credits)

Learners identify common information security risk analysis methodologies, their characteristics, pros and cons, and applications. Learners examine the sources of risk, including external malicious attackers, intentional and accidental attacks by internal users, and threats from environmental and structural sources. Learners also identify vulnerabilities in hardware, software, locations, and procedures that provide an opening to attackers and create risk to organizations. Learners demonstrate risk assessment techniques through hands-on application of software vulnerability testing tools. ***Prerequisite(s): IAS5025.***

IAS5100 Data Engineering (4 quarter credits)

Learners in this course gain an understanding of basic abstract data structures and the role that data structures play in secure software development. Learners apply data structure concepts to information security problems and perform reverse engineering of data structures, databases, software, and hardware components to determine their functionality, inputs, outputs, and stored data. ***Prerequisite(s): IAS5130.***

IAS5110 * Digital Forensics Processes (4 quarter credits)

Learners in this course apply forensics tools and techniques to investigate incidents, analyze devices, and conduct forensics reporting. *Prerequisite(s): IAS5030.*

IAS5120 Digital Forensics Tools (4 quarter credits)

Learners explore and apply forensics tools and techniques to investigate and analyze digital devices and constructs such as personal digital devices, storage media, and network hosts and traffic.

IAS5130 Programming for Security Professionals (4 quarter credits)

Learners in this course examine core programming concepts such as variables, iteration structures, decision structures, data structures (such as arrays), and how to combine these core concepts to write simple scripts and programs. Additionally, learners apply secure coding practices using C and the Python scripting language in their associated integrated development environments. In working with the C language, learners apply defensive coding practices designed to prevent many security vulnerabilities. Using Python, learners write scripts that perform important network administration tasks such as monitoring network traffic.

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.

IAS5211 Mobile and Wireless Network Architecture and Security (4 quarter credits)

In this course, learners gain an understanding of core concepts, technologies, components, and security issues related to mobile and wireless networks. Learners also evaluate approaches to digital communication and analyze how mobile systems operate to facilitate secure access and voice. Finally, learners examine wireless and mobile network principles, architectures, and protocols.

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 investigate abstract data types and how to address them in solving cyber security problems related to network design and engineering. Learners also analyze security requirements while designing network operational systems in order to gain approvals in recognition and compliance with organizational governance and processes. Finally, learners articulate how virtualization and network architecture is implemented, deployed, and used, and describe the implications that interfaces between major components of virtualized systems have for 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.***

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)

Learners in this course develop a research plan with scientific merit that is based on a predetermined 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.***

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.

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.

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): Completion of or concurrent registration in PM5018.*

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): ITEC5060.*

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): Completion of or concurrent registration in ISTM5110.

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.***

IT-FP1006 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, FlexPath option learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.***

IT1006 Information Technology Concepts and Practices (6 quarter credits)

Learners in this course use fundamental 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. 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 relational database management systems (RDBMS).

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)

This course introduces learners to the key concepts underlying Local Area Network (LAN), Metropolitan Area Network (MAN), and Wide Area Network (WAN). Learners examine the layered architecture of the network protocol stack, including the OSI and the TCP/IP models, and apply the principles of designing networks and implementing network protocols. Learners also apply topics of network topologies, cloud computing, networking devices, cabling, and basic network security.

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.

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)

This course provides the opportunity for learners to acquire the foundational skills and knowledge required of a systems administrator. Learners employ tools and procedures to install, configure, administer, troubleshoot, and maintain modern computer systems.

IT3345 * Software Architecture (3 quarter credits)

In this course, learners demonstrate knowledge and skills related to the fundamentals of software engineering and architecture. During a course-long project, learners create a Software Development Plan (SDP) to use as a foundation for future software development projects within an organization. Other topics include software process models, project definition, project organization, validation plan and version control. ***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 securing organizational assets.

IT4070 * Cyber Defense and Countermeasures (6 quarter credits)

Learners in this course examine principles of cyber defense and apply in-depth cyber countermeasure techniques to analyze and secure cyber infrastructure components. Learners also analyze relevant legal, ethical, policy, and risk considerations. ***Prerequisite (s): IT3355, IT4803.***

IT4071 * Cyber Attacks and Ethical Hacking (6 quarter credits)

Learners in this course use techniques, tools, and cybersecurity utilities to develop their understanding of strategies that hackers use to attack computers and networks. Learners investigate security threats and system vulnerabilities exploited by hackers, as well as consequences associated with being hacked. In addition, learners explore Intrusion Detection Systems (IDS), ethical hacking techniques, sniffers, protocols, social engineering, vulnerability analysis, and the use of 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), SarbanesOxley (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 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 use appropriate technologies to identify, investigate, and mitigate vulnerabilities, threats, and risks in operating systems and applications, including mobile and web applications, email, and databases. ***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): BUS1003 or BUS3006 or BUS3007 or 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.***

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): BUS1003 or BUS3006 or BUS3007 or 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)

In this course, learners investigate administration concepts related to enterprise networks using network tools for deploying servers and configuring network application services within an enterprise network. Learners build on previously analyzed material by applying concepts such as IP addressing, name resolution, remote access, remote desktop services, active directory, authentication, and data security to enterprise networks. Learners gain an understanding of advanced network administration strategies for enterprise networks. ***Prerequisite(s): 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, 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, 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 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, 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 Practices for Cloud Computing (6 quarter credits)

In this course, learners implement DevOps best practices for Continuous Integration /Continuous Delivery (CI/CD) of software in the cloud development and delivery platform. Learners explore key principles and practices including source code management, build engineering, automated testing, environment configuration, release management, and deployment. Learners also apply these principles in an automated software delivery pipeline for software projects developed in a cloud platform. ***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 thirdparty 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 crossplatform 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.***

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 interfacebased 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.***

IT4890 Applied IT Project (6 quarter credits)

In this course, learners apply IT knowledge and skills to address a practical opportunity or problem for real clients in an organization. Learners work on an IT solution or recommendation and collaborate with their stakeholders to develop the deliverables requested by the client. Learners also analyze their own role in the process of developing the solution, consider how the coursework and their background contribute to the endeavor, and identify areas for further learning and professional growth. ***Special permission is required for registration. Prerequisite(s): Completion of all core coursework.***

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.***

IT4993 Cybersecurity Capstone (6 quarter credits)

Learners in this capstone course demonstrate the use of tools, skills and techniques developed throughout their program by completing an integrated action learning project. Learners identify and analyze complex computing problems and apply principles to identify, design, and implement computing solutions. ***Must be taken in the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.***

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. ***Prerequisite(s): Completion of or concurrent registration in ITEC5002.***

ITEC5020 * Application and Database Development (4 quarter credits)

In this course, learners use their knowledge of user requirements, user interface design, program design, programming logic, and testing processes to develop a professional-quality application suitable for front-end and web platforms. Learners apply methods for relational database design, administration, and the use of structured query language (SQL) to store, retrieve, and update information for use in applications. ***Prerequisite(s): ITEC5010.***

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. ***Prerequisite(s): Completion of or concurrent registration in ITEC5020.***

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 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): Completion of or concurrent registration in ISTM5110.***

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 cloudbased 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. Prerequisite(s): Completion of or concurrent registration in IAS5030 or ITEC5040 or ITEC5060 or PM5335. 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. Prerequisite(s): ITEC5900 and completion of or concurrent registration in ANLT5100 or IAS5220 or ISTM5112 or PM5336. Cannot be fulfilled by transfer or prior learning assessment.***

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.

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.

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.***

MAT-FP1100 Using Math in the Real World (2 program points)

In this course, learners gain an understanding of numbers and how to use and interpret them. Learners examine mathematics using an easily understandable approach for basic math and algebra to connect mathematical concepts and everyday life.

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.

MAT1100 Using Math in the Real World (4 quarter credits)

In this course, learners gain an understanding of numbers and how to use and interpret them. Learners examine mathematics using an easily understandable approach for basic math and algebra to connect mathematical concepts and everyday life.

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.

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.***

MAT2100 Data-Driven Decisions (4 quarter credits)

In this course, learners examine the applications of statistics to a variety of fields. Learners develop mathematical reasoning, quantitative analysis, and quantitative communication skills to prepare them for future academic coursework and professional life. Learners also gain an understanding of how every day decisions are supported by mathematics.

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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only.***

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. ***For MBA degree and certificate program learners and non-degree learners only.***

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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA5008, 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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): All required and elective coursework. 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. ***For MBA degree and certificate program learners and non-degree learners only.***

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. ***For MBA degree and certificate program learners and non-degree learners only.***

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. ***For MBA degree and certificate program learners and non-degree learners only.***

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. ***For MBA degree and certificate program learners and non-degree learners only.***

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. ***For MBA degree and certificate program learners and non-degree learners only. 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. *For MBA degree and certificate program learners and non-degree learners only.*

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. *For MBA degree and certificate program learners and non-degree learners only.*

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. *For MBA degree and certificate program learners and non-degree learners only. 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. *For MBA degree and certificate program learners and non-degree learners only.*

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. ***For MBA degree and certificate program learners and non-degree learners only. MBA6028 and MBA6900 must be taken in sequence. Prerequisite(s): 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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. 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 their role as a product manager. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only.***

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. ***For MBA degree and certificate program learners and non-degree learners only.***

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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only.***

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. ***For MBA degree and certificate program learners and non-degree learners only.***

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. ***For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6018 or MBA6140.***

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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. 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 degree and certificate program learners and non-degree 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. ***For MBA degree and certificate program learners and non-degree learners only. 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 degree and certificate program learners and non-degree 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. ***For MBA degree and certificate program learners and non-degree learners only. 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 degree and certificate program learners and non-degree 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. ***For MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA6152.***

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 degree and certificate program learners and non-degree 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 decisionmaking 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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only.***

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. ***For MBA degree and certificate program learners and non-degree learners only.***

MBA6186 * Strategic Information System Planning (3 quarter credits)

Learners in this course choose an organization and identify opportunities to improve the alignment of its business strategies with its IT strategies. Learners then create a plan for improving alignment to systematically support the effectiveness of overall business performance in rapidly changing, increasingly complex environments. Learners also examine ways to build IT capabilities that support and enable business strategies and corresponding IT strategies and other topics, including environmental scanning, strategic alignment, and governance models. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only.***

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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. 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. ***For MBA degree and certificate program learners and non-degree learners only. 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 applicationbased 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. ***For MBA degree and certificate program learners and non-degree learners only. MBA6900 must be taken immediately following MBA6028. Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer or prior learning assessment.***

MFT-R5821 * Advanced Marriage and Family Therapy Theory and Pre-Clinical Practice: Residency Track 1 (4 quarter credits)

The first residency includes an online courseroom and a residency. 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 apply the foundational systemic theories of marriage and family therapy and the application of clinical skills, including building therapeutic relationships, conceptualizing cases from a systemic perspective, conducting couple and family sessions. Learners also demonstrate knowledge of assessment, crisis intervention, professional clinical disposition and identity, diversity, and ethics. In the face-to-face residency experience, learners integrate marriage and family therapy theory with clinical practice. ***For MS in Marriage and Family Therapy learners only. This course requires travel. Prerequisite(s): MFT5008, MFT5222, MFT5270. Cannot be fulfilled by transfer.***

MFT-R5823 * Advanced Marriage and Family Therapy Theory and Pre-Clinical Practice: 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 for residency and assess and reflect on knowledge gained during previous coursework. Throughout the course, learners practice developing advanced clinical marriage and family therapy skills, including building and maintaining a therapeutic systemic relationship, and assessing ethical principles used when working with individuals, couples, and families. Learners then engage in a face-to-face residency experience that guides them as they integrate systemic marriage and family therapy theories and methods with clinical practice. ***For MS in Marriage and Family Therapy learners only. This course requires travel. Prerequisite(s): MFT-R5821. Cannot be fulfilled by transfer.***

MFT5008 Foundations of Couple and Family Therapy (4 quarter credits)

This course provides an introduction to the profession of marriage and family therapy and its underlying systemic theoretical framework. Learners evaluate systems theories from a historical perspective and distinguish them from those of other individual-based mental health disciplines. Learners also analyze the history, philosophy, and clinical practice theories of marital and family therapy and examine the fundamental therapeutic concepts and skills needed to work with couples and families. ***Must be taken during the first quarter by learners who have been admitted to the MS in Marriage and Family Therapy degree program and the Systemic Couple and Family Therapy graduate certificate. Cannot be fulfilled by transfer.***

MFT5106 Assessment, Tests, and Measures for Marriage and Family Therapy Practice (4 quarter credits)

Learners in this course examine the assessment process and how to use tests and measures in systemic clinical practice. Learners also analyze the development of assessment methods, testing strategies and interpretation, and fundamental measurement constructs.

MFT5107 Psychopathology: Diagnosis and Treatment of Behavior Disorders (4 quarter credits)

Learners in this course apply psychopathology principles and current issues associated with assessing mental disorders within a systemic, relational context. Learners critically evaluate diagnostic models, methods, and approaches used in diagnosing and treating individuals, couples, and families. Learners also assess psychopharmacological considerations and examine the current DSM classifications and diagnostic issues associated with multicultural populations.

MFT5108 * Impact of Addiction and Addictive Behavior on Family Systems (4 quarter credits)

This course provides learners with fundamental knowledge of addiction from its historical roots through contemporary issues. Learners examine and apply systemic 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 analyze empirically supported interventions for individuals, families, groups, and diverse populations from systemic perspectives and assess emerging issues in the field based upon current research. *Prerequisite(s): MFT-R5821.*

MFT5222 Professional Ethics in Marriage and Family Therapy (4 quarter credits)

Learners in this course examine the ethical and legal responsibilities framing marriage and family therapy and apply the criteria for state licensure. Learners also analyze the impact of a therapist's values, culture, and ethnicity on clinical practice; identify approaches to protecting clients from one's own potential biases; and assess the role of advocacy in marriage and family therapy.

MFT5226 Sexual Issues in Couple and Family Therapy (1 quarter credit)

In this course, learners apply a systemic family therapy model used when working with couples' and families' sexual functioning, attitudes toward sexuality, and sexual orientation. Learners assess effective therapeutic techniques used when working with diverse clients.

MFT5232 * Systemic Approaches to Sexual and Gender Issues (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 examine and challenge their personal beliefs, attitudes, and values associated with gender and sexuality and the ways they may impact the therapeutic process. *Prerequisite(s): MFT5008, MFT5222, MFT5270, MFT-R5821.*

MFT5270 * 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. Learners demonstrate knowledge of the tenets, therapeutic strategies, and techniques used within the field. Learners also evaluate therapy and counseling approaches to structural, strategic, transgenerational, behavioral, communication, and analytical models in working with couples and families. *Prerequisite(s): MFT5008.*

MFT5271 * Working with Families Across the Lifespan (4 quarter credits)

In this course, learners build an understanding of families as systems, in particular family development, transitions, assessment, and intervention across the lifespan. Learners also integrate diversity and sociocultural factors in the application of systemic assessment and intervention strategies. *Prerequisite(s): MFT5008.*

MFT5273 * Couple and Marital Therapy (4 quarter credits)

In this course, learners investigate systemic couples therapy theories, methods, and practices in terms of assessment, treatment planning, and intervention. Learners analyze issues related to diversity and ethical considerations pertaining to systemic couples therapy. Learners also examine contemporary issues in couples therapy as they apply to clinical practice. *Prerequisite(s): MFT5270.*

MFT5274 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 therapy: Solution-Focused Brief Therapy and Emotionally Focused Therapy. Learners also identify how their own assumptions and personal values impact the clinical process.

MFT5275 * Utilizing Systemic Approaches: Infancy Through Adolescence (4 quarter credits)

This course is a comprehensive overview of systemic approaches used to diagnose, assess, and treat children and adolescents experiencing a variety of symptoms. Learners demonstrate an understanding of standard and systemic best practices, design interventions based on relevant research, and apply an ethical framework that is developmentally informed and culturally sensitive. *Prerequisite(s): MFT5008.*

MFT5276 Couples Therapy Models: Contemporary Issues 2 (4 quarter credits)

Learners in this course strengthen their knowledge of the concepts, research, and assumptions associated with two theoretical models of couples therapy: Narrative Therapy and Cognitive Behavioral Couples Therapy. Learners also identify how their own assumptions and personal values impact the clinical process.

MFT5336 Diversity and Social Justice in Systemic Family Therapy (4 quarter credits)

This course introduces theory, research, and models that inform ethical, culturally competent clinical work, and social justice advocacy in a variety of settings. Learners use strategies to address the influence of heritage, attitudes, beliefs, and acculturative experiences on the therapeutic process. In addition, learners gain knowledge of effective systemic therapy and advocacy strategies with diverse individuals, couples, families, and groups and determine ways to advocate and promote social justice at multiple levels.

MFT5600 Special Topics in Marriage and Family Therapy (1 quarter credit)

Learners in this course investigate a specific topic in clinical practice to enhance their understanding of theory, application, and research in the profession of marriage and family therapy.

MFT5604 Family Law and Ethics (1 quarter credit)

In this course, learners analyze 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 examine the ethical codes of 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.

MFT5620 * Marriage and Family Therapy Clinical Experience Preparation (1 quarter credit)

This course supports the preparation and application process for learners to attain clinical experience in the MS in Marriage and Family Therapy degree program. Learners investigate their state's licensure requirements, develop a strategy to fulfill the practicum and internship experience portion of those requirements, and finalize their strategy through execution and feedback. *Prerequisite(s): MFT5820, MFT-R5821.*

MFT5820 * Marriage and Family Therapy Theory and Practice (4 quarter credits)

In this course, learners gain clinical marriage and family therapy skills needed for the first residency. Learners build and maintain therapeutic relationships, conceptualize cases from a systemic perspective, conduct couple and family sessions, perform therapeutic assessments, apply ethical and legal standards of practice when working with couples and families from diverse backgrounds. *MFT-R5821 must be taken the quarter immediately following MFT5820. Prerequisite(s): MFT5008, MFT5222, MFT5270. Cannot be fulfilled by transfer.*

MFT5822 * Systemic and Group Interventions for Grief, Loss, and Trauma (4 quarter credits)

In this course, learners continue to develop therapy skills using group and systemic interventions as they apply to grief, loss, and trauma. Learners assess group dynamics, group process, and multicultural issues in relationship to grief, loss, and trauma.

Prerequisite(s): MFT5107, MFT5270, MFT5271, MFT5273, MFT5820, MFT-R5821. Cannot be fulfilled by transfer.

MFT5876 Research Methods in Marriage and Family Therapy (4 quarter credits)

Learners in this course evaluate the measurement of family variables and the complexities of family research design, data collection, and analysis. Learners demonstrate an understanding of scales of measurement, validity and reliability, experimental and non-experimental designs, and approaches to integrating clinical research with practice.

MFT6231 * Marriage and Family Therapy Clinical Internship 1 (2 quarter credits)

The clinical internship is an online-directed course and a supervised site-based learning experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family therapy 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 internship courses complete weekly face-to-face contact with site 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): MFT-R5823 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.***

MFT6232 * Marriage and Family Therapy Clinical Internship 2 (2 quarter credits)

The clinical internship is an online-directed course and a supervised site-based learning experience during which learners practice specific and intermediate clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family therapy setting. Learners in this course continue to use fundamental communication and interviewing principles to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. Learners in the internship courses complete weekly face-to-face contact with site 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): MFT6231 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.***

MFT6233 * Marriage and Family Therapy Clinical Internship 3 (2 quarter credits)

The clinical internship is an online-directed course and a supervised site-based learning experience during which learners practice specific and advanced clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family therapy setting. Learners continue to build their knowledge and use fundamental communication and interviewing principles to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. Learners in the internship courses complete weekly face-to-face contact with site 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): MFT6232 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.***

MFT6234 * Marriage and Family Therapy Clinical Internship 4 (2 quarter credits)

The clinical internship is an online-directed course and a supervised site-based learning experience during which learners practice specific and advanced clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family therapy setting. Learners continue to apply the knowledge gained in the previous internships and use fundamental communication and interviewing principles to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. Learners in the internship courses complete weekly face-to-face contact with site 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): MFT6233 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.***

MFT6235 * Marriage and Family Therapy Clinical Internship 5 (2 quarter credits)

The clinical internship is an online-directed course and a supervised site-based learning experience during which learners practice specific and advanced clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family therapy setting. Learners continue to apply the knowledge gained in the previous internships and use fundamental communication and interviewing principles to perform initial assessments and conduct clinical sessions with individuals, couples, families, and groups. Learners in the internship courses complete weekly face-to-face contact with site 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): MFT6234 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.***

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.*

MHA5017 Data Analysis for Health Care Decisions (4 quarter credits)

Learners in this course gain and apply an understanding of how data drives decision making at every level of health care administration, including in value-based reimbursement as well as operations and outcomes. Learners identify ways to use data analysis tools and techniques in the pursuit of value, quality, and safety. Throughout the course, learners use readings, media presentations, and real-world examples to analyze a particular foundational statistical concept and related practical application.

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. 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.***

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.***

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 receive personalized coaching and apply coaching techniques in a real-world setting. Learners demonstrate their knowledge of talent development, team leadership, professionalism, and interpersonal understanding. Learners also evaluate their own leadership skills through introspective investigation, reflection, and coaching, and then use these skills to construct their own personal leadership plan. *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.*

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.

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.

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, MPH5506.*

MPH5200 * Social and Behavioral Research Methods (4 quarter credits)

Learners in this course develop knowledge of qualitative and quantitative research methods that focus on social and behavioral sciences related to public health. Learners investigate major research methods and techniques and examine how social, behavioral, and public health theories are used to develop research questions and hypotheses. In addition, learners analyze how public health research results are disseminated to appropriate audiences. *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 formulate team leadership strategies that facilitate interprofessional team performance, collaboration, and 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 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 concepts about climate change, as well as 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.

MPH5515 * Public Health Advocacy and Social Change (4 quarter credits)

In this course, learners examine issues that impact health and health equity while advocating for political, social, and economic change to improve health in diverse populations. Learners investigate and implement systems improvements to create sustainable change that leads to social justice, and empower others to influence public health outcomes and equality for all. Learners also propose strategies for different audiences and stakeholders while intentionally addressing these issues and measuring the impact on current and future generations. ***Prerequisite(s): MPH5500, MPH5503,***

MPH5506, 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.***

Grading for this course is S/NS. 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. ***Grading for this course is S/NS. 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.***

NURS6013 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. ***For MSN and DNP learners only.***

NURS6014 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. ***For MSN and DNP learners only.***

NURS6038 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. *For MSN and DNP learners only.*

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 Improvement (4 quarter credits)

Learners in this course build foundational knowledge and skills needed to shape the future of health care. Through the lens of a 21st-century health care leader, learners use critical thinking, analysis, and creative insights to examine a problem, gap, or opportunity for improvement within a health care or public health delivery system. Learners also complete a culminating project charter to further develop a coherent quality improvement plan for 21st-century health care. *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. *For DNP learners only. Cannot be fulfilled by transfer.*

NHS8051 * Preparing for the Professional Doctorate in Public Health and Health Administration (4 quarter credits)

In this course, learners identify and secure a preceptor and project site for their practicum and complete the research ethics and compliance training required for their doctoral capstone project. Learners also substantiate organizational challenges that present opportunities for improvement interventions and synthesize research evidence to support feasible improvement interventions for an organization. In addition, learners determine the extent to which a prospective capstone project benefits and adds value to an organization. Throughout the course, learners refine their critical thinking and doctoral-level writing skills. *Prerequisite(s): NHS8065. Cannot be fulfilled by transfer.*

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. *For DNP learners only. Prerequisite(s): NHS8050. Cannot be fulfilled by transfer.*

NHS8065 * Foundations of Evidence-Based Practice in Health Care (4 quarter credits)

In this course, learners apply the steps of the evidence-based practice process to a challenge in health care. Learners differentiate among qualitative, quantitative, and mixed research design, methods, and evidence, and evaluate the quality of qualitative research methods and results. Learners also interpret the results and practical significance of health care data analyses and assess their strengths and weaknesses in writing as a doctoral professional. *Prerequisite(s): RSCH7864. Cannot be fulfilled by transfer.*

NHS8070 Evaluation and Interpretation of Data in Health Care (4 quarter credits)

In this course, learners examine underlying concepts and reasoning involved in the collection, preparation, and evaluation of qualitative and quantitative data in health care research. Learners apply appropriate analytical techniques using commonly used software and/or best practice guidelines. Learners also interpret and report the analytical results. *For DNP learners only. 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): NHS8050, RSCH7864. Cannot be fulfilled by transfer.*

NHS8701 * Keystone: Defining the Doctoral Project (4 quarter credits)

In this course, learners collect, integrate, and synthesize organizational and research evidence to complete a final draft of the Doctoral Project Prospectus Part 1 (DPP Part 1). Learners also collaborate with leaders at an organization within a health care or public health setting to secure the site and preceptor for their project as well as identify a health care or public health challenge as an opportunity for evidence-based change and improvement. *Grading for this course is S/NS. Prerequisite(s): NHS8051. Cannot be fulfilled by transfer.*

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 interorganization 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.

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 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.

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.

NSC1100 Unlocking the Secrets of Science and Innovation (4 quarter credits)

In this course, learners analyze concepts from the physical and biological sciences to identify the connections between science and innovation. Learners investigate how science and innovation influence society as they develop critical thinking, scientific reasoning, and research skills.

NURS-FPX9980 Doctoral Project Development (2 program points)

This course provides learners with the resources, structure, and faculty support for successful completion of their doctoral project requirements. Learners analyze, critique, and integrate information into the design and implementation of their project. ***For DNP, FlexPath option learners only. Special permission is required for registration. Cannot be fulfilled by transfer.***

NURS4010 Leading People, Processes, and Organizations in Interprofessional Practice (6 quarter credits)

Learners in this course gain the understanding and abilities needed to champion and lead changes in interprofessional health care practice. Learners use management theories and leadership strategies and apply interdisciplinary collaboration skills to improve systems outcomes while reducing the cost of care. *For BSN learners only.*

NURS4020 Improving Quality of Care and Patient Safety (6 quarter credits)

In this course, learners build and demonstrate the skills necessary to contribute to the quality improvement of health care and patient safety. Learners analyze elements of successful quality improvements as well as factors that lead to patient safety risks. In addition, learners identify organizational interventions to promote patient safety and facilitate quality improvement processes to achieve desired patient, systems, and population outcomes. *For BSN learners only.*

NURS4030 Making Evidence-Based Decisions (6 quarter credits)

Learners in this course interpret research and apply an evidence-based practice model to make informed decisions in care planning. Learners analyze the relevance and effectiveness of evidence in the processes of clinical reasoning and judgement to support interventions that result in desired patient, systems, and population outcomes. *For BSN learners only.*

NURS4040 Managing Health Information and Technology (6 quarter credits)

In this course, learners leverage technology to effectively and efficiently achieve desired patient, systems, and population outcomes. Learners develop and demonstrate generalist nursing practices needed to manage health information and patient care technologies. Learners also develop strategies to improve security of patient information. *For BSN learners only.*

NURS4050 Coordinating Patient-Centered Care (6 quarter credits)

Learners in this course apply the knowledge and skills needed to respond to the unique biopsychosocial attributes and situational context of each individual patient while recognizing the patient as full partner in all health care decision making. Learners collaborate and adapt practices to support patient-centered care and defend decisions based on the code of ethics for nursing. *For BSN learners only.*

NURS4060 Practicing in the Community to Improve Population Health (6 quarter credits)

In this course, learners analyze the community and public health milieu, with emphasis on health promotion and disease prevention for culturally diverse people within a variety of community settings. Learners apply principles of community and public health, health promotion, epidemiology, social determinants of health, and social justice to achieve equity, eliminate disparities, and create environments to improve health and safety. Learners also examine leading health care indicators, health policy, and emergency preparedness. ***For BSN learners only.***

NURS4900 * Capstone Project for Nursing (6 quarter credits)

The capstone course is the culmination of the BSN degree program and provides learners the opportunity to demonstrate the competencies they have gained during their program. Learners integrate new knowledge from the literature into practice via direct practicum hours in a patient, family, or group setting to demonstrate proficiency and create high-quality deliverables to apply in future practice. In the capstone experience, learners also further apply their knowledge of the program outcomes. ***For BSN learners only. Must be taken during the learner's final quarter. Prerequisite(s): NURS4010, NURS4020, NURS4030, NURS4040, NURS4050, completion of or concurrent registration in NURS4060. Cannot be fulfilled by transfer or prior learning assessment.***

NURS5003 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. ***For MSN learners only.***

NURS5005 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. ***For MSN learners only.***

NURS5007 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. ***For MSN learners only.***

NURS6011 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. ***For BSN and MSN learners only.***

NURS6016 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. ***For BSN and MSN learners only.***

NURS6021 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. ***For MSN learners only.***

NURS6025 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 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). ***For MSN learners only. Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

NURS6026 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. ***For MSN learners only.***

NURS6030 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 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). ***For MSN learners only. Special permission is required for registration. Cannot be fulfilled by transfer.***

NURS6103 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. ***For MSN learners only.***

NURS6105 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. ***For MSN learners only.***

NURS6107 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. ***For MSN learners only.***

NURS6109 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, computerbased 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. ***For MSN learners only.***

NURS6111 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. ***For MSN learners only.***

NURS6210 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 futurelooking strategic vision to ensure sustainable gains in quality and safety. ***For MSN learners only.***

NURS6212 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 evidencebased 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. ***For MSN learners only.***

NURS6214 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. *For MSN learners only.*

NURS6216 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. *For MSN learners only.*

NURS6218 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 local and global environment. Learners develop proactive strategies to drive and lead changes in health care and integrate 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. *For MSN learners only.*

NURS6410 Fundamentals of Nursing Informatics (4 quarter credits)

Throughout the course, learners analyze the roles, theories, ethical implications, and standards of nursing informatics practice. Learners identify the rules, regulations, and current trends that govern professionals in the field. In addition, learners examine the evolution and perspectives of nursing informatics and apply knowledge and skills needed to lead and support improvements in health care. *For MSN learners only.*

NURS6412 Analysis of Clinical Information Systems and Application to Nursing Practice (4 quarter credits)

In this course, learners analyze the various aspects of clinical information systems to deliver quality health care. In particular, learners acquire the knowledge and skills needed to effectively plan, design, and implement health/clinical information systems within nursing practice. Learners also apply evidence-based informatics strategies to effect improved clinical outcomes. *For MSN learners only.*

NURS6414 Advancing Health Care Through Data Mining (4 quarter credits)

Learners in this course analyze and validate data and demonstrate the ability to act as key drivers in nursing informatics. Throughout the course, learners develop databases to enhance decision-making capabilities that improve clinical outcomes in multiple health care environments. In addition, learners examine the implications of data use related to responsibility, accountability, and dissemination. *For MSN learners only.*

NURS6416 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. *For MSN learners only.*

NURS6610 Introduction to Care Coordination (4 quarter credits)

In this course, learners examine the importance of nurses' contributions to coordinating patient care and the nurse's role in coordinating care for diverse populations in varied settings. Learners identify essential members of the patient care team needed for interprofessional collaboration and assess how the current health care climate is shaping the future. In addition, learners evaluate care coordination plans and outcomes according to performance measures and professional standards as well as develop patient assessments based on current legislation, policies, and evidence-based research. *For MSN learners only.*

NURS6612 Health Care Models Used in Care Coordination (4 quarter credits) Learners in this course examine how 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 quality of care, and affect positive health outcomes. *For MSN learners only.*

NURS6614 * 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. *For MSN learners only.*

NURS6616 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. *For MSN learners only.*

NURS6618 Leadership in Care Coordination (4 quarter credits)

Learners in this course propose a project for change in a care coordination setting, aligning care coordination resources with community health care needs. Learners apply project management best practices to affect ethical practice and support positive health outcomes in the delivery of safe, culturally competent care in compliance with applicable regulatory requirements. In addition, learners identify ways in which the care coordinator leader supports collaboration between key stakeholders in the care coordination process. *For MSN learners only.*

NURS8010 Executive Leadership in Contemporary Nursing (4 quarter credits)

Learners in this course analyze and evaluate interrelationships within complex health care delivery systems, including organizational stakeholders; executive power structures; and population, fiscal, and policy issues. Learners apply this knowledge as well as executive leadership skills to professional practice and recommend policy changes that support system-level strategic priorities. *For DNP learners only. Cannot be fulfilled by transfer.*

NURS8012 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. *For DNP learners only. Cannot be fulfilled by transfer.*

NURS8014 * Global Population Health (4 quarter credits)

In this course, learners evaluate global health issues and propose and evaluate culturally sensitive interventions to address global health concerns. Throughout the course, learners build the knowledge and skills necessary to lead the development and implementation of institutional, local, state, national, or international health care initiatives. *For DNP learners only. Prerequisite(s): NURS8010. Cannot be fulfilled by transfer.*

NURS8035 Foundations of Evidence-Based Practice in Nursing (4 quarter credits)

In this course, learners apply the steps of the evidence-based practice process to a health care challenge, evaluate qualitative research methods and results, and interpret the results and practical significance of qualitative health care data analyses. Learners also assess their own strengths and weaknesses in relationship to writing as a doctoral professional. *For DNP learners only. Cannot be fulfilled by transfer.*

NURS8045 * Doctoral Writing and Professional Practice (4 quarter credits)

Learners in this course write as doctoral professionals, including crafting a compelling argument and creating a literature review that supports a possible intervention or process change. Learners also obtain approval for their practicum site and preceptor and complete the related paperwork. *For DNP learners only. Prerequisite(s): NURS8035, completion of or concurrent registration in NURS8012. Cannot be fulfilled by transfer.*

NURS9100 * Defining the Nursing Doctoral Project (4 quarter credits)

In this course, learners finalize a project charter to address a clinical or organizational problem or take advantage of an opportunity for improvement within a health care or public health setting. Learners also meet a high standard for ethical, interprofessional practice. Learners begin precepted practicum hours in this course. *For DNP learners only. Special permission is required for registration. Grading for this course is S/NS. Prerequisite(s): A cumulative GPA of 3.0 or better. NHS8040, NURS8010, NURS8012, NURS8014, NURS8035, NURS8045, and RSCH7864. Cannot be fulfilled by transfer.*

NURS9901 * Nursing Doctoral Project 1 (4 quarter credits)

Learners in this course obtain university approval to begin the implementation phase of their project. At the completion of the course, learners associate project outcomes with a quality / performance improvement framework and formalize the project implementation plan. This course requires completion of practicum hours. *For DNP learners only. Grading for this course is S/NS. Prerequisite(s): NURS9100. Cannot be fulfilled by transfer.*

NURS9902 * Nursing Doctoral Project 2 (4 quarter credits)

In this course, learners implement their projects and reflect on the process and lessons learned. Learners also conduct an exhaustive search of the literature, critically appraise the evidence, and develop a coherent interpretation and synthesis of the main themes and relationships among sources. This course requires completion of practicum hours. *For DNP learners only. Grading for this course is S/NS. Prerequisite(s): NURS9901. Cannot be fulfilled by transfer.*

NURS9903 * Nursing Doctoral Project 3 (4 quarter credits)

Learners in this course begin the process of documenting their project in a scholarly manner. Throughout the course, learners evaluate data, incorporate evidence, draft analysis, and develop the first part of their report on their doctoral project. This course requires completion of practicum hours. ***For DNP learners only. Grading for this course is S/NS. Prerequisite(s): NURS9902. Cannot be fulfilled by transfer.***

NURS9904 * Nursing Doctoral Project 4 (4 quarter credits)

In this course, learners complete the final report and apply knowledge and experience gained during the doctoral project. Learners also create a presentation on the purpose, intervention, and results of their project to develop dissemination skills. This course requires completion of practicum hours. ***For DNP learners only. Grading for this course is S/NS. Prerequisite(s): NURS9903. Cannot be fulfilled by transfer.***

NURS9980 Doctoral Project Development (4 quarter credits)

This course provides learners with the resources, structure, and faculty support for successful completion of their doctoral project requirements. Learners analyze, critique, and integrate information into the design and implementation of their project. ***Special permission is required for registration. Grading for this course is S/NS. Cannot be fulfilled by transfer.***

OPS5620 * 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.***

OPS5630 * 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.***

PHI-H2005 Honors Seminar: Critical Thinking for the Professional World (3 quarter credits)

This is the first course in the honors pathway. Learners apply critical thinking skills to develop a professionally relevant question in their discipline or program of study to investigate throughout the honors pathway. Learners gain the knowledge and skills necessary to ask questions and solve problems from multiple perspectives. Learners analyze their question from multiple perspectives and engage in enriching discussions with faculty and peers. *For honors pathway learners only. Cannot be fulfilled by transfer.*

PHI1000 Introduction to Philosophy (6 quarter credits)

This course focuses on the nature and main branches of philosophy. Learners use logic as a tool to evaluate important philosophical issues, including the existence of God, the existence of the self, the nature of knowledge, and questions about morality. Learners also analyze philosophical arguments.

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.

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.

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.

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, with an emphasis on Agile.

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. ***Prerequisite(s): MS in Information Technology learners must have completed ITEC5030.***

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 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 completion of or concurrent registration in 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 completion of or concurrent registration in PM5332.***

PM5334 * Project Risk Assessment and Control (4 quarter credits)

Learners in this course examine and demonstrate their knowledge of the components of project risk management including assessing project risk identification and mitigation strategies; evaluation of risk impact analysis methods; and evaluation of risk analysis techniques to ensure project success. Learners also assess project risk management certifications and professional development activities to identify future project risk management professional opportunities. ***Prerequisite(s): PM5018, or completion of or concurrent registration in PM5333.***

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): PM5334.***

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): PM5335.***

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.

POL1110 U.S. and Nevada Government (6 quarter credits)

In this course, learners investigate the origins and evolution of American national government and Nevada state government, including the basic institutions, ideals, and fundamental decision-making processes regarding domestic and foreign policy. Learners analyze fundamental terms and facts, the development and functions of the U.S. branches of government, and the value preferences within American society that affect public policy. Learners also gain a basic understanding of how federal, state, and local governments interact in the U.S. political system.

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.

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.

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 RSCH7868.***

PSL-R8925 * PhD Dissertation Research Seminar Track 1 (3 quarter credits)

The intensive, ten-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 RSCH7860. Cannot be fulfilled by transfer.***

PSL-R8926 * PhD Dissertation Research Seminar Track 2 (3 quarter credits)

The intensive, ten-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 RSCH7864. Cannot be fulfilled by transfer.***

PSL-R8927 * PhD Dissertation Research Seminar Track 3 (3 quarter credits)

The intensive, ten-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, ten-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 DPA and DSW learners only. Prerequisite(s): Completion of or concurrent registration in RSCH7864.***

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 DPA and DSW learners only. Prerequisite(s): Completion of or concurrent registration in PSL8130 or PSL8140; PSL-R8941.***

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 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.***

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): RSCH7868.***

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): RSCH7868.***

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): RSCH7868.***

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): RSCH7868.***

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. ***Department consent is required for registration. 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)

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. ***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 specialization requirements. Prerequisite(s): PSL9919. Cannot be fulfilled by transfer.***

PSL9971 * Doctoral Capstone (3 quarter credits)

This course provides learners with resources, guidance, and support as they fulfill 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. 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. Cannot be fulfilled by transfer.***

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. Ethical and cultural considerations of testing are embedded throughout the course. ***For MS in Clinical Psychology learners only. Test kits are required and are available for loan at psytestkits@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-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 in School Psychology learners only. Prerequisite(s): PSY7610, completion of or concurrent registration in PSY8233.***

PSY-R6592 Interventions and Response to Interventions (non-credit)

This residency introduces learners to The Individuals with Disabilities Education Act (IDEA 2004), which introduced Response To Intervention (RTI) as an authority in the identification of specific learning disabilities. This residency builds capacity among learners to implement the RTI framework in local and state education agencies. Learners examine the RTI components of screening of students, monitoring student progress, providing evidence-based interventions, and identifying students with special learning needs in a collaborative approach. Learners have the opportunity to practice response to intervention skills within a collaborative framework utilizing various case studies. ***For PsyD in School Psychology learners only. Prerequisite(s): PSY-R6591, PSY-R6593, PSY-R6594, PSY-R6595.***

PSY-R6593 Assessments: Nonverbal (non-credit)

In this residency, learners continue to develop skills in administering standardized assessment instruments necessary for practicing school psychologists. Learners review previously taught test batteries and report writing skills; engage in supervised observation, mock testing, and scoring activities; study the ethical principles associated with the practice of school psychology; and receive feedback from experienced professional school psychologists and peers. Throughout the residency, learners demonstrate the ability to follow the administration procedures as given in each test manual, to handle the test materials appropriately, to maintain a neutral test environment, and to encourage full "testee" cooperation during a testing session. Learners are also introduced to, and practice through oral presentation, the basic skills needed for interpreting and communicating assessment results to parents, teachers, and other professionals. ***For PsyD in School Psychology learners only. Prerequisite(s): Completion of or concurrent registration in PSY-R6591.***

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 in School Psychology learners only. Prerequisite(s): Completion of or concurrent registration in PSY8212, PSY-R6591 and PSY-R6593.***

PSY-R6595 Functional Behavioral Assessment and Assessment Reviews (non-credit)

In this residency, learners recognize appropriate circumstances and steps for conducting a functional behavioral assessment (FBA), developing the behavior intervention plan (BIP) and identifying the individual components of an FBA and BIP. Learners also review important standardized assessment measures administered to children and adolescents. Working in pairs, learners complete functional behavioral assessment and behavior intervention plan forms. Learners gain skills in synthesizing and interpreting case study data, and integrate and summarize—orally and in writing—this data to provide important feedback to school personnel about a student's challenging behaviors. In addition, learners review the administration and scoring procedures for the most recent versions of the Wechsler Intelligence Scale for Children (WISC), Woodcock-Johnson Tests of Cognitive Abilities (WJ COG), and Woodcock-Johnson Tests of Achievement (WJ ACH). ***For PsyD in School Psychology learners only.***

PSY-R6596 Personality and Behavior Assessment (non-credit)

In this residency, learners administer and score individual personality and behavior tests, focusing on the most recent versions of the Behavior Assessment System for Children (BASC); Achenbach System of Empirically Based Assessment (ASEBA), including the Child Behavior Checklist (CBCL) and the Teacher Report Form (TRF); Conners (Conners); Kinetic Drawing System for Family and School (KDSFS), House-Tree-Person (H-T-P); Roberts; the Thematic Apperception Test (TAT); and sentence completion tests. Learners work individually and in small groups to provide written interpretation and oral case study presentations of the results gathered. Learners also gain skills in conducting clinical interviews; synthesizing and interpreting data from teacher, parent, and self-report behavior rating scales, as well as objective and projective techniques; and in scoring, interpreting, and integrating test results in order to make recommendations and write psychological reports. ***For PsyD in School Psychology learners only. Prerequisite(s): PSY8220, PSY-R6591, PSY-R6593, PSY-R6594, PSY-R6595, completion of or concurrent registration in PSY-R6597 and PSY-R6599.***

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 PsyD in School Psychology learners only. Prerequisite(s): PSY-R6591, PSY-R6593, PSY-R6594, PSY-R6595.***

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 PsyD in School Psychology learners only. Prerequisite(s): PSY-R6591, PSY-R6593, PSY-R6594, PSY-R6595.***

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-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, roleplays, 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.***

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, roleplays, 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, roleplays, 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-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.

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, ten-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. Prerequisite(s): PSY7115. Cannot be fulfilled by transfer.***

PSY-R8926 * PhD Dissertation Research Seminar Track 2 (3 quarter credits)

The intensive, ten-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): PSY7868, PSY8625, PSY-R8925. Cannot be fulfilled by transfer.***

PSY-R8927 * PhD Dissertation Research Seminar Track 3 (3 quarter credits)

The intensive, ten-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): PSY8658, PSY-R8926. Cannot be fulfilled by transfer.***

PSY-V8303 Professional Development and Socialization (non-credit)

This residency experience 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 experience is virtual. This residency requirement is associated with PSY8330.***

PSY-V8315 Practicum Readiness Evaluation (non-credit)

This 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 experience is virtual. This residency requirement is associated with PSY8371.***

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. 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.***

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 study and prepare to practice filial therapy in one-on-one situations with caregivers. 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 introduces learners to the theories, models, principles, and practice of play therapy supervision. Learners develop ethical and practical skills about standard practices in supervision and consider their own theoretical orientation in the supervision of play therapy. Learners examine creative, experiential, and playful supervision practices through supervisory sessions with other learners. Learners also develop mentoring and facilitating skills in class and apply them during practice sessions. *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.*

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 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): PSY6091, PSY6095, PSY6210, PSY7210, PSY7543, PSY7610, PSY8162, PSY-R6230, PSY-R6313 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.*

PSY6400 * Master's Internship Series (5 quarter credits)

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 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. Prerequisites(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.***

PSY6401 * Master's Internship Series (5 quarter credits)

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 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. Prerequisites(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.***

PSY6402 * Master's Internship Series (5 quarter credits)

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 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. Prerequisites(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.***

PSY6403 * Master's Internship Series (5 quarter credits)

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 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. Prerequisites(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.***

PSY6404 * Master's Internship Series (5 quarter credits)

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 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. Prerequisites(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.***

PSY6405 * Master's Internship Series (5 quarter credits)

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 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. Prerequisites(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.***

PSY6406 * Master's Internship Series (5 quarter credits)

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 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. Prerequisites(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.***

PSY6407 * Master's Internship Series (5 quarter credits)

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 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. Prerequisites(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.***

PSY6408 * Master's Internship Series (5 quarter credits)

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 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. Prerequisites(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.***

PSY6409 * Master's Internship Series (5 quarter credits)

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 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.***

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.

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.

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, the various side effects of psychoactive drugs, and how these may interact with key characteristics such as age or general health. 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 PSY8002.*

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.

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 (crosssections 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.***

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.***

PSY7708 Basic Foundations in Applied Behavior Analysis (5 quarter credits)

In this course, learners gain an understanding of the basic foundations, philosophy, and concepts underlying the science of behavior analysis. Learners differentiate between therapeutic approaches that are behavior-analytic and those that are not. Learners acquire knowledge of the basic principles and analyze behavior and environmental events surrounding the occurrence of behavior. ***Cannot be fulfilled by transfer.***

PSY7709 * Advanced Concepts in Applied Behavior Analysis (5 quarter credits)

In this course, learners further examine the concepts underlying the science of behavior analysis. Learners discern the different types of antecedents and consequences that effect behavior. Learners practice speaking in the scientific terminology used in the science of behavior analysis. Learners also gain a basic understanding of Skinner's analysis of verbal behavior. ***Prerequisite(s): Completion of or concurrent registration in PSY7708. Cannot be fulfilled by transfer.***

PSY7710 * Ethics in Applied Behavior Analysis (5 quarter credits)

In this course, learners gain knowledge about the Professional and Ethical Compliance Code for Behavior Analysts. Learners practice navigating ethical dilemmas commonly encountered in the practice of behavior analysis. Learners gain perspective on how to weight risks and benefits associated with the implementation of behavior change procedures. ***Prerequisite(s): Completion of or concurrent registration in PSY7709. Cannot be fulfilled by transfer.***

PSY7711 * Measurement and Research in Applied Behavior Analysis (5 quarter credits)

In this course, learners gain knowledge on measurement, data display, and experimental methods commonly used in applied behavior analysis. Learners distinguish the different types of measurement that may be used and determine the conditions under which certain types should be used. Learners gain knowledge about single-subject design as well as different types of research methods used in behavior analysis. ***Prerequisite(s): PSY7708, PSY7709, completion of or concurrent registration in PSY7710. Cannot be fulfilled by transfer.***

PSY7712 * Behavior Analytic Assessments (5 quarter credits)

Learners apply and gain knowledge of the full range of assessment based approaches in behavior analysis. Learners gain knowledge on how to assess client's preferences, needs, and skill strengths and deficits. Learners practice conducting functional behavior assessments and analyzing results of these assessments to determine functions of behavior. ***Prerequisite(s): PSY7710, completion of or concurrent registration in PSY7711.***

PSY7713 * Behavior Analytic Interventions (5 quarter credits)

In this course, learners apply techniques of behavior change to behaviors of social significance. Learners gain knowledge on how to design behavior change systems given results of behavior assessments. Learners also gain knowledge on how to design these systems to ensure continued maintenance and generalization of skills. ***Prerequisite(s): PSY7711, completion of or concurrent registration in PSY7712. Cannot be fulfilled by transfer.***

PSY7714 * Supervision and Management in Applied Behavior Analysis (5 quarter credits)

In this course, learners apply evidenced-based supervision practices to the supervision of behavior-analytic programs. Learners gain knowledge on how to apply behavior change procedures. Learners apply Skinner's analysis of verbal behavior to create behavior change programs to address verbal behavior. ***Prerequisite(s): PSY7712, completion of or concurrent registration in PSY7713. Cannot be fulfilled by transfer.***

PSY7715 * Applied Behavior Analysis Capstone (5 quarter credits)

In this course, learners demonstrate knowledge, scholarship, and research proficiency in Applied Behavior Analysis. Learners demonstrate their understanding of ethical and professional conduct and basic concepts and principles in behavior analysis. Learners apply assessment techniques, implement behavior-analytic methods, and determine their effectiveness. Learners demonstrate their ability to evaluate research findings by synthesizing research and drafting an experimental outline around a behavioranalytic topic of their choice. ***Prerequisite(s): PSY7713, PSY7714. Cannot be fulfilled by transfer.***

PSY7860 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 develop and apply skills needed to become 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. ***Learners may only earn credit for PSY7860 or RSCH7860.***

PSY7864 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. ***Learners may only earn credit for PSY7864 or RSCH7864.***

PSY7868 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. ***Learners may only earn credit for PSY7868 or RSCH7868. 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 PSY8002.***

PSY8110 The Psychology of Teaching (5 quarter credits)

Learners in this course examine the psychological basis of postsecondary instruction in psychology and other social sciences. Learners study both face-to-face and online higher education learning environments for students 18 years and older. Topics include evaluation of effective teaching and assessment strategies, and consideration of classroom management practices. Learners analyze how culturally competent teaching practices and instructional decision-making impact student learning. Additionally, learners examine special student populations including adult learners. Learners also assess their own professional skills and self-efficacy.

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.

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 intelligence, achievement, and adaptive functioning. Learners use clinical interviews and mental status exams; administer, score, and interpret tests of intelligence, achievement, and adaptive functioning; and develop integrated assessment reports. Learners also examine issues of diversity and ethics in intelligence, 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 normreferenced 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 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 build upon competencies in assessing intelligence, achievement, and adaptive functioning, and integrate these with assessments of personality and psychopathology. Learners apply theories of personality and models of psychopathology assessment, and focus on the administration, scoring, and interpretation of the MMPI2. Learners further deepen and broaden their skills in interpreting the WAIS-IV and in selecting appropriate assessments to create integrated reports. Learners synthesize information gathered from clinical interviews with assessments of intelligence, achievement, and psychopathology to formulate diagnoses and treatment plans. Throughout the course, learners examine complex 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. ***For PhD Behavior Analysis learners only. 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. ***For PhD Behavior Analysis learners only. 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. ***For PhD Behavior Analysis learners only. Cannot be fulfilled by transfer.***

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. ***For PhD Behavior Analysis learners only. 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. ***For PhD Behavior Analysis learners only. 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. ***For PhD Behavior Analysis learners only. Cannot be fulfilled by transfer.***

PSY8307 * Advanced Single-Subject Research Design for Behavior Analysis (5 quarter credits)

In this course, learners develop advanced skills in the design and analysis of single-subject research. Learners evaluate the use of single-subject design in existing research according to criteria related to design logic; internal, external, and social validity; and evidence-based practice. Learners develop well-controlled single-subject analyses for a variety of potential

research questions, exploring each specific single-subject design in depth and in combination to develop advanced research proposals in preparation for their dissertations. ***For PhD Behavior Analysis learners only. Prerequisite(s): PSY8301.***

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)

This course provides an overview of consultation theory, research, and practice in psychology and education. In this course, learners study the rationale and techniques used in consultation and collaboration with teachers, parents, administrators, and other school personnel for the purpose of preventing and remediating the learning and adjustment problems of school-aged children. Learners familiarize themselves with the history and status of consultation, conceptual foundations and models, processes, intervention and evaluation considerations, practice and ethical issues, and training approaches to consultation.

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.

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.*

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.***

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 addiction research. *Prerequisite(s): PSY7860. Cannot be fulfilled by transfer.*

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 decisionmaking processes. Learners also evaluate the differences between industrial and organizational psychology and implement various assessment methods, models, and interventions applicable across workplace settings.

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.

PSY8755 Ethical and Legal Principles of Industrial/Organizational Psychology (5 quarter credits)

This course focuses on ethical and legal responsibilities in the workplace. Learners analyze ethical dilemmas, apply relevant legal standards, and evaluate ways professionals integrate and utilize these standards to resolve workplace issues. Learners build on their foundational work through the development and application of legally sound solutions that are grounded in science and scholarship to these workplace issues.

PSY8761* Work Analysis and Selection (5 quarter credits)

This course is a comprehensive review of the major concepts, issues, and practices involved with work analysis and personnel selection. Learners gain and apply knowledge of work analysis methods, legal issues in selection, considerations in evaluating the appropriate use of assessments in selection processes, and strategies for selection decision making. Learners engage in hands-on activities to apply critical work analysis and selection principles. *Prerequisite(s): PSY7610, PSY7864, PSY8711.*

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 coursework 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.

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): PSY8841.*

PSY8951 * Doctoral Practicum Series (5 quarter credits)

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 selfevaluation; 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.***

PSY8952 * Doctoral Practicum Series (5 quarter credits)

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 selfevaluation; 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.***

PSY8953 * Doctoral Practicum Series (5 quarter credits)

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 selfevaluation; 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.***

PSY8954 * Doctoral Practicum Series (5 quarter credits)

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 selfevaluation; 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.***

PSY8955 * Doctoral Practicum Series (5 quarter credits)

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 selfevaluation; 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.***

PSY8956 * Doctoral Practicum Series (5 quarter credits)

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 selfevaluation; 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.

PSY8957 * Doctoral Practicum Series (5 quarter credits)

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 selfevaluation; 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.***

PSY8958 * Doctoral Practicum Series (5 quarter credits)

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 selfevaluation; 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 writing reports related to cases. School Psychology practicum learners engage in services related to the NASP standards and CAEP 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. All courses and residencies must be completed prior to enrollment for clinical training. Learners should anticipate meeting all course requirements in two quarters of practicum. If there are any outstanding requirements in either artifacts or service delivery hours, learners will be required to enroll in a third quarter of internship to ensure completion of course requirements. Prerequisite(s): PSY8001, PSY7320, PSY7421, PSY7540, PSY7610, PSY8212, PSY8230, PSY8233, PSY8234, PSY8235, PSY8331, PSY8332, PSY8335, PSY8337, PSY8375, PSY8501, PSY-R6591, PSY-R6592, PSY-R6593, PSY-R6594, PSY-R6595, PSY-R6596, PSY-R6597, PSY-R6599. 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 writing reports related to cases. School Psychology practicum learners engage in services related to the NASP standards and CAEP 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. All courses and residencies must be completed prior to enrollment for clinical training. Learners should anticipate meeting all course requirements in two quarters of practicum. If there are any outstanding requirements in either artifacts or service delivery hours, learners will be required to enroll in a third quarter of internship to ensure completion of course requirements. Prerequisite(s): PSY8960. Cannot be fulfilled by transfer.***

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 of service. While 750 hours of internship must be completed within a school setting, the remaining 750 hours can be completed in a setting other than a school system if approval is granted by the clinical training department. Hours obtained in a setting other than a public school environment must be consistent with the skills and training of the intern. Learners in internship work 40 hours per week for each 10-week quarter of training. Learners are also granted the option of working between quarters if the site and supervisor are available. Supervisors and sites must be 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 face-to-face supervision from their on-site primary supervisor and participate in both direct and indirect services as prescribed by NASP and CAEP standards. Learners exhibit leadership skills; demonstrate a positive impact on students; write comprehensive psychoeducational 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 of service. While 750 hours of internship must be completed within a school setting, the remaining 750 hours can be completed in a setting other than a school system if approval is granted by the clinical training department. Hours obtained in a setting other than a public school environment must be consistent with the skills and training of the intern. Learners in internship work 40 hours per week for each 10-week quarter of training. Learners are also granted the option of working between quarters if the site and supervisor are available. Supervisors and sites must be 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 face-to-face supervision from their on-site primary supervisor and participate in both direct and indirect services as prescribed by NASP and CAEP standards. Learners exhibit leadership skills; demonstrate a positive impact on students; write comprehensive psychoeducational 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): 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 of service. While 750 hours of internship must be completed within a school setting, the remaining 750 hours can be completed in a setting other than a school system if approval is granted by the clinical training department. Hours obtained in a setting other than a public school environment must be consistent with the skills and training of the intern. Learners in internship work 40 hours per week for each 10-week quarter of training. Learners are also granted the option of working between quarters if the site and supervisor are available. Supervisors and sites must be 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 face-to-face supervision from their on-site primary supervisor and participate in both direct and indirect services as prescribed by NASP and CAEP standards. Learners exhibit leadership skills; demonstrate a positive impact on students; write comprehensive psychoeducational 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 of service. While 750 hours of internship must be completed within a school setting, the remaining 750 hours can be completed in a setting other than a school system if approval is granted by the clinical training department. Hours obtained in a setting other than a public school environment must be consistent with the skills and training of the intern. Learners in internship work 40 hours per week for each 10-week quarter of training. Learners are also granted the option of working between quarters if the site and supervisor are available. Supervisors and sites must be 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 face-to-face supervision from their on-site primary supervisor and participate in both direct and indirect services as prescribed by NASP and CAEP standards. Learners exhibit leadership skills; demonstrate a positive impact on students; write comprehensive psychoeducational 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 * Doctoral Internship Series (5 quarter credits)

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 practicum requirements. Approval of internship application. Refer to the current manual for additional requirements and further details. Cannot be fulfilled by transfer.***

PSY8972 * Doctoral Internship Series (5 quarter credits)

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 practicum requirements. Approval of internship application. Refer to the current manual for additional requirements and further details. Cannot be fulfilled by transfer.***

PSY8973 * Doctoral Internship Series (5 quarter credits)

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 practicum requirements. Approval of internship application. Refer to the current manual for additional requirements and further details. Cannot be fulfilled by transfer.***

PSY8974 * Doctoral Internship Series (5 quarter credits)

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 practicum requirements. Approval of internship application. Refer to the current manual for additional requirements and further details. Cannot be fulfilled by transfer.***

PSY8975 * Doctoral Internship Series (5 quarter credits)

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 practicum requirements. Approval of internship application. Refer to the current manual for additional requirements and further details. Cannot be fulfilled by transfer.***

PSY8976 * Doctoral Internship Series (5 quarter credits)

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 practicum requirements. Approval of internship application. Refer to the current manual for additional requirements and further details. Cannot be fulfilled by transfer.***

PSY8977 * Doctoral Internship Series (5 quarter credits)

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 practicum requirements. Approval of internship application. Refer to the current manual for additional requirements and further details. Cannot be fulfilled by transfer.

PSY8978 * Doctoral Internship Series (5 quarter credits)

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 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.*

PSY9911 * Clinical Dissertation Series (5 quarter credits)

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.*

PSY9912 * Clinical Dissertation Series (5 quarter credits)

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.*

PSY9913 * Clinical Dissertation Series (5 quarter credits)

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.*

PSY9914 * Clinical Dissertation Series (5 quarter credits)

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.***

PSY9915 * Clinical Dissertation Series (5 quarter credits)

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.***

PSY9916 * Clinical Dissertation Series (5 quarter credits)

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.***

PSY9917 * Clinical Dissertation Series (5 quarter credits)

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.

PSY9918 * Clinical Dissertation Series (5 quarter credits)

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 pointscale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to register for the first dissertation course. ***Department consent is required for registration. 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)

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. ***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 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 the National Association of School Psychologists (NASP), 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.***

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, sociocultural, and biological aspects. Learners also explore diversity and inequality in the aging experience around the world.

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 PreCounseling learners only. Learners may only earn credit for PSYC3002 or PSYC-FP3002 or PSYC3003. Prerequisite(s): ENG1000, PSYC1000, 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, PSYC3540.***

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.*

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, PSYC3210.*

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 oppression. *Prerequisite(s): PSYC1000.*

PSYC3770 * Psychology of Human Motivation and Performance (6 quarter credits)

Learners apply theory and research findings to understand and solve problems in human motivation and performance. Learners explore theories and concepts central to understanding motivation. Learners examine intrinsic and extrinsic motivation, stress, emotions, optimal challenge, self-regulation, and more. Learners research and apply strategies to analyze how motivation and performance can be improved in areas such as, work, education, sports, addictions, and public health. Learners apply motivation theories and concepts to their own motivation and performance goals. *Prerequisite(s): PSYC1000.*

PSYC4001 Applied Behavior Analysis Foundations (6 quarter credits)

In this course, learners gain an understanding of the applied behavior analysis field, including its history, purpose, and careers. Learners acquire foundational knowledge of the major applied behavior analysis theories, concepts, and terminology and apply that knowledge to the process of developing and evaluating behavioral interventions. Learners must meet weekly via web conferencing for synchronous (live) group meetings with their course instructor.

PSYC4002 * Applied Behavior Analysis Ethics and Supervision (6 quarter credits)

Learners in this course build foundational knowledge of ethical practices that guide professional behavior in the applied behavior analysis field. Learners develop a working knowledge of ethical principles and standards in the field by analyzing cases from an ethical

perspective and applying ethical principles and standards to each case example. Learners also demonstrate their understanding of ethics as they develop multicultural competence in applied behavior analysis practice. Learners must meet weekly via web conferencing for synchronous (live) group meetings with their course instructor. ***Prerequisite(s): PSYC4001.***

PSYC4003 * Applied Behavior Analysis Research and Interventions (6 quarter credits)

In this course, learners examine research methods and designs used in applied behavior analysis. Learners conduct literature reviews to explore research-based practices in the field and practice selecting research-supported treatment designs. In particular, learners develop their knowledge and skills in designing single-subject experiments, identifying and selecting measurement systems, collecting and interpreting data, and conducting research with integrity. Learners must meet weekly via web conferencing for synchronous (live) group meetings with their course instructor. ***Prerequisite(s): PSYC4002.***

PSYC4004 * Applied Behavior Analysis Assessment (6 quarter credits)

In this course, learners apply knowledge gained in PSYC4001 to the assessment of challenging behaviors. Learners examine assessment techniques in applied behavior analysis and basic applications in applied behavior analysis. Learners apply assessment techniques based on theory and principles of applied behavior analysis. Learners also identify behaviors for change, select assessment techniques, and analyze outcomes of assessment results. Learners must meet weekly via web conferencing for synchronous (live) group meetings with their course instructor. ***Prerequisite(s): PSYC4003.***

PSYC4005 * Applied Behavior Analysis Behavior-Change Procedures and Interventions (6 quarter credits)

Learners in this course develop skills related to behavior-change procedures. Learners select and implement intervention strategies to change clients' behavior through the practice of applied behavior analysis. Learners must meet weekly via web conferencing for synchronous (live) group meetings with their course instructor. ***Prerequisite(s): PSYC4004.***

PSYC4006 * Applied Behavior Analysis Capstone 1 ¶ (6 quarter credits)

In this course, learners demonstrate knowledge of applied behavior analysis concepts and principles, ethics, supervision and research, assessment techniques, and behavior change procedures with the Behavior Development Solutions (BDS), Certified Behavior Analyst (CBA) learning module series. Through the BDS/CBA learning module series, learners prepare for the types of questions they may encounter on their certification exam. This course provides learners with faculty and peer support, as well as classroom resources, to help them successfully complete the designated modules. Learners must meet weekly via web conferencing for synchronous (live) group meetings with their course instructor.

PSYC4007 must be taken the quarter immediately following PSYC4006. Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer.

PSYC4007 * Applied Behavior Analysis Capstone 2 ¶ (6 quarter credits)

In this course, learners further demonstrate knowledge of applied behavior analysis concepts and principles, ethics, supervision and research, assessment techniques, and behavior change procedures with the Behavior Development Solutions (BDS), Certified Behavior Analyst (CBA) learning module series. Through the BDS/CBA learning module series, learners prepare for the types of questions they may encounter on their certification exam. This course provides learners with faculty and peer support, as well as classroom resources, to help them successfully complete the designated modules. Learners must meet weekly via web conferencing for synchronous (live) group meetings with their course instructor. ***PSYC4007 must be taken the quarter immediately following PSYC4006. Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer.***

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, PSYC3520.***

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 wellbeing, 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.***

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, PSYC3520.*

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 a 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. *For BS in Psychology learners only. Grading for this course is S/NS. Learners are encouraged to contact*

their advisors for information on the types of sites appropriate for the experience prior to registering for the course. Prerequisite(s): PSYC1000. Experiential Learning Orientation Seminar required. Cannot be fulfilled by transfer.

PSYC4651 * Experiential Learning in Psychology (3 quarter credits)

Learners in this course engage in a minimum of 20 hours of a 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. ***For BS in Psychology learners only. Grading for this course is S/NS. Prerequisite(s): PSYC1000, PSYC4650. 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, PSYC1000, PSYC3520. 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. Prerequisite(s): PSYC4600. Cannot be fulfilled by transfer or prior learning assessment.***

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 foundational elements and skills for human resource management development, intervention strategies, employee empowerment, and strategic change.

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.

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.

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.

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.

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.

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.*

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.

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 investigate the relationships between people and their environment, and the promotion of environmentally healthy and safe communities. Learners also examine the effects of climate change on public health and how to identify and prevent hazardous agents in air, water, soil, and food and in occupations from adversely affecting human health on a short or long term basis. *Prerequisite(s): PUBH4009 and PUBH4012.*

PUBH4027 Community Health Promotion, Education and Advocacy (4 quarter credits)

In this course, learners examine how health promotion, education, and advocacy have been employed in the United States and worldwide. Learners also investigate 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.*

RSCH7860 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 develop and apply skills needed to become 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. *Learners may only earn credit for PSY7860 or RSCH7860. Cannot be fulfilled by transfer.*

RSCH7864 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. ***Learners may only earn credit for PSY7864 or RSCH7864. Cannot be fulfilled by transfer.***

RSCH7868 * 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. ***Learners may only earn credit for PSY7868 or RSCH7868. Prerequisite(s): RSCH7860.***

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.***

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.

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 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 evidencebased 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. ***Department consent is required for registration. 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)

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. ***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 specialization requirements. Prerequisite(s): SHB9919. Cannot be fulfilled by transfer.***

SOC-H3005 * Honors Professional Internship (6 quarter credits)

Learners in this course take a sociological approach to professional growth in the workplace. This course provides learners with the opportunity to complete a virtual professional internship. Learners assess their internship experience with faculty and peers through engaging discussions and assignments. Throughout the course, learners use a sociological perspective to further develop critical thinking and problem-solving skills to address interdisciplinary issues. ***For honors pathway learners only. Grading for this course is S/NS. Prerequisite(s): PHI-H2005. Cannot be fulfilled by transfer.***

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.

SOC1100 Story of Us: Embracing Diversity and Collaboration (4 quarter credits)

In this course, learners collaborate with colleagues to investigate diverse communities and interpret sociological research to develop a comprehensive understanding of society. Learners use the scientific method to improve their problem solving skills and make effective and informed decisions.

SOC1200 Preparing for the Future of Work (4 quarter credits)

In this course, learners develop and refine their professional presence by honing a set of essential skills to excel in school, work, and life. Learners examine applications of key professional competencies and behaviors in their current or anticipated profession.

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.

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.***

SWK5004 * 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 dynamic synchronous and asynchronous online hybrid experience integrating live video generalist practice experiences with faculty and learners in a virtual learning community. ***For MSW and MSW—Advanced Standing learners only. Prerequisite(s): SWK5001, SWK5002. Cannot be fulfilled by transfer.***

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 SWK5004. 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 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, SWK5004. 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): SWK5004, 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.***

SWK5014 * 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 dynamic synchronous and asynchronous online

hybrid experience integrating live video clinical practice experiences with faculty and learners in a virtual learning community. ***For MSW and MSW—Advanced Standing learners only. Prerequisite(s): SWK5012, completion of or concurrent registration in SWK5013. Cannot be fulfilled by transfer.***

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. Prerequisite(s): Completion of or concurrent registration in SWK5014. 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): Completion of or concurrent registration in 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 MSW and MSW—Advanced Standing learners only. Prerequisite(s): Completion of or concurrent registration in SWK5528. Cannot be fulfilled by transfer.***

SWK5025 * Foundation 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 practicum/internship experience hours. Throughout the practicum, learners engage in experiential learning in an 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): SWK5014, completion of or concurrent registration in SWK5017. 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.***

SWK5026 * Foundation 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 practicum/internship experience hours. Throughout the practicum, learners engage in experiential learning in an 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 Internship Seminar/Lab (4 quarter credits)

This course prepares learners for internship placement. Throughout the interactive seminar, learners review social work best practices as well as the steps necessary for success in the internship, 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): SWK5013, SWK5014. Cannot be fulfilled by transfer.***

SWK5526 * Advanced Internship 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 internship experience hours. Throughout the practicum, learners engage in experiential learning in an 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): SWK5014; SWK5026 with a grade of "B" or higher or SWK5525. 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.***

SWK5527 * Advanced Internship 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 internship experience hours. Throughout the practicum, learners engage in experiential learning in an 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 with a grade of "B" or higher. 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.***

SWK5528 * Advanced Internship 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 internship experience hours. Throughout the practicum, learners engage in experiential learning in an 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 with a grade of "B" or higher. 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.***

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, 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): SWK5014. 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 MSW—Advanced Standing and MSW learners only. Prerequisite(s): SWK5804. Cannot be fulfilled by transfer.*

SWK8010 Advanced Social Work Practice: Integrating Technology and Teaching in Academic and Agency Settings (4 quarter credits)

Learners in this DSW first course develop their roles as future leaders and educators in the social work field. Learners analyze theories of adult learning for the purpose of teaching in academia and creating professional development trainings in agencies. Learners also evaluate technology tools used in leader/educator roles and apply the NASW code of ethics and standards for technology to course content. *For DSW learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.*

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): Completion of or concurrent registration in SWK8010.*

SWK8020 * Advanced Social Work Practice: Disaster and Crisis Management (4 quarter credits)

Learners in this course analyze the various roles social workers take during disasters and crises (natural and man-made). Learners assess how social workers must respond in an ethical, culturally competent, and organized way to address the high and increasing number of events on the micro, mezzo, macro, and meta levels, based on theoretical models and best practices. ***For DSW learners only. Prerequisite(s): Completion of or concurrent registration in SWK8025.***

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): SWK8010; completion of or concurrent registration in SWK8015.***

SWK8030 * Grant Writing and Administration (4 quarter credits)

Learners in this course develop skills for the identification, writing, management, and evaluation of grants. Applying grant writing skills as social work leaders, learners create mission and vision statements, develop logic models, plan budgets, and analyze evaluation plans. Learners also assess how social workers in settings including academia, agency administration, and community development create funding sources, ethically manage and administer the funds, and evaluate the proposed outcomes. ***For DSW learners only. Prerequisite(s): Completion of or concurrent registration in RSCH7860.***

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): Completion of or concurrent registration in SWK8020.***

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 RSCH7860, 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 RSCH7868, SWK8065.***

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.

Department consent is required for registration. 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)

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. Learners must register for this course a minimum of four times to fulfill their specialization***

requirements. Prerequisite(s): TS9919. Cannot be fulfilled by transfer.

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.

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 courseroom 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.

PSY8966 * School Psychology PsyD Internship 5 (5 quarter credits)

This course is a continuation in the series of the final clinical training experience for the PsyD in School Psychology program. This course is required for learners who are unable to fully complete and satisfy the required 1500 total hours of internship during the PSY8962–8965 course series. Throughout internship, learners exhibit leadership skills; demonstrate a positive impact on students; write comprehensive psycho-educational 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, learners are ready to engage in independent practice as a leader in a system designed to meet the psycho-educational needs of students. Learners must complete a total of 1500 hours of service over their internship. Of this total, at least 750 hours must be completed within a school setting and the remaining 750 hours may be completed in a setting other than a school system with department approval. Supervisors and sites must be approved by the university. Any hours obtained in a setting other than a public school environment must be consistent with the skills and training of the intern. Each week, learners receive two hours of individual, face-to-face supervision from their on-site supervisors and participate in both direct and indirect services as prescribed by NASP and CAEP standards. ***Prerequisite(s): PSY8965.***

PSY8967 * School Psychology PsyD Internship 6 (5 quarter credits)

This course is a continuation in the series of the final clinical training experience for the PsyD in School Psychology program. This course is required for learners who are unable to fully complete and satisfy the required 1500 total hours of internship during the PSY8962–8966 course series. Throughout internship, learners exhibit leadership skills; demonstrate a positive impact on students; write comprehensive psycho-educational 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, learners are ready to

engage in independent practice as a leader in a system designed to meet the psycho-educational needs of students. Learners must complete a total of 1500 hours of service over their internship. Of this total, at least 750 hours must be completed within a school setting and the remaining 750 hours may be completed in a setting other than a school system with department approval. Supervisors and sites must be approved by the university. Any hours obtained in a setting other than a public school environment must be consistent with the skills and training of the intern. Each week, learners receive two hours of individual, face-to-face supervision from their on-site supervisors and participate in both direct and indirect services as prescribed by NASP and CAEP standards. ***Prerequisite(s): PSY8966.***

PSY8968 * School Psychology PsyD Practicum 3 (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 writing reports related to cases. School Psychology practicum learners engage in services related to the NASP standards, and CAEP 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. All courses and residencies must be completed prior to enrollment for clinical training. Learners should anticipate meeting all course requirements in two quarters of practicum. If there are any outstanding requirements in either artifacts or service delivery hours, learners will be required to enroll in a third quarter of internship to ensure completion of course requirements. Prerequisite(s): PSY8961. Cannot be fulfilled by transfer.***

FlexPath (-FP and -FPX) Courses

ACC-FPX5610 * Advanced Accounting, Budget Planning and Control (2 program points)

This course emphasizes the application of advanced accounting techniques to organizational situations. 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.*

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.*

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.***

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.

BIO-FP1000 Human Biology (3 program points)

In this course, learners examine the integrative relationship between human biological systems and the social sciences, arts, and communications. Learners build and apply an understanding of topics such as human anatomy, nature versus nurture, biological psychology, human disease, and concepts related to ancestry and biology. Learners also evaluate the accuracy of biological topics in the media. This course includes a 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.

BIO-FPX1000 Human Biology (3 program points)

In this course, learners examine the integrative relationship between human biological systems and the social sciences, arts, and communications. Learners build and apply an understanding of topics such as human anatomy, nature versus nurture, biological psychology, human disease, and concepts related to ancestry and biology. Learners also evaluate the accuracy of biological topics in the media. This course includes a lab experience.

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.

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 evidencebased health assessment and examine and explain the communication skills members of collaborative teams need for evidence-based quality care. *For BSN, FlexPath option learners only.*

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. *For BSN, FlexPath option learners only.*

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. *For BSN, FlexPath option learners only.*

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. *For BSN, FlexPath option learners only.*

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 for developing a population-focused approach to health promotion and disease prevention. *For BSN, FlexPath option learners only.*

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. *For BSN, FlexPath option learners only.*

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. *For BSN, FlexPath option learners only.*

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 patientcentered perspective that addresses disease processes, pharmacological and nonpharmacological therapies, teamwork, and patient safety initiatives. *For BSN, FlexPath option learners only.*

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. *For BSN, FlexPath option learners only.*

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, FlexPath option learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.***

BUS-FPX3006 Developing a Health Care Management Perspective (3 program points)

In this course, learners develop basic knowledge of how fundamental business principles and leadership styles apply to health care management. In addition, learners explore managerial roles, responsibilities, and ethical practices, and apply critical thinking, problem solving, and technical skills to healthcare management practice. ***For BS Health Care Management, FlexPath option learners only. Learners may only earn credit for BUS3003 or BUS-FPX3006 or BUS-FPX3007. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.***

BUS-FPX3007 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, FlexPath option learners only. Learners may only earn credit for BUS3003 or BUS-FPX3006 or BUS-FPX3007. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.***

BUS-FPX3011 Fundamentals of Management (1.5 program points)

In this course, learners examine the fundamental principles of management and the characteristics that make an effective manager. Learners then apply these principles in management decision-making roles of planner, organizer, controller, and communicator. ***Learners who have received credit for BUS3010 may not take BUS-FPX3011.***

BUS-FPX3012 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-FPX3012.***

BUS-FPX3021 Fundamentals of Business Law (1.5 program points)

In this course, learners explore and articulate the influences on businesses of statutory, contract, tort, 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-FPX3022 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 assess the effectiveness of supply chains to meet customer demands. Through the use of case studies, learners also analyze existing supply chain systems and recommend improvements.

BUS-FPX3026 Foundations and Future of Health Care Delivery Management (3 program points)

This course offers an indepth 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.

BUS-FPX3030 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-FPX3040 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-FPX3050 Fundamentals of Organizational Communication (3 program points)

This course helps learners understand and apply the fundamentals of organizational communication. Learners analyze the interrelationship of organizational communication, symbols, culture, performance, and effective communication practices in relationships internal and external to the enterprise. Learners also examine how effective organizational communication contributes to successful organizational performance and the ways elements of organizational communication interact and function in an enterprise.

BUS-FPX3061 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-FPX3061.*

BUS-FPX3062 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-FPX3062.*

BUS-FPX4011 * 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-FPX3011 and BUS-FPX3012.*

BUS-FPX4012 * 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-FPX3011 and BUS-FPX3012.*

BUS-FPX4013 * 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-FPX3011 and BUS-FPX3012.*

BUS-FPX4014 * 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-FPX3011 and BUS-FPX3012.*

BUS-FPX4015 * 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-FPX3011 and BUS-FPX3012.*

BUS-FPX4016 * 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-FPX3011 and BUS-FPX3012.*

BUS-FPX4024 * 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-FPX3030.*

BUS-FPX4043 * 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 organizations need to maintain competitive HR functions. *Prerequisite(s): BUS-FPX3040.*

BUS-FPX4044 * 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-FPX3040.*

BUS-FPX4045 * 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-FPX3040.*

BUS-FPX4046 * 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-FPX3040, BUS-FPX3045.*

BUS-FPX4047 * 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-FPX3040.*

BUS-FPX4048 * 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-FPX3040.*

BUS-FPX4060 * 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-FPX3061.*

BUS-FPX4061 * 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-FPX4060.

BUS-FPX4062 * 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-FPX4060.

BUS-FPX4063 * 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-FPX4062.***

BUS-FPX4064 * 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 organizations. Learners examine the theory and practice of business control and identify strategic aspects within business decision cycles.

Prerequisite(s): BUS-FPX4061.

BUS-FPX4065 * 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-FPX4060.

BUS-FPX4068 * Contemporary Auditing Using Investigative Accounting Practices (3 program points)

In this course, learners analyze the various types of financial and forensic audits, and the environment surrounding financial and forensic auditing. Learners also assess the background, practice and methods of conducting an audit, and ancillary services offered during an examination. Finally, learners use previously acquired accounting knowledge and investigative skills to render opinions and answer financial questions. ***Prerequisite(s): BUS-FPX4063.***

BUS-FPX4070 * 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-FPX3062.*

BUS-FPX4121 * 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-FPX3026.*

BUS-FPX4122 * Health Care Economics (3 program points)

This course offers an in-depth study of health care economics and prepares learners to apply this knowledge to the future needs of health care organizations. It focuses on issues related to efficiency, effectiveness, value, and behavior in the production and consumption of health care. Learners examine current trends and historical perspectives in the health care industry to understand its unique economic structure, while applying critical thinking skills to analyze systemic impacts of the behavior of individuals, health care providers, public and private organizations, and governments. Learners also evaluate current public policies and reimbursement systems as well as their impacts on the overall health care system. *Prerequisite(s): BUS-FPX3026; BUS3060, or BUS-FPX3061 and BUS-FPX3062.*

BUS-FPX4123 * 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 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-FPX3026.*

BUS-FPX4124 * 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-FPX3026, BUS-FPX3030.*

BUS-FPX4125 * 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-FPX3026.*

BUS-FPX4126 * 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-FPX3026.*

BUS-FPX4127 * 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-FPX3026.*

BUS-FPX4128 * Cultural Competence in Health Care (3 program points)

In this course, learners gain and apply knowledge of the business management skills used to effectively assess, create, and lead culturally competent health care organizations. Learners explore management responsibilities for creating and maintaining a workplace environment of cultural diversity and inclusion, as well as the challenges associated with this responsibility and the resources available to meet those challenges. Learners also examine how cultural health disparities and the social determinants of health affect the ability of health care organizations to provide culturally competent health care programs and services. *Prerequisite(s): BUS-FPX3026.*

BUS-FPX4801 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-FPX4802 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-FPX4993 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, FlexPath option learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.***

COM-FP1100 Navigating a Digital World (2 program points)

In this course, learners build their knowledge of technological tools to stay organized, maximize their time, and stand out personally and professionally in the workplace. Learners use computers, software, and online tools to effectively complete a task, apply digital tools and organization techniques to effectively create timelines and set priorities, and investigate organizational strategies to maximize productivity.

COM-FP1200 Communication at Work (2 program points)

In this course, learners develop key workplace communication skills, including writing, listening, and speaking with credibility. Learners acquire effective communication skills by participating in different communication scenarios and applying active listening. In addition, learners practice time-management solutions by exploring different technologies.

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-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.

COM-FPX1100 Navigating a Digital World (2 program points)

In this course, learners build their knowledge of technological tools to stay organized, maximize their time, and stand out personally and professionally in the workplace. Learners use computers, software, and online tools to effectively complete a task, apply digital tools and organization techniques to effectively create timelines and set priorities, and investigate organizational strategies to maximize productivity.

COM-FPX1200 Communication at Work (2 program points)

In this course, learners develop key workplace communication skills, including writing, listening, and speaking with credibility. Learners acquire effective communication skills by participating in different communication scenarios and applying active listening. In addition, learners practice time-management solutions by exploring different technologies.

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.

DB-FPX8400 Your DBA Journey (3 program points)

In this first course, learners analyze the components of a business problem. Learners use critical thinking models and practices, including the role of assumptions, to identify business problem scenarios. Learners practice professional- and business-writing, acquire library skills, network with peers and doctoral support services, and learn new technological and reflective tools for further development and independent thought. ***Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.***

DB-FPX8405 Effective Organizational Leadership (3 program points)

Learners in this course investigate business problems in information systems, management, and marketing experienced by leaders. Learners examine models and theories found in current scholarly and practitioner literature. Additionally learners analyze project-based problem solving. ***Cannot be fulfilled by transfer.***

DB-FPX8410 Addressing Problems in Human Resources and Compliance (3 program points)

In this course, learners analyze project-based concepts in human resources, business law, business ethics, and re-skilling of talent pools in the global environment. Learners examine business ethical compliance using value- and rule-based argumentation. Learners evaluate secondary data sources to perform due diligence when creating objective, fact-based, unbiased analyses. ***Cannot be fulfilled by transfer.***

DB-FPX8415 Strategic Decision Making (3 program points)

In this course, learners identify strategic decision-making models and theories to assist in solving business financial problems. Learners apply economic and managerial accounting data and management theories to business strategy decisions. Learners cultivate skills using decision and visualization tools, logic frameworks, and intuitive knowledge. Additionally, learners gain an understanding of gap analysis within the project perspective. ***Cannot be fulfilled by transfer.***

DB-FPX8420 Teaching Business in Higher Education (3 program points)

In this course, learners develop a personal teaching philosophy regarding teaching practices, methods, models, and strategies within the fields of business and supply chain management. Learners create instructional plans and measurable assessments for higher business education within adult-learning frameworks. Additionally, learners write portions of business courses and assess curriculum. ***Cannot be fulfilled by transfer.***

DB-FPX8610 * Leadership Theory and Practice (2 program points)

In this course, learners analyze the literature on leadership styles and theories, as well as more practical aspects of creative thinking. Throughout the course, learners cultivate their literature knowledge with scholarly and practical content from completed research studies. Learners also identify gaps in practice using established methods of gap analysis and consider specific actionable responses to the gaps. Learners investigate an array of leadership project ideas and current scenarios based on real world problems as found in the business literature. ***Prerequisite(s): DB-FPX8420. Cannot be fulfilled by transfer.***

DB-FPX8620 * High Performance Leadership (2 program points)

Learners in this course analyze the leadership concepts surrounding high performance leadership. Learners identify the concepts of reskilling management using the frameworks and theories within human resource management toward creating high performing teams and leaders. Learners gain an understanding of high performing teams, high performance work practices, and various leadership development methods. Learners examine the values, thinking, and practices that need to be developed to be a high-impact leader. Learners discover ways to create meaningful and measurable outcomes as leaders. ***Prerequisite(s): DB-FPX8610. Cannot be fulfilled by transfer.***

DB-FPX8630 * Catalysts for Change (2 program points)

In this course, learners examine literature within the leadership concepts surrounding changing employee behaviors, enterprise agility, agile workforce transformation, and leading complex change. Learners investigate unique frameworks and tools proven to assist in creating a project about leading teams for growth and change, leading through crises, leading transformational change, and other relevant and current topics in leadership. Learners gain the knowledge and skills necessary to collect and analyze data using various techniques, while also acquiring certification to ethically conduct human subject research.

Prerequisite(s): DB-FPX8620. Cannot be fulfilled by transfer.

DB-FPX8640 * Seminar: Leadership Topic Development (3 program points)

In this course, learners create an individualized project topic within the specialization of organizational leadership using the capstone template. Learners write the initial portion of their project proposal, including their problem of practice, topic background, project justification and framework, and a preliminary project plan. Learners identify how research is disseminated, including through the use of presentations within their industry and professional communities of practice. Completion of a signature assignment (topic approval) is required for successful completion of this course. ***Prerequisite(s): DB-FPX8630, RSCH-FPX7860. Cannot be fulfilled by transfer.***

DB-FPX8650 * Seminar: Leadership Literature Review (3 program points)

In this course, learners write the literature review for their individual projects. Learners create synthetic reviews of the literature supporting their topic, their planned technique for collecting data, and their applied framework, theory, concept, or model which grounds their project. Completion of a signature assignment (capstone literature review approval) is required for successful completion of this course. ***Prerequisite(s): DB-FPX8640. Cannot be fulfilled by transfer.***

DB-FPX8710 * Strategy and Innovation - Theorizing, Crafting, Executing (2 program points)

In this course, learners analyze the literature on strategy and innovation theories, as well as more practical aspects of creative thinking. Throughout the course, learners cultivate their literature knowledge with scholarly and practical content from completed research studies. Learners identify gaps in practice using established methods of gap analysis to consider specific actionable responses to the gaps. Learners investigate an array of strategy and innovation project ideas and current industrial, product-based, or market-based scenarios. ***Prerequisite(s): DB-FPX8420. Cannot be fulfilled by transfer.***

DB-FPX8720 * Strategic Digital Transformation (2 program points)

Learners in this course analyze the literature within the strategic concepts surrounding digital transformation. Learners investigate unique frameworks and tools proven to assist in creating a strategic, competitive plan for successfully leading in the digital business

marketplace. Learners create abbreviated proposals based on problems found within a variety of digital ecosystems to conceptualize valid and meaningful project ideas. Learners identify how research techniques fit into project planning and managing for digital change.

Prerequisite(s): DB-FPX8710. Cannot be fulfilled by transfer.

DB-FPX8730 * Managing Innovation, Design, and Creativity (2 program points)

In this course, learners identify how leaders use creativity to design strategies, and examine innovative practices that drive companies to success. Learners investigate unique frameworks and tools proven to assist in creating a project about corporate model innovation, strategies for leveraging ecosystems, innovative workspaces, design thinking and creativity, customer focused innovation, and other relevant and current topics in strategy and innovation. Learners gain the knowledge and skills necessary to collect and analyze data using various techniques, while also acquiring certification to ethically conduct human subject research. ***Prerequisite(s): DB-FPX8720. Cannot be fulfilled by transfer.***

DB-FPX8740 * Seminar: Strategy and Innovation Topic Development (3 program points)

Learners in this course create an individualized project topic within the specialization of strategy and innovation using the capstone template. Learners write the initial portion of their project proposal, including their problem of practice, topic background, project justification and framework, and a preliminary project plan. Learners identify how research is disseminated, including through the use of presentations within their industry and professional communities of practice. Completion of a signature assignment (topic approval) is required for successful completion of this course. ***Prerequisite(s): DB-FPX8730, RSCH-FPX7860. Cannot be fulfilled by transfer.***

DB-FPX8750 * Seminar: Strategy and Innovation Literature Review (3 program points)

In this course, learners write the literature review for their individual projects. Learners create synthetic reviews of the literature supporting their topic, their planned technique for collecting data, and their applied framework, theory, concept, or model which grounds their project. Completion of a signature assignment (capstone literature review approval) is required for successful completion of this course. ***Prerequisite(s): DB-FPX8740. Cannot be fulfilled by transfer.***

DB-FPX8840 * Seminar: General Management Topic Development (3 program points)

In this course, learners create an individualized project topic within the specialization of general management using the capstone template. Learners write the initial portion of their project proposal, including their problem of practice, topic background, project justification and framework, and a preliminary project plan. Learners identify how research is disseminated, including through the use of presentations within their industry and professional communities of practice. Completion of a signature assignment (topic approval) is required for successful completion of this course. ***Prerequisite(s): RSCH-FPX7860 and either DB-FPX8630 or DB-FPX8730. Cannot be fulfilled by transfer.***

DB-FPX8850 * Seminar: General Management Literature Review (3 program points)

In this course, learners write the literature review for their individual projects. Learners create synthetic reviews of the literature supporting their topic, their planned technique for collecting data, and their applied framework, theory, concept, or model which grounds their project. Completion of a signature assignment (capstone literature review approval) is required for successful completion of this course. *Prerequisite(s): DB-FPX8840. Cannot be fulfilled by transfer.*

DB-FPX9801 * Proposal Writing (3 program points)

In this course, learners select their project method, data analysis technique, scholarly framework, and participant pool for their project. Learners utilize previous course learning, artifacts, and tools to create an individualized project proposal, including an appropriate data collection plan and Institutional Review Board (IRB) screening form, while conducting tests and reviews of data collection instruments. *Prerequisite(s): DB-FPX8650 or DB-FPX8750 or DB-FPX8850. Cannot be fulfilled by transfer.*

DB-FPX9802 * Data Analysis Practice and IRB Approval (3 program points)

Learners gain the knowledge and skills necessary to collect data using appropriate, ethical, and structured processes as described in an approved project proposal (collection may occur if IRB approval is received). Throughout the course, learners analyze datasets and writing results. Learners seek and identify potential communities of interest for project result dissemination. *Prerequisite: DB-FPX9801. Cannot be fulfilled by transfer.*

DB-FPX9803 * Project Results (3 program points)

Learners complete data collection and analyze and write the results, findings, implications, and conclusions of their projects. Learners finalize their overall project template and submit for committee review and approval. Additionally, learners build a plan for presenting the results of their project. *Prerequisite: DB-FPX9802. Cannot be fulfilled by transfer.*

DB-FPX9804 * Final Reviews and Presentation (3 program points)

Learners integrate feedback from multiple reviewers to improve and enhance their project into a final, school-approved study. Learners assess the artifacts and items included in the required e-portfolio. Additionally, learners write an executive summary for dean approval and present a poster session to practice the dissemination of research findings. *Prerequisite: DB-FPX9803. Cannot be fulfilled by transfer.*

ECO-FPX1100 Taking Charge of Your Economic Future (2 program points)

In this course, learners investigate key concepts of economics and personal finance. Learners gain the knowledge and skills necessary to leverage analysis tools, as well as economic reasoning and planning skills.

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 Curricular 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 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.***

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.

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.*

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)

Learners 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.*

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.

ENG-FP2200 The Power of Persuasion (2 program points)

In this course, learners assess how to use writing to understand, influence, and connect with an audience. Learners identify how to use primary and secondary research to support their arguments, as well as how to document their research. Learners develop the skills necessary to research and analyze the writing of others to evaluate credibility.

ENG-FPX1000 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.

ENG-FPX1200 Discover the Writer in You (2 program points)

In this course, learners identify how to harness the power of words in a professional environment. Learners analyze the fundamentals of business and technical writing to understand how to write for a variety of purposes. Learners also gain the skills necessary to craft a clear and targeted message for any audience.

ENTR-FPX5412 New Ventures and Entrepreneurship (2 program points)

This course is an introduction to new ventures and entrepreneurship including entrepreneurial feasibility, research, planning, and funding for new venture opportunities. Learners investigate legal structures of entrepreneurial ventures, examine factors that influence the venture selection process, evaluate the feasibility of a venture concept, identify a customer base and market, and consider funding requirements for the business venture.

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.

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 analyze ways in which health care leaders support the effective access and delivery of quality patient care in a customer-focused and cost efficient manner. Learners address the impact of organizational culture, structure, operations, services, and financing on outcomes to optimize results in a health care organization. *Prerequisite(s): MBA-FPX5014, HCM-FPX5312.*

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.*

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.

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.

HRM-FPX5401 * The Legal, Ethical, and Regulatory Environment of Health Care (2 program points)

Learners in this course study the legal, ethical, and regulatory environment of health care and the impact on human resource management. Learners examine health care delivery systems, revenue sources, laws, regulations, ethics, and compliance requirements, including ways to support and mitigate risk in the complex health care environment.

Prerequisite(s): HRM-FPX5002, HRM-FPX5065.

HRM-FPX5402 * Planning, Sourcing, and Developing Talent in Health Care Organizations (2 program points)

In this course, learners examine talent acquisition, employee development, and workforce planning in health care organizations. Learners analyze, develop, and apply models and approaches for the unique needs of health care talent management. *Prerequisite(s): HRM-FPX5002, HRM-FPX5060, HRM-FPX5401.*

HRM-FPX5403 * Transforming the Employee Experience in Health Care (2 program points)

This course focuses on human resource (HR) practices to retain and engage the health care workforce. Learners examine HR's role in organizational transformation and supporting positive patient outcomes by creating a culture of quality, high performing, and engaged employees. Learners also strengthen their understanding on how HR supports employee health and wellness. *Prerequisite(s): HRM-FPX5002, HRM-FPX5090, HRM-FPX5401.*

HUM-FPX1100 Exploring Cultures: Adapting in a Global World (2 program points)

In this course, learners develop critical thinking and innovation skills by examining how the humanities relates to diverse cultures in a globally collected world. Learners explore various cultures from around the world and identify how to maximize diverse perspectives to improve personal and professional interactions.

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-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, FlexPath option 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.*

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 relational database management systems (RDBMS).

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 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)

This course introduces learners to the key concepts underlying Local Area Network (LAN), Metropolitan Area Network (MAN), and Wide Area Network (WAN). Learners examine the layered architecture of the network protocol stack, including the OSI and the TCP/IP models, and apply the principles of designing networks and implementing network protocols. Learners also apply topics of network topologies, cloud computing, networking devices, cabling, and basic network security.

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 (1.5 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)

This course provides the opportunity for learners to acquire the foundational skills and knowledge required of a systems administrator. Learners employ tools and procedures to install, configure, administer, troubleshoot, and maintain modern computer systems.

IT-FP3345 * Software Architecture (1.5 program points)

In this course, learners demonstrate knowledge and skills related to the fundamentals of software engineering and architecture. During a course-long project, learners create a Software Development Plan (SDP) to use as a foundation for future software development projects within an organization. Other topics include software process models, project definition, project organization, validation plan and version control. ***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 securing organizational assets.

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 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), SarbanesOxley (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 use appropriate technologies to identify, investigate, and mitigate vulnerabilities, threats, and risks in operating systems and applications, including mobile and web applications, email, and databases. *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)

In this course, learners investigate administration concepts related to enterprise networks using network tools for deploying servers and configuring network application services within an enterprise network. Learners build on previously analyzed material by applying concepts such as IP addressing, name resolution, remote access, remote desktop services, active directory, authentication, and data security to enterprise networks. Learners gain an understanding of advanced network administration strategies for 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 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, script, and implement network configuration and security. *Prerequisite(s): Completion of or concurrent registration in 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-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-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, FlexPath option learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or prior learning assessment.***

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.

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.

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.***

MAT-FPX2001 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-FPX2100 Data-Driven Decisions (2 program points)

In this course, learners examine the applications of statistics to a variety of fields. Learners develop mathematical reasoning, quantitative analysis, and quantitative communication skills to prepare them for future academic coursework and professional life. Learners also gain an understanding of how every day decisions are supported by mathematics.

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. *For FlexPath option MBA degree and certificate program learners and non-degree learners only.*

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. *For FlexPath option MBA degree and certificate program learners and non-degree learners only.*

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. *For FlexPath option MBA degree and certificate program learners and non-degree learners only.*

MBA-FP6014 Financial Accounting (1.5 program points)

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. *For FlexPath option MBA degree and certificate program learners and non-degree learners only.*

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. *For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBA-FP6014.*

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. *For FlexPath option MBA degree and certificate program learners and non-degree learners only.*

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. *For FlexPath option MBA degree and certificate program learners and non-degree learners only.*

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. *For FlexPath option MBA degree and*

certificate program learners and non-degree learners only. 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-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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only.***

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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only. MBA-FP6028 and MBA-FP6900 must be taken in sequence. Prerequisite(s): 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.***

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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only.***

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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only.***

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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only.***

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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only.***

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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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. *For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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. *For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): MBAFP6024, 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, consolidations, and foreign currency. *For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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. *For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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. *For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only.***

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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only.***

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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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 decisionmaking strategies that maximize revenues and decrease cost while providing quality patient care. *For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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 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. *For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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. *For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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. *For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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.***

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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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.***

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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only.***

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. ***For FlexPath option MBA degree and certificate program learners and non-degree learners only.***

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. *For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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. *For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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. *For FlexPath option MBA degree and certificate program learners and non-degree learners only. 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, FlexPath option 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. *For FlexPath option MBA degree and certificate program learners and non-degree learners only. Prerequisite(s): All required and elective coursework. Cannot be fulfilled by transfer or prior learning assessment.*

MHA-FPX5006 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-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.*

MHA-FPX5014 * 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-FPX5010, NHS-FPX6008.*

MHA-FPX5016 * 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 longterm 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-FPX5004, NHS-FPX6008.*

MHA-FPX5017 Data Analysis for Health Care Decisions (2 program points)

Learners in this course gain and apply an understanding of how data drives decision making at every level of health care administration, including in value-based reimbursement as well as operations and outcomes. Learners identify ways to use data analysis tools and techniques in the pursuit of value, quality, and safety. Throughout the course, learners use readings, media presentations, and real-world examples to analyze a particular foundational statistical concept and related practical application.

MHA-FPX5020 * 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 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. Cannot be fulfilled by transfer.*

MHA-FPX5022 * 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-FPX5006, MHA-FPX5010, NHS-FPX6004, NHS-FPX6008.*

MHA-FPX5026 * 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 decisionmaking structures and power relationships; plan, execute, and evaluate short- and longterm 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-FPX5006, MHA-FPX5010, NHS-FPX6004, NHS-FPX6008.

MHA-FPX5028 * 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-FPX5006, MHA-FPX5010, completion of or concurrent registration in MHA-FPX5012, NHS-FPX6004, NHS-FPX6008.***

MHA-FPX5040 * Health Administration Change Leadership (2 program points)

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): MHA-FPX5010.***

MHA-FPX5042 * Team Development and Personal Leadership in Health Care Settings (2 program points)

In this course, learners receive personalized coaching and apply coaching techniques in a realworld setting. Learners demonstrate their knowledge of talent development, team leadership, professionalism, and interpersonal understanding in health care organizations. Learners evaluate their own leadership skills through introspective investigation, reflection, and coaching, and then use these skills to construct their own personal leadership plan. ***Prerequisite(s): MHA-FPX5010.***

MHA-FPX5062 Health Care Delivery: New Environments in Health Informatics (2 program points)

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.

MHA-FPX5064 Health Care Information Systems Analysis and Design for Administrators (2 program points)

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): MHA-FPX5062.*

MHA-FPX5066 Cornerstones of Health Informatics for Organizational Operations (2 program points)

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): MHA-FPX5062.*

MHA-FPX5068 Leadership, Management, and Meaningful Use of Health Care Technology (2 program points)

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): MHA-FPX5062.*

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.

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-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-FPX5004 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.*

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.

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.

NHS-FPX6008 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.

NHS-FPX8002 Collaboration, Communication, and Case Analysis for Doctoral Learners (2 program points)

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. ***For DNP, FlexPath option learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.***

NHS-FPX8040 21st-Century Health Care Leadership (2 program points)

Learners in this course build foundational knowledge and skills needed to shape the future of health care. Through the lens of a 21st-century health care leader, learners use critical thinking, analysis, and creative insights to examine a problem, gap, or opportunity for improvement within a health care or public health delivery system. Learners also complete a culminating project charter to further develop a coherent quality improvement plan for 21st-century health care. ***For DNP, FlexPath option learners only. Cannot be fulfilled by transfer.***

NHS-FPX8070 Evaluation and Interpretation of Data in Health Care (2 program points)

In this course, learners examine underlying concepts and reasoning involved in the collection, preparation, and evaluation of qualitative and quantitative data in health care research. Learners apply appropriate analytical techniques using commonly used software and/or best practice guidelines. Learners also interpret and report the analytical results. ***For DNP, FlexPath option learners only. Cannot be fulfilled by transfer.***

NSC-FPX1100 Unlocking the Secrets of Science and Innovation (2 program points)

In this course, learners analyze concepts from the physical and biological sciences to identify the connections between science and innovation. Learners investigate how science and innovation influence society as they develop critical thinking, scientific reasoning, and research skills.

NURS-FPX4010 Leading People, Processes, and Organizations in Interprofessional Practice (3 program points)

Learners in this course gain the understanding and abilities needed to champion and lead changes in interprofessional health care practice. Learners use management theories and leadership strategies and apply interdisciplinary collaboration skills to improve systems outcomes while reducing the cost of care. *For BSN, FlexPath option learners only.*

NURS-FPX4020 Improving Quality of Care and Patient Safety (3 program points)

In this course, learners build and demonstrate the skills necessary to contribute to the quality improvement of health care and patient safety. Learners analyze elements of successful quality improvements as well as factors that lead to patient safety risks. In addition, learners identify organizational interventions to promote patient safety and facilitate quality improvement processes to achieve desired patient, systems, and population outcomes. *For BSN, FlexPath option learners only.*

NURS-FPX4030 Making Evidence-Based Decisions (3 program points)

Learners in this course interpret research and apply an evidence-based practice model to make informed decisions in care planning. Learners analyze the relevance and effectiveness of evidence in the processes of clinical reasoning and judgement to support interventions that result in desired patient, systems, and population outcomes. *For BSN, FlexPath option learners only.*

NURS-FPX4040 Managing Health Information and Technology (3 program points)

In this course, learners leverage technology to effectively and efficiently achieve desired patient, systems, and population outcomes. Learners develop and demonstrate generalist nursing practices needed to manage health information and patient care technologies. Learners also develop strategies to improve security of patient information. *For BSN, FlexPath option learners only.*

NURS-FPX4050 Coordinating Patient-Centered Care (3 program points)

Learners in this course apply the knowledge and skills needed to respond to the unique biopsychosocial attributes and situational context of each individual patient while recognizing the patient as full partner in all health care decision making. Learners collaborate and adapt practices to support patient-centered care and defend decisions based on the code of ethics for nursing. *For BSN, FlexPath option learners only.*

NURS-FPX4060 Practicing in the Community to Improve Population Health (3 program points)

In this course, learners analyze the community and public health milieu, with emphasis on health promotion and disease prevention for culturally diverse people within a variety of community settings. Learners apply principles of community and public health, health

promotion, epidemiology, social determinants of health, and social justice to achieve equity, eliminate disparities, and create environments to improve health and safety. Learners also examine leading health care indicators, health policy, and emergency preparedness. ***For BSN, FlexPath option learners only.***

NURS-FPX4900 * Capstone Project for Nursing (3 program points)

The capstone course is the culmination of the BSN degree program and provides learners the opportunity to demonstrate the competencies they have gained during their program. Learners integrate new knowledge from the literature into practice via direct practicum hours in a patient, family, or group setting to demonstrate proficiency and create high-quality deliverables to apply in future practice. In the capstone experience, learners also further apply their knowledge of the program outcomes. ***For BSN, FlexPath option learners only. Must be taken during the learner's final session. Prerequisite(s): NURS-FPX4010, NURS-FPX4020, NURS-FPX4030, NURS-FPX4040, NURS-FPX4050, completion of or concurrent registration in NURS-FPX4060. Cannot be fulfilled by transfer or prior learning assessment.***

NURS-FPX5003 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. ***For MSN, FlexPath option learners only.***

NURS-FPX5005 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. ***For MSN, FlexPath option learners only.***

NURS-FPX5007 Leadership for Nursing Practice (2 program points)

In this course, learners examine and apply theoretical concepts and leadership competencies for nursing practice. Learners evaluate evidencebased 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. ***For MSN, FlexPath option learners only.***

NURS-FPX6011 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. ***For BSN and MSN, FlexPath option learners only.***

NURS-FPX6016 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. ***For BSN and MSN, FlexPath option learners only.***

NURS-FPX6021 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, Patientcentered, Timely, Efficient, and Equitable. ***For MSN, FlexPath option learners only.***

NURS-FPX6025 * 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 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). ***For MSN, FlexPath option learners only. Special permission is required for registration. Cannot be fulfilled by transfer.***

NURS-FPX6026 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. *For MSN, FlexPath option learners only.*

NURS-FPX6030 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 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). *For MSN, FlexPath option learners only. Special permission is required for registration. Cannot be fulfilled by transfer.*

NURS-FPX6103 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. *For MSN, FlexPath option learners only.*

NURS-FPX6105 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. *For MSN, FlexPath option learners only.*

NURS-FPX6107 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. *For MSN, FlexPath option learners only.*

NURS-FPX6109 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, computerbased 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. *For MSN, FlexPath option learners only.*

NURS-FPX6111 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. *For MSN, FlexPath option learners only.*

NURS-FPX6210 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 highperforming 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 futurelooking strategic vision to ensure sustainable gains in quality and safety. *For MSN, FlexPath option learners only.*

NURS-FPX6212 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. *For MSN, FlexPath option learners only.*

NURS-FPX6214 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. ***For MSN, FlexPath option learners only.***

NURS-FPX6216 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. ***For MSN, FlexPath option learners only.***

NURS-FPX6218 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 local and global environment. Learners develop proactive strategies to drive and lead changes in health care and integrate 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. ***For MSN, FlexPath option learners only.***

NURS-FPX6410 Fundamentals of Nursing Informatics (2 program points)

Throughout the course, learners analyze the roles, theories, ethical implications, and standards of nursing informatics practice. Learners identify the rules, regulations, and current trends that govern professionals in the field. In addition, learners examine the evolution and perspectives of nursing informatics and apply knowledge and skills needed to lead and support improvements in health care. ***For MSN, FlexPath option learners only.***

NURS-FPX6412 * Analysis of Clinical Information Systems and Application to Nursing Practice (2 program points)

In this course, learners analyze the various aspects of clinical information systems to deliver quality health care. In particular, learners acquire the knowledge and skills needed to effectively plan, design, and implement health/clinical information systems within nursing practice. Learners also apply evidence-based informatics strategies to effect improved clinical outcomes. ***For MSN, FlexPath option learners only.***

NURS-FPX6414 Advancing Health Care Through Data Mining (2 program points)

Learners in this course analyze and validate data and demonstrate the ability to act as key drivers in nursing informatics. Throughout the course, learners develop databases to enhance decision-making capabilities that improve clinical outcomes in multiple health care environments. In addition, learners examine the implications of data use related to responsibility, accountability, and dissemination. ***For MSN, FlexPath option learners only.***

NURS-FPX6416 Managing the Nursing Informatics Life (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. ***For MSN, FlexPath option learners only.***

NURS-FPX6610 Introduction to Care Coordination (2 program points)

In this course, learners examine the importance of nurses' contributions to coordinating patient care and the nurse's role in coordinating care for diverse populations in varied settings. Learners identify essential members of the patient care team needed for interprofessional collaboration and assess how the current health care climate is shaping the future. In addition, learners evaluate care coordination plans and outcomes according to performance measures and professional standards as well as develop patient assessments based on current legislation, policies, and evidence-based research. ***For MSN, FlexPath option learners only.***

NURS-FPX6612 Health Care Models Used in Care Coordination (2 program points)

Learners in this course examine how 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 quality of care, and affect positive health outcomes. ***For MSN, FlexPath option learners only.***

NURS-FPX6614 * 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. ***For MSN, FlexPath option learners only.***

NURS-FPX6616 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. *For MSN, FlexPath option learners only.*

NURS-FPX6618 Leadership in Care Coordination (2 program points)

Learners in this course propose a project for change in a care coordination setting, aligning care coordination resources with community health care needs. Learners apply project management best practices to affect ethical practice and support positive health outcomes in the delivery of safe, culturally competent care in compliance with applicable regulatory requirements. In addition, learners identify ways in which the care coordinator leader supports collaboration between key stakeholders in the care coordination process. *For MSN, FlexPath option learners only.*

NURS-FPX8010 Executive Leadership in Contemporary Nursing (2 program points)

Learners in this course analyze and evaluate interrelationships within complex health care delivery systems, including organizational stakeholders; executive power structures; and population, fiscal, and policy issues. Learners apply this knowledge as well as executive leadership skills to professional practice and recommend policy changes that support system-level strategic priorities. *For DNP, FlexPath option learners only. Cannot be fulfilled by transfer.*

NURS-FPX8012 Nursing Technology and Health Care Information Systems (2 program points)

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. *For DNP, FlexPath option learners only. Cannot be fulfilled by transfer.*

NURS-FPX8014 * Global Population Health (2 program points)

In this course, learners evaluate global health issues and propose and evaluate culturally sensitive interventions to address global health concerns. Throughout the course, learners build the knowledge and skills necessary to lead the development and implementation of institutional, local, state, national, or international health care initiatives. *For DNP, FlexPath option learners only. Prerequisite(s): NURS-FPX8010. Cannot be fulfilled by transfer.*

NURS-FPX8035 Foundations of Evidence-Based Practice in Nursing (2 program points)

In this course, learners apply the steps of the evidence-based practice process to a health care challenge, evaluate qualitative research methods and results, and interpret the results and practical significance of qualitative health care data analyses. Learners also assess their own strengths and weaknesses in relationship to writing as a doctoral professional. *For DNP, FlexPath option learners only. Cannot be fulfilled by transfer.*

NURS-FPX8045 * Doctoral Writing and Professional Practice (2 program points)

Learners in this course write as doctoral professionals, including crafting a compelling argument and creating a literature review that supports a possible intervention or process change. Learners also obtain approval for their practicum site and preceptor and complete the related paperwork. *For DNP, FlexPath option learners only. Prerequisite(s): NURS-FPX8035, completion of or concurrent registration in NURS-FPX8012. Cannot be fulfilled by transfer.*

NURS-FPX9100 * Defining the Nursing Doctoral Project (2 program points)

In this course, learners finalize a project charter to address a clinical or organizational problem or take advantage of an opportunity for improvement within a health care or public health setting. Learners also meet a high standard for ethical, interprofessional practice. Learners begin precepted practicum hours in this course. *For DNP, FlexPath option learners only. Special permission is required for registration. Prerequisite(s): NURS-FPX8040, NURS-FPX8010, NURS-FPX8012, NURS-FPX8014, NURS-FPX8035, NURS-FPX8045, and RSCH-FPX7864. Cannot be fulfilled by transfer.*

NURS-FPX9901 * Nursing Doctoral Project 1 (2 program points)

Learners in this course obtain university approval to begin the implementation phase of their project. At the completion of the course, learners associate project outcomes with a quality /performance improvement framework and formalize the project implementation plan. This course requires completion of practicum hours. *For DNP, FlexPath option learners only. Prerequisite(s): NURS-FPX9100. Cannot be fulfilled by transfer.*

NURS-FPX9902 * Nursing Doctoral Project 2 (2 program points)

In this course, learners implement their projects and reflect on the process and lessons learned. Learners also conduct an exhaustive search of the literature, critically appraise the evidence, and develop a coherent interpretation and synthesis of the main themes and relationships among sources. This course requires completion of practicum hours. *For DNP, FlexPath option learners only. Prerequisite(s): NURS-FPX9901. Cannot be fulfilled by transfer.*

NURS-FPX9903 * Nursing Doctoral Project 3 (2 program points)

Learners in this course begin the process of documenting their project in a scholarly manner. Throughout the course, learners evaluate data, incorporate evidence, draft analysis, and develop the first part of their doctoral project. This course requires completion of practicum hours. *For DNP, FlexPath option learners only. Prerequisite(s): NURS-FPX9902. Cannot be fulfilled by transfer.*

NURS-FPX9904 * Nursing Doctoral Project 4 (2 program points)

In this course, learners complete the final report and apply knowledge and experience gained during the doctoral project. Learners also create a presentation on the purpose, intervention, and results of their project to develop dissemination skills. This course requires completion of practicum hours. *For DNP, FlexPath option learners only. Prerequisite(s): NURS-FPX9903. Cannot be fulfilled by transfer.*

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.*

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-FP3200 Ethics in Health Care (3 program points)

Learners in this course gain an 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 life cycle and the quality of life. Learners also use authentic, real-world examples to analyze ethical issues associated with patient care from the perspectives of various health care professionals, including physicians, nurses, and administrators.

PHI-FPX2000 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-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.

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.

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.***

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 stepby-step approach to leadership and teambuilding. 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.***

PM-FPX3000 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, with an emphasis on Agile.

PM-FPX4010 * 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 peopleoriented 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-FPX3000.***

PM-FPX4020 * 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-FPX4010.***

PM-FPX4030 * 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-FPX4010.***

PM-FPX4040 * 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-FPX4010.***

PM-FPX4050 * 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-FPX4010.***

PM-FPX4060 * 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-FPX4010.*

PM-FPX4070 * 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-FPX4010.*

PM-FPX4080 * 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-FPX4010.*

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 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 components of project risk management including assessing project risk identification and mitigation strategies; evaluation of risk impact analysis methods; and evaluation of risk analysis techniques to ensure project success. Learners also assess project risk management certifications and professional development activities to identify future project risk management professional opportunities. ***Prerequisite(s): PM-FPX5018.***

PSY-FPX5002 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-FPX5201 * 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-FPX6010 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.

PSY-FPX6020 * 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-FPX6010; PSY-FPX7220 or PSY-FPX7230.

PSY-FPX6100 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.

PSY-FPX7210 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-FPX7220 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-FPX7230 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-FPX7310 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-FPX7411 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-FPX7421 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-FPX7520 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-FPX7543 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.

PSY-FPX7610 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-FPX7860 Survey of Research Methods (2 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 develop and apply skills needed to become 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.

Learners may only earn credit for PSY-FPX7860 or RSCH-FPX7860.

PSY-FPX7864 Quantitative Design and Analysis (2 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. *Learners may only earn credit for PSY-FPX7864 or RSCH-FPX7864.*

PSY-FPX8711 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 decisionmaking processes. Learners also evaluate the differences between industrial and organizational psychology and implement various assessment methods, models, and interventions applicable across workplace settings.

PSY-FPX8720 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-FPX8730 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-FPX8740 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-FPX8763 * 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 coursework to design a program evaluation, plan its implementation, and communicate the results in appropriate and effective formats. ***Prerequisite(s): PSY-FPX7864.***

PSY-FPX8840 * 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-FPX7411.***

PSY-FPX8841 * 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-FPX8840.*

PSY-FPX8842 * 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-FPX8841.*

PSY-FPX8845 * 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-FPX8841.*

PSYC-FPX1000 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-FPX2200 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-FPX2700 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-FPX2800 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.

PSYC-FPX2900 * 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-FPX1000.*

PSYC-FPX3002 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, FlexPath option learners only. Learners may only earn credit for PSYC3002 or PSYC-FPX3002 or PSYC3003. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or prior learning assessment.*

PSYC-FPX3110 * 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-FPX1000.*

PSYC-FPX3210 * 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-FPX1000, PSYC-FPX3540.*

PSYC-FPX3500 * 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-FPX1000, PSYC-FPX3520.*

PSYC-FPX3520 * 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-FPX1000, PSYC-FPX3210.*

PSYC-FPX3540 * 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 oppression. *Prerequisite(s): PSYC-FPX1000.*

PSYC-FPX3770 * Psychology of Human Motivation and Performance (3 program points)

Learners apply theory and research findings to understand and solve problems in human motivation and performance. Learners explore theories and concepts central to understanding motivation. Learners examine intrinsic and extrinsic motivation, stress, emotions, optimal challenge, self-regulation, and more. Learners research and apply strategies to analyze how motivation and performance can be improved in areas such as, work, education, sports, addictions, and public health. Learners apply motivation theories and concepts to their own motivation and performance goals. *Prerequisite(s): PSYC-FPX1000.*

PSYC-FPX4100 * 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-FPX1000, PSYC-FPX3520.*

PSYC-FPX4110 * 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-FPX1000.*

PSYC-FPX4200 * 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-FPX1000.*

PSYC-FPX4210 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-FPX4310 * 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-FPX1000, PSYC-FPX1000, PSYC-FPX3520.*

PSYC-FPX4600 * 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-FPX1000; PSYC-FPX4700. Cannot be fulfilled by transfer or prior learning assessment.*

PSYC-FPX4700 * 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 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-FPX2001, PSYC-FPX1000, PSYC-FPX3520. Cannot be fulfilled by transfer or prior learning assessment.***

PSYC-FPX4900 * 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, FlexPath option learners only. Must be taken during the learner's final quarter. Prerequisite(s): PSYC-FPX4600. Cannot be fulfilled by transfer or prior learning assessment.***

RSCH-FPX7860 Survey of Research Methods (2 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 develop and apply skills needed to become 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. ***Learners may only earn credit for PSY-FP7860 or RSCH-FPX7860. Cannot be fulfilled by transfer.***

RSCH-FPX7864 Quantitative Design and Analysis (2 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. ***Learners may only earn credit for PSY-FP7864 or RSCH-FPX7864. Cannot be fulfilled by transfer.***

RSCH-FPX7868 * Qualitative Design and Analysis (2 program points)

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): RSCH-FPX7860. Cannot be fulfilled by transfer.*

SOC-FP1000 Introduction to Human Society (3 program points)

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.

SOC-FP1100 Story of Us: Embracing Diversity and Collaboration (2 program points)

In this course, learners collaborate with colleagues to investigate diverse communities and interpret sociological research to develop a comprehensive understanding of society. Learners discover how to use the scientific method to improve their problem solving skills and make effective and informed decisions.

SOC-FP1200 Preparing for the Future of Work (2 program points)

In this course, learners develop and refine their professional presence by honing a set of essential skills to excel in school, work, and life. Learners examine applications of key professional competencies and behaviors in their current or anticipated profession.

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.

SOC-FPX1000 Introduction to Human Society (3 program points)

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.

SOC-FPX1200 Preparing for the Future of Work (2 program points)

In this course, learners develop and refine their professional presence by honing a set of essential skills to excel in school, work, and life. Learners examine applications of key professional competencies and behaviors in their current or anticipated profession.

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.

Faculty

Division of Arts and Sciences General Education Courses

A

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

Aston, Jill, MEd, University Texas Brownsville

B

Becoat, Gregory, BS, University of Maryland College Park; MPH, George Washington University

Bishop, Francesca, BA, University of California Los Angeles; MA, California State University Fullerton

Bolton, Jeremy, BS, University of Florida; MEng, University of Florida; PhD, University of Florida

C

Canter, Jennifer, BGS, Youngstown State University; MA, Youngstown State University

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

F

Fasolino, Babette, BA, California State University, Long Beach; MA, Marist College

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

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

H

Halverson, Andrew, BS, University of Louisiana at Lafayette; MS, University of Louisiana at Lafayette

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

Kingston, Peter, BA, Concordia Univ Sir George Wlms; LLB, York University; JD, York University; MA, University of Toronto

L

Lauer, David, BS, University of Illinois; MBA, DePaul University

M

McInnes, Nicole, BA, University of California, Santa Cruz; MA, Northern Arizona University

Mulberry, Greig, BA, Miami University; MA, Virginia Polytechnic Institute and State University; PhD, University of Kentucky

Murren, Kathryn, BA, University of Arkansas at Fayetteville; MA, University of Arkansas at Fayetteville; MAT, Webster University

O

O'Neill, Christine, BA, Albion College; MA, Colorado State University, Fort Collins; PhD, Colorado State University, Fort Collins

P

Perry, Susan, BA, Hastings College; MA, University of Nebraska – Kearney; PhD, Texas Woman's University

Post, Carl, BA, Long Island University; MA, University of Kentucky; PhD, University of Kentucky

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

S

Schreck, Richard, BA, Illinois State University; MA, University of Illinois - Urbana; PhD, University of Illinois - Urbana

Schuster, Matthew, BA, University of Minnesota; MA, Arizona State University

Scranton, Melissa, BA, Drury University; MSED, Missouri State University

Straub, Jennifer, BS, Hofstra University; MS, University of Rochester; PhD, University of Rochester

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

Business and Technology

A

Abdel Ghany, Khaled, BBA, Cairo University; MBA, Cairo University; PhD, Mansoura University

Adams, Walter, BA, Princeton University; MPA, Yale University

Adebiaye, Richmond, BS, Lagos State University – Nigeria; MS, Lewis University; DSc, Robert Morris University

Ajimoko, Olanunmbo, 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

Alstott, James, MBA, University of Utah; MS, Northrop University; PhD, Walden University

Au, Angela, MBA, University of Phoenix; DBA, Walden University

B

Babb, Danielle, BS, University of California, Riverside; MBA, University of Redlands; PhD, Capella University

Bann, Cheryl, BA, University of Minnesota; BS, University of Minnesota; MBA, University of St. Thomas; MS, Capella University; PhD, Capella University

Baqai, Haroon, MS, University Maryland University College; DM, University Maryland University College

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

Batchelor, Zakia, PhD, Capella 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

Blando, Judy, BS, Chadwick University; BS, University of Phoenix; MA, University of Phoenix; DM, University of Phoenix

Blessinger, Patrick, BS, Auburn University; MS, Georgia Institute of Technology; EdD, St John's 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

Boudreau, Brock, BA, University of Texas at San Antonio; MS, Texas A&M University; PhD, Texas A&M University

Boyd, Michael, BA, Jacksonville University; MBA, University of North Florida

Bradley, Jama, MS, DeVry University

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

Brewer, Connie, BS, Missouri State University; MBA, Colorado State University; PhD, Northcentral University

Brizek, Michael, BS, University of SC Columbia; MHA, University of SC Columbia; PhD, VA Polytechnic Institute and State University

Buck, Douglas, BS, Wright State University; MS, American University; DPA, Nova Southeastern University

Butler, Clifford, BS, California State Polytechnic University; MBA, Golden Gate University; DBA, Nova Southeastern University

C

Callender, Stephen, BA, Davidson College; MS, Virginia Polytechnic Institute and State University; EdD, Virginia Polytechnic Institute and State University

Cariaga, Lenore, BA, University of Hawaii at Manoa; ND, Bastyr University

Caron, Dianne, BS, City University of Seattle; MBA, City University of Seattle; DBA, Argosy University Seattle

Carter, Margaret, MBA, Embry Riddle Aeronautical University; EdD, Pepperdine University

Cattapan, Mary, BS, University of Illinois - Chicago; MBA, Depaul University

Champion, John, BS, Central Michigan University; MS, Walsh College

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

Chrisman, James, MS, Boston University; MBA, 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

Clowes, Meena, BS, Cornell University; MS, Mercer University; PhD, Florida Atlantic 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

D

Davis, Tannon, BBA, Rochester College; MBA, Baker College

DeFazio, Vincent, BS, The Ohio State University; MBA, Jacksonville State University; DM, University of Phoenix

Dell'Oso, 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

Dibenedetto, John, BBA, Florida Atlantic University; MBA, Nova Southeastern University; DBA, Nova Southeastern University

Dominguez, Alfredo, BIT, American InterContinental University; MS, Capella University; PhD, Capella 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

Elmer, John, DBA, Argosy University Seattle

F

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

Fichera, Christopher, BS, Florida Institute Technology; MBA, Florida Institute Technology; DBA, Capella University

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, 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

Fry, Sheila, BBA, Davenport University; MBA, Baker College of Flint

G

Gaytan, Jorge, BBA, Western Michigan University; MBA, University of Texas at El Paso; EdD, University of Texas at El Paso

Gaze, John, BBA, Tampa College; BS, Excelsior College; MBA, City University of Seattle; MEd, Pennsylvania State University; MS, Boston University; PhD, Touro University International

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

Goldwasser, Robert, BA, University of North Carolina at Chapel Hill; MBA, University of Phoenix; DBA, Grenoble Ecole de Management – France

Gorder-Hinchey, Bonnie, BS, Iowa State University; MBA, Seattle University; DBA, Argosy University Seattle

Gorriaran, Adolfo, BA, California State University, Chico; MBA, Webster University; MPA, Troy State University; MS, Keller Graduate School of Management; DBA, Nova Southeastern University

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

Grant, Gayle, BA, Rutgers State University; MA, Kean University; DM, University of Phoenix

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

H

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

Hargiss, Kathleen, BS, University of Illinois at Chicago; MA, Northwestern University; MBA, University of Miami; PhD, University of South Florida

Hashmi, Ali, BS, University of Maryland; MS, The George Washington University; MBA, Carnegie Mellon University

Hawes, John, BA, University of California, Santa Barbara; MIM, Thunderbird, The American Graduate School of International Management

Helwig, Steven, BS, University of Phoenix; MS, Capella University; MBA, Salem International University

Heppard, Kurt, MBA, University of California, Los Angeles; PhD, University of Colorado at Boulder

Herrera, Jennifer, BBS, Dallas Baptist University; MBA, Dallas Baptist 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

Huang, Zhimin, BS, The Beijing University of Aeronautics and Astronautics; MS, Renmin University of China; PhD, University of Texas at Austin

Hubbard, Kurt, BA, Stony Brook University; OTD, University St. Augustine Health Science; MS, Columbia University City of New York; PhD, Northcentral University

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

J

Jack, Brenda, LLM, Univ of West Indies Cave Hill; PhD, Barry University; graduate certificate, Walden University

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

Juska, Jerome, BSBA, Northwestern University; MS, Northwestern University; PhD, Northwestern University

K

Kabia, Milton, MS, University of East Anglia; PhD, Northcentral University Keel, Kim, BS, DeVry University; MISM, Keller Graduate School of Management

Kaszubski, Nicole, BA, University of Minnesota Duluth; MBA, Concordia University St Paul; DBA, Capella University

Keel, Kim, BS, DeVry University; MISM, DeVry University

Khan, Ahmad, MS, University of Bridgeport; PhD, University of Phoenix

Kieu, Hung, BA, Trinity Christian College; MS, Wichita State University; DM, University of Phoenix

Kingston, Peter, BA, Concordia University; JD, York University; MA, University of Toronto

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

Kuhlman, Terry, BS, Excelsior College; MBA, Excelsior College

L

Landry, Melvin, BS, Southern University at Baton Rouge; MS, University of Arkansas, Fayetteville; MBA, University of New Orleans

Lathan, Calvin, BS, University at Albany SUNY; MA, Webster University; EdD, University of Southern California

Laviolette, Bruce, BS, University at Albany; MS, Golden Gate University; PhD, Union Institute & University

Lawal, Hilda, MINT, American InterContinental University Online; PhD, Northcentral University

Lazo, Alex, BA, California St University, Fullerton; MS, California St University, Fullerton; PhD, Capella University

Leinaweaver, 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

Lind, Mary, BS, Duke University; MBA, North Carolina State University; PhD, University of North Carolina at Chapel Hill

Litchmore, Kondo, MBA, Troy State 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

Luo, Wenbin, BS, Fudan University – China; MS, Fudan University – China; MS, University of New Mexico – Albuquerque; PhD, University of New Mexico – Albuquerque

Lupo, Crystal, MS, Auburn University; MBA, Walden University; PhD, Auburn University; DBA, Walden University

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

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

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

McCubrey, Donald, AB, University of Michigan, Ann Arbor; MBA, University of Michigan, Dearborn

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

Montanaro, Richard, MA, Fielding Graduate University; PhD, Fielding Graduate 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

Morris, Johnny, BBA, University of Miami; MBA, Nova Southeastern University; PhD, Capella University

Morrisette, Scott, BS, Palm Beach Atlantic College; MBA, Nova Southeastern University

Mostafa, Ahmad, MS, University of Cincinnati; PhD, University of Cincinnati

Mouton, Patricia, BA, University Maryland University College; MS, Capella University; PhD, Walden University

Muchnick, Marc, BA, University of Texas at Austin; MA, California School of Professional Psychology; PhD, California School of Professional Psychology

N

Nagel, Rachel, MS, DeVry University; EdD, Nova Southeastern University

Narjes, Shayne, BS, Mankato State University; MBA, University of St. Thomas; MS, Minnesota State University, Mankato

Neal, Thomas, BS, Oakland University; MBA, Oakland University

Norfleet, Wendy, MS, University of Detroit Mercy; PhD, Wayne State 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

O

Oni, Oludotun, PhD, North Central 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

P

Paakki, Travis, DCS, Colorado Technical 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

Parrell, Daniel, BS, Wayne State University; MS, University of Phoenix; PhD, Walden 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

Pelletiere, Vincent, BBA, Loyola University; MLIR, Loyola University; MBA, Lake Forest Graduate School of Management; PhD, Benedictine University

Pevoto, Allan, BS, University of Houston; MEd, University of Houston; PhD, Texas A&M 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

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

Ramos, Colleen, BA, University at Albany SUNY; MS in Education, College of St. Rose; PhD, Barry 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

Rescigno, Elizabeth, MBA, Regis University; DBA, Walden University

Ring, Monique, BS, Southern New Hampshire University; MBA, Southern New Hampshire University; DBA, Argosy University, Sarasota

Ripp, Sabrina, BS, Northeastern State University; MS, Northeastern State 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, 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, Bradly, 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

Ross, Scott, BS, Kennesaw State University; MBA, Mercer University; PhD, Northcentral 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

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

Schauer, Timothy, BA, Immaculata University; MBA, Liberty University; DBA, Walden University

Schurino, Thomas, BBA, Western Michigan University; MS, California State University, Long Beach

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

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

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

Smith, Anne Marie, MBA, La Salle University; PhD, Northcentral University

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

Sorbello, Kevin, BS, California Maritime Academy; MA, Naval War College; MPHIL, Walden University; PhD, Walden University

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

Strader, Robert, AAS, Fairmont State University; BA, Fairmont State University; MSIT, Capella University; PhD, Capella University

Stratman, Jason, AAS, Western NE Comm College; BS, Columbia Southern University; MBA, Bellevue University; PhD, Bellevue University

Stroman, Jason, MS, Auburn University; MBA, Auburn University Montgomery; PhD, Walden University

Sullivan, Kelly, BA, Columbia College; MA, Chicago School of Professional Psychology; MBA, Roosevelt University; PhD, Chicago School of Professional Psychology

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

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

Tiggeman, Theresa, BA, Our Lady of the Lake Univ; MUP, Texas A&M; MBA, Univ of the Incarnate Word; PhD, Northcentral University

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

Troutman, John, DBA, Argosy University

Turner, Freda, BS, Chaminade University; MS, Golden Gate University; MEd, University of North Florida; PhD, Walden University

Tynes, Vernon, DBA, Walden University

V

Valentine, Dawn, BS, University of North Alabama; MSM, University of Alabama, Huntsville; PhD, University of Alabama, Birmingham

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

Walters, Derrick, MBA, DeVry University; EdD, Northern Illinois University

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

Weber, Henry, MBA, Rochester Institute of Technology; DBA, University of Phoenix

Weber, Sally, BS, University of Wisconsin – Eau Claire; MBA, University of Central Florida

Weinstein, Dianne, BA, New York University; MBA, Hofstra University; PhD, Hofstra University

Wendt, Lori, BS, Western Illinois University; MBA, Eastern Illinois 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, Brenda, EdD, George Washington University

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

Witteaman, Pamelyn, BS, Hodges University; MS, Hodges University; PhD, Capella University

Wolfe, David, BS, University of Central Florida; MBA, Stetson University; MS, University of New Orleans; PhD, University of New Orleans

Wright, Sean, MBA, Babson College; EdD, Northcentral University

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

Counseling and Human Services

A

Adkins, Donna, BA, Drake University; MS, Iowa State University; EdD, Drake University

Allen, Carolyn, BA, Penn State University – University Park; MSoS, Bryn Mawr College; MA, Temple University; PhD, Temple University

Andrews, Feriland, BS, Valdosta State University; MS, Valdosta State University; MS, Valdosta State University (second); EdD, Nova Southeastern University

Armenioux, Leslie, BA, Clemson University; MCAT, Hahnemann Medical College; PhD, University of North Carolina at Greensboro

Atkins, Philip, BA, Olivet Nazarene University; MA, Heidelberg College; MS, Capella University; PhD, Capella University

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

Barclay, Elaine, MA, Argosy University; PhD, Walden University

Barlow, Larry, MS, University of Southern Mississippi; PhD, Florida State University

Bartoli, Paul, BS, Pennsylvania State University University Park; MA, Marywood University; PhD, Walden University

Bates, Douglas, MSW, University of South Carolina Columbia; PhD, University of South Carolina Columbia

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

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

Boros, Paula, 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

Broger, Kristine, BSN, Seton Hall University; MHA, Webster University; MSN, University of Phoenix; DNP, University of Nevada Las Vegas

Brooke, Stephanie, BA, Moravian College; MS, North Carolina State University; PhD, Walden University

Brown, Keith, MA, John Carroll University; PhD, University of Akron

Bryant, Rhonda, BA, University of Virginia; MEd, University of Virginia; PhD, University of Virginia

Buchanan, Deborah, BS, Salem State College; MEd, Salem State College; PhD, Univ of Tennessee Knoxville

C

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

Cherry, Colleen, PhD, The University of Georgia

Chestnut, Cynthia, CERT, Thomas Jefferson University; MHS, Lincoln University; PhD, Drexel University

Clapp, Robert, MA, Cleveland State University; EdS, Cleveland State University; PhD, Cleveland State 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

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

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

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

Dawkins, Elissa, BS, Purdue University; MS, Walden University; PhD, Nova Southeastern University

De la Paz, Michelle, BA, University of New Orleans; MEd, University of New Orleans; PhD, University of New Orleans

Desmond, Kimberly, BA, Edinboro University of Pennsylvania; MEd, Indiana University of Pennsylvania; PhD, Kent State University

Dunn, Charles, BA, Utah State University; PhD, Utah State University

E

Ellis, Jeri, BA, Wesleyan College; MA, University of Cincinnati; EdD, University of Cincinnati

Enger, Kathy, MA, The University of Iowa; PhD, University of North Dakota

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

Feisthamel, Kevin, BA, University of Connecticut; MA, John Carroll University; PhD, University of Akron

Flynn-Kroska, Keran, AA, Vermilion Community College; BS, University of Wisconsin Superior; MS, Capella University; PhD, Capella University

Foster, Vicki, BA, California State University, Long Beach; MA, John F. Kennedy University; PhD, Walden University

G

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

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

Grant, Misty, MA, Argosy University

Gray, Jonathan, BA, Lehman College; MS, Bank Street College; PhD, Walden 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

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

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

Hart, David, BS, Southern Illinois 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

Hill, Lorraine, BSN, University of Central Arkansas; MSN, University of Central Arkansas; MBA, University of Central Arkansas

Holby, Nicole, MS, Capella University; PhD, Capella University

Holm-Hansen, Cheryl, BS, University of Massachusetts Amherst; MA, Ohio State University; PhD, Ohio State University

Holstein, Janine, MS, University of North Texas; MSW, New York University; PhD, Pacifica Graduate Institute

Horsman, Euchay, MS, University of Wisconsin-Stout; PhD, Southern Illinois University, Carbondale

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, 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, Mary, MEd, South Dakota State University; EdD, The University of South Dakota

K

- 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
- Kushner, Jason**, BA, University of South Florida; MA, University of South Florida; PhD, University of Arkansas

L

- Lambert, Serena**, BA, Linfield College McMinnville; MA, 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
- Lenares Solomon, Denise**, MEd, Valdosta State University; PhD, University of Arkansas Fayetteville
- 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
- 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
- Lohmann, Raychelle**, BA, North Carolina State University; MS, North Carolina State University; PhD, North Carolina State University
- Lyndon, Amy**, MA, North Carolina State University Greensboro; PhD, North Carolina State University Greensboro

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
- 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
- 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
- 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
- Michel, Rochelle**, BS, Stony Brook University; MA, New York University; MA, Fordham University; PhD, Fordham 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, 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
- 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

- Olson, Kjersti**, MA, University of Minnesota; PhD, University of Minnesota
- O'Malley, Angeline**, BS, Purdue University; MA, Montclair State University; PhD, Oklahoma State 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
- Paige, Melinda**, MS, Nova Southeastern University; EdS, Georgia State University; PhD, Georgia State 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
- Perrello, Elena**, MEd, University of Maine; EdD, University of Maine
- Perry, LeTea**, BS, Penn State University Park; MEd, Bowie State University; EdD, Argosy 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

R

- Randlett, Mary**, BA, University of Toledo; MA, University of Missouri – Columbia; PhD, Iowa State University
- Rapp, Marisa**, MA, Southeast Missouri State University; PhD, Idaho 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
- Rogers, LaKeisha**, MS, North Carolina A&T State University; PhD, Southern Illinois University Carbondale

Rowley, Chishamiso, BA, Pennsylvania State University University Park; MA, University of Pittsburgh; PhD, University of Pittsburgh

Rubin, Lawrence, MA, Wayne State University; PhD, Nova Southeastern 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

Sanders, Nicole, BA, Richard Stockton College of New Jersey; MS Ed, Monmouth University; PhD, Capella University

Schmitt, Erik, MA, Appalachian State University; PhD, The University of Georgia

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

Shea, Megyn, MEd, Lewis & Clark College; PhD, Oregon State University

Shelton, Dawn, BA, Gordon College; MS, Nova Southeastern University; PhD, Nova Southeastern University

Sherman, Thomas, BS, Saint Mary's College; MEd, Lehigh University; PhD, University of Virginia

Shilts, Lee, BS, University of Wisconsin – Eau Claire; MSEd, University of Wisconsin – Stout; PhD, Virginia Polytechnic Institute and State 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

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, LaToya, MEd, University of North Texas; PhD, University of North Texas

Smith, Rita, BA, Morgan State University; MA, University of Maryland; PhD, University of Maryland

Smith, Sherri, MSN, University of Phoenix; DNP, Chamberlain College of Nursing

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

Spong, Sara, MEd, Northern Illinois University; PhD, Regent University

Stalling, Janice, AA, Northeast Community College; BS, Wayne State College; MS, Wayne State College; EdD, The University of South Dakota

Stanley, Joshua, BS, Austin Peay State University; MS, Austin Peay State University; EdD, Argosy University

Starr, Rebecca, BA, University of Minnesota; PhD, University of Minnesota

Stewart-Spencer, Sarah, BA, Flagler College; MA, Regent University; PhD, Regent University

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

Van Meter, Carrie, BS, Heidelberg University; MCoun, Heidelberg University; PhD, University of Toledo

Vela, Robert, BA, Texas A&M University Kingsville; MS, Texas A&M University Kingsville; EdD, Texas A&M University Kingsville

Vincent, Blair, BS, University of Memphis; MS, University of Tennessee Knoxville; EdS, University of Memphis; PhD, University of Tennessee Knoxville

W

Warren, Stephanie, BA, Duke University; MS, University of Pittsburgh; PhD, University of Pittsburgh

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

Vaugh, 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

Weiss-Quittner, Alyssa, BA, Brandeis University; MS, University of Miami; PhD, Nova Southeastern University

Whiddon, Jana, BS, Florida Southern College; MS, Troy State University; PhD, Barry University

White, Debra, BA, University of California, Los Angeles; MS, California State University; MA, Alliant International University; PhD, University of California, Santa Barbara

Williamson, Daniel, BBA, Baylor University; PhD, Baylor University

Williamson, Jennifer, MS in Education, Baylor University; PhD, Baylor University

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

Wilson, Tanya, MA, Argosy University

Winer, Ayala, BS, Nova Southeastern University; DMFT, Nova Southeastern 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

Education

A

Albert, Angela, MA, Webster University; EdD, University of Central Florida

Allison, Rinyka, MED, University of Phoenix; PhD, Walden University

Alred, Jill, BS, Michigan State University; MSAD, Central Michigan University; PhD, Walden University

Anderson, Debra, MEd, University of Toronto; EdD, Nova Southeastern University

B

Bailey, Bryan, BA, Baylor University; MEd, Stephen F Austin State University; EdD, Stephen F Austin State University

Bailey, Joy, BSN, Old Dominion University; MSN, Old Dominion University; PhD, Georgia State University

Barker, Dorothy, BSN, Texas Woman's University; MS, University of Maryland; PhD, University of Maryland

Baworowsky, John, BS, Loyola University – Chicago; MS, University of Miami; PhD, Saint Louis University

Benson, Ella, BA, Norfolk State University; MS, Old Dominion University; EdD, University of Virginia

Benton, Amy, BA, Millikin University; MS, Southern Illinois University, Carbondale; PhD, Loyola University Chicago

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

Brown, Terrence, BS, Ohio University; MHSA, Ohio University; PhD, Ohio 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

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

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

Chester, Todd, MS, National Louis University; PhD, Walden University

Christensen, Summer, MAT, Webster University; EDD, The University of South Dakota

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

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

Crawford, Stanley, MA, Webster University; EdD, University of North Texas

Cullen, Donita, BA, Clark Atlanta University; MA, University of Phoenix; EdS, Jacksonville State University; PhD, Mercer University

Czeropski, Susette, MAEd, University of Phoenix; PhD, Capella University

D

Decker, Shannon, BA, Arizona State University; MED, Arizona State University; MBA, Arizona State University; PhD, Arizona State University

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

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

Fowler, Dale, BA, Cornerstone University; MBA, Western Michigan University; EdD, Argosy University Sarasota

Freer, Kevin, BA, Le Moyne College; MS, Syracuse University; PhD, Florida State University

G

Gable, Karla, BA, Arizona State University; MAEd, Arizona State University; MC, Arizona State University; EdD, Capella University

Garcia, Lisa, BS, University of Tennessee, Knoxville; MSA, Florida International University; EdD, University of Phoenix

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

Girdley, Angela, BME, University of Louisville; MA, University of Louisville; MDiv, Southern Baptist Theological Seminary; PhD, University of Louisville

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

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

Hughes, Gail, BS, University of Minnesota – Twin Cities; MA, University of Minnesota – Twin Cities; PhD, University of Minnesota – Twin Cities

I

Iacona, Carla, BA, Saint Mary of the Woods College; MA, University of Notre Dame; EdD, Indiana University Bloomington

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

Johnson, Bruce, MBA, University of Phoenix; MS, Capella University; PhD, Capella University

Johnson, John, MA, Azusa Pacific University; PhD, Biola University

Jones, Kathryn, MEd, Lamar University; EdD, Lamar University

K

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, Joy, MSN, University of Phoenix; PhD, Walden University

Klimoski, Victor, BA, Saint John's University; MA, Saint John's University; MS, St. Cloud State University; PhD, University of Minnesota

Korth, Sharon, BS, Miami University – Oxford; MEd, Miami University – Oxford; EdD, University of Cincinnati

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

Lao, Teresa, BA, Ateneo De Manila University; MA, Ball State University; PhD, New Mexico State University

Larson, Mark, BA, St. Cloud State University; MS, St. Cloud State University; PhD, University of Minnesota

Latino, Jennifer, BS, University of North Carolina; MEd, North Carolina State University; EdD, Florida State University

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

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

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-Molina, Generosa, BA, Northeastern Illinois University; MA, Northeastern Illinois University; PhD, Capella University

Luxenburg, Sherman, BA, McGill University – Canada; MEd, Virginia Commonwealth University; EdD, Virginia Commonwealth University

M

Maldonado, Nancy, MA Barry University; PhD, Barry University

McIntyre-Brandly, 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

Miketic, Joyce, BSN, University of Pittsburgh; MBA, University of Pittsburgh; PhD, University of Pittsburgh

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

Mondell, Kathleen, BS, Ohio University; MEd, University of Toledo; PhD, University of Toledo

Moore, Pamela, BS, Furman University; MA, Southeastern Baptist Theo Sem; PhD, Capella University

Morse, Cernata, BSM, University of Phoenix; MBA, Walden University; PhD, Walden University

Moskowitz, Howard, 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

O

O'Donnell, Lorraine, BSE, University of Texas at El Paso; MEd, University of Texas at El Paso; EdE, New Mexico State University

Orizondo-Harding, Yolanda, BA, University of Central Florida; MS, Nova Southeastern University; EdD, Nova Southeastern University

P

Parks, Eric, BA, University of California, Los Angeles; MS, University of Southern California; PhD, University of Southern California

Penfold Navarro, Catherine, MSE, Azusa Pacific University; PhD, University of Kentucky

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

R

Rasmussen, Christopher, BA, Gustavus Adolphus College; MS, Minnesota State University, Mankato; PhD, University of Michigan – Ann Arbor

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

Riskedal, Lynn, BS, University of Illinois at Urbana-Champaign; MEd, University of Illinois at Urbana-Champaign; PhD, University of Minnesota

Rivera, Melissa, MEd, Harvard University; EdD, Harvard University

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

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

Samuel-Crosson, Loretta, EdD, The University of Georgia

Sanders, Michael, BFA, University of Tennessee Knoxville; MS, University of Tennessee Knoxville; PhD, University of Tennessee Knoxville

Schulze, Wendy, MEd, Alabama A&M University; MS, Kaplan University Online; EdD, Argosy University Sarasota

Scott, Arlene, MA, New York University; PhD, New York University

Simmons, Brandon, BA, Methodist University; MAEd, East Carolina University; MBA, Methodist University; EdD, University of North Carolina; PhD, North Carolina State University

Skelton, Jillian, BA, The University of Georgia; MAT, University of Alabama- Tuscaloosa; EdD, University of Alabama - Tuscaloosa

Smith, Debra, MS, Emporia State University; EdD, University of Kansas

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

Stark, Brian, MAEd, Doane College; MEd, Concordia University Nebraska; MS, Kaplan University Online; EdD, College of Saint Mary; Grad cert, Kaplan University Online

Stavredes, Bettina, BS, University of Minnesota; MEd, University of Minnesota; PhD, University of Minnesota

Stull, Stephen, MA, Johns Hopkins University; MS, University of Southern California; PhD, Capella University

Swenk, Jean, BA, Pitzer College; MA, University of California, Davis; MA, Stanford University; PhD, Stanford University

T

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

Tripp, Robert, MS, Florida State University; PhD, University of Nebraska - Lincoln

Trujillo-Jenks, Laura, BS, University of Texas at Austin; MA, Austin Peay State University; PhD, University of Texas at Austin

V

Van Soelen, Thomas, BA, Dordt College; MEd, Florida Atlantic University; EdS, Florida Atlantic University; PhD, The University of Georgia

W

Waller, Edna, BS, University of Montevallo; MA, William Carey University; PhD, University of Southern Mississippi

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

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, Shelton, EdS, Jacksonville State University

Z

Zender, Wendy, BA, York University – Canada; BEd, University of Toronto; MEd, Arizona State University; PhD, University of Southern California

Nursing and Health Sciences

A

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

Acin, Nicole, BSN, University of Arkansas for Medical Science; MSN, University of Arkansas for Medical Science

Adler, Katherine, MSAD, Central Michigan University; DHA, Medical University of South Carolina

Allen, Donna, PhD, Texas Woman's University

Allen, Wanda, BS, The College of New Jersey; MSAD, Central Michigan University

Alles, Yvonne, MBA, Davenport University; DHA, University of Phoenix

Amuwo, Shakirudeen, MPH, University of Illinois—Chicago; PhD, University of Illinois—Chicago

Anderson, Cheryl, BAPT, College of St. Scholastica; MBA, University of St. Thomas; PhD, Walden University

Anderson, Mary Ann, MS, Wagner College; DNP, Fairleigh Dickinson U Teaneck

Anselm, Robin, MSN, Case Western Reserve University; PhD, Walden University

Atz, Teresa, MSN, Medical University of South Carolina; PhD, Medical University of South Carolina

Ausloos, Jodie, MSN, University of Wisconsin Oshkosh; EdD, Nova Southeastern University

Awad, Fawzi, BS, University of Wisconsin - Eau Claire; PhD, Walden 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, BS, University of Delhi; MD, Windsor University School of Medicine; MA, Smith College; MPH, University of California Los Angeles; MBA, Columbia Southern University; MS, Columbia Southern University; DrPH, University of California Los Angeles

Barlow, Raymond, MDiv, Southwestern Baptist Theological Seminary; MS, John Brown University; MHA, Capella University; DHA, Capella University

Barnard, Darleen, BS, University of Maryland University College; MBA, University of Phoenix; DHA, University of Phoenix

Barrera, Gloria, MSN, Olivet Nazarene University

Barry, Marie-Elena, BS, College of Notre Dame Maryland; MS, Stevenson University; DNP, Chatham University

Bass, Lacey, MSN, University of Texas at Tyler; DNP, American Sentinel University

Baumlein, Gail, MSN, University of Akron; PhD University of Akron

Bennett, Michael, MS, University of St. Francis; MBA, University of St. Francis; DHA, University of Phoenix

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

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

Blevins, Sonya, BS, Clemson University; MS, Syracuse University; DNP, University of South Alabama

Biddle-Childress, Rosemary, MSN, University of Phoenix; EdD, University of Phoenix

Bressie, Marylee, BSN, University of South Alabama; MSN, University of South Alabama; DNP, Samford University

Brittain, Chaka, MHSC, Nova Southeastern University; Chamberlain College of Nursing - Addison

Brooks, Matthew, BS, Kennesaw State University; MPH, Virginia Commonwealth University; PhD, University of South Carolina – Columbia

Burton, Mattie, BSN, Morehead State University; MSN, University of Kentucky; PhD, University of Cincinnati

Bryant, June, BSN, University of South Florida; MSN, University of South Florida; DNP, University of South Florida

Bryant, Lawrence, AAS, Community College of Philadelphia; BSW, Temple University; MPH, Emory University; PhD, University of Georgia

Bynum, Mary, DHA, University of Phoenix

Byous, Roslynn, BA, University of California, Santa Barbara; MS, University of La Verne; DPA, University of La Verne

C

Cadet, Anne, MS, Chamberlain College of Nursing - Addison; DNP, Chamberlain College of Nursing - Addison

Campbell, Elizabeth, BSN, University of Miami; MSN, University of Phoenix; DNP, University of Miami

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

Cash, Haley, BS, Long Island University; MPH, Brown University; PhD, Brown University

Cauthen, Delores, BS, University of South Carolina; MEd, University of South Carolina; PhD, Walden University

Chrishon, Kristopher, BA, Morehouse College; MPH, University of Michigan, Ann Arbor; MPHIL, Columbia University City of New York; PhD, Columbia University City of New York

Clark, Amanda, BSN, Duquesne University; DNP, Robert Morris University

Clobes, Thomas, BS, Bakersfield College; MS, Bakersfield College; PhD, Rutgers State University of New Jersey – Brunswick

Cochran, Corinne, MSN, University of Pennsylvania; DNP, George Washington University

Cockerham, Mary Ellen, MSN, University of Phoenix; DNP, Chatham University

Comer, Emelinda, MS, University of Utah; DNP, Chatham University

Conner, Debra, BSN, Barry University; MSN, Barry University; PhD, Barry University

Cousert, Diane, BSN, Lakeview College of Nursing; MS, University of Illinois - Chicago; DNO, Rush University

Crowninshield, Elsie, MS, California State University, Los Angeles; DNP, Loma Linda University

D

D'Angelo, Fabio, BS, University of Hawaii; PhD, Union Institute & University

D'Antonio, Jocelyn, MS, Adelphi University; PhD Walden University

Davis, Ashley, MSN, University of Arkansas for Medical Science

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

Devereaux, Randolph, MSPH, University of South Carolina - Columbia; PhD, University of Alabama—Birmingham

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

Donnelli, Amber, BSN, University of Phoenix; MSN, University of Phoenix; PhD, University of Nevada Las Vegas

Dunnigan, Jocelyn, MSN, University of Texas Medical Branch; PhD, University of North Dakota

Dykes, Michelle, MS, Valdosta State University; EdD, Georgia Southern University

E

El-Amin, Salimah, DrPH, Florida A&M University

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

F

Fant, Catherine, MSN, University of Nebraska Medical Center

Farinde, Abimbola, MS, Walden University; PhD, Walden 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

Francis, Nickesha, MSN, Thomas Jefferson 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

Garcia, Christina, MSN, Bradley University; PhD, Illinois State University

Garner, Jessica, BSN, Spring Hill College; MSN, University of Alabama—Birmingham; DNP, University of Alabama—Birmingham

George, Kevin, MBA, Florida Institute of Technology; MSN, University of Wyoming

Gilkin, Sherry, MEd, Cambridge College

Glenn, Rebecca, BS, Auburn University; MSN, Troy 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

Guthrie, Patricia, MS, University of Minnesota; PhD, University of Minnesota

H

Haggins, Rosemary, MSN, California State University – Dominguez Hills; DNP, University of Phoenix

Hale, Susan, MSN, Benedictine University; DNP, Chamberlain College of Nursing

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

Harris, Anita, BSN, University of Phoenix; MSN, University of Phoenix; MPH, University of Phoenix; DNP, Chamberlain College of Nursing

Harvey, Margaret, MA, Aquinas College; MSN, University of Phoenix; PhD, Walden 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

Hickman, Cynthia J, MSN, Walden University; PhD, Walden University

Hill, Ashley, MPH, Walden University; PhD, Walden University

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

Hughes, Seyra, MBA, Kaplan University; MPH, Indiana University Bloomington; PhD, Walden University

Hughey, Shawna, BSN, South University; MSN, South University; DNP, Touro University

J

Janz, Deanna, MS, Regis University; DNP, Chamberlain College of Nursing Addison

Jarrett, Nancy, MSN, University of Arkansas for Medical Sciences; DNP, University of Arkansas for Medical Sciences

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, 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

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

Kennedy, Annette, MSN, Saint Louis University

Konzelman, Lois, MSN, Temple University; EdD, University of Alabama - Tuscaloosa

Koob, Colleen, MS, Northeastern University; DNP, Northeastern University

Kreeger, Lisa, BSN, DePaul University; MBA, Seattle University; PhD, Antioch University Midwest

L

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

Leibold, Nancyruth, BS, Nebraska Wesleyan University; MS, Creighton University; EdD, College of Saint Mary

Loftus, Toni, MHA, King's College; MBA, Wilkes University; MSN, Wilkes University; DNP, Wilkes 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

Luetke, Rebecca, BSN, Regis University; MSN, Fort Hays State University; PhD, Northcentral University

M

Magwood, Jametta, BS, University of South Carolina; MPH, University of South Carolina; PhD, University of South Carolina

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

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

Mattison-Faye, Amy, MPH, University of SC Columbia; PhD, University of SC Columbia

Matye, Sheila, MSN, Gonzaga University; DNP, American Sentinel University

Mays, Trilla, MSN, University of Pennsylvania; PhD, Walden University

McAlester, Candace, BSN, Prairie View A&M University; MS, Texas Woman's University; DNP, Texas Woman's University

McClain, Paulette, MSN, Southern University A&M Baton Rouge; DNP, Rush University

McClenny, Tammy, MSN, University of Phoenix; EdD, University of West Georgia

McCombs, Melissa, MSN, Western University Health Sciences; DNP, Western University Health Sciences

McConlogue, Lisa, PhD, University of Nevada Las Vegas

McDonald, Carmen, MHA, University of Phoenix; MSN, University of Phoenix; PhD Walden University

McGuire, Nicole, BS, Indiana State University; MS, Indiana State University; DHSc, Indiana State University

McNair, Chauntel, MSN, University of Florida; PhD, University of South Florida

McNicholas, Camille, BS, University of Connecticut; MS, Southern Connecticut State University; PhD, Walden University

Melton-Riddle, Deanna, MS, National-Louis University; DHA, Central Michigan University

Menton, Catherine, BSN, University of South Alabama; MSN, University of South Alabama; DNP, University of South Alabama

Merriam, Deborah, MS, Canisius College; MSN, Daemen College; DSN, Sage College of Albany

Meyer, Madeline, MS, Nova Southeastern University; MBA, Nova Southeastern University; PhD, Walden University

Miller, Christopher, BS, Barry University; MS, St. Thomas University; DHS, Nova Southeastern University

Miller, Lesa, MS, University of Maryland Baltimore; MSN, American Sentinel University; DNP, Walden University

Mims, Alkeisha, MSN, University of Phoenix; MHA, University of Phoenix; DNP, Walden University

Mincey, Krista, DrPH, Georgia Southern University

Minelli, Mark, BS, Central Michigan University; MA, Central Michigan University; MPA, Western Michigan University; PhD, Union Institute & University

Mitchell, Abigail, BSN, Niagara University; MSN, University of Phoenix

Moretz, Dana, BS, Appalachian State University; MS, United States Sports Academy; ScD, Tulane University

Morris, Amy, MSN, University of Arkansas for Medical Science; DNP, University of Arkansas for Medical Science

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

N

Nadder, Helena, MS, Marshall University; MSN, Marshall University; PhD, Capella University

Nerud, Kimberly, AS, The University of South Dakota; BSN, South Dakota State University; MSN, University of Phoenix; PhD, South Dakota State University

Newton, Lisa, BSN, Nebraska Wesleyan University; MSN, Delta State University

Niswander, Heidi, MSN, University of Phoenix; DNP, American Sentinel 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

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

Pantano, Susan, MSN, Frontier School of Midwifery and Family Nursing; DNP, Frontier School of Midwifery and Family Nursing

Patterson, Susan, MS, University of Illinois—Chicago; DNP, Gardner Webb University

Payton, Darryl, PhD, University of Nebraska Lincoln

Phillips, Thelma, MS, University of Michigan Ann Arbor; PhD, Wayne State University

Pierce, Regina, BSE, Wayne State University; MEd, Wayne State University; PhD, Wayne State University

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

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

Roberson, Kerrie, MBA, Dowling College; MSN, University of Phoenix; DHA, University of Phoenix

Roberts, Bridget, BSN, Eastern Kentucky University; MSN, Eastern Kentucky University; DNP, Eastern Kentucky University

Roberts, Jason, MHSC, Nova Southeastern University; DHSc, Nova Southeastern University

Robertson, Samara, BA, Goucher College; MSN, Frontier School of Midwifery and Family Nursing

Robinson, Antonia, BSN, Hawaii Pacific University; MSN, Walden University; DNP, Walden University

Rosas, Eunice, MSN, Walden University; DNP, Walden University

Rose, Michelle, MA, Hofstra University; MPH, University South Florida Tampa; PhD, Walden University

Ross, Christine, MSN, Benedictine University; PhD, Chamberlain College of Nursing

Rudd, Kathryn, DNP, Walden University

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

Schramm, Jill, BSN, Medical College of Virginia; MS, University of Colorado Springs; DNP, University of Colorado Springs

Schweitzer, Tiffany, MHA, Walden University; PhD, Walden University

Shaw Hoopingarner, Diana, BSN, Regis University; MSN, Regis University; DNPE, Regis University

Sheppard, Kathryn, BSN, University of Mobile; MA, University of Mobile; MSN, University of South Alabama; PhD, University of Alabama

Simmons, Johnette, MBA, Webster University; DHA, Medical University of South Carolina

Simpson, Donald, MPH, Tulane University; PhD, University of Arkansas - Pine Bluff

Singer Pressman, Melissa, MLIS, University of Arizona; PhD, University of Wisconsin - Milwaukee

Smith, Shad, MBA, Indiana Wesleyan University; DHA, Capella University

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

Sopor, Peggy, MSN, University of Phoenix; DNP, Chamberlain College of Nursing

Soper, Tracey, MSN, University of Phoenix; EdD, University of Phoenix; DNP, Chamberlain College of Nursing Addison

Southerland, Shiree, PhD, University of Tennessee - Knoxville

Spedding, Ben, BA, Albright College; MA, Trenton State College

Sperling, Linda, BSN, University of Phoenix; MHA, University of Phoenix; MSN, University of Phoenix; DHA, University of Phoenix

Stacy, Meresa, MSAD, Central Michigan University; PhD, Walden University

Stagg, Denise, 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

Stechschulte, Paula, BS, Eastern Michigan University; BSN, Eastern Michigan University; MS, Central Michigan University; PhD, Capella University

Stover, Annisa, MSN, Southern University A & M Baton Rouge

Straughter, Tiffany, BS, Franklin University; MBA, Franklin University; DHA, University of Phoenix

Suttle, Catherine, BS, University of South Florida; MSN, Belmont University; PhD, Capella University

Swails, Andrea, BSN, Ursuline College; MSN, Cleveland State University

Swanson, Tracey, MSN, University of Phoenix; DNP, Western University Health Sciences

Swinton-Fulton, Sherita, MSN, Winston Salem State University; DNP, University of Tennessee Health Sciences Center

T

Teixeira, Mary Elizabeth, MS, University of Massachusetts; DNP, Drexel University

Terry, Allison, MSN, Troy State University; PhD, Auburn University

Throckmorton, Terry, MSN, University of Kentucky

Torres, Sara, PhD, University of Texas at Austin

Treschuk, Judith, BSN, University of Connecticut; MSN, University of Connecticut; PhD, University of Rhode Island

Tucker, Saran, BS, University of California Riverside; MPH, Loma Linda University; PhD, University of California Irvine

V

Vawter, Vickie, MS, Boston College; DNP, American Sentinel University

Vermillion, Joan, BA, Pennsylvania State University; MEd, Pennsylvania State University; MBA, Keller Graduate School of Management; PhD, University of Florida

Vieck, Jana, MS, University of Evansville; PhD, Indiana State University

Vogel, Connie, BSN, The University of Iowa; MA, The University of Iowa; PhD, Iowa State University

W

Wallace, Amanda, MSN, Walden University; DNP, Walden University

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

Wederski, Lonnie, BA, Ottawa University; MBA, University of Phoenix; PhD, Walden University

Welsh, Patricia, MSN, Villanova University; EdD, Delaware State University

Wenger, Larry, MSW, University of Kansas

White, Dolores, BSN, McKendree College; MSN, McKendree College; DNP, Western Kentucky University

Whiting, Chanadra, MPH, Barry University; EdD, Nova Southeastern University

Wiggins, Kathleen, MBA, University of Phoenix; DHA, University of Phoenix

Wiley, Georgena, MSN, University of Phoenix; DNP, Indiana State University

Williams, Lesa, MSN, Lewis University; DNP, Walden University

Williams, Vonetta, BS, Florida A&M University; MPH, Florida A&M University; PhD, University South Florida Tampa

Williamson, Wanda, MSN, University of North Carolina - Greensboro; DNP, University of Alabama, Tuscaloosa

Wise, Sandra, BSN, Bowling Green State University; MS, Ohio State University; PhD, University of Toledo

Worthy, James, BS, Troy State University; MPA, Troy State University; MSPH, Walden University; PhD, Walden University

Wosu, Oluwafeyikemi, MPH, Loma Linda University; DrPH, Loma Linda University

Z

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

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

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, Doreen, BS, Illinois State University; MA, Argosy University; PsyD, Argosy University

Benjamin, Elliot, MS, University of Houston Downtown; MEd, Boston College; PhD, University of Maine; PhD, Saybrook University

Bethel, Brian, AAS, Ohio University; BA, Ohio University; MEd, Ohio University

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

Bostic, Rojeanne, BA, Florida International University; MS, Florida International University; EdS, Florida International University; PhD, Union Institute & 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

Bujack, Lynette, BGS, Indiana University; BS, Southern Utah University; MEd, 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

Carr, Elisa, MA, St Mary's University of Minnesota

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

Chen, Tsuey-Hwa, BA, National Taiwan University; PhD, University of Minnesota

Cooper, Mark, BS, Youngstown State University; MA, Towson State University; PhD, Kent State University

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

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

Dill, Jody, BS, University of Alabama at Birmingham; MA, University of Missouri – Columbia; PhD, University of Missouri – Columbia

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

Drumb, Lisa, BS, Indiana State University; MA, Ball State University; PhD, Northcentral University

E

Edwards, Weston, BS, North Dakota State University; MA, University of St Thomas; MA, University of St Thomas; MDiv, University of St Thomas; MBA, Walden University; PhD, University of Minnesota

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

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, 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

Gilston, Alyssa, BA, Fairleigh Dickinson University; MA, Fairleigh Dickinson University; MA, Argosy University; PsyD, Argosy 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

Gontarz, Michael, BA, University of Dallas; MEd, University of Wisconsin – La Crosse; EdD, Indiana University of Pennsylvania

Grant, Laura, MA, Chicago School of Professional Psychology

H

Hale, Richard, BSBA, University of Phoenix; MBA, University of Phoenix; PhD, Capella University

Hazout, Ruhama, BA, Nova Southeastern University; MS, Nova Southeastern University; PhD, Nova Southeastern 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

Hoffman, Bobby, BA, Fairleigh Dickinson University; MA, Fairleigh Dickinson University; PhD, University of Nevada, Las Vegas

Hotchkiss, Juanita, MSW, Adelphi University

Howard, Janet, BS, Hobart & William Smith Colleges; MEd, University of Massachusetts Boston; PsyD, Argosy University Chicago

Hudson, Scott, BA, University of Minnesota Duluth; MS, University of Wisconsin-Stout; PsyD, Argosy University Twin Cities

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

Hyde, Shelley, MS, Kaplan University Davenport

I

Inserto, Fathiah, Diploma, University of Singapore; MA, Fielding Graduate University; PhD, Fielding Graduate University

J

James-Lamonica, Tara, BS, SUNY College at Brockport; MS, Mercy College; PhD, Walden 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

Joppich, Heather, BA, College of Saint Rose; MS, Springfield College; PhD, Tennessee State University

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

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

Knihtila, Charissa, MS, Sage College

Koman, Elizabeth, BA, California State Polytechnic University, Pomona; MA, Claremont Graduate University; PhD, Case Western Reserve 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, Shari, 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

Kupferman, Douglas, BA, Muhlenberg College; MA, Long Island University C. W. Post

L

La Guardia, Amanda, BS, East Tennessee State University; MA, East Tennessee State University; PhD, Old Dominion University

Bolme-Lake, Tawnyea, BA, University of Minnesota Duluth; MSE, University of Wisconsin – Superior; EdS, University of Wisconsin – Superior; PhD, Capella University

Lancaster, Mary, MS, Nova Southeastern University

Lasley, Julianne, BA, Western Michigan University; MA, University of Nevada, Reno

Lau, Ryan, BA, Buena Vista University; MS, Walden 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

M

Maestas, Michael, BS, McPherson College; MA, University of Nebraska – Lincoln; PhD, University of Nebraska – Lincoln

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

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

Max, Chana, MS, Mercy College; PhD, Capella University

McCaslin, Mark, BS, University of Wyoming; BS, University of Wyoming; MS, University of Wyoming; MA, Sofia University; PhD, University of Nebraska Lincoln

McCrow, Marguerite, MA, California State University

McIntyre, John, BA, Stetson University; MA, Stetson University

Mehrotra, Chandra, BSc, Agra University; MEd, Gorakhpur University; PhD, The Ohio 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

Murray, Andrea, MA, Professional School of Psychology; PhD, Professional School of Psychology

N

Nassen, Lana, BS, Southern Illinois University Carbondale; BA, Southern Illinois University – Carbondale; MAEd, University of Akron; PhD, University Northern Colorado

Nepo, Kaori, MEd, Temple University; PhD, Temple University

Neuman-Aamle, Jody, BS, Grand Valley State University; PhD, University of Minnesota

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

Papazian, Jacob, BS, Eastern Michigan University; MS, Eastern Michigan University

Parise, Megan, BS, Northern Illinois University; MA, Northern Illinois University

Parnham, Samantha, BS, Slippery Rock University of Pennsylvania; MS, University of Phoenix; MA, Ball State University

Pepmiller, Elizabeth, BA, San Jose State University; MA, Lindenwood University

Phronebarger, Andrea, BS, College of Charleston; MA, University of North Carolina at Charlotte

Pinnow, Eleni, BA, St. Olaf College; MA, State University of New York at Binghamton; PhD, State University of New York at Binghamton

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

Reichmuth, Diane, BA, Briar Cliff University; MA, Pepperdine University; PsyD, Pepperdine University

Reinecke, Dana, BA, CUNY Queens College; MA, CUNY Queens College; MPHIL, Graduate School & University Center CUNY; PhD, Graduate School & University Center CUNY

Reynolds, RaShai, BS, Ball State University; MA, Ball State University; MAEd, Ball State University

Reynolds, Susanna, BA, New York University; MS, Massachusetts Institute of Technology; MA, Princeton University; PhD, Princeton University

Rich, Jonathan, BA, University of California, San Diego; MA, San Diego State University; PhD, California School of Professional Psychology

Riggins Sampson, Lana, BA, Fisk University; MA, Columbia University Columbia College; MS, Alliant International University Alameda; PhD, Alliant International University Alameda

Riley, Elizabeth, BA, Chapman University; MA, Southern Methodist University; PhD, Southern Methodist University

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

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

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

Schnedler, Robert, BA, Florida State University; MS, Washington State University; PhD, Washington State University

Secrest, Wayland, BA, University of California, Santa Cruz; MA, University of Oregon; PhD, University of Oregon

Shelton, Dana, BA, University of Tulsa; MA, University of Tulsa; PhD, Walden University

Snyder, Diane, BA, San Diego State University; MA, National University

Snyder, Leonard, BA, Metropolitan State University; MA, University of Minnesota; MA, Adler Graduate School

Sowa, Hilary, MA, Boston College; PhD, Bowling Green State University

Stephenson, Cherie, BA, University of Wyoming; MS, Capella University

Stolfi, Laura, MSE, Hofstra 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

Sullivan, Laura, BA, Purdue University; MS, Butler 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

Tovar, Mario, BA, University of Texas - Rio Grande; MA, University of Texas - Rio Grande; MA, University of Texas - Rio Grande; PhD, Walden University

Toy, Olivia Anne, BA, Ball State University; MA, Ball 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

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

Veiguela, Maritza, BA, Florida International University; MS, Florida International University

Vogele Welch, Deborah, BA, Hawaii Pacific University; MA, Professional School of Psychological Studies; PhD, Union Institute & University

W

Walsh, John, MA, Adler School of Professional Psychology; PhD, Adler School of Professional Psychology

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

Winningham, Sarah, ALB, Marian College; MA, Ball State University

Wowra, Scott, BA, North Carolina State University; MA, Wake Forest University; PhD, University of Florida

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

Zax, Brian, BA, University of California, Los Angeles; MA, The Ohio State University; PhD, The Ohio State University

Public Service

A

Andrews, Courtney, BA, University of Missouri – St. Louis; MPA, University of Missouri – St. Louis; PhD, University of Missouri – St. Louis

B

Bishop, Shanel, DSW, Univ of Tennessee Knoxville
Bouie-Haynes, Gwen, PhD, Jackson State University

C

Cappiccie, Amy, BA, Kentucky Wesleyan College; MS, University of Louisville; PhD, University of Louisville
Coleman, Kenya, MSW, Howard University; MA, Argosy Univ Washington DC; PsyD, Argosy Univ Washington DC
Combs, Brett, BS, Palm Beach Atlantic University; MS, University of Central Florida
Conis, Pete, BS, Iowa State University; MS, Iowa State University; PhD, Iowa State University
Cook, Bob, BSBA, Coastal Carolina University; MSAD, Central Michigan University; DBA, Argosy University Orange

D

Daniel, Elycia, BA, Auburn University; MA, Clark Atlanta University
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
Durr, James, BBA, Northwood University; MS, Lynn University

E

Ellington, Renata, MEd, Southern Illinois University Carbondale; PhD, Walden University
Ersing, Robin, BA, State University of New York College; MSW, SUNY at Buffalo; PhD, SUNY at Buffalo

F

Farris, Kimberly, BA, The University of Georgia; MSW, Clark Atlanta University; MPH, Emory University; PhD, University of Texas at Austin

G

Genao, Soribel, MS, CUNY Hunter College; PhD, Rutgers State University

H

Herron, Rita, BS, Florida State University; MPA, University of North Florida; PhD, Florida State University
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

Hohenstern, Kathrin, MSW, University of Kansas
Hunziker, Stephanie, BA, University at Albany SUNY; MA, University at Albany SUNY; PhD, University at Albany SUNY

J

Jaeckle, Tina, BS, Florida Southern College; MS, Nova Southeastern University; MSW, University of Houston Downtown; PhD, Nova Southeastern University
Johnson, Todd, BS, Cardinal Stritch University; MA, University of St. Thomas

K

Kawam, Elisa, BSW, Arizona State University; MSW, Arizona State University; PhD, Arizona 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
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)

L

Langston, Delores, MSW, Michigan State University; PhD, Capella University
Lannon, Mary, MA, American Public University
Leerburger, Marian, BA, Colby College; MA, American University; MS, Georgetown University; PhD, University of Maryland

M

Maranga, Kennedy, MS, Walden University; LLM, Washington University in Saint Louis
McCafferty, Addie, EdD, Trident University International
Merrill, Crystal, BS, Fielding Graduate University; MSW, University of Maryland Baltimore
Mink, Ellen, BA, SUNY College at Oneonta; PhD, SUNY College of Buffalo
Moran, Nathan, BS, Midwestern State University; MA, Sam Houston State University; PhD, Sam Houston State University

O

O'Connor, Michael, BBA, Ohio University; MBA, Ohio University; EdD, University of Akron

P

Pascarella, Joseph, BA, Rowan University; MA, CUNY John Jay College; MPhil, Graduate School & University Center CUNY; PhD, Graduate School & University Center CUNY
Paynich, Daniel, BS, Minot State University; MS, Minot State University
Paynich, Rebecca, MA, Washington State University Pullman; PhD, Washington State University Pullman

Pope, James, BS, Columbus State University; MS, Troy State University; MPA, Columbus State University

R

Reinsmith-Jones, Kelley, MSW, Eastern Washington University Cheney; PhD, Gonzaga University
Rice, Stephen, BA, Rollins College; MA, University of Illinois at Urbana Champaign; PhD, University of Illinois at Urbana-Champaign
Roland, Brian, BA, University at Albany SUNY; MSW, University at Albany SUNY; PhD, University at Albany SUNY

S

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
Slovak, Karen, MS, Case Western Reserve University; PhD, Case Western Reserve University
Smith, Kendra, MPA, University of Oklahoma Norman Campus; PhD, Arizona State University
Strouse, Heather, BA, Capital University; MA, University of Phoenix; DM, University of Phoenix

T

Towns, Jennifer, MSW, University of Michigan, Ann Arbor; PhD, Walden University

V

Verrill, Stephen, BS, University of South Maine; BS, Florida Gulf Coast University; MS, University of South Florida; PhD, University of South Florida
Versuk, Karen, MBA, Eastern University; PhD, Walden University

W

Wallace, Ronnie, MBA, Regis College; PhD, Capella University
Watkins, Karen, PhD, The University of Georgia
Webb, Michael, BA, Bellevue University; MS, Mercy College; PhD, Walden University
Welch, Tiffany, BSW, Mansfield University; MSW, Marywood University; DSW, Capella University
Widener, Murray, BS, Columbus State University; MPA, Columbus State University; DPA, University of Alabama, Tuscaloosa

Y

Yeager, Bonnie, BS, Fairleigh Dickinson University; MADS, Fairleigh Dickinson University; DM, University of Phoenix

Social Work

A

Adams, Alicia, BS, Jacksonville State University; MSW, University of Michigan, Ann Arbor; PhD, The University of Georgia

Agelidis, Jennifer, PhD, California Southern University

B

Bagwell, Tim, BS, Southern Ill Univ, Carbondale; BA, Southern Ill Univ, Carbondale; MS, Southern Ill Univ, Carbondale; PhD, Saint Louis University; CERT, Univ Maryland Univ College

Beachem, Kenyana, MSW, Jackson State University; PhD, Mississippi College

Bonimy, Madlyn, MM, McGill University QC Canada; PhD, Tennessee State University

C

Campbell, Erica, BA, University of Missouri Columbia; MSW, University of Missouri Columbia; PhD, University of Missouri Columbia

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

Cohen, Harold, BS, Towson University; MS, University of Maryland Baltimore County; PhD, Walden University

D

De Paris, Richard, BPA, National University; MPA, National University; MBA, National University; DPA, University of LaVerne

E

Erakovich, Rod, BA, Embry Riddle Aeronautical University; MBA, Embry Riddle Aeronautical University; PhD, University of Texas Arlington

Esmail, Ashraf, BA, LA State University A&M; MA, Georgia State University; MS, Duplichain University; PhD, Union Institute & University

Ewing, Carolyn, MSW, University of South Carolina Columbia; DHA, Capella University

F

Farrel, Dorothy, BS, Colorado State University; MSW, Colorado State University; DM, University of Phoenix

Franco, Diana, MS, Columbia University City of New York; DSW, New York University

Frederick-Holton, Sara, BA, Longwood University; MSW, University of Connecticut; PhD, Walden University

Friedman, Bruce, MSW, Washington University St. Louis; PhD, Case Western Reserve University

G

Grimes, Nancy, BS, Barry University; MPA, Troy State University

J

Jennings, Lisa, BBA, Faulkner University; MSW, University of Alabama Tuscaloosa; PhD, University of Alabama Birmingham

L

Laine, John, MPA, Metropolitan Coll of New York; PhD, Walden University

M

Martinez, Marcos, BSW, Dana College; MSW, New Mexico Highlands University; PhD, Arizona State University

Matis, Selina, MS, California University of Pennsylvania; MSW, California University of Pennsylvania; PhD, Widener University

McLaughlin, Thomas, MSW, University of New England; PhD, Union Institute and University

P

Palloff, Rena, BA, University of Wisconsin – Madison; MSW, University of Wisconsin – Milwaukee; MA, Fielding Graduate University; PhD, Fielding Graduate University

Powell, David, BA, Baldwin Wallace College; MA, Ohio University, Zanesville; PhD, Miami University

Q

Quijano, Louise, MSW, SUNY at Buffalo; PhD, Syracuse University

Quinn, Adam, MSW, University of Washington; PhD, The University of Georgia

R

Raske, Martha, MS, Illinois Institute of Technology; MSW, University of Illinois; PhD, University of Illinois

S

Sherman, Patricia, PhD, Rutgers The State University of New Jersey

Sidell, Nancy, MSSA, Case Western Reserve University; PhD, Ohio State University

Slovak, Karen, MS, Case Western Reserve University; PhD, Case Western Reserve University

Sundvall, Jamie, BA, Northwest Nazarene College; MSW, Northwest Nazarene College; PhD, The Chicago School of Professional Psychology

T

Taksey, Christopher, BA, Florida Atlantic University; MA, Ashford University

Tirrito, Teresa, BA, Queens College – City University of New York; MSW, Adelphi University; PhD, Fordham University

W

Walter, Jd, MPA, Walden University; PhD, Walden University

Webb, Scena, MS, Capella University

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.

©2021. Capella University.

