2011 – 2012

UNIVERSITY CATALOG

Volume 11–12, No. 1 • July 2011

CAPELLA UNIVERSITY

2011 University Catalog

Volume 11–12, No. 1
July 2011

Undergraduate and Graduate Programs

School of Undergraduate Studies
School of Business and Technology
School of Education
School of Public Service Leadership
Harold Abel School of Social and Behavioral Sciences

CAPELLA UNIVERSITY

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

© 2011 Capella University. All rights reserved.

Table of Contents

Welcome to Capella University . . . 9

About Capella University . . . 10
- University Mission Statement . . . 10
- Educational Philosophy . . . 10
- University History . . . 10
- Institutional Accreditation . . . 11
- Affirmative Action . . . 11
- Ownership of University . . . 11
- Academic Freedom . . . 11
- Degree Options . . . 11
- Course Formats . . . 11
- Residencies . . . 11
- Access to Learning Resources . . . 12
- External Requests . . . 12
- Learner Complaints . . . 12
- Learner Contact Information . . . 12
- Right to Change Requirements . . . 12
- Transcripts . . . 12
- Transferability of Capella University Credits . . . 12
- Capella's Commitment to Learner Success . . . 12
- Completion of Advanced Graduate Study (CAGS) . . . 13
- Learner Services . . . 13

Computer Requirements . . . 16

University Policies . . . 17
- Policy . . . 18
  - *1.01.08 Course Numbering*
- Admission . . . 18
  - *2.01.01 Admission*
  - *Admission Components*
  - *Admission Requirements*
  - *2.01.02 Maximum Time to Degree Completion*
- University and Course Enrollment . . . 26
  - *2.02.01 Academic Year*
  - *2.02.02 Course Enrollment*
  - *Academic Calendar*
  - *2.02.03 Concurrent Program Enrollments*
  - *2.02.05 Directed Study Enrollment*
  - *2.02.07 Changing Degree Program, Specialization, Certificate*
  - *2.02.08 Leave of Absence*
  - *2.02.10 Separation from the University*
- Academic Standards . . . 39
  - *3.01.01 Academic Honesty*
  - *3.01.03 Academic Honors*
  - *3.01.04 Academic Standing*
  - *3.01.05 Financial Aid Satisfactory Academic Progress*
  - *3.01.08 Academic Degree and Certificate Requirements*
  - *3.01.09 Degree and Certificate Conferral*
- Research . . . 52
  - *3.03.01 Human Research Protections*
  - *3.03.02 Publication of Dissertations*
  - *3.03.03 Use of Confidential Information*
  - *3.03.05 Conflict of Interest in Research*
- Assessment, Credits, and Grading . . . 53
  - *3.04.01 Academic Readiness*
  - *3.04.04 Application of Capella University Credits Toward Certificate and Degree Programs*
  - *3.04.05 Attendance at Residencies*
  - *3.04.07 Grading*
  - *Grade Values Summary*
  - *3.04.08 Incomplete Grades*
  - *3.04.09 Appealing a Grade*
  - *3.04.11 Transfer Credit and Prior Learning Assessment*
- Records and Documents . . . 62
  - *4.01.01 FERPA and Learner Directory Information*
  - *4.01.03 Retaining Learner Work Products and Grading Records*
  - *4.01.06 Official Learner Name of Record*
- Rights and Responsibilities . . . 66
  - *4.02.01 Learner Disability Accommodations*
  - *4.02.02 Learner Code of Conduct*
  - *4.02.03 Learner Grievance*
  - *4.02.04 Discrimination, Harassment, and Assault*
  - *4.02.05 Drugs and Alcohol*
  - *4.02.06 Consensual Relationships*
  - *4.02.07 Nondiscrimination*
- Tuition and Fees . . . 75
  - *4.03.01 Tuition and Fees*
  - *Tuition and Fees*
  - *4.03.02 Tuition Refunds*
- Academic Services . . . 84
  - *4.04.01 Interlibrary Loan*
  - *4.04.02 Licensure*
  - *4.04.03 Honor Societies and Professional Organizations*

Financial Aid . . . 88
- Financial Aid Satisfactory Academic Progress . . . 88
- Course Repeat Policy . . . 88
- Refund Procedure for Financial Aid Recipients . . . 88
- Scholarships . . . 88

Military Education Benefits . . . 89
- Veterans Education Benefits . . . 89
- Yellow Ribbon Program . . . 89
- Tuition Assistance (TA) . . . 89

Table of Contents, *continued*

Capella University School of Undergraduate Studies 91

School of Undergraduate Studies 93

About the School of Undergraduate Studies 94
School Mission Statement 94
Degree Programs 94
Bachelor of Science (BS) in Business
Bachelor of Science (BS) in Information Technology
Bachelor of Science (BS) in Psychology
Bachelor of Science (BS) in Public Safety
Bachelor of Science in Nursing (BSN)
Bachelor of Public Administration (BPA)
Combined Bachelor's/Master's Options 95
Concentrations 95
Multiple Specializations 95
General Education Requirements 95

School of Undergraduate Studies Academic Offerings 98
Bachelor of Science (BS) in Business Specializations 98
Accounting
Business Administration
Finance
Health Care Management
Human Resource Management
Management and Leadership
Marketing
Project Management
Retail Management
Bachelor of Science (BS) in Information Technology Specializations 101
General Information Technology
Health Informatics
Information Assurance and Security
Network Technology
Project Management
Software Architecture
Bachelor of Science (BS) in Psychology Specialization 105
General Psychology
Bachelor of Science (BS) in Public Safety Specializations 106
Criminal Justice
Emergency Management
Homeland Security
Bachelor of Science in Nursing (BSN) Specialization 108
RN-to-BSN Degree Completion
Bachelor of Public Administration (BPA) Specialization . . 109
General Public Administration
Combined Bachelor's/Master's Options 110
Combined BS/MS in Information Technology option
Combined BS/MBA option
Combined BS/MS in Education option
Combined BS/MS in Psychology option
Combined BS/MS in Public Safety option
Combined BS/MS in Studies in Human Behavior option
Combined BS/MHA option
Combined BS/MPA option
Combined BS/MPH option
Combined BPA/MPA option
Concentration 111
Security Management

Undergraduate Course Descriptions 112
General Education Courses 112
Bachelor of Public Administration Courses 114
Bachelor of Science in Nursing Courses 115
Bachelor's Business Courses 116
Bachelor's Information Technology Courses 120
Bachelor's Public Safety Courses 124
Bachelor's Psychology Courses 127

Capella University Graduate Schools 129

School of Business and Technology 131

About the School of Business and Technology 132
School Mission Statement 132
Degree Programs 132
Doctor of Philosophy (PhD) in Business
Doctor of Philosophy (PhD) in Organization and Management
Doctor of Philosophy (PhD) in Information Technology
Doctor of Business Administration (DBA)
Master of Science (MS) in Human Resource Management
Master of Science (MS) in Leadership
Master of Science (MS) in Information Technology
Master of Business Administration (MBA)—July learners
Master of Business Administration (MBA)—August learners
Certificate Programs 134
Multiple Specializations 134

School of Business and Technology Academic Offerings 135
Doctor of Philosophy (PhD) in Business Specializations 135
General Business
Accounting
Doctor of Philosophy (PhD) in Organization and Management Specializations 136
General Organization and Management
Human Resource Management
Information Technology Management
Leadership
Management Education
Project Management

Table of Contents, *continued*

Doctor of Philosophy (PhD) in Information Technology Specializations . . . 139
General Information Technology
Information Assurance and Security
Information Technology Education
Project Management
Doctor of Business Administration (DBA) Specializations . . . 141
Business Intelligence
Global Operations and Supply Chain Management
Strategy and Innovation
Master of Science (MS) in Human Resource Management Specialization . . . 143
General Human Resource Management
Master of Science (MS) in Leadership Specialization . . . 143
General Leadership
Master of Science (MS) in Information Technology Specializations . . . 144
General Information Technology
Business Analysis
Enterprise Software Architecture
Health Information Management
Information Assurance and Security
Network Architecture
Project Management
Master of Business Administration (MBA) Specializations—July learners . . . 146
General Business Administration
Accounting
Finance
Global Operations and Supply Chain Management
Health Care Management
Human Resource Management
Information Technology Management
Marketing
Project Management
Master of Business Administration (MBA) Specializations—August learners . . . 150
General Business Administration
Accounting
Business Intelligence
Entrepreneurship
Finance
Global Operations and Supply Chain Management
Health Care Management
Human Resource Management
Information Technology Management
Marketing
Project Management
Certificate Programs . . . 155
Human Resource Management
Information Assurance and Security
Leadership
Project Management

School of Education . . . 157

About the School of Education . . . 158
School Mission Statement . . . 158
Degree Programs . . . 158
Doctor of Education (EdD)
Doctor of Philosophy (PhD) in Education
Education Specialist (EdS)
Master of Science (MS) in Education
Certificate Programs . . . 158
Multiple Specializations . . . 158
Professional Licensure and Certification . . . 158

School of Education Academic Offerings . . . 160
Doctor of Education (EdD) Specializations . . . 160
Educational Leadership and Management
Reading and Literacy
Reading and Literacy Bridge
Doctor of Philosophy (PhD) in Education Specializations . . . 161
Curriculum and Instruction
K–12 Studies in Education
Leadership in Educational Administration
Special Education Leadership
Instructional Design for Online Learning
Leadership for Higher Education
Nursing Education
Postsecondary and Adult Education
Professional Studies in Education
Training and Performance Improvement
Education Specialist (EdS) Specializations . . . 168
Curriculum and Instruction
Leadership in Educational Administration
Master of Science (MS) in Education Specializations . . . 169
Curriculum and Instruction
Early Childhood Education
English Language Learning and Teaching
K–12 Studies in Education
Leadership in Educational Administration
Reading and Literacy
Special Education Teaching
Enrollment Management
Instructional Design for Online Learning
Leadership for Higher Education
Postsecondary and Adult Education
Professional Studies in Education
Training and Performance Improvement

Table of Contents, *continued*

Certificate Programs 176
Post-Master's Certificate in College Teaching
Post-Master's Certificate in Enrollment Management

School of Public Service Leadership 177

About the School of Public Service Leadership 178
School Mission Statement 178
Degree Programs 178
Doctor of Philosophy (PhD) in Human Services
Doctor of Philosophy (PhD) in Public Safety
Doctor of Health Administration (DHA)
Doctor of Nursing Practice (DNP)
Doctor of Public Administration (DPA)
Doctor of Public Health (DrPH)
Master of Science (MS) in Homeland Security
Master of Science (MS) in Human Services
Master of Science (MS) in Public Safety
Master of Science in Nursing (MSN)
Master of Health Administration (MHA)
Master of Nonprofit Management and Leadership (MNML)
Master of Public Administration (MPA)
Master of Public Health (MPH)
Master of Public Administration (MPA) and Master of Science (MS) in Public Safety
Certificate Programs 181
Concentrations 181
Multiple Specializations 181

School of Public Service Leadership Academic Offerings 183
Doctor of Philosophy (PhD) in Human Services Specializations 183
General Human Services
Health Care Administration
Nonprofit Management and Leadership
Social and Community Services
Doctor of Philosophy (PhD) in Public Safety Specializations. 185
Criminal Justice
Emergency Management
Public Safety Leadership
Doctor of Health Administration (DHA) Specializations . . 186
General Health Administration
Health Care Leadership
Health Policy and Advocacy
Doctor of Nursing Practice (DNP) 188
Field Experience 188
Doctor of Public Administration (DPA) Specialization . . . 189
General Public Administration
Doctor of Public Health (DrPH) Specializations 189
Epidemiology
Health Advocacy and Leadership
Master of Science (MS) in Homeland Security 190
Master of Science (MS) in Human Services Specializations 191
General Human Services
Gerontology
Social and Community Services
Master of Science (MS) in Public Safety Specializations. 192
Criminal Justice
Emergency Management
Public Safety Leadership
Master of Science in Nursing (MSN) Specializations 193
Nurse Educator
Nurse Educator Bridge
Master of Health Administration (MHA) Specializations . 194
General Health Administration
Health Care Operations
Health Policy
Master of Nonprofit Management and Leadership (MNML) 195
Master of Public Administration (MPA) Specialization. . . 195
General Public Administration
Master of Public Health (MPH) Specializations 196
General Public Health
Health Management and Policy
Social and Behavioral Sciences
Master of Public Administration (MPA) and Master of Science (MS) in Public Safety. 197
Certificate Programs. 197
Criminal Justice
Health Administration
Interdisciplinary Forensics
Nonprofit Management and Leadership
Social and Community Services
Concentrations 198
Fire Service Administration
Forensics
Health Policy and Management
Homeland Security
Nonprofit Management and Leadership
Public Administration
Public Health
Public Policy Management and Collaborative Governance

Table of Contents, *continued*

Harold Abel School of Social and Behavioral Sciences . . 201

About the Harold Abel School of Social and Behavioral Sciences 202
- School Mission Statement 202
- Department of Counseling Degree Programs 202
  - *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 Counseling*
  - *Master of Science (MS) in Career Counseling*
  - *Master of Science (MS) in Marriage and Family Therapy*
  - *Master of Science (MS) in Mental Health Counseling*
  - *Master of Science (MS) in School Counseling*
  - *Master of Science (MS) in Studies in Human Behavior*
- Department of Counseling Certificate Programs. 203
- Department of Psychology Degree Programs 203
  - *Doctor of Psychology (PsyD)*
  - *Doctor of Philosophy (PhD) in Psychology*
  - *Master of Science (MS) in Psychology*
- Department of Psychology Certificate Programs. 203
- Department of Social Work Degree Program 206
  - *Doctor of Social Work (DSW)*
- Concentrations 206
- Multiple Specializations 206
- Professional Licensure and Certification 206

Harold Abel School of Social and Behavioral Sciences Academic Offerings 207
- Department of Counseling 207
  - Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior Specialization . . . 207
    - *General Advanced Studies in Human Behavior*
  - Doctor of Philosophy (PhD) in Counselor Education and Supervision Specialization . . . 207
    - *General Counselor Education and Supervision*
  - Practicum/Internship Experience 208
  - Master of Science (MS) in Addiction Counseling Specialization 208
    - *General Addiction Counseling*
  - Master of Science (MS) in Career Counseling Specialization. 209
    - *General Career Counseling*
  - Master of Science (MS) in Marriage and Family Therapy Specialization 210
    - *General Marriage and Family Therapy*
  - Master of Science (MS) in Mental Health Counseling Specialization. 211
    - *General Mental Health Counseling*
  - Master of Science (MS) in School Counseling Specialization. 212
    - *General School Counseling*
  - Clinical Experience 213
  - Master of Science (MS) in Studies in Human Behavior Specialization 213
    - *General Studies in Human Behavior*
  - Certificate Programs. 214
    - *Contemporary Theory in Addictive Behavior*
    - *Contemporary Theory in Couple and Family Systems*
    - *Contemporary Theory in Mental Health Services*
    - *Diversity Studies*
- Department of Psychology 214
  - Doctor of Psychology (PsyD) Specialization. 214
    - *Clinical Psychology*
  - PsyD Year-in-Residence 216
  - PsyD Clinical Training 217
  - Doctor of Philosophy (PhD) in Psychology Specializations 217
    - *General Psychology*
    - *Addiction Psychology*
    - *Educational Psychology*
    - *Industrial/Organizational Psychology*
  - PhD Psychology Residencies 221
  - Master of Science (MS) in Psychology Specializations 221
    - *General Psychology*
    - *Child and Adolescent Development*
    - *Educational Psychology*
    - *Evaluation, Research, and Measurement*
    - *Industrial/Organizational Psychology*
    - *Leadership Coaching Psychology*
    - *Sport Psychology*
    - *Clinical Psychology*
    - *Counseling Psychology*
    - *School Psychology*
  - MS Psychology Residencies 226
  - MS Psychology Clinical Training. 226
  - MS Psychology Year-in-Residence 226
  - Certificate Programs. 227
    - *Play Therapy*
    - *Specialist Certificate in School Psychology*
  - Specialist Certificate Year-in-Residence. 228
  - Specialist Certificate Clinical Training 229
- Department of Social Work. 229
  - Doctor of Social Work (DSW) Specialization 229
    - *General Social Work*

Table of Contents, *continued*

Graduate Course Descriptions 231
School of Business and Technology 231
Doctor of Business Administration Courses
Master's Human Resource Management Courses
Master's Leadership Courses
Master of Business Administration Courses
Master's and Doctoral Organization and Management Courses
Graduate Writing Courses
Master's Organizational Development Courses
Doctoral Business Courses
Master's and Doctoral Information Technology Courses
Residency Courses
School of Education 254
Master's and Doctoral Education Courses
Graduate Writing Courses
Doctor of Education Courses
Residency Courses
School of Public Service Leadership 270
Doctor of Health Administration Courses
Doctor of Nursing Practice Courses
Doctor of Public Administration Courses
Doctor of Public Health Courses
Master's Homeland Security Courses
Master's and Doctoral Human Services Courses
Graduate Writing Courses
Master of Health Administration Courses
Master of Public Administration Courses
Master of Public Health Courses
Master of Science in Nursing Courses
Doctoral Nonprofit Management and Leadership Courses
Master of Nonprofit Management and Leadership Courses
Master's and Doctoral Public Safety Courses
Public Service Leadership Course
Master of Public Administration and Master of Science in Public Safety Course
Residency Courses
Harold Abel School of Social and Behavioral Sciences . . 300
Doctoral Counselor Education and Supervision Courses
Master's Addiction Counseling, Career Counseling, Marriage and Family Therapy, Mental Health Counseling, and School Counseling Courses
Master's and Doctoral Counseling Studies Courses
Graduate Writing Courses
Doctor of Social Work Courses
Master's and Doctoral Psychology Courses
Master's Studies in Human Behavior Courses
Doctoral Advanced Studies in Human Behavior Courses
Residency Courses
School Psychology Year-in-Residence Courses
Clinical Psychology Year-in-Residence Courses

Governance. 331
Administration 331
Board of Directors 331
School Directories. 331
School of Undergraduate Studies
School of Business and Technology
School of Education
School of Public Service Leadership
Harold Abel School of Social and Behavioral Sciences

Faculty 334
School of Undergraduate Studies 334
School of Business and Technology 338
School of Education 343
School of Public Service Leadership. 348
Harold Abel School of Social and Behavioral Sciences . . 353

State Regulatory Information 360

Welcome to Capella University

Deborah Bushway, PhD
Interim University President

A Message from the Dean

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

What the catalog cannot adequately express is the power of the learning experience you will find at Capella. Whether your reason for pursuing higher education is personal or professional, Capella can help you achieve your purpose.

You will experience for yourself the power of learning at Capella. During your time here, you will build strong relationships with faculty, fellow learners, and advisors and engage in an academic program that is more rigorous than you could imagine, and more rewarding than you could ever dream.

Thanks for joining us.

Best wishes,

Deborah Bushway, PhD
Interim University President

About Capella University

University Mission Statement

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

Educational Philosophy

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

University History

In 1992, Stephen Shank, former CEO of Tonka Corporation, provided the vision, leadership, and a portion of the initial funding for the incorporation of a distance-learning institution. Mr. Shank observed that adults were underserved by traditional universities for several reasons. Most significantly, attending classes is difficult or impossible for working adults due to employment and family obligations, and traditional curriculum often does not correspond with the professional goals of mature adults. He envisioned a barrier-free university that people could attend from remote locations such as their homes. The Graduate School of America (TGSA), eventually to become Capella University, was soon established.

In 1993, Dr. Harold Abel, an experienced leader in higher education and a former president of three universities, joined Mr. Shank to serve as founding president and academic leader of The Graduate School of America (TGSA). Dr. Abel assembled a premier faculty, built graduate curricula, and guided the university toward academic accreditation.

In 1997, during the presidency of Dr. Bruce Francis, TGSA was accredited by The Higher Learning Commission (HLC) and became a member of the North Central Association of Colleges and Schools (NCA). The university's accreditation was reaffirmed by the HLC in 2008.

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

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

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

About Capella University, *continued*

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

In 2009, Kevin Gilligan joined Capella as chief executive officer of Capella Education Company.

Institutional Accreditation

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

Affirmative Action

Capella University is an affirmative action employer.

Ownership of University

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

Academic Freedom

Capella University is committed to freedom of expression and inquiry and strives to promote an atmosphere in which rigorous academic dialogue is maintained, while respect for collegiality, civility, and diversity is embraced.

Degree Options

Capella University offers graduate certificates, the Bachelor of Science (BS), Bachelor of Science in Nursing (BSN), Bachelor of Public Administration (BPA), Master of Science (MS), Master of Science in Nursing (MSN), Master of Business Administration (MBA), Master of Health Administration (MHA), Master of Nonprofit Management and Leadership (MNML), Master of Public Administration (MPA), Master of Public Health (MPH), Education Specialist (EdS), Doctor of Philosophy (PhD), Doctor of Business Administration (DBA), Doctor of Education (EdD), Doctor of Health Administration (DHA), 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).

Course Formats

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

Residencies

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

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

About Capella University, *continued*

Access to Learning Resources

Capella University recognizes the need to provide limited access to the online courseroom, iGuide, 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 iGuide Access

For regulatory, accreditation, and other purposes, access to the iGuide, 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.

External Requests

The university maintains a record of external requests for learners' education records, except for directory information, and of the disposition of the requests. The university may disclose education records to authorized agencies and appropriate institutions as specified in the FERPA policy located on iGuide.

Learner Complaints

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

Learner Contact Information

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

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.

Transcripts

Learners may request transcripts on iGuide or by calling Learner Support at 1.888.CAPELLA (227.3552). Capella University reserves the right to withhold the official transcripts of learners who are not in good financial standing with the institution.

Transferability of Capella University Credits

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

Capella's Commitment to Learner Success

Capella University is committed to helping learners succeed. To that end, the university has developed a combination of course work and support services intended to facilitate a strong start for learners. New learners can expect the following support:

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

About Capella University, *continued*

Completion of Advanced Graduate Study (CAGS)

Recognizing Doctoral Learner Achievement

Capella University's Completion of Advanced Graduate Study (CAGS) recognizes a learner's achievement of a significant doctoral milestone: successful completion of all requirements necessary to begin comprehensive examination courses. The CAGS recognition marks a specific level of doctoral achievement; it is not an academic degree or credential.

Eligibility

To be eligible for Completion of Advanced Graduate Study (CAGS) recognition, a learner must currently be admitted to a doctoral program in any of Capella University's four graduate schools and enrolled in doctoral course work. Eligible learners must have completed all core, specialization, and elective courses and all other program and residency requirements, including field work, with a minimum cumulative grade point average of 3.0 on a 4.0 scale.

Applying

Doctoral learners at Capella University may apply for Completion of Advanced Graduate Study (CAGS) recognition once they have met all eligibility requirements and any time thereafter prior to graduation but may not receive more than one CAGS recognition. Any learners who are currently enrolled and active in courses at Capella University and who have completed all requirements for CAGS recognition should visit iGuide for contact information and CAGS application materials or call Learner Support at 1.888.CAPELLA (227.3552).

Learner Services

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

- iGuide—iGuide allows learners to access Capella's services in one convenient place. Learners can enroll in courses, apply for financial assistance, view an unofficial transcript, and access a variety of other convenient resources, including the Learner Handbook and University Catalog. For questions or concerns regarding enrollment, courses, access, financial aid, billing, or technical problems that are not answered on iGuide, learner support associates are available to assist learners at 1.888.CAPELLA (227.3552) or LearnerSupport@capella.edu.
- Advisors—Academic advisors help learners make a successful transition into their program and serve as an ongoing source of support throughout their education. Advisors communicate with learners on an ongoing basis, providing academic and personal strategies and support, clarifying university procedures, tracking and discussing academic progress, and providing information about any changes that may affect learners.
- Academic Records—Records Processing and Operations maintains confidential, accurate academic records of learners as they progress through their program. Learners may request official transcripts and view and print their unofficial transcripts any time on iGuide.

  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 iGuide.
- Alumni Association—Alumni benefit from networking opportunities, professional and career services, alumni grants, selected use of library resources, alumni newsletters and communications, and other opportunities to stay involved as a graduate of Capella University. More information on the Capella University Alumni Association can be found on iGuide.

About Capella University, *continued*

- Armed Forces and Veterans Support—Armed Forces and Veterans Support services are available to Capella learners who are affiliated with the armed forces. Armed Forces and Veterans Support team members assist learners who are experiencing an interruption in their program due to military obligations with military leave of absence requests and answer questions about military and veterans benefits, including tuition assistance, military scholarships, GoArmyEd, MyCAA, and VA vocational rehabilitation and employment. For more information about the resources and support available to servicemembers, veterans, and their families, visit Armed Forces Support on iGuide or email Armed Forces and Veterans Support at ArmedForcesSupport@capella.edu.
- Bookstore—Textbooks and software may be purchased through the bookstore, which is accessible on iGuide.
- Career Center—Career Center services are designed to help learners successfully navigate the career planning and development process as they pursue and complete their degree. Although the Career Center does not guarantee employment upon degree completion or provide placement services, it provides career counseling, job search advising, and career management support to all Capella learners and alumni. Career Center staff interacts with learners via email and telephone to assist with career-related activities such as resume, CV, and cover letter development; interview preparation; effective job search strategy; and career advancement efforts. Career Center resources are helpful to learners in gathering occupational information and trends, accessing job postings, and viewing sample job search documents. For more information about these resources and services, visit the Career Center on iGuide, and use the "Ask a Career Counselor" email feature to connect with a counselor.
- Disability Services—Capella University recognizes its obligations to accommodate the needs of learners with disabilities under the ADA Amendments Act of 2008, the Americans with Disabilities Act (ADA) of 1990, and the Rehabilitation Act of 1973. Capella is committed to providing reasonable accommodations to qualified learners with disabilities in university programs and activities. For more information, visit Disability Services on iGuide or email DisabilityServices@capella.edu.
- Enrollment Services—Capella University's Enrollment Services team assists prospective learners from the point of initial inquiry through the application, admission, and enrollment phases. Call 1.888.CAPELLA (227.3552) for assistance.
- Faculty and Mentors—Learners work with faculty and mentors who assist them during important phases of their program. Faculty and mentor biographies by school can be found on iGuide.
- Financial Aid—Financial aid counselors help learners explore the options available for financing their education. Capella's online financial aid resources provide learners with information about federal loans, federal undergraduate grants, military tuition assistance, veteran's benefits, special aid programs, and employer tuition reimbursement. For more information, including the Capella Guide to Federal Financial Aid, visit Financial Aid on iGuide, call Learner Support at 1.888.CAPELLA (227.3552), or email fao@capella.edu.
- Human Research Protections Program (HRPP)—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 HRPP. The HRPP promotes compliance with applicable local, state, and federal regulations and fosters ethical research through education, Institutional Review Board (IRB) review, quality assurance and improvement initiatives, and compliance monitoring. For more information, visit www.capella.edu/researchcenter or 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 iGuide, provides access to thousands of full-text articles, citations, abstracts, technical reports, and electronic books (e-books). Learners may also request books, copies of articles, and other resources from university libraries nationwide. In addition, Capella reference librarians are available to assist learners and faculty with research questions, help learners use library databases effectively, and teach learners to successfully navigate the library website. Learners may contact a reference librarian by calling 1.888.375.8221 or emailing Librarian@capella.edu.

About Capella University, *continued*

- New Learner Experience Team—Capella University's New Learner Experience team provides support to new learners in adjusting to the Capella learning community and their degree program through the facilitation of the University Orientation Seminar. Learners may contact the New Learner Experience team by calling Learner Support at 1.888.CAPELLA (227.3552) or by visiting iGuide.
- Online Writing Center—To help learners improve their written communication skills, Capella offers a variety of writing resources, including writing courses, online tutoring, writing self-assessment tools, and writing guidelines and references. The Online Writing Center, accessible on iGuide, also offers face-to-face writing instruction at residential colloquia in school- and writing-focused sessions.

Computer Requirements

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

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

ALL LEARNERS	MINIMUM	RECOMMENDED
Internet Connection***	56KB modem	Broadband (cable or DSL)
Hardware*	20GB of free hard disk space	30GB of free hard disk space
Software*	Mac: MS Office 2008 or higher PC: MS Office 2007 or higher Anti-virus software	Mac: MS Office 2008 PC: MS Office 2007
Plug-ins** (free downloads)	Mac: QuickTime 7 PC: Windows Media Player 11 Adobe Acrobat Reader 9 Flash Player 10 Java 1.6.0	Mac: QuickTime 7 PC: Windows Media Player 12 Adobe Acrobat Reader 9 Flash Player 10 Java 1.6.0_24
Peripherals	Video card and monitor display capable of 1024x768 resolution Speakers Sound card	Video card and monitor display capable of 1280x1024 resolution or higher

* Specific courses or programs may have additional requirements.
** Capella University provides Computer Check-Up, a learner tool for verifying and correcting browser settings, including plug-ins.
*** Courses requiring the use of a webcam or headset will require a broadband connection with a minimum speed of 256kbps upload and 512kbps download.

PC+	MINIMUM	RECOMMENDED
Processor	1GHz	2GHz or higher
Operating System	Windows XP SP2 Home Windows Vista Home Windows 7 Home	Windows XP SP3 Pro Windows 7 Pro/Ultimate
RAM	512MB	2GB or higher
Browser** (only 1 needed)	Microsoft Internet Explorer 7.0 Firefox 3.5	Microsoft Internet Explorer 8.0 Firefox 3.6

MAC*	MINIMUM	RECOMMENDED
Processor	G4 1.25MHz	Intel 2GHz or higher
Operating System	OS X (10.5)	OS X (10.6)
RAM	512MB	2GB or higher
Browser** (only 1 needed)	Firefox 3.5 Safari 4.0	Firefox 3.6 Safari 5.0

* 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.

Information technology courses and some MBA courses also require:
- Windows XP Pro, Vista Pro, or 7 Pro or higher is required for IIS functionality
- Mac users will need a Windows install or Windows set-up with Parallels
- Backup storage device
- 30GB of free hard disk space
- 2GB or greater of RAM highly recommended

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

University Policies

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

POLICY

1.01.08 Course Numbering

ADMISSION

2.01.01 Admission

2.01.02 Maximum Time to Degree Completion

UNIVERSITY AND COURSE ENROLLMENT

2.02.01 Academic Year

2.02.02 Course Enrollment

2.02.03 Concurrent Program Enrollments

2.02.05 Directed Study Enrollment

2.02.07 Changing Degree Program, Specialization, Certificate

2.02.08 Leave of Absence

2.02.10 Separation from the University

ACADEMIC STANDARDS

3.01.01 Academic Honesty

3.01.03 Academic Honors

3.01.04 Academic Standing

3.01.05 Financial Aid Satisfactory Academic Progress

3.01.08 Academic Degree and Certificate Requirements

3.01.09 Degree and Certificate Conferral

RESEARCH

3.03.01 Human Research Protections

3.03.02 Publication of Dissertations

3.03.03 Use of Confidential Information

3.03.05 Conflict of Interest in Research

ASSESSMENT, CREDITS, AND GRADING

3.04.01 Academic Readiness

3.04.04 Application of Capella University Credits Toward Certificate and Degree Programs

3.04.05 Attendance at Residencies

3.04.07 Grading

3.04.08 Incomplete Grades

3.04.09 Appealing a Grade

3.04.11 Transfer Credit and Prior Learning Assessment

RECORDS AND DOCUMENTS

4.01.01 FERPA and Learner Directory Information

4.01.03 Retaining Learner Work Products and Grading Records

4.01.06 Official Learner Name of Record

RIGHTS AND RESPONSIBILITIES

4.02.01 Learner Disability Accommodations

4.02.02 Learner Code of Conduct

4.02.03 Learner Grievance

4.02.04 Discrimination, Harassment, and Assault

4.02.05 Drugs and Alcohol

4.02.06 Consensual Relationships

4.02.07 Nondiscrimination

TUITION AND FEES

4.03.01 Tuition and Fees

4.03.02 Tuition Refunds

ACADEMIC SERVICES

4.04.01 Interlibrary Loan

4.04.02 Licensure

4.04.03 Honor Societies and Professional Organizations

University Policies, *continued*

POLICY

1.01.08 Course Numbering

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

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

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

ADMISSION

2.01.01 Admission

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

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

Equal Opportunity and Nondiscrimination
Capella University prohibits discriminatory practices and pledges to seek out and minimize all forms of discrimination in all of its activities and programs. The university supports federal and state legislation prohibiting discrimination against any person based on race, color, creed, religion, sex, national origin, age, marital status, disability, sexual orientation, or status with regard to public assistance. Further, it is the university's policy to assure equal opportunity to all persons with disabilities, disabled veterans, and veterans of the Vietnam era. The university complies with Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964 and regulations, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendments Act of 2008.

PROCEDURES

I. Application Materials

A. Graduate applicants must complete the admission application and submit an official transcript for the highest degree conferred, as well as any post-degree course work.

B. An evaluation of work history and achievements as demonstrated by a resume, statement of purpose and—when required by the program—letters of recommendation, and/or other relevant material may also be considered for applicants who do not meet minimum admission standards.

Continued on page 23

University Policies, *continued*

ADMISSION COMPONENTS

School	Undergraduate Studies	Business and Technology	Education	Public Service Leadership	Harold Abel School of Social and Behavioral Sciences
Acknowledgement Agreement	✓	✓	✓	✓	✓
Official Transcript from Previous Institution*	BSN RN-to-BSN Degree Completion specialization	✓	✓	✓	✓
International Applicants: Proof of English Equivalency	✓	✓	✓	✓	✓
Letters of Recommendation					PhD General Counselor Education and Supervision specialization; PsyD Clinical Psychology specialization; MS General Addiction Counseling, General Career Counseling, General Marriage and Family Therapy, General Mental Health Counseling, and General School Counseling specializations; MS School Psychology specialization
Curriculum Vitae					PhD General Counselor Education and Supervision specialization; MS General Addiction Counseling, General Career Counseling, General Marriage and Family Therapy, General Mental Health Counseling, and General School Counseling specializations; MS School Psychology specialization
Writing Samples					PhD General Counselor Education and Supervision specialization; PsyD Clinical Psychology specialization; MS School Psychology specialization; School Psychology specialist certificate
Extended Goal Statement					MS General Addiction Counseling, General Career Counseling, General Marriage and Family Therapy, General Mental Health Counseling, and General School Counseling specializations; School Psychology specialist certificate
Faculty Interview					PsyD Clinical Psychology specialization; MS School Psychology specialization; School Psychology specialist certificate
RN License Verification and Work Experience Acknowledgement Form	BSN RN-to-BSN Degree Completion specialization			MSN Nurse Educator and Nurse Educator Bridge specializations	
DNP RN License Verification and Work Experience Acknowledgement Form				DNP degree program	
DBA Course Registration Acknowledgment		DBA Business Intelligence, Global Operations and Supply Chain Management, and Strategy and Innovation specializations			
Licensure Disclosure & Responsibilities Acknowledgement			✓		✓
Certification of Teaching Experience Form			PhD, EdS, and MS Leadership in Educational Administration specializations; PhD Special Education Leadership specialization		

University Policies, *continued*

ADMISSION COMPONENTS, *continued*

School	Undergraduate Studies	Business and Technology	Education	Public Service Leadership	Harold Abel School of Social and Behavioral Sciences
Certification of Licensed Teaching Form			MS Curriculum and Instruction, Early Childhood Education, English Language Learning and Teaching, K–12 Studies in Education, Reading and Literacy, and Special Education Teaching specializations		
Teaching License Verification Form			EdD Reading and Literacy and Reading and Literacy Bridge specializations		
Cohort Auto-Registration Form			EdD Educational Leadership and Management, Reading and Literacy, and Reading and Literacy Bridge specializations	DrPH Epidemiology and Health Advocacy Leadership specializations	DSW General Social Work specialization

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

ADMISSION REQUIREMENTS

Capella Degree/ Certificate	Minimum Level of Education Completed	Minimum Cumulative Grade Point Average (on a 4.0 scale)	Additional Requirements
BS	High school diploma or equivalent.	**None**	Applicants must be at least 24 years old. (This age requirement may be waived for military applicants, veterans, and applicants with 90 or more quarter credits of prior college/university course work.) Applicants who do not have any credits eligible for college/university transfer must successfully complete a university-approved examination.
BSN	Associate's degree in nursing or diploma in nursing from an institution accredited by the National League for Nursing Accrediting Commission (NLNAC) or an internationally recognized institution.	2.00 cumulative GPA from an associate's degree or diploma granting institution.	Applicants must be at least 24 years old. (This age requirement may be waived for military applicants, veterans, and applicants with 90 or more quarter credits of prior college/university course work.) Applicants who do not have any credits eligible for college/university transfer must successfully complete a university-approved examination. Applicants to the School of Undergraduate Studies' BSN degree program must have a current, unrestricted RN license to practice in the United States (or its equivalent) and one year of licensed RN work experience or currently be employed as an RN.
BPA	High school diploma or equivalent.	**None**	Applicants must be at least 24 years old. (This age requirement may be waived for military applicants, veterans, and applicants with 90 or more quarter credits of prior college/university course work.) Applicants who do not have any credits eligible for college/university transfer must successfully complete a university-approved examination.

University Policies, *continued*

ADMISSION REQUIREMENTS, *continued*

Capella Degree/ Certificate	Minimum Level of Education Completed	Minimum Cumulative Grade Point Average (on a 4.0 scale)	Additional Requirements
Post-Bachelor's Certificate	Bachelor's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.	* 2.30 cumulative GPA from a bachelor's degree granting institution.	Applicants to the Harold Abel School of Social and Behavioral Sciences' Play Therapy certificate must have 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 certificate upon successful completion of specific, pre-determined courses within their degree program and/or specialization.
MS	Bachelor's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.	*2.30 cumulative GPA from a bachelor's degree granting institution.	Applicants to the School of Education's MS Leadership in Educational Administration specialization must have three years of licensed teaching experience. Applicants to the Harold Abel School of Social and Behavioral Sciences' MS in Addiction Counseling, MS in Career Counseling, MS in Marriage and Family Therapy, MS in Mental Health Counseling, and MS in School Counseling degree programs will be assessed on professionalism and academic fit to the program as determined by the school.
MSN	Bachelor's degree from an institution accredited by the Commission on Collegiate Nursing Education (CCNE), the National League for Nursing Accrediting Commission (NLNAC), or an internationally recognized institution.	2.30 cumulative GPA from a bachelor's degree granting institution.	Applicants to the School of Public Service Leadership's MSN Nurse Educator specialization must have a current, unrestricted RN license to practice in the United States (or its equivalent), one year of licensed RN work experience or currently be employed as an RN, and a bachelor's degree in nursing. Applicants to the School of Public Service Leadership's MSN Nurse Educator Bridge specialization must have a current, unrestricted RN license to practice in the United States (or its equivalent), one year of licensed RN work experience or currently be employed as an RN, and a bachelor's degree in a field other than nursing.
MBA	Bachelor's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.	2.30 cumulative GPA from a bachelor's degree granting institution.	
MHA	Bachelor's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.	2.30 cumulative GPA from a bachelor's degree granting institution.	
MNML	Bachelor's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.	2.30 cumulative GPA from a bachelor's degree granting institution.	
MPA	Bachelor's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.	2.30 cumulative GPA from a bachelor's degree granting institution.	
MPH	Bachelor's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.	2.30 cumulative GPA from a bachelor's degree granting institution.	
Post-Master's Certificate	Master's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.	3.00 cumulative GPA from a master's degree granting institution.	Applicants to the Harold Abel School of Social and Behavioral Sciences' Specialist Certificate in School Psychology must have a master's degree with a specialization in School Psychology from Capella University.
EdS	Master's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.	3.00 cumulative GPA from a master's degree granting institution.	Applicants to the School of Education's EdS Leadership in Educational Administration specialization must have three years of licensed teaching experience.

University Policies, *continued*

ADMISSION REQUIREMENTS, *continued*

Capella Degree/ Certificate	Minimum Level of Education Completed	Minimum Cumulative Grade Point Average (on a 4.0 scale)	Additional Requirements
PhD	Master's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.	* 3.00 cumulative GPA from a master's degree granting institution.	Applicants to the School of Education's PhD Leadership in Educational Administration specialization must have three years of licensed teaching experience. Applicants to the School of Education's PhD Nursing Education specialization must have a current license as a registered nurse and a master's degree in nursing. Applicants to the School of Education's PhD Special Education Leadership specialization must have a master's degree in education, a certification or license in special education, and three years of licensed teaching experience. Applicants to the Harold Abel School of Social and Behavioral Sciences' PhD in Counselor Education and Supervision degree program must have completed a CACREP-accredited or CACREP curriculum equivalent master's degree program. Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.
DBA	Master's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.	3.00 cumulative GPA from a master's degree granting institution.	
EdD	Master's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.	3.00 cumulative GPA from a master's degree granting institution.	Applicants to the School of Education's EdD Reading and Literacy specialization must have a current teaching license and a master's degree in Reading and Literacy or a related field. Applicants to the School of Education's EdD Reading and Literacy Bridge specialization must have a current teaching license and a master's degree in a field other than Reading and Literacy.
DHA	Master's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.	3.00 cumulative GPA from a master's degree granting institution.	
DNP	Master's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.	3.00 cumulative GPA from a master's degree granting institution.	Applicants to the School of Public Service Leadership's DNP degree program must have a current, unrestricted RN license to practice in the United States (or its equivalent), one year of licensed RN work experience or currently be employed as an RN, and a master's degree in nursing.
DPA	Master's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.	3.00 cumulative GPA from a master's degree granting institution.	
DrPH	Master's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.	3.00 cumulative GPA from master's degree granting institution.	
PsyD	Master's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.	3.00 cumulative GPA from a master's degree granting institution or a combined score of 1,000 on the GRE General Exam.	Applicants to the Harold Abel School of Social and Behavioral Sciences' PsyD Clinical Psychology specialization must have a master's degree in psychology or a related field. Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.
DSW	Master's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.	3.00 cumulative GPA from a master's degree granting institution.	Applicants to the Harold Abel School of Social and Behavioral Sciences' DSW degree program must have a master's degree in social work from an institution accredited by the Council of Social Work Education (CSWE).

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

University Policies, *continued*

2.01.01 Admission, *continued*

C. Truth in Information

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

II. Additional Admission Requirements

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

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

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

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

D. Applicants to the Harold Abel School of Social and Behavioral Sciences' Play Therapy certificate are required to have a minimum 3.0 cumulative GPA from a master's degree granting institution. Active learners currently enrolled in a Capella University master's counseling or psychology degree program must have a minimum 3.0 cumulative GPA in their program at the time of application.

E. Applicants to a joint degree program must meet the admission requirements of each of the individual degree programs that comprise the joint degree program.

III. Evaluation Process

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

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

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

C. Conditional Admission

1. Conditional admission is available to applicants in selected programs.
2. 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.
3. 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 enroll in second quarter courses.
4. Learners under conditional admission status who are eligible to receive financial aid will not receive financial aid until they have been fully admitted. Learners are encouraged to contact a financial aid counselor for more information.
5. Learners who fail to complete the application, submit all official transcripts and/or other required documentation, or meet admission requirements will be administratively withdrawn from the university.

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

University Policies, *continued*

IV. Supervised Practica, Internships, or Field Experiences

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

A. School of Education

1. Reading and Literacy (EdD and MS specializations)
2. Reading and Literacy Bridge (EdD specialization)
3. Curriculum and Instruction (PhD, EdS, and MS specializations)
4. Instructional Design for Online Learning (PhD and MS specializations)
5. Leadership in Educational Administration (PhD, EdS, and MS specializations)
6. Special Education Leadership (PhD specialization)
7. Early Childhood Education (MS specialization)
8. English Language Learning and Teaching (MS specialization)
9. K–12 Studies in Education (MS specialization)
10. Special Education Teaching (MS specialization)

B. School of Public Service Leadership

Doctor of Nursing Practice

C. Harold Abel School of Social and Behavioral Sciences

1. PhD in Counselor Education and Supervision
2. MS in Addiction Counseling
3. MS in Career Counseling
4. MS in Marriage and Family Therapy
5. MS in Mental Health Counseling
6. MS in School Counseling
7. Clinical Psychology (PsyD and MS specializations)
8. Counseling Psychology (MS specialization)
9. Specialist Certificate in School Psychology

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 the above specializations must be eligible to work within the United States, Canada, Guam, Puerto Rico, or the U.S. Virgin Islands at the time of the internship or practicum and must agree that this experience will be completed within the United States, Canada, Guam, Puerto Rico, or the U.S. Virgin Islands.

V. Readmission

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

2.01.02 Maximum Time to Degree Completion

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

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

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

*** Learners enrolled in the Master of Science in Education with a specialization in Special Education Teaching have a maximum of six years to complete their degree program.**

*** Learners enrolled in the Master of Science in Addiction Counseling, Master of Science in Career Counseling, Master of Science in Marriage and Family Therapy, Master of Science in Mental Health Counseling, or Master of Science in School Counseling have a maximum of six years to complete their degree program.**

*** Learners enrolled in the Master of Science in Nursing have a maximum of six years to complete their degree program.**

*** Learners enrolled in the Master of Health Administration have a maximum of five 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 a master's joint degree program have a maximum of seven years to complete their degree program.**

**** Learners enrolled in the Specialist Certificate in School Psychology have a maximum of four years to complete their certificate program.**

University Policies, *continued*

PROCEDURES

I. Federal Financial Aid Impact

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

II. Advanced Doctoral Learners

A. Maximum time to completion for advanced doctoral learners in the comprehensive examination phase of their program will be monitored in conjunction with the timely and successful completion of the comprehensive examination course.

B. Maximum time to completion for advanced doctoral learners in the dissertation phase of their program will be monitored in conjunction with the timely and successful completion of each of the required dissertation milestones.

III. Failure to Meet Maximum Time To Completion

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

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

IV. Maximum Time to Completion Extensions

A. Extension Criteria

1. Extensions requested due to change of specialization or extenuating circumstances may be approved by the faculty chair and validated by the Records Processing and Operations department. Extensions are generally limited to between two and four quarters, unless the learner's circumstance warrants a longer period, as approved by the dean or dean's designee.
2. Extenuating circumstance
   a. A leave of absence may qualify as an extenuating circumstance.
   b. Time spent during a military leave of absence does not count toward maximum time to completion.

B. Extension Application Process

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

1. Learners consult with their academic advisors to identify their remaining degree or certificate program requirements, propose a new time frame for completion if necessary, and discuss any potential financial aid impact.
2. Learners complete the Degree Extension Form (DEF) located on iGuide that reflects the new completion date based on the proposed extension.
3. Learners and their academic advisors sign the DEF and submit it to the dean's designee for review, along with appropriate academic rationale.

C. Extension Approvals

1. The dean's designee reviews the proposed DEF and rationale and determines if they meet the criteria for approval.
2. If the extension request is approved, the decision and rationale are filed in the learner's official academic record.
3. If the extension request is not approved, the learner is notified that he or she will be administratively withdrawn from the university when the maximum time to completion deadline has expired.
4. The decision of the dean's designee is final.

D. Failure to Meet DEF Terms

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

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

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

VI. Readmission and Maximum Time to Completion

A. Readmission Eligibility

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

University Policies, *continued*

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

B. Readmission Program Start Date

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

UNIVERSITY AND COURSE ENROLLMENT

2.02.01 Academic Year

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

See Academic Calendar on pages 28–29.

2.02.02 Course Enrollment

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

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

DEFINITION

Course Census Day

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

PROCEDURES

I. Enrollment

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

1. Pre-enrollment/Auto-enrollment
   a. Learners work with appropriate Capella University staff to create a degree plan. During this process, learners may consent to be pre-enrolled in their courses.
   b. Once learners have been enrolled in their courses, they will be sent an automated email confirming their enrollment has been completed.
2. Permission-based
   a. Enrollment in certain courses (e.g., practica, internships, and special topics courses) requires the consent of the appropriate school. Learners must complete the required application documents in order to enroll in practica, internships, or special topics courses.
   b. Prior to enrolling in special topics or directed study courses in the schools of Business and Technology, Public Service Leadership, or the Harold Abel School of Social and Behavioral Sciences, learners must have a course learning plan (CLP) approved by the appropriate school's faculty leadership.
   c. If approved, the school will issue the learner a permission number for the course, and the learner may proceed with enrollment.
   d. The learner will use the permission number to enroll in the course through iGuide's Student Center.

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

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

II. Concurrent Course Enrollment for Comprehensive Examination and Dissertation Learners

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

University Policies, *continued*

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

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

III. Course Load

A. Learners may not enroll in more than three concurrent courses.

B. Residency enrollment will not be counted toward a learner's course load.

IV. Repeating Courses

A. Learners are allowed one opportunity to repeat a course they have completed for which they have been assigned a grade.

B. Courses from which learners withdraw and receive a Withdrawal ("W") grade on their transcript are not considered completed courses; therefore, the single repeat restriction does not apply.

C. In exceptional circumstances, learners who wish to repeat a course more than once may request an exception to this policy. Learners must obtain written approval for the exception from the school dean or designee prior to course enrollment.

D. While financial aid may be used to cover the cost of the first repeat of a course, learners approved to repeat a course more than once may not use financial aid to cover the cost of the additional course repeats.

E. When a course is repeated, the grade considered for credit and grade point average (GPA) calculations will be the highest grade earned.

1. Each attempt at the course appears on the transcript, and all attempts are used to evaluate the learner's completion percentage for evaluation of financial aid satisfactory academic progress (FASAP).
2. Only one course attempt is included in the GPA calculation.

F. For a course to be considered a repeat of a previous course, the learner must complete the same course, as defined by the title and course number. If a new course has been designated by the school as the original course's equivalent, it will be considered an identical course for purposes of this policy. If a course is retired, it will no longer be possible to repeat the course.

G. The school may approve course substitutions in lieu of repeating a course to fulfill graduation requirements for the content area, but the credit and GPA calculations for both courses are included in the cumulative statistics.

H. Special topics courses may not be repeated.

V. Enrollment Status Based on Course Enrollment

A. Graduate Learners

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

B. Undergraduate Learners

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

VI. Late Course Enrollment

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

B. Late Course Enrollment Process

1. Learners may request permission to enroll in a course between the end of open course enrollment and the eighth calendar day of the course by contacting their advisor.
2. The request is reviewed by the Records Processing and Operations department and the school in which the learner requests the late course enrollment.

Continued on page 30

University Policies, *continued*

ACADEMIC CALENDAR - 10 WEEK (EXCLUDES MBA PROGRAM)

	SUMMER QUARTER 2011				FALL QUARTER 2011			
ACADEMIC DEADLINES	**July**	**August**	**Mid-Aug**	**September**	**October**	**November**	**Mid-Nov**	**December**
Course Enrollment Begins	04-14-11	04-14-11	04-14-11	04-14-11	07-14-11	07-14-11	07-14-11	07-14-11
Quarterly and Monthly Start Courses Begin	07-11-11	08-08-11		09-12-11	10-10-11	11-07-11		12-05-11
Quarterly and Monthly Start Enrollment Ends	07-13-11	08-10-11		09-14-11	10-12-11	11-09-11		12-07-11
Last Day to Drop Course Without "W"	07-22-11	08-19-11		09-23-11	10-21-11	11-18-11		12-16-11
Midquarter Courses Begin	07-11-11		08-15-11		10-10-11		11-14-11	
Midquarter Course Enrollment Ends	07-13-11		08-17-11		10-12-11		11-16-11	
Last Day to Drop Midquarter Course Without "W"	07-22-11		08-26-11		10-21-11		11-25-11	
Last Day to Drop Midquarter Course With "W"	08-04-11		09-08-11		11-03-11		12-08-11	
Midquarter Courses End	08-12-11		09-16-11		11-11-11		12-16-11	
Last Day to Drop Course With "W"	08-29-11	09-26-11		10-31-11	11-28-11	12-26-11		01-23-12
End of Quarter	09-16-11	10-14-11		11-18-11	12-16-11	01-13-12		02-10-12
FINANCIAL DEADLINES								
Last Day to Drop Quarter and Monthly Start Courses With 100% Refund	07-15-11	08-12-11		09-16-11	10-14-11	11-11-11		12-09-11
Last Day to Drop Quarter and Monthly Start Courses With 75% Refund	07-22-11	08-19-11		09-23-11	10-21-11	11-18-11		12-16-11
Last Day to Drop Midquarter Course With 100% Refund	07-15-11		08-19-11		10-14-11		11-18-11	
Last Day to Drop Midquarter Course With 75% Refund	07-22-11		08-26-11		10-21-11		11-25-11	

MBA ACADEMIC CALENDAR - 12 WEEK

	SUMMER QUARTER 2011				FALL QUARTER 2011			
ACADEMIC DEADLINES	**July**		**Mid-Aug**		**October**		**Mid-Nov**	
Course Enrollment Begins	04-14-11		04-14-11		07-14-11		07-14-11	
Quarterly and Monthly Start Courses Begin	07-11-11		08-22-11		10-10-11		11-21-11	
Quarterly and Monthly Start Enrollment Ends	07-13-11		08-24-11		10-12-11		11-23-11	
Last Day to Drop Course Without "W"	07-22-11		09-02-11		10-21-11		12-02-11	
Last Day to Drop Course With "W"	08-09-11		09-20-11		11-08-11		12-20-11	
End of Quarter	08-19-11		09-30-11		11-18-11		12-30-11	
FINANCIAL DEADLINES								
Last Day to Drop Quarter and Monthly Start Courses With 100% Refund	07-15-11		08-26-11		10-14-11		11-25-11	
Last Day to Drop Quarter and Monthly Start Courses With 75% Refund	07-22-11		09-02-11		10-21-11		12-02-11	

2011 HOLIDAY SCHEDULE

Capella will observe the following holiday schedule in 2011. The office switchboard will be closed on the following dates:

Memorial Day Monday, May 30, 2011
Independence Day Monday, July 4, 2011
Labor Day Monday, September 5, 2011
Thanksgiving Day Thursday, November 24, 2011
Day after Thanksgiving Friday, November 25, 2011
Christmas Eve Day (observed) Friday, December 23, 2011
Christmas Day (observed) Monday, December 26, 2011

University Policies, *continued*

ACADEMIC CALENDAR - 10 WEEK (EXCLUDES MBA PROGRAM)

	WINTER QUARTER 2012				SPRING QUARTER 2012			
ACADEMIC DEADLINES	**January**	**February**	**Mid-Feb**	**March**	**April**	**May**	**Mid-May**	**June**
Course Enrollment Begins	10-13-11	10-13-11	10-13-11	10-13-11	01-12-12	01-12-12	01-12-12	01-12-12
Quarterly and Monthly Start Courses Begin	01-09-12	02-06-12		03-05-12	04-09-12	05-07-12		06-04-12
Quarterly and Monthly Start Enrollment Ends	01-11-12	02-08-12		03-07-12	04-11-12	05-09-12		06-06-12
Last Day to Drop Course Without "W"	01-20-12	02-17-12		03-16-12	04-20-12	05-18-12		06-15-12
Midquarter Courses Begin	01-09-12		02-13-12		04-09-12		05-14-12	
Midquarter Course Enrollment Ends	01-11-12		02-15-12		04-11-12		05-16-12	
Last Day to Drop Midquarter Course Without "W"	01-20-12		02-24-12		04-20-12		05-25-12	
Last Day to Drop Midquarter Course With "W"	02-02-12		03-08-12		05-03-12		06-07-12	
Midquarter Courses End	02-10-12		03-16-12		05-11-12		06-15-12	
Last Day to Drop Course With "W"	02-27-12	03-26-12		04-23-12	05-28-12	06-25-12		07-23-12
End of Quarter	03-16-12	04-13-12		05-11-12	06-15-12	07-13-12		08-10-12
FINANCIAL DEADLINES								
Last Day to Drop Quarter and Monthly Start Courses With 100% Refund	01-13-12	02-10-12		03-09-12	04-13-12	05-11-12		06-08-12
Last Day to Drop Quarter and Monthly Start Courses With 75% Refund	01-20-12	02-17-12		03-16-12	04-20-12	05-18-12		06-15-12
Last Day to Drop Midquarter Course With 100% Refund	01-13-12		02-17-12		04-13-12		05-18-12	
Last Day to Drop Midquarter Course With 75% Refund	01-20-12		02-24-12	05-11-12	04-20-12		05-25-12	

MBA ACADEMIC CALENDAR - 12 WEEK

	WINTER QUARTER 2012				SPRING QUARTER 2012			
ACADEMIC DEADLINES	**January**		**Mid-Feb**		**April**		**Mid-May**	
Course Enrollment Begins	10-13-11		10-13-11		01-12-12		01-12-12	
Quarterly and Monthly Start Courses Begin	01-09-12		02-20-12		04-19-12		05-21-12	
Quarterly and Monthly Start Enrollment Ends	01-11-12		02-22-12		04-11-12		05-23-12	
Last Day to Drop Course Without "W"	01-20-12		03-02-12		04-20-12		06-01-12	
Last Day to Drop Course With "W"	02-07-12		03-20-12		05-08-12		06-19-12	
End of Quarter	02-17-12		03-30-12		05-18-12		06-29-12	
FINANCIAL DEADLINES								
Last Day to Drop Quarter and Monthly Start Courses With 100% Refund	01-13-12		02-24-12		04-13-12		05-25-12	
Last Day to Drop Quarter and Monthly Start Courses With 75% Refund	01-20-12		03-02-12		04-20-12		06-01-12	

University Policies, *continued*

2.02.02 Course Enrollment, *continued*

3. If approved, Capella enrolls the learner in the course, and the learner receives a course enrollment confirmation via email.

VII. Course Drop or Withdrawal

	Course Drop Period	Course Withdrawal Period	Unable to Withdraw (Late Withdrawal)
3-week course session	0 – 12 calendar days	13 – 15 calendar days	16 days – end of session
5-week course session	0 – 12 calendar days	13 – 25 calendar days	26 days – end of session
6-week course session	0 – 12 calendar days	13 – 30 calendar days	31 days – end of session
10-week course session	0 – 12 calendar days	13 – 50 calendar days	51 days – end of session

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

B. Advanced Doctoral Learners

Advanced doctoral learners should refer to 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 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 impacted financially should they drop a course after the first five calendar days of the course. Learners are responsible for fully understanding the financial implications of a course drop. Learners should refer to university policy *4.03.02 Tuition Refunds* to determine the financial implications of a course drop.
3. Learners who receive financial aid should discuss the potential financial implications of a course drop, including the return of financial aid funds, with a financial aid counselor.
4. To drop a course, learners must either contact a designated Enrollment Services or Advising representative or complete and submit an online course drop request via the course drop functionality in iGuide's Student Center.
   a. Learners are responsible for clearly expressing their intention to drop a course by using language that indicates that intention through a specific request for institutional action. Course drop requests must include:
      i. Learner name and verifiable contact information
      ii. Course number and title
      iii. Quarter/term/year
   b. Learners may not use any other means to express their intention to drop a course, including verbal or written communication with faculty and discussion posts.
5. Learners receive confirmation that the course drop request has been processed via iGuide's Student Center or email. Learners are responsible for checking their course enrollment status in iGuide's Student Center.
6. Requests to reverse course drop requests will not be processed.

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 impacted financially 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 Refunds* to determine the financial implications of a course withdrawal.
3. Learners who receive financial aid should discuss the potential financial implications of a course withdrawal, including the return of financial aid funds, with a financial aid counselor.
4. To withdraw from a course, learners must either contact a designated Enrollment Services or Advising representative or complete and submit an online course withdrawal request via the course withdrawal functionality in iGuide's Student Center.

University Policies, *continued*

a. Learners are responsible for clearly expressing their intention to withdraw a course by using language that indicates that intention through a specific request for institutional action. Course withdrawal requests must include:
   i. Learner name and verifiable contact information
   ii. Course number and title
   iii. Quarter/term/year
b. Learners may not use any other means to express their intention to withdraw from a course, including verbal or written communication with faculty and discussion posts.

5. Learners receive confirmation of receipt of the course withdrawal request via iGuide's Student Center or email. Learners are responsible for checking their course enrollment status in iGuide's Student Center.
6. Requests to reverse course withdrawal requests will not be processed.
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 grade of "W" for the course.
   b. The grade of "W" appears on the learner's transcript.
   c. The grade of "W" does not affect GPA, but course credits are included in attempted credits when monitoring financial aid satisfactory academic progress, as described in university policy *3.01.05 Financial Aid Satisfactory Academic Progress*.
8. Once the course has been in session past the official last day to withdraw, this option is no longer available to learners. Should unforeseen extenuating circumstances arise after the deadline to withdraw from a course has passed, learners may refer to section VIII of this policy for recourse.

VIII. Late Course Withdrawal

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

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

C. If it is determined that the learner needs to request a late course withdrawl, the learner should contact his or her advisor, who will initiate the request.

D. Learners who receive financial aid should discuss the potential financial implications of a late course withdrawal, including the return of financial aid funds, with a financial aid counselor.

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

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

G. The school's designee will review and approve or deny the request. The decision and rationale will be forwarded to the Records Processing and Operations department for validation.

University Policies, *continued*

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

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 Refunds* remains in effect and does not provide any financial accommodation for late course withdrawals.

K. No grades can be changed to a "W" for any previous terms.

IX. Appealing a Denied Late Course Withdrawal

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

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

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

D. The decision of the dean or dean's designee is final.

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

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

X. Non-Participation in a Course

A. Initial Course Participation

1. Learners who complete a courseroom activity, such as an assignment or discussion question response, before the end of course census day have satisfied the requirement for initial course participation.
2. Learners who have satisfied the requirement for initial course participation agree to pay the applicable course tuition.
3. 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 VII of this policy. Learners who have satisfied the requirement for initial course participation who drop or withdraw from the course are held to the refund schedule described in university policy *4.03.02 Tuition Refunds*.

B. Non-Participation

1. Learners who do not complete a courseroom activity, such as an assignment or discussion question response, before the end of course census day have not satisfied the requirement for initial course participation.
2. Learners who do not satisfy the requirement for initial course participation will be dropped from the course.
3. A course drop due to failing to meet the requirement for initial course participation does not appear on the learner's transcript and does not affect grade point average (GPA).
4. Learners who are dropped from a course for failing to satisfy the requirement for initial course participation are refunded 100 percent of the course tuition.
5. Learners who are dropped from a course for failing to satisfy the requirement for initial course participation may request a late course enrollment pursuant to section VI of this policy. If the request is approved, the learner will be charged the applicable tuition and fees.
6. Learners who request a course drop or withdrawal as described in section VII of this policy and who have not satisfied the requirement for initial course participation are refunded 100 percent of the course tuition.
7. Learners enrolled in practicum, internship, laboratory, comprehensive examination, or dissertation courses will not be dropped for failing to satisfy the requirement for initial course participation, but they will be subject to any financial aid award disbursement participation requirements.

University Policies, *continued*

2.02.03 Concurrent Program Enrollments

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

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

PROCEDURES

I. Requesting Multiple Specializations

A. A list of degree programs that allow multiple specialization enrollments is available on iGuide.

B. New Learners

1. New learners may request to be enrolled in multiple specializations at the time of admission.
2. Learners may only request to be enrolled in multiple specializations within a single degree program (i.e., the degree program for which they are seeking admission).
3. Learners who request to be enrolled in multiple specializations must meet the admission requirements for each requested specialization.
4. Learners who do not meet the admission requirements for each requested specialization will only be enrolled in the specialization(s) for which they meet the admission requirements.

C. Current Learners

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

D. Three or More Specializations

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

E. Requirements and Restrictions

1. Learners must meet the program requirements of their primary specialization as they were listed in the *University Catalog* in effect at the time they were admitted to the university. For each additional specialization that is added to their degree program, learners must meet the program requirements listed in the *University Catalog* in effect at the time they are admitted to the additional specialization(s).
2. Learners who add an additional specialization(s) to their degree program must complete the capstone course for each specialization should the degree program require a specialization-specific (rather than program-specific) capstone course.
3. Learners who add an additional specialization(s) to their degree program may apply no more than 25 percent of the credits earned from the specialization courses of their primary specialization to the requirements for the additional specialization(s).
4. Learners enrolled in general specializations may not apply any credits earned from the specialization courses of their current general specialization to the requirements for an additional specialization(s). Should learners add a general specialization to their degree program, they may not apply any credits earned from the specialization courses of their primary specialization to the requirements for the additional general specialization.

University Policies, *continued*

5. Learners may have multiple specializations listed on their official academic transcript at the time of degree conferral.
6. Declaring the intent to complete multiple specializations does not increase the learner's maximum time to degree completion.

II. Concentrations

A. Learners must be enrolled in a degree program to be eligible to earn a concentration.

B. Learners may pursue multiple concentrations concurrently.

C. New learners may request to be enrolled in a concentration(s) at the time of admission.

D. Current learners may request to be enrolled in a concentration(s) at any point during their program.

E. Learners may request to add, change, or drop a concentration(s) by completing and submitting the Change Program, Specialization, and Concentration Form located on iGuide.

F. Learners who add multiple concentration(s) to their degree program may only apply one course taken as part of the requirements for one concentration to a subsequent concentration.

G. Learners may have multiple concentrations listed on their official academic transcript at the time of degree conferral.

H. Declaring the intent to complete multiple concentrations does not increase the learner's maximum time to degree completion.

2.02.05 Directed Study Enrollment

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

2.02.07 Changing Degree Program, Specialization, Certificate

Capella University learners may apply to change their degree or certificate program or specialization at any point in their studies pursuant to the procedures established to support this policy. If accepted, the change becomes effective at the start of the next academic quarter. Learners must adhere to the program requirements listed in Capella's *University Catalog* in effect at the time of the change. Doctoral learners may not enroll in more than one Capella degree program or specialization concurrently.

PROCEDURES

I. Change of Degree Program

A. Change of Degree Program Standards

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

B. Current Course Enrollment

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

C. Change of Degree Program Process

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

University Policies, *continued*

II. Change of Specialization

A. Change of Specialization Standards

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

B. Current Course Enrollment

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

C. Change of Specialization Process

1. For all specialization changes, learners must request a change to the new specialization using the Change Program, Specialization, and Concentration Form on iGuide.
2. Application fees are waived for specialization changes.
3. Learners who are approved for a change of specialization must meet the program requirements for the new specialization listed in the *University Catalog* in effect at the time they are admitted to the new specialization.
4. A change of specialization requires a new course and credit evaluation. Learners are responsible for documenting a new degree plan.

III. Change of Certificate Program

A. Change of Certificate Program Standards

1. Prior to initiating a certificate program change, learners are encouraged to consult with an academic advisor to discuss options and considerations for the change.
2. If accepted, learners begin the new certificate program at the start of the next academic quarter.

B. Current Course Enrollment

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

C. Change of Certificate Program Process

1. For all certificate program changes, learners must request a change to the new certificate program using the Change Program, Specialization, and Concentration Form on iGuide.
2. Application fees are waived for certificate program changes.
3. Learners who are approved for a change of certificate program must meet the certificate program requirements listed in the *University Catalog* in effect at the time they are admitted to the new certificate program.

IV. Combined Options

Learners currently enrolled in select Capella bachelor's degree programs may request to be enrolled in a combined option.

A. Combined Option Standards

1. Prior to initiating a combined option change, learners are encouraged to consult with an academic advisor to discuss options and considerations for the change.
2. Learners may not pursue more than one combined option concurrently.
3. If accepted, learners begin the new combined option at the start of the next academic quarter.
4. After successfully completing the requirements for the bachelor's degree program, combined option learners must apply for the master's degree program that corresponds to their chosen combined option.

B. Current Course Enrollment

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

C. Change of Combined Option Process

1. For all combined option changes, learners must request a change to the new combined option using the Combined Option Request form on iGuide.
2. There is no fee for combined option enrollment requests.
3. Learners who are approved for a change of combined option must meet the program requirements for the new combined option listed in the *University Catalog* in effect at the time they are admitted to the combined option.

University Policies, *continued*

4. A change of combined option requires a new course and credit evaluation. Learners are responsible for documenting a new degree plan.

2.02.08 Leave of Absence

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

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

PROCEDURES

I. General Terms for all Categories of Leave of Absence

A. Access to Services

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

B. Academic Standing and Financial Aid Satisfactory Academic Progress

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

C. Catalog

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

D. Last Day of Attendance

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

II. Medical Leave of Absence

A. Criteria

1. Learners may request a planned medical leave of absence for circumstances protected under the Family Medical Leave Act (FMLA).
2. Learners must be enrolled in a course(s) when requesting a medical leave of absence.
3. A medical leave of absence status is not granted retroactively.

B. Request for Medical Leave of Absence

1. Learners may request a medical leave of absence by completing and submitting the Leave of Absence Request Form on iGuide. Learners must also submit documentation from a medical provider with their request. The documentation must include a statement from the doctor certifying the need for the leave. The request will not be considered until documentation from a medical provider is submitted.
2. Medical leave of absence requests must be submitted by the close of course enrollment for the quarter in which the learner is requesting the leave. The start and end dates of the request must coincide with the start and end dates of the quarter.
3. Learners may not request a medical leave of absence for more than a total of 180 calendar days in any 12-month period.

C. Granting of Approval

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

D. Incompletes

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

E. Return from Medical Leave of Absence

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

University Policies, *continued*

III. Military Leave of Absence

A. Criteria

1. Members of the United States military, including reserve forces, may be eligible for a military leave of absence. This policy follows the guidelines established in the HEROES Act of 2003 in determining appropriate accommodations for military servicemembers who are responding to a war, national emergency, or other military operation. In accordance with the HEROES Act, Capella University provides the following accommodations to learners who experience a disruption in their program due to active military service:
   a. Learners granted a military leave of absence will be offered the option of withdrawing (resulting in a grade of "MW") from their course(s) or requesting an Incomplete ("I") grade for any course(s) in which they were enrolled when granted the leave. Learners who withdraw from their course(s) as a result of active military duty will be offered the option of a tuition credit or appropriate refund for the course(s) they were unable to complete. Learners who request an "I" grade must get approval from the instructor(s) of their course(s) and be able to complete the required assignments independently, outside of the courseroom. Learners who request an "I" grade are not issued a tuition credit.
   b. Learners on a military leave of absence are not required to meet financial obligations to Capella while on approved leave.
   c. Time spent during a military leave of absence does not count toward the maximum time for completion of the program.
   d. Faculty will be flexible and offer accommodations to academic deadlines for learners on a military leave of absence.
   e. Capella will provide flexibility and accommodations to administrative deadlines for learners on a military leave of absence.
2. Learners must coordinate this process through Armed Forces and Veterans Support.

B. Request for Military Leave of Absence

1. Learners may request a military leave of absence by completing and submitting the Military Leave of Absence Request form on iGuide. Learners must indicate the date they are affected and the anticipated date of return. Learners must also fax one the following pieces of documentation to Armed Forces and Veterans Support at their earliest possible convenience:
   a. Deployment orders, including dates affected.
   b. An official letter from a commanding officer, including dates affected.
2. Upon receipt of the request form for a military leave of absence, Armed Forces and Veterans Support will send learners an email indicating approval or denial of the request. If the request is approved, Capella University will report the learner's leave status to the National Student Clearinghouse.

C. Reinstatement

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

University Policies, *continued*

IV. National Emergency Leave of Absence

A. Criteria

1. The U.S. Department of Education directs schools to provide educational and financial accommodations to learners affected by national emergencies, both at the time of the event and upon re-enrollment. Capella University provides the following accommodations to learners who experience a disruption in their program due to national emergency:
   a. Learners granted a national emergency leave of absence will be offered the option of withdrawing (resulting in a grade of "W") from their course(s) or requesting an Incomplete ("I") grade for any course(s) in which they were enrolled when granted the leave. Learners who withdraw from their course(s) as a result of a national emergency will be offered the option of a tuition credit or appropriate refund for the course(s) they were unable to complete. Learners who request an "I" grade must get approval from the instructor(s) of their course(s) and be able to complete the required assignments independently, outside of the courseroom. Learners who request an "I" grade are not issued a tuition credit.
   b. Learners on a national emergency leave of absence are not required to meet financial obligations to Capella while on approved leave.
   c. Time spent during a national emergency leave of absence does not count toward the maximum time for completion of the program.
   d. Faculty will be flexible and offer accommodations to academic deadlines for learners on a national emergency leave of absence.
   e. Capella will provide flexibility and accommodations to administrative deadlines for learners on a national emergency leave of absence.

B. Request for National Emergency Leave of Absence

Learners may request a national emergency leave of absence by contacting Learner Support. Learners must indicate the date they are affected and the anticipated date of return. In extreme circumstances, learners can be placed on a national emergency leave of absence in advance of contact with a Learner Support representative or course instructor(s). Learners are encouraged to contact Capella University as soon as possible.

C. Reinstatement

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

V. Other Circumstances

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

2.02.10 Separation from the University

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

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

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

University Policies, *continued*

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

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

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

DEFINITIONS

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

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

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

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

PROCEDURES

I. Relationship to Other Policies

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

A. Discontinuation
- 2.01.02 Maximum Time to Degree Completion

B. Administrative Withdrawal
- 2.01.01 Admission
- 2.01.02 Maximum Time to Degree Completion
- 3.01.04 Academic Standing
- 3.04.01 Academic Readiness
- 4.02.02 Learner Code of Conduct
- 4.02.04 Discrimination, Harassment, and Assault
- 4.02.05 Drugs and Alcohol
- 4.03.01 Tuition and Fees
- 4.03.02 Tuition Refunds

C. Suspension
- 3.01.04 Academic Standing
- 4.02.02 Learner Code of Conduct

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

II. Discontinuation

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

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

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

ACADEMIC STANDARDS

3.01.01 Academic Honesty

Capella University learners are expected to be the sole authors of their work. Use of another's ideas must be accompanied by proper citation and reference. In addition, a learner may not submit the same or similar work for credit in more than one course. Capella extends the concept of academic integrity to include issues of copyright and trademark violation. Learners must assume that collaboration in the completion of written assignments is prohibited unless explicitly permitted by the instructor. Learners must acknowledge any collaboration and its extent in all submitted course work.

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

University Policies, *continued*

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

DEFINITIONS

Academic Honesty

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

Plagiarism

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

Proper Form for References and Citations

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

PROCEDURES

I. Reporting of Suspected Violation of Academic Honesty

A. Anyone may report an alleged violation of academic honesty.

B. The alleged violation should be reported verbally or in writing to the faculty member or university official responsible for the course or activity during which the alleged violation occurred.

C. The individual receiving the report of the alleged violation will bring it to the attention of the faculty member directly associated with the course or activity during which the alleged violation occurred, should the report be made to someone other than this faculty member.

II. Initial Resolution Process

Whenever possible, alleged violations of academic honesty should be resolved at the discretion of the faculty member directly associated with the course or activity during which the alleged violation occurred.

A. The faculty member responsible for the course or activity during which the alleged violation occurred will review the circumstances surrounding the alleged violation and with the learner, will determine the appropriate action.

1. The faculty member will contact the learner to notify him or her of the alleged violation.
2. The learner will be given the opportunity to explain or refute the alleged violation.
3. The faculty member will advise the learner of the next steps in the process.

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

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

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

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

III. Formal Resolution Process

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

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

University Policies, *continued*

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

C. Following referral of matter, the panel will convene to review the materials and issue a decision as soon as practicable.
   1. The panel will investigate all evidence supporting and/or refuting the alleged violation, the learner's complete academic record, any further issues surrounding the alleged violation, and the school's response.
   2. The panel will provide adequate opportunity to hear from all involved parties and for each party to state his or her respective case in writing. Upon request, either party will be provided the opportunity to appear before the panel, either in person or via telephone.
   3. Upon evaluation of the evidence and hearing from all involved parties, the panel will issue a decision and set forth a resolution to be implemented.
   4. In cases of policy violation, the panel will determine the appropriate sanction, which may include a written warning, a failing grade on the assignment or the course, suspension, or in cases of serious and/or repeated violations, dismissal from the university.
   5. The panel designee will report the panel's decision and associated sanction to all involved parties as soon as practicable. A record of the panel's decision and sanction will become part of the learner's official academic record.
   6. Both parties have the right to appeal the panel's decision, as described in section IV.

IV. Formal Appeal Process

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

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

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

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

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

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

3.01.03 Academic Honors

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

GPA Requirements

Graduation with Honors—Cum Laude:
3.500–3.7499

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

Graduation with Highest Honors—Summa Cum Laude:
3.8500 or higher

University Policies, *continued*

PROCEDURES

I. Academic Requirements

A. No credit-bearing course may be taken under the Satisfactory/Not Satisfactory ("S"/"NS") option.

B. No Incomplete ("I") grades may be considered.

C. No grade may be lower than a "C."

D. No course may be repeated.

II. Academic Honors Calculation

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

III. Academic Honors Notation

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

3.01.04 Academic Standing

Capella University requires that all learners maintain good academic standing 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 course work.

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

DEFINITIONS

Administrative Withdrawal

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

Dean's Designee

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

Dismissal

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

Program-Specific Requirements

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

Readmission

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

Re-Enrollment

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

PROCEDURES

I. Academic Standing Requirements

A. Academic standing requirements consist of two major components:

1. Cumulative grade point average (GPA)
2. Program-specific 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 and III.

II. Cumulative Grade Point Average (GPA) Requirements

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.

University Policies, *continued*

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 Enrollment, 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 enroll in courses during a monthly start are measured at the end of quarter two based on academic activity from their initial start date through the end of quarter two.

   Learners who enroll in courses at the beginning of a quarter are measured at the end of quarter one based on academic activity from their initial start date through the end of quarter one.
3. Learners' academic standing is measured only following quarters in which they are enrolled in one or more credit-bearing courses. Learners' academic standing does not change following a quarter of academic inactivity.
4. Learners who fail to meet the minimum cumulative GPA requirement for their undergraduate or graduate course work 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 course work.
   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 their academic advisor in developing their plan to return to good academic standing and future academic success.
3. Probation—stage three
   a. Learners placed on probation stage three must work with their academic advisor in developing a Learner Support Plan (LSP) for their return to good academic standing and future academic success.
   b. Learners must complete and submit the LSP to their academic advisor.
   c. Learners placed on probation stage three will be required to have an academic advisor-approved LSP before they are permitted to enroll in any future courses.
   d. Learners placed on probation stage three will be permitted to complete the courses for the quarter in which they are currently enrolled.

University Policies, *continued*

4. Probation—stages four and five
   a. Learners placed on probation stage four or five must contact their academic advisor to review and/or revise their LSP before they are permitted to enroll in any future courses.
   b. Learners placed on probation stage four or five will be permitted to complete the courses for the quarter in which they are currently enrolled.
5. Academic standing and LSP extensions
   a. In some circumstances, learners may be granted an LSP extension beyond probation stage five to return to good academic standing.
   b. LSP extension criteria
      i. Learners must show quarterly GPA improvement.
      ii. Learners must meet the following minimum cumulative quarterly GPA standards:
         1) 2.0 cumulative quarterly GPA for undergraduate learners.
         2) 3.0 cumulative quarterly GPA for graduate learners.
   c. Learners must meet both criteria to be granted an LSP extension.
6. Reinstatement to good academic standing
   a. Learners placed on probation status are removed from probation when their GPA meets the requirement for their undergraduate or graduate course work.
   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 five. Learners dismissed from the university are ineligible to enroll in any Capella course (including non-credit courses, residencies, etc.) and are ineligible for readmission to any Capella 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 IV of this policy.

III. Program-Specific Requirements

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. Learners may appeal an administrative withdrawal decision pursuant to section IV.

C. Assessing Academic Standing and Professional Standards Requirements

1. Academic standing is assessed on an ongoing basis throughout the course of the learner's program.

2. Learners must meet the established criteria for their program's professional standards requirements at all times.

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

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

IV. 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 located on iGuide.

C. Learners must include an explanation of the extenuating circumstances surrounding their administrative withdrawal or dismissal and the impact they 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 enroll in any Capella course (including non-credit courses, residencies, etc.) pending the outcome of their appeal.

F. The director of University Learner Affairs (and a dean's designee in cases involving professional standards requirements) reviews the appeal and makes a determination.

1. Within 10 calendar days of the receiving the appeal and all supporting documentation, the director of University Learner Affairs or dean's designee will email the learner to notify him or her of the decision.
2. The decision of the director of University Learner Affairs or dean's designee is final.

V. Recording Academic Standing

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

3.01.05 Financial Aid Satisfactory Academic Progress

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

Undergraduate Degree Program Requirements

Undergraduate learners are required to maintain a cumulative grade point average (GPA) of 2.0 or higher and complete a minimum of two out of every three attempted credits (course completion ratio of 67 percent of cumulative attempted credits), regardless of payment source.

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

University Policies, *continued*

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

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

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

PROCEDURES

I. Factors Impacting Financial Aid Satisfactory Academic Progress (FASAP)

A. Grades

No Grade ("NG"), Withdrawal ("W"), Incomplete ("I"), In Progress ("IP"), Satisfactory ("S"), and Not Satisfactory ("NS") grades are included in the course completion ratio but do not impact the learner's grade point average (GPA).

B. Repeated Courses

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

II. Minimum Financial Aid Satisfactory Academic Progress (FASAP) Requirements

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

A. FASAP Requirements for All Learners

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

   Examples:

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

   Learners who enroll at the beginning of a quarter will be measured at the end of quarter one based on activity from their initial start date through the end of quarter one.
4. All requirements are thereafter evaluated each quarter there is academic activity.
5. The minimum FASAP requirements are grade point average (GPA) and course completion ratio. The undergraduate- and graduate-specific GPA and ratio requirements are described in sections II.B and II.C.
6. Transfer credits
   a. Transfer credits applied toward a learner's degree program reduce the number of credits required for the completion of that degree program.
   b. The number of transfer credits applied toward a learner's degree program effects the cumulative attempted credits in the learner's course completion ratio. Transfer credits count toward both earned and attempted credits when calculating the course completion ratio.
   c. The number of transfer credits effects the learner's maximum limit of earned credits required, as follows:
      i. Example: BS requires 180 earned credits; the learner transfers in 70 credits, resulting in 110 credits remaining.
      ii. In the above example, the degree program requirements are based on the number of earned credits remaining for a learner to complete his or her degree program; in this case, 110 earned credits.
      iii. The number of earned credits remaining is the basis for the maximum attempted credits calculation, as defined in sections II.B.2 and II.C.2.

University Policies, *continued*

B. Learners whose total number of attempted credits exceeds the limit for their degree or certificate program will become ineligible for financial aid for all future quarters.

C. Notification of financial aid status

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

D. Undergraduate Learners

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

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

Undergraduate learners are not eligible for federal financial aid for any attempted credits that exceed 150 percent of the undergraduate degree program requirements.

   a. Example: If the number of earned credits required to meet degree program requirements (after applied transfer credits) is 110, the maximum number of attempted credits allowed is 165 (110 x 150 percent).
   b. Learners will be notified by the Financial Aid Office when they are within 18 to 24 credits of exceeding the 150 percent rule.
   c. Learners will become immediately ineligible for financial aid once they have exceeded the 150 percent rule.

C. Graduate Learners

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

1. FASAP requirements
   a. Minimum cumulative GPA
      i. Learners must maintain a cumulative GPA of 3.0 or higher.
      ii. The cumulative GPA is calculated for all graduate activity.
   b. Minimum course completion ratio
      i. Graduate learners must complete a minimum of one out of every two attempted credits (course completion ratio of 50 percent of cumulative attempted credits).
      ii. The course completion ratio is calculated for all graduate activity. A learner's earned and attempted credits include any transfer credits they have applied to their Capella program.

University Policies, *continued*

iii. Example: A learner transfers in 25 credits to their Capella program and has completed 10 out of 60 attempted credits of Capella courses. This means he or she has attempted 85 credits and earned a cumulative of 35 credits. Since the number of earned credits divided by the number of attempted credits is less than 50 percent (35/85 = 41 percent), the learner does not meet the course completion ratio requirement. Learners will be notified by the Financial Aid Office when their course completion ratio is between 50–59.99 percent.

2. Maximum attempted credits

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

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

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

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

D. Comprehensive Examination Learners

1. Learners who are engaged in the comprehensive examination phase of their program are considered in compliance with this policy.

2. FASAP for learners engaged in the comprehensive examination phase of their program is evaluated by the successful completion of the comprehensive examination requirements within the prescribed deadlines described in the Capella University Doctoral Manual.

E. Dissertation Learners

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

2. FASAP for learners engaged in the dissertation phase of their program is evaluated by the successful completion of the dissertation requirements within the prescribed deadlines described in the Capella University Doctoral Manual.

III. Failure to Maintain Financial Aid Satisfactory Academic Progress (FASAP)

This section does not apply to doctoral learners engaged in the comprehensive examination and dissertation phases of their program. Doctoral learners engaged in the comprehensive examination and dissertation phases of their program should refer to section IV.

A. Financial Aid Warning

1. Criteria/Notification

a. Learners will be placed on financial aid warning status when they fail to maintain the minimum FASAP requirements described in section II.

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

2. Removal of FASAP warning status

a. Learners will be removed from financial aid warning status upon meeting the minimum FASAP requirements described in section II.

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

B. Financial Aid Ineligibility

1. Criteria/Notification

a. Learners will be placed on financial aid ineligibility status when they fail to maintain the minimum FASAP requirements described in section II after two consecutive quarters.

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

2. Appeal of financial aid ineligibility

a. Learners who Capella determines are able to meet the minimum FASAP requirements by the end of their program or who Capella believes have had an administrative error made on their record may appeal their financial aid ineligibility.

University Policies, *continued*

b. Learners may also appeal their financial aid ineligibility due to extenuating circumstances.
   i. 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.
   ii. Learners must include an explanation of the extenuating circumstances surrounding their financial aid ineligibility and the impact they had on their academic progress. Learners must also indicate the steps they will take to meet the minimum FASAP requirements. The case will be determined on the documentation/evidence supplied by the learner.

c. To appeal their financial aid ineligibility, learners must complete and submit the Financial Aid Satisfactory Academic Progress Appeal Form located on iGuide.

d. Learners have 10 calendar days from the date the notification of their financial aid ineligibility was sent to submit their appeal. Learners who do not meet this deadline will remain ineligible for financial aid until they are able to meet the minimum FASAP requirements.

e. The Financial Aid Satisfactory Academic Progress Appeals Committee will review the appeal and make a determination.
   i. Within 10 calendar days of receipt of the appeal and any requested supporting documentation, the committee will review the appeal and issue a decision.
   ii. Learners will receive an email notification of the committee's decision and appeal results.
   iii. The committee's decision is final.

f. Appeal results
   i. Learners whose appeals are approved will be required to adhere to a Financial Aid Satisfactory Academic Progress Plan developed by the committee that, when followed, will ensure the learner will be able to meet the minimum FASAP requirements by an established date.
   ii. Learners who meet the conditions of their Financial Aid Satisfactory Academic Progress Plan will be eligible for financial aid.
   iii. Learners who fail to meet the conditions of their Financial Aid Satisfactory Academic Progress Plan will remain ineligible for financial aid until they are able to meet the minimum FASAP requirements.
   iv. Learners whose appeals are approved will be placed on financial aid probation and will remain eligible for financial aid for the current quarter. At the end of the quarter, learners will be re-evaluated to see whether they are able to meet the minimum FASAP requirements.
   v. Learners whose appeals are denied will remain ineligible for financial aid until they are able to meet the minimum FASAP requirements. Learners whose appeals are denied must pay all outstanding charges within seven calendar days of the being sent notification of their appeal denial. Learners who do not pay all outstanding charges will be withdrawn from all courses in which they are currently enrolled, and tuition charges for the quarter will be reversed.

3. Removal of FASAP probation or ineligibility status

   Learners will be removed from financial aid probation or ineligibility status upon meeting the minimum FASAP requirements described in section II.

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

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

Learners who fail to maintain FASAP as defined in sections II.D and II.E will be considered out of compliance with this policy and will be administratively withdrawn from the university pursuant to university policy *3.01.04 Academic Standing*.

University Policies, *continued*

3.01.08 Academic Degree and Certificate Requirements

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

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

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

Approval of Degree and Certificate Requirements

The Capella University Board of Directors reviews and approves the requirements for each academic degree and certificate level upon recommendation of the University Leadership Team (ULT).

Degree and certificate program requirements are developed to ensure alignment with: 1) the academic standards of the field of study for that degree or certificate level; 2) advancements emergent in the academic discipline; 3) prevailing professional standards; and where applicable, 4) professional accreditation standards and states' regulatory standards. These considerations will guide the development and revision of degree and certificate program requirements and will furnish the rationale for those proposed requirements that vary from the standards typical to other Capella University degree and certificate programs at an equivalent degree or certificate level.

Degree and certificate program requirements will be determined for the following categories:

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

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

Degree Program Requirements

Doctoral degree requirements: Degrees at the doctoral level typically require:

- 120 quarter credits
- a formal engagement in the scholarly community, such as the colloquium, learning cohort, or equivalent experience
- a comprehensive assessment, such as an examination or portfolio
- an original research component, such as a dissertation
- a minimum standard cumulative GPA of 3.0

Specialist degree requirements: Degrees at the specialist degree level, such as the Education Specialist degree, typically require:

- 48 quarter credits
- a formal engagement in the scholarly community
- a minimum standard cumulative GPA of 3.0

Master's degree requirements: Degrees at the master's level typically require:

- 48 quarter credits
- a final master's project
- a minimum standard cumulative GPA of 3.0

Bachelor's degree requirements: Degrees at the bachelor's level typically require:

- 180 quarter credits, including general education requirements and a capstone course
- General education requirements fulfill the standards for the bachelor's degree and include study in a minimum of four categories: communication, humanities, natural science and mathematics, and social science
- a minimum standard cumulative GPA of 2.0

Certificate Program Requirements

Post-master's certificate requirements: Post-master's certificates typically require:

- 16 quarter credits
- a minimum standard cumulative GPA of 3.0

Graduate certificate requirements: Certificates at the post-baccalaureate level typically require:

- 16 quarter credits of graduate study
- a minimum standard cumulative GPA of 3.0

University Policies, *continued*

Degree and Certificate Program Requirement Exceptions and Substitutions

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

3.01.09 Degree and Certificate Conferral

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

DEFINITIONS

Commencement

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

Conferral

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

Conferral Date

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

Credit Residence Requirement

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

Documented Credit

Documented credit is awarded for demonstrated knowledge that meets the objectives of a specific Capella course(s) when that knowledge was acquired through a formal external program that Capella has evaluated and approved.

Graduation

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

University Catalog

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

PROCEDURES

Minimum University Credit Residence Requirements by Degree Level

Degree Level	Credit Minimum Earned at Capella University*	Additional Requirements
Bachelor's	48 quarter credits of total required credits	Minimum includes courses that cannot be fulfilled by transfer as stated in the course descriptions in Capella's *University Catalog*. The 48 quarter credit-requirement must be earned by core and specialization courses, 24 quarter credits of which must be specialization courses.** Of the final 90 quarter credits earned for the bachelor's degree, 45 quarter credits must be earned at Capella University. Learners enrolled in concentrations must earn a minimum of nine quarter credits for each concentration at Capella university.

University Policies, *continued*

Minimum University Credit Residence Requirements by Degree Level, *continued*

Degree Level	Credit Minimum Earned at Capella University*	Additional Requirements
Master's	36 quarter credits of total required credits	Minimum includes courses that cannot be fulfilled by transfer as stated in the course descriptions in Capella's *University Catalog*. Learners enrolled in MS in Human Resource Management and MS in Information Technology degree programs must earn a minimum of 28 quarter credits at Capella University. Of the remaining 20 quarter credits, learners may apply a maximum of 12 quarter credits of transfer credit and a maximum of 20 quarter credits of prior learning credit toward their degree program. The total number of combined transfer credit and prior learning credit may not exceed 20 quarter credits. Learners enrolled in concentrations must earn a minimum of 12 quarter credits for each concentration at Capella University.
Education Specialist	36 quarter credits of total required credits	Minimum includes courses that cannot be fulfilled by transfer as stated in the course descriptions in Capella's *University Catalog*.
Doctoral	72 quarter credits of total required credits	Minimum includes courses that cannot be fulfilled by transfer as stated in the course descriptions in Capella's *University Catalog*. Learners enrolled in the PhD in Psychology degree program must earn a minimum of 70 quarter credits at Capella University. Learners enrolled in the Doctor of Social Work degree program must earn a minimum of 64 quarter credits at Capella University. Learners enrolled in concentrations must earn a minimum of 12 quarter credits for each concentration at Capella University.
Graduate Certificate	16 quarter credits of total required credits	Minimum includes courses that cannot be fulfilled by transfer as stated in the course descriptions in Capella's *University Catalog*.

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

**** Minimum specialization course requirement is waived for documented credit.**

RESEARCH

3.03.01 Human Research Protections

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

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

University Policies, *continued*

3.03.02 Publication of Dissertations

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

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

3.03.03 Use of Confidential Information

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

PROCEDURES

Disclosure of Confidential Information

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

A. Apply for patent protection for any patentable inventions and advise the faculty or staff member or committee to whom information is disclosed of the patent application and the scope thereof.

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

3.03.05 Conflict of Interest in Research

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

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

ASSESSMENT, CREDITS, AND GRADING

3.04.01 Academic Readiness

To participate in Capella University programs, all learners must demonstrate academic readiness by successfully completing Capella's first course. In addition, undergraduate learners must demonstrate fundamental writing skills and logical reasoning competence as described in the procedures contained within this policy.

DEFINITIONS

Administrative Withdrawal

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

Concurrent Course

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

PROCEDURES

I. First Course Enrollment

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

B. School of Undergraduate Studies learners who do not have any credits eligible for college/university transfer will not be allowed to enroll in any courses until they successfully complete first course.

University Policies, *continued*

II. Successful Completion of First Course

A. Undergraduate learners must receive a passing grade in first course, which requires successful completion of the Writing and Logical Reasoning assessments.

B. Learners who successfully complete first course may enroll in the next course(s) of their programs.

III. Failure to Meet Academic Readiness Standards

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

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

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

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

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

IV. Second First Course Attempt

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

B. School of Undergraduate Studies learners who fail first course on their initial attempt must request and obtain approval for a second attempt from the School of Undergraduate Studies.

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

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

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

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

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

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

V. Administrative Withdrawal Appeal Due to Extenuating Circumstances

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

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

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

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

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

F. Readmission

Learners administratively withdrawn from the university for any provision of the academic readiness policy and procedures may reapply to the university.

3.04.04 Application of Capella University Credits Toward Certificate and Degree Programs

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

PROCEDURES

I. Applying Capella Credits Earned as Non-Program Learners

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

II. Applying Capella Credits Earned as Certificate Learners

A. Certificate learners changing their certificate program may apply previously earned Capella credits to their new certificate program provided that the credits satisfy the requirements for the new certificate program.

B. Learners who have been conferred a Capella certificate may not apply credits earned as part of the requirements for that certificate program toward a second certificate program, even if they satisfy the requirements for the second certificate program.

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

III. Applying Capella Credits Earned as Bachelor's Learners

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

B. Learners who have been conferred a Capella bachelor's degree may not apply any of the credits earned as part of the requirements for that degree program toward a second bachelor's degree program, even if they satisfy the requirements for the second bachelor's degree program.

IV. Applying Capella Credits Earned as Master's Learners

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

B. Learners who have been conferred a Capella master's degree may apply credits earned as part of the requirements for that degree program toward a subsequent master's degree program provided that the credits satisfy the requirements for the subsequent master's degree program.

1. Learners may apply a maximum of 12 quarter credits toward a subsequent master's degree program in the schools of Business and Technology, Education, and Public Service Leadership or a subsequent non-psychology master's degree program in the Harold Abel School of Social and Behavioral Sciences.
2. Learners may a apply a maximum of 15 quarter credits toward a subsequent master's degree in psychology in the Harold Abel School of Social and Behavioral Sciences.

C. Learners who have been conferred a Capella master's degree may apply credits earned as part of the requirements for that degree program toward a subsequent doctoral degree program provided that the credits satisfy the requirements for the doctoral degree program.

V. Applying Capella Credits Earned as EdS Learners

A. EdS learners changing their degree program or specialization may apply previously earned Capella graduate credits to their new degree program or specialization provided that the credits satisfy the requirements for the new degree program or specialization.

B. Learners who have been conferred a Capella EdS degree may not apply any of the credits earned as part of the requirements for that degree program toward a second EdS degree program, even if they satisfy the requirements for the second EdS degree program.

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

University Policies, *continued*

VI. Applying Capella Credits Earned as Doctoral Learners

A. Doctoral learners changing their degree program or specialization may apply previously earned Capella graduate credits to their new degree program or specialization provided that the credits satisfy the requirements for the new degree program or specialization.

B. Learners who have been conferred a Capella doctoral degree may not apply any of the credits earned as part of the requirements for that degree program toward any subsequent degree program or specialization, even if they satisfy the requirements for another degree program or specialization.

VII. Applying Capella Credit Earned as Combined Option Learners

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

A. A maximum of 12 quarter credits of graduate course credit may be applied toward the corresponding non-psychology master's degree program.

B. A maximum of 15 quarter credits of graduate course credit may be applied toward the corresponding psychology master's degree program.

VIII. Applying Capella Credit Toward Multiple Specializations

A. Learners enrolled in multiple specializations may apply no more than 25 percent of the credits earned as part of the requirements for their primary specialization toward a subsequent specialization(s). The 25 percent calculation is based on the total number of primary specialization credits that are applied toward the subsequent specialization(s). Learners should refer to university policy *2.02.03 Concurrent Program Enrollments* for more information about multiple specializations.

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

IX. Applying Capella Courses Toward Multiple Concentrations

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

3.04.05 Attendance at Residencies

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

PROCEDURES

I. Residency Requirements by Degree Program and Specialization

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

II. Residency Completion Requirements

A. Doctoral Learners

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

B. Master's Learners

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

III. Attendance

A. Requirements

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

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

3. Learners must sign out before leaving the residency.

B. Exceptions

1. Criteria

a. In emergency situations, learners may be allowed to arrive late or depart early from a residency.

b. Failure to make appropriate travel arrangements does not constitute an emergency situation.

2. Requesting an exception

a. To request an exception, learners may contact their advisor prior to the event or contact the residency information desk during the event.

b. Requests for exceptions are reviewed and approved by the school dean or designee on a case-by-case basis.

c. The school dean or designee will determine whether the learner will need to complete an additional assignment to receive credit for the residency.

IV. Tuition and Fees

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

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

V. Educational Accommodations for Learners with Disabilities

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

B. Disability Accommodation Fees

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

C. Disability Accommodation Cancellation Fee

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

3.04.07 Grading

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

PROCEDURES

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

- **A grade of "A"** is earned for course work that demonstrates mastery of the published competencies in a manner that exceeds course expectations as defined in the course syllabus or course learning plan. A grade of "A" earns four (4) quality points toward the learner's GPA.
- **A grade of "B"** is earned for course work that demonstrates mastery of the published competencies in a manner that meets course expectations as defined in the course syllabus or course learning plan. A grade of "B" earns three (3) quality points toward the learner's GPA.

University Policies, *continued*

- **A grade of "C"** is earned for course work that demonstrates mastery of the published competencies in a manner that minimally meets course expectations as defined in the course syllabus or course learning plan. A grade of "C" earns two (2) quality points toward the learner's GPA.
- **A grade of "D"** is earned for undergraduate course work that demonstrates mastery of the published competencies in a manner that marginally meets course expectations as defined in the course syllabus or course learning plan. A grade of "D" earns one (1) quality point toward the learner's GPA. A grade of "D" is for undergraduate courses only and may not be awarded for graduate course work.
- **A grade of "F"** is earned for course work that does not demonstrate mastery of the published competencies or does not meet course expectations as described in the course syllabus or course learning plan. It is also used for learners who had been assigned a grade of "I" but did not meet all of the course requirements by the end of the following quarter. Learners who do not participate in their course(s) will receive a grade of "F." A grade of "F" earns zero (0) quality points and affects the learner's GPA. It counts toward attempted credits but not earned credits.
- **A grade of "I" (Incomplete)** may be granted by the instructor. Final work must be completed by the end of the following quarter or earlier, if so directed by the instructor. A grade of "I" does not earn quality points and is not included in the learner's GPA. It counts toward attempted credits but not earned credits. When the learner completes the final necessary course work prior to the stated deadline, the learner will receive the appropriate grade and will earn the corresponding quality points. If the final course work is not completed prior to the stated deadline, the learner will receive a failing grade for the course. A grade of "I" may also be granted in cases of military leave of absence and national emergency leave of absence.
- **A grade of "S" (Satisfactory)** is earned for course work that demonstrates mastery of the published competencies in a manner that meets course expectations as defined in the course syllabus or course learning plan for those courses in which the learner has received approval to be graded on the "S"/"NS" scale. A grade of "S" is equivalent to a letter grade of "B" or better. It does not earn quality points and is not included in the learner's GPA. It counts toward attempted credits and earned credits.
- **A grade of "NS" (Not Satisfactory)** is earned for course work that does not demonstrate mastery of the published competencies or does not meet course expectations as defined in the course syllabus or course learning plan for those courses in which the learner has received approval to be graded on the "S"/"NS" scale. It is also used for learners who have received a grade of "IS" but did not meet all of the course requirements by the end of the following quarter. A grade of "NS" does not earn quality points and is not included in the learner's GPA. It counts toward attempted credits but not earned credits.
- **A grade of "IS" (Incomplete—"S"/"NS" scale)** may be granted for those courses in which the learner has received approval to be graded on the "S"/"NS" scale. Final work must be completed by the end of the following quarter or earlier, if so directed by the instructor. A grade of "IS" does not earn quality points and is not included in the learner's GPA. It counts toward attempted credits but not earned credits. When the learner satisfactorily completes the final necessary course work by the stated deadline, the learner will receive a final grade of "S." If the final course work is not completed by the stated deadline, the learner will receive a final grade of "NS." A grade of "IS" may also be granted in cases of military leave of absence and national emergency leave of absence.
- **A grade of "IP" (In Progress)** is assigned for select courses in which a learner is currently enrolled and actively participating. A grade of "IP" does not earn quality points and is not included in the learner's GPA. It counts toward attempted credits but not earned credits. When a learner completes, or fails to complete, all course requirements, the learner will receive a final grade of "S," "NS," or the appropriate letter grade.
- **A grade of "R" (Required)** indicates that a course is required. A grade of "R" does not earn quality points and is not included in the learner's GPA. It counts toward attempted credits and earned credits.
- **A grade of "NG" (No Grade)** is assigned for select internship and practicum courses for all continuing course enrollments (subsequent to the initial course enrollment) or to course enrollments the Records Processing and Operations department has determined that, due to university curricular changes, "NG" is the appropriate final grade. A grade of "NG" does not earn quality points and is not included in the learner's GPA. It counts toward attempted credits but not earned credits.

University Policies, *continued*

- **A grade of "W" (Withdrawal)** is assigned when a learner drops a course prior to the final date learners may drop courses without academic consequences as defined in university policy *2.02.02 Course Enrollment.* A grade of "W" does not earn quality points and is not included in the learner's GPA. It counts toward attempted credits but not earned credits.
- **A grade of "MW" (Military Withdrawal)** is assigned when a military learner drops a course after census but prior to the final date learners may drop courses without academic consequences. A grade of "MW" does not earn quality points and is not included in the learner's GPA. It does not count toward attempted credits or earned credits.
- **A grade of "PC" (Petition for Credit)** is assigned when a learner earns credit for learning and competencies gained from previous work or educational experience. A grade of "PC" does not earn quality points and is not included in the learner's GPA. It counts toward attempted credits and earned credits.
- **A grade of "T" (Transfer)** is assigned for courses that are taken at another institution and are accepted for credit at Capella University. A grade of "T" does not earn quality points and is not included in the learner's GPA. It does not count toward attempted credits or earned credits and only affects the earned credits on the transcript.
- **A grade of "NR" (No Grade Report Received)** is assigned for courses for which Capella University has not received a grade report from the course instructor. A grade of "NR" does not earn quality points and is not included in the learner's GPA. It counts toward attempted credits but not earned credits.

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

II. Grade Values Summary

GRADE VALUES SUMMARY

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

III. Requesting Satisfactory/Not Satisfactory ("S"/"NS") Grading

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

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

IV. Final Grade Submission

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

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

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

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

University Policies, *continued*

3.04.08 Incomplete Grades

In the event that a learner is unable to complete the course requirements by the published course end date due to unavoidable and unforeseen circumstances, the learner must request an Incomplete ("I") grade from the instructor. The instructor may choose to grant a grade of "I" only if the learner can complete the remaining assignments independently (i.e., only have assignments and not discussions to complete). A grade of "I" is not awarded quality points and is not included in a learner's grade point average (GPA). Incompletes are included as attempted credits but not as earned credits.

When a learner completes the final paper or project prior to the stated deadline, the "I" grade will be changed to the appropriate grade ("A," "B," etc., or "S") and will earn the corresponding quality points. If the course work is not completed by the stated deadline, the learner will be awarded a final Failing ("F") or Not Satisfactory ("NS") grade.

PROCEDURES

I. Requesting an Incomplete ("I") Grade

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

II. Incomplete Grade Request Process

A. Incomplete Grade Request

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

1. The web form generates an email that notifies the instructor of the request.
2. The request will contain a list of work products the learner must complete and submit to his or her instructor by a proposed deadline.
3. The instructor will accept, reject, or revise the terms of the request, including the deadline, through email.
4. If the request is accepted, the instructor will assign the learner a grade of "I."

B. Deadlines

1. If the "I" grade request is not received by the last day of the course, the learner will be graded based on the work that he or she submitted up through the last day of the course.
2. The deadline for completing any remaining course work is not to exceed the end of the following academic quarter.
3. No extensions for completing any remaining course work after the end of the following academic quarter will be granted.

III. Completion of Work

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

IV. Failure to Complete Work

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

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

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

3.04.09 Appealing a Grade

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

DEFINITIONS

Capricious Grading

Capricious grading is defined as:

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

Faculty

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

University Policies, *continued*

Instructor Error

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

PROCEDURES

I. Initial Resolution Process

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

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

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

II. Formal Resolution Process

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

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

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

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

1. The panel designee will collect all information to be considered by the panel for the learner's appeal. The panel designee will request the faculty member involved in the appeal to submit a written response to the learner's appeal.
2. The panel designee will convene the panel once all materials regarding the appeal have been received. The panel designee must provide the panel with the following information:
   a. The faculty member(s) against whom the appeal is directed.
   b. A brief narrative of the circumstances surrounding the appeal, including the date(s), time(s), and place(s).
   c. Any efforts to resolve the matter during the initial resolution process.
   d. The corrective action the learner is seeking.
3. Following referral of the matter, the panel will convene to review the materials and issue a decision as soon as practicable.
   a. The panel will investigate all evidence supporting and/or refuting the validity of the grade appeal, the learner's complete academic record, and any further issues surrounding the grade appeal.
   b. The panel will provide adequate opportunity to hear from all involved parties and for each party to state his or her respective case in writing.
   c. Upon evaluation of the evidence and hearing from all involved parties, the panel will issue a decision and set forth a resolution to be implemented.
   d. The panel designee will report the panel's decision to all involved parties as soon as practicable. A record of the panel's decision will become part of the learner's official academic record.
   e. Both parties have the right to appeal the panel's decision, as described in section III.

E. Duration of Process

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

III. Formal Appeal Process

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

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

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

University Policies, *continued*

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

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

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

F. Duration of Process

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

3.04.11 Transfer Credit and Prior Learning Assessment

Capella University recognizes relevant external learning that 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*.

RECORDS AND DOCUMENTS

4.01.01 FERPA and Learner Directory Information

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

DEFINITIONS

Annual Notification of Rights

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

Education Records

Section 99.3 of FERPA defines education records as "(1) directly related to a student; and (2) maintained by an educational agency or institution or by a party acting for the agency or institution."

Withholding Consent for Disclosure

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

University Policies, *continued*

PROCEDURES

I. Education Records

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

1. Documents collected or created during the application process, including but not limited to the university application, professional history, and transcripts.
2. Documents collected or created during the course of an academic program, including but not limited to transcripts, test scores, grades, university advising records, financial aid information, academic dishonesty records, learner conduct files, and records of educational services provided to the learner.
3. Official correspondence to or from a learner pertaining to his or her academic progress, advising, financial status, learning disability records, physical disability records, academic dishonesty records, and disciplinary and learner conduct records.

B. Education records do not include the following documents:

1. Records and notes of instructional, supervisory, administrative, and certain educational personnel that are the sole possession of their originator and are not accessible or revealed to any other individual except a substitute performing the duties of the individual who originated the records and/or notes.
2. Records related to individuals employed by the institution that are made and maintained in the normal course of business, that are related to individuals exclusively in their capacity as employees, and that are not used for any other purpose.
3. Records relating to a learner that are 1) originated or maintained by a physician, psychiatrist, psychologist, or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity, 2) used solely in connection with providing treatment to the learner, and 3) not disclosed to anyone other than individuals providing such treatment. These records must be available to a physician or other appropriate professional of the learner's choice. "Treatment" in this context does not include remedial educational activities or activities that are part of the program of instruction at the institution.
4. Institutional records that contain only information related to previous learners (e.g., information gathered on the accomplishments of alumni).

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

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

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

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

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

University Policies, *continued*

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-4605
phone: 202.260.3887
fax: 202.260.9001

Learners receive notification of their rights under FERPA each July.

III. Right to Withhold Copies of Official Documents

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

IV. Disclosure of Learner Information

A. Information contained in a learner's education record that generally would not be considered harmful or an invasion of privacy if disclosed to outside organizations is considered directory information. Directory information may be released without prior learner consent upon request by any individual or agency.

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

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

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

C. FERPA generally requires prior written consent from the learner before an educational agency or institution may disclose personally identifiable information from education records to a third party. However, the law contains exceptions to this general rule. Exceptions that permit the release of personally identifiable information without the learner's prior written consent are as follows:

1. *Ex parte order*—permits educational agencies and institutions to disclose personally identifiable information from the learner's education records, without the consent of the learner, to the Attorney General of the United States or designee in connection with the investigation or prosecution of terrorist crimes.
2. *Lawfully issued subpoena and court order*—allows educational agencies and institutions to disclose education records to the entity or persons designated in a federal grand jury subpoena or law enforcement subpoena without notifying the learner. With all other subpoenas, a reasonable effort will be made to contact the learner prior to the release of information.
3. *Health or safety emergency*—permits non-consensual disclosure of education records or personally identifiable information in response to a situation that presents imminent danger to a learner or other members of the community, or to avert or diffuse serious threats to the safety or health of a learner or another individual.
4. *Directory information*—allows a school to disclose directory information as defined in this policy from its education records without prior consent from a learner only after giving notice to learners of the institution's directory information policy and allowing learners the opportunity to deny disclosure of their directory information.

University Policies, *continued*

5. *Disclosure to Department of Homeland Security (DHS)*—permits educational institutions to release personally identifiable information of learners who have signed Form I-20 for the purpose of allowing the DHS to determine a learner's nonimmigrant status. Form I-20 contains a consent provision allowing the disclosure of information to the DHS.
6. *Disclosure to federal, state, local, or independent organizations engaged in studies for or on behalf of Capella University*—allows disclosure of personally identifiable information in order to develop, validate, or administer learner aid programs, to administer predictive tests, or to improve education only if the following two conditions are met:
   a. Capella University receives confirmation that the study will be conducted in a manner that does not permit personal identification of learners or parents by anyone other than a representative of the organization conducting the study; and
   b. Information that could result in personal identification of learners or parents will be destroyed when it is no longer needed for the study or the purposes for which the study was conducted.

4.01.03 Retaining Learner Work Products and Grading Records

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

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

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

PROCEDURES

Learner Responsibilities

A. Learners are strongly advised to retain all course-related work and faculty correspondence related to final course grades in their own electronic files.
B. My Files Storage
   1. In the courseroom, each learner has access to a personal file area called My Files. My Files is a temporary storage area. Any time files are uploaded to the courseroom, a copy of the uploaded file is placed in My Files. Learners may also create and edit text and HTML files, upload and download files, create directories, and move files into this space. Files added to My Files—automatically or by the learner—are stored as part of the courseroom and are not identified by course.
   2. Learners are responsible for maintaining the files in their My Files folder. Learners may not maintain more than 20 megabytes (MB) of files in the My Files area. The university reserves the right to restrict the amount of data learners may upload if they have more than 20MB stored in the My Files area.
   3. Files with a Last Modified date older than the beginning of the previous quarter are automatically removed from the My Files folder. Learners are also responsible for removing files created prior to the beginning of the previous quarter from their My Files folder. The File Manager function in the courseroom displays the Last Modified date.
   4. Only learners enrolled in online courses may access the courseroom and My Files folder.

University Policies, *continued*

4.01.06 Official Learner Name of Record

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

PROCEDURES

I. Initial Documentation of Learner Name

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

II. Changing Learner Name in Learner Record

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

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

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

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

RIGHTS AND RESPONSIBILITIES

4.02.01 Learner Disability Accommodations

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

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

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

PROCEDURES

I. Requesting Disability Accommodations

A. To request a disability accommodation, learners must:

1. Complete and submit the Accommodations for Learners with Disabilities form located on iGuide.
2. Provide required documentation of the disability from an appropriate professional, such as a medical doctor, psychologist, or psychiatrist. Documentation should be current (within the last three years), on professional letterhead, and contain the following information:
   a. Diagnosis of disability
   b. The effect the disability's impairments have on a learner's learning/major life activities
   c. Recommendations for academic adjustments that would enable the learner to compensate for those limitations with respect to the educational program. All documentation must be submitted to:

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

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

University Policies, *continued*

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

II. Appealing a Disability Accommodation

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

1. Informal process—The university encourages the use of informal processes to resolve any disagreements regarding academic accommodations related to a documented disability. The goal of the informal appeal process is to achieve an appropriate resolution as quickly as possible. The informal process begins with the learner conferring with a disability services specialist in a good faith effort to achieve a reasonable resolution of the complaint.
2. Formal process—The formal process is more involved and requires a greater level of documentation than the informal process. This process serves as a vehicle for appealing a decision or resolving any impasse that may have occurred during the informal process.
   a. The learner must submit the request to initiate the formal process within seven calendar days after the disability services specialist notifies him or her of a decision or the inability to reach a decision. Reasons for the request must be limited to one or more of the following:
      i. To determine whether the denial of accommodations was appropriate and whether alternative accommodations—if any were provided—were sufficient.
      ii. To consider new evidence or facts that may be sufficient enough to alter a decision and that were not introduced in the original request because such evidence or facts were not known or available through reasonable inquiry at the time of the decision.
   b. The duration of the formal process is determined by the complexities of the case but typically does not exceed 30 calendar days.
   c. A learner begins the formal process by taking the following steps:
      i. The learner shall submit a written appeal to the director of Specialized Support or designee, noting specific objections to the decision rendered during the informal process and providing any materials he or she feels are relevant to those objections. The appeal must include the following components:
         1. A summary of the original request for accommodations and the resulting decisions and actions.
         2. A detailed statement of the circumstances and any documentation relating to the complaint.
         3. A statement that explains why the learner disagrees with the decisions or actions of the informal process or why no decision was able to be reached, if such was the case.
         4. The resolution the learner is seeking.
      ii. Within seven calendar days of receiving the formal appeal, the director of Specialized Support or designee will acknowledge receipt of the request.
      iii. The director of Specialized Support or designee receives and reviews all evidence and records of prior discussions and deliberations.
      iv. Following the investigation, the director of Specialized Support or designee will render a decision regarding the matter and communicate it to the learner, all associated parties, and any other appropriate individuals as necessary.
      v. A full report of the incident, appeal, and all related materials will be kept in the Office of Disability Services records and upon request, will be made available to all Capella University boards and any appropriate regulatory bodies.

University Policies, *continued*

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

III. Canceling a Disability Accommodation

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

4.02.02 Learner Code of Conduct

Capella University learners are responsible for conducting themselves in a manner guided by respect, collegiality, and honesty. Learner conduct that infringes on the quality of the educational experience is not acceptable; this policy describes the types of conduct that are unacceptable. (Separate university policies address academic honesty and discrimination, harassment, and assault. For further details, see university policies *3.01.01 Academic Honesty* and *4.02.04 Discrimination, Harassment, and Assault.*)

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

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

University Policies, *continued*

DEFINITIONS

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

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

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

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

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

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

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

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

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

PROCEDURES

I. Reporting of Suspected Prohibited Conduct

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

B. The alleged prohibited conduct should be reported verbally or in writing to any member of university faculty, staff, or administration.

C. The university faculty, staff, or administration member will report the alleged prohibited conduct verbally or in writing to their supervisor. Should the alleged prohibited conduct occur during a university-sponsored activity or event, the faculty, staff, or administration member will report it to the event manager directly associated with the activity or event.

D. The individual receiving the report of the alleged prohibited conduct will bring it to the attention of the university official directly associated with the activity or event, should the report be made to someone other than this university official.

II. Initial Resolution Process

Whenever possible, instances of alleged prohibited conduct should be resolved at the discretion of the university official directly associated with the activity or event during which the alleged prohibited conduct occurred.

A. The university official responsible for the activity or event during which the alleged prohibited conduct occurred will review the circumstances surrounding alleged prohibited conduct and with the learner, will determine the appropriate action.

1. The university official will contact the learner to notify him or her of the alleged prohibited conduct.
2. The learner will be given the opportunity to explain or refute the alleged prohibited conduct.

University Policies, *continued*

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

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

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

III. Summary Suspension

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

B. The university official directly associated with the activity or event during which the alleged prohibited conduct occurred is responsible for notifying the learner of the summary suspension decision, including outlining the steps and time line of the impending investigation, and informing the learner of his or her rights for due process and appeal. When a summary suspension is issued, the investigation and formal review process will be completed by the director of University Learner Affairs within seven calendar days. While on summary suspension, learners are denied access to the courseroom and are prohibited from engaging in university activities.

IV. Formal Resolution Process

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

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

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

1. The individual(s) against whom the alleged prohibited conduct is directed.
2. A brief description of the alleged prohibited conduct, including the date(s), time(s), and place(s).
3. Any efforts to resolve the matter during the initial resolution process.
4. The corrective action the learner is seeking.

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

1. The panel will investigate all evidence supporting and/or refuting the alleged prohibited conduct, the learner's complete academic record, any further issues surrounding the alleged prohibited conduct, and the school's response.
2. The panel will provide adequate opportunity to hear from all involved parties and for each party to state his or her respective case in writing. Upon request, either party will be provided the opportunity to appear before the panel, either in person or via telephone.
3. Upon evaluation of the evidence and hearing from all involved parties, the panel will issue a decision and set forth a resolution to be implemented.

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

5. The panel designee will report the panel's decision to all involved parties as soon as practicable. A record of the panel's decision and sanction will become part of the learner's official academic record.
6. Both parties have the right to appeal the panel's decision, as described in section V.

V. Formal Appeal Process

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

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

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

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

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

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

4.02.03 Learner Grievance

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

DEFINITIONS

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

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

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

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

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

Staff
Staff members are any university employees other than faculty.

PROCEDURES

I. Policy Scope

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

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

B. Personnel matters occurring outside the academic experience.

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

II. Initial Resolution Process

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

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

III. Formal Resolution Process

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

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

University Policies, *continued*

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

1. The individual(s) or department(s) against whom the grievance is directed.
2. A brief description of the grievance, including the date(s), time(s), and place(s).
3. Any efforts to resolve the matter during the initial resolution process.
4. The corrective action the grievant is seeking.

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

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

IV. Formal Appeal Process

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

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

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

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

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

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

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

A. For Arizona Learners
If the complaint cannot be resolved after exhausting the institution's learner grievance procedure, the learner may file a complaint with the Arizona State Board for Private Postsecondary Education; 1400 W. Washington; Room 260; Phoenix, AZ 85007; 602.542.5709. Learners must contact the state board for further details.

B. For Arkansas Learners—Schools of Undergraduate Studies and Business and Technology
If a complaint cannot be resolved after exhausting the institution's learner grievance procedure, the learner may file a complaint with the Arkansas Higher Education Coordinating Board; 114 E. Capitol; Little Rock, AR 72201-3918; 501.371.2065.

C. For Florida Learners
If a complaint cannot be resolved after exhausting the institution's learner grievance procedure, the learner may file a complaint with the Florida Commission for Independent Education; 325 W. Gaines St.; Suite 1414; Tallahassee, FL 32399; 888.224.6684. Learners must contact the commission for further details.

University Policies, *continued*

D. For Georgia Learners
If the complaint cannot be resolved after exhausting the institution's learner grievance procedure, the learner may file a complaint with the Georgia Nonpublic Postsecondary Education Commission; 2189 Northlake Parkway; Building 10; Suite 100; Tucker, GA 30084-4113; 770.414.3235. Learners must contact the state board for further details.

E. For Ohio Learners—School of Undergraduate Studies and master's degree programs in the schools of Business and Technology (including MBA), Education, Public Service Leadership, and Harold Abel School of Social and Behavioral Sciences.
If a complaint cannot be resolved after exhausting the institution's learner grievance procedure, the learner may file a complaint with the Ohio Board of Regents; 30 E. Broad St.; 36th Floor; Columbus, OH 43215-3414; 614.466.6000.

F. For Ohio Certificate Learners
If a complaint cannot be resolved after exhausting the institution's learner grievance procedure, the learner may file a complaint with the Ohio State Board of Career Colleges and Schools; 35 East Gay St.; Suite 403; Columbus, OH 43215-3138; 614.466.2752. Registration No. 04-03-1709T. Learners must contact the state board for further details.

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

H. For 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; Nashville, TN 37423-0830; 615.741.5293.

I. For Wisconsin Learners
If a complaint cannot be resolved after exhausting the institution's learner grievance procedure, the learner may file a complaint with the Wisconsin Educational Approval Board; 30 W. Mifflin St.; Ninth Floor; Madison, WI 53707-8896; 608.266.1354.

4.02.04 Discrimination, Harassment, and Assault

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

DEFINITIONS

Assault
Assault is the commission of an act with the intent to cause fear in another of immediate bodily harm or death, or the intentional infliction or attempt to inflict bodily harm upon another. Sexual assault is forced sexual activity without the expressed consent of both parties, and includes but is not limited to threat of sexual assault, sexual battery, forced oral copulation, forced sodomy, rape, and rape by a foreign object.

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

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

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

University Policies, *continued*

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

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

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

PROCEDURES

I. Education

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

II. Procedures for Addressing Discrimination, Harassment, or Assault

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

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

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

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

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

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

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

III. Retaliatory Action

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

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

IV. Physical Scope of Coverage

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

University Policies, *continued*

4.02.05 Drugs and Alcohol

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

PROCEDURES

I. Reporting a Violation

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

II. Sanctions

A. Prohibited conduct will result in sanctions pursuant to university policy *4.02.02 Learner Code of Conduct*.

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

III. Reporting

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

4.02.06 Consensual Relationships

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

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

A violation of this policy will result in disciplinary action.

4.02.07 Nondiscrimination

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

TUITION AND FEES

See Tuition and Fees table on pages 76-79.

4.03.01 Tuition and Fees

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

PROCEDURES

I. Tuition Structure

A. Per-Course Tuition

1. Bachelor's; master's; EdD, DHA, DNP, DPA, and DrPH (during the course phase); and certificate learners (excluding post-master's certificate) in all schools pay tuition on a per-course basis.
2. PhD learners enrolled in psychology programs and PsyD learners in the Harold Abel School of Social and Behavioral Sciences pay tuition on a per-course basis.

B. Quarterly Tuition

1. EdS; DBA; EdD, DHA, DPA, and DrPH (during the dissertation phase); DSW; and post-master's certificate learners in the School of Education pay tuition quarterly on a flat rate, not on a per-course basis.
2. PhD learners in the schools of Business and Technology, Education, and Public Service Leadership pay tuition quarterly on a flat rate, not on a per-course basis.
3. PhD learners enrolled in counseling programs in the Harold Abel School of Social and Behavioral Sciences pay tuition quarterly on a flat rate, not on a per-course basis.
4. New doctoral learners entering programs after the beginning of a quarter pay 100 percent for that quarter and receive a prorated tuition charge for the following quarter if they enroll in a course.

Continued on page 80

University Policies, *continued*

TUITION AND FEES

The following charges apply as of this catalog's effective date, July 11, 2011, and are subject to change. For current pricing, visit the Capella University website at www.capella.edu. See applicable schools' degree and certificate programs.

SCHOOL	UNDERGRADUATE STUDIES	BUSINESS AND TECHNOLOGY	EDUCATION	PUBLIC SERVICE LEADERSHIP	HAROLD ABEL SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES
ALL PROGRAMS					
Application fee (non-refundable)	$50	$50	$50	$50	$50
International transcript evaluation fee (non-refundable)	$100	$100	$100	$100	$100
Learner ID card replacement fee	$15	$15	$15	$15	$15
BACHELOR OF SCIENCE (BS) PROGRAM					
Capella Prior Learning Assessment per credit (non-refundable)	$75				
Tuition per 6-credit upper-division course (3000–4000 level)	$2,070				
Tuition per 4-credit upper-division course (3000–4000 level)	$1,380				
Tuition per 3-credit upper-division course (3000–4000 level)	$1,035				
Tuition per 6-credit lower-division course (1000–2000 level)	$1,650				
Tuition per 3-credit lower-division course (1000–2000 level)	$825				
Tuition per 5-credit graduate course for combined option	$1,725				
Tuition per 4-credit graduate course for combined option	$1,380				
Tuition per 3-credit graduate course for combined option	$1,035				
BACHELOR OF SCIENCE IN NURSING (BSN) PROGRAM					
Capella Prior Learning Assessment per credit (non-refundable)	$75				
Tuition per 6-credit upper-division course (3000–4000 level)	$1,950				
Tuition per 4-credit upper-division course (3000–4000 level)	$1,300				
Tuition per 6-credit lower-division course (1000–2000 level)	$1,650				
Tuition per 3-credit lower-division course (1000–2000 level)	$825				
BACHELOR OF PUBLIC ADMINISTRATION (BPA) PROGRAM					
Capella Prior Learning Assessment per credit (non-refundable)	$75				
Tuition per 6-credit upper-division course (3000–4000 level)	$2,070				
Tuition per 4-credit upper-division course (3000–4000 level)	$1,380				
Tuition per 6-credit lower-division course (1000–2000 level)	$1,650				
Tuition per 3-credit lower-division course (1000–2000 level)	$825				
Tuition per 4-credit graduate course for combined option	$1,380				

University Policies, *continued*

TUITION AND FEES, *continued*

SCHOOL	UNDERGRADUATE STUDIES	BUSINESS AND TECHNOLOGY	EDUCATION	PUBLIC SERVICE LEADERSHIP	HAROLD ABEL SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES
MASTER OF SCIENCE (MS) PROGRAM					
Capella Prior Learning Assessment per credit (non-refundable)		$125		$125	$125
Tuition per 6-credit course			$2,490		
Tuition per 5-credit course					$2,115
Tuition per 4-credit HRM, LEAD, OM, ORD, TS course		$2,364			
Tuition per 4-credit ED course			$1,660		
Tuition per 4-credit HLS course				$1,760	
Tuition per 4-credit HS course				$1,796	
Tuition per 4-credit PSF course				$1,816	
Tuition per 4-credit CST course					$1,828
Tuition per 4-credit COUN, SHB course					$1,804
Tuition per 4-credit PSY course					$1,692
Tuition per 3-credit ED course			$1,245		
Tuition per 3-credit PSY course					$1,269
Tuition per 2-credit ED course			$830		
Tuition per 2-credit PSY course					$846
Tuition per 1-credit COUN course					$449
Tuition per 1-credit PSY course					$423
Tuition per colloquium*					$1,495
Year-in-residence tuition per weekend-in-residence*					$275
Year-in-residence tuition per week-in-residence*					$1,495
Year-in-residence tuition per extended seminar*					$2,990
MASTER OF SCIENCE IN NURSING (MSN) PROGRAM					
Tuition per 4-credit course				$1,420	
MASTER OF BUSINESS ADMINISTRATION (MBA) PROGRAM					
Capella Prior Learning Assessment per credit (non-refundable)		$125			
Tuition per 3-credit course		$2,034			
MASTER OF HEALTH ADMINSTRATION (MHA) PROGRAM					
Tuition per 4-credit course				$1,752	
MASTER OF NONPROFIT MANAGEMENT AND LEADERSHIP (MNML) PROGRAM					
Tuition per 4-credit course				$1,760	
MASTER OF PUBLIC ADMINSTRATION (MPA) PROGRAM					
Tuition per 4-credit course				$1,760	
MASTER OF PUBLIC HEALTH (MPH) PROGRAM					
Tuition per 4-credit course				$1,828	

University Policies, *continued*

TUITION AND FEES, *continued*

SCHOOL	UNDERGRADUATE STUDIES	BUSINESS AND TECHNOLOGY	EDUCATION	PUBLIC SERVICE LEADERSHIP	HAROLD ABEL SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES
MASTER OF PUBLIC ADMINISTRATION (MPA) AND MASTER OF SCIENCE (MS) IN PUBLIC SAFETY JOINT DEGREE PROGRAM					
Tuition per 4-credit course				$1,752	
EDUCATION SPECIALIST (EDS) PROGRAM					
Quarterly tuition			$4,575		
Tuition per colloquium*			$1,495		
DOCTOR OF PHILOSOPHY (PHD) PROGRAM					
Tuition per 5-credit PSY course					$2,435
Tuition per 3-credit PSY course					$1,461
Tuition per 2-credit PSY course					$974
Tuition per 1-credit PSY course					$487
Quarterly tuition for OM, PHB, TS, ED, HS, NPL, PSF, CES, CST, SHB courses		$4,566	$4,530	$4,530	$4,566
Quarterly tuition for OM, PHB, TS, ED, HS, NPL, PSF, CES, CST, SHB comprehensive examination and dissertation courses		$4,062	$4,062	$4,062	$4,062
Quarterly tuition for PSY comprehensive examination and dissertation courses					$2,679
Tuition per colloquium (tracks 1–3)*		$1,495	$1,495	$1,495	$1,495
Tuition for colloquium track 4*		$250	$250	$250	$250
DOCTOR OF BUSINESS ADMINISTRATION (DBA) PROGRAM					
Quarterly tuition (includes residential colloquia*)		$4,071			
DOCTOR OF EDUCATION (EDD) PROGRAM					
Tuition per 6-credit course			$3,624		
Tuition per 1-credit course			$604		
Quarterly tuition for dissertation courses			$3,513		
DOCTOR OF HEALTH ADMINISTRATION (DHA) PROGRAM					
Tuition per 6-credit course				$3,672	
Quarterly tuition for dissertation courses				$3,060	
Tuition for dissertation writer's retreat				$1,995	
DOCTOR OF NURSING PRACTICE (DNP) PROGRAM					
Tuition per 4-credit course				$3,264	
Tuition per 1-credit course				$816	
Tuition for DNP residency*				$1,495	

University Policies, *continued*

TUITION AND FEES, *continued*

SCHOOL	UNDERGRADUATE STUDIES	BUSINESS AND TECHNOLOGY	EDUCATION	PUBLIC SERVICE LEADERSHIP	HAROLD ABEL SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES
DOCTOR OF PUBLIC ADMINISTRATION (DPA) PROGRAM					
Tuition per 4-credit course				$2,532	
Quarterly tuition for dissertation courses				$3,162	
DOCTOR OF PUBLIC HEALTH (DRPH) PROGRAM					
Tuition per 6-credit course				$4,080	
Quarterly tuition for dissertation courses				$4,023	
Tuition for dissertation writer's retreat				$1,995	
DOCTOR OF PSYCHOLOGY (PSYD) PROGRAM					
Tuition per 5-credit course					$2,435
Tuition per 3-credit course					$1,461
Tuition per 2-credit course					$974
Tuition per 1-credit course					$487
Quarterly tuition for comprehensive examination and dissertation courses					$2,679
Year-in-residence tuition per weekend-in-residence*					$275
Year-in-residence tuition per extended seminar (includes weekend-in-residence)*					$3,265
DOCTOR OF SOCIAL WORK (DSW) PROGRAM					
Quarterly tuition (includes dissertation writer's retreat*)					$4,070
CERTIFICATE PROGRAM					
Tuition per 5-credit PSY course					$2,115
Tuition per 4-credit HRM, LEAD, TS, HS, MHA, NPM, PSF, PSL, COUN, CST course		$2,364		$1,796	$1,804
Tuition per 3-credit PSY practicum course					$1,461
Tuition per 2-credit PSY practicum course					$974
Quarterly tuition for post-master's certificate			$4,575		
Tuition per residential colloquium*			$495		
Year-in-residence tuition per weekend-in-residence*					$275
Year-in-residence tuition per week-in-residence*					$1,495
Year-in-residence tuition per extended seminar*					$2,990

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

University Policies, *continued*

4.03.01 Tuition and Fees, *continued*

C. Comprehensive Examination and/or Dissertation Tuition

Learners enrolled in doctoral programs that require a comprehensive examination and/or dissertation pay tuition quarterly on a flat rate, not on a per-course basis.

D. Residency Tuition

1. Residency tuition and fees
   a. Learners pay tuition for each residency they attend.
   b. Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with residencies.
2. Residency cancellation fee

   Learners canceling their residency enrollment may be charged a cancellation fee or may be ineligible for a tuition refund, depending on when the cancellation is made. See university policy *3.04.05 Attendance at Residencies* for details on residency requirements, tuition, and cancellation fees.

E. Payment of Tuition and Fees

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

II. Other Fees

A. Admission Application Fees

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

B. Official Transcript Fee

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

C. Prior Learning Assessment Petition Process Fee

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

D. Non-Sufficient Fund (NSF)

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

E. All fees are due upon assessment.

III. Reimbursement 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.

***Accepted Payment Methods**

Credit Card

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

Check

Check payments may be sent to the address below. Please include learner ID on the check.

Capella University
NW 5408 PO Box 1450
Minneapolis, MN 55485-5408

Domestic Wire Payment

Direct wire payments within the United States using the information below. Include learner name and ID.

Wells Fargo Bank NA
Sixth and Marquette,
Minneapolis, MN 55479
Transit Number: 121000248
Account Name: Capella University
Account Number: 1810665687

International Wire Payment

Direct wire payments from outside the United States using the information below. Include learner name and ID. The originating bank may deduct a fee from the submitted payment amount.

Wells Fargo Bank NA
Swift Code: WFBIUS6S
Account Name: Capella University
Account Number: 1810665687

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 their employer or a military or educational institution.
2. Affiliation discounts are contingent on an ongoing agreement between Capella University and the employer or military or educational institution.
3. It is the eligible learner's responsibility to request the applicable discount.
4. Capella University will not retroactively apply a discount.
5. Capella University reserves the right to validate the affiliation status of all learners offered a tuition discount prior to and after applying the discount.
6. Learners must maintain the applicable affiliation in order to continue to receive the discount. Learners may be subject to yearly verification of their affiliation.
7. If a learner qualifies for more than one affiliation discount, the most favorable discount to the learner applies.
8. If the learner provides evidence of the affiliation status after the requested time frame, the discount will be applied to future quarters only.
9. Tuition discounts do not apply to residency tuition.

IV. Special Business Office Hold (SBOH)

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

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

C. Access to the courseroom may be regained upon resolution of the account balance within the time lines communicated to affected learners.

D. Learners who do not pay their outstanding account balance while on SBOH may be administratively withdrawn from the university.

E. Learners who are administratively withdrawn for SBOH will be sent to a third party collection agency and/or reported to a credit bureau.

V. Three-Day Cancellation

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

VI. Collection Agency/Credit Reporting

Learners who refuse or are unable to pay an outstanding past-due balance may have their account sent to a collection agency and/or reported to a credit bureau.

4.03.02 Tuition Refunds

Capella University's executive leadership is authorized to establish a tuition and fees refund structure and schedule for all university programs and activities as established in this policy and its related procedures and schedules. Individual states may require a separate tuition refund schedule.

PROCEDURES

I. Tuition Structure and Fees

A. Per-Course Tuition

1. Bachelor's; master's; EdD, DHA, DNP, DPA, and DrPH (during the course phase); and certificate learners (excluding post-master's certificate) in all schools pay tuition on a per-course basis.
2. PhD learners enrolled in psychology programs and PsyD learners in the Harold Abel School of Social and Behavioral Sciences pay tuition on a per-course basis.
3. Learners who completely withdraw from Capella University or drop one or more courses will have their tuition refunded as specified in the tuition refund schedules outlined in section II of this policy.

B. Quarterly Tuition

1. EdS; DBA; EdD, DHA, DPA, and DrPH (during the dissertation phase); DSW; and post-master's certificate learners in the School of Education pay tuition quarterly on a flat rate, not on a per-course basis.
2. PhD learners in the schools of Business and Technology, Education, and Public Service Leadership pay tuition quarterly on a flat rate, not on a per-course basis.
3. PhD learners enrolled in counseling programs in the Harold Abel School of Social and Behavioral Sciences pay tuition quarterly on a flat rate, not on a per-course basis.

University Policies, *continued*

4. Learners who completely withdraw from Capella University or drop one or more courses will have their tuition refunded as specified in the tuition refund schedules outlined in section II of this policy.

C. Comprehensive Examination and/or Dissertation Tuition

1. Learners enrolled in doctoral programs that require a comprehensive examination and/or dissertation pay tuition quarterly on a flat rate, not on a per-course basis.
2. Learners who completely withdraw from Capella University or drop one or more courses will have their tuition refunded as specified in the tuition refund schedules outlined in section II of this policy.

D. Fees

Capella University does not provide refunds for books, supplies, or other listed fees.

Note: No tuition refund is given if a learner remains enrolled in one or more courses. For more information about course drops and withdrawals, refer to university policy 2.02.02 Course Enrollment.

II. Tuition Refund Schedule

A. Non-Participation

1. Learners who are dropped from a course for not satisfying the requirement for initial course participation are refunded 100 percent of the course tuition.
2. Learners who request a course drop or withdrawal as described in section VII of university policy *2.02.02 Course Enrollment* and who have not satisfied the requirement for initial course participation are refunded 100 percent of the course tuition.

B. The following schedule applies to learners residing in locations other than Georgia, North Dakota, South Carolina, and Wisconsin:

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

C. Georgia Residents Refund Policy

1. The refund policy applicable to Georgia learners is the Capella University institutional refund policy or the following minimum refund policy as stipulated by Georgia law, whichever is more favorable to the learner. If a Georgia applicant requests a refund within three business days after making a payment to Capella University, the applicant will receive a full refund, provided that the class start date has not passed.
2. Georgia learners who withdraw or are administratively withdrawn after the start date of a course but before 50 percent of the course term has passed are entitled to a pro rata refund as follows. (All percentages are based on the total number of calendar days in the course.)

% of Total Calendar Days	Tuition Refund
1 day – 5%	95%
6% – 10%	90%
11% – 25%	75%
26% – 50%	50%
51% +	No refund

As part of this policy, Capella University may retain an administrative fee of no more than $150. This administrative cost may be in addition to the percentage of tuition, which may be retained by the institution as provided above.

3. Georgia learners should notify Capella if they wish to withdraw from a program or drop a course. Refunds are calculated using the date provided by the learner, unless the learner immediately contacts Capella requesting an earlier withdrawal date and provides acceptable verification that no academic interaction occurred after the requested date. Capella University issues the appropriate refund in full to the learner within a maximum of 30 calendar days of receiving the notification. All or a portion of the refund will be used to pay grants, loans, scholarships, or other financial aid in adherence with federal and state laws.

University Policies, *continued*

D. North Dakota Residents Refund Policy

1. North Dakota regulations require Capella University to apply a separate refund policy to North Dakota learners when written notice of cancellation is given by the learner in accordance with the following schedule.
2. When notice is received prior to or within 30 calendar days after completion of the first day of instruction, or prior to the completion of one-fourth of the educational services, all tuition and other charges except 25 percent thereof must be refunded to the learner.
3. When notice is received upon or after completion of one-fourth of the educational services, but prior to the completion of one-half of the educational services, all tuition and other charges except 50 percent thereof must be refunded to the learner.
4. When notice is received upon or after the completion of 50 percent of the educational services, no tuition or other charges may be refunded to the learner.

Withdrawal or Drop Date From the Class Start Date	Tuition Refund
0 – 7 calendar days	100%
8 – 30 calendar days after course start or prior to completion of one-fourth of the course	75%
One-fourth to one-half of the course	50%
Later than 50%	No refund

E. South Carolina Residents Refund Policy

1. South Carolina regulations require Capella University to apply a separate refund policy to South Carolina learners. Refund credits will be processed in two steps. Each may be reflected on separate day and/or separate monthly statements. Capella's refund will be recorded first, and South Carolina's refund (if applicable) will be recorded as a second line item. All refunds will be applied within 40 calendar days of the withdrawal date.
2. South Carolina learners will receive a full refund of all tuition money paid if they withdraw from a course within a three-business-day cancellation period from the course start date.
3. South Carolina learners who withdraw or are administratively withdrawn after the start date of a course but before 60 percent of the course term has passed are entitled to a pro rata refund as follows. (All percentages are based on the total number of calendar days in the course.)

% of Total Calendar Days	Tuition Refund
4th day – 9%	90%
10% – 19%	80%
20% – 29%	70%
30% – 39%	60%
40% – 49%	50%
50% – 59%	40%
60% +	No refund

As part of the percentage breakdown, Capella may retain a one-time administrative fee of no more than $100. Learners will receive the tuition credit within 40 calendar days of the withdrawal date.

4. Learners pay tuition for each residency they attend. Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with residencies. Federal financial aid may not cover these costs, so it is the learner's responsibility to budget for these expenses. Payment is due prior to the start of each residency.

F. Wisconsin Residents Refund Policy

1. Wisconsin regulations require Capella University to apply a separate refund policy to Wisconsin learners. Refund credits will be processed in two steps. Each may be reflected on separate day and/or separate monthly statements. Capella's refund will be recorded first, and Wisconsin's refund (if applicable) will be recorded as a second line item. All refunds will be applied within 40 calendar days of the withdrawal date.
2. Wisconsin learners will receive a full refund of all tuition money paid if they withdraw from a course within a three-business-day cancellation period from the course start date.

University Policies, *continued*

3. Wisconsin learners who withdraw or are administratively withdrawn after the start date of a course but before 60 percent of the course term has passed are entitled to a pro rata refund as follows. (All percentages are based on the total number of calendar days in the course.)

% of Total Calendar Days	Tuition Refund
4th day – 9%	90%
10% – 19%	80%
20% – 29%	70%
30% – 39%	60%
40% – 49%	50%
50% – 59%	40%
60% +	No refund

As part of the percentage breakdown, Capella may retain a one-time administrative fee of no more than $100. Learners will receive the tuition credit within 40 calendar days of the withdrawal date. Learners must notify the institution of their intention to withdraw from courses either by telephone or in writing. The effective date of the withdrawal will be the date the institutions receive the proper notification. All or a portion of the refund will be used to pay grants, loans, scholarships, or other financial aid in adherence with federal and state laws.

ACADEMIC SERVICES

4.04.01 Interlibrary Loan

Capella University Library (CUL) utilizes printed materials from other libraries for use by current Capella University learners, faculty, and staff, at their request. Borrowers are limited to 25 interlibrary items per quarter. The loan period is determined by the lending library. CUL will notify borrowers of due dates. Interlibrary loan materials must be returned promptly according to specified due dates to avoid penalties. Charges incurred because of overdue or lost items will be charged to learners' university accounts. Interlibrary loans are administered through this policy's procedures.

PROCEDURES

I. Loan Period

The loan period is determined by the lending library. Capella University does not control the loan period. Interlibrary loan materials must be returned promptly according to specified due dates.

II. Restrictions

A. The following items are not available through interlibrary loan:

1. Required textbooks
2. Dissertations
3. Materials available in Capella University Library (CUL) resources
4. Reference books
5. Entire issues or several articles from the same journal
6. Non-academic related items (e.g., books on a best-seller list or books on hobbies)
7. Media (e.g., videos, films, CDs)

B. Borrowers are limited to 25 interlibrary loan items of standard cost per quarter. If the cost to CUL for a request exceeds $56, the request will be cancelled. Faculty and doctoral borrowers will be asked if they want to continue with the request at a charge of two requests toward their 25-item limit.

C. Interlibrary loan requests submitted by learners outside of the continental United States and Canada can be fulfilled electronically only. Requests from Canada residents are handled on a case-by-case basis. CUL can provide a table of contents of the book for review, and specific chapters may be requested in lieu of sending the book.

D. Post office boxes will not be accepted as deliverable addresses for interlibrary loan requests. Learners must provide a current street address for all interlibrary loan requests.

III. Overdue Items

A. The Capella University Library (CUL) reserves the right to limit or refuse interlibrary loan service to borrowers who repeatedly lose or return items late.

B. Overdue notices are courtesy notices only. Failure to receive overdue notices will not be accepted as grounds to cancel fines. Items that are not returned or renewed by the due date will be assessed a fine at the rates described in section III.D.

C. If an item is returned at any time between seven and 30 days past the due date, accumulated charges will be applied. All charges are irreversible.

University Policies, *continued*

D. All interlibrary loan users will be subject to the following penalties for overdue and lost interlibrary loan materials:
   1. Seven calendar days overdue:
      Fine of $1/day applied from due date.
   2. Thirty calendar days overdue:
      a. The item is considered lost.
      b. In addition to the accumulated fine, a $30 processing fee will be assessed on the 30th calendar day.
      c. Future interlibrary loan requests will not be processed until the item is returned or payment is received.
      d. Replacement charges as determined by the lending library will also be assessed.
      e. Charges will be applied to the learner's account.

E. If an overdue item is returned after the learner has been billed, the replacement fee will be removed from the learner's account upon receipt of the item and processing of the return by CUL.

IV. Book Recalls

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

B. If a book is returned at any time between seven and 30 days past the recall notice, appropriate charges will be applied. All charges are irreversible.

C. The following penalties will be applied for recalled books that are not returned promptly:
   1. Seven calendar days following recall notice:
      Fine of $1/day applied from due date.
   2. Thirty calendar days following recall notice:
      a. The book is considered lost.
      b. In addition to the accumulated fine, a $30 processing fee will be assessed on the 30th calendar day.
      c. Future interlibrary loan requests will not be processed until the book is returned or payment is received.
      d. Replacement charges as determined by the lending library will be assessed.
      e. Charges will be applied to the learner's account.

D. If a recalled book is returned after the learner has been billed, the replacement fee will be removed from the learner's account upon receipt of the book and processing of the return by CUL.

4.04.02 Licensure

Capella University offers academic programs leading toward advanced degrees in a number of fields for which professional practice requires licensure or certification by state, local, or professional boards. Capella University makes no representation, warranty, or guarantee that successful completion of the course of study will result in the learner obtaining the necessary licensure or certification.

Learners may not enroll in a Capella University degree program for which licensure or certification may ultimately be required without signing a statement of agreement acknowledging that compliance with state or professional licensure or certification requirements is the learner's sole responsibility.

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

4.04.03 Honor Societies and Professional Organizations

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

The Learner Management and School Administration department facilitates the approval of and coordinates the support for Capella University chapters of honor societies and professional organizations.

DEFINITIONS

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

University Policies, *continued*

PROCEDURES

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

A. Honor Society and Professional Organization Request

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

B. Honor Society and Professional Organization Chapter Approval

1. The Honor Society and Professional Organization Review Panel reviews and approves the request.
2. Honor society and professional organization chapter approval criteria
   a. Chapters must be affiliated with a national honor society or professional organization.
   b. Chapters must relate to a minimum of one of the university's academic offerings.
   c. Chapters must be advised by a dean-approved faculty sponsor.
   d. Chapters must designate a learner as chapter president.
   e. Chapters must have a minimum of one chapter officer.
   f. Chapters must have completed an Honor Society and Professional Organization Request Form and had it approved by the Honor Society and Professional Organization Review Panel.
   g. The faculty sponsor must have completed a Faculty Acknowledgement Agreement located on iGuide and submitted it to Learner Management and School Administration.

C. Honor Society and Professional Organization Chapter Renewal

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

II. Honor Society and Professional Organization Chapter Support and Responsibilities

A. Honor Society and Professional Organization Chapter Support

1. Member eligibility verification processes
   a. Learner Management and School Administration verifies the eligibility of potential chapter members on behalf of the chapter.
   b. On quarterly basis, the chapter's faculty sponsor must provide Learner Management and School Administration with a current chapter membership list.
   c. Learner Management and School Administration uses the chapter membership list to coordinate invitations of new chapter members on behalf of the chapter.
2. Capella University provides the following information technology resources for chapters to use as appropriate:
   a. iGuide Micro site
   b. Email account
   c. SharePoint access (for faculty sponsors)

B. Honor Society and Professional Organization Chapter Responsibilities

1. Faculty sponsor responsibilities
   a. The faculty sponsor must be actively involved in the chapter.
   b. The faculty sponsor is the chapter's designated contact person for internal university staff and the chapter's national governing organization, unless the responsibility is delegated to a learner chapter member.

University Policies, *continued*

2. Chapter president responsibilities
   a. Chapters must designate a learner as chapter president.
   b. The chapter president is the chapter's designated learner contact for internal university staff and the chapter's national governing organization, unless the responsibility is delegated to a different chapter member.
3. Chapter finance responsibilities
   a. The faculty sponsor serves as the primary or secondary signatory on a bank account established specifically for the purpose of collecting dues and other expenses associated with the operations of the chapter.
   b. Chapters must designate a chapter officer(s) to facilitate and maintain the chapter's financial activities.
   c. Chapters are responsible for any liability associated with the chapter's financial activities.
4. Learners participating in chapter activities must maintain compliance with all university policies, including *4.02.02 Learner Code of Conduct, 4.02.04 Discrimination, Harassment, and Assault, 4.02.05 Drugs and Alcohol,* and *4.02.07 Nondiscrimination.*
5. Capella University is not responsible for chapter activities, financial or otherwise.

Financial Aid

Capella University offers assistance to learners who would like to secure educational funding to help finance their academic program. Learners can find out more about financial aid by calling 1.888.CAPELLA (227.3552) or on iGuide at Resources, Financial Aid, Financing Your Education.

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 iGuide at Resources, Policies and Administration, University Policies.

Course Repeat Policy

Capella University's Financial Aid Office does not permit learners to use financial aid to pay for a course they have attempted more than twice during their program and paid for both times with financial aid.

Refund Procedure for Financial Aid Recipients

Learners receiving financial aid should contact the Financial Aid Office before canceling course enrollment and requesting a refund. They may be required to pay back all or part of the financial aid award prior to receiving any refund from Capella University.

Financial aid recipients who completely withdraw from their program or drop all of their courses prior to the 60 percent point of a term are subject to the Federal Return of Title IV Funds policy regulations for any federal aid not earned. Details of actual refund calculations are available upon request from the Financial Aid Office. Financial aid funds will be returned to the appropriate agency in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans

The amount of the refund is in direct correlation to the learner's approved withdrawal date as determined by the Records Processing and Operations department. If learners withdraw from Capella and have received financial aid, specific procedures will be followed, which can be found in the Tuition Refunds policy located on iGuide.

Scholarships

Capella offers many scholarship options, including three internal scholarships—the Helene Krivosha School of Education Scholarship, the Robert C. Ford Scholarship, and the Scott Sathers Memorial Scholarship. Learners are also encouraged to apply for external scholarships that are offered specifically to Capella learners. These scholarships vary and are updated regularly on iGuide. Free scholarship search engines are also available on iGuide.

Military Education Benefits

Veterans Education Benefits

Capella University is approved by the Minnesota State Approving Agency to grant veterans educational benefits. Learners may determine their eligibility for veterans benefits by visiting www.gibill.va.gov or contacting the Department of Veterans Affairs (VA) at 1.888.442.4551. Learners can find more information about veterans educational benefits on the Armed Forces page on iGuide.

Capella honors the following military and veterans educational benefits:

- Post-9/11 GI Bill (Chapter 33)
- Montgomery GI Bill (Chapter 30 and Chapter 1606)
- Reserve Educational Assistance Program (REAP) (Chapter 1607)
- Survivors' and Dependents' Educational Assistance (DEA) (Chapter 35)
- Post-Vietnam Veterans' Educational Assistance Program (VEAP) (Chapter 32)
- Vocational Rehabilitation and Employment (Chapter 31)
- Tuition Assistance Top-Up

Yellow Ribbon Program

In partnership with the Department of Veterans Affairs (VA), Capella University is a part of the Yellow Ribbon Program, a provision of the Post-9/11 GI Bill. Learners can find more information on the Yellow Ribbon Program on the Armed Forces page on iGuide.

Tuition Assistance (TA)

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

School of Undergraduate Studies

School of Undergraduate Studies

Feranda Williamson, EdD
Dean

A Message from the Dean

I am pleased to extend you a warm welcome to the School of Undergraduate Studies at Capella University. The School of Undergraduate Studies is dedicated to the development of our learners' knowledge, skills, and values, offering programs that have an immediate and long-term impact on learners' lives and careers as they demonstrate increased leadership, scholarship, and service. Our curricula help learners expand their experience in the global community through interactive technology, broad-based discussions, and a recognition of the importance and impact of diversity and culture. School of Undergraduate Studies programs are designed around industry standards and key professional organizations so that our learners are prepared to meet today's challenges of a rapidly changing work environment in business, technology, nursing, psychology, public administration, and public safety.

Bachelor's degree programs in the School of Undergraduate Studies are designed for working adult learners who want to develop relevant skills in a variety of areas in the fields of business, information technology, nursing, psychology, public administration, and public safety.

The Bachelor of Science in Business degree program integrates the mastery of business fundamentals with practical application related to current issues. Learners in the Bachelor of Science in Information Technology degree program benefit from a relevant curriculum that addresses essential IT competencies. The Bachelor of Public Administration degree program combines business and public sector fundamentals with a practical application approach that provides learners with the knowledge and skills necessary for effective public sector program and policy implementation. The specialization and concentration curriculum of Capella's Bachelor of Science in Public Safety degree program prepares learners to assess and address complex public safety issues. The School of Undergraduate Studies' most recent addition, the Bachelor of Science in Nursing degree program, provides its learners with the additional knowledge, skills, and proficiencies required of bachelor's-prepared nurse generalists. Another new addition, the Bachelor of Science in Psychology degree program, engages learners in a curriculum across the broad science of psychology, emphasizing the knowledge, skills, and values identified by the American Psychological Association (APA) as fundamental in undergraduate psychology study.

Our experienced faculty provide a high-quality learning experience for our learners and are committed to sharing their knowledge and passion for their subject areas. School of Undergraduate Studies faculty are scholar-practitioners who are active in the business, information technology, nursing, psychology, public administration, and public safety fields. They link theory, research, and practice in order to deliver a superior learning experience for our learners.

The faculty and staff of the School of Undergraduate Studies are committed to assisting you on your journey toward achieving your personal and professional goals, and they join me in welcoming you.

Feranda Williamson, EdD
Dean

About the School of Undergraduate Studies

School Mission Statement

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

Degree Programs

Bachelor of Science (BS) in Business

The Bachelor of Science in Business degree program integrates the mastery of business fundamentals with practical application in a rich, interactive learning environment that enhances learners' personal and organizational effectiveness in their chosen field of study. The curriculum provides an integrated approach to complex organizational systems, preparing learners to work in collaboration with diverse work groups and functional areas. Learners may pursue a specialization in Accounting, Business Administration, Finance, Health Care Management, Human Resource Management, Management and Leadership, Marketing, Project Management, or Retail Management.

Bachelor of Science (BS) in Information Technology

The Bachelor of Science in Information Technology degree program integrates technology skill development with the business enterprise knowledge needed in today's rapidly changing, global workplace. The curriculum focuses on key elements of the IT lifecycle, including requirements analysis, architecture, software construction, and support and maintenance. Learners develop a fundamental understanding of software, hardware, networks, databases, human-computer interaction, project management, and security and gain knowledge of both theory and practice that are required of today's IT professional. Building on all of these concepts and skills, learners then specialize in fields that prepare them for specific IT careers. Learners may pursue a specialization in General Information Technology, Health Informatics, Information Assurance and Security, Network Technology, Project Management, or Software Architecture.

Bachelor of Science (BS) in Psychology

The Bachelor of Science in Psychology degree program provides undergraduate learners with instruction across the broad science of psychology. The curriculum emphasizes the knowledge, skills, and values identified by the American Psychological Association (APA) as fundamental in the undergraduate study of psychology and is designed to foster understanding of the complexities of human behavior and thought and the development of the analytical, quantitative, and communication skills associated with psychology study. Successful graduates of this program are prepared to continue their studies at the graduate level or pursue careers in a variety of public and private employment settings in which psychology knowledge and skills are used to promote human welfare.

Bachelor of Science (BS) in Public Safety

The Bachelor of Science in Public Safety degree program provides undergraduate learners with knowledge of the processes and procedures involved in public safety. Learners may pursue a specialization in Criminal Justice, Homeland Security, or Emergency Management. Successful graduates of this program are prepared to pursue careers in the field of public safety such as border patrol agent, central intelligence analyst/officer, detective, law enforcement officer, intelligence analyst, public safety director, U.S. marshal, juvenile detention officer, emergency response specialist, anti-terrorism task force coordinator, corporate security manager, and mediation specialist.

Bachelor of Science in Nursing (BSN)

The Bachelor of Science in Nursing (BSN) degree program provides licensed registered nurses with the additional knowledge, skills, and complex decision-making proficiencies required of bachelor's-prepared nurse generalists. The curriculum incorporates the Essentials of Baccalaureate Education for Professional Nursing Practice established by the American Association of Colleges of Nursing (AACN) and is designed to expand learners' knowledge of health care systems and policies, patient education, health promotion, and technology integration. Throughout the program, learners explore culturally competent, evidenced-based professional nursing practices and the ways they can be applied to foster health care promotion and disease management and prevention in individuals and diverse populations.

Bachelor of Public Administration (BPA)

The Bachelor of Public Administration (BPA) degree program provides undergraduate learners with knowledge of the critical-thinking, decision-making, and professional communication skills needed to serve the public with fairness, efficiency, and equity. The curriculum addresses methods used to assess resource requirements, direct the use of those resources, and solve public problems. Upon successful completion of this program, learners are prepared to pursue public administration roles in a variety of service settings and bring public value to the field.

About the School of Undergraduate Studies, *continued*

Combined Bachelor's/Master's Options

Combined bachelor's/master's options are designated bachelor's and master's specializations with a set of shared master's-level courses that are applied to the requirements for both a bachelor's degree and a master's degree. To qualify for a combined option, learners must enroll in an eligible bachelor's degree program and earn a minimum 3.0 cumulative grade point average (GPA) while completing the first 100 quarter credits of bachelor's-level course work, which includes a minimum of 18 quarter credits earned at Capella University (first course and 12 quarter credits of core and/or specialization courses). After completing 100 quarter credits of bachelor's-level course work, learners may request to be enrolled in an eligible combined option during which they complete 12–15 quarter credits of master's-level course work. Learners must earn a minimum 3.0 GPA in each of the master's-level courses and maintain an overall cumulative GPA of 3.0 to remain enrolled in their chosen combined option. Once learners have successfully completed the requirements for their bachelor's degree program and their degree has been awarded, they may apply for the master's degree program that corresponds to their chosen combined option. The 12–15 quarter credits of master's-level course work completed as part of the requirements for their bachelor's degree program will be applied toward those for their master's degree program. Upon completion of the remaining master's degree program requirements, learners will be awarded a master's degree.

Concentrations

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

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.

General Education Requirements

General education courses develop the knowledge, skills, and abilities foundational to a baccalaureate degree and advanced study. Capella University's general education curriculum works in concert with the course work in a learner's field of study to develop reflective-practitioners at the bachelor's level. Reflective-practitioners learn to use analytical and relational skills to improve their professional practices through action, reflection, and adaptation.

At Capella University, the general education curriculum is structured around the development of knowledge and skills within four major categories.

1. **Communication:** Capella learners develop the communication skills necessary to effectively use the English language to communicate both verbally and in written form. They develop the thinking skills necessary to critically evaluate information, integrate differing points of view, and establish a reasoned course of action for effectively solving problems. These critical thinking skills are reinforced throughout the program and through reading, writing, speaking, and listening.
2. **Humanities:** Capella learners develop an understanding of the arts and humanities as an expression of human culture, and through the critical analysis of works of art, literature, and philosophy, they develop the ability to form their own aesthetic judgments. Through reflection on their own values and positions, as well as those of others, they learn what it means to be a socially responsible citizen in today's world and develop the ability to appropriately exercise that citizenship.
3. **Natural Science and Mathematics:** Capella learners develop an understanding of the scientific methods used to study the natural sciences phenomena and an appreciation of the role scientific inquiry plays in addressing the critical issues facing today's world. They develop an understanding of mathematical and logical reasoning and the ability to use mathematics and logic to address problems in their personal and professional lives
4. **Social Science:** Capella learners develop an understanding of the scientific methods used to study human behavior and interaction and acquire knowledge of the predominant social science theories.

About the School of Undergraduate Studies, *continued*

General Education Courses

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

Communication

ENG1000[1,2] English Composition
ENG2000 Research Writing
ENG3300 Business and Technical Writing
SPC1000 Public Speaking (3 quarter credits)
SPC2000 Intercultural Communication
SPC2050 Visual Design in Communications (3 quarter credits)
SPC3200 Leadership, Gender, and Communication
SPC3700 Conflict Resolution
SPC4100 Media and Culture (3 quarter credits)

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

2 Required for General Psychology specialization.

Humanities

ART2000 Art History Survey
HUM1000 Introduction to the Humanities
HUM1050 World Religions (3 quarter credits)
HUM3300 Global Multiculturalism and World Religions
LIT2001 Introduction to Literature: Short Stories (3 quarter credits)
LIT2100 Women's Literature (3 quarter credits)
PHI1000 Introduction to Philosophy
PHI2000[1] Ethics
PHI2050 Human Nature and Ethics (3 quarter credits)
PHI2100 Introduction to Logic
PHI3200 Ethics in Health Care

Required for General Psychology specialization.

Natural Science and Mathematics

BIO1000[1] Human Biology
BIO1050 Biology and Society (3 quarter credits)
BIO2000 Environmental Health
CHM1000 Chemistry for Changing Times
CHM1050 Chemistry and the Environment (3 quarter credits)
PHY1000 Introduction to Astronomy
MAT1050 College Algebra
MAT1051 Pre-Calculus
MAT2001[2] Statistical Reasoning
MAT2050[3] Statistical Literacy (3 quarter credits)
MAT2051[4]* Discrete Mathematics

1 Required for General Psychology specialization.

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

3 Required for Criminal Justice, Emergency Management, Homeland Security, and Security Management specializations.

4 Required for all Information Technology specializations.

Social Science

ECO1050 Microeconomics
ECO1051 Macroeconomics
HIS1000 Immigrants in the American City (3 quarter credits)
HIS3200 History of Health Care in America (3 quarter credits)
PSYC1000[1] Introduction to Psychology
POL1000 The Politics of American Government
POL2000 Globalization
SOC1000 Introduction to Human Society
SOC2000 Cultural Diversity
SOC3400 Social Deviance

1 Required for General Psychology specialization.

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

Residents of Arkansas must complete Arkansas general education requirements.

All courses are 6 quarter credits except as noted.

*** Denotes courses that have prerequisites. Refer to the descriptions for further details.**

School of Undergraduate Studies Academic Offerings														
Degree Programs	**Specializations**	**Combined Bachelor's/Master's Options**										**Concentrations**	**Multiple Specializations** (must be within the same degree program)
		Combined BS/MS in Information Technology option	Combined BS/MBA option	Combined BS/MS in Education option	Combined BS/MS in Psychology option	Combined BS/MS in Public Safety option	Combined BS/MS in Human Behavior option	Combined BS/MHA option	Combined BS/MPA option	Combined BS/MPH option	Combined BPA/MPA option	Security Management	
Bachelor of Science (BS) in Business	Accounting		✓										✓
	Business Administration		✓										✓
	Finance		✓										✓
	Health Care Management		✓					✓		✓			✓
	Human Resource Management		✓										✓
	Management and Leadership		✓										✓
	Marketing		✓										✓
	Project Management		✓										✓
	Retail Management		✓										✓
Bachelor of Science (BS) in Information Technology	General Information Technology	✓[1]	✓										✓
	Health Informatics	✓[1]	✓										✓
	Information Assurance and Security	✓[1]	✓										✓
	Network Technology	✓[1]	✓										✓
	Project Management	✓[1]	✓										✓
	Software Architecture	✓[1]	✓										✓
Bachelor of Science (BS) in Psychology	General Psychology		✓	✓[2]	✓[3]		✓						
Bachelor of Science (BS) in Public Safety	Criminal Justice					✓			✓			✓	✓
	Emergency Management					✓			✓			✓	✓
	Homeland Security					✓			✓			✓	✓
Bachelor of Science in Nursing (BSN)	RN-to-BSN Degree Completion												
Bachelor of Public Administration (BPA)	General Public Administration										✓		

1. The Combined BS/MS in Information Technology option is specialization-specific. See the Combined Bachelor's/Master's Options section and the program requirements for each bachelor's Information Technology specialization for details.
2. The Combined BS/MS in Education option is available only for select master's Education specializations. See the Combined Bachelor's/Master's Options section for details.
3. 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.

School of Undergraduate Studies Academic Offerings

Bachelor of Science (BS) in Business Specializations

Accounting

Accounting professionals design, examine, and manage accurate financial recording and reporting procedures for financial and business transactions. Undergraduate learners in the Accounting specialization acquire and apply various methods of ethically maintaining accurate and up-to-date records. The specialization provides learners with an understanding of a wide array of accounting-related services, including budget analysis, financial and investment planning, and financial statement and internal control auditing. These skills prepare graduates for a profession in financial, managerial, or government accounting. In addition to accounting expertise, learners in this specialization demonstrate the interpersonal and communication skills required to present information to both internal and external clients, influencing organizational effectiveness at all levels of their organization. This specialization is not designed to prepare learners for a CPA exam.

Combined Bachelor's/Master's Option

Combined BS/MBA option

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

Additional Program Requirements

Core courses - 42 quarter credits

BUS3004 Developing a Business Perspective
BUS3010 Fundamentals of Management and Leadership
BUS3020 Fundamentals of E-Business
BUS3030 Fundamentals of Marketing and Sales
BUS3040 Fundamentals of Human Resource Management
BUS3050 Fundamentals of Organizational Communication
BUS3060 Fundamentals of Finance and Accounting

Specialization courses - 48 quarter credits

BUS4060 * Financial Accounting Principles
BUS4061 * Managerial Accounting Principles
BUS4062 * Intermediate Financial Accounting Topics and Trends
BUS4063 * Advanced Financial Accounting Topics and Trends
BUS4064 * Cost Accounting for Planning and Control
BUS4065 * Income Tax Concepts and Strategies
BUS4066 * Contemporary Auditing: An Ethical Perspective
BUS4070 * Foundations in Finance

Elective courses - 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

BUS4993 Business Capstone Project

Total **180 quarter credits**

Arkansas residents must complete Arkansas general education requirements.

Business Administration

Undergraduate learners in the Business Administration specialization develop the business, interpersonal, and professional thinking skills to impact organizational effectiveness across all functional levels of organizations in manufacturing, service, professional, and government arenas. Learners select elective courses based on their individual professional needs.

Combined Bachelor's/Master's Option

Combined BS/MBA option

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

BUS3004 Developing a Business Perspective
BUS3010 Fundamentals of Management and Leadership
BUS3020 Fundamentals of E-Business
BUS3030 Fundamentals of Marketing and Sales
BUS3040 Fundamentals of Human Resource Management
BUS3050 Fundamentals of Organizational Communication
BUS3060 Fundamentals of Finance and Accounting

Specialization courses - 48 quarter credits

Required course:

BUS4801 Ethics and Enterprise

In addition, choose 42 quarter credits of upper-division Business courses.

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

Total **180 quarter credits**

Arkansas residents must complete Arkansas general education requirements.

All courses are 6 quarter credits except as noted.

*** Denotes courses that have prerequisites. Refer to the descriptions for further details.**

School of Undergraduate Studies Academic Offerings, *continued*

BS in Business Specializations, continued

Finance

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

Combined Bachelor's/Master's Option

Combined BS/MBA option

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

Additional Program Requirements

Core courses - 42 quarter credits

BUS3004 Developing a Business Perspective
BUS3010 Fundamentals of Management and Leadership
BUS3020 Fundamentals of E-Business
BUS3030 Fundamentals of Marketing and Sales
BUS3040 Fundamentals of Human Resource Management
BUS3050 Fundamentals of Organizational Communication
BUS3060 Fundamentals of Finance and Accounting

Specialization courses - 48 quarter credits

BUS4070 * Foundations in Finance
BUS4071 * Financial Markets and Institutions
BUS4072 * Analysis for Financial Management
BUS4073 * Investments and Portfolio Management
BUS4801 Ethics and Enterprise

In addition, choose 18 quarter credits from the following courses:

BUS4074 * Entrepreneurial Finance
BUS4075 * Public and Nonprofit Finance
BUS4076 * Issues in International Finance
BUS4077 * Risk Management Strategies
BUS4078 * Financial Institution Management
BUS4079 * Real Estate Finance

Elective courses - 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

BUS4993 Business Capstone Project

Total **180 quarter credits**

Arkansas residents must complete Arkansas general education requirements.

Health Care Management

The bachelor's Health Care Management specialization is designed to provide learners with a broad understanding of basic health care business functions, including accounting, finance, human resources, communications, and marketing, as well as a more focused understanding of quality assurance, risk management, and health care operations. Other specialization topics include health care laws and regulations, leadership, and ethics. Successful graduates of this specialization are prepared to pursue leadership or management roles in today's challenging health care environment.

Combined Bachelor's/Master's Options

Combined BS/MBA option
Combined BS/MHA option
Combined BS/MPH option

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
BUS3010 Fundamentals of Management and Leadership
BUS3025 Introduction to Health Care, Wellness, and Disease
BUS3030 Fundamentals of Marketing and Sales
BUS3040 Fundamentals of Human Resource Management
BUS3050 Fundamentals of Organizational Communication
BUS3060 Fundamentals of Finance and Accounting

Specialization courses - 48 quarter credits

BUS4121 * Ethics and Decision Making in Health Care
BUS4122 * Health Care Economics
BUS4123 * Quality Assurance Risk Management
BUS4124 * Health Care Marketing and Strategic Planning
BUS4125 * Legal Aspects of Health Care Management
BUS4126 * Health Care Information Management
BUS4127 * Evidence-Based Health Care Management
BUS4128 * Cultural Competence in Health Care

Elective courses - 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

BUS4993 Business Capstone Project

Total **180 quarter credits**

Arkansas residents must complete Arkansas general education requirements.

Human Resource Management

The human resource professional wears many hats, and his or her specific duties depend upon the nature and size of the organization. Typical responsibilities may include staffing the organization, training and developing employees at all levels, maintaining a fair and equitable compensation system, developing personnel policies and procedures, and developing strategies to meet the HR needs for the organization's future. Undergraduate learners in the Human Resource Management specialization develop the human resource management, interpersonal, and professional thinking skills needed to manage talent, develop intellectual capital, work in networked relationships, deal with continuous change, and impact organizational effectiveness as HR leaders and managers at all levels of their organizations.

Combined Bachelor's/Master's Option

Combined BS/MBA option

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

BUS3004 Developing a Business Perspective
BUS3010 Fundamentals of Management and Leadership
BUS3020 Fundamentals of E-Business
BUS3030 Fundamentals of Marketing and Sales
BUS3040 Fundamentals of Human Resource Management
BUS3050 Fundamentals of Organizational Communication
BUS3060 Fundamentals of Finance and Accounting

Specialization courses - 48 quarter credits

BUS4043 * Compensation and Benefits Management
BUS4044 * Legal Issues in Human Resource Management
BUS4045 * Recruiting, Retention, and Development
BUS4046 * Employee and Labor Relations
BUS4047 * Employee Training and Development
BUS4048 * International Human Resource Management Issues
BUS4801 Ethics and Enterprise
BUS4802 Change Management

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

Total **180 quarter credits**

Arkansas residents must complete Arkansas general education requirements.

All courses are 6 quarter credits except as noted.

*** Denotes courses that have prerequisites. Refer to the descriptions for further details.**

School of Undergraduate Studies Academic Offerings, *continued*

BS in Business Specializations, continued

Management and Leadership

Management involves coordinating, implementing, promoting, supervising, and directing the activities of individuals, organizations, and businesses. The focus of the Management and Leadership specialization is to develop individuals who have the skills and competencies necessary to successfully lead people and manage organizations in a dynamic, global environment. Undergraduate learners in this specialization demonstrate the management, interpersonal, and professional thinking skills needed to impact organizational effectiveness as leaders and managers at all levels of their organizations.

Combined Bachelor's/Master's Option

Combined BS/MBA option

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

BUS3004 Developing a Business Perspective
BUS3010 Fundamentals of Management and Leadership
BUS3020 Fundamentals of E-Business
BUS3030 Fundamentals of Marketing and Sales
BUS3040 Fundamentals of Human Resource Management
BUS3050 Fundamentals of Organizational Communication
BUS3060 Fundamentals of Finance and Accounting

Specialization courses - 48 quarter credits

BUS4011 * Virtual Team Collaboration
BUS4012 * Leadership in Organizations
BUS4013 * Organizational Structure, Learning, and Performance
BUS4014 * Operations Management for Competitive Advantage
BUS4015 * Strategic Planning and Implementation
BUS4016 * Global Business Relationships
BUS4801 Ethics and Enterprise
BUS4802 Change Management

Elective courses - 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

BUS4993 Business Capstone Project

Total **180 quarter credits**

Arkansas residents must complete Arkansas general education requirements.

Marketing

The undergraduate Marketing specialization provides learners with fundamental business knowledge and emphasizes marketing research; sales, marketing, and channel management processes; brand identity and marketing communications; change management; and business ethics. Learners may choose to focus on the fundamentals of sales and marketing or broaden their study to include a stronger emphasis on marketing strategy, international marketing, customer behavior, services marketing, or public relations. Upon successful completion of this specialization, learners have gained the marketing expertise and the management, interpersonal, and professional thinking skills needed to increase organizational effectiveness.

Combined Bachelor's/Master's Option

Combined BS/MBA option

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

Additional Program Requirements

Core courses - 42 quarter credits

BUS3004 Developing a Business Perspective
BUS3010 Fundamentals of Management and Leadership
BUS3020 Fundamentals of E-Business
BUS3030 Fundamentals of Marketing and Sales
BUS3040 Fundamentals of Human Resource Management
BUS3050 Fundamentals of Organizational Communication
BUS3060 Fundamentals of Finance and Accounting

Specialization courses - 48 quarter credits

BUS4022 * E-Business Sourcing, Marketing, and Sales
BUS4031 * Marketing, Sales, and Channel Management
BUS4033 * Brand Identity and Marketing Communications
BUS4036 * Marketing Research
BUS4801 Ethics and Enterprise
BUS4802 Change Management

In addition, choose 12 quarter credits from the following courses:

BUS4024 * Customer Behavior
BUS4025 * Sales and Sales Management
BUS4026 * Services Marketing
BUS4027 * Public Relations
BUS4034 * Marketing Strategy
BUS4035 * Marketing Across Borders

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

Total **180 quarter credits**

Arkansas residents must complete Arkansas general education requirements.

All courses are 6 quarter credits except as noted.

*** Denotes courses that have prerequisites. Refer to the descriptions for further details.**

School of Undergraduate Studies Academic Offerings, *continued*

BS in Business Specializations, continued

Project Management

The Project Management specialization provides undergraduate learners with a foundational education in the processes, procedures, tools, and techniques of coordinating and managing projects in an organizational setting. The curriculum focuses on the basics of project management, resource allocation, risk assessment, and teamwork. Learners examine the role of project manager as a change agent—working with others to create value for an organization. Successful graduates of this specialization are prepared to pursue careers as project coordinators, project managers, business analysts, and program managers.

Combined Bachelor's/Master's Option

Combined BS/MBA option

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

Additional Program Requirements

Core courses - 42 quarter credits

BUS3004 Developing a Business Perspective
BUS3010 Fundamentals of Management and Leadership
BUS3020 Fundamentals of E-Business
BUS3030 Fundamentals of Marketing and Sales
BUS3040 Fundamentals of Human Resource Management
BUS3050 Fundamentals of Organizational Communication
BUS3060 Fundamentals of Finance and Accounting

Specialization courses - 48 quarter credits

BUS4090 * Introduction to Project Management
BUS4091 * Project Management I
BUS4092 * Project Management II
BUS4093 * Contracts and Procurement
BUS4094 * Managing Project Risk
BUS4095 * Motivating Project Teams
BUS4801 Ethics and Enterprise
BUS4802 Change Management

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

Total **180 quarter credits**

Arkansas residents must complete Arkansas general education requirements.

Retail Management

The Retail Management specialization provides undergraduate learners with knowledge of the history and fundamentals of managing in a retail environment. Specialization topics include retail management and store operations, competitive analysis and planning, communication and teamwork, leadership, diversity and globalization, and the legal and ethical considerations of managing a retail operation. This specialization prepares learners to pursue careers in the field of retail management, including store operations supervisor or manager, inventory analyst, buyer analyst, store associate, demand planning analyst, and department lead.

Combined Bachelor's/Master's Option

Combined BS/MBA option

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

BUS3004 Developing a Business Perspective
BUS3010 Fundamentals of Management and Leadership
BUS3020 Fundamentals of E-Business
BUS3030 Fundamentals of Marketing and Sales
BUS3040 Fundamentals of Human Resource Management
BUS3050 Fundamentals of Organizational Communication
BUS3060 Fundamentals of Finance and Accounting

Specialization courses - 48 quarter credits

BUS4080 * Fundamentals of Retail Management
BUS4081 * Brand Building and Channel Development
BUS4082 * Marketing, Merchandising, and Advertising
BUS4083 * Retailing Analytical Tools and Techniques
BUS4084 * Pricing Management
BUS4085 * Management and Operational Issues in Retail
BUS4801 Ethics and Enterprise
BUS4802 Change Management

Elective courses - 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

BUS4993 Business Capstone Project

Total **180 quarter credits**

Arkansas residents must complete Arkansas general education requirements.

Bachelor of Science (BS) in Information Technology Specializations

General Information Technology

In the General Information Technology specialization, undergraduate learners explore a range of information technology topics. This specialization consists of a set of core courses that cover the fundamental IT domains of networking, database, web development, systems analysis and design, and project management. Learners have an opportunity to select a variety of more advanced IT courses that allow them to develop deeper and broader knowledge and skills in IT topics including web development, networking, project management, and graphics and multimedia.

Combined Bachelor's/Master's Options

Combined BS/MS in Information Technology option
Combined BS/MBA option

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
MAT2051 * Discrete Mathematics

Additional Program Requirements

Core courses - 54 quarter credits

IT3006 Communication Strategies for the Information Technology Professional
IT3120 Fundamentals of Project Management
IT3160 Ethical and Human Side of Information Technology
IT3200 Enterprise Architecture
IT3210 Web Systems and Technologies
IT3300 * Human-Computer Interaction
IT3310 * Hardware and Operating Systems Architecture
IT3340 ** Fundamentals of Software Architecture
IT3350 ** Network and Security Architecture

Specialization courses - 42 quarter credits

Choose 42 quarter credits of upper-division Information Technology courses.

All courses are 6 quarter credits except as noted.

*** Denotes courses that have prerequisites. Refer to the descriptions for further details.**

School of Undergraduate Studies Academic Offerings, *continued*

BS in Information Technology
Specializations, continued

Combined BS/MS in Information Technology option

Specialization courses - 42 quarter credits

*Choose 30 approved quarter credits of upper-division Information Technology courses.**

*** Some undergraduate Information Technology courses correspond with graduate Information Technology courses. Combined BS/MS in Information Technology option learners may not satisfy their specialization course requirements using both the undergraduate Information Technology course and its corresponding graduate Information Technology course.**

In addition, choose 12 quarter credits from the following courses:

TS5311	Enterprise Security (4 quarter credits)
TS5321	Local Area Network Architectures (4 quarter credits, corresponds with IT4041)
TS5322	Wide Area Network Architectures (4 quarter credits, corresponds with IT4045)
TS5325	Enterprise Network Analysis (4 quarter credits)
TS5332	Project Management Planning, Execution, and Control (4 quarter credits, corresponds with IT4065)
TS5334	Project Risk Assessment and Control (4 quarter credits, corresponds with IT4031)
TS5335	Project Leadership and Management (4 quarter credits)
TS5351	Architecture Requirements Analysis (4 quarter credits, corresponds with IT4710)
TS5356	Advanced Application Development (4 quarter credits, corresponds with IT4765)
TS5357	Enterprise Software Architecture Quality Assurance (4 quarter credits)
TS5531	Security Management Practices (4 quarter credits, corresponds with IT4070)
TS5534	Computer Forensics and Investigations (4 quarter credits, corresponds with IT4075)
TS5615	Health Informatics (4 quarter credits)
TS5620 *	Databases in Health Care Environments (4 quarter credits, corresponds with IT4620)
TS5625	System Security in Health Care Environments (4 quarter credits, corresponds with IT4660)

Elective courses - 33 quarter credits

Choose 33 quarter credits of additional undergraduate courses. Learners with limited information technology knowledge may need to take IT1000 as part of their elective courses. IT2230, IT2240, and IT2250 can be used to fulfill core course prerequisites.

IT1000	Introduction to Information Technology (3 quarter credits)
IT2230	Introduction to Database Systems (3 quarter credits)
IT2240	Introduction to Programming (3 quarter credits)
IT2250	Introduction to Network Technology (3 quarter credits)

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

IT4990	Integrated Action Learning Project

Total **180 quarter credits**

Arkansas residents must complete Arkansas general education requirements.

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

Health Informatics

Health informatics professionals design, implement, test, deploy, and maintain clinical applications and networks in health care environments. The Health Informatics specialization allows undergraduate learners to acquire and apply various processes, tools, technologies, and methods used to support clinicians who gather, store, and manipulate clinical data. Specialization topics include anatomical and medical terminology, electronic medical records and other clinical data systems, data management, statistical analysis, and information security. Learners evaluate methods of designing clinical data systems to support data extraction and manipulation by clinical researchers and examine the organizational and market-based issues of the health care industry. Upon successful completion of this specialization, learners have gained the skills necessary to be successful in health care information technology and informatics environments. The Health Informatics specialization prepares learners for possible careers as clinical systems architects, software developers, data architects, database administrators, and network administrators in health care settings.

Combined Bachelor's/Master's Options

Combined BS/MS in Information Technology option
Combined BS/MBA option

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
MAT2051 *	Discrete Mathematics

Additional Program Requirements

Core courses - 54 quarter credits

IT3006	Communication Strategies for the Information Technology Professional
IT3120	Fundamentals of Project Management
IT3160	Ethical and Human Side of Information Technology
IT3200	Enterprise Architecture
IT3210	Web Systems and Technologies
IT3300 *	Human-Computer Interaction
IT3310 *	Hardware and Operating Systems Architecture
IT3340 **	Fundamentals of Software Architecture
IT3350 **	Network and Security Architecture

Specialization courses - 42 quarter credits

IT4610	Anatomical and Medical Terminology
IT4620 *	Managing Data in Multiple System Environments
IT4630 *	Statistical Analysis for Health Care
IT4640 *	Electronic Health Records/Clinical Systems
IT4650 *	Decision Support/Quality Management
IT4660 *	Information Security and Privacy in Health Care
IT4670 *	Health Care Organization and Management

Combined BS/MS in Information Technology option

Specialization courses - 42 quarter credits

IT4610	Anatomical and Medical Terminology
IT4630 *	Statistical Analysis for Health Care
IT4640 *	Electronic Health Records/Clinical Systems
IT4650 *	Decision Support/Quality Management
IT4670 *	Health Care Organization and Management
TS5615	Health Informatics (4 quarter credits)
TS5620 *	Databases in Health Care Environments (4 quarter credits)
TS5625	System Security in Health Care Environments (4 quarter credits)

Elective courses - 33 quarter credits

Choose 33 quarter credits of additional undergraduate courses. Learners with limited information technology knowledge may need to take IT1000 as part of their elective courses. IT2230, IT2240, and IT2250 can be used to fulfill core course prerequisites.

IT1000	Introduction to Information Technology (3 quarter credits)
IT2230	Introduction to Database Systems (3 quarter credits)
IT2240	Introduction to Programming (3 quarter credits)
IT2250	Introduction to Network Technology (3 quarter credits)

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

IT4990	Integrated Action Learning Project

Total **180 quarter credits**

Arkansas residents must complete Arkansas general education requirements.

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

All courses are 6 quarter credits except as noted.

*** Denotes courses that have prerequisites. Refer to the descriptions for further details.**

School of Undergraduate Studies Academic Offerings, *continued*

BS in Information Technology
Specializations, continued

Information Assurance and Security

Information assurance and security professionals design, install, configure, manage, and troubleshoot an organization's security policies, processes, network, hardware, and software infrastructure. They apply tools and technologies to ensure that the organization is secure. The Information Assurance and Security specialization allows undergraduate learners to acquire and apply various processes, tools, technologies, and methods of securing an enterprise, including security policies, social engineering, access control, authentication, perimeter security, disaster recovery and business continuity, risk management, incident response, viruses, malware, spam, encryption, and other infrastructure security techniques. In addition to information assurance and security expertise, learners in this specialization demonstrate the business, interpersonal, and communication skills required to influence internal decision making and overall organizational effectiveness.

Combined Bachelor's/Master's Options

Combined BS/MS in Information Technology option
Combined BS/MBA option

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
MAT2051 * Discrete Mathematics

Additional Program Requirements

Core courses - 54 quarter credits

IT3006 Communication Strategies for the Information Technology Professional
IT3120 Fundamentals of Project Management
IT3160 Ethical and Human Side of Information Technology
IT3200 Enterprise Architecture
IT3210 Web Systems and Technologies
IT3300 * Human-Computer Interaction
IT3310 * Hardware and Operating Systems Architecture
IT3340 ** Fundamentals of Software Architecture
IT3350 ** Network and Security Architecture

Specialization courses - 48 quarter credits

IT4803 * System Assurance Security
IT4070 * Cyber Defense and Countermeasures
IT4071 * Cyber Attacks and Ethical Hacking
IT4072 * Operating Systems Security
IT4073 * Organizational Security
IT4074 * Applications Security
IT4075 * Computer Forensics
IT4076 * Security Management and Policies

Combined BS/MS in Information Technology option

Specialization courses - 48 quarter credits

IT4803 * System Assurance Security
IT4071 * Cyber Attacks and Ethical Hacking
IT4072 * Operating Systems Security
IT4073 * Organizational Security
IT4074 * Applications Security
IT4076 * Security Management and Policies
TS5311 Enterprise Security (4 quarter credits)
TS5531 Security Management Practices (4 quarter credits)
TS5534 Computer Forensics and Investigations (4 quarter credits)

Elective courses - 27 quarter credits

Choose 27 quarter credits of additional undergraduate courses. Learners with limited information technology knowledge may need to take IT1000 as part of their elective courses. IT2230, IT2240, and IT2250 can be used to fulfill core course prerequisites.

IT1000 Introduction to Information Technology (3 quarter credits)
IT2230 Introduction to Database Systems (3 quarter credits)
IT2240 Introduction to Programming (3 quarter credits)
IT2250 Introduction to Network Technology (3 quarter credits)

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

IT4990 Integrated Action Learning Project

Total **180 quarter credits**

Arkansas residents must complete Arkansas general education requirements.

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

Network Technology

Network technology professionals analyze, design, implement, test, deploy, administer, and maintain an organization's custom network architecture. The Network Technology specialization allows undergraduate learners to acquire and apply various processes, tools, technologies, and methods used to build and administer networks. Learners study proposal development, network requirements analysis, the architectural elements of networks, network construction, network administration, and support and maintenance. Upon successful completion of this specialization, learners have gained information technology-related organizational, communications, and decision-making skills. The Network Technology specialization prepares learners for possible careers as network engineers, network architects, network administrators, system administrators, and support specialists.

Combined Bachelor's/Master's Options

Combined BS/MS in Information Technology option
Combined BS/MBA option

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
MAT2051 * Discrete Mathematics

Additional Program Requirements

Core courses - 54 quarter credits

IT3006 Communication Strategies for the Information Technology Professional
IT3120 Fundamentals of Project Management
IT3160 Ethical and Human Side of Information Technology
IT3200 Enterprise Architecture
IT3210 Web Systems and Technologies
IT3300 * Human-Computer Interaction
IT3310 * Hardware and Operating Systems Architecture
IT3340 ** Fundamentals of Software Architecture
IT3350 ** Network and Security Architecture

Specialization courses - 42 quarter credits

Choose 42 quarter credits from the following courses:

IT4040 * Network Administration
IT4041 * Advanced Network Administration
IT4045 * Network Analysis and Design
IT4140 * Introduction to Internetworking
IT4141 * Advanced Internetworking
IT4803 * System Assurance Security
IT4813 Operating Systems
IT4815 Introduction to Telecommunications

All courses are 6 quarter credits except as noted.

*** Denotes courses that have prerequisites. Refer to the descriptions for further details.**

School of Undergraduate Studies Academic Offerings, *continued*

BS in Information Technology
Specializations, continued

Combined BS/MS in Information Technology option

Specialization courses - 42 quarter credits

TS5321	Local Area Network Architectures (4 quarter credits)
TS5322	Wide Area Network Architectures (4 quarter credits)
TS5325	Enterprise Network Analysis (4 quarter credits)

In addition, choose 30 quarter credits from the following courses:

IT4040 *	Network Administration
IT4140 *	Introduction to Internetworking
IT4141 *	Advanced Internetworking
IT4803 *	System Assurance Security
IT4813	Operating Systems
IT4815	Introduction to Telecommunications

Elective courses - 33 quarter credits

Choose 33 quarter credits of additional undergraduate courses. Learners with limited information technology knowledge may need to take IT1000 as part of their elective courses. IT2230, IT2240, and IT2250 can be used to fulfill core course prerequisites.

IT1000	Introduction to Information Technology (3 quarter credits)
IT2230	Introduction to Database Systems (3 quarter credits)
IT2240	Introduction to Programming (3 quarter credits)
IT2250	Introduction to Network Technology (3 quarter credits)

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

IT4990	Integrated Action Learning Project

Total **180 quarter credits**

Arkansas residents must complete Arkansas general education requirements.

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

Project Management

The Project Management specialization focuses on developing the skills required to effectively lead and manage a complex information technology project, including IT, business, and human interaction skills. Undergraduate learners are introduced to a variety of topics, including assessing product requirements; establishing configuration management; understanding the impact of evolving legal and regulatory issues on a project; understanding team dynamics; and using tools for project planning, estimation, budgeting, and risk management. Learners ultimately integrate IT fundamentals, professional practice, and specialization course work in an integrated action learning project.

Combined Bachelor's/Master's Options

Combined BS/MS in Information Technology option
Combined BS/MBA option

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
MAT2051 *	Discrete Mathematics

Additional Program Requirements

Core courses - 54 quarter credits

IT3006	Communication Strategies for the Information Technology Professional
IT3120	Fundamentals of Project Management
IT3160	Ethical and Human Side of Information Technology
IT3200	Enterprise Architecture
IT3210	Web Systems and Technologies
IT3300 *	Human-Computer Interaction
IT3310 *	Hardware and Operating Systems Architecture
IT3340 **	Fundamentals of Software Architecture
IT3350 **	Network and Security Architecture

Specialization courses - 42 quarter credits

IT4030 *	Project Estimation and Budgeting
IT4031 *	Risk Management in Information System Development
IT4063 *	Project Integration and Scope Management
IT4064 *	Project Communications
IT4065 *	Project Human Resources Management
IT4067 *	Project Quality Assurance
IT4068 *	Project Procurement Management

Combined BS/MS in Information Technology option

Specialization courses - 42 quarter credits

IT4030 *	Project Estimation and Budgeting
IT4063 *	Project Integration and Scope Management
IT4064 *	Project Communications
IT4067 *	Project Quality Assurance
IT4068 *	Project Procurement Management
TS5332	Project Management Planning, Execution, and Control (4 quarter credits)
TS5334	Project Risk Assessment and Control (4 quarter credits)
TS5335	Project Leadership and Management (4 quarter credits)

Elective courses - 33 quarter credits

Choose 33 quarter credits of additional undergraduate courses. Learners with limited information technology knowledge may need to take IT1000 as part of their elective courses. IT2230, IT2240, and IT2250 can be used to fulfill core course prerequisites.

IT1000	Introduction to Information Technology (3 quarter credits)
IT2230	Introduction to Database Systems (3 quarter credits)
IT2240	Introduction to Programming (3 quarter credits)
IT2250	Introduction to Network Technology (3 quarter credits)

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

IT4990	Integrated Action Learning Project

Total **180 quarter credits**

Arkansas residents must complete Arkansas general education requirements.

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

All courses are 6 quarter credits except as noted.

*** Denotes courses that have prerequisites. Refer to the descriptions for further details.**

School of Undergraduate Studies Academic Offerings, *continued*

BS in Information Technology
Specializations, continued

Software Architecture

Software architecture professionals analyze, design, implement, test, deploy, and maintain an organization's custom software architecture, which includes web, traditional, and mobile applications. The Software Architecture specialization allows undergraduate learners to acquire and apply various processes, tools, technologies, and methods used to create software. Learners study proposal development; software requirements analysis; the architectural elements of software, database, and applications; software construction; and support and maintenance. Upon successful completion of this specialization, learners have gained information technology-related organizational, communications, and decision-making skills. The Software Architecture specialization prepares learners for possible careers as software engineers, software architects, software developers, data architects, database administrators, and applications architects.

Combined Bachelor's/Master's Options

Combined BS/MS in Information Technology option
Combined BS/MBA option

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
MAT2051 * Discrete Mathematics

Additional Program Requirements

Core courses - 54 quarter credits

IT3006 Communication Strategies for the Information Technology Professional
IT3120 Fundamentals of Project Management
IT3160 Ethical and Human Side of Information Technology
IT3200 Enterprise Architecture
IT3210 Web Systems and Technologies
IT3300 * Human-Computer Interaction
IT3310 * Hardware and Operating Systems Architecture
IT3340 ** Fundamentals of Software Architecture
IT3350 ** Network and Security Architecture

Specialization courses - 42 quarter credits

IT4710 * Software Requirements Architecture
IT4715 * Applications Architecture
IT4720 * Software Construction I: Design and Modeling
IT4725 * Software Construction II: Database Development
IT4770 Support and Maintenance of Software Systems

In addition, choose one of the following groups:

For a focus in web development:

IT4730 * Software Construction III: Web Application Development
IT4735 * Software Construction IV: Advanced Web Application Development

For a focus in application development:

IT4760 * Software Construction III: Application Development
IT4765 * Software Construction IV: Advanced Application Development

Combined BS/MS in Information Technology option

Specialization courses - 42 quarter credits

IT4715 * Applications Architecture
IT4720 * Software Construction I: Design and Modeling
IT4725 * Software Construction II: Database Development
IT4760 * Software Construction III: Application Development
IT4770 Support and Maintenance of Software Systems
TS5351 Architecture Requirements Analysis (4 quarter credits)
TS5356 Advanced Application Development (4 quarter credits)
TS5357 Enterprise Software Architecture Quality Assurance (4 quarter credits)

Elective courses - 33 quarter credits

Choose 33 quarter credits of additional undergraduate courses. Learners with limited information technology knowledge may need to take IT1000 as part of their elective courses. IT2230, IT2240, and IT2250 can be used to fulfill core course prerequisites.

IT1000 Introduction to Information Technology (3 quarter credits)
IT2230 Introduction to Database Systems (3 quarter credits)
IT2240 Introduction to Programming (3 quarter credits)
IT2250 Introduction to Network Technology (3 quarter credits)

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

IT4990 Integrated Action Learning Project

Total **180 quarter credits**

Arkansas residents must complete Arkansas general education requirements.

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

Bachelor of Science (BS) in Psychology Specialization

General Psychology

Undergraduate learners in the General Psychology specialization integrate psychology knowledge with associated skills by engaging in a curriculum that presents fundamental psychological concepts, theories, empirical findings, and historical trends. In particular, learners focus on social, abnormal, positive, and biological psychology and lifespan development, motivation and performance, learning and cognition, research methodology, culture and diversity, and ethics. Successful graduates of this specialization are prepared to build on their knowledge and skills at the graduate level or pursue careers in a variety of settings, including education, public service, law enforcement and corrections, business, human development, and rehabilitation and mental health.

Combined Bachelor's/Master's Options

Combined BS/MS in Psychology option
Combined BS/MBA option
Combined BS/MS in Education option
Combined BS/MS in Studies in Human Behavior option

General Education Requirements

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

Required courses:

BIO1000 Human Biology
ENG1000 English Composition
MAT2001 Statistical Reasoning
PHI2000 Ethics
PSYC1000 Introduction to Psychology

Additional Program Requirements

Core courses - 66 quarter credits

PSYC3002 Developing a Psychology Perspective
PSYC3210 * Human Lifespan Development
PSYC3500 * Learning and Cognition
PSYC3520 * Introduction to Social Psychology
PSYC3540 * Culture, Ethnicity, and Diversity
PSYC4100 * History and Modern Systems of Psychology
PSYC4310 * Biological Psychology
PSYC4600 * Research Methods in Psychology
PSYC4700 * Statistics for the Behavioral Sciences

In addition, choose 12 quarter credits from the following courses:

PSYC3110 * Abnormal Psychology
PSYC3770 * Psychology of Human Motivation and Performance
PSYC4110 * Positive Psychology
PSYC4200 * Foundations of Industrial and Organizational Psychology
PSYC4210 Cyberpsychology

All courses are 6 quarter credits except as noted.

*** Denotes courses that have prerequisites. Refer to the descriptions for further details.**

School of Undergraduate Studies Academic Offerings, *continued*

BS in Psychology Specialization, continued

Elective courses - 63 quarter credits
Choose 63 quarter credits of additional undergraduate courses.

Combined BS/MS in Psychology option

Core courses - 69 quarter credits

PSYC3002 Developing a Psychology Perspective
PSYC3210 * Human Lifespan Development
PSYC3500 * Learning and Cognition
PSYC3520 * Introduction to Social Psychology
PSYC3540 * Culture, Ethnicity, and Diversity
PSYC4100 * History and Modern Systems of Psychology
PSYC4310 * Biological Psychology
PSY7610 Tests and Measurements (5 quarter credits)
PSY7620 Inferential Statistics (5 quarter credits)
PSY7650 Research Methods (5 quarter credits)

In addition, choose 12 quarter credits from the following courses:

PSYC3110 * Abnormal Psychology
PSYC3770 * Psychology of Human Motivation and Performance
PSYC4110 * Positive Psychology
PSYC4200 * Foundations of Industrial and Organizational Psychology
PSYC4210 Cyberpsychology

Elective courses - 60 quarter credits
Choose 60 quarter credits of additional undergraduate courses.

Combined BS/MS in Studies in Human Behavior option

Core courses - 66 quarter credits

PSYC3002 Developing a Psychology Perspective
PSYC3210 * Human Lifespan Development
PSYC3500 * Learning and Cognition
PSYC3520 * Introduction to Social Psychology
PSYC4100 * History and Modern Systems of Psychology
PSYC4310 * Biological Psychology
PSYC4700 * Statistics for the Behavioral Sciences
SHB5003 Survey of Research in Human Development and Behavior (4 quarter credits)
SHB5006 Survey of Research Methodology (4 quarter credits)
SHB5443 Human Behavior and Diversity (4 quarter credits)

In addition, choose 12 quarter credits from the following courses:

PSYC3110 * Abnormal Psychology
PSYC3770 * Psychology of Human Motivation and Performance
PSYC4110 * Positive Psychology
PSYC4200 * Foundations of Industrial and Organizational Psychology
PSYC4210 Cyberpsychology

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

Total **180 quarter credits**

Arkansas residents must complete Arkansas general education requirements.

Bachelor of Science (BS) in Public Safety Specializations

Criminal Justice

The Criminal Justice specialization provides undergraduate learners with knowledge of the processes and procedures related to the criminal justice profession. Learners examine the criminal justice system and the relationships among private, local, state, and federal law enforcement organizations. Learners also analyze crime investigation techniques and law enforcement principles. Upon successful completion of this specialization, learners are prepared for entry-level public safety careers such as U.S. Postal Service Inspectors and U.S. marshals; agents of the Drug Enforcement Administration; Internal Revenue Service; Bureau of Alcohol, Tobacco, and Firearms; United States Customs Service; Immigration and Naturalization Service; Department of the Treasury; Bureau of Engraving and Printing; and other local and state law enforcement agencies.

Combined Bachelor's/Master's Options

Combined BS/MS in Public Safety option
Combined BS/MPA option

General Education Requirements

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

Required course:

MAT2050 Statistical Literacy

Additional Program Requirements

Core courses - 48 quarter credits

PS3004 Communication Strategies for the Public Safety Professional
PS3100 Introduction to Criminal Justice (4 quarter credits)
PS3200 Introduction to Emergency Management (4 quarter credits)
PS3300 Principles of Security Management (4 quarter credits)
PS3400 Introduction to Homeland Security (4 quarter credits)
PS3500 Applied Public Safety Theory (4 quarter credits)
PS3600 Principles of Public Safety Investigation (4 quarter credits)
PS3700 Justice, Crime, and Ethics (4 quarter credits)
PS3800 Applied Public Safety Research Methods (4 quarter credits)
PS3900 History of Violence in the U.S. Society (4 quarter credits)
PS3950 * Introductory Public Safety Statistical Research

All courses are 6 quarter credits except as noted.

*** Denotes courses that have prerequisites. Refer to the descriptions for further details.**

School of Undergraduate Studies Academic Offerings, *continued*

BS in Public Safety
Specializations, continued

Specialization courses - 44 quarter credits

PS4105 * White Collar and Organized Crime Investigations (4 quarter credits)
PS4110 * Corrections, Probation, and Parole (4 quarter credits)
PS4115 * Juvenile Justice Practice (4 quarter credits)
PS4120 * Police-Community Relations (4 quarter credits)
PS4125 * Policing in the U.S. Society (4 quarter credits)
PS4135 * Race, Crime, and Criminal Justice (4 quarter credits)
PS4140 * Criminal Law and the Legal Process (4 quarter credits)
PS4145 * Criminal Law (4 quarter credits)
PS4150 * History of Drug Control (4 quarter credits)
PS4155 * Police Administration (4 quarter credits)
PS4160 * Criminal Procedure and Evidence (4 quarter credits)

Elective courses - 37 quarter credits

Choose 37 quarter credits of additional undergraduate courses.

Recommended elective courses:

PS2100 Introduction to Corrections (4 quarter credits)
PS2200 Criminal Investigation (4 quarter credits)
PS2300 Introduction to Juvenile Justice (4 quarter credits)
PS2400 Introduction to Criminal Law (4 quarter credits)

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

PS4990 Public Safety Capstone Project

Total **180 quarter credits**

Arkansas residents must complete Arkansas general education requirements.

Emergency Management

The Emergency Management specialization focuses on providing undergraduate learners with the knowledge and skills needed for effective emergency and disaster management. Specialization topics include emergency preparedness and planning, disaster response and recovery, hazard mitigation, and public safety. Upon successful completion of this specialization, learners are prepared to pursue careers in emergency management, emergency services coordination, response and recovery team management, hazard mitigation, emergency preparedness, and risk assessment.

Combined Bachelor's/Master's Options

Combined BS/MS in Public Safety option
Combined BS/MPA option

General Education Requirements

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

Required course:

MAT2050 Statistical Literacy

Additional Program Requirements

Core courses - 48 quarter credits

PS3004 Communication Strategies for the Public Safety Professional
PS3100 Introduction to Criminal Justice (4 quarter credits)
PS3200 Introduction to Emergency Management (4 quarter credits)
PS3300 Principles of Security Management (4 quarter credits)
PS3400 Introduction to Homeland Security (4 quarter credits)
PS3500 Applied Public Safety Theory (4 quarter credits)
PS3600 Principles of Public Safety Investigation (4 quarter credits)
PS3700 Justice, Crime, and Ethics (4 quarter credits)
PS3800 Applied Public Safety Research Methods (4 quarter credits)
PS3900 History of Violence in the U.S. Society (4 quarter credits)
PS3950 * Introductory Public Safety Statistical Research

Specialization courses - 44 quarter credits

PS4210 * Principles of Emergency Management (4 quarter credits)
PS4220 Emergency Planning (4 quarter credits)
PS4225 Emergency Management and Homeland Security (4 quarter credits)
PS4230 Leadership in Emergency Management (4 quarter credits)
PS4240 Technology in Emergency Management (4 quarter credits)
PS4250 Decision Management in Critical Incidents (4 quarter credits)
PS4260 Hazard Identification and Vulnerability (4 quarter credits)
PS4265 * Hazard Mitigation and Preparedness (4 quarter credits)
PS4270 Disaster Response Operations and Management (4 quarter credits)
PS4280 * Disaster Recovery (4 quarter credits)
PS4290 Social Dimensions of Disaster (4 quarter credits)

Elective courses - 37 quarter credits

Choose 37 quarter credits of additional undergraduate courses.

Recommended elective courses:

PS2100 Introduction to Corrections (4 quarter credits)
PS2200 Criminal Investigation (4 quarter credits)
PS2300 Introduction to Juvenile Justice (4 quarter credits)
PS2400 Introduction to Criminal Law (4 quarter credits)

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

PS4990 Public Safety Capstone Project

Total **180 quarter credits**

Arkansas residents must complete Arkansas general education requirements.

All courses are 6 quarter credits except as noted.

*** Denotes courses that have prerequisites. Refer to the descriptions for further details.**

School of Undergraduate Studies Academic Offerings, *continued*

BS in Public Safety
Specializations, continued

Homeland Security

Undergraduate learners in the Homeland Security specialization examine the fundamentals of the homeland security profession and acquire knowledge and skills needed to manage public security in conjunction with federal resources. Specialization topics include world conflict and the geopolitical roots of terrorism, terroristic threat analysis, domestic and international terrorism, and the role of diplomacy and intelligence in homeland security. Successful graduates of this specialization are prepared to pursue careers as Immigration and Customs Enforcement officers, Federal Emergency Management Agency (FEMA) program specialists, Department of Homeland Security policy analysts or criminal investigators, or U.S. Department of Transportation security screening analysts.

Combined Bachelor's/Master's Options

Combined BS/MS in Public Safety option
Combined BS/MPA option

General Education Requirements

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

Required course:

MAT2050 Statistical Literacy

Additional Program Requirements

Core courses - 48 quarter credits

PS3004 Communication Strategies for the Public Safety Professional
PS3100 Introduction to Criminal Justice (4 quarter credits)
PS3200 Introduction to Emergency Management (4 quarter credits)
PS3300 Principles of Security Management (4 quarter credits)
PS3400 Introduction to Homeland Security (4 quarter credits)
PS3500 Applied Public Safety Theory (4 quarter credits)
PS3600 Principles of Public Safety Investigation (4 quarter credits)
PS3700 Justice, Crime, and Ethics (4 quarter credits)
PS3800 Applied Public Safety Research Methods (4 quarter credits)
PS3900 History of Violence in the U.S. Society (4 quarter credits)
PS3950 * Introductory Public Safety Statistical Research

Specialization courses - 44 quarter credits

PS4310 * Homeland Security in the 21st Century (4 quarter credits)
PS4320 Homeland Security and Multijurisdictional Coordination (4 quarter credits)
PS4325 Homeland Security and Emergency Management (4 quarter credits)
PS4330 Leadership in Homeland Security (4 quarter credits)
PS4340 Technology and Homeland Security (4 quarter credits)
PS4350 Government, Media, and Civil Liberties (4 quarter credits)
PS4360 Domestic and International Terrorism (4 quarter credits)
PS4365 * World Conflict (4 quarter credits)
PS4370 Diplomatic Approaches to National Security (4 quarter credits)
PS4380 Intelligence Role in Homeland Security (4 quarter credits)
PS4390 Multijurisdictional Approaches to Investigations (4 quarter credits)

Elective courses - 37 quarter credits

Choose 37 quarter credits of additional undergraduate courses.

Recommended elective courses:

PS2100 Introduction to Corrections (4 quarter credits)
PS2200 Criminal Investigation (4 quarter credits)
PS2300 Introduction to Juvenile Justice (4 quarter credits)
PS2400 Introduction to Criminal Law (4 quarter credits)

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

PS4990 Public Safety Capstone Project

Total **180 quarter credits**

Arkansas residents must complete Arkansas general education requirements.

Bachelor of Science in Nursing (BSN) Specialization

RN-to-BSN Degree Completion

In the RN-to-BSN Degree Completion specialization, undergraduate learners focus on acquiring the health assessment knowledge, communication and collaboration skills, and leadership proficiencies needed to become effective nurse generalists. The curriculum emphasizes health promotion and disease prevention in multicultural and vulnerable populations; associated global wellness strategies; pharmacology and patient safety; patient care technology; collaborative nursing group processes; quality individual, organizational, and systems leadership and management; and policy, law, ethics, and regulations in professional nursing practice. Upon successful completion of this specialization, learners are prepared to apply evidence-based professional nursing theories, research, and best practices from a global community and public service perspective.

General Education Requirements

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

Additional Program Requirements

Foundational nursing courses - 30 quarter credits

Undergraduate nursing skills course work totaling 30 quarter credits from a CCNE or NLN-accredited nursing program.

Core courses - 42 quarter credits

BSN4000 Orientation to Bachelor's Nursing Concepts
BSN4002 * Assessment, Communication, and Collaboration
BSN4004 * Nursing Research and Informatics
BSN4006 * Policy, Law, Ethics, and Regulations
BSN4008 * Organizational and Systems Management for Quality Outcomes
BSN4010 * Health Promotion and Disease Prevention in Vulnerable and Diverse Populations
BSN4012 * Nursing Leadership and Management

Specialization courses - 18 quarter credits

BSN4014 * Global Perspectives of Community and Public Service
BSN4016 * Pharmacology for Patient Safety
BSN4017 * Collaborative Group Process for Nursing Professionals

All courses are 6 quarter credits except as noted.

*** Denotes courses that have prerequisites. Refer to the descriptions for further details.**

School of Undergraduate Studies Academic Offerings, *continued*

BSN Specialization, continued

Elective courses - 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses.

Recommended elective courses:

BPA3025	Introduction to Public Administration
BPA3035	Theoretical Foundations of Public Administration
BPA4101 *	Principles of Organizational Planning and Accountability
BPA4104 *	Introduction to Diversity and Cultural Competence
BUS3010	Fundamentals of Management and Leadership
BUS3025	Introduction to Health Care, Wellness, and Disease
BUS3050	Fundamentals of Organizational Communication
BUS3060	Fundamentals of Finance and Accounting
BUS4011 *	Virtual Team Collaboration
BUS4016 *	Global Business Relationships
BUS4121 *	Ethics and Decision Making in Health Care
BUS4122 *	Health Care Economics
BUS4123 *	Quality Assurance and Risk Management
IT4610	Anatomical and Medical Terminology
IT4640 *	Electronic Health Records/Clinical Systems
IT4660 *	Information Security and Privacy in Health Care
IT4670 *	Health Care Organization and Management
PS4150 *	History of Drug Control
PS4210 *	Principles of Emergency Management
PS4220	Emergency Planning
PS4230	Leadership in Emergency Management
PS4290	Social Dimensions of Disaster
PS4310 *	Homeland Security in the 21st Century
PS4325	Homeland Security and Emergency Management
PSYC3110 *	Abnormal Psychology
PSYC3540 *	Culture, Ethnicity, and Diversity
PSYC3770 *	Psychology of Human Motivation and Performance
PSYC4110 *	Positive Psychology
PSYC4310 *	Biological Psychology
PSYC4600 *	Research Methods in Psychology
PSYC4700 *	Statistics for the Behavioral Sciences

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

BSN4020	Nursing Capstone Project

Total **180 quarter credits**

North Dakota residents are currently not eligible to enroll in this specialization.

Admission to the RN-to-BSN Degree Completion specialization requires learners to complete and submit the RN License Verification and Work Experience Acknowledgement Form.

Arkansas residents must complete Arkansas general education requirements.

Bachelor of Public Administration (BPA) Specialization

General Public Administration

The BPA General Public Administration specialization is designed to provide undergraduate learners with the knowledge and skills necessary for effective public sector program and policy implementation and management. Learners engage in a curriculum that presents fundamental public administration topics, including public finance and accounting, human resource management, public-private collaboration, and strategic planning and accountability as well as more field-specific topics such as participative governance and contracting and privatization. The curriculum also emphasizes public administration leadership theory and practice and ethical and legal standards. Building on these concepts and skills, successful graduates of this specialization are prepared to enter or advance in the public administration field at the local, state, regional, or federal level, or pursue positions in nonprofit or community development fields.

Combined Bachelor's/Master's Option

Combined BPA/MPA option

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

BPA3004	Developing a Public Administration Perspective
BUS3010	Fundamentals of Management and Leadership
BPA3025	Introduction to Public Administration
BPA3035	Theoretical Foundations of Public Administration
BPA3045	Human Resource Management in the Public Sector
BUS3050	Fundamentals of Organizational Communication
BPA3065	Introduction to Public Finance and Accounting

Specialization courses - 48 quarter credits

BPA4101 *	Principles of Organizational Planning and Accountability
BPA4102 *	Public Policies and Regulatory Processes
BPA4103 *	Ethical Standards and Legal Issues in Public Administration
BPA4104 *	Introduction to Diversity and Cultural Competence
BPA4105 *	Creating Public Value
BPA4106 *	Resource Management in the Public Sector
BPA4107 *	The Political and Administrative System
BPA4108 *	Privatization of Government Services

Elective courses - 39 quarter credits

Choose 39 quarter credits of additional undergraduate courses.

Capstone course - 6 quarter credits

Taken during the learner's final quarter:

BPA4993	Public Administration Capstone Project

Total **180 quarter credits**

Arkansas residents must complete Arkansas general education requirements.

All courses are 6 quarter credits except as noted.

*** Denotes courses that have prerequisites. Refer to the descriptions for further details.**

School of Undergraduate Studies Academic Offerings, *continued*

Combined Bachelor's/Master's Options

Combined BS/MS in Information Technology option

The Combined BS/MS in Information Technology option is specialization-specific. Learners pursuing the Combined BS/MS in Information Technology option must enroll in the master's Information Technology specialization that corresponds to their chosen bachelor's Information Technology specialization. After learners complete 100 quarter credits of bachelor's-level course work, they complete 12 quarter credits of master's-level Information Technology course work, which will replace certain bachelor's-level specialization courses. See the program requirements for each bachelor's Information Technology specialization to see which master's-level Information Technology courses learners must complete for each specialization-specific Combined BS/MS in Information Technology option.

BS General Information Technology corresponds with the MS General Information Technology specialization.

BS Health Informatics specialization corresponds with the MS Health Information Management specialization.

BS Information Assurance and Security specialization corresponds with the MS Information Assurance and Security specialization.

BS Network Technology specialization corresponds with the MS Network Architecture specialization.

BS Project Management specialization corresponds with the MS Project Management specialization.

BS Software Architecture specialization corresponds with the MS Enterprise Software Architecture specialization.

Combined BS/MBA option

Learners pursuing the Combined BS/MBA option may apply these courses toward any MBA specialization. After learners complete 100 quarter credits of bachelor's-level course work, they complete 12 quarter credits of MBA course work. These 12 quarter credits of MBA course work will reduce the number of required elective credits in the bachelor's degree program by 12.

MBA6004	Foundational Skills for Business Leaders (3 quarter credits)
MBA6006	Leading Innovation in the Global Organization (3 quarter credits)
MBA6008	Global Economic Environment (3 quarter credits)
MBA6012	Integrated Global Marketing (3 quarter credits)

Combined BS/MS in Education option

Learners pursuing the Combined BS/MS in Education option may apply these courses toward master's Education specializations in Enrollment Management, Instructional Design for Online Learning, Leadership for Higher Education, Postsecondary and Adult Education, Professional Studies in Education, or Training and Performance Improvement. After learners complete 100 quarter credits of bachelor's-level course work, they complete 12 quarter credits of master's-level Education course work. These 12 quarter credits of master's-level course work will reduce the number of required elective credits in the bachelor's degree program by 12.

ED5002	Foundations of Theory and Practice in Master's Studies (4 quarter credits)
ED5006	Survey of Research Methodology (4 quarter credits)
ED5315	Adult Development and Learning (4 quarter credits)

Combined BS/MS in Psychology option

Learners pursuing the Combined BS/MS in Psychology option may apply these courses toward any master's Psychology specialization. After learners complete 100 quarter credits of bachelor's-level course work, they complete 15 quarter credits of master's-level Psychology course work, some of which will replace bachelor's-level core courses and some of which will reduce the number of required elective credits by 3. See the program requirements for the bachelor's General Psychology specialization to see which courses learners must complete for the specialization-specific Combined BS/MS in Psychology option.

PSY7610	Tests and Measurements (5 quarter credits)
PSY7620	Inferential Statistics (5 quarter credits)
PSY7650	Research Methods (5 quarter credits)

New York residents are currently not eligible to enroll in the Combined BS/MS in Psychology option if they intend to pursue the Clinical Psychology or School Psychology specializations. New York residents may pursue the other master's Psychology specializations offered by Capella.

Combined BS/MS in Public Safety option

Learners pursuing the Combined BS/MS in Public Safety option may apply these courses toward any master's Public Safety specialization. After learners complete 100 quarter credits of bachelor's-level course work, they complete 12 quarter credits of master's-level Public Safety course work. These 12 quarter credits of master's-level course work will reduce the number of required elective credits in the bachelor's degree program by 12.

PSF5002	Survey of Public Safety Issues, Theories, and Concepts (4 quarter credits)
PSF5006	Research Methodology in Public Safety (4 quarter credits)
PSF5334	Public Safety Ethnic and Cultural Awareness (4 quarter credits)

All courses are 6 quarter credits except as noted.

School of Undergraduate Studies Academic Offerings, *continued*

Combined Bachelor's/Masters Options, continued

Combined BS/MS in Studies in Human Behavior option

Learners pursuing the Combined BS/MS in Studies in Human Behavior option must enroll in the master's General Studies in Human Behavior specialization. After learners complete 100 quarter credits of bachelor's-level course work, they complete 12 quarter credits of master's-level Studies in Human Behavior course work, some of which will replace bachelor's-level core courses. See the program requirements for the bachelor's General Psychology specialization to see which courses learners must complete for the specialization-specific Combined BS/MS in Studies in Human Behavior option.

SHB5003 Survey of Research in Human Development and Behavior (4 quarter credits)
SHB5006 Survey of Research Methodology (4 quarter credits)
SHB5443 Human Behavior and Diversity (4 quarter credits)

Combined BS/MHA option

Learners pursuing the Combined BS/MHA option may apply these courses toward any MHA specialization. After learners complete 100 quarter credits of bachelor's-level course work, they complete 12 quarter credits of MHA course work. These 12 quarter credits of MHA course work will reduce the number of required elective credits in the bachelor's degree program by 12.

MHA5002 Survey of Health Care Systems (4 quarter credits)
MHA5008 * Health Care Economics and Decision Making (4 quarter credits)
MHA5010 * Strategic Health Care Planning (4 quarter credits)

Only learners enrolled in the bachelor's Health Care Management specialization may take the Combined BS/MHA option.

Combined BS/MPA option

Learners pursuing the Combined BS/MPA option must enroll in the MPA General Public Administration specialization. After learners complete 100 quarter credits of bachelor's-level course work, they complete 12 quarter credits of MPA course work. These 12 quarter credits of MPA course work will reduce the number of required elective credits in the bachelor's degree program by 12.

MPA5002 Survey of Research and Practice in Public Administration (4 quarter credits)
MPA5400 * Public Administration Theory (4 quarter credits)
MPA5404 * Public Administration Organizational Leadership and Theory (4 quarter credits)

Combined BS/MPH option

Learners pursuing the Combined BS/MPH option may apply these courses toward any MPH specialization. After learners complete 100 quarter credits of bachelor's-level course work, they complete 12 quarter credits of MPH course work. These 12 quarter credits of MPH course work will reduce the number of required elective credits in the bachelor's degree program by 12.

MPH5002 Survey of Public Health Concepts and Issues (4 quarter credits)
MPH5500 Introduction to Public Health Administrative Systems (4 quarter credits)
MPH5503 Environmental Health Concepts in Public Health (4 quarter credits)

Only learners enrolled in the bachelor's Health Care Management specialization may take the Combined BS/MPH option.

Combined BPA/MPA option

Learners pursuing the Combined BPA/MPA option must enroll in the MPA General Public Administration specialization. After learners complete 100 quarter credits of bachelor's-level course work, they complete 12 quarter credits of MPA course work. These 12 quarter credits of MPA course work will reduce the number of required elective credits in the bachelor's degree program by 12.

MPA5002 Survey of Research and Practice in Public Administration (4 quarter credits)
MPA5400 * Public Administration Theory (4 quarter credits)
MPA5404 * Public Administration Organizational Leadership and Theory (4 quarter credits)

Concentration

Security Management

The Security Management concentration presents security management fundamentals and includes course work emphasizing leadership and ethics, security technology, and operational security.

Five Required Courses		**20 quarter credits**
PS4410	Introduction to Security Management (4 quarter credits)	
PS4420	Ethics in Security Management (4 quarter credits)	
PS4431	Leadership Principles in Security Management (4 quarter credits)	
PS4440	Technology and Systems in Security Management (4 quarter credits)	
PS4460	Operational Security (4 quarter credits)	
Total		**20 quarter credits**

Only learners in the BS in Public Safety degree program may take the Security Management concentration.

All courses are 6 quarter credits except as noted.

*** Denotes courses that have prerequisites. Refer to the descriptions for further details.**

Undergraduate Course Descriptions

In Alphabetical and Numerical Order by Program Prefix

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

General Education Courses

Communication

ENG1000 - English Composition (6 quarter credits). In this course, learners are introduced to writing research techniques and various forms of writing, including expository writing. Learners focus on strengthening their ability to think critically, develop and organize writing topics, and revise their writing for clarity of purpose, readability, and style.

ENG2000 - Research Writing (6 quarter credits). Learners in the course gain familiarity with evaluating and interpreting information provided by others and writing using source material. Learners focus on developing the skills needed to critically assess sources and incorporate them appropriately into professional or academic writing.

ENG3300 - Business and Technical Writing (6 quarter credits). In this course, learners use fundamental rhetorical skills to write common business communications for a variety of purposes and audiences. Learners also focus on applying technology, teamwork, and ethical standards to business and technical writing.

SPC1000 - Public Speaking (3 quarter credits). In this course, learners study and apply speech organization methods, effective delivery skills, and strategies for minimizing speech anxieties. Learners prepare, rehearse, and deliver a series of short speeches demonstrating different styles and strategies of public speaking.

SPC2000 - Intercultural Communication (6 quarter credits). Learners in this course explore cultural differences associated with values, norms, social interaction, and code systems and examine the effects those differences have on inter- and cross-cultural communication.

SPC2050 - Visual Design in Communications (3 quarter credits). This course introduces learners to the use of visual design in communication. Learners apply fundamental concepts and principles of graphic and visual design, explore methods of analyzing visual images, and evaluate the influence of visual images on communication.

SPC3200 - Leadership, Gender, and Communication (6 quarter credits). The focus of this course is the challenges associated with communication and the impact of gender on leadership positions. Learners study communication differences between men and women in a variety of contexts, including home, work, and community groups, and evaluate methods of increasing leadership potential within those settings. Learners also explore fundamental gender-specific communication theories and practices.

SPC3700 - Conflict Resolution (6 quarter credits). In this course, learners gain an understanding of the factors that promote conflict and examine and practice applying the fundamental skills and tools used to resolve conflict in personal and professional situations.

SPC4100 - Media and Culture (3 quarter credits). This course is an examination of mass media within cultural, social, and personal contexts. Learners explore the economics of mass media, violence in media, children as a special audience, and the effects of media on the individual and on society. Learners also develop a personal strategy for acquiring media literacy and examine the ethical issues associated with creating and consuming media.

Humanities

ART2000 - Art History Survey (6 quarter credits). In this course, learners survey art of the Western world from prehistoric to modern times. Learners explore museum and gallery art exhibits, analyze buildings and architecture, and examine art in everyday life.

HUM1000 - Introduction to the Humanities (6 quarter credits). In this course, learners are introduced to a variety of humanities-associated fields, including arts, philosophy, and religion, and develop an understanding of the uniqueness and interrelatedness of these fields. Learners also examine the ways the humanities significantly shape the cultures in which they are found and assess the cultural values and vision of the human condition.

HUM1050 - World Religions (3 quarter credits). Learners in this course are introduced to Eastern and Western traditions and religions, including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam. Learners explore the history of the world's religions and examine their influences on contemporary society.

HUM3300 - Global Multiculturalism and World Religions (6 quarter credits). In this course, learners develop foundational knowledge of the three families of contemporary world religions: Western Asian, East Asian, and South Asian. Learners examine religion from a cultural perspective, exploring the ways world religions interact with other global cultures.

LIT2001 - Introduction to Literature: Short Stories (3 quarter credits). Learners in this course examine the relationship between the individual and society in short stories. Learners examine fundamental literary terms and concepts and strengthen their critical-thinking and academic writing skills.

LIT2100 - Women's Literature (3 quarter credits). In this course, learners use women's literature to explore the range of women's thought and voice concerning gender differences in communication. Learners also examine women's roles, gender issues, and feminine identity and experience and evaluate women's historical influence and significance.

PHI1000 - Introduction to Philosophy (6 quarter credits). This course focuses on the nature of philosophy and logic. Learners explore historical philosophical issues, including the existence of God, the meaning of human existence, the nature of knowledge, and the question of right and wrong. Learners also analyze the main problems of philosophical inquiry and applied ethics.

PHI2000 - Ethics (6 quarter credits). In this course, learners explore major philosophical approaches to evaluating moral actions and apply them to contemporary issues. Learners reflect on their own moral beliefs and the ways these beliefs influence and inform their moral judgments and behavior.

PHI2050 - Human Nature and Ethics (3 quarter credits). Learners in this course explore primary Western conceptions of human nature from the ancient Greek period to the 21st century. Learners examine the ways various perspectives on human nature and ethics influence people's understanding of themselves, others, and the human condition.

PHI2100 - Introduction to Logic (6 quarter credits). In this course, learners study the relationship between language and logic and practice sound deductive and inductive reasoning. Learners develop the skills used to draw sound conclusions from available evidence and construct and present reasonable cases to support them. Learners also distinguish fact from judgment and identify formal and informal fallacies of language and thought, becoming more adept at recognizing poor reasoning they encounter in their personal and professional lives.

PHI3200 - Ethics in Health Care (6 quarter credits). Learners in this course gain a better understanding of the ethical issues associated with the health care profession and the conceptual framework health care professionals use to make ethical decisions. Learners examine current and emerging ethical health care issues related to the various stages of the lifecycle and the quality of life. Learners also explore ethical issues associated with patient care from the perspectives of various health care professionals, including physicians, nurses, and administrators.

Undergraduate Course Descriptions, *continued*

Natural Science and Mathematics

BIO1000 - Human Biology (6 quarter credits). Learners in this course examine fundamental biological principles from a human perspective. Course topics include the molecular and cellular basis of life, genetics, organ systems, and the impact of nutrition and exercise on human health.

BIO1050 - Biology and Society (3 quarter credits). In this course, learners build an awareness of the environmental issues that shape the world in which we live. Learners explore the relationship between society and the environment, identify the causes of environmental stress and degradation, and study the initiatives being developed to address those causes.

BIO2000 - Environmental Health (6 quarter credits). In this course, learners use a multidisciplinary approach to identify the environmental factors impacting individual and community health. Learners examine the effects of various physical, biological, and chemical agents on the body and identify strategies to minimize the negative effects. Learners also explore ways to protect and promote health and positively influence the quality of the environment.

CHM1000 - Chemistry for Changing Times (6 quarter credits). In this course, learners explore fundamental chemistry concepts, principles, and risk analysis and develop an understanding of the impact of chemistry on society. Learners apply chemistry concepts to health, medical, environmental, ecological, and nuclear concerns.

CHM1050 - Chemistry and the Environment (3 quarter credits). This course introduces learners to the major environmental issues of the planet. Learners examine the scientific data for and against the existence of global warming and the greenhouse effect. Learners also explore the chemistry of environmental pollutants and examine the effects these issues have on the quality of water, food, and air. Learners assess their own impact on the environment, examine the role of personal responsibility in the current environmental crisis, and develop an action plan to minimize further environmental damage.

MAT1050 - College Algebra (6 quarter credits). Learners in this course study linear, exponential, logarithmic, and other mathematical functions that include algebraic, graphic, and numeric properties. Learners then investigate the application of these concepts to the social and natural sciences, business, and everyday life.

MAT1051 - Pre-Calculus (6 quarter credits). In this course, learners use technology; modeling; and algebraic, graphic, and numeric problem-solving skills to study and apply trigonometric and circular functions, identities, inverses, polar coordinates, complex numbers, and vectors in two and three dimensions. Learners also examine quadratic relations in polar, rectangular, and parametric forms and the ways each of these topics provides a bridge to further study in calculus and other fields, including economics, business, physics, chemistry, biology, computer science, and natural and social sciences. ***Completion of college algebra course work or MAT1050 is strongly recommended prior to enrolling in this course.***

MAT2001 - Statistical Reasoning (6 quarter credits). In this course, learners study the fundamental concepts of elementary statistics, including descriptive statistics, methods of counting, probability distributions, approximations, estimation, and hypothesis testing. Learners then use these concepts to gain an understanding of the application and interpretation of statistical results.

MAT2050 - Statistical Literacy (3 quarter credits). This course emphasizes the learner as a consumer of statistics rather than a producer of statistical calculations. Learners apply critical-thinking skills to arguments involving statistics and interpret and evaluate statistics used in real-world situations.

MAT2051 - Discrete Mathematics (6 quarter credits). This course presents an overview of mathematical analysis techniques. Learners apply number logic and set theory, functions and sequences, relations equivalence, partial order, digraphs, recurrence relations, counting techniques, logic and techniques of proof, graphs, and algorithms to the fields of business and information technology. ***Prerequisite(s): MAT1050.***

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.

Social Science

ECO1050 - Microeconomics (6 quarter credits). Learners in this course examine the optimizing behavior of individual consumers and firms, the coordination of individual decisions through markets, and the evaluation of market outcomes in terms of efficiency and fairness. Learners apply microeconomic principles to real-world situations.

ECO1051 - Macroeconomics (6 quarter credits). This course provides an introduction to fundamental macroeconomics topics, including national income analysis, unemployment and price stability, the business cycle, monetary and fiscal policy, and international trade. Learners study the behaviors of whole systems and economies and apply macroeconomic principles of economic theory to real-world situations.

HIS1000 - Immigrants in the American City (3 quarter credits). In this course, learners study the short- and long-term historical experiences of immigrants moving to and living in the United States and the ways these experiences affect immigrants living in the United States today. Learners also explore the historical and current challenges associated with working as an immigrant in the United States.

HIS3200 - History of Health Care in America (3 quarter credits). In this course, learners trace the evolution of the American health care system from the nineteenth century to the present. Learners assess issues related to health care access, utilization, resource allocation, and the role of insurance and gain knowledge of current medical treatment in the United States.

POL1000 - The Politics of American Government (6 quarter credits). Learners in this course study the fundamental workings of the American political system. Learners examine the ways constitutional structure shapes American politics and the ways political institutions and processes connect individuals to the larger political system.

POL2000 - Globalization (6 quarter credits). Learners in this course examine the benefits expanding international economics and politics have provided individual countries and groups of nation-states. Learners also evaluate the forces guiding free market competition and rapid technological change and the conflicts they generate concerning international environmental, national sovereignty, human rights, and citizenship issues.

PSYC1000 - Introduction to Psychology (6 quarter credits). This course provides an introduction to the basic principles of psychology and the scientific methods that psychologists employ. A variety of topics, including the brain, learning and memory, personality, social influence, child and lifespan development, and psychopathology are addressed. Applying psychology concepts to everyday situations is emphasized.

Undergraduate Course Descriptions, *continued*

SOC1000 - Introduction to Human Society (6 quarter credits). In this course, learners use sociological theory and concepts to explore everyday life and gain knowledge of the ways individuals and society as a whole understand their collective social realities. As they examine cultural ideologies, learners are introduced to ways of objectively examining their personal perspectives on social issues.

SOC2000 - Cultural Diversity (6 quarter credits). Learners in this course study cultural diversity from a sociological perspective and gain an understanding of the ways the societal structure affects micro-level experience. Learners evaluate theories that explain the cultural foundations of prejudice and discrimination, examine the differences between majority and minority groups and racial and ethnic groups, and explore the role of power in creating and supporting these differences at the structural level. Learners also assess the relationship between race, gender, and economics by examining past and current experiences of American minority groups.

SOC3400 - Social Deviance (6 quarter credits). In this course, learners explore the fundamental concepts and theories of the sociological study of deviance. Learners evaluate deviant behavior from historical and social perspectives and reflect on contemporary issues involving deviance.

Bachelor of Public Administration Courses

BPA3004 - Developing a Public Administration Perspective (6 quarter credits). In this course, learners build and strengthen the skills needed to succeed in their program and the workplace. Learners engage in interactive activities that help them develop a public administration perspective and expand their organizational, research, critical-thinking, and problem-solving skills. Learners also participate in building a learning community, share talents and resources with courseroom peers, and prepare professional written communications. Other topics include teamwork, ethics, and project creation. ***For BPA learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or petition.***

BPA3025 - Introduction to Public Administration (6 quarter credits). This course presents the fundamentals of the United States' political and governmental systems. Learners review the functions of the three branches of the federal government; differentiate between the responsibilities of local, state, and federal governments; and explore the value of a participatory government. Learners also examine public administration theory and its application to public administration practice, analyze the political versus administrative power structures and their associated decision-making authorities, and evaluate the role of the public administrator within the broader public system.

BPA3035 - Theoretical Foundations of Public Administration (6 quarter credits). In this course, learners examine the evolution of the public administration field and the importance of theory to public administration practice and the role of the public administrator. Learners identify foundational public administration theorists, theories, and concepts and link the theoretical concepts of public value and participatory government to the responsibilities of the public administrator.

BPA3045 - Human Resource Management in the Public Sector (6 quarter credits). This course is an examination of the public civil service system and its hiring, promotion, and separation processes. Learners explore the protections inherent in the civil service system, analyze legal and regulatory decisions that affect public employment and personnel management, and discuss the role of labor unions in public sector employment processes and practices. Learners also analyze the authority of the public administrator relative to personnel issues and compare the roles, responsibilities, and protections of the public administration professional with those of political appointees.

BPA3065 - Introduction to Public Finance and Accounting (6 quarter credits). Learners in this course examine generally accepted public accounting principles and standards, study the public budgetary process and its legal and regulatory constraints, and clarify those constraints associated with the expenditure of public funds. Learners also discuss the role of the public administrator in establishing assumptions for a budget, examine political influence in funding and expenditures, review strategies for adjusting a public sector budget in light of political and legislative policies and directives, and identify the fiscal consequences of changing the allocation of funds and expenditures.

BPA4101 - Principles of Organizational Planning and Accountability (6 quarter credits). In this course, learners develop an understanding of strategic planning and implementation within the public sector. Learners interpret the political and fiscal constraints of the public planning process, translate political mandates into agency goals, and develop measurable objectives to meet those goals. Learners also examine action plans, accountability measures, and achievement indicators used to monitor strategic planning objectives and outcomes, and recommend process planning improvements. ***Prerequisite(s): BUS3010, BPA3025, BPA3035.***

BPA4102 - Public Policies and Regulatory Processes (6 quarter credits). This course introduces learners to the policy making process and the role of the public administrator in formulating public policy and translating policy into regulations. Learners distinguish between the decision-making authority of executive, legislative, and administrative agencies and the associated roles of the public administrator in each setting. Learners also analyze the impact of policy on public administration agencies and departments and their administrative decision-making actions. ***Prerequisite(s): BPA4101.***

BPA4103 - Ethical Standards and Legal Issues in Public Administration (6 quarter credits). In this course, learners focus on the ethical and legal principles and standards that govern public administrators in executing their responsibilities. Learners evaluate the key concepts of various ethical precepts and professional codes of conduct and evaluate the ways they inform and guide public decision making. Learners also examine the separation of powers between administrative agencies, the executive branch, legislative bodies, and the courts to gain an understanding of public administration decision-making discretion. ***Prerequisite(s): BPA4101.***

BPA4104 - Introduction to Diversity and Cultural Competence (6 quarter credits). Learners in this course examine contemporary theories and practices of cultural competence and diversity in the community and workplace. Learners explore the concepts of fairness and equal treatment in public decision making and the role of the public administrator in fostering social equity. Learners also analyze the impact of public policy and decision making on various socioeconomic and cultural groups and examine strategies for building and sustaining cross-cultural coalitions to address public issues and concerns. ***Prerequisite(s): BPA4101.***

BPA4105 - Creating Public Value (6 quarter credits). In this course, learners explore strategies for improving the performance of public organizations, evaluate theories and practices of public sector change and innovation, and delineate processes to best use public resources to maximize public benefit. Learners review analytical and normative tools used to measure program outcomes and examine collaborative approaches used to meet community expectations of public administrative action. Learners also identify the political realities that impact the perception of public value and the value-creating capabilities of public action. ***Prerequisite(s): BPA4101.***

Undergraduate Course Descriptions, *continued*

BPA4106 - Resource Management in the Public Sector (6 quarter credits). In this course, learners evaluate management strategies for efficiently and equitably allocating public resources. Learners compare legislative and public administration resource management and oversight functions and review the human capital and financial resources under the purview of the public administrator. Learners also examine the ways the greater community scrutinizes the use of public resources and evaluate strategies for measuring the effective use of existing and future public assets. ***Prerequisite(s): BPA3065, BPA4101.***

BPA4107 - The Political and Administrative System (6 quarter credits). In this course, learners analyze the application of systems theory in the public sector; evaluate the impact of political influence and lobbying on the public administrator's decision-making authority; and examine methods of improving political, legislative, and administrative systems and interactions. Learners also analyze the link between policy and regulations and the impact of administrative decision making on policy interpretation and implementation to gain an understanding of the political-administrative dichotomy. ***Prerequisite(s): BPA4101.***

BPA4108 - Privatization of Government Services (6 quarter credits). Learners in this course evaluate government services privatization initiatives and their associated opportunities; challenges; and political, legislative, and administrative implementation processes. Learners also examine the fiscal and quality impact of and public and private concerns with privatized service delivery and explore the role of the public administrator in privatization oversight. ***Prerequisite(s): BPA4101.***

BPA4899 - Special Topics in Public Administration (6 quarter credits). In this course, learners propose and conduct a study of a special topic in public administration. Learners create an individual learning plan and complete course work in an area of study that complements past experience and learning objectives. Special permission is required for enrollment.

BPA4993 - Public Administration Capstone Project (6 quarter credits). The capstone project is the culmination of the bachelor's degree program in Public Administration and is intended to demonstrate the technical and applied public administration knowledge and the critical-thinking and communication skills learners gain during their program. Learners formulate ideas for a new public administration product or service, create a vision, and develop a strategic plan that describes how to implement their concept. ***For BPA learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or petition.***

Bachelor of Science in Nursing Courses

BSN4000 - Orientation to Bachelor's Nursing Concepts (6 quarter credits). Learners in this course examine the role of the bachelor's-prepared nurse and the scope of nursing practice in a variety of settings (e.g., acute, chronic, ambulatory, and end-of-life care and community health services). Learners evaluate the influence of effective nursing theory, clinical judgment, communication, and interdisciplinary collaboration on direct and indirect patient care across the lifespan. Learners also explore the relationships among culture, traditions, ethics, beliefs, and alternative and complementary medical practices that may influence the wellness of individuals, groups, communities, and diverse populations. ***For BSN learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or petition.***

BSN4002 - Assessment, Communication, and Collaboration (6 quarter credits). In this course, learners analyze effective health assessment methods, communication strategies, and interdisciplinary collaboration techniques used in a variety of health care settings. Learners conduct comprehensive evidence-based health assessments encompassing environmental, genetic, multicultural, ethnic, and socioeconomic factors and consider the skills members of collaborative interdisciplinary teams need to promote evidence-based quality care for individuals, groups, communities, and diverse populations. Learners also explore ways of adapting their communication style to meet the specific needs of their audience. ***Prerequisite(s): Completion of or concurrent enrollment in BSN4000.***

BSN4004 - Nursing Research and Informatics (6 quarter credits). This course introduces learners to the application of research and information technology in the nursing profession. Learners identify the ways information systems and patient care technologies have contributed to improved patient outcomes; evaluate the safeguards, secure practices, and ethical standards needed to promote and support data security, patient confidentiality, and regulatory requirements; and explore effective use of patient care technologies, communication systems, and information systems across the health-illness continuum. Learners also examine ethics in nursing research and scholarship and the relationships among theory, research, and behavior in the application of evidence-based nursing practice. ***Prerequisite(s): Completion of or concurrent enrollment in BSN4002.***

BSN4006 - Policy, Law, Ethics, and Regulations (6 quarter credits). Learners in this course examine the role of health care policy and legal, regulatory, and quality control in ethical decision making in professional nursing practice. Learners explore concepts and principles of health care policy, legal control, ethical conduct, and regulatory environments and their application to the health care environment and the nursing profession. Learners evaluate the impact of health care policy and multicultural, socioeconomic, political, legal, and regulatory factors on health care access disparities and examine ways to articulate the needs of individuals, communities, and vulnerable populations to consumers and appropriate officials. Learners also focus on the importance of cultural competence and ethical decision making in professional nursing practice. ***Prerequisite(s): Completion of or concurrent enrollment in BSN4004.***

BSN4008 - Organizational and Systems Management for Quality Outcomes (6 quarter credits). This course presents the fundamental concepts and principles of individual and organizational leadership necessary for successful nursing practice in integrated and non-integrated health care systems and environments. Learners examine and evaluate nursing leadership concepts, research, and models and explore best practices of organizational and systems leadership to apply to professional nursing practice. Learners integrate the concept of quality improvement with patient safety and examine the influence of complex organizational and leadership system issues on quality and patient safety initiatives. Learners also analyze techniques for monitoring individual and organizational performance in promoting safe and caring patient-centered environments. ***Prerequisite(s): Completion of or concurrent enrollment in BSN4006.***

BSN4010 - Health Promotion and Disease Prevention in Vulnerable and Diverse Populations (6 quarter credits). This course presents concepts, frameworks, and models used to foster health promotion and disease prevention, particularly in multicultural and vulnerable populations. Learners explore the wellness of individuals and populations from multicultural, ethnic, traditional, and spiritual perspectives and examine factors that cause wellness disparities among people in vulnerable populations. Learners consider the ways health care access barriers are created and identify evidence-based best practices for developing a population-focused approach to health promotion and disease prevention. Learners also explore cultural competence and ways of applying it to professional nursing practice. ***Prerequisite(s): Completion of or concurrent enrollment in BSN4008.***

Undergraduate Course Descriptions, *continued*

BSN4012 - Nursing Leadership and Management (6 quarter credits). In this course, learners examine theoretical concepts of leadership and management for the professional nurse, particularly those associated with health care finance, human resources, and materials allocation. Learners consider evidence-based best practices and behaviors that support effective nursing leadership in a variety of health care settings and analyze strategies for developing effective skills in coordination, delegation, collaboration, negotiation, conflict management, goal setting, performance improvement, and lifelong learning. Learners also explore ethical interpersonal communication as an essential component of positive interdisciplinary working relationships. ***Prerequisite(s): Completion of or concurrent enrollment in BSN4010.***

BSN4014 - Global Perspectives of Community and Public Service (6 quarter credits). In this course, learners focus on developing the knowledge, skills, and techniques needed to function as effective team members in public- or community service-based health care settings. Learners consider collaborative and innovative strategies for enhancing and improving current health care system approaches based on national and global holistic needs assessments and identify ways to advocate for quality patient and community outcomes and apply tribal, community, and global wellness strategies to professional practice. ***Prerequisite(s): Completion of or concurrent enrollment in BSN4012.***

BSN4016 - Pharmacology for Patient Safety (6 quarter credits). Learners in this course focus on enhancing their current pharmacology knowledge, skills, and techniques as they apply to nursing practice. Learners study general and autonomic pharmacology and categories of drugs impacting patient safety in a variety of health care settings. Learners also focus on developing a multicultural and patient-centered perspective that addresses pharmacology, teamwork, and patient safety processes and initiatives. ***Prerequisite(s): Completion of or concurrent enrollment in BSN4012.***

BSN4017 - Collaborative Group Process for Nursing Professionals (6 quarter credits). In this course, learners focus on developing the knowledge, skills, and techniques needed to initiate, lead, and function in collaborative group processes for the purpose of enhancing the health and wellness of individuals, groups, communities, and populations. Learners study the evolution of various groups and examine their associated concepts, processes, goals, and dynamics as they apply to the clinical setting. Learners also identify group process barriers and interventions, particularly those associated with special and vulnerable populations and community and national directives. ***Prerequisite(s): Completion of or concurrent enrollment in BSN4012.***

BSN4020 - Nursing Capstone Project (6 quarter credits). Learners in this course focus on synthesizing and applying the nursing knowledge and skills gained during their program. Learners demonstrate proficiency by integrating nursing theories, research, and best practices into a single practice model of health promotion or disease prevention for a specific community or population group. Learners create and customize an evidence-based project plan and develop and implement strategies for achieving desired project outcomes. ***For BSN learners only. Must be taken during the learner's final quarter. Prerequisite(s): Completion of or concurrent enrollment in BSN4012. Cannot be fulfilled by transfer or petition.***

Bachelor's Business Courses

BUS1000 - Introduction to Business (3 quarter credits). This course provides an introduction to a range of business topics, including basic business functions, processes, and techniques and organizational methods. Learners examine the primary functions that help businesses operate successfully and develop an understanding of the ways businesses are organized.

BUS3004 - Developing a Business Perspective (6 quarter credits). In this course, learners build and strengthen the skills needed to succeed in their program and the workplace. Learners engage in interactive activities that help them develop a business perspective and expand their organizational, research, critical-thinking, and problem-solving skills. Learners also participate in building a learning community, share talents and resources with courseroom peers, and prepare professional written communications. Other topics include teamwork, ethics, and project creation. ***For BS in Business learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or petition.***

BUS3006 - Developing a Health Care Management Perspective (6 quarter credits). In this course, learners build and strengthen the skills needed to succeed in their program and the workplace. Learners engage in interactive activities that help them develop a health care management perspective and expand their organizational, research, critical-thinking, and problem-solving skills. Learners also participate in building a learning community, share talents and resources with courseroom peers, and prepare professional written communications. Other topics include teamwork, ethics, and project creation. ***For BS Health Care Management learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or petition.***

BUS3010 - Fundamentals of Management and Leadership (6 quarter credits). This course is an introduction to management and leadership. Learners explore the relationship between organizational management and leadership within a changing business climate and consider the individual's role in aligning management practices with an organization's leadership-driven mission, vision, and goals.

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

BUS3025 - Introduction to Health Care, Wellness, and Disease (6 quarter credits). This course presents the role of the health care field in treating various diseases and promoting wellness. Learners examine the responsibilities of the health care manager in and at a variety of organizational settings and levels and the management approaches used to meet them. Learners analyze interdisciplinary relationships in a variety of health care settings and identify trends in the health care field, particularly those associated with the promotion of wellness. Learners also examine the components of health care delivery systems, including acute- and long-term care facilities and specialty health care organizations, and the illnesses treated in each setting.

BUS3030 - Fundamentals of Marketing and Sales (6 quarter credits). In this course, learners examine the fundamentals of marketing and sales: market research and planning, product differentiation and positioning, marketing communications, differences between consumer and business markets, and relational marketing and sales strategy. Learners prepare a marketing and sales plan, and a corresponding marketing and sales strategy for a simple product offering.

BUS3040 - Fundamentals of Human Resource Management (6 quarter credits). This course helps learners develop an understanding of the fundamentals of human resource management, explore the human capital perspective of employees as the principal economic asset of the enterprise, examine human capital development, and study how the HRM function is evolving in different types of organizations. The implications for human resource professionals are underscored in each of these functions. Learners are assigned a case study in which they work to identify and understand the evolving talents, motivations, and needs of employees of different generations, backgrounds, and personalities.

Undergraduate Course Descriptions, *continued*

BUS3050 - Fundamentals of Organizational Communication (6 quarter credits). This course helps learners develop an understanding of the fundamentals of organizational communication; explore the interrelationship of organizational communication, symbols, culture, and performance; learn effective communication practices in relationships internal and external to the enterprise; and realize how they contribute to successful organizational performance. Through participation in a case study, learners examine the ways organizational communication factors are interrelated and function in an enterprise.

BUS3060 - Fundamentals of Finance and Accounting (6 quarter credits). This course enables learners to gain knowledge of the fundamentals of finance and accounting, to understand and create the standard financial statements of a simple enterprise, and to evaluate the financial condition of this simple enterprise from the different perspectives of various financial institutions using typical financial ratios and metrics. Learners practice reading and understanding annual reports of more complex publicly traded enterprises to interpret explanatory footnotes and to relate financial statements to the business performance of the enterprise.

BUS4011 - Virtual Team Collaboration (6 quarter credits). Learners examine practical communication and collaboration skills for effective participation in and leadership of teams in a virtual networked context. Learners also examine various forms of collaborative leadership and participate in collaborative leadership experiences within a virtual networked organizational setting. ***Prerequisite(s): BUS3010.***

BUS4012 - Leadership in Organizations (6 quarter credits). In this course, learners examine the art and science of leadership in the networked enterprise at different organizational levels and from different perspectives. Learners study personal characteristics of effective leaders including coaching skills, personal integrity, trustworthiness, courage and generosity, and an ability to encourage others to participate in leadership. ***Prerequisite(s): BUS3010.***

BUS4013 - Organizational Structure, Learning, and Performance (6 quarter credits). Learners study types of organizational structures and their influence on organizational intelligence, learning ability, and the practical performance of an enterprise. Special attention is given to the adaptive and responsive organization and its relationship to enterprise stakeholders and environment. The course includes a collaborative case study that illustrates the interrelatedness of organizational structure, learning, and performance. ***Prerequisite(s): BUS3010.***

BUS4014 - Operations Management for Competitive Advantage (6 quarter credits). This course is a survey of the operations management. The course covers topics ranging from the strategic issues of designing products and services and making major capacity and location decisions to operating processes and control systems. Case studies help demonstrate important concepts and decision-making tools. ***Prerequisite(s): BUS3010.***

BUS4015 - Strategic Planning and Implementation (6 quarter credits). Learners develop an understanding of strategic planning and implementation by participating in case studies and simulations of various business planning processes and by examining the unpredictable dimension of strategic business planning. Successfully integrating unplanned developments into an existing strategy and implementing them are addressed as an important part of real-world strategy. ***Prerequisite(s): BUS3010.***

BUS4016 - Global Business Relationships (6 quarter credits). In this course, learners develop a broad understanding of international business by participating in selected case studies that are complemented by theory and an international business research framework. Multiple dimensions of international business are addressed including cultural; business structure; finance and trade; technology and communications; and political, economic, and legal dimensions. ***Prerequisite(s): BUS3010.***

BUS4022 - E-Business Sourcing, Marketing, and Sales (6 quarter credits). Through participation in a case study, learners examine the integrated and interrelated factors involved in e-business sourcing, marketing, and sales for a new e-business initiative and create a new e-business enterprise model. Other topics include supply chain and logistics enabled by e-business, marketing operations and strategy, and sales cycle and management. Learners prepare an e-business sourcing, marketing, and sales plan for an enterprise. ***Prerequisite(s): BUS3020.***

BUS4024 - Customer Behavior (6 quarter credits). Learners in this course gain an understanding of how customers acquire, consume, and dispose of products and services. Learners analyze the buyer behavior of individual consumers, businesses, and governments and evaluate the influence demographics, popular culture, and subcultures have on buyer behavior. Learners also assess the managerial application of consumer behavior concepts, including current issues associated with ethics, law, and regulation. ***Prerequisite(s): BUS3020, BUS3030.***

BUS4025 - Sales and Sales Management (6 quarter credits). The focus of this course is on sales and sales management as professional areas distinct from marketing. Learners examine the sales process, the role of sales in lead generation and qualification, and effective approaches to managing sales professionals. Learners also analyze methods of creating long-term customer relationships, including those related to after-sales support and repeat business. ***Prerequisite(s): BUS3020, BUS3030.***

BUS4026 - Services Marketing (6 quarter credits). In this course, learners examine the role of services in the current business world and identify different types of services marketed by modern enterprises. Learners compare marketing services with marketing products, study the classic product-oriented marketing mix (product, place, price, and promotion) in the context of marketing services, and consider current trends in services marketing, such as outsourcing. ***Prerequisite(s): BUS3020, BUS3030.***

BUS4027 - Public Relations (6 quarter credits). In this course, learners analyze the similarities and differences between public relations and marketing and differentiate between a target audience and a target market. Learners examine the interactions of public relations and its associated stakeholders, including current and new customers; shareholders; the media; financial and industry analysts; and other parts of the enterprise, such as senior management and marketing, finance, and human resources departments. Learners also examine the function of public relations in non-corporate environments. ***Prerequisite(s): BUS3020, BUS3030.***

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

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

Undergraduate Course Descriptions, *continued*

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

BUS4035 - Marketing Across Borders (6 quarter credits). This course presents an accurate picture of events in the global marketplace without overemphasizing current issues and includes discussion of the negative side of global business especially relevant to recent world events. Course topics progress from marketing an existing product outside the domestic market and developing a new product for specific local markets to broader issues in marketing and managing topics from a global managerial perspective. Legal, regulatory, political, and cultural issues are discussed as appropriate throughout the course. ***Prerequisite(s): BUS3030.***

BUS4036 - Marketing Research (6 quarter credits). In this course, learners evaluate marketing research and examine the tools and techniques used to conduct real-world marketing research applicable to a wide range of business situations. Learners analyze a potential market, conduct marketing research using both primary and secondary data, and interpret the results. Learners also analyze the application of marketing research results to managerial decision making and identify prominent marketing research trends, such as the increased use of the Internet and other forms of technology. ***Prerequisite(s): BUS3030.***

BUS4043 - Compensation and Benefits Management (6 quarter credits). In this course, learners focus on configuring the basic elements of a total compensation and benefits plan for an organization, from research to implementation. Learners analyze the regulations governing the administration of compensation and benefits programs and the ways different compensation models effect the economic conditions of an organization. ***Prerequisite(s): BUS3040.***

BUS4044 - Legal Issues in Human Resource Management (6 quarter credits). In this course, learners identify the scope and purpose of the legal framework of an enterprise. Learners examine the effects of legal issues on an organization's human resource management function. Learners also study strategies for managing legal issues and identify ways to implement them. ***Prerequisite(s): BUS3040.***

BUS4045 - Recruiting, Retention, and Development (6 quarter credits). This course presents current practices of acquiring, retaining, and developing talent in the workplace. Learners explore the ways organizations can effectively employ talent and the requisite benefits. ***Prerequisite(s): BUS3040.***

BUS4046 - Employee and Labor Relations (6 quarter credits). Learners in this course explore the dynamics of creating a balance between employer goals and employee rights, such as maintaining legal compliance and positive employee morale. Learners analyze factors that affect the relationships between employees and organizations. Learners also examine policies that influence ethical and legal requirements and study organizational procedures that drive employee and labor relations effectiveness. ***Prerequisite(s): BUS3040.***

BUS4047 - Employee Training and Development (6 quarter credits). In this course, learners examine strategies of building effective training solutions that support an organization's human resource management goals. Learners identify business strategies that lead to measurable and meaningful performance results and gain a deeper understanding of learning organizations. ***Prerequisite(s): BUS3040.***

BUS4048 - International Human Resource Management Issues (6 quarter credits). This course presents global issues in human resource management. Learners evaluate the factors that drive HRM policies, practices, and structures and analyze the ethical challenges of managing a diverse workforce. Learners also examine the effectiveness of various communication strategies used in multinational organizations. ***Prerequisite(s): BUS3040.***

BUS4060 - Financial Accounting Principles (6 quarter credits). Learners in this course examine financial accounting principles and the ways accounting information is used to assess an organization's financial performance. Learners study the relationship between business events and accounting systems and analyze an organization's financial structure. ***Prerequisite(s): BUS3060.***

BUS4061 - Managerial Accounting Principles (6 quarter credits). In this course, learners focus on the role of accounting in the management of an organization. Learners analyze accounting systems and financial statements and apply sound budgeting and time value of money principles from a managerial perspective. ***Prerequisite(s): BUS4060.***

BUS4062 - Intermediate Financial Accounting Topics and Trends (6 quarter credits). This course is an in-depth study of financial accounting theory and practice using Generally Accepted Accounting Principles (GAAP) and Financial Accounting Standards Board (FASB) pronouncements. Learners study financial reporting and apply financial statement conceptual frameworks to prepare financial statements. ***Prerequisite(s): BUS4060.***

BUS4063 - Advanced Financial Accounting Topics and Trends (6 quarter credits). Learners in this course analyze and apply advanced financial accounting concepts and consolidated financial statement information. Learners also evaluate the influence of global money markets and examine partnership and corporate accounting issues and governmental entities. ***Prerequisite(s): BUS4062.***

BUS4064 - Cost Accounting for Planning and Control (6 quarter credits). This course emphasizes the role of cost and managerial accounting in the planning, control, and performance evaluation of business, government, and nonprofit organizations. Learners examine the theory and practice of business control and give particular attention to strategic aspects within business decision cycles. ***Prerequisite(s): BUS4061.***

BUS4065 - Income Tax Concepts and Strategies (6 quarter credits). In this course, learners study fundamental concepts of individual, partnership, and corporate income taxation and tax-related transactions. Learners examine events that affect tax decisions, apply tax guidelines, and analyze tax forms. ***Prerequisite(s): BUS4060.***

BUS4066 - Contemporary Auditing: An Ethical Perspective (6 quarter credits). This course presents the nature and economic purpose of auditing by emphasizing the philosophy and current environment of the auditing profession. Learners study the stages and issues involved in planning and conducting a financial audit on various transaction cycles. Learners also examine the code of professional ethics as defined by the American Institute Certified Public Accountants (AICPA) and its influence on the auditing process. ***Prerequisite(s): BUS4063.***

BUS4070 - Foundations in Finance (6 quarter credits). In this course, learners evaluate the principles of financial decision making. Learners examine the ways global economic conditions affect financial theory and decision-making processes. Learners also apply financial tools to evaluate finance principles. ***Prerequisite(s): BUS3060.***

BUS4071 - Financial Markets and Institutions (6 quarter credits). In this course, learners build a conceptual framework of financial markets and examine their roles in the global financial environment. Learners also evaluate the macroeconomic variables and monetary policies that affect financial markets and assess the role of the central bank and banking system in the financial environment. ***Prerequisite(s): BUS4070.***

BUS4072 - Analysis for Financial Management (6 quarter credits). This course provides learners with a framework for using financial statement data in various business analysis and valuation contexts. Learners examine financial statements as the basis for a wide range of business analyses and analyze the ways organizations use these statements to make business decisions. ***Prerequisite(s): BUS4070.***

Undergraduate Course Descriptions, *continued*

BUS4073 - Investments and Portfolio Management (6 quarter credits). In this course, learners study valuation principles and use them to evaluate various investment instruments. Learners also apply financial theory to real world situations and develop a practical approach to investments. ***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.***

BUS4080 - Fundamentals of Retail Management (6 quarter credits). This course provides learners with the necessary foundation to begin Retail Management specialization courses. Learners explore several aspects of the retail management environment, including operations, compliance issues, and planning. Course topics include a wide range of retail management issues that are addressed in greater detail in the remainder of the specialization courses. ***Prerequisite(s): BUS3010, BUS3020, BUS3030.***

BUS4081 - Brand Building and Channel Development (6 quarter credits). This course presents an in-depth investigation of brands. Learners gain understanding of ways that an organization's brand provides a broad definition of its purpose, uniqueness, and its package of products and services. Course topics include merchandising, marketing, channel development, and establishing and delivering the brand promise. ***Prerequisite(s): BUS4080.***

BUS4082 - Marketing, Merchandising, and Advertising (6 quarter credits). This course defines the marketing, promotion, merchandising, and advertising aspects of managing a retail operation. Learners examine the responsibilities of retail managers, including creating awareness, organizing merchandise, and promoting their products. This course provides a foundation for defining and reaching a client base using product knowledge, market analyses, and strategic planning design. ***Prerequisite(s): BUS4080.***

BUS4083 - Retailing Analytical Tools and Techniques (6 quarter credits). Learners in this course gain practical experience using financial analysis tools to calculate metrics and apply them in the managerial decision-making process. Course topics include product, department, and operation performance, inventory management, and comparative analysis. ***Prerequisite(s): BUS4080.***

BUS4084 - Pricing Management (6 quarter credits). This course covers fundamental concepts of establishing product pricing. Learners analyze the various factors that determine a product's price point and learn how to set product prices. Course topics include product knowledge, local and ethnic marketing, regional mix, target audience, and competitive pricing. ***Prerequisite(s): BUS4080.***

BUS4085 - Management and Operational Issues in Retail (6 quarter credits). In this course, learners study retail management proficiencies including effective planning, organizing, leading, and controlling. This course covers managerial responsibilities in a practical, applied setting, providing learners with an opportunity to combine their personal and professional experiences with course content in real-world scenarios. ***Prerequisite(s): BUS4080.***

BUS4090 - Introduction to Project Management (6 quarter credits). This course introduces learners to the project management field and its role within organizations. Learners examine the responsibilities associated with managing and leading business and organizational projects. Learners also study examples of project successes and failures and investigate the reasons for both. ***Prerequisite(s): BUS3010, BUS3050.***

BUS4091 - Project Management I (6 quarter credits). This course focuses on the first three phases of project development and execution: initiating, planning, and executing a project. Learners gain the knowledge needed to gather, assess, and integrate budget resources, schedules, and other related resources during the project planning process. This course helps learners identify and negotiate with stakeholders, define appropriate team performance measures, identify key cultural opportunities and constraints, and prepare a cost and resource estimate of a project. ***Prerequisite(s): BUS4090.***

BUS4092 - Project Management II (6 quarter credits). This course focuses on the last two phases of project development and execution: controlling and closing a project. Learners become familiar with data collection techniques, apply risk management tools and techniques, describe the process of inspection, record project results, prepare closing documents, and set up procedures for implementation after project completion. This course also covers important project management responsibilities, such as fostering diversity and ethics, developing interpersonal skills, and making continuous improvements. ***Prerequisite(s): BUS4091.***

BUS4093 - Contracts and Procurement (6 quarter credits). Learners in this course study the significance of contracts and the procurement process in project management. Learners analyze various types of contracts and develop an understanding of contract negotiation, administration, closure, and enforcement. This course provides an explanation of the procurement process, including defining requirements, finalizing requisition and solicitation parameters, and establishing appropriate selection criteria. ***Prerequisite(s): BUS4092.***

BUS4094 - Managing Project Risk (6 quarter credits). This course provides an overview of proven risk management techniques that project managers and project leaders use to better meet their project estimates. Learners develop the skills necessary to systematically manage project risks using readings, online discussions, practical exercises, and computer-based tools. ***Prerequisite(s): BUS4092.***

BUS4095 - Motivating Project Teams (6 quarter credits). In this course, learners examine strategies for improving creativity, teamwork, and job satisfaction within a project team. Learners examine the strengths and weaknesses of organizational development in supporting employee development and analyze case studies to gain knowledge of how to effectively motivate project teams. ***Prerequisite(s): BUS4092.***

Undergraduate Course Descriptions, *continued*

BUS4121 - Ethics and Decision Making in Health Care (6 quarter credits). This course focuses on the use of ethics in the health care field. Learners analyze various ethical dilemmas encountered in the operation of a health care organization, including those associated with health care access, patient care and safety, transparency, finance, reimbursement, human resources, and legal and regulatory constraints. Learners also examine personal ethics and the ways a personal ethical perspective may influence a health care administrator's decision making. ***Prerequisite(s): BUS3025.***

BUS4122 - Health Care Economics (6 quarter credits). Learners in this course examine historical perspectives and current trends in the health care industry and analyze its unique economic structure. Learners evaluate hospital, physician, third-party, state, and federal payer reimbursement systems as well as cash pay and alternative economic reimbursement systems, including non-U.S. based systems. Learners also identify the strengths and weaknesses of current political and private funding trends and their impacts on the health care organization. ***Prerequisite(s): BUS3025, BUS3060.***

BUS4123 - Quality Assurance and Risk Management (6 quarter credits). This course focuses on the interconnected functions of quality assurance and risk management in the health care field and the ways they are used to increase the quality of patient care and decrease the risk of litigation. Learners analyze key components of quality assurance and risk management functions, quality indicators, and valid and reliable sources of decision-making information. Learners also examine the ways quality assurance assessment and evaluation are used to ensure that the educational needs organizations are continually met. ***Prerequisite(s): BUS3025.***

BUS4124 - Health Care Marketing and Strategic Planning (6 quarter credits). Learners in this course explore marketing and strategic planning as applied in the health care field. Learners analyze external and internal marketing data, examine industry competitive forces and marketing trends, and consider quality indicators and sources of consumer-driven information that are vital to the development of a marketing plan. Learners also explore the use of surveys and focus groups to assess consumer wants and demands. This course emphasizes the critical role of marketing in the health care organization's overall strategic plan and the associated significance of aligning marketing and strategic plan goals. ***Prerequisite(s): BUS3025, BUS3030.***

BUS4125 - Legal Aspects of Health Care Management (6 quarter credits). In this course, learners assess the impact of laws and regulations in various health care organization contexts. Learners analyze local, state, and federal health care laws and evaluate their applicability and effect on patient rights, care, and confidentiality; human resources; and organizational and professional licensure. Learners also study common health care contractual arrangements and examine organizational procedures for managing potential legal risks associated with referral practices, employee and patient safety, and medical error. ***Prerequisite(s): BUS3025.***

BUS4126 - Health Care Information Management (6 quarter credits). The focus of this course is effective information management in the health care field. Learners analyze the ways information is managed and leveraged in the areas of daily operations; patient care, confidentiality, and safety; billing, finance, and cost-benefits analysis; and strategic planning. Learners also examine software and hardware systems and their associated clinical and administration applications. ***Prerequisite(s): BUS3025.***

BUS4127 - Evidence-Based Health Care Management (6 quarter credits). Learners in this course examine the origin, concept, and practice of evidence-based management relative to the health care field. Learners analyze the credibility and validity of evidence sources and identify potential evidence sources to use in health care management decision making. Learners also synthesize information from variety of evidence-based sources to support leadership decisions from an operational and strategic perspective. ***Prerequisite(s): BUS3025.***

BUS4128 - Cultural Competence in Health Care (6 quarter credits). In this course, learners examine various health disparities and their sociocultural, environmental, and economic causes. Learners examine measures of organizational cultural competence to assess the cultural competence of the health care organization and develop a plan to achieve organizational cultural competence. Learners also identify cultural communication barriers and explore techniques for improving them. ***Prerequisite(s): BUS3025.***

BUS4801 - Ethics and Enterprise (6 quarter credits). The focus of this course is on the economic, social, and environmental effects of business decisions and policies. Learners identify significant ethical issues affecting today's multicultural business environment and evaluate how businesses have responded to them through policy development. Learners examine examples and case studies of current business practices and analyze successful and unsuccessful strategies for establishing ethical standards and corporate social responsibility.

BUS4802 - Change Management (6 quarter credits). In this course, learners explore change management by understanding the dynamics of change and exploring ways to facilitate change. In addition, learners develop an understanding of the knowledge and skills required to lead, facilitate, and support change management. Participation in case studies is used to gain an understanding of the unfolding dynamics of planned and unplanned change in organizations from the multiple perspectives of various stakeholders. Trust building, fear containment, and broad participation in the change process receive special attention.

BUS4899 - Special Topics in Business (6 quarter credits). In this course, learners propose and conduct a study of a special topic in business. Learners create an individual learning plan and complete course work in an area of study that complements past experience and learning objectives. ***Special permission is required for enrollment.***

BUS4993 - Business Capstone Project (6 quarter credits). The capstone project is the culmination of the bachelor's degree program in Business and is intended to demonstrate the technical and applied business knowledge and the critical-thinking and communication skills learners gain during their program. Learners formulate ideas for a new business product or service, create a vision, and develop a strategic plan that describes how to implement their concept. ***For BS in Business learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or petition.***

Bachelor's Information Technology Courses

IT1000 - Introduction to Information Technology (3 quarter credits). This course provides an introduction to the concepts and theoretical operations of information technology. Learners explore the hardware and software used in typical organizational and personal settings, the history and impact of technology on society, and the careers available for IT professionals.

IT2230 - Introduction to Database Systems (3 quarter credits). This course provides an introduction to the fundamental concepts of databases and database management systems (DBMS). Learners examine vocabulary, component requirements, sorting and querying, and maintenance of simple databases using the fundamentals of database manipulation. Structured Query Language (SQL) and MS Access are included in course content.

IT2240 - Introduction to Programming (3 quarter credits). This course provides an introduction to the fundamental concepts, design, and logic of information technology programming languages. Learners examine the criteria used to plan, code, employ, test, and produce information technology programming processes.

Undergraduate Course Descriptions, *continued*

IT2250 - Introduction to Network Technology (3 quarter credits). This course provides an introduction to the basic concepts of network technology. Learners examine the open systems interconnection (OSI) model, local area networks (LANs), metropolitan area networks (MANs), wide area networks (WANs), network devices, and network wiring standards. Learners also apply security architecture, construct network designs, build network operating systems, and gain an understanding of the ways networks function to support organizations.

IT3006 - Communication Strategies for the Information Technology Professional (6 quarter credits). In this course, learners build and strengthen the skills needed to succeed in their program and the workplace. Learners engage in interactive activities that help them develop an information technology perspective and expand their organizational, research, critical-thinking, and problem-solving skills. Learners also participate in building a learning community, share talents and resources with courseroom peers, and prepare professional written communications. Other topics include teamwork, ethics, and project creation. ***For BS in Information Technology learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or petition.***

IT3120 - Fundamentals of Project Management (6 quarter credits). This course emphasizes the critical activities associated with managing and leading information technology projects while maintaining the structure of a standardized enterprise architecture. Topics include vendor management, configuration management, project estimation, risk management, and management of cross-functional and multinational teams. Learners explore case studies of IT project successes and failures and are introduced to software management practices within the Software Engineering Institute's Capability Maturity Model. Learners also build and apply a project plan during this course.

IT3160 - Ethical and Human Side of Information Technology (6 quarter credits). This course introduces the inherent ethical issues in the information technology profession with regard to cultural and human interaction in global and domestic issues. Essays, case studies, research, and ethical codes are integral to the course.

IT3200 - Enterprise Architecture (6 quarter credits). Learners in this course study how core business processes and information technology infrastructure merge to form enterprise architecture. Learners conduct an organizational requirements analysis as a first step in constructing an enterprise architecture. Learners also examine the stages of enterprise architecture maturity and develop core designs appropriate for each corresponding maturity level.

IT3210 - Web Systems and Technologies (6 quarter credits). The focus of this course is fundamental web design skills. Learners create web pages using web authoring tools, evaluate web pages using web accessibility and usability principles, and gain the skills needed to communicate more effectively with their projects' end users.

IT3300 - Human-Computer Interaction (6 quarter credits). Learners in this course analyze the cognitive and affective dynamics of human-computer interaction. Learners also examine the impact of user-centric guidelines on the design cycle of technological products and evaluate the usability of device interfaces and computer applications. ***Prerequisite(s): IT3200.***

IT3310 - Hardware and Operating Systems Architecture (6 quarter credits). This course presents the fundamentals of hardware and operating systems architecture, including number systems, peripherals, file management, and programming tools. Learners explore system administration and the division of administrative tasks typically found within organizations of different sizes. Learners also review current computer architectures and modern operating systems, including Windows, Linux, and MacOS. ***Prerequisite(s): IT3200.***

IT3340 - Fundamentals of Software Architecture (6 quarter credits). This course provides an introduction to the fundamentals of software and database architecture. Topics include the role of the software and data architect, requirements and tools used to create software architecture, database management systems, and database architecture. Learners define a software and data architecture appropriate for organizational needs and gain an understanding of the role of design in software and data architecture. ***Prerequisite(s): IT2230, IT2240, IT3200.***

IT3350 - Network and Security Architecture (6 quarter credits). This course provides an introduction to the fundamentals of network and security architecture. Learners gain an understanding of how networks function to support the requirements needed to build a network and security architecture. Course topics include requirements analysis, network architecture, security architecture, network analysis, and systems methodology. ***Prerequisites(s): IT2250, IT3200.***

IT4030 - Project Estimation and Budgeting (6 quarter credits). This course focuses on the critical aspects of planning an information technology project, including the project costs, scheduling, time management, and effort necessary to assure an expected quality outcome. Learners develop the skills necessary to successfully estimate and budget projects using readings, online discussions, practical exercises, and computer-based tools. ***Prerequisite(s): IT3120.***

IT4031 - Risk Management in Information System Development (6 quarter credits). This course provides an overview of proven risk management techniques that information technology project managers and project leaders use to better meet their project estimates. Learners develop skills to systematically manage project risks using readings, online discussions, practical exercises, and computer-based tools. ***Prerequisite(s): IT3120.***

IT4040 - Network Administration (6 quarter credits). In this course, learners explore the latest network operating system's (NOS) concepts and tools to administer a local area network (LAN). Topics include planning, installing, configuring, optimizing, securing, printing, and troubleshooting networks. Upon successful completion of this course, learners have an understanding of network administration practices in a productive environment and are prepared to take one of the industry certification exams. ***Prerequisite(s): IT3350.***

IT4041 - Advanced Network Administration (6 quarter credits). In this course, learners are introduced to advanced networking concepts such as directory services, authentication, advanced connectivity issues, traffic, advanced security issues, remote access, remote management, advanced multi-protocol concepts, and monitoring network performance. This course provides learners with a solid understanding of network administration and prepares them to take one of two of the industry certification exams. ***Prerequisite(s): IT4040.***

IT4045 - Network Analysis and Design (6 quarter credits). This course focuses on the concepts, best practices, and tools for analyzing and designing a network. Topics include analyzing, planning, designing, and securing networks. Upon completion of this course, learners have an understanding of network design practices in a productive environment and are prepared to take one or more of the industry's certification exams. This course uses a business simulation to explore network design. ***Prerequisite(s): IT4041.***

IT4063 - Project Integration and Scope Management (6 quarter credits). In this course, learners apply project integration and scope management principles to information technology projects. Course topics include project charter development, project and product scope management, and scope planning, definition, and verification processes. ***Prerequisite(s): IT3120.***

IT4064 - Project Communications (6 quarter credits). This course focuses on project communication in an information technology project management context. Topics include the timely and correct generation, compilation, distribution, storage, and administration of IT project information. Learners study communications preparation, information allocation, performance reporting, and the organization of stakeholders' IT project management procedures. ***Prerequisite(s): IT3120.***

Undergraduate Course Descriptions, *continued*

IT4065 - Project Human Resources Management (6 quarter credits). Managing human resource activities is an integral part of the project management field. This course introduces concepts and practices related to project human resources planning, developing, acquiring, and managing. Through readings, assignments, case study analysis, and online discussion, learners gain an understanding of how to effectively manage human resources during a project. ***Prerequisite(s): IT3120.***

IT4067 - Project Quality Assurance (6 quarter credits). This course focuses on project quality management in an information technology project context. Learners study quality management processes, including quality planning, quality assurance, and quality control. Learners also monitor project results to evaluate compliance with quality standards and gain an understanding of the steps involved in planning, performing, and controlling the quality of a project. ***Prerequisite(s): IT3120.***

IT4068 - Project Procurement Management (6 quarter credits). This course covers product and services purchasing and acquisition and the contract administration processes required to oversee contracts and complete projects. Learners examine case studies that provide knowledge of project procurement and contracting issues from both consumer and vendor perspectives. Learners also study the functions of the project procurement process, from making purchasing and contracting plans to selecting the appropriate sellers and administering and closing contracts. ***Prerequisite(s): IT3120.***

IT4070 - Cyber Defense and Countermeasures (6 quarter credits). This course provides an in-depth coverage of the design, implementation, and troubleshooting of security infrastructure. Learners explore and apply the principles of cyber defense in-depth techniques utilizing cryptography, encryption, Public Key Infrastructure (PKI), digital signatures, and perimeter security techniques. ***Prerequisite(s): IT3350, IT4803.***

IT4071 - Cyber Attacks and Ethical Hacking (6 quarter credits). This course covers ways that computers and networks are attacked by hackers using techniques and common utilities. Learners explore security threats and ways that system vulnerabilities are exploited to attack systems. Topics include Intrusion Detection Systems (IDS), ethical hacking techniques, sniffers, protocols, social engineering, vulnerability analysis, and penetration testing to ensure infrastructure security. ***Prerequisite(s): IT3350, IT4803.***

IT4072 - Operating Systems Security (6 quarter credits). This course focuses on securing and hardening both Windows and Linux operating systems, as well as techniques for maintaining the confidentiality and integrity of systems. Topics include patch management, authentication, auditing and monitoring, and access control. ***Prerequisite(s): IT3350, IT4803.***

IT4073 - Organizational Security (6 quarter credits). This course covers the people and process aspect of information assurance and security, which is the most widely ignored part of the information technology industry. Topics include security life cycle, certification and accreditation, configuration management, employment practices, and security awareness. The course covers best practices of policy development along with industry-specific standards. Industry-specific laws and regulations such as Health Insurance Portability and Accountability Act (HIPAA), Sarbanes-Oxley (SARBOX), and National Institute of Standards and Technology (NIST), are explored. Privacy issues in computing, personnel, and physical security are discussed along with biometrics. ***Prerequisite(s): IT3350, IT4803.***

IT4074 - Applications Security (6 quarter credits). This course addresses securing applications, security vulnerabilities, services, and learning secure coding techniques. The course covers all classes of applications including mobile, email, databases, and web applications. ***Prerequisite(s): IT3350, IT4803.***

IT4075 - Computer Forensics (6 quarter credits). Learners in this course examine computer forensics as a discipline that supports law enforcement professionals in investigating white collar crime. Learners explore computer forensics tools and techniques, crime investigations, incident response and handling, and legal issues. ***Prerequisite(s): BS in Information Technology learners must complete IT4803 and IT3350.***

IT4076 - Security Management and Policies (6 quarter credits). This course covers hands-on security management practices through the study of security policies and procedures, risk management, and business continuity planning. Topics include security and business need trade-offs, risk assessments, designing security policies and procedures and a business continuity plan, and enforcement of security policies and procedures. ***Prerequisite(s): IT3350, IT4803.***

IT4140 - Introduction to Internetworking (6 quarter credits). This course focuses on the design and integration of multi-protocol networks (local area networks and wide area networks) to form an enterprise network. Learners study how to design intranets/internets, virtual local area networks (VLANs), and firewalls using different internetworking devices and media, and gain the skills needed to configure Cisco equipments. Learners also examine the cost, compatibility, expandability, security, and future requirements associated with designing enterprise networks. ***Prerequisite(s): IT3350.***

IT4141 - Advanced Internetworking (6 quarter credits). This course focuses on the architectural methodologies used in the design and development of computer networks, including the physical structure of internal components of network devices and their interactions in local area networks (LANs) and wide area networks (WANs). Learners study the planning, methods, procedures, and tools necessary to prevent vulnerabilities to networked systems and examine the procedures used to validate and restore network services following an incident. Learners also analyze the management, operation, and maintenance of networked and managed systems as well as linked systems and peripherals. ***Prerequisite(s): IT4140.***

IT4610 - Anatomical and Medical Terminology (6 quarter credits). This course presents medical terminology and abbreviations used in various specialty areas within the health care field. Learners study the roots, prefixes, and suffixes of common word configurations and practice correctly pronouncing, spelling, and using medical terms and abbreviations in the appropriate contexts.

IT4620 - Managing Data in Multiple System Environments (6 quarter credits). This course covers the operational and financial principles of managing health data from multiple source systems. Learners study various data integration tools and techniques used to support a clinical viewing system, including data warehousing, batch processing, interface engines, and clinical presentation viewers. Learners also examine network and database design and architecture and their effects on source system development. ***Prerequisite(s): IT4610.***

IT4630 - Statistical Analysis for Health Care (6 quarter credits). In this course, learners study basic statistical strategies and tools used to analyze and interpret health care data, including pattern recognition, data classification, and data mining, modeling and sampling. Learners also evaluate the resources that provide health care information and support health informatics research. ***Prerequisite(s): IT4610.***

IT4640 - Electronic Health Records/Clinical Systems (6 quarter credits). Learners in this course study the history of health data management and the role of the Electronic Health Record (EHR) in health care organizations. Learners identify the characteristics of the EHR and other clinical systems and evaluate the standards being developed to encourage EHR interoperability and data sharing. **Prerequisite(s): IT4610.**

IT4650 - Decision Support/Quality Management (6 quarter credits). This course focuses on decision-support practices and quality-management techniques used to improve the quality of health care. Learners apply decision-modeling techniques that incorporate comparative analysis, simulation, optimization, and decision analysis and design quantitative and qualitative support models. Learners also evaluate the impact of Computerized Provider Order Entry (CPOE) on the quality, safety, and efficiency of health care data. ***Prerequisite(s): IT4610.***

Undergraduate Course Descriptions, *continued*

IT4660 - Information Security and Privacy in Health Care (6 quarter credits). This course covers the legal landscape of the health information industry, including the role of the Health Information Portability and Accountability Act (HIPAA). Learners analyze security and privacy issues related to gathering and sharing health data and examine the legal constraints of transmitting data outside the parameters of treatment, payment, and health operations. ***Prerequisite(s): IT4610.***

IT4670 - Health Care Organization and Management (6 quarter credits). This course provides an analysis of the impact of managed health care and other market-based health care delivery systems on health informatics. Learners examine organizational relationships, business associations, and market forces that affect the health care industry. Learners also analyze strategic planning processes and develop strategies that support quality health care without compromising productivity or efficiency. ***Prerequisite(s): IT4610.***

IT4710 - Software Requirements Architecture (6 quarter credits). This course provides an introduction to software requirements architecture. Learners study the roles of stakeholders and examine the analysis and requirements phases of the architecture development process. Learners also apply appropriate tools and techniques for requirements gathering and modeling and practice defining an organizational software architecture using those tools. ***Prerequisite(s): IT3340.***

IT4715 - Applications Architecture (6 quarter credits). This course provides an introduction to applications architecture. Course topics include client-server architecture and Model-View-Controller (MVC) paradigms, object-oriented design and programming, modeling, data structures, programming constructs, algorithms, and event-driven development processes. Learners study the role of applications architecture in software architecture and use the appropriate tools to define an organizational applications architecture. ***Prerequisite(s): IT3340.***

IT4720 - Software Construction I: Design and Modeling (6 quarter credits). In this course, learners study and apply object-oriented analysis and design concepts using Unified Modeling Language (UML) and a high-level, compiled programming language. Course topics include techniques for designing, modeling, constructing, testing, and debugging object-oriented software applications. ***Prerequisite(s): IT4710, IT4715.***

IT4725 - Software Construction II: Database Development (6 quarter credits). This course focuses on data requirements and modeling, database development, and Structured Query Language (SQL). Learners study database design and implementation principles and apply SQL to create tables and queries. Learners also examine storage procedures and various uses of databases in contemporary web, traditional, and mobile applications. ***Prerequisite(s): IT4720.***

IT4730 - Software Construction III: Web Application Development (6 quarter credits). This course focuses on developing web applications using an Integrated Development Environment (IDE). Learners apply object-oriented software design and programming tools, including dynamic Internet scripting, standard library packages and classes, basic web and AJAX interface elements, and dynamic scripting algorithms and database access algorithms. Learners create object-oriented software solutions using a web 2.0 frontend and a database backend. ***Prerequisite(s): IT4725.***

IT4735 - Software Construction IV: Advanced Web Application Development (6 quarter credits). This course extends the topics covered in IT4720 by focusing on several advanced features of dynamic Internet programming. Learners apply advanced object-oriented development and dynamic Internet programming principles to create advanced web-based, interface-based applications, data structures, and software solutions. ***Prerequisite(s): IT4730.***

IT4760 - Software Construction III: Application Development (6 quarter credits). This course focuses on developing simple object-oriented applications using a modern object-oriented language and common design patterns. Learners create simple object-oriented software solutions using object-oriented code, object-oriented algorithms and database access algorithms, standard library packages and classes, and a user interface frontend and database backend on multiple devices. ***Prerequisite(s): IT4725.***

IT4765 - Software Construction IV: Advanced Application Development (6 quarter credits). This course extends the topics covered in IT4760 by focusing on advanced object-oriented development using modern object-oriented programming. Learners use advanced features, libraries, and platforms, including design patterns, web services, database connectivity, and complex user interfaces to create advanced applications and a complete software solution. ***Prerequisite(s): IT4760.***

IT4770 - Support and Maintenance of Software Systems (6 quarter credits). This course presents strategies for improving the quality of information systems. Learners examine common quality characteristics and apply quality assurance concepts and configuration management methodologies to develop effective testing processes. Learners also review system requirements for testability, participate in simulated design and code inspections, analyze testing strategies, and explore ways to integrate improvement processes in organizations or workplaces.

IT4803 - System Assurance Security (6 quarter credits). This course is an introduction to information assurance and security. It is an overview for network administrators who must implement security strategies to protect their organization from exposure to the Internet and helps network designers incorporate security-conscious designs. The course presents strategies to guard against hackers and forms of viruses, describes firewalls and gateways, and helps learners explore authentication and encryption techniques. It also covers a list of the methods most often used for attacking a network system and how to defend against them. Upon successful completion of this course, learners are prepared to take the exam for the Security+ certification. ***Prerequisite(s): IT3350.***

IT4813 - Operating Systems (6 quarter credits). This course is an introduction to the fundamental concepts in operating systems. Topics include main memory management, virtual memory, I/O and device drivers, secondary storage management, and file systems. The course includes practical examples using the Unix operating system, including the study of process, file structures, and inter-process communication. Learners explore how key concepts are implemented in Unix compared to other leading operating systems, including Windows and Linux.

IT4815 - Introduction to Telecommunications (6 quarter credits). This course is an introduction to basic concepts and structural components of the telephony and voice telecommunications industry. Learners explore a telecommunications platform that includes switching, wiring, and networking, as well as facilities that provide and support telecommunications. Voice-over IP, switching, and wireless are examined. This course focuses on the hardware aspect of the convergence of networking and telecommunications along with the software that is required to make it work. In addition, the course surveys the convergence of communications technologies.

IT4899 - Special Topics in Information Technology (6 quarter credits). In this course, learners propose and conduct a study of a special topic in information technology. Learners create an individual learning plan and complete course work in an area of study that complements past experience and learning objectives. ***Special permission is required for enrollment.***

IT4990 - Integrated Action Learning Project (6 quarter credits). This course allows learners to apply knowledge and skills from other courses as they develop a project that benefits an organization, community, or industry. Learners prepare a proposal that includes a project description, deliverables, completion dates, and associated learning. Upon approval from the instructor, learners execute the proposal, record their progress weekly using a project tracking 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 petition.***

Undergraduate Course Descriptions, *continued*

Bachelor's Public Safety Courses

PS2100 - Introduction to Corrections (4 quarter credits). This course provides an introduction to corrections relating to the justice system. Learners study the historical development of corrections; various forms of criminal sanctions and corrections, including jails and prisons; and male, female, and juvenile criminal offenders.

PS2200 - Criminal Investigation (4 quarter credits). In this course, learners examine fundamental criminal investigation procedures. In particular, learners explore techniques used to conduct crime scene investigations, identify and collect evidence, interview and interrogate suspects, and prepare and present evidence in court.

PS2300 - Introduction to Juvenile Justice (4 quarter credits). Learners in this course study the juvenile justice system and its associated philosophy and process. Learners examine the social and legal ways in which the police, courts, corrections, and private agencies control juvenile delinquency and analyze the differences between the adult criminal and juvenile justice systems.

PS2400 - Introduction to Criminal Law (4 quarter credits). Learners in this course examine the principles of federal law and the similarities and differences between state and federal criminal law. Learners examine cases that provide them with an understanding of topics such as criminal liability; offenses against persons and property; and warrants, search and seizure, and use of force.

PS3004 - Communication Strategies for the Public Safety Professional (6 quarter credits). In this course, learners build and strengthen the skills needed to succeed in their program and the workplace. Learners engage in interactive activities that help them develop a public safety perspective and expand their organizational, research, critical-thinking, and problem-solving skills. Learners also participate in building a learning community, share talents and resources with courseroom peers, and prepare professional written communications. Other topics include teamwork, ethics, and project creation. ***For BS in Public Safety learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or petition.***

PS3100 - Introduction to Criminal Justice (4 quarter credits). In this course, learners examine the characteristics of the U.S. criminal justice system and its evolution in response to the continually changing forces that influence crime control. Learners gain an understanding of criminal justice theory and its relation to criminality, the criminal justice system, and the principles of the adjudication process.

PS3200 - Introduction to Emergency Management (4 quarter credits). This course provides an introduction to the growing field of emergency management. Learners study various hazard threats and examine strategies for determining and reducing vulnerability. Learners also analyze disaster response and recovery behaviors and activities. Course topics include local, state, and federal emergency management organizations and the impact of various stakeholders, including non-governmental organizations, on the emergency management process.

PS3300 - Principles of Security Management (4 quarter credits). In this course, learners examine the private security industry from a business perspective. Course topics include security department management and operations, emergency and disaster management, the role of security in risk management, and integrating security with local law enforcement organizations and the role of security management in the business environment.

PS3400 - Introduction to Homeland Security (4 quarter credits). This course provides an overview of the essential concepts of the emerging field of homeland security. Learners study a range of threats to U.S. security, including specialty weapons, cyber attacks, and smuggling. Learners also examine current issues related to large-scale refugee flow and civil liberties, and evaluate homeland security domains, including strategy, fear management, and crisis communications. This course helps learners build a foundational vernacular upon which to critically analyze homeland security.

PS3500 - Applied Public Safety Theory (4 quarter credits). This course introduces the major theoretical approaches to threats to public safety from the eighteenth century and the Enlightenment period through the present. Learners study the work of experts associated with the historical, international body of criminology knowledge. Learners explore a range of issues and apply public safety theory and research to analyze them, further developing their critical thinking and writing skills.

PS3600 - Principles of Public Safety Investigation (4 quarter credits). This course focuses on analyzing breaches in physical, information, or personnel security. Learners examine the principles and procedures used for crime scene investigation and protection from security and law enforcement perspectives. Learners also study methods of collecting and preserving evidence; interviewing and interrogating complainants, witnesses, suspects, and victims; and employing scientific applications in criminal justice and private security investigations.

PS3700 - Justice, Crime, and Ethics (4 quarter credits). Learners in this course analyze the ethical dimension of law enforcement practice and acquire the critical knowledge and skills that support ethical, on-the-job decision making. Learners examine major ethical problems such as discrimination, corruption, deception, racial profiling, and excessive force using material drawn from commissions of inquiry, internal affairs investigations, published literature, human rights documentation, and observed police-community relations. Learners explore the bases for developing personal and professional ethics, guided by professional codes of practice and human rights standards.

PS3800 - Applied Public Safety Research Methods (4 quarter credits). In this course, learners are introduced to the principles of social research in the field of public safety. Learners use the scientific method to collect data and analyze research questions specific to crime prevention, emergency planning, information security, and hazard assessment. Learners also explore the ethics of public safety research techniques and practical applications of research.

PS3900 - History of Violence in the U.S. Society (4 quarter credits). In this course, learners review the history of violence in U.S. society, focusing on war, terrorism, hostility, and conquest. Course content emphasizes the roles of local, state, and federal public safety agencies in addressing violence issues in the post-9/11 era.

PS3950 - Introductory Public Safety Statistical Research (6 quarter credits). This course introduces learners to basic statistical language and procedures related to crime phenomena data. Learners practice basic skills such as reading and calculating formulas and analyze the effects of measurement techniques, distribution shapes, and other factors of the statistic-selection process. Learners also examine two-variable relationships, including correlation and prediction measures. ***Prerequisite(s): MAT2050, PS3800.***

PS4105 - White Collar and Organized Crime Investigations (4 quarter credits). In this course, learners focus on the principles, parameters, and procedures of white collar and organized crime investigations. Learners study ways to apply best practice techniques of criminal investigation pursuant to current statutes and legal precedents. ***Prerequisite(s): PS3100.***

PS4110 - Corrections, Probation, and Parole (4 quarter credits). This course introduces learners to the fields of penology and corrections. Learners analyze the evolution of corrections, probation, and parole processes and the effects associated with corrections and reform movements. Learners also examine criminal behavior assessments that help determine offender placement and incarceration alternatives. ***Prerequisite(s): PS3100.***

Undergraduate Course Descriptions, *continued*

PS4115 - Juvenile Justice Practice (4 quarter credits). In this course, learners examine the philosophy of the juvenile justice system. Learners examine the principles of juvenile law and current juvenile justice system practices and processes. Learners also analyze methods of dealing with youthful offenders. ***Prerequisite(s): PS3100.***

PS4120 - Police-Community Relations (4 quarter credits). Learners in this course study the philosophies, responsibilities, and limitations of police forces. Learners analyze formal social control processes in the U.S. and examine the effects of police training, education, and career development on community relations. ***Prerequisite(s): PS3100.***

PS4125 - Policing in the U.S. Society (4 quarter credits). This course provides a broad overview of the historical development, organizational structure, responsibilities, and work performed in U.S. law enforcement agencies at the municipal, county, state, and federal levels. Learners analyze the relationships between local police agencies and the various levels of government charged with law enforcement responsibilities. ***Prerequisite(s): PS3100.***

PS4135 - Race, Crime, and Criminal Justice (4 quarter credits). In this course, learners analyze the relationship between criminological theory and practice and study the history, evolution, and operation of the criminal justice system, with an emphasis on race. Learners examine criminal justice ethics and the implications of race on definitions of crime, criminological theory, and crime victimization. ***Prerequisite(s): PS3100.***

PS4140 - Criminal Law and the Legal Process (4 quarter credits). In this course, learners explore criminal law and its application in the legal system. Learners analyze the legal principles used to resolve legal disputes and assess the relevance and potential impacts of legal decisions. ***Prerequisite(s): PS3100.***

PS4145 - Criminal Law (4 quarter credits). Learners in this course examine the historical development of criminal law and the rules of criminal procedure that govern its application. Learners distinguish between the social and legal definitions of crime and dissect the various elements of crimes. ***Prerequisite(s): PS3100.***

PS4150 - History of Drug Control (4 quarter credits). Learners in this course focus on the origin, history, and impact of drug control. Learners examine drug law enforcement, drug regulation trends and developments, and the evolution of drug treatment. Learners also analyze the local, state, and federal laws governing drug treatment. ***Prerequisite(s): PS3100.***

PS4155 - Police Administration (4 quarter credits). In this course, learners evaluate police administration concepts. Learners examine communication principles and decision-making, leadership, and human resource management skills used in contemporary law enforcement environments. Learners also analyze individual and group behavior and ethics within police organizations. ***Prerequisite(s): PS3100.***

PS4160 - Criminal Procedure and Evidence (4 quarter credits). This course provides learners with an understanding of the formal rules for obtaining, qualifying, and admitting evidence for criminal investigation and prosecution. Learners examine case studies to analyze and apply the rules of criminal procedure. ***Prerequisite(s): PS3100.***

PS4210 - Principles of Emergency Management (4 quarter credits). This course introduces learners to concepts and problems associated with crisis and emergency management. Learners examine emergencies, crises, and disasters, and explore the need to develop crisis and contingency plans. Other course topics include the National Response and National Contingency plans; organizing, preparing, and managing a response organization in a turbulent environment; and effective crisis incident decision making and communication. ***Prerequisite(s): PS3200.***

PS4220 - Emergency Planning (4 quarter credits). This course presents the strategies and skills required for successful emergency planning. Learners study the components of an effective emergency plan and the principles and resources that guide the planning process. Learners examine federal requirements governing emergency management and emergency planning structures, including Emergency Operations Centers (EOCs), the National Incident Management System (NIMS), the Incident Command System (ICS), and Mutual Aid Agreements. Learners also analyze the effect of disasters on physical and psychological health.

PS4225 - Emergency Management and Homeland Security (4 quarter credits). Learners in this course assess the factors that influence how emergency and homeland security leaders respond to and manage an emergency situation. Learners examine the assessment and deployment of emergency management assets and identify the differences between various law enforcement agencies and the resources they use to respond to critical incidents.

PS4230 - Leadership in Emergency Management (4 quarter credits). In this course, learners examine and apply leadership theories and strategies used in crisis environments. Learners study the fundamentals of human resource management and evaluate the tools needed to build effective teams.

PS4240 - Technology in Emergency Management (4 quarter credits). This course focuses on the role of information technology in crisis and response management. Learners examine disaster and crisis information requirements and determine appropriate uses of technology during emergency situations. Learners also study the causes and effects of information breakdowns during emergency situations.

PS4250 - Decision Management in Critical Incidents (4 quarter credits). Learners in this course develop the critical thinking and analytical skills needed to make effective decisions in critical environments. Learners gain an understanding of the tactical, practical, and political decisions made in the emergency management field, and analyze potential responses to those decisions.

PS4260 - Hazard Identification and Vulnerability (4 quarter credits). In this course, learners examine the basic structure of hazard identification and evaluate the methods used to make environmental and structural vulnerability assessments. Learners also evaluate retrospective and predictive approaches to properly identify and prepare for man-made and natural disasters.

PS4265 - Hazard Mitigation and Preparedness (4 quarter credits). In this course, learners examine various hazard mitigation strategies, tools, and techniques used to reduce vulnerability. Learners also explore the mitigation and preparedness functions of emergency managers; the role of politics in hazard mitigation policy at the local, state, and federal levels; and the private sector's potential contributions to managing development in hazardous areas. ***Prerequisite(s): PS4260.***

PS4270 - Disaster Response Operations and Management (4 quarter credits). This course provides learners with an understanding of incident management operations, from threat detection to post-incident analysis. Learners assess the challenges associated with responding effectively to terrorist situations and evaluate the effect of stress on incident management.

PS4280 - Disaster Recovery (4 quarter credits). In this course, learners analyze recovery strategies applied to disasters and evaluate the effectiveness of recovery efforts. Learners also examine the different ways in which various agencies work together as part of the longer-term recovery process. ***Prerequisite(s): PS4270.***

PS4290 - Social Dimensions of Disaster (4 quarter credits). Learners in this course identify how events of crisis affect people. Learners develop an awareness of the effect of human influence and behavior on disaster response and recovery.

PS4310 - Homeland Security in the 21st Century (4 quarter credits). This course is an introduction to the responsibilities of the Department of Homeland Security. Learners examine the roles and jurisdictions of the 22 federal agencies within the Department of Homeland Security and their relationships with local, county, and state agencies. Learners also identify the economic challenges associated with ensuring homeland security. ***Prerequisite(s): PS3400***.

Undergraduate Course Descriptions, *continued*

PS4320 - Homeland Security and Multijurisdictional Coordination (4 quarter credits). Learners in this course focus on nationally recognized and accepted multijurisdictional emergency operations systems. Learners examine the National Incident Management System (NIMS) and the Incident Command System (ICS) as foundations for modeling and coordinating effective crisis command and communication management systems. Learners also evaluate proper techniques for managing rumor control and disseminating information during times of crisis.

PS4325 - Homeland Security and Emergency Management (4 quarter credits). This course presents the fundamentals of risk and asset analysis in the field of homeland security and emergency management. Learners examine physical, operational, economic, legal, and asset security risks and establish appropriate levels of preparedness for an operational system. Learners also study gap analysis measures and develop corrective action plans for both political and Incident Command systems.

PS4330 - Leadership in Homeland Security (4 quarter credits). This course provides an overview of homeland security leadership strategies, including best practices for achieving leadership success. Learners study the organizational structure of the homeland security field and gain an understanding of leadership constraints and leadership autonomy.

PS4340 - Technology and Homeland Security (4 quarter credits). In this course, learners study integrative technology systems and application techniques used in the homeland security field. Learners examine technological resources and their applications in securing mission-critical data. Other course topics include data networking, data mining, intelligence gathering, forecasting models, and planning for tabletop exercises using conventional and virtual simulations.

PS4350 - Government, Media, and Civil Liberties (4 quarter credits). Learners in this course evaluate the effects laws such as the Antiterrorism and Effective Death Penalty Act (AEDPA) and the USA PATRIOT Act have on individuals, organizations, and governments. Learners evaluate information affecting individual civil liberties, constitutionally protected freedoms, and ethnic relations. Learners also examine the consequences of detainment, internment, interrogation, and torture.

PS4360 - Domestic and International Terrorism (4 quarter credits). The focus of this course is on the mission of protecting the United States from domestic or international threats. Learners identify and interpret social, cultural, and psychological threats and stressors that can result in terrorist acts. Other course topics include terrorist organizations, political threats, and regional conflicts.

PS4365 - World Conflict (4 quarter credits). In this course, learners identify and evaluate the causes of world conflict. Learners examine and interpret social, cultural, and psychological threats and stressors that can result in global fear and world conflict. Other course topics include the historical evolution of terrorism; geopolitical threats; and past, current, and potential regional and world conflicts. ***Prerequisite(s): PS4360.***

PS4370 - Diplomatic Approaches to National Security (4 quarter credits). This course addresses the issues involved with maintaining national security while respecting citizens' individual freedoms. Learners study the art of diplomacy and examine other nations' approaches to democracy and their relationships with the U.S.

PS4380 - Intelligence Role in Homeland Security (4 quarter credits). Learners in this course evaluate threats to homeland security and identify the intelligence-gathering methods used to address them. Learners also use the intelligence process model to assess and properly allocate the resources needed to maintain homeland security.

PS4390 - Multijurisdictional Approaches to Investigations (4 quarter credits). In this course, learners examine the intricacies of conducting successful multijurisdictional investigations. Learners study crime scene evaluation and preservation practices, crime-specific investigation strategies, and the different investigation standards of various federal agencies.

PS4410 - Introduction to Security Management (4 quarter credits). In this course, learners examine the private security industry from a business perspective. Topics include emergency and disaster management, security department management and operations, integration of security with law enforcement organizations, and the role of security in risk management.

PS4420 - Ethics in Security Management (4 quarter credits). Learners in this course analyze the ethical codes of conduct required of security industry professionals and use them as a foundation for developing their own personal codes of conduct. Learners also examine the importance of respecting diversity in the professional security management environment.

PS4431 - Leadership Principles in Security Management (4 quarter credits). In this course, learners examine various leadership theories and personnel management styles used in the security management field and form personal leadership strategies to employ in future security operations. Learners analyze the daily operation of a security management organization and develop the skills needed to evaluate and retain employees and institute strategic problem-solving methods in a corporate setting. Learners also gain an understanding of working under the constraints of a corporate budget.

PS4440 - Technology and Systems in Security Management (4 quarter credits). Learners in this course study access control, access deterrent systems, and biometric security measures. Learners gain the skills necessary to implement and evaluate the effectiveness of security management technologies. Learners also analyze and perform technology cost analyses and explore the legal implications of using security management technologies.

PS4460 - Operational Security (4 quarter credits). In this course, learners develop the skills needed to evaluate threats and develop security procedures for public and private events. Learners survey, analyze, and target areas susceptible to security breach; assess infrastructure needs; and develop and apply action plans for securing assets.

PS4898 - Special Topics in Public Safety (6 quarter credits). In this course, learners propose and conduct a study of a special topic in public safety. Learners create an individual learning plan and complete course work in an area of study that complements past experience and learning objectives. ***Special permission is required for enrollment***.

PS4899 - Special Topics in Public Safety (4 quarter credits). In this course, learners propose and conduct a study of a special topic in public safety. Learners create an individual learning plan and complete course work in an area of study that complements past experience and learning objectives. ***Special permission is required for enrollment.***

PS4990 - Public Safety Capstone Project (6 quarter credits). The capstone project is the culmination of the bachelor's degree program in Public Safety and is intended to demonstrate the technical and applied public safety knowledge and the critical-thinking and communication skills learners gain during their program. Learners formulate ideas for a new public safety approach, create a vision, and develop a strategic plan that describes how to implement their concept. ***For BS in Public Safety learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or petition.***

Undergraduate Course Descriptions, *continued*

Bachelor's Psychology Courses

PSYC3002 - Developing a Psychology Perspective (6 quarter credits). In this course, learners build and strengthen the skills needed to succeed in their program and the workplace. Learners engage in interactive activities that help them develop a psychology perspective and expand their organizational, research, critical-thinking, and problem-solving skills. Learners also participate in building a learning community, share talents and resources with courseroom peers, and prepare professional written communications. Other topics include teamwork, ethics, and project creation. ***For BS in Psychology learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or petition.***

PSYC3110 - Abnormal Psychology (6 quarter credits). Learners in this course study abnormal behavior within the framework of mental pathology. Learners examine scientific, empirically based analyses of mental disorders and deviant behavior; the range of psychological disorders and their biological, psychological, social consequences; and the evolution of abnormal psychology treatment methods. ***Prerequisite(s): PSYC1000.***

PSYC3210 - Human Lifespan Development (6 quarter credits). This course is a comprehensive survey of classical and contemporary theory and research related to physical, cognitive, emotional, and social development throughout the human lifespan. Learners analyze the methods used to study human development and examine stage and non-stage human development theories. Learners also study the interaction between heredity and the environment; milestones of physical, cognitive, and emotional growth; and personal issues associated with human development and aging. ***Prerequisite(s): PSYC1000.***

PSYC3500 - Learning and Cognition (6 quarter credits). Learners in this course examine theories, research, and methods of human learning and cognition and the ways it can be applied to lifelong learning and development. Learners study classical and operant learning, perception, attention, memory systems, and encoding and retrieval processes and the role of reasoning, knowledge, and language in learning and cognition. ***Prerequisite(s): PSYC1000.***

PSYC3520 - Introduction to Social Psychology (6 quarter credits). This course is an introduction to the scientific study of the social context on an individual's thoughts, feelings, and behaviors and the three areas of social perception, interaction, and influence in particular. Learners study social cognition, social self, interpersonal relationships, helping behavior, group behavior, attitude formation, aggression, conformity, obedience, and social perceptions related to gender, race, and culture. ***Prerequisite(s): PSYC1000.***

PSYC3540 - Culture, Ethnicity, and Diversity (6 quarter credits). In this course, learners examine theories and research of culture, ethnicity, diversity, and social interaction and current trends and challenges associated with cultural diversity. Learners explore social issues related to gender, age, race, religion, sexual orientation, and mental and physical disability and the effects of prejudice, discrimination, and institutional racism. ***Prerequisite(s): PSYC1000.***

PSYC3770 - Psychology of Human Motivation and Performance (6 quarter credits). This course presents psychological concepts, principles, and theories associated with motivation. Learners evaluate the motivational factors influencing personal and professional performance, success, and satisfaction and identify, assess, and apply motivational strategies and models of performance enhancement. ***Prerequisite(s): PSYC1000.***

PSYC4100 - History and Modern Systems of Psychology (6 quarter credits). Learners in this course explore the history of psychology as an academic discipline. Learners study the lives of various significant psychologists and the historical and social events that shaped the development of the field as a science. Learners also examine the evolution of the field's ideas of the mind, paradigmatic approaches influencing the discipline, and various psychology systems that have developed as a result of rapid social and technological change. ***Prerequisite(s): PSYC1000.***

PSYC4110 - Positive Psychology (6 quarter credits). This course presents the theories, research, and best practices of the scientific study of optimal human functioning. Learners explore positive traits and experiences and the institutions that facilitate their development. Learners study happiness, self-esteem, empathy, friendship, love, achievement, optimism, spirituality, wisdom, creativity, and humor and integrate their values and personal and professional aspirations within a framework of strengths-based character, positive emotions, and communication. ***Prerequisite(s): PSYC1000.***

PSYC4200 - Foundations of Industrial and Organizational Psychology (6 quarter credits). In this course, learners gain foundational knowledge of industrial and organizational psychology and human behavior in the workplace. Learners identify and examine various influences on individual and team workplace behavior. Learners also explore individual differences, employee attitudes and motivation, job analysis and performance, training and development, and leadership within an organization. ***Prerequisite(s): PSYC1000.***

PSYC4210 - Cyberpsychology (6 quarter credits). This course provides an introduction to the fundamentals of cyberpsychology. Learners explore the evolution of cyberpsychology and apply psychological theories of cognition, perception, emotion, motivation, and human behavior to the field. Learners also evaluate the physical and psychosocial impacts of cyberpsychology and identify the procedures, methods, and techniques used to conduct empirical cyberpsychological research.

PSYC4310 - Biological Psychology (6 quarter credits). In this course, learners explore the mind-body connection and the biological bases of behavior. Learners study the structure and functions of the nervous system; brain evolution and plasticity; methodology of physiological psychology; and the neurological bases of sensation, perception, motivation, emotion, and higher cortical functions. ***This course requires the use of statistical software. Prerequisite(s): BIO1000, PSYC1000.***

PSYC4600 - Research Methods in Psychology (6 quarter credits). Learners in this course gain an understanding of fundamental research methods and tools used in psychology study. Learners explore various research methods and designs, the ways the scientific method can be applied to the study of human behavior and thought, and ethical considerations associated with conducting research with human participants. ***Prerequisite(s): PSYC1000, PSYC4700. Cannot be fulfilled by transfer or petition.***

PSYC4700 - Statistics for the Behavioral Sciences (6 quarter credits). In this course, learners gain an understanding of fundamental statistical reasoning and systematic quantitative data analysis. Learners study statistical sampling, statistical assumptions and requirements, internal validity, tests of statistical differences between and among groups, correlation, effect size and confidence intervals, practical and statistical significance, and visual analysis and display of data. Learners also examine effective statistical data organization, reporting, and interpretation and evaluate contentions and arguments putatively based on statistics. ***This course requires the use of statistical software. Prerequisite(s): MAT2001, PSYC1000. Cannot be fulfilled by transfer or petition.***

PSYC4800 - Special Topics in Psychology (6 quarter credits). In this course, learners propose and conduct a study of a special topic in psychology. Learners either conduct a literature review of current psychology research, write a paper that applies current psychology theory and research to field-related work or experience, or write a paper that describes their involvement and participation in conducting psychological research. ***Special permission is required for enrollment.***

PSYC4900 - Psychology Capstone Project (6 quarter credits). The capstone project is the culminating experience of the bachelor's degree program in Psychology and is intended to demonstrate the technical and applied psychology knowledge and the critical-thinking and communication skills learners gain during their program. Learners identify a particular psychology-related issue and synthesize and apply acquired psychology knowledge and skills to formulate an appropriate solution. ***For BS in Psychology learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer or petition.***

Graduate Schools

School of Business and Technology

William Reed, PhD
Acting Dean

A Message from the Dean

Welcome to the School of Business and Technology. We offer doctoral and master's degree programs that emphasize contemporary issues in business, management, and information technology and reflect the competitive and rapidly changing global enterprise environment. Within each degree program, a range of specializations and profession-relevant curricula provide you with opportunities to build knowledge and expand your skills.

Interacting with faculty is a key part of your learning experience at Capella. Their academic credentials and passion for teaching, deep knowledge of their subject area, and relevant industry experience help you link theory and practice and apply in the workplace what you are learning in the courseroom. Whether you are at the beginning, middle, or peak of your career, our faculty support your professional goals and development.

Doctor of Philosophy degree programs in Business, Organization and Management, and Information Technology are designed to develop scholar-practitioners who have the ability to make significant contributions in a variety of organizational, technological, and academic settings.

The school has recently introduced a Doctor of Business Administration degree program to further support learners who desire a solid doctoral program that focuses on practical application of theory and practice.

Master of Science degree programs in Human Resource Management and Leadership provide solid academic and professional preparation for the workplace.

The Master of Science in Information Technology degree program helps learners develop core IT leadership and business skills.

The Master of Business Administration degree program offers a high-impact curriculum focused on core business and professional skills that are essential for long-term results, including data analysis, critical and strategic thinking, problem solving, decision making, and global business leadership.

I am pleased to welcome you to Capella University's School of Business and Technology. We are committed to providing a rich and rewarding learning experience and look forward to your academic success.

William Reed, PhD
Acting Dean

About the School of Business and Technology

School Mission Statement

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

Degree Programs

Doctor of Philosophy (PhD) in Business

The Doctor of Philosophy in Business is designed for scholar-practitioner business professionals interested in research, teaching, consulting, or management. Throughout the program, learners evaluate advanced theoretical constructs, standards, and techniques of business practice; strengthen the skills needed to think critically about and formulate appropriate solutions to business problems; and conduct scholarly research that contributes to the field. Upon successful completion of this degree program, learners have an understanding of the systemic approach to theory and practice in the functional areas of business and are able to apply it in business research, teaching, consulting, or management. Doctoral learners may pursue a general program of study or specialize in Accounting.

Doctor of Philosophy (PhD) in Organization and Management

The PhD in Organization and Management prepares scholar-practitioners for professional teaching or organizational roles in the fast-paced, competitive, global enterprise system. Senior- and mid-level managers and leaders study existing practices, investigate new management and leadership techniques, translate theory into practice, and engage in course work that prepares them to use research and theory to make informed organizational decisions. Learners may pursue a general program of study or specialize in Human Resource Management, Information Technology Management, Leadership, Management Education, or Project Management. Learners develop a deep subject matter expertise in specific areas of interest and the doctoral skills needed for research, critical thinking, and professional communications.

Doctor of Philosophy (PhD) in Information Technology

The Doctor of Philosophy in Information Technology provides learners with advanced information technology knowledge and skills, and assists them in developing solid research and scholarly writing abilities. Doctoral learners may pursue a general program of study or specialize in Information Technology Education, Information Assurance and Security, or Project Management. The program culminates in a dissertation that adds to the existing body of IT knowledge. The PhD in Information Technology prepares learners to pursue careers in organizations or in consulting and/or teaching.

Doctor of Business Administration (DBA)

The Doctor of Business Administration (DBA) degree program is designed for experienced professionals seeking to advance in their careers as senior business managers, consultants, researchers, or teachers. Throughout the program, learners integrate business theory and research with strategic practice and develop expertise in functional areas, such as marketing, finance and accounting, and operations, or cross-functional disciplines, such as strategy, business intelligence, and leadership. Successful completion of this degree program prepares learners to develop ethical and collaborative approaches to make business decisions and solve business problems. Learners may pursue DBA specializations in Business Intelligence, Global Operations and Supply Chain Management, or Strategy and Innovation.

Master of Science (MS) in Human Resource Management

The Master of Science in Human Resource Management degree program provides learners with the knowledge and skills needed to plan and execute a broad range of human resource management functions in the 21st century workplace. The curriculum blends business and HRM competencies and emphasizes critical thinking, data analysis, and tangible results. Throughout the program, learners engage in business and HRM-related organizational contexts that help develop their ability to effectively address real-world HRM challenges from a business perspective and translate strategic plans into workplace practices that deliver business results. Successful completion of this degree program helps position learners for careers as strategic business partners or HRM leaders.

About the School of Business and Technology, *continued*

Master of Science (MS) in Leadership
The Master of Science in Leadership degree program emphasizes the development of the leader as an evolving, responsible, and strategic force within organizations. Learners engage in a curriculum that highlights areas of current and emerging thinking associated with developing talent and relationships and managing and leading in complex and dynamic environments, collaborative and virtual environments, and adaptive systems in a sustainable and responsible manner. Learners also participate in personal development and coaching activities that assist them with career positioning for the future. Upon successful completion of this degree program, learners are prepared to pursue careers as managers or leaders in organizational settings that require adaptive and strategic skills.

Master of Science (MS) in Information Technology
The Master of Science in Information Technology is designed to help working adults acquire the skills and knowledge needed to advance their careers and make significant contributions within their organizations. For the information technology professional who wants to lead in the design and deployment of secure enterprise applications and network technologies, the degree program includes specializations in Business Analysis, Enterprise Software Architecture, Health Information Management, Information Assurance and Security, and Network Architecture. In addition, the master's specialization in Project Management offers learners a broad understanding of technology used in enterprise-wide systems projects and the methods and mastery of skills necessary for disciplined project management professionals. Learners in the general and some specialized programs of study can apply their course work to work-related systems challenges in a virtual lab environment, helping to increase their credibility and effectiveness in their jobs. The program helps learners acquire higher-level managerial skills while familiarizing them with the newest applications being used by leading corporations.

Note for MBA degree program learners: Capella is launching a revised MBA program, effective August 2011. New learners starting the MBA program in July will take the current MBA program requirements for their chosen specialization (see pages 146–150). New learners starting the MBA program in August will take the revised MBA program requirements for their chosen specialization (see pages 150–154). Existing Capella MBA learners will transition to the revised program in October.

Master of Business Administration (MBA)
For new learners starting in July
The Master of Business Administration is designed to meet the needs of working professionals seeking to advance their careers in management and turn experienced managers into effective leaders. The MBA focuses on practical content, relevant skills, and job-related behaviors critical for success in today's competitive environment. Additionally, the learning experience blends a supportive professional effectiveness process, individualized assessments, and self-reflection with a challenging curriculum and a deep commitment to adult-centered learning. The experienced faculty who support the curriculum are committed to learner success. Learners receive broad exposure to core business disciplines in the general program of study and have the option to increase the depth of their competency in the Accounting, Finance, Global Operations and Supply Chain Management, Health Care Management, Human Resource Management, Information Technology Management, Marketing, or Project Management specializations.

Master of Business Administration (MBA)
For new learners starting in August
The Master of Business Administration (MBA) degree program is a rigorous and supportive program that is designed to provide working professionals with the knowledge and skills necessary for achieving their professional and personal goals and advance their careers. It provides broad exposure to core business disciplines and the values guiding those disciplines and the opportunity to increase the depth of competency in specific areas of specialization. Learners engage in a curriculum that presents practical and relevant content integrated across functional business areas and emphasizes developing a holistic and values-based approach to business and organizational leadership. Upon successful completion of this degree program, learners have gained knowledge and skills in foundational business areas, including leadership, business communication, critical thinking, problem solving, and collaboration and are prepared to pursue advanced business careers managing today's complex, culturally diverse, global organizations. Learners may pursue MBA specializations in General Business Administration, Accounting, Business Intelligence, Entrepreneurship, Finance, Global Operations and Supply Chain Management, Health Care Management, Human Resource Management, Information Technology Management, Marketing, or Project Management.

About the School of Business and Technology, *continued*

Certificate Programs

The School of Business and Technology certificate programs provide business professionals with the opportunity to pursue new knowledge and skills through completion of a concentrated graduate-level program of study. Learners may pursue certificate programs in Human Resource Management, Information Assurance and Security, Leadership, and Project Management.

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.

School of Business and Technology Academic Offerings

Degree Programs	Specializations	Multiple Specializations (must be within the same degree program)
Doctor of Philosophy (PhD) in Business	General Business	
	Accounting	
Doctor of Philosophy (PhD) in Organization and Management	General Organization and Management	
	Human Resource Management	
	Information Technology Management	
	Leadership	
	Management Education	
	Project Management	
Doctor of Philosophy (PhD) in Information Technology	General Information Technology	
	Information Assurance and Security	
	Information Technology Education	
	Project Management	
Doctor of Business Administration (DBA)	Business Intelligence	
	Global Operations and Supply Chain Management	
	Strategy and Innovation	
Master of Science (MS) in Human Resource Management	General Human Resource Management	
Master of Science (MS) in Leadership	General Leadership	
Master of Science (MS) in Information Technology	General Information Technology	✓
	Business Analysis	✓
	Enterprise Software Architecture	✓
	Health Information Management	✓
	Information Assurance and Security	✓
	Network Architecture	✓
	Project Management	✓
Master of Business Administration (MBA)	General Business Administration	✓
	Accounting	✓
	Business Intelligence[1]	✓
	Entrepreneurship[1]	✓
	Finance	✓
	Global Operations and Supply Chain Management	✓
	Health Care Management	✓
	Human Resource Management	✓
	Information Technology Management	✓
	Marketing	✓
	Project Management	✓
Certificate Programs	Human Resource Management	
	Information Assurance and Security	
	Leadership	
	Project Management	

1. Review of this specialization is pending in AL, KS, KY, ND, SC, and TN.

School of Business and Technology Academic Offerings

Doctor of Philosophy (PhD) in Business Specializations

Learners in the PhD in Business degree program should carefully assess their ability to write and think critically and from a scholarly perspective. OM7086 and OM7088 are specifically designed to help learners develop their critical-thinking and writing skills.

General Business

The doctoral specialization in General Business provides learners with a deep understanding of business theory, research, and practice. The curriculum focuses on general business systems and leadership, financial management, accounting, economics, strategy, and ethics and social responsibility. In addition to the core curriculum, learners gain advanced knowledge and skills in research design and application. Upon successful completion of this specialization, learners have an understanding of the theoretical and practical concepts needed to be successful in business research, practice, teaching, management, or consulting.

Residency Requirement(s):

Three four-day colloquia (OM-R8921, OM-R8922, OM-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Sixteen Required Courses 68 quarter credits

PHB8004 Theory and Practice in Business (4 quarter credits)
OM7020 Marketing Strategy and Practice (4 quarter credits)
OM7040 Accounting and Financial Management (4 quarter credits)
OM7050 Ethics and Social Responsibility (4 quarter credits)
PHB7075 Organizational Systems and Leadership (4 quarter credits)
PHB8012 Strategy, Planning, and Operations in Business (4 quarter credits)
OM8020 Quantitative Research Techniques (4 quarter credits)
OM8021 * Management Theory Creation (4 quarter credits)
OM8022 * Survey of Applied Research Methods (4 quarter credits)
PHB8024 * Advanced Research: Mixed-Methods Research Designs (4 quarter credits)
OM8910 * Teaching Practice Seminar (4 quarter credits) ***OR***
OM8920 * Leadership Practice Seminar (4 quarter credits) ***OR***
OM8930 * Consulting Practice Seminar (4 quarter credits)

Upon completion of all required course work:

PHB9919 * Doctoral Comprehensive Examination (4 quarter credits)
PHB9920 * Dissertation Courseroom (non-credit)
PHB9921 * Dissertation Research 1 (5 quarter credits)
PHB9922 * Dissertation Research 2 (5 quarter credits)
PHB9923 * Dissertation Research 3 (5 quarter credits)
PHB9924 * Dissertation Research 4 (5 quarter credits)

Thirteen Elective Courses 52 quarter credits

Choose any graduate course(s).

Total 120 quarter credits

Accounting

The doctoral 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 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. Throughout the specialization, learners evaluate advanced theoretical constructs, standards, and techniques of accounting practice; analyze strategic implications of various accounting issues; and conduct scholarly research that contributes to the field of accounting. Upon successful completion of this specialization, learners are prepared to pursue advancement in accounting research, practice, teaching, management, or consulting.

Residency Requirement(s):

Three four-day colloquia (OM-R8921, OM-R8922, OM-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Twenty-One Required Courses 88 quarter credits

Core courses:

PHB8004 Theory and Practice in Business (4 quarter credits)
OM7020 Marketing Strategy and Practice (4 quarter credits)
OM7050 Ethics and Social Responsibility (4 quarter credits)
PHB7045 Applied Enterprise Economics (4 quarter credits)
PHB7075 Organizational Systems and Leadership (4 quarter credits)
PHB8012 Strategy, Planning, and Operations in Business (4 quarter credits)
OM8020 Quantitative Research Techniques (4 quarter credits)
OM8021 * Management Theory Creation (4 quarter credits)
OM8022 * Survey of Applied Research Methods (4 quarter credits)
PHB8024 * Advanced Research: Mixed-Methods Research Designs (4 quarter credits)
OM8910 * Teaching Practice Seminar (4 quarter credits) ***OR***
OM8920 * Leadership Practice Seminar (4 quarter credits) ***OR***
OM8930 * Consulting Practice Seminar (4 quarter credits)

Specialization courses:

PHB8410 Survey in Financial Accounting (4 quarter credits)
PHB8415 Survey in Managerial Accounting (4 quarter credits)

In addition, choose three from the following courses:

PHB8420 Accounting Information Systems (4 quarter credits)
PHB8422 Auditing (4 quarter credits)
PHB8424 International Accounting (4 quarter credits)
PHB8426 Fraud Examination (4 quarter credits)
PHB8428 Forensic Accounting (4 quarter credits)
PHB8430 Taxation (4 quarter credits)

Upon completion of all required course work:

PHB9919 * Doctoral Comprehensive Examination (4 quarter credits)
PHB9920 * Dissertation Courseroom (non-credit)
PHB9921 * Dissertation Research 1 (5 quarter credits)
PHB9922 * Dissertation Research 2 (5 quarter credits)
PHB9923 * Dissertation Research 3 (5 quarter credits)
PHB9924 * Dissertation Research 4 (5 quarter credits)

Eight Elective Courses 32 quarter credits

Choose any graduate course(s).

Total 120 quarter credits

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

School of Business and Technology Academic Offerings, *continued*

Doctor of Philosophy (PhD) in Organization and Management Specializations

Learners in the PhD in Organization and Management degree program should carefully assess their ability to write and think critically and from a scholarly perspective. OM7086 and OM7088 are specifically designed to help learners develop their critical-thinking and writing skills.

General Organization and Management

Learners in the doctoral General Organization and Management specialization may select courses and electives from one or more specializations, provided that they meet all general specialization requirements and any course prerequisites. It is expected that learners choose electives that provide a coherent foundation for research in an area of organization and management inquiry. Successfully completing the General Organization and Management specialization prepares learners to lead, consult, or teach in the field of management from an informed, strategic viewpoint, creating practical solutions to real-world problems.

Residency Requirement(s):

Three four-day colloquia (OM-R8921, OM-R8922, OM-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Sixteen Required Courses 68 quarter credits

OM8004 Managing and Organizing People (4 quarter credits)
OM7020 Marketing Strategy and Practice (4 quarter credits)
OM7040 Accounting and Financial Management (4 quarter credits)
OM7050 Ethics and Social Responsibility (4 quarter credits)
OM8020 Quantitative Research Techniques (4 quarter credits)
OM8010 Principles of Organization Theory and Practice (4 quarter credits)
OM8012 Strategy (4 quarter credits)
OM8021 * Management Theory Creation (4 quarter credits)
OM8022 * Survey of Applied Research Methods (4 quarter credits)
OM8025 * Advanced Qualitative Research (4 quarter credits) ***OR***
OM8026 * Applied Multivariate Modeling (4 quarter credits) ***OR***
OM8027 * Survey Research Methodology (4 quarter credits) ***OR***
OM8031 * Design Science Research Methods (4 quarter credits) ***OR***
PHB8024 * Advanced Research: Mixed-Methods Research Designs (4 quarter credits)
OM8910 * Teaching Practice Seminar (4 quarter credits) ***OR***
OM8920 * Leadership Practice Seminar (4 quarter credits) ***OR***
OM8930 * Consulting Practice Seminar (4 quarter credits)

Upon completion of all required course work:

OM9919 * Doctoral Comprehensive Examination (4 quarter credits)
OM9920 * Dissertation Courseroom (non-credit)
OM9921 * Dissertation Research 1 (5 quarter credits)
OM9922 * Dissertation Research 2 (5 quarter credits)
OM9923 * Dissertation Research 3 (5 quarter credits)
OM9924 * Dissertation Research 4 (5 quarter credits)

Thirteen Elective Courses 52 quarter credits

Choose any graduate course(s).

Total 120 quarter credits

Human Resource Management

The Human Resource Management specialization provides mid-level and executive leadership with leading theories and practices for human resource management in a complex and global business environment. Doctoral learners receive training as scholar-practitioners conducting and applying research across a wide spectrum of HRM topics. The Human Resource Management specialization prepares learners to lead, consult, or teach in the field of HRM from an informed, strategic viewpoint, creating practical solutions to real-world problems. This specialization prepares HRM executives for the role of strategic partner in leading and managing the human assets of the organization as a full business partner.

Residency Requirement(s):

Three four-day colloquia (OM-R8921, OM-R8922, OM-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Twenty-One Required Courses 88 quarter credits

Core courses:

OM8004 Managing and Organizing People (4 quarter credits)
OM7020 Marketing Strategy and Practice (4 quarter credits)
OM7040 Accounting and Financial Management (4 quarter credits)
OM7050 Ethics and Social Responsibility (4 quarter credits)
OM8020 Quantitative Research Techniques (4 quarter credits)
OM8010 Principles of Organization Theory and Practice (4 quarter credits)
OM8012 Strategy (4 quarter credits)
OM8021 * Management Theory Creation (4 quarter credits)
OM8022 * Survey of Applied Research Methods (4 quarter credits)
OM8025 * Advanced Qualitative Research (4 quarter credits) ***OR***
OM8026 * Applied Multivariate Modeling (4 quarter credits) ***OR***
OM8027 * Survey Research Methodology (4 quarter credits) ***OR***
OM8031 * Design Science Research Methods (4 quarter credits) ***OR***
PHB8024 * Advanced Research: Mixed-Methods Research Designs (4 quarter credits)
OM8910 * Teaching Practice Seminar (4 quarter credits) ***OR***
OM8920 * Leadership Practice Seminar (4 quarter credits) ***OR***
OM8930 * Consulting Practice Seminar (4 quarter credits)

Specialization courses:

Choose five from the following courses:

OM8201 Theories of Executive Human Resource Management (4 quarter credits)
OM8202 The Human Resource Executive as Strategic Partner (4 quarter credits)
OM8203 Perspectives and Practices in Global Human Resource Management (4 quarter credits)
OM8204 Legal Systems, Labor Relations, and Regulatory Practices (4 quarter credits)
OM8205 Knowledge Management, Human Resource Information Systems, and Internet Technologies (4 quarter credits)
OM8206 Human Capital Management, Acquisition, Development, and Retention (4 quarter credits)

Upon completion of all required course work:

OM9919 * Doctoral Comprehensive Examination (4 quarter credits)
OM9920 * Dissertation Courseroom (non-credit)
OM9921 * Dissertation Research 1 (5 quarter credits)
OM9922 * Dissertation Research 2 (5 quarter credits)
OM9923 * Dissertation Research 3 (5 quarter credits)
OM9924 * Dissertation Research 4 (5 quarter credits)

Eight Elective Courses 32 quarter credits

Choose any graduate course(s).

Total 120 quarter credits

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

School of Business and Technology Academic Offerings, *continued*

PhD in Organization and Management
Specializations, continued

Information Technology Management

The Information Technology Management specialization investigates the contemporary theories and practices that today's organizations are using to gain a strategic advantage through the deployment of information technology. Doctoral learners develop the process skills and subject matter knowledge needed to excel as scholar-practitioners and leaders in this growing field. This specialization equips learners with the tools needed to pioneer innovative solutions to complex problems in the planning, development, and management of IT in the fast-moving environment of modern organizations. Completing the PhD with this 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 as organizations compete in the global marketplace.

Residency Requirement(s):

Three four-day colloquia (OM-R8921, OM-R8922, OM-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Twenty-One Required Courses 88 quarter credits

Core courses:

OM8004 Managing and Organizing People (4 quarter credits)
OM7020 Marketing Strategy and Practice (4 quarter credits)
OM7040 Accounting and Financial Management (4 quarter credits)
OM7050 Ethics and Social Responsibility (4 quarter credits)
OM8020 Quantitative Research Techniques (4 quarter credits)
OM8010 Principles of Organization Theory and Practice (4 quarter credits)
OM8012 Strategy (4 quarter credits)
OM8021 * Management Theory Creation (4 quarter credits) ***OR***
OM8022 * Survey of Applied Research Methods (4 quarter credits)
OM8025 * Advanced Qualitative Research (4 quarter credits) ***OR***
OM8026 * Applied Multivariate Modeling (4 quarter credits) ***OR***
OM8027 * Survey Research Methodology (4 quarter credits) ***OR***
OM8031 * Design Science Research Methods (4 quarter credits) ***OR***
PHB8024 * Advanced Research: Mixed-Methods Research Designs (4 quarter credits)
OM8910 * Teaching Practice Seminar (4 quarter credits) ***OR***
OM8920 * Leadership Practice Seminar (4 quarter credits) ***OR***
OM8930 * Consulting Practice Seminar (4 quarter credits)

Specialization courses:

OM8301 Survey of Research Literature in Information Technology Management Infrastructure (4 quarter credits)
OM8302 Survey of Research Literature in Information Technology Planning and Delivery (4 quarter credits)
OM8303 Information Technology Technical Foundations (4 quarter credits)
OM8304 Information Technology Delivery (4 quarter credits)
OM8305 Information Technology Strategy and Management (4 quarter credits)

Upon completion of all required course work:

OM9919 * Doctoral Comprehensive Examination (4 quarter credits)
OM9920 * Dissertation Courseroom (non-credit)
OM9921 * Dissertation Research 1 (5 quarter credits)
OM9922 * Dissertation Research 2 (5 quarter credits)
OM9923 * Dissertation Research 3 (5 quarter credits)
OM9924 * Dissertation Research 4 (5 quarter credits)

Eight Elective Courses 32 quarter credits

Choose any graduate course(s).

Total 120 quarter credits

Leadership

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

Residency Requirement(s):

Three four-day colloquia (OM-R8921, OM-R8922, OM-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Twenty-One Required Courses 88 quarter credits

Core courses:

OM8004 Managing and Organizing People (4 quarter credits)
OM7020 Marketing Strategy and Practice (4 quarter credits)
OM7040 Accounting and Financial Management (4 quarter credits)
OM7050 Ethics and Social Responsibility (4 quarter credits)
OM8020 Quantitative Research Techniques (4 quarter credits)
OM8010 Principles of Organization Theory and Practice (4 quarter credits)
OM8012 Strategy (4 quarter credits)
OM8021 * Management Theory Creation (4 quarter credits) ***OR***
OM8022 * Survey of Applied Research Methods (4 quarter credits)
OM8025 * Advanced Qualitative Research (4 quarter credits) ***OR***
OM8026 * Applied Multivariate Modeling (4 quarter credits) ***OR***
OM8027 * Survey Research Methodology (4 quarter credits) ***OR***
OM8031 * Design Science Research Methods (4 quarter credits) ***OR***
PHB8024 * Advanced Research: Mixed-Methods Research Designs (4 quarter credits)
OM8910 * Teaching Practice Seminar (4 quarter credits) ***OR***
OM8920 * Leadership Practice Seminar (4 quarter credits) ***OR***
OM8930 * Consulting Practice Seminar (4 quarter credits)

Specialization courses:

OM8101 Theories of Leadership (4 quarter credits)
OM8102 * Leading at the Top: The Upper Echelon (4 quarter credits)

In addition, choose three from the following courses:

OM8103 * Global Executive/Manager Development (4 quarter credits)
OM8104 * Leadership: The Dark Side (4 quarter credits)
OM8105 * Issues on the Frontier of the Global Economy (4 quarter credits)
OM8106 * Leading in the Global Enterprise System (4 quarter credits)
OM8107 * Entrepreneurial Leader as Pioneer (4 quarter credits)

Upon completion of all required course work:

OM9919 * Doctoral Comprehensive Examination (4 quarter credits)
OM9920 * Dissertation Courseroom (non-credit)
OM9921 * Dissertation Research 1 (5 quarter credits)
OM9922 * Dissertation Research 2 (5 quarter credits)
OM9923 * Dissertation Research 3 (5 quarter credits)
OM9924 * Dissertation Research 4 (5 quarter credits)

Eight Elective Courses 32 quarter credits

Choose any graduate course(s).

Total 120 quarter credits

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

School of Business and Technology Academic Offerings, *continued*

PhD in Organization and Management
Specializations, continued

Management Education

The Management Education specialization prepares doctoral learners to teach organization and management courses at the postsecondary level. This specialization combines advanced organization and management knowledge and skills with management education literature analysis, teaching practice, learning and instructional design, learning theory and educational processes, classroom assessment, and course design and development. The Management Education specialization offers a terminal degree option for learners who want to excel in postsecondary management instruction, allowing them to develop solid research skills and culminating in a dissertation that advances the body of knowledge of management education.

Learners in the Management Education specialization may also enroll, concurrently, in the School of Education's Post-Master's Certificate in College Teaching.

Residency Requirement(s):

Three four-day colloquia (OM-R8921, OM-R8922, OM-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Twenty-One Required Courses 88 quarter credits

Core courses:

OM8004 Managing and Organizing People (4 quarter credits)
OM7020 Marketing Strategy and Practice (4 quarter credits)
OM7040 Accounting and Financial Management (4 quarter credits)
OM7050 Ethics and Social Responsibility (4 quarter credits)
OM8020 Quantitative Research Techniques (4 quarter credits)
OM8010 Principles of Organization Theory and Practice (4 quarter credits)
OM8012 Strategy (4 quarter credits)
OM8021 * Management Theory Creation (4 quarter credits)
OM8022 * Survey of Applied Research Methods (4 quarter credits)
OM8025 * Advanced Qualitative Research (4 quarter credits) ***OR***
OM8026 * Applied Multivariate Modeling (4 quarter credits) ***OR***
OM8027 * Survey Research Methodology (4 quarter credits) ***OR***
OM8031 * Design Science Research Methods (4 quarter credits) ***OR***
PHB8024 * Advanced Research: Mixed-Methods Research Designs (4 quarter credits)
OM8910 * Teaching Practice Seminar (4 quarter credits)

Specialization courses:

OM8028 Survey of Research Literature in Management Education (4 quarter credits)
ED7311 Theory and Methods of Educating Adults (4 quarter credits)
ED7312 Teaching Adults (4 quarter credits)
ED7712 Classroom Assessment in Education (4 quarter credits)
ED8444 Higher Education Curriculum Development and Teaching Strategies (4 quarter credits) ***OR***
ED8600 Effective Online Course Design, Delivery, Facilitation, and Assessment (4 quarter credits)

Upon completion of all required course work:

OM9919 * Doctoral Comprehensive Examination (4 quarter credits)
OM9920 * Dissertation Courseroom (non-credit)
OM9921 * Dissertation Research 1 (5 quarter credits)
OM9922 * Dissertation Research 2 (5 quarter credits)
OM9923 * Dissertation Research 3 (5 quarter credits)
OM9924 * Dissertation Research 4 (5 quarter credits)

Eight Elective Courses 32 quarter credits

Choose any graduate course(s).

Total 120 quarter credits

Learners may not transfer in more than two education courses to fulfill their specialization requirements.

Project Management

The doctoral Project Management specialization focuses on contemporary project management theories and practices. Learners acquire the subject matter knowledge, process skills, and tools needed to effectively initiate, plan, and manage organizational projects and programs and excel as scholar-practitioners in the field. Specialization topics include project and program management, risk management, portfolio optimization, and leadership. Successful graduates of this specialization are prepared to lead, consult, or teach in the field of project management from an informed, strategic perspective.

Residency Requirement(s):

Three four-day colloquia (OM-R8921, OM-R8922, OM-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Twenty-One Required Courses 88 quarter credits

Core courses:

OM8004 Managing and Organizing People (4 quarter credits)
OM7020 Marketing Strategy and Practice (4 quarter credits)
OM7040 Accounting and Financial Management (4 quarter credits)
OM7050 Ethics and Social Responsibility (4 quarter credits)
OM8020 Quantitative Research Techniques (4 quarter credits)
OM8010 Principles of Organization Theory and Practice (4 quarter credits)
OM8012 Strategy (4 quarter credits)
OM8021 * Management Theory Creation (4 quarter credits)
OM8022 * Survey of Applied Research Methods (4 quarter credits)
OM8025 * Advanced Qualitative Research (4 quarter credits) ***OR***
OM8026 * Applied Multivariate Modeling (4 quarter credits) ***OR***
OM8027 * Survey Research Methodology (4 quarter credits) ***OR***
OM8031 * Design Science Research Methods (4 quarter credits) ***OR***
PHB8024 * Advanced Research: Mixed-Methods Research Designs (4 quarter credits)
OM8910 * Teaching Practice Seminar (4 quarter credits) ***OR***
OM8920 * Leadership Practice Seminar (4 quarter credits) ***OR***
OM8930 * Consulting Practice Seminar (4 quarter credits)

Specialization courses:

OM8521 Advances in Project Planning (4 quarter credits)
OM8523 Advances in Project Execution (4 quarter credits)
OM8525 Strategic Leadership and Human Resource Management (4 quarter credits)
OM8527 Advanced Risk Management (4 quarter credits)
OM8529 Program and Portfolio Management (4 quarter credits)

Upon completion of all required course work:

OM9919 * Doctoral Comprehensive Examination (4 quarter credits)
OM9920 * Dissertation Courseroom (non-credit)
OM9921 * Dissertation Research 1 (5 quarter credits)
OM9922 * Dissertation Research 2 (5 quarter credits)
OM9923 * Dissertation Research 3 (5 quarter credits)
OM9924 * Dissertation Research 4 (5 quarter credits)

Eight Elective Courses 32 quarter credits

Choose any graduate course(s).

Total 120 quarter credits

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

School of Business and Technology Academic Offerings, *continued*

Doctor of Philosophy (PhD) in Information Technology Specializations

Learners in the PhD in Information Technology degree program should carefully assess their ability to write and think critically and from a scholarly perspective. OM7086 and OM7088 are specifically designed to help learners develop their critical-thinking and writing skills.

General Information Technology

Learners in the doctoral General Information Technology specialization may select courses from one or more specializations, provided that they meet all general specialization requirements and any course prerequisites. Learners are expected to choose electives that provide a coherent foundation for research in one or more areas of information technology. Successfully completing the General Information Technology specialization prepares learners to lead, consult, or teach in the field of IT.

Residency Requirement(s):

Three four-day colloquia (OM-R8921, OM-R8922, OM-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Sixteen Required Courses 68 quarter credits

TS8004	Information Technology Research and Practice (4 quarter credits)
OM8301	Survey of Research Literature in Information Technology Management Infrastructure (4 quarter credits)
OM8302	Survey of Research Literature in Information Technology Planning and Delivery (4 quarter credits)
OM8303	Information Technology Technical Foundations (4 quarter credits)
OM8304	Information Technology Delivery (4 quarter credits)
OM8305	Information Technology Strategy and Management (4 quarter credits)
TS8306	Advances in Information Technology (4 quarter credits) ***OR***
TS8998	Special Topics in Information Technology (4 quarter credits)
OM8020	Quantitative Research Techniques (4 quarter credits)
OM8022 *	Survey of Applied Research Methods (4 quarter credits)
OM8025 *	Advanced Qualitative Research (4 quarter credits) ***OR***
OM8026 *	Applied Multivariate Modeling (4 quarter credits) ***OR***
OM8027 *	Survey Research Methodology (4 quarter credits) ***OR***
OM8031 *	Design Science Research Methods (4 quarter credits) ***OR***
PHB8024 *	Advanced Research: Mixed-Methods Research Designs (4 quarter credits)
TS8940 *	Information Technology Consulting Practice Seminar (4 quarter credits) ***OR***
TS8950 *	Teaching Practice Seminar in Information Technology Education (4 quarter credits)

Upon completion of all required course work:

TS9919 *	Doctoral Comprehensive Examination (4 quarter credits)
TS9920 *	Dissertation Courseroom (non-credit)
TS9921 *	Dissertation Research 1 (5 quarter credits)
TS9922 *	Dissertation Research 2 (5 quarter credits)
TS9923 *	Dissertation Research 3 (5 quarter credits)
TS9924 *	Dissertation Research 4 (5 quarter credits)

Thirteen Elective Courses 52 quarter credits

Choose any graduate course(s).

Total 120 quarter credits

Information Assurance and Security

The doctoral Information Assurance and Security specialization offers a terminal degree option for information security professionals in the information technology field and IT professionals who have a master's degree in computer science or a related field. Specialization topics include information confidentiality, integrity, and availability. This specialization provides learners with advanced research, scholarly writing, and information security skills, and culminates in a dissertation that advances the body of information security knowledge. Successful graduates of this specialization are prepared to pursue careers as information security consultants, managers, or educators.

Residency Requirement(s):

Three four-day colloquia (OM-R8921, OM-R8922, OM-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Twenty-One Required Courses 88 quarter credits

Core courses:

TS8004	Information Technology Research and Practice (4 quarter credits)
OM8301	Survey of Research Literature in Information Technology Management Infrastructure (4 quarter credits)
OM8302	Survey of Research Literature in Information Technology Planning and Delivery (4 quarter credits)
OM8303	Information Technology Technical Foundations (4 quarter credits)
OM8304	Information Technology Delivery (4 quarter credits)
OM8305	Information Technology Strategy and Management (4 quarter credits)
TS8306	Advances in Information Technology (4 quarter credits) ***OR***
TS8998	Special Topics in Information Technology (4 quarter credits)
OM8020	Quantitative Research Techniques (4 quarter credits)
OM8022 *	Survey of Applied Research Methods (4 quarter credits)
OM8025 *	Advanced Qualitative Research (4 quarter credits) ***OR***
OM8026 *	Applied Multivariate Modeling (4 quarter credits) ***OR***
OM8027 *	Survey Research Methodology (4 quarter credits) ***OR***
OM8031 *	Design Science Research Methods (4 quarter credits) ***OR***
PHB8024 *	Advanced Research: Mixed-Methods Research Designs (4 quarter credits)
TS8940 *	Information Technology Consulting Practice Seminar (4 quarter credits) ***OR***
TS8950 *	Teaching Practice Seminar in Information Technology Education (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)
TS8539	Security Governance and Management (4 quarter credits)

Upon completion of all required course work:

TS9919 *	Doctoral Comprehensive Examination (4 quarter credits)
TS9920 *	Dissertation Courseroom (non-credit)
TS9921 *	Dissertation Research 1 (5 quarter credits)
TS9922 *	Dissertation Research 2 (5 quarter credits)
TS9923 *	Dissertation Research 3 (5 quarter credits)
TS9924 *	Dissertation Research 4 (5 quarter credits)

Eight Elective Courses 32 quarter credits

Choose any graduate course(s).

Total 120 quarter credits

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

School of Business and Technology Academic Offerings, *continued*

PhD in Information Technology
Specializations, continued

Information Technology Education

The Information Technology Education specialization is intended for information technology professionals who have earned a master's degree in computer science or a related field. This specialization provides doctoral learners with advanced IT knowledge and skills, and assists them in developing solid research, scholarly writing, and advanced teaching abilities. This specialization culminates in a dissertation that adds to the existing body of IT knowledge and prepares learners to pursue IT faculty positions in higher education settings.

Learners in the Information Technology Education specialization may also enroll, concurrently, in the School of Education's Post-Master's Certificate in College Teaching.

Residency Requirement(s):

Three four-day colloquia (OM-R8921, OM-R8922, OM-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Twenty-One Required Courses 88 quarter credits

Core courses:

TS8004 Information Technology Research and Practice (4 quarter credits)
OM8301 Survey of Research Literature in Information Technology Management Infrastructure (4 quarter credits)
OM8302 Survey of Research Literature in Information Technology Planning and Delivery (4 quarter credits)
OM8303 Information Technology Technical Foundations (4 quarter credits)
OM8304 Information Technology Delivery (4 quarter credits)
OM8305 Information Technology Strategy and Management (4 quarter credits)
TS8306 Advances in Information Technology (4 quarter credits) ***OR***
TS8998 Special Topics in Information Technology (4 quarter credits)
OM8020 Quantitative Research Techniques (4 quarter credits)
OM8022 * Survey of Applied Research Methods (4 quarter credits)
OM8025 * Advanced Qualitative Research (4 quarter credits) ***OR***
OM8026 * Applied Multivariate Modeling (4 quarter credits) ***OR***
OM8027 * Survey Research Methodology (4 quarter credits) ***OR***
OM8031 * Design Science Research Methods (4 quarter credits) ***OR***
PHB8024 * Advanced Research: Mixed-Methods Research Designs (4 quarter credits)
TS8950 * Teaching Practice Seminar in Information Technology Education (4 quarter credits)

Specialization courses:

TS8951 Survey of Research Literature in Information Technology Education (4 quarter credits)
ED7311 Theory and Methods of Educating Adults (4 quarter credits)
ED7312 Teaching Adults (4 quarter credits)
ED7712 Classroom Assessment in Education (4 quarter credits)
ED8444 Higher Education Curriculum Development and Teaching Strategies (4 quarter credits) ***OR***
ED8600 Effective Online Course Design, Delivery, Facilitation, and Assessment (4 quarter credits)

Upon completion of all required course work:

TS9919 * Doctoral Comprehensive Examination (4 quarter credits)
TS9920 * Dissertation Courseroom (non-credit)
TS9921 * Dissertation Research 1 (5 quarter credits)
TS9922 * Dissertation Research 2 (5 quarter credits)
TS9923 * Dissertation Research 3 (5 quarter credits)
TS9924 * Dissertation Research 4 (5 quarter credits)

Eight Elective Courses 32 quarter credits

Choose any graduate course(s).

Total 120 quarter credits

Learners may not transfer in more than two education courses to fulfill their specialization requirements.

Project Management

The doctoral Project Management specialization offers a terminal degree option for information technology project management professionals and IT professionals who have a master's degree in computer science or a related field. Specialization topics include project and program management, risk management, project governance, and portfolio optimization. This specialization provides learners with advanced research, scholarly writing, and IT project management skills, and culminates in a dissertation that advances the body of IT project management knowledge. Upon successful completion of this specialization, learners are prepared to pursue careers as IT project management consultants, managers, or educators.

Residency Requirement(s):

Three four-day colloquia (OM-R8921, OM-R8922, OM-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Twenty-One Required Courses 88 quarter credits

Core courses:

TS8004 Information Technology Research and Practice (4 quarter credits)
OM8301 Survey of Research Literature in Information Technology Management Infrastructure (4 quarter credits)
OM8302 Survey of Research Literature in Information Technology Planning and Delivery (4 quarter credits)
OM8303 Information Technology Technical Foundations (4 quarter credits)
OM8304 Information Technology Delivery (4 quarter credits)
OM8305 Information Technology Strategy and Management (4 quarter credits)
TS8306 Advances in Information Technology (4 quarter credits) ***OR***
TS8998 Special Topics in Information Technology (4 quarter credits)
OM8020 Quantitative Research Techniques (4 quarter credits)
OM8022 * Survey of Applied Research Methods (4 quarter credits)
OM8025 * Advanced Qualitative Research (4 quarter credits) ***OR***
OM8026 * Applied Multivariate Modeling (4 quarter credits) ***OR***
OM8027 * Survey Research Methodology (4 quarter credits) ***OR***
OM8031 * Design Science Research Methods (4 quarter credits) ***OR***
PHB8024 * Advanced Research: Mixed-Methods Research Designs (4 quarter credits)
TS8940 * Information Technology Consulting Practice Seminar (4 quarter credits) ***OR***
TS8950 * Teaching Practice Seminar in Information Technology Education (4 quarter credits)

Specialization courses:

OM8521 Advances in Project Planning (4 quarter credits)
OM8523 Advances in Project Execution (4 quarter credits)
OM8525 Strategic Leadership and Human Resource Management (4 quarter credits)
OM8527 Advanced Risk Management (4 quarter credits)
OM8529 Program and Portfolio Management (4 quarter credits)

Upon completion of all required course work:

TS9919 * Doctoral Comprehensive Examination (4 quarter credits)
TS9920 * Dissertation Courseroom (non-credit)
TS9921 * Dissertation Research 1 (5 quarter credits)
TS9922 * Dissertation Research 2 (5 quarter credits)
TS9923 * Dissertation Research 3 (5 quarter credits)
TS9924 * Dissertation Research 4 (5 quarter credits)

Eight Elective Courses 32 quarter credits

Choose any graduate course(s).

Total 120 quarter credits

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

School of Business and Technology Academic Offerings, *continued*

Doctor of Business Administration (DBA) Specializations

Business Intelligence

The DBA Business Intelligence specialization is designed to provide learners with the knowledge and skills needed to lead strategic and tactical decision making within organizations. The curriculum emphasizes internal and external sources of information; techniques for identifying, gathering, managing, analyzing, and integrating organizational information used to make evidence-based decisions; data presentation tools and strategies; and ethical considerations associated with data acquisition and use. Successful completion of this specialization prepares learners to lead, consult, or teach in the area of business intelligence.

Residency Requirement(s):

Three three-day residential colloquia (DB-R8921, DB-R8922, DB-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Seventeen Required Courses 82 quarter credits

All courses taken in a prescribed sequence:

Core courses:

DB8004 * Strategic Thinking and Innovation (6 quarter credits)
DB-R8921 * DBA Research Residential Colloquium I (2 quarter credits) +
DB9901 * Dissertation Mentor Courseroom 1 (non-credit)
DB8010 * Leadership with Integrated Coaching (6 quarter credits)
DB9902 * Dissertation Mentor Courseroom 2 (non-credit)
DB8020 * Research Foundations (6 quarter credits)
DB9903 * Dissertation Mentor Courseroom 3 (non-credit)
DB8030 * Global Operations (6 quarter credits) +
DB9905 * Dissertation Mentor Courseroom 5 (non-credit)
DB8040 * Financial Decision Making (6 quarter credits)
DB-R8922 * DBA Research Residential Colloquium II (2 quarter credits) +
DB9906 * Dissertation Mentor Courseroom 6 (non-credit)
DB8050 * Applied Research Techniques (6 quarter credits)
DB9907 * Dissertation Mentor Courseroom 7 (non-credit)
DB8060 * Exploring Opportunities for Social Responsibility and Sustainability (6 quarter credits)
DB9909 * Dissertation Mentor Courseroom 9 (non-credit)
DB8070 * Market Innovation (6 quarter credits)
DB-R8923 * DBA Research Residential Colloquium III (2 quarter credits) +
DB9910 * Dissertation Mentor Courseroom 10 (non-credit)

Specialization courses:

DB8310 * Organizational Data Management (4 quarter credits)
DB8312 * Business Information Sources and Services (4 quarter credits)
DB9904 * Dissertation Mentor Courseroom 4 (non-credit)
DB8314 * Data Warehousing and Mining (4 quarter credits)
DB8316 * Decision Support Analysis and Presentation (4 quarter credits)
DB9908 * Dissertation Mentor Courseroom 8 (non-credit)

Upon completion of all required course work:

DB9921 * Dissertation with Project Mentoring I (6 quarter credits)
DB9922 * Dissertation with Project Mentoring II (6 quarter credits)

Total 82 quarter credits

Admission to the Business Intelligence specialization requires learners to complete and submit the DBA Course Registration Acknowledgement.

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

Global Operations and Supply Chain Management

The DBA Global Operations and Supply Chain Management specialization provides learners with advanced theory and practice of organizational operations in domestic and global environments and focuses on leveraging the effects of the supply chain to increase organizational performance. The curriculum emphasizes global environment assessment; global supply chain management strategy; demand forecasting; process orientation; and global supply chain management functions associated with marketing and sales, product and inventory, integrated logistics, and personnel and customer service. Learners also engage in a comprehensive core curriculum that highlights quantitative and qualitative research methodologies, strategy, marketing innovation, and ethics and social responsibility in global operations. Learners also conduct professional research focused on contemporary global operations and supply chain management problems.

Residency Requirement(s):

Three three-day residential colloquia (DB-R8921, DB-R8922, DB-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Seventeen Required Courses 82 quarter credits

All courses taken in a prescribed sequence:

Core courses:

DB8004 * Strategic Thinking and Innovation (6 quarter credits)
DB-R8921 * DBA Research Residential Colloquium I (2 quarter credits) +
DB9901 * Dissertation Mentor Courseroom 1 (non-credit)
DB8010 * Leadership with Integrated Coaching (6 quarter credits)
DB9902 * Dissertation Mentor Courseroom 2 (non-credit)
DB8020 * Research Foundations (6 quarter credits)
DB9903 * Dissertation Mentor Courseroom 3 (non-credit)
DB8030 * Global Operations (6 quarter credits) +
DB9905 * Dissertation Mentor Courseroom 5 (non-credit)
DB8040 * Financial Decision Making (6 quarter credits)
DB-R8922 * DBA Research Residential Colloquium II (2 quarter credits) +
DB9906 * Dissertation Mentor Courseroom 6 (non-credit)
DB8050 * Applied Research Techniques (6 quarter credits)
DB9907 * Dissertation Mentor Courseroom 7 (non-credit)
DB8060 * Exploring Opportunities for Social Responsibility and Sustainability (6 quarter credits)

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

School of Business and Technology Academic Offerings, *continued*

DBA Specializations, continued

DB9909 * Dissertation Mentor Courseroom 9 (non-credit)
DB8070 * Market Innovation (6 quarter credits)
DB-R8923 * DBA Research Residential Colloquium III (2 quarter credits) +
DB9910 * Dissertation Mentor Courseroom 10 (non-credit)

Specialization courses:
DB8320 * Supply Chain Management (4 quarter credits)
DB8322 * Design and Management of Global Supply Chains (4 quarter credits)
DB9904 * Dissertation Mentor Courseroom 4 (non-credit)
DB8324 * Global Logistics (4 quarter credits)
DB8326 * Building Global Supply Chains (4 quarter credits)
DB9908 * Dissertation Mentor Courseroom 8 (non-credit)

Upon completion of all required course work:
DB9921 * Dissertation with Project Mentoring I (6 quarter credits)
DB9922 * Dissertation with Project Mentoring II (6 quarter credits)

Total **82 quarter credits**

Admission to the Global Operations and Supply Chain Management specialization requires learners to complete and submit the DBA Course Registration Acknowledgement.

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

Strategy and Innovation

The DBA Strategy and Innovation specialization provides learners with a theoretical and practical orientation to the strategies organizations use to create and sustain disruptive innovations and compete in today's business environment. The curriculum emphasizes evidence-based practices for analyzing global trends and competitive information, seeking innovation opportunities, developing breakthrough strategies, and creating an organizational environment that enables innovation and change. Learners explore trend analysis and foresight planning; processes for identifying risks and innovation opportunities; and strategies for building continued organizational innovation, sustainability, and adaptation. Successful completion of this specialization prepares learners to lead, consult, or teach in the area of organizational strategy.

Residency Requirement(s):

Three three-day residential colloquia (DB-R8921, DB-R8922, DB-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Seventeen Required Courses **82 quarter credits**

All courses taken in a prescribed sequence:

Core courses:
DB8004 * Strategic Thinking and Innovation (6 quarter credits)
DB-R8921 * DBA Research Residential Colloquium I (2 quarter credits) +
DB9901 * Dissertation Mentor Courseroom 1 (non-credit)
DB8010 * Leadership with Integrated Coaching (6 quarter credits)
DB9902 * Dissertation Mentor Courseroom 2 (non-credit)
DB8020 * Research Foundations (6 quarter credits)
DB9903 * Dissertation Mentor Courseroom 3 (non-credit)
DB8030 * Global Operations (6 quarter credits) +
DB9905 * Dissertation Mentor Courseroom 5 (non-credit)
DB8040 * Financial Decision Making (6 quarter credits)
DB-R8922 * DBA Research Residential Colloquium II (2 quarter credits) +
DB9906 * Dissertation Mentor Courseroom 6 (non-credit)
DB8050 * Applied Research Techniques (6 quarter credits)
DB9907 * Dissertation Mentor Courseroom 7 (non-credit)
DB8060 * Exploring Opportunities for Social Responsibility and Sustainability (6 quarter credits)
DB9909 * Dissertation Mentor Courseroom 9 (non-credit)
DB8070 * Market Innovation (6 quarter credits)
DB-R8923 * DBA Research Residential Colloquium III (2 quarter credits) +
DB9910 * Dissertation Mentor Courseroom 10 (non-credit)

Specialization courses:
DB8130 * Foresight: Anticipating the Future (4 quarter credits)
DB8132 * Identifying Opportunities for Innovation (4 quarter credits)
DB9904 * Dissertation Mentor Courseroom 4 (non-credit)
DB8134 * Competing with Disruptive Innovation (4 quarter credits)
DB8136 * Building an Innovation Strategy (4 quarter credits)
DB9908 * Dissertation Mentor Courseroom 8 (non-credit)

Upon completion of all required course work:
DB9921 * Dissertation with Project Mentoring I (6 quarter credits)
DB9922 * Dissertation with Project Mentoring II (6 quarter credits)

Total **82 quarter credits**

Admission to the Strategy and Innovation specialization requires learners to complete and submit the DBA Course Registration Acknowledgement.

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

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

School of Business and Technology Academic Offerings, *continued*

Master of Science (MS) in Human Resource Management Specialization

General Human Resource Management

The master's General Human Resource Management specialization provides learners with business-oriented comprehension and skills in human resource management. Learners gain subject matter knowledge and applied experience in specific HRM areas of practice and develop the critical-thinking skills needed to make informed, data-driven business decisions in collaborative, global work environments. Successful completion of this specialization prepares learners to pursue middle- and upper-level HRM-related positions in organizations.

Twelve Required Courses **48 quarter credits**

Core courses:

HRM5004 Human Resource Management in the 21st Century (4 quarter credits)
HRM5010 Marketing and Sales (4 quarter credits)
HRM5020 Business Fundamentals (4 quarter credits)
HRM5030 Ethics and Advocacy in Organizations (4 quarter credits)
HRM5040 Managing Data and Information (4 quarter credits)
HRM5050 Strategy and Business Development (4 quarter credits)

Specialization courses:

HRM5210 The 21st Century Global Workplace (4 quarter credits)

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

HRM5212 * Organization Building and Membership (4 quarter credits)
HRM5216 * Enterprise-Wide Communications (4 quarter credits)
HRM5218 * Total Rewards in the Global Workplace (4 quarter credits)
HRM5220 * Talent Management (4 quarter credits)
HRM5222 * Organizational Learning (4 quarter credits)
HRM5230 Human Capital Management: A New Vision (4 quarter credits)
HRM5240 Human Resources and Labor Relations (4 quarter credits)
HRM5250 Human Resource Management and the Law (4 quarter credits)
HRM5251 * Building the Law (4 quarter credits)
HRM5257 * Workplace Legal Actions (4 quarter credits)
ORD5020 Strategic Planning and Organizational Development (4 quarter credits)
ORD5510 Organizational Development in the Global Environment (4 quarter credits)

Taken during the learner's final quarter:

HRM5920 * Human Resource Management Capstone (4 quarter credits)

Total **48 quarter credits**

Master of Science (MS) in Leadership Specialization

Leadership Coaching

At strategic points in the MS in Leadership degree program, learners work with an executive coach who helps them assess and develop their leadership skills, facilitate the transfer of their academic knowledge into workplace settings, and prepare for leadership longevity. With the assistance of an executive coach, learners have the opportunity to reflect on their own leadership styles and develop leadership competencies specific to their backgrounds and interests.

General Leadership

The master's General Leadership specialization is intended for learners seeking to advance to higher levels within their organizations or those who wish to position themselves for greater visibility and responsibility as organizational leaders. The curriculum emphasizes current and emerging business-based leadership theories, best practices, skills, and tools used to enable organizational innovation, creativity, and change in contemporary and future environments. Learners focus on enterprise-wide engagement through collaboration and cooperation; virtual environments and new media; talent development; sustainability; and ethics and social responsibility while developing a sense of authenticity and preparing for leadership longevity. Successful completion of this specialization prepares learners to pursue upper- or middle-level leadership positions within organizations.

Twelve Required Courses **48 quarter credits**

Core courses:

LEAD5004 Leading for the Future (4 quarter credits)
LEAD5110 * Managing and Leading in Dynamic Environments (4 quarter credits)
LEAD5120 * Developing as a Leader (4 quarter credits)
LEAD5130 * Leading and Developing Others (4 quarter credits)
LEAD5140 * Leading Collaboratively (4 quarter credits)
LEAD5150 * Leading Adaptive Organizational Systems (4 quarter credits)
LEAD5160 * Developing Innovative Organizations (4 quarter credits)
LEAD5170 * Strategies for Sustainability (4 quarter credits)

Specialization courses:

*Choose three from the following courses **AND** the capstone course:*

LEAD5210 * Leading Global and Diverse Cultures (4 quarter credits)
LEAD5220 * Leader as Change Agent (4 quarter credits)
LEAD5230 * Leadership Communication and New Media (4 quarter credits)
LEAD5240 * Leading in Social and Community-Based Organizations (4 quarter credits)
LEAD5250 * Leadership in Family Business (4 quarter credits)
LEAD5260 * Social Entrepreneurship (4 quarter credits)

Taken during the learner's final quarter:

LEAD5300 * Contemporary Leadership Opportunities Capstone (4 quarter credits)

Total **48 quarter credits**

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

School of Business and Technology Academic Offerings, *continued*

Master of Science (MS) in Information Technology Specializations

Learners in the MS in Information Technology degree program who need to enhance their skills in the areas of web application development, database systems, software design, and/or network systems are strongly encouraged to enroll in TS5589, TS5591, and/or TS5592. Learners may be requested to enroll in either or all of these courses. These courses are in addition to the specialization requirements.

General Information Technology

Capella University's Master of Science in Information Technology helps working information technology professionals acquire the intellectual capital and technical skills needed to make significant, far-reaching contributions to their organizations. It is also ideal for those with bachelor's degrees in other fields looking to enter the IT industry at a senior contributor or managerial level. The General Information Technology specialization provides an understanding of information technology topics by providing flexibility in selecting courses of special importance to the learner. In conjunction with the IT foundation provided by the core curriculum, the General Information Technology specialization allows learners to ensure their program matches their personal experience and unique professional needs.

Seven Required Courses **28 quarter credits**

TS5004	Technical Communications (4 quarter credits)
TS5010	Introduction to Enterprise Application Architecture (4 quarter credits)
TS5011	Managing People and Technology (4 quarter credits)
TS5130	System Development Theory and Practice (4 quarter credits)
TS5160	Business Foundations (4 quarter credits)
TS5536	Ethical and Legal Considerations in Information Technology (4 quarter credits)

Taken during the learner's final quarter:

TS5900 *	Information Technology Capstone (4 quarter credits)

Five Elective Courses **20 quarter credits**

Choose five 5000-level Information Technology courses.

Total **48 quarter credits**

Business Analysis

The Business Analysis master's specialization develops professionals capable of serving as liaisons between technological solution implementation and business management. Learners master the skills needed to elicit and analyze business needs, determine and develop information technology project requirements, and communicate requirements to solution stakeholders and implementers. Learners use business and system models to propose, develop, and implement solutions. Throughout solution implementation, which includes system development and testing, learners monitor and ensure the validity and quality of the implemented solution to meet business goals. Successful graduates of this specialization are prepared to pursue careers as business analysts or system analysts.

Twelve Required Courses **48 quarter credits**

Core courses:

TS5004	Technical Communications (4 quarter credits)
TS5010	Introduction to Enterprise Application Architecture (4 quarter credits)
TS5011	Managing People and Technology (4 quarter credits)
TS5130	System Development Theory and Practice (4 quarter credits)
TS5160	Business Foundations (4 quarter credits)
TS5536	Ethical and Legal Considerations in Information Technology (4 quarter credits)

Specialization courses:

*Choose five from the following courses **AND** the capstone course:*

TS5341	Requirements Discovery and Documentation (4 quarter credits)
TS5342	Solution Analysis and Modeling (4 quarter credits)
TS5343	Business Solution Assessment and Validation (4 quarter credits)
TS5344	Strategic Business Analysis (4 quarter credits)
TS5345	Business Modeling (4 quarter credits)
TS5999	Current Trends in Information Technology (4 quarter credits)

Taken during the learner's final quarter:

TS5940 *	Business Analysis Capstone (4 quarter credits)

Total **48 quarter credits**

Enterprise Software Architecture

The master's specialization in Enterprise Software Architecture addresses the need for information technology professionals who are capable of evaluating the business and technical requirements of enterprises with locally and globally distributed operations. Learners analyze IT problems of distributed enterprises and refine their ability to design, propose, implement, and manage solutions to these problems using technologies such as service-oriented architecture (SOA), distributed databases, and web services. Successful graduates of this specialization are prepared to pursue careers as systems architects, technical officers, and software engineers.

Twelve Required Courses **48 quarter credits**

Core courses:

TS5004	Technical Communications (4 quarter credits)
TS5010	Introduction to Enterprise Application Architecture (4 quarter credits)
TS5011	Managing People and Technology (4 quarter credits)
TS5130	System Development Theory and Practice (4 quarter credits)
TS5160	Business Foundations (4 quarter credits)
TS5536	Ethical and Legal Considerations in Information Technology (4 quarter credits)

Specialization courses:

*Choose five from the following courses **AND** the capstone course:*

TS5350	Architectural Implementation (4 quarter credits)
TS5351 *	Architecture Requirements Analysis (4 quarter credits)
TS5352	Enterprise Database Systems (4 quarter credits)
TS5353	Enterprise Software Architecture Design (4 quarter credits)
TS5354 *	Enterprise Software Interface Design (4 quarter credits)
TS5355 *	Advanced Enterprise System Development (4 quarter credits)
TS5356	Advanced Application Development (4 quarter credits)
TS5357	Enterprise Software Architecture Quality Assurance (4 quarter credits)
TS5999	Current Trends in Information Technology (4 quarter credits)

Taken during the learner's final quarter:

TS5950 *	Enterprise Software Architecture Capstone (4 quarter credits)

Total **48 quarter credits**

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

School of Business and Technology Academic Offerings, *continued*

MS in Information Technology
Specializations, continued

Health Information Management

The Health Information Management master's specialization prepares information technology professionals who want to use their skills in the health care field for careers such as health information managers or information technologists. Specialization topics include implementing health care policies through information management systems, supporting health care decision management, and facilitating efficient health care delivery through the secure transmission of and access to patient information.

Twelve Required Courses **48 quarter credits**

Core courses:

TS5004 Technical Communications (4 quarter credits)
TS5010 Introduction to Enterprise Application Architecture (4 quarter credits)
TS5011 Managing People and Technology (4 quarter credits)
TS5130 System Development Theory and Practice (4 quarter credits)
TS5160 Business Foundations (4 quarter credits)
TS5536 Ethical and Legal Considerations in Information Technology (4 quarter credits)

Specialization courses:

*Choose five from the following courses **AND** the capstone course:*

TS5610 Introduction to Health Information Systems (4 quarter credits)
TS5615 Health Informatics (4 quarter credits)
TS5620 * Databases in Health Care Environments (4 quarter credits)
TS5625 System Security in Health Care Environments (4 quarter credits)
TS5630 Data Analysis and Decision Support for Health Information Technology Practitioners (4 quarter credits)
TS5635 Strategic Management of Information Technology in Health Organizations (4 quarter credits)
TS5999 Current Trends in Information Technology (4 quarter credits)

Taken during the learner's final quarter:

TS5960 * Health Information Management Capstone (4 quarter credits)

Total **48 quarter credits**

Information Assurance and Security

The Information Assurance and Security master's specialization prepares information technology professionals to assess information security risks and develop and implement solutions to safeguard the information assets and enterprise IT infrastructures of organizations. Learners examine the technical and managerial controls critical to the success of an information assurance program, including enterprise and wireless security, security risk management, security management practices, secure system development, and computer forensics. Upon successful completion of this specialization, learners are prepared to pursue careers as information assurance and security specialists.

Twelve Required Courses **48 quarter credits**

Core courses:

TS5004 Technical Communications (4 quarter credits)
TS5010 Introduction to Enterprise Application Architecture (4 quarter credits)
TS5011 Managing People and Technology (4 quarter credits)
TS5130 System Development Theory and Practice (4 quarter credits)
TS5160 Business Foundations (4 quarter credits)
TS5536 Ethical and Legal Considerations in Information Technology (4 quarter credits)

Specialization courses:

*Choose five from the following courses **AND** the capstone course:*

TS5311 Enterprise Security (4 quarter credits)
TS5312 Security Risk Management (4 quarter credits)
TS5531 Security Management Practices (4 quarter credits)
TS5532 Secure System Development and Cryptography (4 quarter credits)
TS5533 Wireless Security (4 quarter credits)
TS5534 Computer Forensics and Investigations (4 quarter credits)
TS5999 Current Trends in Information Technology (4 quarter credits)

Taken during the learner's final quarter:

TS5910 * Information Assurance and Security Capstone (4 quarter credits)

Total **48 quarter credits**

Network Architecture

The master's Network Architecture specialization provides technology leaders with the skills necessary to design, implement, and maintain high-quality networks that meet business needs. The curriculum focuses on Internet, intranet, and extranet design, emerging network technologies, and the integration of divergent and disparate networks. Learners acquire skills in designing, planning, and maintaining local area networks (LANs) and wide area networks (WANs) and gain the knowledge needed to develop and implement organizations' information security and disaster recovery plans. Upon successful completion of this specialization, learners are prepared to pursue careers in network management and administration and network architecture and design.

Twelve Required Courses **48 quarter credits**

Core courses:

TS5004 Technical Communications (4 quarter credits)
TS5010 Introduction to Enterprise Application Architecture (4 quarter credits)
TS5011 Managing People and Technology (4 quarter credits)
TS5130 System Development Theory and Practice (4 quarter credits)
TS5160 Business Foundations (4 quarter credits)
TS5536 Ethical and Legal Considerations in Information Technology (4 quarter credits)

Specialization courses:

*Choose five from the following courses **AND** the capstone course:*

TS5321 Local Area Network Architectures (4 quarter credits)
TS5322 Wide Area Network Architectures (4 quarter credits)
TS5323 Integrating Divergent Network Architectures (4 quarter credits)
TS5324 Evolving Network Technologies (4 quarter credits)
TS5325 Enterprise Network Analysis (4 quarter credits)
TS5327 Secure Network Architectures (4 quarter credits)
TS5328 Virtualization for the Enterprise (4 quarter credits)
TS5521 Advanced Network Technology: Switching (4 quarter credits)
TS5999 Current Trends in Information Technology (4 quarter credits)

Taken during the learner's final quarter:

TS5920 * Network Architecture Capstone (4 quarter credits)

Total **48 quarter credits**

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

School of Business and Technology Academic Offerings, *continued*

MS in Information Technology
Specializations, continued

Project Management

In the master's Project Management specialization, information technology professionals assess the current state of technology, including its organizational, legal, ethical, and professional influences, and examine the fundamentals of project management. Specialization topics include the processes, techniques, and tools used to plan, initiate, execute, control, and close projects; project budgeting, procurement, and quality; project plan development; project risk management; and project leadership management. Successful graduates of this specialization gain the skills needed to manage technology projects that meet quality, scope, time, and cost goals.

Twelve Required Courses **48 quarter credits**

Core courses:

TS5004 Technical Communications (4 quarter credits)
TS5010 Introduction to Enterprise Application Architecture (4 quarter credits)
TS5011 Managing People and Technology (4 quarter credits)
TS5130 System Development Theory and Practice (4 quarter credits)
TS5160 Business Foundations (4 quarter credits)
TS5536 Ethical and Legal Considerations in Information Technology (4 quarter credits)

Specialization courses:

Choose five from the following courses ***AND*** *the capstone course:*

TS5331 Project Management Fundamentals (4 quarter credits)
TS5332 Project Management Planning, Execution, and Control (4 quarter credits)
TS5333 Project Budgeting, Procurement, and Quality (4 quarter credits)
TS5334 Project Risk Assessment and Control (4 quarter credits)
TS5335 Project Leadership and Management (4 quarter credits)
TS5999 Current Trends in Information Technology (4 quarter credits)

Taken during the learner's final quarter:

TS5930 * Project Management Capstone (4 quarter credits)

Total **48 quarter credits**

Master of Business Administration (MBA) Specializations

Capella is launching a revised MBA program, effective August 2011. New learners starting the MBA program in July will take the current MBA program requirements for their chosen specialization (see pages 146–150). New learners starting the MBA program in August will take the revised MBA program requirements for their chosen specialization (see pages 150–154). Existing Capella MBA learners may choose to transition to the revised program in October.

MBA learners may not take courses associated with any other program within the School of Business and Technology or any other school at Capella University while they are enrolled in the MBA degree program.

General Business Administration

For new learners starting in July

This MBA specialization provides a broad examination of core business functions and organizational management aspects and meets the needs of business professionals by presenting a thorough introduction to traditional business disciplines such as accounting, finance, marketing, operations, strategy, and statistics. This solid business foundation is supplemented with a core set of professional effectiveness courses that emphasize best practices for leading and managing others, including facilitating change, leading teams, negotiating for results, and establishing ethical leadership. The balanced curriculum of business discipline and professional effectiveness competencies prepares successful graduates to excel in a variety of business settings.

Fourteen Required Courses **42 quarter credits**

First two courses taken first and in sequence:

MBA6010 Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits)
MBA6020 Leading for Results (3 quarter credits)
MBA6110 Marketing and Brand Management (3 quarter credits)
MBA6130 Operations and Process Management (3 quarter credits)
MBA6140 Applied Managerial Statistics (3 quarter credits)
MBA6150 Accounting (3 quarter credits)
MBA6160 * Financial Management (3 quarter credits)
MBA6180 Managing Information Assets and Technology (3 quarter credits)
MBA6190 Strategy (3 quarter credits)
MBA6230 Leading Teams (3 quarter credits)
MBA6240 Facilitating Change (3 quarter credits)
MBA6260 Negotiating for Results (3 quarter credits)
MBA6270 Regulatory and Ethical Environment of Business (3 quarter credits)

Taken during the learner's final quarter:

MBA6300 * MBA Capstone: Judgment, Planning, and Action (3 quarter credits)

Two Elective Courses **6 quarter credits**

Choose two MBA courses.

Total **48 quarter credits**

Accounting

For new learners starting in July

The MBA Accounting specialization emphasizes accounting applications with respect to the nature and scope of business operations. The specialization cultivates learners' abilities to plan and control organizational budgeting. Learners gain knowledge and skills in the audit and evaluation of controls and computerized information systems of accounting. Learners examine the nature and function of accounting information in the decision-making process. Learners also study the conceptual framework of accounting theory and practice, focusing on processes of identification, measurement, documentation, and financial reporting. This specialization is not designed to lead to professional licensure in accounting.

Sixteen Required Courses **48 quarter credits**

Core courses:

First two courses taken first and in sequence:

MBA6010 Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits)
MBA6020 Leading for Results (3 quarter credits)
MBA6110 Marketing and Brand Management (3 quarter credits)
MBA6130 Operations and Process Management (3 quarter credits)
MBA6140 Applied Managerial Statistics (3 quarter credits)
MBA6150 Accounting (3 quarter credits)
MBA6160 * Financial Management (3 quarter credits)
MBA6180 Managing Information Assets and Technology (3 quarter credits)
MBA6190 Strategy (3 quarter credits)

Specialization courses:

MBA6152 * Advanced Accounting (3 quarter credits)
MBA6154 * Budget Planning and Control (3 quarter credits)
MBA6156 * Audit and Control of Accounting Information Systems (3 quarter credits)
MBA6158 * Accounting Information for Decision Making (3 quarter credits)

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

School of Business and Technology Academic Offerings, *continued*

MBA Specializations, continued

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

MBA6120 Sales and Customer Relationship Management (3 quarter credits)
MBA6210 Building Relationships (3 quarter credits)
MBA6220 Developing and Coaching Others (3 quarter credits)
MBA6230 Leading Teams (3 quarter credits)
MBA6240 Facilitating Change (3 quarter credits)
MBA6250 Leveraging Workplace Diversity (3 quarter credits)
MBA6260 Negotiating for Results (3 quarter credits)
MBA6270 Regulatory and Ethical Environment of Business (3 quarter credits)

Taken during the learner's final quarter:

MBA6350 * Accounting Capstone: Judgment, Planning, and Action (3 quarter credits)

Total **48 quarter credits**

Finance

For new learners starting in July

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

Sixteen Required Courses **48 quarter credits**

Core courses:

First two courses taken first and in sequence:

MBA6010 Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits)
MBA6020 Leading for Results (3 quarter credits)
MBA6110 Marketing and Brand Management (3 quarter credits)
MBA6130 Operations and Process Management (3 quarter credits)
MBA6140 Applied Managerial Statistics (3 quarter credits)
MBA6150 Accounting (3 quarter credits)
MBA6160 * Financial Management (3 quarter credits)
MBA6180 Managing Information Assets and Technology (3 quarter credits)
MBA6190 Strategy (3 quarter credits)

Specialization courses:

Choose four from the following courses:

MBA6161 * Financial Markets and Institutions (3 quarter credits)
MBA6162 * Advanced Finance (3 quarter credits)
MBA6163 * Bank Management (3 quarter credits)
MBA6164 * International Financial Management (3 quarter credits)
MBA6166 * Investment and Portfolio Management (3 quarter credits)
MBA6167 * Risk Management (3 quarter credits)
MBA6168 * Corporate Finance Analysis and Decisions (3 quarter credits)

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

MBA6120 Sales and Customer Relationship Management (3 quarter credits)
MBA6210 Building Relationships (3 quarter credits)
MBA6220 Developing and Coaching Others (3 quarter credits)
MBA6230 Leading Teams (3 quarter credits)
MBA6240 Facilitating Change (3 quarter credits)
MBA6250 Leveraging Workplace Diversity (3 quarter credits)
MBA6260 Negotiating for Results (3 quarter credits)
MBA6270 Regulatory and Ethical Environment of Business (3 quarter credits)

Taken during the learner's final quarter:

MBA6360 * Finance Capstone: Judgment, Planning, and Action (3 quarter credits)

Total **48 quarter credits**

Global Operations and Supply Chain Management

For new learners starting in July

The Global Operations and Supply Chain Management MBA specialization provides learners with a foundational understanding of company operations from a global perspective and emphasizes the leveraging effects of the supply chain on organizational performance. The curriculum presents field-related theories, paradigms, and best practices and focuses on global environment assessment; global supply chain management strategy; demand forecasting; process orientation; and global supply chain management functions associated with marketing and sales, product and inventory, integrated logistics, and personnel and customer service. Upon successful completion of this specialization, learners are prepared to pursue careers as general and operations managers, industrial production managers, supply chain managers, or management analysts.

Sixteen Required Courses **48 quarter credits**

Core courses:

First two courses taken first and in sequence:

MBA6010 Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits)
MBA6020 Leading for Results (3 quarter credits)
MBA6110 Marketing and Brand Management (3 quarter credits)
MBA6130 Operations and Process Management (3 quarter credits)
MBA6140 Applied Managerial Statistics (3 quarter credits)
MBA6150 Accounting (3 quarter credits)
MBA6160 * Financial Management (3 quarter credits)
MBA6180 Managing Information Assets and Technology (3 quarter credits)
MBA6190 Strategy (3 quarter credits)

Specialization courses:

MBA6121 Foundations of Supply Chain Management (3 quarter credits)
MBA6123 * Supply Chain Design and Management (3 quarter credits)
MBA6125 Logistics (3 quarter credits)
MBA6127 Effective Global Strategic Sourcing (3 quarter credits)
MBA6129 Knowledge Management Systems (3 quarter credits)

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

MBA6120 Sales and Customer Relationship Management (3 quarter credits)
MBA6210 Building Relationships (3 quarter credits)
MBA6220 Developing and Coaching Others (3 quarter credits)
MBA6230 Leading Teams (3 quarter credits)
MBA6240 Facilitating Change (3 quarter credits)
MBA6250 Leveraging Workplace Diversity (3 quarter credits)
MBA6260 Negotiating for Results (3 quarter credits)
MBA6270 Regulatory and Ethical Environment of Business (3 quarter credits)

Taken during the learner's final quarter:

MBA6320 * Global Operations and Supply Chain Management Capstone: Judgment, Planning, and Action (3 quarter credits)

Total **48 quarter credits**

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

School of Business and Technology Academic Offerings, *continued*

MBA Specializations, continued

Health Care Management

For new learners starting in July

The MBA Health Care Management specialization enhances the management and business skills learners need to function effectively within the health care industry. The specialization emphasizes business models and analytics that are applicable within health care including medical device product development, health care financial management, clinical research methodologies, medical sales, information technology benefits programs, and health care e-business consulting. Upon successful completion of this specialization, learners possess knowledge that helps them assume mid-level and executive-level positions within a health care organization or an organization that serves the health care industry.

Sixteen Required Courses **48 quarter credits**

Core courses:

First two courses taken first and in sequence:

MBA6010 Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits)
MBA6020 Leading for Results (3 quarter credits)
MBA6110 Marketing and Brand Management (3 quarter credits)
MBA6130 Operations and Process Management (3 quarter credits)
MBA6140 Applied Managerial Statistics (3 quarter credits)
MBA6150 Accounting (3 quarter credits)
MBA6160 * Financial Management (3 quarter credits)
MBA6180 Managing Information Assets and Technology (3 quarter credits)
MBA6190 Strategy (3 quarter credits)

Specialization courses:

MBA6271 * Strategic Management of Health Care Systems (3 quarter credits)
MBA6273 * Health Care Financial Management (3 quarter credits)
MBA6275 * Health Care Policy Analysis and Decision Making (3 quarter credits)
MBA6277 * Ethical and Legal Considerations in Health Care (3 quarter credits)

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

MBA6120 Sales and Customer Relationship Management (3 quarter credits)
MBA6210 Building Relationships (3 quarter credits)
MBA6220 Developing and Coaching Others (3 quarter credits)
MBA6230 Leading Teams (3 quarter credits)
MBA6240 Facilitating Change (3 quarter credits)
MBA6250 Leveraging Workplace Diversity (3 quarter credits)
MBA6260 Negotiating for Results (3 quarter credits)
MBA6270 Regulatory and Ethical Environment of Business (3 quarter credits)

Taken during the learner's final quarter:

MBA6370 * Health Care Management Capstone: Judgment, Planning, and Action (3 quarter credits)

Total **48 quarter credits**

Human Resource Management

For new learners starting in July

The MBA Human Resource Management specialization curriculum emphasizes contemporary business and human resource management best practices. The specialization's competency-based instruction design is focused on immediate application of knowledge, competencies, and skills necessary to integrate business and human resource functions in organizations. Specialization topics include national and international HRM perspectives and practices, strategic staffing, law, culture, change, and HRM-specific technology. Through the synthesis of business and HRM best practice and theory, learners are prepared to make informed, practitioner-based decisions resulting in increased professional development, organizational growth, and enterprise sustainability. Upon successful completion of this specialization, learners have gained relevant knowledge competencies and skills enabling them to enter the HRM industry or advanced HRM-related careers.

Sixteen Required Courses **48 quarter credits**

Core courses:

First two courses taken first and in sequence:

MBA6010 Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits)
MBA6020 Leading for Results (3 quarter credits)
MBA6110 Marketing and Brand Management (3 quarter credits)
MBA6130 Operations and Process Management (3 quarter credits)
MBA6140 Applied Managerial Statistics (3 quarter credits)
MBA6150 Accounting (3 quarter credits)
MBA6160 * Financial Management (3 quarter credits)
MBA6180 Managing Information Assets and Technology (3 quarter credits)
MBA6190 Strategy (3 quarter credits)

Specialization courses:

MBA6241 * Human Resource Management in 21st Century Knowledge (3 quarter credits)
MBA6243 * Building Organizational Culture (3 quarter credits)
MBA6245 * Human Resource Management Technologies and Applications (3 quarter credits)
MBA6247 * Human Capital Management (3 quarter credits)
MBA6249 * Organizations, Governance, and the Law (3 quarter credits)

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

MBA6120 Sales and Customer Relationship Management (3 quarter credits)
MBA6210 Building Relationships (3 quarter credits)
MBA6220 Developing and Coaching Others (3 quarter credits)
MBA6230 Leading Teams (3 quarter credits)
MBA6240 Facilitating Change (3 quarter credits)
MBA6250 Leveraging Workplace Diversity (3 quarter credits)
MBA6260 Negotiating for Results (3 quarter credits)
MBA6270 Regulatory and Ethical Environment of Business (3 quarter credits)

Taken during the learner's final quarter:

MBA6340 * Human Resource Management Capstone: Judgment, Planning, and Action (3 quarter credits)

Total **48 quarter credits**

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

School of Business and Technology Academic Offerings, *continued*

MBA Specializations, continued

Information Technology Management

For new learners starting in July

The MBA Information Technology Management specialization is targeted toward learners interested in moving into middle and senior management positions within information technology organizations. In preparation for this expanded responsibility, learners acquire the broader business perspectives and professional effectiveness skills to lead and manage others in the broader organization. The Information Technology Management specialization equips learners to leverage IT in order to enhance business competitiveness and optimize business management. The course work provides learners with techniques and skills needed to assess the impact of advances in technology on business. In addition, learners have an opportunity to practice evaluating and choosing the right leadership style for managing IT functions and staff in order to deliver the value of IT to the organization.

Sixteen Required Courses **48 quarter credits**

Core courses:

First two courses taken first and in sequence:

MBA6010 Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits)
MBA6020 Leading for Results (3 quarter credits)
MBA6110 Marketing and Brand Management (3 quarter credits)
MBA6130 Operations and Process Management (3 quarter credits)
MBA6140 Applied Managerial Statistics (3 quarter credits)
MBA6150 Accounting (3 quarter credits)
MBA6160 * Financial Management (3 quarter credits)
MBA6180 Managing Information Assets and Technology (3 quarter credits)
MBA6190 Strategy (3 quarter credits)

Specialization courses:

MBA6182 * Impact of Advances in Information Technology (3 quarter credits)
MBA6184 * Techniques for Managing Information Technology Professionals (3 quarter credits)
MBA6186 * Strategic Information System Planning (3 quarter credits)
MBA6231 * Project Planning, Management, and Financial Control (3 quarter credits)

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

MBA6120 Sales and Customer Relationship Management (3 quarter credits)
MBA6210 Building Relationships (3 quarter credits)
MBA6220 Developing and Coaching Others (3 quarter credits)
MBA6230 Leading Teams (3 quarter credits)
MBA6240 Facilitating Change (3 quarter credits)
MBA6250 Leveraging Workplace Diversity (3 quarter credits)
MBA6260 Negotiating for Results (3 quarter credits)
MBA6270 Regulatory and Ethical Environment of Business (3 quarter credits)

Taken during the learner's final quarter:

MBA6380 * Information Technology Management Capstone: Judgment, Planning, and Action (3 quarter credits)

Total **48 quarter credits**

Marketing

For new learners starting in July

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

Sixteen Required Courses **48 quarter credits**

Core courses:

First two courses taken first and in sequence:

MBA6010 Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits)
MBA6020 Leading for Results (3 quarter credits)
MBA6110 Marketing and Brand Management (3 quarter credits)
MBA6130 Operations and Process Management (3 quarter credits)
MBA6140 Applied Managerial Statistics (3 quarter credits)
MBA6150 Accounting (3 quarter credits)
MBA6160 * Financial Management (3 quarter credits)
MBA6180 Managing Information Assets and Technology (3 quarter credits)
MBA6190 Strategy (3 quarter credits)

Specialization courses:

Choose four from the following courses:

MBA6112 * Market Research (3 quarter credits)
MBA6114 * Consumer Behavior (3 quarter credits)
MBA6116 * New Product Design and Development (3 quarter credits)
MBA6118 * International Marketing (3 quarter credits)
MBA6120 Sales and Customer Relationship Management (3 quarter credits)

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

MBA6210 Building Relationships (3 quarter credits)
MBA6220 Developing and Coaching Others (3 quarter credits)
MBA6230 Leading Teams (3 quarter credits)
MBA6240 Facilitating Change (3 quarter credits)
MBA6250 Leveraging Workplace Diversity (3 quarter credits)
MBA6260 Negotiating for Results (3 quarter credits)
MBA6270 Regulatory and Ethical Environment of Business (3 quarter credits)

Taken during the learner's final quarter:

MBA6310 * Marketing Capstone: Judgment, Planning, and Action (3 quarter credits)

Total **48 quarter credits**

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

School of Business and Technology Academic Offerings, *continued*

MBA Specializations, continued

Project Management

For new learners starting in July

The Project Management specialization prepares MBA learners for expanded responsibility in an organization by sharpening their project management skills. In alignment with the Project Management Institute's (PMI) standards, this specialization equips learners to manage projects in global enterprises and entrepreneurial start-ups. The course work provides learners with techniques in project procurement and solicitation and teaches learners to assess and mitigate risks to ensure project success. The capstone project allows learners to apply their skills in planning, managing, and controlling the processes to complete the project on time and within budget. Most important, this specialization offers learners an opportunity not only to exercise their skills in decision making but also to reflect on the impact of their judgment in dynamic project situations.

Sixteen Required Courses **48 quarter credits**

Core courses:

First two courses taken first and in sequence:

MBA6010 Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits)
MBA6020 Leading for Results (3 quarter credits)
MBA6110 Marketing and Brand Management (3 quarter credits)
MBA6130 Operations and Process Management (3 quarter credits)
MBA6140 Applied Managerial Statistics (3 quarter credits)
MBA6150 Accounting (3 quarter credits)
MBA6160 * Financial Management (3 quarter credits)
MBA6180 Managing Information Assets and Technology (3 quarter credits)
MBA6190 Strategy (3 quarter credits)

Specialization courses:

MBA6231 * Project Planning, Management, and Financial Control (3 quarter credits)
MBA6233 * Assessing and Mitigating Risk (3 quarter credits)
MBA6235 * Project Procurement and Solicitation (3 quarter credits)
MBA6237 * Advanced Project Management Techniques (3 quarter credits)

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

MBA6120 Sales and Customer Relationship Management (3 quarter credits)
MBA6210 Building Relationships (3 quarter credits)
MBA6220 Developing and Coaching Others (3 quarter credits)
MBA6230 Leading Teams (3 quarter credits)
MBA6240 Facilitating Change (3 quarter credits)
MBA6250 Leveraging Workplace Diversity (3 quarter credits)
MBA6260 Negotiating for Results (3 quarter credits)
MBA6270 Regulatory and Ethical Environment of Business (3 quarter credits)

Taken during the learner's final quarter:

MBA6330 * Project Management Capstone: Judgment, Planning, and Action (3 quarter credits)

Total **48 quarter credits**

Master of Business Administration (MBA) Specializations

Capella is launching a revised MBA program, effective August 2011. New learners starting the MBA program in July will take the current MBA program requirements for their chosen specialization (see pages 146–150). New learners starting the MBA program in August will take the revised MBA program requirements for their chosen specialization (see pages 150–154). Existing Capella MBA learners may choose to transition to the revised program in October.

MBA learners may not take courses associated with any other program within the School of Business and Technology or any other school at Capella University while they are enrolled in the MBA degree program.

General Business Administration

For new learners starting in August

The MBA General Business Administration specialization presents a thorough introduction to traditional business disciplines such as accounting, finance, marketing, operations, strategy, and data analytics. This solid business foundation is supplemented with the opportunity to choose elective courses from any of the program's designated specializations, providing learners with knowledge in several areas of interest. The combination of the foundational core curriculum and interdisciplinary elective curriculum prepares successful graduates to excel in a variety of business settings.

Twelve Required Courses **36 quarter credits**

MBA6004 Foundational Skills for Business Leaders (3 quarter credits) ***OR***
MBA6010 Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits)
MBA6006 Leading Innovation in the Global Organization (3 quarter credits)
MBA6008 Global Economic Environment (3 quarter credits)
MBA6012 Integrated Global Marketing (3 quarter credits)
MBA6014 Financial Accounting (3 quarter credits)
MBA6016 * Finance and Value Creation (3 quarter credits)
MBA6018 Data Analysis for Business Decisions (3 quarter credits)
MBA6022 * Strategic Operations Management (3 quarter credits)
MBA6024 * Organizational Strategy (3 quarter credits)
MBA6026 The Global Leader (3 quarter credits)
MBA6028 * Business Integration Skills (3 quarter credits)

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

School of Business and Technology Academic Offerings, *continued*

MBA Specializations, continued

Taken during the learner's final quarter:
MBA6900 * MBA Capstone (3 quarter credits)

Four Elective Courses **12 quarter credits**

Choose four MBA courses.

Learners with four previously earned graduate-level courses from within a single, non-business area of study (totaling a minimum of 12 quarter credits), may be able to use this block of four courses to fulfill their elective course requirements, with MBA faculty chair approval.

Total **48 quarter credits**

Accounting

For new learners starting in August

The MBA Accounting specialization presents the conceptual framework of accounting theory and practice and emphasizes accounting applications with respect to the nature, function, and scope of business operations. The specialization curriculum is designed to cultivate knowledge and skills associated with organizational budget planning and control, accounting information systems audit and control, and accounting decision making. Learners also focus on the processes of transactional identification, measurement, documentation, and financial reporting. Upon successful completion of this specialization, learners are prepared to pursue middle- or senior-level accounting positions. The requirements for this specialization are not designed to prepare graduates for licensure as accountants.

Sixteen Required Courses **48 quarter credits**

Core courses:

MBA6004 Foundational Skills for Business Leaders (3 quarter credits) ***OR***
MBA6010 Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits)
MBA6006 Leading Innovation in the Global Organization (3 quarter credits)
MBA6008 Global Economic Environment (3 quarter credits)
MBA6012 Integrated Global Marketing (3 quarter credits)
MBA6014 Financial Accounting (3 quarter credits)
MBA6016 * Finance and Value Creation (3 quarter credits)
MBA6018 Data Analysis for Business Decisions (3 quarter credits)
MBA6022 * Strategic Operations Management (3 quarter credits)
MBA6024 * Organizational Strategy (3 quarter credits)
MBA6026 The Global Leader (3 quarter credits)
MBA6028 * Business Integration Skills (3 quarter credits)

Specialization courses:

MBA6152 * Advanced Accounting (3 quarter credits)
MBA6154 * Budget Planning and Control (3 quarter credits)
MBA6156 * Audit and Control of Accounting Information Systems (3 quarter credits)
MBA6158 * Accounting Information for Decision Making (3 quarter credits)

Taken during the learner's final quarter:
MBA6900 * MBA Capstone (3 quarter credits)

Total **48 quarter credits**

Business Intelligence

For new learners starting in August

The MBA Business Intelligence specialization is designed to provide learners with a thorough understanding of the tools, techniques, and methods of data acquisition, analysis, and reporting used to support strategic business decision making. The specialization curriculum emphasizes information sources, strategies for identifying and collecting internal computerized data and primary data (both qualitative and quantitative), statistical and modeling tools and techniques, approaches to effective presentation of information analyses, and ethical considerations associated with the acquisition and use of information. Upon successful completion of this specialization, learners are prepared to provide business intelligence expertise to inform decision making in organizations and pursue positions as business or data analysts or managers or directors of business information and business intelligence.

Sixteen Required Courses **48 quarter credits**

Core courses:

MBA6004 Foundational Skills for Business Leaders (3 quarter credits) ***OR***
MBA6010 Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits)
MBA6006 Leading Innovation in the Global Organization (3 quarter credits)
MBA6008 Global Economic Environment (3 quarter credits)
MBA6012 Integrated Global Marketing (3 quarter credits)
MBA6014 Financial Accounting (3 quarter credits)
MBA6016 * Finance and Value Creation (3 quarter credits)
MBA6018 Data Analysis for Business Decisions (3 quarter credits)
MBA6022 * Strategic Operations Management (3 quarter credits)
MBA6024 * Organizational Strategy (3 quarter credits)
MBA6026 The Global Leader (3 quarter credits)
MBA6028 * Business Integration Skills (3 quarter credits)

Specialization courses:

MBA6131 * Statistical Methods (3 quarter credits)
MBA6133 * Management Decision Methods (3 quarter credits)
MBA6135 * Data Mining and Reporting (3 quarter credits)
MBA6137 * Primary Data Collection (3 quarter credits)

Taken during the learner's final quarter:
MBA6900 * MBA Capstone (3 quarter credits)

Total **48 quarter credits**

Review of this specialization is pending in AL, KS, KY, ND, SC, and TN.

In accordance with U.S. Department of Education (DOE) new advance notice requirements, a notification for this specialization will be submitted to the DOE. This specialization may be subject to additional review and approval by the DOE, which could result in a potential delay in learners being able to start the specialization. If this specialization is subject to additional review, the DOE will notify Capella University at least 30 days prior to the scheduled start date. Capella University proactively will keep applicants and learners enrolled in this specialization fully informed of any actions taken by the DOE that may affect their ability to successfully begin classes as originally scheduled.

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

School of Business and Technology Academic Offerings, *continued*

MBA Specializations, continued

Entrepreneurship

For new learners starting in August

The MBA Entrepreneurship specialization is designed to provide learners with the fundamental and advanced entrepreneurial knowledge, skills, and tools needed to identify, research, assess, manage, and lead entrepreneurial ventures in an increasingly complex global business environment. The specialization curriculum emphasizes fundamental entrepreneurial topics, including venture feasibility, research, and planning; entrepreneurial strategy; entrepreneurial funding and financing; entrepreneurship and social responsibility; and the role of the leader in pursuing entrepreneurial ventures. Upon successful completion of this specialization, learners are prepared to apply this knowledge to entrepreneurial or intrapreneurial pursuits or advise entrepreneurs who are pursuing their own ventures.

Sixteen Required Courses 48 quarter credits

Core courses:

MBA6004 Foundational Skills for Business Leaders (3 quarter credits) ***OR***
MBA6010 Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits)
MBA6006 Leading Innovation in the Global Organization (3 quarter credits)
MBA6008 Global Economic Environment (3 quarter credits)
MBA6012 Integrated Global Marketing (3 quarter credits)
MBA6014 Financial Accounting (3 quarter credits)
MBA6016 * Finance and Value Creation (3 quarter credits)
MBA6018 Data Analysis for Business Decisions (3 quarter credits)
MBA6022 * Strategic Operations Management (3 quarter credits)
MBA6024 * Organizational Strategy (3 quarter credits)
MBA6026 The Global Leader (3 quarter credits)
MBA6028 * Business Integration Skills (3 quarter credits)

Specialization courses:

MBA6141 * Entrepreneurial Ventures (3 quarter credits)
MBA6143 * Entrepreneurial Leadership (3 quarter credits)
MBA6145 * Venture Financing (3 quarter credits)
MBA6147 * Entrepreneurial Strategy (3 quarter credits)

Taken during the learner's final quarter:

MBA6900 * MBA Capstone (3 quarter credits)

Total 48 quarter credits

Review of this specialization is pending in AL, KS, KY, ND, SC, and TN.

In accordance with U.S. Department of Education (DOE) new advance notice requirements, a notification for this specialization will be submitted to the DOE. This specialization may be subject to additional review and approval by the DOE, which could result in a potential delay in learners being able to start the specialization. If this specialization is subject to additional review, the DOE will notify Capella University at least 30 days prior to the scheduled start date. Capella University proactively will keep applicants and learners enrolled in this specialization fully informed of any actions taken by the DOE that may affect their ability to successfully begin classes as originally scheduled.

Finance

For new learners starting in August

The MBA Finance specialization presents current and emerging financial analysis theories and decision making practices. The specialization curriculum is designed to cultivate knowledge and skills associated with financial markets and institutions, investment and portfolio management, risk management, corporate finance, and international finance. Upon successful completion of this specialization, learners are prepared to pursue middle- or senior-level finance management positions.

Sixteen Required Courses 48 quarter credits

Core courses:

MBA6004 Foundational Skills for Business Leaders (3 quarter credits) ***OR***
MBA6010 Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits)
MBA6006 Leading Innovation in the Global Organization (3 quarter credits)
MBA6008 Global Economic Environment (3 quarter credits)
MBA6012 Integrated Global Marketing (3 quarter credits)
MBA6014 Financial Accounting (3 quarter credits)
MBA6016 * Finance and Value Creation (3 quarter credits)
MBA6018 Data Analysis for Business Decisions (3 quarter credits)
MBA6022 * Strategic Operations Management (3 quarter credits)
MBA6024 * Organizational Strategy (3 quarter credits)
MBA6026 The Global Leader (3 quarter credits)
MBA6028 * Business Integration Skills (3 quarter credits)

Specialization courses:

Choose four from the following courses:

MBA6161 * Financial Markets and Institutions (3 quarter credits)
MBA6162 * Advanced Finance (3 quarter credits)
MBA6163 * Bank Management (3 quarter credits)
MBA6164 * International Financial Management (3 quarter credits)
MBA6166 * Investment and Portfolio Management (3 quarter credits)
MBA6167 * Risk Management (3 quarter credits)
MBA6168 * Corporate Finance Analysis and Decisions (3 quarter credits)

Taken during the learner's final quarter:

MBA6900 * MBA Capstone (3 quarter credits)

Total 48 quarter credits

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

School of Business and Technology Academic Offerings, *continued*

MBA Specializations, continued

Global Operations and Supply Chain Management

For new learners starting in August

The MBA Global Operations and Supply Chain Management specialization provides learners with a foundational understanding of company operations from a global perspective and emphasizes the leveraging effects of the supply chain on organizational performance. The curriculum presents field-related theories, paradigms, and best practices and focuses on global environment assessment; global supply chain management strategy; demand forecasting; process orientation; and global supply chain management functions associated with marketing and sales, product and inventory, integrated logistics, and personnel and customer service. Upon successful completion of this specialization, learners are prepared to pursue careers as general and operations managers, industrial production managers, supply chain managers, or management analysts.

Sixteen Required Courses **48 quarter credits**

Core courses:

MBA6004 Foundational Skills for Business Leaders (3 quarter credits) ***OR***
MBA6010 Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits)
MBA6006 Leading Innovation in the Global Organization (3 quarter credits)
MBA6008 Global Economic Environment (3 quarter credits)
MBA6012 Integrated Global Marketing (3 quarter credits)
MBA6014 Financial Accounting (3 quarter credits)
MBA6016 * Finance and Value Creation (3 quarter credits)
MBA6018 Data Analysis for Business Decisions (3 quarter credits)
MBA6022 * Strategic Operations Management (3 quarter credits)
MBA6024 * Organizational Strategy (3 quarter credits)
MBA6026 The Global Leader (3 quarter credits)
MBA6028 * Business Integration Skills (3 quarter credits)

Specialization courses:

MBA6121 Foundations of Supply Chain Management (3 quarter credits)
MBA6123 * Supply Chain Design and Management (3 quarter credits)
MBA6125 Logistics (3 quarter credits)
MBA6127 Effective Global Strategic Sourcing (3 quarter credits)

Taken during the learner's final quarter:

MBA6900 * MBA Capstone (3 quarter credits)

Total **48 quarter credits**

Health Care Management

For new learners starting in August

The MBA Health Care Management specialization is designed to enhance the management and business skills learners need to function effectively within the health care industry. Learners engage in a curriculum that emphasizes business models and analytics that are applicable to the health care field, including medical device product development, health care financial management, clinical research methodologies, medical sales, information technology benefits programs, and health care e-business consulting. Upon successful completion of this specialization, learners 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.

Sixteen Required Courses **48 quarter credits**

Core courses:

MBA6004 Foundational Skills for Business Leaders (3 quarter credits) ***OR***
MBA6010 Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits)
MBA6006 Leading Innovation in the Global Organization (3 quarter credits)
MBA6008 Global Economic Environment (3 quarter credits)
MBA6012 Integrated Global Marketing (3 quarter credits)
MBA6014 Financial Accounting (3 quarter credits)
MBA6016 * Finance and Value Creation (3 quarter credits)
MBA6018 Data Analysis for Business Decisions (3 quarter credits)
MBA6022 * Strategic Operations Management (3 quarter credits)
MBA6024 * Organizational Strategy (3 quarter credits)
MBA6026 The Global Leader (3 quarter credits)
MBA6028 * Business Integration Skills (3 quarter credits)

Specialization courses:

MBA6271 * Strategic Management of Health Care Systems (3 quarter credits)
MBA6273 * Health Care Financial Management (3 quarter credits)
MBA6275 * Health Care Policy Analysis and Decision Making (3 quarter credits)
MBA6277 * Ethical and Legal Considerations in Health Care (3 quarter credits)

Taken during the learner's final quarter:

MBA6900 * MBA Capstone (3 quarter credits)

Total **48 quarter credits**

Human Resource Management

For new learners starting in August

The MBA Human Resource Management specialization emphasizes current and emerging business and human resource management theories and best practices and the integration of business and human resource functions within organizations. Learners focus on developing the knowledge and skills needed to synthesize business and HRM theory with best practice and make informed and practitioner-based decisions that result in increased professional development, organizational growth, and enterprise sustainability. Upon successful completion of this specialization, learners are prepared to pursue middle- to senior-level HR positions.

Sixteen Required Courses **48 quarter credits**

Core courses:

MBA6004 Foundational Skills for Business Leaders (3 quarter credits) ***OR***
MBA6010 Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits)
MBA6006 Leading Innovation in the Global Organization (3 quarter credits)
MBA6008 Global Economic Environment (3 quarter credits)
MBA6012 Integrated Global Marketing (3 quarter credits)
MBA6014 Financial Accounting (3 quarter credits)
MBA6016 * Finance and Value Creation (3 quarter credits)
MBA6018 Data Analysis for Business Decisions (3 quarter credits)
MBA6022 * Strategic Operations Management (3 quarter credits)
MBA6024 * Organizational Strategy (3 quarter credits)
MBA6026 The Global Leader (3 quarter credits)
MBA6028 * Business Integration Skills (3 quarter credits)

Specialization courses:

MBA6241 * Human Resource Management in 21st Century Knowledge (3 quarter credits)
MBA6242 * Building Organizational Effectiveness (3 quarter credits)
MBA6245 * Human Resource Management Technologies and Applications (3 quarter credits)
MBA6247 * Human Capital Management (3 quarter credits)

Taken during the learner's final quarter:

MBA6900 * MBA Capstone (3 quarter credits)

Total **48 quarter credits**

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

School of Business and Technology Academic Offerings, *continued*

MBA Specializations, continued

Information Technology Management

For new learners starting in August

The MBA Information Technology Management specialization is designed to provide learners with the comprehensive business perspectives and skills needed to lead and manage others within the broader organization. The specialization curriculum emphasizes assessing the impact of information technology advances on business and leveraging those advances to enhance business competitiveness and optimize business management. Learners also focus on developing skills in evaluating and selecting the appropriate leadership style for managing various IT functions, projects, and staff to deliver the intended value of IT to the organization. Upon successful completion of this specialization, learners are prepared to pursue middle- or senior-level management positions within information technology organizations.

Sixteen Required Courses **48 quarter credits**

Core courses:

MBA6004 Foundational Skills for Business Leaders (3 quarter credits) ***OR***
MBA6010 Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits)
MBA6006 Leading Innovation in the Global Organization (3 quarter credits)
MBA6008 Global Economic Environment (3 quarter credits)
MBA6012 Integrated Global Marketing (3 quarter credits)
MBA6014 Financial Accounting (3 quarter credits)
MBA6016 * Finance and Value Creation (3 quarter credits)
MBA6018 Data Analysis for Business Decisions (3 quarter credits)
MBA6022 * Strategic Operations Management (3 quarter credits)
MBA6024 * Organizational Strategy (3 quarter credits)
MBA6026 The Global Leader (3 quarter credits)
MBA6028 * Business Integration Skills (3 quarter credits)

Specialization courses:

MBA6182 Impact of Advances in Information Technology (3 quarter credits)
MBA6184 Techniques for Managing Information Technology Professionals (3 quarter credits)
MBA6186 * Strategic Information System Planning (3 quarter credits)
MBA6231 * Project Planning, Management, and Financial Control (3 quarter credits)

Taken during the learner's final quarter:

MBA6900 * MBA Capstone (3 quarter credits)

Total **48 quarter credits**

Marketing

For new learners starting in August

The MBA Marketing specialization presents the theories and techniques used by marketers in today's competitive environment and provides learners with a strong understanding of current and emerging marketing issues and the ways firms use marketing in a contemporary context. The specialization curriculum is designed to cultivate competency in market research, consumer behavior, new product design and development, and customer relationship management. Learners also focus on the processes of market analysis, planning, execution, and evaluation using current and emerging technology platforms. Upon successful completion of this specialization, learners are prepared to pursue middle- or senior-level marketing management positions.

Sixteen Required Courses **48 quarter credits**

Core courses:

MBA6004 Foundational Skills for Business Leaders (3 quarter credits) ***OR***
MBA6010 Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits)
MBA6006 Leading Innovation in the Global Organization (3 quarter credits)
MBA6008 Global Economic Environment (3 quarter credits)
MBA6012 Integrated Global Marketing (3 quarter credits)
MBA6014 Financial Accounting (3 quarter credits)
MBA6016 * Finance and Value Creation (3 quarter credits)
MBA6018 Data Analysis for Business Decisions (3 quarter credits)
MBA6022 * Strategic Operations Management (3 quarter credits)
MBA6024 * Organizational Strategy (3 quarter credits)
MBA6026 The Global Leader (3 quarter credits)
MBA6028 * Business Integration Skills (3 quarter credits)

Specialization courses:

Choose four from the following courses:

MBA6112 * Market Research (3 quarter credits)
MBA6114 * Consumer Behavior (3 quarter credits)
MBA6116 * New Product Design and Development (3 quarter credits)
MBA6118 * International Marketing (3 quarter credits)
MBA6120 Sales and Customer Relationship Management (3 quarter credits)

Taken during the learner's final quarter:

MBA6900 * MBA Capstone (3 quarter credits)

Total **48 quarter credits**

Project Management

For new learners starting in August

The MBA Project Management specialization is aligned with the Project Management Institute's (PMI) national standards. It is designed to provide learners with knowledge and skills associated with project procurement, solicitation, planning, management, and control and to cultivate the competencies needed to assess and mitigate risks to ensure project success. Learners also 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.

Sixteen Required Courses **48 quarter credits**

Core courses:

MBA6004 Foundational Skills for Business Leaders (3 quarter credits) ***OR***
MBA6010 Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits)
MBA6006 Leading Innovation in the Global Organization (3 quarter credits)
MBA6008 Global Economic Environment (3 quarter credits)
MBA6012 Integrated Global Marketing (3 quarter credits)
MBA6014 Financial Accounting (3 quarter credits)
MBA6016 * Finance and Value Creation (3 quarter credits)
MBA6018 Data Analysis for Business Decisions (3 quarter credits)
MBA6022 * Strategic Operations Management (3 quarter credits)
MBA6024 * Organizational Strategy (3 quarter credits)
MBA6026 The Global Leader (3 quarter credits)
MBA6028 * Business Integration Skills (3 quarter credits)

Specialization courses:

MBA6231 * Project Planning, Management, and Financial Control (3 quarter credits)
MBA6233 * Assessing and Mitigating Risk (3 quarter credits)
MBA6235 * Project Procurement and Solicitation (3 quarter credits)
MBA6237 * Advanced Project Management Techniques (3 quarter credits)

Taken during the learner's final quarter:

MBA6900 * MBA Capstone (3 quarter credits)

Total **48 quarter credits**

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

School of Business and Technology Academic Offerings, *continued*

Certificate Programs

Human Resource Management

The Human Resource Management certificate helps professionals increase their expertise in the principles and practices of the human resource function. The certificate provides the opportunity to enhance skills, knowledge, and abilities through the development of HR competencies. By providing learners a better understanding of various HR disciplines, the certificate prepares participants for the challenges and demands faced by HR professionals.

Four Required Courses **16 quarter credits**

HRM5210 The 21st Century Global Workplace (4 quarter credits)

AND

Choose three from the following courses:

HRM5212 * Organization Building and Membership (4 quarter credits)

HRM5214 * Law and Organizations (4 quarter credits)

HRM5216 * Enterprise-Wide Communications (4 quarter credits)

HRM5218 * Total Rewards in the Global Workplace (4 quarter credits)

HRM5220 * Talent Management (4 quarter credits)

HRM5222 * Organizational Learning (4 quarter credits)

HRM5250 Human Resource Management and the Law (4 quarter credits)

Total **16 quarter credits**

Information Assurance and Security

This certificate is designed to prepare learners to manage a large organization's enterprise security based on the 10 domains of the Certified Information Systems Security Professional (CISSP) certification from International Information Systems Security Certification Consortium, Inc. $(ISC)^2$. Learners focus on developing competencies associated with the CISSP certification from $(ISC)^2$ and gaining information security knowledge and experience through practice and interaction.

Five Required Courses **20 quarter credits**

TS5311 Enterprise Security (4 quarter credits)

TS5312 Security Risk Management (4 quarter credits)

TS5531 Security Management Practices (4 quarter credits)

TS5532 Secure System Development and Cryptography (4 quarter credits)

TS5536 Ethical and Legal Considerations in Information Technology (4 quarter credits)

Total **20 quarter credits**

Leadership

The Leadership certificate is designed to prepare learners to serve in leadership roles or expand their horizons as future leaders within their current organizations. Learners gain considerable insight into the challenges and complexities of leading in today's environment and reflect on their own leadership styles and focus on developing specific leadership competencies.

Four Required Courses **16 quarter credits**

LEAD5004 Leading for the Future (4 quarter credits)

LEAD5110 * Managing and Leading in Dynamic Environments (4 quarter credits)

LEAD5120 * Developing as a Leader (4 quarter credits)

AND

Choose one graduate LEAD course.

Total **16 quarter credits**

Project Management

This certificate is designed to prepare learners to manage larger projects using methodology based on the Project Management Body of Knowledge (PMBOK®) from the Project Management Institute (PMI). Learners focus on developing competencies associated with the Project Management Professional (PMP®) certification from the PMI and gaining project management knowledge and experience through practice and interaction.

Five Required Courses **20 quarter credits**

TS5331 Project Management Fundamentals (4 quarter credits)

TS5332 Project Management Planning, Execution, and Control (4 quarter credits)

TS5333 Project Budgeting, Procurement, and Quality (4 quarter credits)

TS5334 Project Risk Assessment and Control (4 quarter credits)

TS5335 Project Leadership and Management (4 quarter credits)

Total **20 quarter credits**

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

School of Education

Barbara Butts Williams, PhD
Dean

A Message from the Dean

Welcome to the School of Education at Capella University. Our programs are designed for individuals who want to pursue master's, specialist, or doctoral degrees focused on P–12 education, higher education leadership, or training and performance improvement. No matter which program you choose to pursue, all of them offer a unique blend of practice and scholarship and provide an exceptional learning environment that fosters the development of relevant content knowledge and skills in your chosen area of study.

Capella's P–12 education specializations are designed to deliver the practical skills needed to be more successful in today's diverse schools and prepare individuals to assume important roles serving children and adolescents. The competency-based specializations are based upon nationally recognized standards and are designed for dedicated, P–12 educators who wish to pursue specific licensure credentials. In addition, four of Capella's P–12 specializations, Early Childhood Education, Leadership in Educational Administration, Reading and Literacy, and Special Education Teaching are state-approved, a precondition for educational licensure in some states. Additionally, in fall 2010, Capella's Professional Education Unit (PEU) was accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation covers advanced educator preparation programs at Capella University.

Capella's higher education leadership and training and performance improvement specializations are designed to provide learners with the requirements educators need to work in adult learning environments. Learners gain competencies associated with research and practices in community colleges, four-year colleges, and other organizations that serve adult learners.

The School of Education's most recent additions include the EdD Reading and Literacy Bridge specialization and the master's specialization in English Language Learning and Teaching, which 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.

At Capella University, we strive to prepare educators for the opportunities and challenges of contemporary society by engaging them in rigorous and relevant programs in which progress is assessed against nationally recognized professional standards. Our academic leadership team, faculty, and staff are committed to delivering a superior learning experience that helps our learners have immediate impact and achieve long-term success.

We are delighted that you have joined Capella's School of Education. We look forward to partnering with you throughout your journey.

Barbara Butts Williams, PhD
Dean

About the School of Education

School Mission Statement

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

Degree Programs

Doctor of Education (EdD)

The School of Education's Doctor of Education (EdD) degree program, structured as a cohort, provides practicing professionals the opportunity to further develop their skills and demonstrate proficiency in the essential competency areas of their discipline. The program emphasizes creative and critical thinking and practical application of inquiry, research, leadership, and management skills and prepares successful graduates to excel as effective strategists, problem solvers, and change managers in their chosen fields. Learners may pursue a specialization in Educational Leadership and Management, Reading and Literacy, or Reading and Literacy Bridge.

The Doctor of Education is structured using a cohort model. Beginning in their first quarter (or with the second doctoral course for the EdD Reading and Literacy Bridge specialization), learners enroll in their courses in a prescribed sequence, progressing through their program with the same group of learners. Earning the EdD as part of a cohort enhances opportunities to gain skills and knowledge and develop professional relationships with other learners.

Doctor of Philosophy (PhD) in Education

The School of Education's Doctor of Philosophy degree program expands previous learning within a discipline and fosters the critical thinking, research, and problem-solving skills that practicing professionals need to excel as scholar-practitioners and emboldened leaders in a global society.

Education Specialist (EdS)

The School of Education's Education Specialist degree program serves learners seeking a post-master's graduate experience that emphasizes both practice and scholarship. The EdS degree assists practitioners by moving them toward the scholarly focus of the doctoral experience.

Master of Science (MS) in Education

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

Certificate Programs

The School of Education's certificate programs provide learners with recognized, relevant competencies that have an immediate, positive impact on their professional lives.

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 Acknowledgement in which they agree that it is their responsibility to understand and comply with licensing and certification laws and regulations. Additional information on professional licensure and certification can be found on iGuide.

About the School of Education, *continued*

School of Education Academic Offerings			
Degree Programs	**Specializations**		**Multiple Specializations** (must be within the same degree program)
	P–12	Higher Education and Training	
Doctor of Education (EdD)		Educational Leadership and Management	
	Reading and Literacy[1]		
	Reading and Literacy Bridge[2]		
Doctor of Philosophy (PhD) in Education	Curriculum and Instruction		
	K–12 Studies in Education		
	Leadership in Educational Administration		
	Special Education Leadership		
		Instructional Design for Online Learning	
		Leadership for Higher Education	
		Nursing Education	
		Postsecondary and Adult Education	
		Professional Studies in Education	
		Training and Performance Improvement	
Education Specialist (EdS)	Curriculum and Instruction		
	Leadership in Educational Administration		
Master of Science (MS) in Education	Curriculum and Instruction		✓
	Early Childhood Education		✓
	English Language Learning and Teaching[3]		✓
	K–12 Studies in Education		✓
	Leadership in Educational Administration		✓
	Reading and Literacy		✓
	Special Education Teaching		✓
		Enrollment Management	✓
		Instructional Design for Online Learning	✓
		Leadership for Higher Education	✓
		Postsecondary and Adult Education	✓
		Professional Studies in Education	✓
		Training and Performance Improvement	✓
Certificate Programs		Post-Master's Certificate in College Teaching	
		Post-Master's Certificate in Enrollment Management	

1. Review of this specialization is pending in ND and TN.
2. Review of this specialization is pending in AL, KS, KY, ND, SC, and TN.
3. Review of this specialization is pending in ND, SC, and TN.

School of Education Academic Offerings

Doctor of Education (EdD) Specializations

Educational Leadership and Management

The EdD specialization in Educational Leadership and Management, structured as a cohort, is designed to prepare practicing professionals to effectively lead colleges; universities; P–12 public, private, religious, charter, and non-traditional schools; and corporate, nonprofit, and governmental educational institutions. Throughout the specialization, learners focus on financial, human resource, operations, and change management; effective decision-making strategies, models, and tools; curriculum and instruction improvement processes; and cultural competence and advocacy. The curriculum is based on current industry knowledge and standards and provides learners with the opportunity to strengthen their inquiry, analysis, communication, decision-making, and leadership skills and use them to address critical, real-world problems. This specialization does not satisfy licensure requirements for P–12 public school teachers or administrators.

The EdD Educational Leadership and Management specialization is structured using a cohort model. Beginning in their first quarter, learners enroll in their courses in a prescribed sequence, progressing through their program with the same group of learners. Earning the EdD as part of a cohort enhances opportunities to gain skills and knowledge and develop professional relationships with other learners.

Twelve Required Courses **72 quarter credits**

All courses taken in a prescribed sequence:

EDD8100 Foundations of Educational Leadership and Management I (6 quarter credits)
EDD8102 * Foundations of Educational Leadership and Management II (6 quarter credits)
EDD8104 * Leadership Through Personal and Professional Development (6 quarter credits)
EDD8106 * Creating a Culture of Learning (6 quarter credits)
EDD8108 * Data-Informed Decision Making for Educational Leaders (6 quarter credits)
EDD8110 * Leading and Managing Change I (6 quarter credits)
EDD8112 * Leading and Managing Change II (6 quarter credits)
EDD8114 * Educational Leadership and Management Capstone (6 quarter credits)
EDD9920 * Dissertation Courseroom (non-credit)
EDD9921 * Dissertation Research 1 (6 quarter credits)
EDD9922 * Dissertation Research 2 (6 quarter credits)
EDD9923 * Dissertation Research 3 (6 quarter credits)
EDD9924 * Dissertation Research 4 (6 quarter credits)

Total **72 quarter credits**

Admission to the Educational Leadership and Management specialization requires learners to complete and submit the Cohort Auto-Registration Form.

Reading and Literacy

The EdD specialization in Reading and Literacy, structured as a cohort, is designed to prepare learners to become leaders in the field of literacy who create and manage long-term professional development processes that support field-based best practices and advocate for systematic change in educational settings. Throughout the specialization, learners focus on developing the knowledge and skills needed to work with diverse populations, engage in a research cycle that results in data-informed decisions, and lead and manage in various P–12 and adult educational contexts, including literacy program operations and professional development. Successful graduates of this specialization are prepared to work as reading specialists, reading or literacy coaches, or supervisors or coordinators of reading/literacy programs.

The EdD Reading and Literacy specialization is structured using a cohort model. Beginning in their first quarter, learners enroll in their courses in a prescribed sequence, progressing through their program with the same group of learners. Earning the EdD as part of a cohort enhances opportunities to gain skills and knowledge and develop professional relationships with other learners.

Sixteen Required Courses **81 quarter credits**

All courses taken in a prescribed sequence:

EDD8200 Theoretical Models and Processes of Literacy (6 quarter credits)
EDD8202 * Foundations of Reading and Literacy (6 quarter credits)
EDD8204 * Reading and Literacy Assessment and Evaluation (6 quarter credits)
EDD8206 * Reading and Literacy Field Experience I (1 quarter credit) +
EDD8208 * Leading and Managing Literacy Programs (6 quarter credits)
EDD8210 * Data-Driven Decision Making in Literacy Programs (6 quarter credits)
EDD8212 * Grant Writing and Policy for Reading and Literacy Programs (6 quarter credits)
EDD8214 * Reading and Literacy Field Experience II (1 quarter credit) +
EDD8216 * Literacy in School and Community Contexts (6 quarter credits)
EDD8218 * Leading and Managing Professional Development (6 quarter credits)
EDD8220 * Reading and Literacy Field Experience III (1 quarter credit) +
EDD8222 * Reading and Literacy Internship (6 quarter credits) +
EDD9920 * Dissertation Courseroom (non-credit)
EDD9921 * Dissertation Research 1 (6 quarter credits)
EDD9922 * Dissertation Research 2 (6 quarter credits)
EDD9923 * Dissertation Research 3 (6 quarter credits)
EDD9924 * Dissertation Research 4 (6 quarter credits)

Total **81 quarter credits**

Review of this specialization is pending in ND and TN.

North Carolina residents are currently not eligible to enroll in this specialization.

This specialization is not currently state-approved and will not lead to endorsement until state approval is received.

Admission to the Reading and Literacy specialization requires learners to complete and submit the Teaching License Verification Form and the Cohort Auto-Registration Form.

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

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

School of Education Academic Offerings, *continued*

EdD Specializations, continued

Reading and Literacy Bridge

The EdD Reading and Literacy Bridge specialization, structured as a cohort, provides educators who have a teaching-related master's degree in a field other than reading and literacy the opportunity to pursue a Doctor of Education. The bridge curriculum emphasizes developing fluent readers and appropriate teaching comprehension strategies, applying effective reading assessment and evaluation methods, understanding the sociocultural context of reading instruction, and surveying current theory and research to identify field-based best practices. Specialization curriculum is designed to prepare learners to become leaders in the field of literacy who create and manage long-term professional development processes that support field-based best practices and advocate for systematic change in educational settings. Throughout the specialization, learners focus on developing the knowledge and skills needed to work with diverse populations, engage in a research cycle that results in data-informed decisions, and lead and manage in various P–12 and adult educational contexts, including literacy program operations and professional development. Successful graduates of this specialization are prepared to work as reading specialists, reading or literacy coaches, or supervisors or coordinators of reading/literacy programs.

The EdD Reading and Literacy Bridge specialization is structured using a cohort model. Beginning with their second doctoral course, learners enroll in their courses in a prescribed sequence, progressing through their program with the same group of learners. Earning the EdD as part of a cohort enhances opportunities to gain skills and knowledge and develop professional relationships with other learners.

Twenty-One Required Courses 96 quarter credits

Bridge 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)

Core courses:

EDD8200 Theoretical Models and Processes of Literacy (6 quarter credits)
EDD8202 * Foundations of Reading and Literacy (6 quarter credits)
EDD8204 * Reading and Literacy Assessment and Evaluation (6 quarter credits)
EDD8206 * Reading and Literacy Field Experience I (1 quarter credit) +
EDD8208 * Leading and Managing Literacy Programs (6 quarter credits)
EDD8210 * Data-Driven Decision Making in Literacy Programs (6 quarter credits)
EDD8212 * Grant Writing and Policy for Reading and Literacy Programs (6 quarter credits)
EDD8214 * Reading and Literacy Field Experience II (1 quarter credit) +
EDD8216 * Literacy in School and Community Contexts (6 quarter credits)
EDD8218 * Leading and Managing Professional Development (6 quarter credits)
EDD8220 * Reading and Literacy Field Experience III (1 quarter credit) +
EDD8222 * Reading and Literacy Internship (6 quarter credits) +
EDD9920 * Dissertation Courseroom (non-credit)
EDD9921 * Dissertation Research 1 (6 quarter credits)
EDD9922 * Dissertation Research 2 (6 quarter credits)
EDD9923 * Dissertation Research 3 (6 quarter credits)
EDD9924 * Dissertation Research 4 (6 quarter credits)

Total 96 quarter credits

Review of this specialization is pending in AL, KS, KY, ND, SC, and TN.

North Carolina residents are currently not eligible to enroll in this specialization.

This specialization is not currently state-approved and will not lead to endorsement until state approval is received.

Admission to the Reading and Literacy Bridge specialization requires learners to complete and submit the Teaching License Verification Form and the Cohort Auto-Registration Form.

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

Doctor of Philosophy (PhD) in Education Specializations

To fulfill the School of Education's graduation requirements, PhD learners must complete a minimum of 24 quarter credits of approved doctoral-level Capella course work after matriculation into the PhD degree program, not including the required comprehensive examination and dissertation courses. Learners must complete 24 quarter credits regardless of the number or type of credits completed prior to matriculating into the PhD degree program.

This requirement does not apply to learners who have completed the Education Specialist (EdS) degree program at Capella. Learners entering the PhD degree program after having successfully completed the EdS degree program at Capella must complete a minimum of 16 quarter credits of approved doctoral-level Capella course work after matriculation into the PhD degree program, not including comprehensive examination and dissertation courses.

Curriculum and Instruction

Learners in the doctoral Curriculum and Instruction specialization develop and demonstrate the research-based knowledge, skills, and attitudes necessary for effective classroom, building, and district-level leadership in curriculum and instruction. The specialization is designed for teachers and administrators interested in leadership careers as building or district-level administrators, or as teacher-leaders guiding curriculum and instructional improvement initiatives supported by current theory and research in curriculum design, instructional models, and assessment strategies focused on increasing student achievement. Learners participate in course discussions and activities that provide practical experiences and projects that demonstrate innovative and timely theory, research, and practice.

Residency Requirement(s):

Three four-day colloquia (ED-R8921, ED-R8922, ED-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Nineteen Required Courses 80 quarter credits

Core courses:

ED8007 Leading Innovation (4 quarter credits)
ED8112 Educational Research Methods (4 quarter credits)
ED8117 * Advanced Qualitative Research Methods (4 quarter credits)
ED8122 * Statistics for Educational Research I (4 quarter credits)

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

School of Education Academic Offerings, *continued*

PhD in Education Specializations, continued

Specialization courses:

ED7541 Teacher Supervision and Evaluation (4 quarter credits)
ED7820 Principles of Educational Administration (4 quarter credits)
ED8533 Advanced Curriculum Mapping: Reflection and Practice (4 quarter credits)
ED8534 Advanced Instruction and Assessment: Theory and Practice (4 quarter credits)
ED8535 Advanced Collaboration for the Improvement of Curriculum and Instruction (4 quarter credits)
ED8536 Advanced Application of Research for the Improvement of Curriculum and Instruction (4 quarter credits)
ED8538 Advanced Curriculum and Instruction: Program Evaluation (4 quarter credits)
ED7822 The Funding of Educational Institutions (4 quarter credits)
ED8550 * Curriculum and Instruction Internship I (4 quarter credits)
ED8551 * Curriculum and Instruction Internship II (4 quarter credits)
ED9919 * Doctoral Comprehensive Examination (4 quarter credits)
ED9920 * Dissertation Courseroom (non-credit)
ED9921 * Dissertation Research 1 (5 quarter credits)
ED9922 * Dissertation Research 2 (5 quarter credits)
ED9923 * Dissertation Research 3 (5 quarter credits)
ED9924 * Dissertation Research 4 (5 quarter credits)

Ten Elective Courses **40 quarter credits**

Recommended elective courses:

ED5501 Assessment and Improvement of Instruction (4 quarter credits)
ED5500 Standards-Based Curriculum, Instruction, and Assessment (4 quarter credits)
ED5504 Strategies for Eliminating the Achievement Gap (4 quarter credits)
ED7537 Emerging Technology and Multimedia for Curriculum and Instruction (4 quarter credits)
ED7700 Learning Theory and the Educational Process (4 quarter credits)
ED7701 Educational Philosophy and Change (4 quarter credits)
ED7107 Teaching and Learning with Diverse Populations (4 quarter credits)
ED7823 Education and the Law (4 quarter credits)
ED8111 The Historical and Social Foundations of Education (4 quarter credits)
ED8812 The Governance of Educational Institutions (4 quarter credits)
ED7310 Evaluating the Effectiveness of the Educational Process (4 quarter credits)
ED8100 The Future of Educational Institutions: Topics and Trends (4 quarter credits)
ED7818 The Future of Teaching and Learning: Issues for the Educational Leader (4 quarter credits)
HS5334 Ethnic and Cultural Awareness (4 quarter credits)
ED8123 * Statistics for Educational Research II (4 quarter credits)

OR

Choose any graduate course(s).

Total **120 quarter credits**

North Carolina residents are currently not eligible to enroll in this specialization.

This specialization has not been reviewed or approved by Pennsylvania; Pennsylvania residents will have to apply and meet requirements for certification as out-of-state candidates.

K–12 Studies in Education

The doctoral K–12 Studies in Education specialization is designed for K–12 career-oriented professionals who wish to excel as scholar-practitioners. The specialization delivers research-based competencies focused on current issues in education including such broad topics as school governance and leadership and such focused topics as math instruction, science instruction, virtual school teaching, and teacher leadership. The specialization's flexibility permits learners to create an individualized doctoral program whatever their K–12 research interests.

Residency Requirement(s):

Three four-day colloquia (ED-R8921, ED-R8922, ED-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Sixteen Required Courses **68 quarter credits**

Core courses:

ED8007 Leading Innovation (4 quarter credits)
ED8112 Educational Research Methods (4 quarter credits)
ED8117 * Advanced Qualitative Research Methods (4 quarter credits)
ED8515 Advanced Action Research for Teacher-Leaders (4 quarter credits)
ED8122 * Statistics for Educational Research I (4 quarter credits)

Specialization courses:

ED8111 The Historical and Social Foundations of Education (4 quarter credits)
ED7310 Evaluating the Effectiveness of the Educational Process (4 quarter credits)
ED7542 The Politics of P–12 Education (4 quarter credits)
ED8502 Advanced Learning Theory and Instructional Practice (4 quarter credits)
ED7701 Educational Philosophy and Change (4 quarter credits)
ED8100 The Future of Educational Institutions: Topics and Trends (4 quarter credits)
ED9919 * Doctoral Comprehensive Examination (4 quarter credits)
ED9920 * Dissertation Courseroom (non-credit)
ED9921 * Dissertation Research 1 (5 quarter credits)
ED9922 * Dissertation Research 2 (5 quarter credits)
ED9923 * Dissertation Research 3 (5 quarter credits)
ED9924 * Dissertation Research 4 (5 quarter credits)

Thirteen Elective Courses **52 quarter credits**

Recommended elective courses:

ED5516 Adult Learning and Professional Development (4 quarter credits)
ED5523 Inquiry-Based Curriculum and Resources for Elementary Science Teachers (4 quarter credits)
ED5508 Research and Best Practices in Mathematics Instruction (4 quarter credits)
ED5513 Middle-Level Issues (4 quarter credits)
ED5528 Technology Skills for the Virtual School Teacher (4 quarter credits)
ED5511 Teaching Algebra for Understanding (4 quarter credits)
ED5514 Educational Leadership for Teacher-Leaders (4 quarter credits)
ED5522 The Art of Planning Science Instruction: Creating the Engaged Science Student (4 quarter credits)
ED5524 Inquiry-Based Curriculum and Resources for Secondary Science Teachers (4 quarter credits)
ED5526 Student Assessment and Work Analysis in Science Instruction (4 quarter credits)
ED5506 Standards and the K–12 Mathematics Curriculum (4 quarter credits)
ED5507 The Art of Planning Mathematics Instruction (4 quarter credits)
ED5529 Instructional Strategies for the Virtual School Teacher (4 quarter credits)
ED5530 Assessment Strategies for the Virtual School Teacher (4 quarter credits)
ED5533 Curriculum Mapping: Reflection and Practice (4 quarter credits)
ED8123 * Statistics for Educational Research II (4 quarter credits)

OR

Choose any graduate course(s).

Total **120 quarter credits**

This specialization has not been reviewed or approved by Pennsylvania; Pennsylvania residents will have to apply and meet requirements for certification as out-of-state candidates.

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

School of Education Academic Offerings, *continued*

PhD in Education Specializations, continued

Leadership in Educational Administration

Learners in the doctoral Leadership in Educational Administration specialization develop the knowledge, skills, attributes, and dispositions necessary to successfully meet the rigors of an ever-changing educational system and enjoy the rewards of being a 21st-century P–12 principal or superintendent. This doctoral program offers learners the opportunity to develop and strengthen research and problem-solving skills that can be applied to the leadership challenges of the current student achievement-focused world of P–12 education. The curriculum is aligned with nationally recognized leadership standards, including those of the Interstate School Leaders Licensure Consortium (ISLLC) and is designed to prepare learners to be innovative and ethical P–12 leaders.

Residency Requirement(s):

Three four-day colloquia (ED-R8921, ED-R8922, ED-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Nineteen Required Courses **80 quarter credits**

Core courses:

ED8007	Leading Innovation (4 quarter credits)
ED8112	Educational Research Methods (4 quarter credits)
ED8117 *	Advanced Qualitative Research Methods (4 quarter credits)
ED8122 *	Statistics for Educational Research I (4 quarter credits)

Specialization courses:

ED7820	Principles of Educational Administration (4 quarter credits)
ED8111	The Historical and Social Foundations of Education (4 quarter credits)
ED7822	The Funding of Educational Institutions (4 quarter credits)
ED7823	Education and the Law (4 quarter credits)
ED7541	Teacher Supervision and Evaluation (4 quarter credits)
ED7545	Special Education Administration (4 quarter credits)
ED7542	The Politics of P–12 Education (4 quarter credits)

In addition, choose one of the following leadership options:

For learners seeking principal licensure:

ED7852 *	P–12 Principalship (4 quarter credits)
ED7901 *	Internship in Educational Administration I (4 quarter credits)
ED7902 *	Internship in Educational Administration II (4 quarter credits)

For learners seeking superintendent licensure:

ED7543	The Superintendency (4 quarter credits)
ED7903 *	Internship in the Superintendency I (4 quarter credits)
ED7904 *	Internship in the Superintendency II (4 quarter credits)
ED9919 *	Doctoral Comprehensive Examination (4 quarter credits)
ED9920 *	Dissertation Courseroom (non-credit)
ED9921 *	Dissertation Research 1 (5 quarter credits)
ED9922 *	Dissertation Research 2 (5 quarter credits)
ED9923 *	Dissertation Research 3 (5 quarter credits)
ED9924 *	Dissertation Research 4 (5 quarter credits)

Ten Elective Courses **40 quarter credits**

Recommended elective courses:

ED7544	Introduction to School Business Administration (4 quarter credits)
ED8812	The Governance of Educational Institutions (4 quarter credits)
ED7310	Evaluating the Effectiveness of the Educational Process (4 quarter credits)
ED8100	The Future of Educational Institutions: Topics and Trends (4 quarter credits)
ED7818	The Future of Teaching and Learning: Issues for the Educational Leader (4 quarter credits)
ED7106	Curriculum Development (4 quarter credits)
ED7857	Personnel Administration (4 quarter credits)
ED8123 *	Statistics for Educational Research II (4 quarter credits)
ED8535	Advanced Collaboration for the Improvement of Curriculum and Instruction (4 quarter credits)
HS5334	Ethnic and Cultural Awareness (4 quarter credits)

OR

Choose any graduate course(s).

Total **120 quarter credits**

New York and North Carolina residents are currently not eligible to enroll in this specialization.

Admission to the Leadership in Educational Administration specialization requires learners to complete and submit the Certification of Teaching Experience form.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is the learners' responsibility to understand and comply with requirements for their state. Where applicable, teachers are advised to contact their school districts as to whether a program may qualify for salary advancement (Washington State learners are advised to go to http://pathway.pesb.wa.gov/outofstate for more information).

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

In Minnesota, learners who wish to add endorsements to existing administrative licenses must complete additional field work. To expand an elementary or secondary license to K–12, learners must complete a second 200-hour internship. To add a principal endorsement to a superintendent endorsement in Minnesota (or vice versa), the internship is 320 hours (MR, 3512.0200, Subp.3.).

Learners seeking licensure in Arizona must secure a Structured English Immersion endorsement (SEI). Capella University has an alliance with Rio Salado College regarding course work for the SEI endorsement. Learners needing this endorsement should contact academicadvisement@mail.riosalado.edu to discuss the necessary courses and the application process at Rio Salado College.

This specialization has not been reviewed or approved by Pennsylvania; Pennsylvania residents will have to apply and meet requirements for certification as out-of-state candidates.

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

School of Education Academic Offerings, *continued*

PhD in Education Specializations, continued

Special Education Leadership

The doctoral Special Education Leadership specialization focuses on P–12 special education leadership skills, including knowledge of laws and regulations, curriculum and instruction, financial resources, and community and family collaboration. Applicants must hold a master's degree in education and a certification or license in special education. The course work, internship, and residential colloquia competencies are based on Interstate School Leaders Licensure Consortium (ISLLC) national standards. Upon successful completion of this specialization, learners are prepared to pursue leadership roles at the school, district, state, or higher education levels.

Residency Requirement(s):

Three four-day colloquia (ED-R8921, ED-R8922, ED-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Twenty Required Courses **84 quarter credits**

Core courses:

ED8007 Leading Innovation (4 quarter credits)
ED8112 Educational Research Methods (4 quarter credits)
ED8117 * Advanced Qualitative Research Methods (4 quarter credits)
ED8122 * Statistics for Educational Research I (4 quarter credits)

Specialization courses:

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)
ED7106 Curriculum Development (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)
ED7552 * Special Education Law and Finance (4 quarter credits)
ED7554 * Internship for Director of Special Education I (4 quarter credits)
ED7555 * Internship for Director of Special Education II (4 quarter credits)
ED9919 * Doctoral Comprehensive Examination (4 quarter credits)
ED9920 * Dissertation Courseroom (non-credit)
ED9921 * Dissertation Research 1 (5 quarter credits)
ED9922 * Dissertation Research 2 (5 quarter credits)
ED9923 * Dissertation Research 3 (5 quarter credits)
ED9924 * Dissertation Research 4 (5 quarter credits)

Nine Elective Courses **36 quarter credits**

Recommended elective courses:

ED7542 The Politics of P–12 Education (4 quarter credits)
ED7544 Introduction to School Business Administration (4 quarter credits)
ED7852 P–12 Principalship (4 quarter credits)
ED7543 The Superintendency (4 quarter credits)
ED8812 The Governance of Educational Institutions (4 quarter credits)
ED7310 Evaluating the Effectiveness of the Educational Process (4 quarter credits)
ED8100 The Future of Educational Institutions: Topics and Trends (4 quarter credits)
ED7818 The Future of Teaching and Learning: Issues for the Educational Leader (4 quarter credits)
ED8111 The Historical and Social Foundations of Education (4 quarter credits)
ED8123 * Statistics for Educational Research II (4 quarter credits)

OR

Choose any graduate course(s).

Total **120 quarter credits**

New York and North Carolina residents are currently not eligible to enroll in this specialization.

Admission to the Special Education Leadership specialization requires learners to complete and submit the Certification of Teaching Experience form.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is the learners' responsibility to understand and comply with requirements for their state. Where applicable, teachers are advised to contact their school districts as to whether a program may qualify for salary advancement (Washington State learners are advised to go to http://pathway.pesb.wa.gov/outofstate for more information).

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

This specialization has not been reviewed or approved by Pennsylvania; Pennsylvania residents will have to apply and meet requirements for certification as out-of-state candidates.

Instructional Design for Online Learning

The doctoral specialization in Instructional Design for Online Learning is designed to prepare professionals to lead and manage instructional design challenges in a variety of traditional and online settings in educational institutions, corporations, health care and government agencies, and the military. The curriculum emphasizes research and leadership in the instructional design, development, and implementation of educational interventions. Successful graduates of this specialization are prepared to pursue leadership roles in producing and applying research in instructional design and development.

Residency Requirement(s):

Three four-day colloquia (ED-R8921, ED-R8922, ED-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Nineteen Required Courses **80 quarter credits**

Core courses:

ED8002 Foundations of Theory and Practice in Doctoral Studies (4 quarter credits)
ED8112 Educational Research Methods (4 quarter credits)
ED8117 * Advanced Qualitative Research Methods (4 quarter credits)
ED8122 * Statistics for Educational Research I (4 quarter credits)

Specialization courses:

ED5802 Principles of Instructional Design (4 quarter credits)
ED5803 * Processes of Instructional Design (4 quarter credits)
ED7624 * Theories of Learning and Instruction (4 quarter credits)
ED7620 * Theoretical Basis of Instructional Design (4 quarter credits)
ED8810 * Ethics and Social Responsibility in Distance Education (4 quarter credits)
ED7496 * Advanced Instructional Design (4 quarter credits)
ED7504 * Leadership for Instructional Design (4 quarter credits)
ED8829 * Research in Instructional Design and Development (4 quarter credits)
ED8831 * Theoretical Constructs for Evaluation and Assessment of Instructional Design (4 quarter credits)
ED8841 * Leading Instructional Design Initiatives (4 quarter credits)
ED9919 * Doctoral Comprehensive Examination (4 quarter credits)
ED9920 * Dissertation Courseroom (non-credit)
ED9921 * Dissertation Research 1 (5 quarter credits)
ED9922 * Dissertation Research 2 (5 quarter credits)
ED9923 * Dissertation Research 3 (5 quarter credits)
ED9924 * Dissertation Research 4 (5 quarter credits)

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

School of Education Academic Offerings, *continued*

PhD in Education Specializations, continued

Ten Elective Courses **40 quarter credits**

Recommended elective courses:

ED5312 Strategies for Building Online Learning Communities (4 quarter credits)
ED6895 * Instructional Design for Online Learning Internship (4 quarter credits) +
ED7086 Developing an Academic Writing Process (4 quarter credits)
ED7088 * Applying Research in an Academic Writing Process (4 quarter credits)
ED7212 Administration and Leadership of Distance Education Programs (4 quarter credits)
ED7673 The Future of Corporate and Technical Training: Issues and Trends (4 quarter credits)
ED7631 Introduction to Training and Performance Systems (4 quarter credits)
ED7641 Needs Assessment: Models and Procedures (4 quarter credits)
ED7672 Delivery Systems for Training and Performance Improvement (4 quarter credits)
ED7830 Coaching for High Performance (4 quarter credits)
ED8123 * Statistics for Educational Research II (4 quarter credits)

The following elective is available as directed study:

ED8895 * Special Topics in Instructional Design for Online Learning (4 quarter credits)

OR

Choose any graduate course(s).

Total **120 quarter credits**

+ North Carolina learners are currently not eligible to enroll in this course.

Leadership for Higher Education

The doctoral Leadership for Higher Education specialization integrates current, recognized theory and best practices with practical application. Learners engage in a curriculum that emphasizes leadership theories and models; higher education history, politics, law, assessment, funding and financing, human resource management and administration; and the future of teaching and learning. Throughout the specialization, learners focus on developing the research and problem-solving skills needed to meet leadership challenges in higher education and guide traditional and distance education programs. Successful graduates of this specialization are prepared to pursue academic or executive leadership positions at community colleges; universities; or other public, private, or for-profit postsecondary educational institutions.

Residency Requirement(s):

Three four-day colloquia (ED-R8921, ED-R8922, ED-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Nineteen Required Courses **80 quarter credits**

Core courses:

ED8002 Foundations of Theory and Practice in Doctoral Studies (4 quarter credits)
ED8112 Educational Research Methods (4 quarter credits)
ED8117 * Advanced Qualitative Research Methods (4 quarter credits)
ED8122 * Statistics for Educational Research I (4 quarter credits)

Specialization courses:

ED7540 Leadership in Higher Education (4 quarter credits)
ED7546 Human Resources in Higher Education (4 quarter credits)
ED7547 Assessment in Higher Education (4 quarter credits)
ED7818 The Future of Teaching and Learning: Issues for the Educational Leader (4 quarter credits)
ED7212 Administration and Leadership of Distance Education Programs (4 quarter credits)
ED7834 Higher Education and the Law (4 quarter credits)
ED8447 Advanced Funding and Managing Education Enterprises (4 quarter credits)
ED7840 The Politics of Higher Education (4 quarter credits)
ED7841 The History of Higher Education (4 quarter credits)
ED7855 Higher Education Administration (4 quarter credits)
ED9919 * Doctoral Comprehensive Examination (4 quarter credits)
ED9920 * Dissertation Courseroom (non-credit)
ED9921 * Dissertation Research 1 (5 quarter credits)
ED9922 * Dissertation Research 2 (5 quarter credits)
ED9923 * Dissertation Research 3 (5 quarter credits)
ED9924 * Dissertation Research 4 (5 quarter credits)

Ten Elective Courses **40 quarter credits**

Recommended elective courses:

ED7106 Curriculum Development (4 quarter credits)
ED7703 Student Development Challenges and Successes (4 quarter credits)
ED7713 Student Advising and Retention (4 quarter credits)
ED7800 Grant Writing for Higher Education (4 quarter credits)
ED8111 The Historical and Social Foundations of Education (4 quarter credits)
ED8123 * Statistics for Educational Research II (4 quarter credits)

OR

Choose any graduate course(s).

Total **120 quarter credits**

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

School of Education Academic Offerings, *continued*

PhD in Education Specializations, continued

Nursing Education

The doctoral Nursing Education specialization is designed to prepare nurses for advanced roles as nurse educators in higher and adult education. The curriculum presents nursing concepts and theories and provides learners with essential knowledge and skills in curriculum development and evaluation, teaching strategy, and scholarship. The Nursing Education specialization trains learners to design, deliver, evaluate, assess, and lead nursing education programs and function as effective nursing educators.

Residency Requirement(s):

Three four-day colloquia (ED-R8921, ED-R8922, ED-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Eighteen Required Courses 76 quarter credits

Core courses:

ED8002 Foundations of Theory and Practice in Doctoral Studies (4 quarter credits)
ED8112 Educational Research Methods (4 quarter credits)
ED8117 * Advanced Qualitative Research Methods (4 quarter credits)
ED8122 * Statistics for Educational Research I (4 quarter credits)

Specialization courses:

ED7311 Theory and Methods of Educating Adults (4 quarter credits)
ED7314 International and Multicultural Perspectives in Postsecondary and Adult Education (4 quarter credits)
ED7712 Classroom Assessment in Education (4 quarter credits)
ED7310 Evaluating the Effectiveness of the Educational Process (4 quarter credits)
ED8350 Advanced Nursing Theory and Concepts (4 quarter credits)
ED8355 Curriculum Design and Evaluation in Nursing Education (4 quarter credits)
ED8360 The Nurse Educator: Faculty Roles and Responsibilities (4 quarter credits)
ED8365 Teaching Strategies in Nursing Education (4 quarter credits)
ED8370 Nursing Leadership and Professional Practice (4 quarter credits)
ED9919 * Doctoral Comprehensive Examination (4 quarter credits)
ED9920 * Dissertation Courseroom (non-credit)
ED9921 * Dissertation Research 1 (5 quarter credits)
ED9922 * Dissertation Research 2 (5 quarter credits)
ED9923 * Dissertation Research 3 (5 quarter credits)
ED9924 * Dissertation Research 4 (5 quarter credits)

Eleven Elective Courses 44 quarter credits

Recommended elective courses:

ED7818 The Future of Teaching and Learning: Issues for the Educational Leader (4 quarter credits)
ED5315 Adult Development and Learning (4 quarter credits)
ED5311 The Collaborative Nature of Adult Education (4 quarter credits)
ED7391 International Aspects of Adult Education (4 quarter credits)
ED5804 The Delivery of Distance Education (4 quarter credits)
ED7212 Administration and Leadership of Distance Education Programs (4 quarter credits)
ED7590 Critical Thinking in Adult Education (4 quarter credits)
ED7700 Learning Theory and the Educational Process (4 quarter credits)
ED7540 Leadership in Higher Education (4 quarter credits)
ED7547 Assessment in Higher Education (4 quarter credits)
ED7690 Critical Skills for Facilitating Online Learning (4 quarter credits)
ED5312 Strategies for Building Online Learning Communities (4 quarter credits)
ED5313 Curriculum Development for Online Learning (4 quarter credits)
ED7716 Faculty Leadership (4 quarter credits)
ED7800 Grant Writing for Higher Education (4 quarter credits)
ED8444 Higher Education Curriculum Development and Teaching Strategies (4 quarter credits)
ED8600 Effective Online Course Design, Delivery, Facilitation, and Assessment (4 quarter credits)
HS8505 Ethics and Decision Making in Health Care (4 quarter credits)
HS8300 Diversity in the Workplace (4 quarter credits)

OR

Choose any graduate course(s).

Total 120 quarter credits

Postsecondary and Adult Education

The doctoral Postsecondary and Adult Education specialization is designed to enhance learners' qualifications in adult education and college teaching. The curriculum emphasizes major theories of adult learning, the needs of the multicultural adult learner, the development of effective learning communities and environments, critical analysis, program and curricular evaluation, and best practices in postsecondary instruction. Learners who successfully complete this specialization are prepared to pursue instructional leadership positions in a variety of postsecondary education settings, including adult education, distance education, continuing higher education, health care education, community development, and military education.

Residency Requirement(s):

Three four-day colloquia (ED-R8921, ED-R8922, ED-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Seventeen Required Courses 72 quarter credits

Core courses:

ED8002 Foundations of Theory and Practice in Doctoral Studies (4 quarter credits)
ED8112 Educational Research Methods (4 quarter credits)
ED8117 * Advanced Qualitative Research Methods (4 quarter credits)
ED8122 * Statistics for Educational Research I (4 quarter credits)

Specialization courses:

ED7311 Theory and Methods of Educating Adults (4 quarter credits)
ED7312 Teaching Adults (4 quarter credits)
ED7712 Classroom Assessment in Education (4 quarter credits)
ED7590 Critical Thinking in Adult Education (4 quarter credits)
ED7314 International and Multicultural Perspectives in Postsecondary and Adult Education (4 quarter credits)
ED7310 Evaluating the Effectiveness of the Educational Process (4 quarter credits)
ED7716 Faculty Leadership (4 quarter credits)
ED8444 Higher Education Curriculum Development and Teaching Strategies (4 quarter credits)
ED9919 * Doctoral Comprehensive Examination (4 quarter credits)
ED9920 * Dissertation Courseroom (non-credit)
ED9921 * Dissertation Research 1 (5 quarter credits)
ED9922 * Dissertation Research 2 (5 quarter credits)
ED9923 * Dissertation Research 3 (5 quarter credits)
ED9924 * Dissertation Research 4 (5 quarter credits)

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

School of Education Academic Offerings, *continued*

PhD in Education Specializations, continued

Twelve Elective Courses **48 quarter credits**

Recommended elective courses:

ED7690 Critical Skills for Facilitating Online Learning (4 quarter credits)
ED7700 Learning Theory and the Educational Process (4 quarter credits)
ED7703 Student Development, Challenges, and Successes (4 quarter credits)
ED7713 Student Advising and Retention (4 quarter credits)
ED8111 The Historical and Social Foundations of Education (4 quarter credits)
ED7800 Grant Writing for Higher Education (4 quarter credits)
ED5315 Adult Development and Learning (4 quarter credits)
ED5311 The Collaborative Nature of Adult Education (4 quarter credits)
ED8123 * Statistics for Educational Research II (4 quarter credits)
ED8600 Effective Online Course Design, Delivery, Facilitation, and Assessment (4 quarter credits)

OR

Choose any graduate course(s).

Total **120 quarter credits**

Professional Studies in Education

The doctoral Professional Studies in Education specialization is designed for experienced career professionals in a variety of teaching and/or education training situations. Learners may come from areas of P–12, alternative programs, adult education, allied health care, military, higher education, government, or other occupations and professions, but are united by the motivation to excel as educators and leaders. Professional studies learners seek this specialization whether they want to remain in their current profession or be prepared to change professions. The Professional Studies in Education specialization provides optimal opportunity to customize a program of study that meets the unique needs of a diverse group of learners. The entire doctoral experience is designed to create scholar-practitioners with advanced skills in critical thinking, problem solving, and research.

Residency Requirement(s):

Three four-day colloquia (ED-R8921, ED-R8922, ED-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Thirteen Required Courses **56 quarter credits**

Core courses:

ED8002 Foundations of Theory and Practice in Doctoral Studies (4 quarter credits)
ED8112 Educational Research Methods (4 quarter credits)
ED8117 * Advanced Qualitative Research Methods (4 quarter credits)
ED8122 * Statistics for Educational Research I (4 quarter credits)

Specialization courses:

ED7701 Educational Philosophy and Change (4 quarter credits)
ED8100 The Future of Educational Institutions: Topics and Trends (4 quarter credits)
ED8222 Professionalism in the 21st Century (4 quarter credits)
ED7700 Learning Theory and the Educational Process (4 quarter credits) ***OR***
ED7311 Theory and Methods of Educating Adults (4 quarter credits)
ED9919 * Doctoral Comprehensive Examination (4 quarter credits)
ED9920 * Dissertation Courseroom (non-credit)
ED9921 * Dissertation Research 1 (5 quarter credits)
ED9922 * Dissertation Research 2 (5 quarter credits)
ED9923 * Dissertation Research 3 (5 quarter credits)
ED9924 * Dissertation Research 4 (5 quarter credits)

Sixteen Elective Courses **64 quarter credits**

Recommended elective course:

ED8123 * Statistics for Educational Research II (4 quarter credits)

OR

Choose any graduate course(s).

Total **120 quarter credits**

Training and Performance Improvement

The doctoral Training and Performance Improvement specialization is designed for experienced career professionals who wish to advance to leadership roles such as chief learning officer, training director, professor, or manager of learning and performance improvement. Required courses broaden and deepen the learner's understanding of both strategic and tactical issues that are important to the success of any performance improvement intervention. The entire doctoral experience is designed to help create reflective scholar-practitioners and innovative thinkers with advanced skills in critical thinking, research, and problem solving. The curriculum is based on American Society for Training & Development's (ASTD) Human Performance Improvement model.

Residency Requirement(s):

Three four-day colloquia (ED-R8921, ED-R8922, ED-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Nineteen Required Courses **80 quarter credits**

Core courses:

ED8002 Foundations of Theory and Practice in Doctoral Studies (4 quarter credits)
ED8112 Educational Research Methods (4 quarter credits)
ED8117 * Advanced Qualitative Research Methods (4 quarter credits)
ED8122 * Statistics for Educational Research I (4 quarter credits)

Specialization courses:

ED7631 Introduction to Training and Performance Systems (4 quarter credits)
ED7641 Needs Assessment: Models and Procedures (4 quarter credits)
ED7662 Designing Training and Performance Solutions (4 quarter credits)
ED7672 Delivery Systems for Training and Performance Improvement (4 quarter credits)
ED7652 Evaluating Training and Performance Improvement Systems (4 quarter credits)
ED7675 Return on Investment in Training and Performance Improvement (4 quarter credits)
ED7677 Survey of Training and Performance Improvement Research (4 quarter credits)
ED9919 * Doctoral Comprehensive Examination (4 quarter credits)
ED9920 * Dissertation Courseroom (non-credit)
ED9921 * Dissertation Research 1 (5 quarter credits)
ED9922 * Dissertation Research 2 (5 quarter credits)
ED9923 * Dissertation Research 3 (5 quarter credits)
ED9924 * Dissertation Research 4 (5 quarter credits)

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

School of Education Academic Offerings, *continued*

PhD Specializations, continued

In addition, choose three from the following courses:

ED7830 Coaching for High Performance (4 quarter credits)
ED7391 International Aspects of Adult Education (4 quarter credits)
ED5802 Principles of Instructional Design (4 quarter credits)
ED5804 The Delivery of Distance Education (4 quarter credits)
ED7673 The Future of Corporate and Technical Training: Issues and Trends (4 quarter credits)
ED8111 The Historical and Social Foundations of Education (4 quarter credits)

Ten Elective Courses **40 quarter credits**

Recommended elective course:

ED8123 * Statistics for Educational Research II (4 quarter credits)

OR

Choose any graduate course(s).

Total **120 quarter credits**

Education Specialist (EdS) Specializations

To fulfill the School of Education's graduation requirements, EdS learners must complete a minimum of 24 quarter credits after matriculation into the EdS degree program. Learners must complete 24 quarter credits regardless of the number or type of credits completed prior to matriculating into the EdS degree program.

This requirement does not apply to learners who are changing from the PhD degree program to the EdS degree program without having first successfully completed the PhD degree program.

Curriculum and Instruction

The Education Specialist (EdS) with a specialization in Curriculum and Instruction helps learners develop and demonstrate the research-based knowledge, skills, and attitudes necessary for effective classroom, school, and district-level leadership in curriculum and instruction. Learners study theory, practice and assessment, reflection, collaboration, and leadership, and gain the practical experience needed to foster and guide improvement initiatives at the local and district levels. The Curriculum and Instruction specialization is designed around national standards and is for educators and administrators who have completed a master's degree and are interested in pursuing leadership careers such as school or district-level administrator, director of assessment, director of instruction, district curriculum director, curriculum specialist, or educator-leaders guiding curriculum and instructional improvement initiatives to increase student achievement.

Equivalent course work taken as part of the EdS degree program may be applied to degree requirements for a Capella PhD.

Residency Requirement(s):

Two four-day colloquia (EDS-R8921, EDS-R8922). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Twelve Required Courses **48 quarter credits**

Core courses:

ED8007 Leading Innovation (4 quarter credits)
ED8112 Educational Research Methods (4 quarter credits)

Specialization courses:

ED7541 Teacher Supervision and Evaluation (4 quarter credits)
ED7820 Principles of Educational Administration (4 quarter credits)
ED7822 The Funding of Educational Institutions (4 quarter credits)
ED8533 Advanced Curriculum Mapping: Reflection and Practice (4 quarter credits)
ED8534 Advanced Instruction and Assessment: Theory and Practice (4 quarter credits)
ED8535 Advanced Collaboration for the Improvement of Curriculum and Instruction (4 quarter credits)
ED8538 Advanced Curriculum and Instruction: Program Evaluation (4 quarter credits)
ED8550 * Curriculum and Instruction Internship I (4 quarter credits)
ED8551 * Curriculum and Instruction Internship II (4 quarter credits)
ED8119 * Advanced Research Design (4 quarter credits)

Total **48 quarter credits**

North Carolina residents are currently not eligible to enroll in this specialization.

This specialization has not been reviewed or approved by Pennsylvania; Pennsylvania residents will have to apply and meet requirements for certification as out-of-state candidates.

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

School of Education Academic Offerings, *continued*

EdS Specializations, continued

Leadership in Educational Administration

The Education Specialist (EdS) program with a specialization in Leadership in Educational Administration prepares learners who have already completed a master's degree to pursue roles as P–12 administrators. Learners who successfully complete program requirements gain competencies that reflect the Educational Leadership Constituents Council (ELLC) standards. The specialization is designed to prepare learners to pursue positions as principals or superintendents. Topics addressed in the Leadership in Educational Administration specialization include effective management; collaboration with stakeholders such as the community, families, and staff; and developing a shared vision of learning.

Equivalent course work taken as part of the EdS degree program may be applied to degree requirements for a Capella PhD.

Residency Requirement(s):

Two four-day colloquia (EDS-R8921, EDS-R8922). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Twelve Required Courses **48 quarter credits**

Core courses:

ED8007 Leading Innovation (4 quarter credits)
ED8112 Educational Research Methods (4 quarter credits)

Specialization courses:

ED7820 Principles of Educational Administration (4 quarter credits)
ED8111 The Historical and Social Foundations of Education (4 quarter credits)
ED7822 The Funding of Educational Institutions (4 quarter credits)
ED7823 Education and the Law (4 quarter credits)
ED7541 Teacher Supervision and Evaluation (4 quarter credits)
ED7545 Special Education Administration (4 quarter credits)
ED7542 The Politics of P–12 Education (4 quarter credits)

In addition, choose one of the following leadership options:

For learners seeking principal licensure:

ED7852 * P–12 Principalship (4 quarter credits)
ED7901 * Internship in Educational Administration I (4 quarter credits)
ED7902 * Internship in Educational Administration II (4 quarter credits)

For learners seeking superintendent licensure:

ED7543 The Superintendency (4 quarter credits)
ED7903 * Internship in the Superintendency I (4 quarter credits)
ED7904 * Internship in the Superintendency II (4 quarter credits)

Total **48 quarter credits**

New York and North Carolina residents are currently not eligible to enroll in this specialization.

Admission to the Leadership in Educational Administration specialization requires learners to complete and submit the Certification of Teaching Experience form.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is learners' responsibility to understand and comply with requirements for their state. Where applicable, teachers are advised to contact their school districts as to whether a program may qualify for salary advancement (Washington State learners are advised to go to http://pathway.pesb.wa.gov/outofstate for more information).

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

In Minnesota, learners who wish to add endorsements to existing administrative licenses must complete additional field work. To expand an elementary or secondary license to K–12, learners must complete a second 200-hour internship. To add a principal endorsement to a superintendent endorsement in Minnesota (or vice versa), the internship is 320 hours (MR, 3512.0200, Subp.3.).

Learners seeking licensure in Arizona must secure a Structured English Immersion endorsement (SEI). Capella University has an alliance with Rio Salado College regarding course work for the SEI endorsement. Learners needing this endorsement should contact academicadvisement@mail.riosalado.edu to discuss the necessary courses and the application process at Rio Salado College.

This specialization has not been reviewed or approved by Pennsylvania; Pennsylvania residents will have to apply and meet requirements for certification as out-of-state candidates.

Master of Science (MS) in Education Specializations

Curriculum and Instruction

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

Twelve Required Courses **48 quarter credits**

Core courses:

ED5007 Foundations of Educational Leadership (6 quarter credits)
ED5501 Assessment and Improvement of Instruction (4 quarter credits)
ED5500 Standards-Based Curriculum, Instruction, and Assessment (4 quarter credits)
ED5503 Classroom Management Strategies (4 quarter credits)
ED5504 Strategies for Eliminating the Achievement Gap (4 quarter credits)
ED5006 Survey of Research Methodology (4 quarter credits)

Specialization courses:

ED5533 Curriculum Mapping: Reflection and Practice (4 quarter credits)
ED5534 Instruction and Assessment: Theory and Practice (4 quarter credits)
ED5535 Collaboration for the Improvement of Curriculum and Instruction (4 quarter credits)
ED5538 Program Evaluation of Curriculum and Instruction (4 quarter credits)
ED5544 * Master's Practicum in Curriculum and Instruction I (3 quarter credits)
ED5545 * Master's Practicum in Curriculum and Instruction II (3 quarter credits)

Total **48 quarter credits**

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

School of Education Academic Offerings, *continued*

MS in Education Specializations, continued

Admission to the Curriculum and Instruction specialization requires learners to complete and submit the Certification of Licensed Teaching form.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is the learners' responsibility to understand and comply with requirements for their state. Where applicable, teachers are advised to contact their school districts as to whether a program may qualify for salary advancement (Washington State learners are advised to go to http://pathway.pesb.wa.gov/outofstate for more information).

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

This specialization has not been reviewed or approved by Pennsylvania; Pennsylvania residents will have to apply and meet requirements for certification as out-of-state candidates.

Early Childhood Education

The Early Childhood Education specialization offers master's learners the opportunity to expand their knowledge and improve their teaching skills and ability to help young children learn. This specialization prepares learners for professional instructional roles in the field of early childhood education through relevant learning experiences that incorporate personal knowledge, critical dialogue with peers, faculty expertise, research-based curriculum, and interdisciplinary instruction. Learners evaluate early childhood education theory, research, and curriculum, and examine the learning styles of young children, the educational needs of exceptional children, and the role of family relationships in childhood education. The curriculum reflects nationally recognized standards, including the National Board of Professional Teaching Standards (NBPTS).

Eleven Required Courses **49 quarter credits**

Core courses:

ED5007	Foundations of Educational Leadership (6 quarter credits)
ED5500	Standards-Based Curriculum, Instruction, and Assessment (4 quarter credits)
ED5501	Assessment and Improvement of Instruction (4 quarter credits)
ED5503	Classroom Management Strategies (4 quarter credits)
ED5006	Survey of Research Methodology (4 quarter credits)
ED5420 *	Exceptional Children in the Early Childhood Setting (4 quarter credits)

Specialization courses:

PSY7220	Child Psychology (5 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 **49 quarter credits**

New York residents are currently not eligible to enroll in this specialization.

Admission to the Early Childhood Education specialization requires learners to complete and submit the Certification of Licensed Teaching form.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is the learners' responsibility to understand and comply with requirements for their state. Where applicable, teachers are advised to contact their school districts as to whether a program may qualify for salary advancement (Washington State learners are advised to go to http://pathway.pesb.wa.gov/outofstate for more information).

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

Kansas regulations require that Kansas residents must first be granted a license for early childhood education in Minnesota before applying for a Kansas license. They can then apply to add Early Childhood, Prekindergarten through grade three (general education only—no special education), as an endorsement on their Kansas license.

This specialization has not been reviewed or approved by Pennsylvania; Pennsylvania residents will have to apply and meet requirements for certification as out-of-state candidates.

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

School of Education Academic Offerings, *continued*

MS in Education Specializations, continued

English Language Learning and Teaching

The master's specialization in English Language Learning and Teaching is designed to prepare licensed P–12 teachers to provide effective instruction to English Language Learners (ELLs); work collaboratively with other administrators, teachers, school guidance staff, and families to ensure the success of every student; and provide curricular leadership to schools and school systems. The curriculum, based on standards in the field, provides a practical, relevant exploration of current practices and emerging trends that can be used to contribute to the success of ELLs. Upon successful completion of this specialization, learners are prepared to contribute to instruction planning and implementation decisions in the English language learning environment at the school and district levels.

Eleven Required Courses **48 quarter credits**

Core courses:

ED5007 Foundations of Educational Leadership (6 quarter credits)
ED5006 Survey of Research Methodology (4 quarter credits)
ED5500 Standards-Based Curriculum, Instruction, and Assessment (4 quarter credits)
ED5503 Classroom Management Strategies (4 quarter credits)
ED5720 Assessment and Instruction of English Language Learners (4 quarter credits)
ED5722 Strategies for Eliminating the Achievement Gap for English Language Learners (4 quarter credits)

Specialization courses:

ED5724 Applied Linguistics (4 quarter credits)
ED5726 * Second Language Acquisition (4 quarter credits)
ED5728 * Methods, Curriculum, and Materials for English Language Learners (4 quarter credits)
ED5730 Culture, Society, and Language (4 quarter credits)
ED5999 English Language Learning and Teaching Practicum (6 quarter credits)

Total **48 quarter credits**

Review of this specialization is pending in ND, SC, and TN.

New York, North Carolina, and Wisconsin residents are currently not eligible to enroll in this specialization.

This specialization is not currently state-approved and will not lead to endorsement until state approval is received.

Admission to the English Language Learning and Teaching specialization requires learners to complete and submit the Certification of Licensed Teaching form.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is the learners' responsibility to understand and comply with requirements for their state. Where applicable, teachers are advised to contact their school districts as to whether a program may qualify for salary advancement (Washington State learners are advised to go to http://pathway.pesb.wa.gov/outofstate for more information).

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

K–12 Studies in Education

Learners in the master's K–12 Studies in Education specialization demonstrate the research-based knowledge, skills, and attitudes of exceptional elementary and secondary classroom teachers. The curriculum reflects nationally recognized teaching standards and is designed to prepare learners to produce significant improvements in student achievement. Learners may customize the elective portion of their programs to meet their educational, personal, professional, and school site needs by selecting courses from any of the specialization courses below. The following courses have been designed for licensed teachers and may require K–12 classroom access.

Nine Required Courses **40 quarter credits**

Core courses:

ED5007 Foundations of Educational Leadership (6 quarter credits)
ED5501 Assessment and Improvement of Instruction (4 quarter credits) ***OR***
ED7541 Teacher Supervision and Evaluation (4 quarter credits)
ED5500 Standards-Based Curriculum, Instruction, and Assessment (4 quarter credits)
ED5503 Classroom Management Strategies (4 quarter credits) ***OR***
ED5502 Learning Theory and Instructional Practice (4 quarter credits)
ED5504 Strategies for Eliminating the Achievement Gap (4 quarter credits)
ED5006 Survey of Research Methodology (4 quarter credits)

Specialization courses:

ED5543 * Master's Practicum in K–12 Studies in Education (6 quarter credits) ***OR***
ED5542 Master's Capstone in K–12 Studies in Education (6 quarter credits) +

In addition, choose two from the following courses:

ED5502 Learning Theory and Instructional Practice (4 quarter credits)
ED5506 Standards and the K–12 Mathematics Curriculum (4 quarter credits)
ED5507 The Art of Planning Mathematics Instruction (4 quarter credits)
ED5508 Research and Best Practices in Mathematics Instruction (4 quarter credits)
ED5511 Teaching Algebra for Understanding (4 quarter credits)
ED5513 Middle-Level Issues (4 quarter credits)
ED5514 Educational Leadership for Teacher-Leaders (4 quarter credits)
ED5515 Action Research for Teacher-Leaders (4 quarter credits)
ED5516 Adult Learning and Professional Development (4 quarter credits)
ED5522 The Art of Planning Science Instruction: Creating the Engaged Science Student (4 quarter credits)

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

School of Education Academic Offerings, *continued*

MS in Education Specializations, continued

ED5523	Inquiry-Based Curriculum and Resources for Elementary Science Teachers (4 quarter credits)
ED5524	Inquiry-Based Curriculum and Resources for Secondary Science Teachers (4 quarter credits)
ED5526	Student Assessment and Work Analysis in Science Instruction (4 quarter credits)
ED5528	Technology Skills for the Virtual School Teacher (4 quarter credits)
ED5529	Instructional Strategies for the Virtual School Teacher (4 quarter credits)
ED5530	Assessment Strategies for the Virtual School Teacher (4 quarter credits)
ED5531	Communication Skills and the Virtual School Teacher (4 quarter credits)
ED5532	Social Issues and Virtual School Teaching (4 quarter credits)

Two Elective Courses **8 quarter credits**

Choose any graduate course(s).

Total **48 quarter credits**

+ For learners without classroom access.

Admission to the K–12 Studies in Education specialization requires learners to complete and submit the Certification of Licensed Teaching form.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is the learners' responsibility to understand and comply with requirements for their state. Where applicable, teachers are advised to contact their school districts as to whether a program may qualify for salary advancement (Washington State learners are advised to go to http://pathway.pesb.wa.gov/outofstate for more information).

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

This specialization has not been reviewed or approved by Pennsylvania; Pennsylvania residents will have to apply and meet requirements for certification as out-of-state candidates.

Leadership in Educational Administration

Learners in the master's Leadership in Educational Administration specialization develop the knowledge, skills, attributes, and dispositions necessary to successfully meet the rigors of an ever-changing educational system and enjoy the rewards of being a 21st-century P–12 principal. Through real-world application, the curriculum prepares learners to meet nationally recognized leadership standards, including those of the Interstate School Leaders Licensure Consortium (ISLLC) and to have a profound, positive impact on student achievement. This results-oriented specialization prepares learners to translate theory into effective leadership practice.

Twelve Required Courses **48 quarter credits**

Core courses:

ED5007	Foundations of Educational Leadership (6 quarter credits)
ED5006	Survey of Research Methodology (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:

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)
ED7852	P–12 Principalship (4 quarter credits)
ED5901 *	Master's Practicum in Leadership in Educational Administration I (3 quarter credits)
ED5902 *	Master's Practicum in Leadership in Educational Administration II (3 quarter credits)

Total **48 quarter credits**

New York residents are currently not eligible to enroll in this specialization.

Admission to the Leadership in Educational Administration specialization requires learners to complete and submit the Certification of Teaching Experience form.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is the learners' responsibility to understand and comply with requirements for their state. Where applicable, teachers are advised to contact their school districts as to whether a program may qualify for salary advancement (Washington State learners are advised to go to http://pathway.pesb.wa.gov/outofstate for more information).

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

Learners seeking licensure in Arizona must secure a Structured English Immersion endorsement (SEI). Capella University has an alliance with Rio Salado College regarding course work for the SEI endorsement. Learners needing this endorsement should contact academicadvisement@mail.riosalado.edu to discuss the necessary courses and the application process at Rio Salado College.

Kansas residents are advised that state regulations require a special review process for state licensure. Graduates of this master's specialization need to be granted an administrator license in Arizona first, and then apply for a Kansas license through a review by the licensure committee. This review process cannot guarantee a license will be issued.

This specialization has not been reviewed or approved by Pennsylvania; Pennsylvania residents will have to apply and meet requirements for certification as out-of-state candidates.

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

School of Education Academic Offerings, *continued*

MS in Education Specializations, continued

Reading and Literacy

The master's specialization in Reading and Literacy provides reading classroom teachers the opportunity to gain research-based knowledge, skills, and attitudes necessary for effective K–12 classroom reading and literacy instruction. Learners study theory, practice and assessment, reflection, and collaboration, and complete onsite clinical experiences and classroom observations in K–12 educational settings. The competencies taught in the course work and field experiences reflect state and national standards. The Reading and Literacy specialization is state-approved by the Minnesota Board of Teaching using the Standards of Effective Practice and the Teachers of Reading standards.

Twelve Required Courses **47 quarter credits**

Core courses:

ED5007	Foundations of Educational Leadership (6 quarter credits)
ED5501	Assessment and Improvement of Instruction (4 quarter credits)
ED5500	Standards-Based Curriculum, Instruction, and Assessment (4 quarter credits)
ED5503	Classroom Management Strategies (4 quarter credits)
ED5504	Strategies for Eliminating the Achievement Gap (4 quarter credits)
ED5006	Survey of Research Methodology (4 quarter credits)

Specialization courses:

ED5551	Developing Fluent Readers (3 quarter credits)
ED5552	Teaching Comprehension Strategies (3 quarter credits)
ED5553	Assessment-Based Reading Instruction (3 quarter credits)
ED5554	Sociocultural Context of Reading Instruction (3 quarter credits)
ED5555	Foundational Theories in Reading Instruction (3 quarter credits)
ED5559 *	Reading and Literacy Practicum (6 quarter credits)

New York residents are currently not eligible to enroll in this specialization.

Admission to the Reading and Literacy specialization requires learners to complete and submit the Certification of Licensed Teaching form.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is the the learners' responsibility to understand and comply with requirements for their state. Where applicable, teachers are advised to contact their school districts as to whether a program may qualify for salary advancement (Washington State learners are advised to go to http://pathway.pesb.wa.gov/outofstate for more information).

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

Learners seeking Minnesota Teacher(s) of Reading endorsement upon completion of the MS in Education specialization in Reading and Literacy must document having completed a minimum of 25 percent of their clinical field work experiences at the elementary level (grades 1–6), the middle level (grades 5–8), and secondary level (grades 9–12). Access to active educational settings is required for all reading and literacy course work.

Applicants in KY and WI are advised that the Reading and Literacy specialization is not pre-approved for specialist endorsement/licensure and should verify home state and local district requirements prior to enrollment. Individuals seeking endorsement must perform a transcript review with their state upon completion of their program.

This specialization has not been reviewed or approved by Pennsylvania; Pennsylvania residents will have to apply and meet requirements for certification as out-of-state candidates.

Special Education Teaching

The master's Special Education Teaching specialization is intended for teachers who want to help students with learning disabilities (LD) and special needs achieve academic success. The curriculum, developed around national special education standards, is designed to help teachers effectively instruct the increasingly diverse populations of children with learning disabilities and special needs. Learners study current and emerging instruction practices, strategies, and techniques for teaching children with learning disabilities, and gain experience that is applicable and relevant to their current work. The Special Education Teaching specialization is state-approved by the Minnesota Board of Teaching and incorporates the standards of effective practice for licensing and the core and specialized skills special education teachers need to address learning disabilities.

Applicants who have a special education teaching license and a degree from an institution accredited by the National Council for Accreditation of Teacher Education (NCATE) are eligible to receive credit for ED5700, ED5701, and ED5702.

Fourteen Required Courses **60 quarter credits**

Core courses:

ED5007	Foundations of Educational Leadership (6 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)
ED5006	Survey of Research Methodology (4 quarter credits)

Specialization courses:

ED5700	Foundations of Special Education (4 quarter credits)
ED5701	Assessment and Planning for Special Education Students (4 quarter credits)
ED5702	Instruction for Special Education Students (4 quarter credits)
ED5712	Communication, Consultation, and Collaboration for Special Education (4 quarter credits)
ED5713 *	Special Education Teaching Practicum (6 quarter credits)

Learning disabilities (LD) courses:

ED5703	Foundations of the Learning Disabled (4 quarter credits)
ED5704	Assessment and Planning for Learning Disabled Students (4 quarter credits)
ED5705	Instruction for Learning Disabled Students (4 quarter credits)

Total **60 quarter credits**

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

School of Education Academic Offerings, *continued*

MS in Education Specializations, continued

New York and North Carolina residents are currently not eligible to enroll in this specialization.

Admission to the Special Education Teaching specialization requires learners to complete and submit the Certification of Licensed Teaching form.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is the learners' responsibility to understand and comply with requirements for their state. Where applicable, teachers are advised to contact their school districts as to whether a program may qualify for salary advancement (Washington State learners are advised to go to http://pathway.pesb.wa.gov/outofstate for more information).

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

This master's specialization does not match Kansas licensing requirements in special education and will not lead to endorsement or licensure in Kansas.

This specialization has not been reviewed or approved by Pennsylvania; Pennsylvania residents will have to apply and meet requirements for certification as out-of-state candidates.

Enrollment Management

The master's Enrollment Management specialization is designed to help learners develop the knowledge, skills, and attributes required of effective college and university enrollment management professionals. The curriculum presents best practices in enrollment management and emphasizes enrollment planning, retention, marketing strategies, and technology applications. Successful completion of this specialization prepares learners to pursue positions as registrar or director of admission, enrollment management, or academic advising.

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

Eight Required Courses **32 quarter credits**

Core courses:

ED5002 Foundations of Theory and Practice in Master's Studies (4 quarter credits)
ED5006 Survey of Research Methodology (4 quarter credits)

Specialization courses:

ED7601 Higher Education Enrollment Management (4 quarter credits)
ED7603 Effective Retention in Higher Education (4 quarter credits)
ED7605 Technology Applications to Enrollment Management (4 quarter credits)
ED7607 Financial Assistance and Enrollment Management (4 quarter credits)
ED7609 Enrollment Management Communications and Marketing Strategies and Issues (4 quarter credits)
ED5993 * Enrollment Management Capstone (4 quarter credits)

Four Elective Courses **16 quarter credits**

Recommended elective courses:

ED7703 Student Development, Challenges, and Successes (4 quarter credits)
ED7841 The History of Higher Education (4 quarter credits)
ED7540 Leadership in Higher Education (4 quarter credits)
ED7855 Higher Education Administration (4 quarter credits)
ED7840 The Politics of Higher Education (4 quarter credits)
ED7837 Funding and Managing Education Enterprises (4 quarter credits)

OR

Choose any graduate course(s).

Total **48 quarter credits**

Instructional Design for Online Learning

The master's specialization in Instructional Design for Online Learning is designed to provide professionals working in a variety of traditional and online settings in educational institutions, corporations, health care and government agencies, and the military with the instructional design and development competence needed to advance their careers and serve their organizations. The curriculum focuses on preparing instructional design practitioners to design and develop educational interventions based on theory and practice in the field.

Ten Required Courses **40 quarter credits**

Core courses:

ED5002 Foundations of Theory and Practice in Master's Studies (4 quarter credits)
ED5006 Survey of Research Methodology (4 quarter credits)

Specialization courses:

ED5802 Principles of Instructional Design (4 quarter credits)
ED5803 * Processes of Instructional Design (4 quarter credits)
ED5807 Design of Instructional Media (4 quarter credits)
ED5810 Project Management for e-Learning Development (4 quarter credits)
ED7484 * Application of Learning Theories to Instructional Design (4 quarter credits)
ED7505 * Evaluation and Assessment of Instructional Design (4 quarter credits)
ED6895 * Instructional Design for Online Learning Internship (4 quarter credits) ***OR***
ED5992 Instructional Design for Online Learning Capstone (4 quarter credits)

In addition, choose one from the following courses:

ED5804 The Delivery of Distance Education (4 quarter credits)
ED7503 Instructional Media Tools (4 quarter credits)
ED7814 * Interface Design (4 quarter credits)

Two Elective Courses **8 quarter credits**

Recommended elective courses:

ED5312 Strategies for Building Online Learning Communities (4 quarter credits)
ED7311 Theory and Methods of Educating Adults (4 quarter credits)
ED7006 Research and Writing for Graduate Learners (4 quarter credits)
ED7641 Needs Assessment: Models and Procedures (4 quarter credits)

OR

Choose any graduate course(s).

Total **48 quarter credits**

North Carolina learners completing this specialization may not be qualified for licensure in Educational Technology (concentration in Computer Specialist-077).

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

School of Education Academic Offerings, *continued*

MS in Education Specializations, continued

Leadership for Higher Education

The master's Leadership for Higher Education specialization integrates current, recognized theory and best practices with practical application. Learners engage in a curriculum that emphasizes the history, politics, law, curriculum development, assessment, funding, and management of higher education. 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.

Eleven Required Courses **44 quarter credits**

Core courses:

ED5002 Foundations of Theory and Practice in Master's Studies (4 quarter credits)
ED5006 Survey of Research Methodology (4 quarter credits)

Specialization courses:

ED7106 Curriculum Development (4 quarter credits)
ED7540 Leadership in Higher Education (4 quarter credits)
ED7547 Assessment in Higher Education (4 quarter credits)
ED7834 Higher Education and the Law (4 quarter credits)
ED7837 Funding and Managing Education Enterprises (4 quarter credits)
ED7840 The Politics of Higher Education (4 quarter credits)
ED7841 The History of Higher Education (4 quarter credits)
ED7855 Higher Education Administration (4 quarter credits)
ED5998 Leadership for Higher Education Capstone (4 quarter credits)

One Elective Course **4 quarter credits**

Recommended elective courses:

ED5312 Strategies for Building Online Learning Communities (4 quarter credits)
ED7212 Administration and Leadership of Distance Education Programs (4 quarter credits)
ED7703 Student Development, Challenges, and Successes (4 quarter credits)
ED7713 Student Advising and Retention (4 quarter credits)
ED7800 Grant Writing for Higher Education (4 quarter credits)
ED8111 The Historical and Social Foundations of Education (4 quarter credits)
ED7818 The Future of Teaching and Learning: Issues for the Educational Leader (4 quarter credits)
ED7546 Human Resources in Higher Education (4 quarter credits)

OR

Choose any graduate course(s).

Total **48 quarter credits**

Postsecondary and Adult Education

The master's Postsecondary and 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 practice in adult learning and teaching. Learners focus on the learning styles of individuals from various backgrounds, collaborative learning, and curriculum development for the adult learner. Learners who successfully complete this specialization are prepared to pursue careers as postsecondary educators in community college, distance education, college, university, corporate, or other adult education settings.

Eleven Required Courses **44 quarter credits**

Core courses:

ED5002 Foundations of Theory and Practice in Master's Studies (4 quarter credits)
ED5006 Survey of Research Methodology (4 quarter credits)

Specialization courses:

ED5315 Adult Development and Learning (4 quarter credits)
ED5311 The Collaborative Nature of Adult Education (4 quarter credits)
ED7311 Theory and Methods of Educating Adults (4 quarter credits)
ED7590 Critical Thinking in Adult Education (4 quarter credits)
ED7314 International and Multicultural Perspectives in Postsecondary and Adult Education (4 quarter credits)
ED7312 Teaching Adults (4 quarter credits)
ED7712 Classroom Assessment in Education (4 quarter credits)
ED8444 Higher Education Curriculum Development and Teaching Strategies (4 quarter credits)
ED5996 Postsecondary and Adult Education Capstone (4 quarter credits)

One Elective Course **4 quarter credits**

Recommended elective courses:

ED7310 Evaluating the Effectiveness of the Educational Process (4 quarter credits)
ED7690 Critical Skills for Facilitating Online Learning (4 quarter credits)
ED5312 Strategies for Building Online Learning Communities (4 quarter credits)
ED7703 Student Development, Challenges, and Successes (4 quarter credits)
ED7713 Student Advising and Retention (4 quarter credits)
ED7716 Faculty Leadership (4 quarter credits)
ED8100 The Future of Educational Institutions: Topics and Trends (4 quarter credits)
ED8600 Effective Online Course Design, Delivery, Facilitation, and Assessment (4 quarter credits)

OR

Choose any graduate course(s).

Total **48 quarter credits**

Professional Studies in Education

The master's Professional Studies in Education specialization prepares learners to excel as educators in a variety of teaching and/or educational training situations. Learners may come from areas of adult education, alternative programs, P–12, allied health care, military, higher education, government or other occupations and professions, but are united by the motivation to excel as educators and leaders. Professional studies learners seek this specialization whether they want to remain in their current profession or be prepared to change professions. The Professional Studies in Education specialization provides optimal opportunity to customize a program of study that meets the unique needs of a diverse group of learners. The entire master's experience is designed to develop teaching practitioners and builds upon previous knowledge and experience.

Seven Required Courses **28 quarter credits**

Core courses:

ED5002 Foundations of Theory and Practice in Master's Studies (4 quarter credits)
ED5006 Survey of Research Methodology (4 quarter credits)

Specialization courses:

ED7701 Educational Philosophy and Change (4 quarter credits)
ED8111 The Historical and Social Foundations of Education (4 quarter credits)
ED7310 Evaluating the Effectiveness of the Educational Process (4 quarter credits) ***OR***
ED7712 Classroom Assessment in Education (4 quarter credits)
ED7700 Learning Theory and the Educational Process (4 quarter credits) ***OR***
ED7311 Theory and Methods of Educating Adults (4 quarter credits)
ED5997 Professional Studies in Education Capstone (4 quarter credits)

Five Elective Courses **20 quarter credits**

Choose any graduate course(s).

Total **48 quarter credits**

School of Education Academic Offerings, *continued*

MS in Education Specializations, continued

Training and Performance Improvement

The master's Training and Performance Improvement specialization is intended for professionals in roles that include training specialists, career counselors, instructional designers, sales trainers, adult educators, and performance improvement consultants. Through courses such as Needs Assessment: Models and Procedures, learners obtain an in-depth understanding of and ability to apply human performance technology in order to improve organizational productivity. The curriculum helps learners clarify and define their career purpose and professional strengths. Frequent interactions with experienced faculty and peer professionals deepen learners' grasp of recognized theory and best practices while preparing them for more challenging job responsibilities. The curriculum is based on the American Society for Training & Development's (ASTD) Human Performance Improvement model.

Ten Required Courses **40 quarter credits**

Core courses:

ED5002 Foundations of Theory and Practice in Master's Studies (4 quarter credits)
ED5006 Survey of Research Methodology (4 quarter credits)

Specialization courses:

ED7631 Introduction to Training and Performance Systems (4 quarter credits)
ED7641 Needs Assessment: Models and Procedures (4 quarter credits)
ED7662 Designing Training and Performance Solutions (4 quarter credits)
ED7672 Delivery Systems for Training and Performance Improvement (4 quarter credits)
ED7652 Evaluating Training and Performance Improvement Systems (4 quarter credits)
ED7675 Return on Investment in Training and Performance Improvement (4 quarter credits)
ED5994 Training and Performance Improvement Capstone (4 quarter credits)

In addition, choose one from the following courses:

ED7677 Survey of Training and Performance Improvement Research (4 quarter credits)
ED5804 The Delivery of Distance Education (4 quarter credits)
ED7673 The Future of Corporate and Technical Training: Issues and Trends (4 quarter credits)
ED5315 Adult Development and Learning (4 quarter credits)
ED7830 Coaching for High Performance (4 quarter credits)

Two Elective Courses **8 quarter credits**

Choose any graduate course(s).

Total **48 quarter credits**

Certificate Programs

Post-Master's Certificate in College Teaching

The Post-Master's Certificate in College Teaching is designed to assist learners in mastering academic instructional skills, including the ability to teach effectively online. Successful completion of this certificate, which includes courses that address learning theory, educational philosophy, classroom assessment, and curriculum development, prepares non-teaching learners to pursue college-level faculty positions and allows teaching learners to excel as instructors.

The courses in the Post-Master's Certificate in College Teaching articulate with the Postsecondary and Adult Education and Professional Studies in Education PhD specializations and are directly applicable to those degrees.

Five Required Courses **20 quarter credits**

ED7311 Theory and Methods of Educating Adults (4 quarter credits)
ED7312 Teaching Adults (4 quarter credits)
ED7712 Classroom Assessment in Education (4 quarter credits)
ED8444 Higher Education Curriculum Development and Teaching Strategies (4 quarter credits) ***OR***
ED8600 Effective Online Course Design, Delivery, Facilitation, and Assessment (4 quarter credits)
ED8320 * Practicum in College Teaching (4 quarter credits)

Total **20 quarter credits**

Post-Master's Certificate in Enrollment Management

The Post-Master's Certificate in Enrollment Management is designed to provide higher education professionals with the knowledge and skills needed to be effective in areas such as admission, academic advising, financial aid, technology, and support services. The curriculum presents best practices in enrollment management and emphasizes enrollment planning, retention, marketing strategies, technology applications, and strategic planning. Successful completion of this program prepares learners to pursue positions as registrar or director of admission, enrollment management, or academic advising.

The Post-Master's Certificate in Enrollment Management is offered in partnership with Noel-Levitz, a nationally recognized consulting firm specializing in higher education student recruitment, financial aid, predictive modeling, and student retention. Graduates of this program earn a Capella University certificate and a professional certificate in Enrollment Management from Noel-Levitz.

The courses in the Post-Master's Certificate in Enrollment Management program articulate with the doctoral Leadership for Higher Education and Professional Studies in Education specializations and are directly applicable to the PhD in Education degree program for those specializations.

Residency Requirement(s):

One two-day residential colloquium (ED-R8010). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Six Required Courses **24 quarter credits**

ED7601 Higher Education Enrollment Management (4 quarter credits)
ED7603 Effective Retention in Higher Education (4 quarter credits)
ED7605 Technology Applications to Enrollment Management (4 quarter credits)
ED7607 Financial Assistance and Enrollment Management (4 quarter credits)
ED7609 Enrollment Management Communications and Marketing Strategies and Issues (4 quarter credits)
ED7611 * Strategic Enrollment Management Planning (4 quarter credits)

Total **24 quarter credits**

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

School of Public Service Leadership

Suzanne Holmes, DPA
Dean

A Message from the Dean

Welcome to the School of Public Service Leadership at Capella University. Our goal is to enable your professional growth as a highly effective public service leader who can cross traditional boundaries and meet increasingly complex challenges in the public sector.

The School of Public Service Leadership offers master's and doctoral degree programs and certificate programs in Health Administration, Homeland Security, Human Services, Nonprofit Management and Leadership, Nursing, Public Administration, Public Health, and Public Safety, and many public service-related specializations and concentrations, including Criminal Justice, Emergency Management, Gerontology, Social and Community Services, Interdisciplinary Forensics, and Fire Service Administration. Our degree programs are structured to help you achieve learning outcomes that reflect the best, most current academic and professional thought and practices in these fields.

Our curricula are designed, developed, and taught exclusively by faculty who hold doctoral degrees and many who bring extensive professional experience to the courseroom. School faculty have tackled challenging public service issues and have worked with regional, national, and international public service organizations such as the FBI; the U.S. Department of Health and Human Services; the U.S. Army; the World Health Organization; and major hospital systems, emergency response agencies, and police departments.

As a Capella learner, your peers are professionals who work in organizations across the United States and more than 50 other countries. This collaborative learning environment gives you access to an exceptional network of people who share your dedication—and extensive professional expertise. As you learn, you will be able to immediately apply concepts and skills from your course work, along with the experiences of your peers to real-life work situations.

Capella offers a technologically advanced learning platform that includes rich multimedia experiences and simulations that enhance case study analysis and enables barrier-free information exchange. You will use the most up-to-date social networking tools to create collaborative learner and faculty networks across all public service programs, allowing you to be a part of a university-wide professional community.

We are pleased to have you join us at Capella University and the School of Public Service Leadership. As you expand your knowledge and develop the skills necessary to take your public services career to the next level, enjoy your course work, social networking, and new colleagues. We are committed to guiding you through your educational journey, and we look forward to celebrating your success.

Suzanne Holmes, DPA
Dean

About the School of Public Service Leadership

School Mission Statement

The mission of the School of Public Service Leadership is to educate public service leaders to most effectively address increasingly complex needs in the public sector. To accomplish this mission, the school provides an educational platform of outcomes-based degree programs and certificates; expert national and international faculty; experienced, global learners; and advanced learning technologies, delivering an academic experience that ensures multidisciplinary connectivity and collaboration. Graduates of the School of Public Service Leadership programs implement this mission by applying knowledge and expertise that impact the public in a variety of institutional, agency, community, educational, and related settings.

Degree Programs

Doctor of Philosophy (PhD) in Human Services

The Doctor of Philosophy in Human Services degree program utilizes the scholar-practitioner model to guide learners toward the acquisition and application of advanced theory and leadership competencies needed to effect social change. Doctoral-level course work prepares learners to conduct valid, reliable, and ethical human services research and to think critically and write effectively in the field of human services. Doctoral learners may pursue Human Services specializations in General Human Services, Health Care Administration, Nonprofit Management and Leadership, or Social and Community Services.

Doctor of Philosophy (PhD) in Public Safety

The Doctor of Philosophy in Public Safety degree program provides an in-depth examination of relevant theory and research common to the fields of law enforcement, criminal justice, corrections, probation and parole, fire services, emergency management, 9-1-1 emergency communications, Emergency Medical Services (EMS), and other protective and corporate security professions. The PhD in Public Safety focuses on leadership, emergency management and preparedness, homeland security and terrorism, and security management at the local, state, and national levels. Doctoral-level course work based on Capella's scholar-practitioner philosophy prepares learners to understand and apply public safety research and theory to pertinent issues in public safety settings. This program also prepares professionals to effectively assess and address the complex issues that surround managing and leading public safety and emergency services organizations in the post-9/11 environment. Doctoral learners may pursue Public Safety specializations in Public Safety Leadership, Criminal Justice, and Emergency Management.

Doctor of Health Administration (DHA)

The Doctor of Health Administration degree program is designed to strengthen the knowledge and skills health care administrators need to lead innovative and transformational health care delivery systems. Throughout the program, learners evaluate the theories, research, and ethical parameters guiding health administration; analyze the factors influencing health systems performance; and assess the efficacy of leadership vision as translated through strategic implementation. Building on this knowledge, learners focus on analyzing, applying, and conducting participatory action research; developing evidence-based leadership strategies; and advocating and implementing effective health care policies and programs that meet organizational goals and satisfy client needs. Upon successful completion of this degree program, learners are prepared to advance their careers in academic, organizational, or policy-making settings. Learners may pursue a DHA specialization in General Health Administration, Health Care Leadership, or Health Policy and Advocacy.

Doctor of Nursing Practice (DNP)

The Doctor of Nursing Practice (DNP) degree program is designed for advanced practice nurses who want to move into administrative positions, nurse administrators who want to expand their leadership responsibilities, or nurse leaders who want to design and implement health care delivery programs. The curriculum emphasizes effective health care delivery; patient advocacy; and health care policy development, implementation, and reform. Throughout the program, learners gain competency in assessing and applying theory, building therapeutic relationships, designing and implementing therapeutic interventions, and leading and managing in the health care environment. Upon successful completion of this degree program, learners are prepared to apply the knowledge and skills needed to meet diverse patient needs and improve health care delivery. The DNP degree program is not a clinical degree program and is not designed to prepare advanced practice registered nurses for roles as nurse practitioners, clinical nurse specialists, certified nurse midwives, or certified nurse anesthetists.

About the School of Public Service Leadership, *continued*

Doctor of Public Administration (DPA)
The Doctor of Public Administration (DPA) degree program is designed to enhance the public administration leader's knowledge and application of original research and theory to address multidisciplinary public service issues. Throughout the program, learners strengthen their knowledge and skills in using human, technological, information, financial, and networking resources; apply analysis, evaluations, policy, and politics to address societal issues; collaborate with community stakeholders in the development and implementation of policy and regulations; create systems and approaches that embrace diversity; and exhibit ethics and integrity representative of professionals in the public sector. Successful graduates of this degree program are prepared to use their knowledge and skills in public administration theory, public sector organization design, leadership, effective bureaucracy, and program evaluation to create and enhance public value.

Doctor of Public Health (DrPH)
The Doctor of Public Health degree program is structured as a cohort, and the curriculum is designed to strengthen the knowledge and skills public health professionals need to protect and improve the health of diverse populations. Learners evaluate the theories, research, and ethical parameters guiding public health practice; analyze various factors that cause population-based health disparities; and assess the efficacy of national and global public health programs and practices. Building on this knowledge, learners focus on analyzing, applying, and conducting participatory action research; developing and leading collaborative, evidence-based public health solutions that mitigate health disparities and meet the needs of diverse populations; and implementing sustainable public health policies and programs that promote individual and population health and quality health care access. Upon successful completion of this degree program, learners have gained knowledge and skills in systems thinking, epidemiological research, collaborative leadership, and community advocacy and are prepared to advance in their careers and assume greater leadership responsibilities in public or private public health organizations, or pursue academic careers.

The Doctor of Public Health is structured using a cohort model. Beginning in their first quarter, learners enroll in their courses in a prescribed sequence, progressing through their program with the same group of learners. Earning the DrPH as part of a cohort enhances opportunities to gain skills and knowledge and develop professional relationships with other learners.

Master of Science (MS) in Homeland Security
The Master of Science (MS) in Homeland Security degree program is designed to provide learners with the theoretical and practical knowledge and skills needed to lead in the field of homeland security. The program emphasizes emerging homeland security theory and research, national and international security, preparedness, mitigation, and leadership. Upon successful completion of this degree program, learners are prepared to pursue careers in business continuity, law enforcement, emergency management, infrastructure protection, or information security or advanced graduate study in homeland security or emergency management.

Master of Science (MS) in Human Services
The Master of Science in Human Services degree program prepares learners to assume leadership positions and influence social change as they build professional expertise. Throughout the program, learners engage in a dynamic, interactive, and collaborative learning environment, and gain insight from the diverse professional experiences brought to the program by their peers. Learners may pursue specializations in General Human Services, Gerontology, or Social and Community Services.

Master of Science (MS) in Public Safety
The Master of Science in Public Safety degree program provides focused explorations of topics and issues within the fields of public safety leadership, emergency management, or criminal justice in a range of public safety settings. The curriculum prepares learners to think critically when assessing and addressing the complex issues of managing and leading public safety and emergency services organizations in the post-9/11 environment. The MS Public Safety degree program, based on Capella's practitioner-scholar philosophy, focuses on leadership, emergency management and preparedness, homeland security and terrorism, and security management at the local, state, and national levels. Successful graduates of this program are prepared for careers in law enforcement, criminal justice, corrections, probation and parole, fire services, emergency management, 9-1-1 emergency communications, Emergency Medical Services (EMS), and other protective and corporate security professions. Master's learners may pursue Public Safety specializations in Public Safety Leadership, Criminal Justice, and Emergency Management.

About the School of Public Service Leadership, *continued*

Master of Science in Nursing (MSN)
The Master of Science in Nursing (MSN) degree program is designed to prepare registered nurses to assume roles as nurse educators, nursing faculty, or clinical nurse mentors/preceptors. The curriculum presents advanced nursing concepts, theories, research, and practices and includes a focused exploration of health care policy and regulations; health care information systems and technology; management and leadership in professional nursing practice; and field-related ethical and legal standards. Throughout the program, learners explore culturally competent, evidenced-based professional nursing practices and the ways they can be applied to foster health care promotion and disease management and prevention in individuals and diverse populations.

Master of Health Administration (MHA)
The Master of Health Administration (MHA) degree program prepares learners to assume roles as health care administrators or managers who meet the industry's need for master's-prepared health care administrators. The curriculum includes focused, practice-based explorations of health care systems; policy and law; health care finance; economics and decision making; strategic health care planning; organizational leadership and governance; quality, risk, and regulatory compliance; information systems; research methodology; and ethical and professional standards of practice. Throughout the program, learners engage in collaborative group experiences that help them develop and strengthen the communication, collaboration, problem-solving, and decision-making skills needed to lead and manage complex health care organizations. Successful graduates of this degree program are prepared to apply culturally competent, evidence-based professional health care administration practices across national and global environments. Learners may pursue MHA specializations in General Health Administration, Health Care Operations, or Health Policy.

Master of Nonprofit Management and Leadership (MNML)
The Master of Nonprofit Management and Leadership (MNML) degree program engages learners in an interdisciplinary curriculum that presents a theoretical and practical foundation of the nonprofit industry and advanced study in program evaluation, strategic planning, collaboration, nonprofit governance, fund development, grant management, grant writing, advocacy, nonprofit ethics and stewardship, and social entrepreneurship. The curriculum prepares learners to think critically about the complex issues and challenges associated with managing and leading today's nonprofit sector. Successful graduates of this degree program will develop the knowledge and skills needed to collaborate with diverse populations of public, private, and other nonprofit entities; cultivate innovation within nonprofit organizations that reflect local and global economic trends; undertake planning in the areas of philanthropy and fund raising; and maintain high levels of ethical conduct at individual and organizational levels.

Master of Public Administration (MPA)
The Master of Public Administration (MPA) degree program is based on Capella's practitioner-scholar model and engages learners in an interdisciplinary curriculum that presents a theoretical and practical foundation of the field and competencies in policy development and analysis and regulatory oversight. Successful graduates of this degree program develop the knowledge and skills needed to collaborate with diverse populations; manage human, technological, information, financial, political, and networking resources; analyze and formulate appropriate responses to public administration, public health, and public safety issues; communicate clearly and effectively; and maintain professional ethics and integrity.

Master of Public Health (MPH)
The Master of Public Health (MPH) degree program focuses on preparing health professionals to protect and improve the health of communities and populations through research and education; promotion of healthy lifestyles and environments; prevention of injuries, disease, and epidemics; identification of environmental hazards; and disaster response. The program emphasizes the role of the public health professional in assessing health status; mitigating health disparities; analyzing the epidemiology of specific diseases; developing, implementing, and sustaining public health programs; managing administrative functions; conducting program evaluation and outcomes research; developing public-private partnerships to meet the health needs of diverse populations; and assuring the quality of public health services and products. Upon completion of this program, learners have gained knowledge and skills in health management, population-based research, and the community public health practice. Successful graduates are prepared to assume positions in government, private, or community-based public health organizations.

About the School of Public Service Leadership, *continued*

Master of Public Administration (MPA) and Master of Science (MS) in Public Safety

The Master of Public Administration (MPA) and Master of Science (MS) in Public Safety joint degree program allows learners to complete two complementary degree programs at an accelerated rate through a shared curriculum. Based on Capella's practitioner-scholar model, the program engages learners in an interdisciplinary curriculum that presents a theoretical and practical foundation in the fields of public administration and public safety leadership. Successful graduates of this degree program develop the knowledge and skills needed to collaborate with diverse populations; manage human, technological, information, financial, political, and networking resources; analyze and formulate appropriate responses to public administration and public safety issues; think critically when assessing and addressing the complex issues of managing and leading public safety and emergency services organizations; communicate clearly and effectively; and maintain professional ethics and integrity. The MPA/MS in Public Safety joint degree program prepares successful graduates to pursue leadership positions in careers that require cross-disciplinary knowledge and skills within a range of public safety and public administration professions, including law enforcement, fire services, emergency management, Emergency Medical Services (EMS), and nonprofit organization management.

Certificate Programs

The Capella University School of Public Service Leadership certificate program mission is to provide concentrated, discipline-specific knowledge that is directly applicable to public service professionals.

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.

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.

School of Public Service Leadership Academic Offerings

Degree Programs	Specializations	Concentrations								Multiple Specializations (must be within the same degree program)
		Fire Service Administration	Forensics	Health Policy and Management	Homeland Security	Nonprofit Management and Leadership	Public Administration	Public Health	Public Policy Management and Collaborative Governance	
Doctor of Philosophy (PhD) in Human Services	General Human Services	✓	✓	✓	✓	✓	✓	✓	✓	
	Health Care Administration	✓	✓	✓	✓	✓	✓	✓	✓	
	Nonprofit Management and Leadership	✓	✓	✓	✓		✓	✓	✓	
	Social and Community Services	✓	✓	✓	✓	✓	✓	✓	✓	
Doctor of Philosophy (PhD) in Public Safety	Criminal Justice	✓	✓	✓	✓	✓	✓	✓	✓	
	Emergency Management	✓	✓	✓	✓	✓	✓	✓	✓	
	Public Safety Leadership	✓	✓	✓	✓	✓	✓	✓	✓	
Doctor of Health Administration (DHA)[1]	General Health Administration									
	Health Care Leadership									
	Health Policy and Advocacy									
Doctor of Nursing Practice (DNP)	N/A									
Doctor of Public Administration (DPA)	General Public Administration									
Doctor of Public Health (DrPH)	Epidemiology									
	Health Advocacy and Leadership									
Master of Science (MS) in Homeland Security[2]	N/A	✓	✓	✓		✓	✓	✓	✓	
Master of Science (MS) in Human Services	General Human Services	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Gerontology	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Social and Community Services	✓	✓	✓	✓	✓	✓	✓	✓	✓
Master of Science (MS) in Public Safety	Criminal Justice	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Emergency Management	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Public Safety Leadership	✓	✓	✓	✓	✓	✓	✓	✓	✓
Master of Science in Nursing (MSN)	Nurse Educator	✓	✓	✓	✓	✓	✓	✓	✓	
	Nurse Educator Bridge	✓	✓	✓	✓	✓	✓	✓	✓	
Master of Health Administration (MHA)[1]	General Health Administration	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Health Care Operations	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Health Policy	✓	✓		✓	✓	✓	✓	✓	✓
Master of Nonprofit Management and Leadership (MNML)[3]	N/A	✓	✓	✓	✓		✓	✓	✓	
Master of Public Administration (MPA)	General Public Administration	✓	✓	✓	✓	✓		✓		
Master of Public Health (MPH)	General Public Health	✓	✓	✓	✓	✓	✓		✓	✓
	Health Management and Policy	✓	✓		✓	✓	✓		✓	✓
	Social and Behavioral Sciences	✓	✓	✓	✓	✓	✓		✓	✓
Master of Public Administration (MPA) and Master of Science (MS) in Public Safety	N/A	✓	✓	✓	✓	✓		✓	✓	
Certificate Programs	Criminal Justice									
	Health Administration									
	Interdisciplinary Forensics									
	Nonprofit Management and Leadership									
	Social and Community Services									

1. Review of this program is pending in ND.
2. Review of this program is pending in AL, KS, KY, ND, SC, and TN.
3. Review of this program is pending in KY, ND, SC, and TN.

School of Public Service Leadership Academic Offerings

Doctor of Philosophy (PhD) in Human Services Specializations

General Human Services

The General Human Services doctoral specialization is designed for professionals in a wide range of human services and health care leadership roles. The core courses expose learners to the field's most relevant content, including adult development, diversity, ethics, and strategic planning. The specialization also integrates key content from today's changing health care industry and its considerable impact on the human services profession. The elective courses allow learners the flexibility to focus on a specific area of human services such as counseling, family therapy, criminal justice, or social services. This specialization prepares learners to teach, consult, conduct research, and contribute to a range of professions and disciplines.

Residency Requirement(s):

Three four-day colloquia (PSL-R8921, PSL-R8922, PSL-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Fifteen Required Courses 64 quarter credits

HS8002	Advanced Research in Adult Human Development and Behavior (4 quarter credits)
HS8120	Families, Systems, and Health Care (4 quarter credits)
HS8300	Diversity in the Workplace (4 quarter credits)
HS8502	Health Care Strategic Planning and Management (4 quarter credits)
HS8505	Ethics and Decision Making in Health Care (4 quarter credits)
HS8106	Epistemology of Practice Knowledge (4 quarter credits)
HS8100 *	Fundamentals of Social Science Research (4 quarter credits)
HS8111 *	Quantitative Research Methods in the Human Services (4 quarter credits)
HS8112 *	Advanced Qualitative Research Methods (4 quarter credits)
HS8113 *	Advanced Study in Research Methods (4 quarter credits)
HS9919 *	Doctoral Comprehensive Examination (4 quarter credits)
HS9920 *	Dissertation Courseroom (non-credit)
HS9921 *	Dissertation Research 1 (5 quarter credits)
HS9922 *	Dissertation Research 2 (5 quarter credits)
HS9923 *	Dissertation Research 3 (5 quarter credits)
HS9924 *	Dissertation Research 4 (5 quarter credits)

Fourteen Elective Courses 56 quarter credits

Choose any graduate course(s).

Total 120 quarter credits

Health Care Administration

The Health Care Administration specialization includes advanced course work and research that is based on the scholar-practitioner model emphasizing critical analysis of theory, research, and practice within the health care field. Designed for experienced professionals with a master's degree in health care services, business, public administration, or a related field, this PhD specialization is ideal for learners who seek doctoral preparation for roles as researchers, educators, administrators, or consultants.

Residency Requirement(s):

Three four-day colloquia (PSL-R8921, PSL-R8922, PSL-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Twenty-Two Required Courses 92 quarter credits

Core courses:

HS8002	Advanced Research in Adult Human Development and Behavior (4 quarter credits)
HS8106	Epistemology of Practice Knowledge (4 quarter credits)
HS8100 *	Fundamentals of Social Science Research (4 quarter credits)
HS8111 *	Quantitative Research Methods in the Human Services (4 quarter credits)
HS8112 *	Advanced Qualitative Research Methods (4 quarter credits)
HS8113 *	Advanced Study in Research Methods (4 quarter credits)

Specialization courses:

HS7500	Quality Improvement and Organizational Performance in Health Care (4 quarter credits)
HS8114	Operations in Health Care Systems (4 quarter credits)
HS8115	Managing Human Capital in Health Care Environments (4 quarter credits)
HS8116	Financial Analysis in Health Care Systems (4 quarter credits)
HS8117	Strategic Management of Health Care Reimbursement Systems (4 quarter credits)
HS8118	Health Policies Analysis and Strategy (4 quarter credits)
HS8502	Health Care Strategic Planning and Management (4 quarter credits)
HS8503	Health Systems Analysis and Evaluation (4 quarter credits)
HS8504	Law and Health Care Administration (4 quarter credits)
HS8505	Ethics and Decision Making in Health Care (4 quarter credits)
HS8506	Leading Organizational Change in Health Care Systems (4 quarter credits)
HS9919 *	Doctoral Comprehensive Examination (4 quarter credits)
HS9920 *	Dissertation Courseroom (non-credit)
HS9921 *	Dissertation Research 1 (5 quarter credits)
HS9922 *	Dissertation Research 2 (5 quarter credits)
HS9923 *	Dissertation Research 3 (5 quarter credits)
HS9924 *	Dissertation Research 4 (5 quarter credits)

Seven Elective Courses 28 quarter credits

Choose any graduate course(s).

Total 120 quarter credits

Nonprofit Management and Leadership

The doctoral Nonprofit Management and Leadership specialization is designed for professionals with a master's degree in business, administration, human services, counseling, or a related field, who want to teach in higher education, develop innovative solutions to address social problems, or contribute to the nonprofit management and leadership body of knowledge through research. The curriculum focuses on leadership, organizational and community collaboration, nonprofit culture and cultural context, management strategies, and global non-governmental organizations (NGOs). Learners engage in a curriculum that employs simulations, group problem solving, and real-time coaching to gain knowledge of fund development, public policy, program evaluation, and performance improvement in the nonprofit sector. Upon successful completion of this specialization, learners are prepared to pursue advanced positions as nonprofit leaders or consultants.

Residency Requirement(s):

Three four-day colloquia (PSL-R8921, PSL-R8922, PSL-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Twenty-Four Required Courses 100 quarter credits

Core courses:

HS8002	Advanced Research in Adult Human Development and Behavior (4 quarter credits)
HS8300	Diversity in the Workplace (4 quarter credits)
HS8106	Epistemology of Practice Knowledge (4 quarter credits)
HS8100 *	Fundamentals of Social Science Research (4 quarter credits)
HS8111 *	Quantitative Research Methods in the Human Services (4 quarter credits)
HS8112 *	Advanced Qualitative Research Methods (4 quarter credits)
HS8113 *	Advanced Study in Research Methods (4 quarter credits)

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

School of Public Service Leadership Academic Offerings, *continued*

PhD in Human Services
Specializations, continued

Specialization courses:

NPL7104 Leadership, Governance, and Ethics (4 quarter credits)
NPL7208 Strategic Fund Development (4 quarter credits)
NPL8208 * Advanced Fund Development Philosophy and Practice (4 quarter credits)
NPL7304 Financial Analysis and Reporting for Nonprofit Leaders (4 quarter credits)
NPL7308 Leading Resource Performance in Nonprofit Organizations (4 quarter credits)
NPL7608 Nonprofit Marketing, Public Policy, and Advocacy (4 quarter credits)
NPL8304 Collaboration, Coalitions, and Public Relations (4 quarter credits)
NPL8308 Nonprofit Legal Issues (4 quarter credits)
NPL8312 Program Evaluation and Research Application in the Nonprofit Sector (4 quarter credits)
NPL7704 Strategy and Performance in Nonprofit Organizations (4 quarter credits)
NPL8404 Global and Societal Interaction (4 quarter credits)
NPL8704 Innovation and Future Trends in the Social Sector (4 quarter credits)
HS9919 * Doctoral Comprehensive Examination (4 quarter credits)
HS9920 * Dissertation Courseroom (non-credit)
HS9921 * Dissertation Research 1 (5 quarter credits)
HS9922 * Dissertation Research 2 (5 quarter credits)
HS9923 * Dissertation Research 3 (5 quarter credits)
HS9924 * Dissertation Research 4 (5 quarter credits)

Five Elective Courses **20 quarter credits**
Choose any graduate courses from the School of Public Service Leadership.

Total **120 quarter credits**

Social and Community Services

The doctoral Social and Community Services specialization is designed for individuals who have a master's degree in sociology, social work, or a related field. Learners may be licensed clinical social workers or licensed professional counselors who wish to teach, pursue advanced research, administer programs, or supervise clinicians. This specialization provides advanced study of contemporary issues impacting social work and community services as well as preparation to assume leadership roles as social change agents at community, state, and national levels. Successful graduates of this specialization are prepared to teach, engage in research, and provide consultation services within the field. This specialization is not designed to meet licensure requirements for the social work professions.

Residency Requirement(s):
Three four-day colloquia (PSL-R8921, PSL-R8922, PSL-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Twenty-One Required Courses **88 quarter credits**
Core courses:

HS8002 Advanced Research in Adult Human Development and Behavior (4 quarter credits)
HS8300 Diversity in the Workplace (4 quarter credits)
HS8415 Advanced Professional Scientific Ethics (4 quarter credits)
HS8106 Epistemology of Practice Knowledge (4 quarter credits)
HS8100 * Fundamentals of Social Science Research (4 quarter credits)
HS8111 * Quantitative Research Methods in the Human Services (4 quarter credits)
HS8112 * Advanced Qualitative Research Methods (4 quarter credits)
HS8113 * Advanced Study in Research Methods (4 quarter credits)

Specialization courses:

HS8103 Principles and Practices of Social Work (4 quarter credits)
HS8413 Social Influences of Behavior (4 quarter credits)
HS8447 Applied/Clinical Sociology (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)
HS9919 * Doctoral Comprehensive Examination (4 quarter credits)
HS9920 * Dissertation Courseroom (non-credit)
HS9921 * Dissertation Research 1 (5 quarter credits)
HS9922 * Dissertation Research 2 (5 quarter credits)
HS9923 * Dissertation Research 3 (5 quarter credits)
HS9924 * Dissertation Research 4 (5 quarter credits)

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

Total **120 quarter credits**

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

School of Public Service Leadership Academic Offerings, *continued*

Doctor of Philosophy (PhD) in Public Safety Specializations

Criminal Justice

The doctoral Criminal Justice specialization prepares learners to understand and effectively address the complex issues surrounding criminal behavior prevention, intervention programming, and development of public policy strategies at the community, state, and national levels. Designed for professionals with a master's degree in human services, psychology, or a related social sciences field, the Criminal Justice specialization provides learners with opportunities for advanced study and research in the field that support career advancement to academic, supervisory, or administrative levels. Graduates are prepared for leadership, research, and consulting positions that have a positive impact on criminal justice systems.

Residency Requirement(s):

Three four-day colloquia (PSL-R8921, PSL-R8922, PSL-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Twenty-Two Required Courses 92 quarter credits

Core courses:

PSF8002 Advanced Research in Public Safety Issues, Theories, and Concepts (4 quarter credits)
PSF8601 Contemporary Public Safety Leadership (4 quarter credits)
PSF8602 Theories of Leadership (4 quarter credits)
PSF8634 Public Safety Incident Command Paradigms (4 quarter credits)
PSF8606 Diversity Issues in Public Safety (4 quarter credits)
PSF8106 Epistemology of Practice Knowledge (4 quarter credits)
PSF8100 * Fundamentals of Social Science Research (4 quarter credits)
PSF8111 * Quantitative Research Methods in the Human Services (4 quarter credits)
PSF8112 * Advanced Qualitative Research Methods (4 quarter credits)
PSF8113 * Advanced Study in Research Methods (4 quarter credits)

Specialization courses:

PSF8350 Sociological Theories of Crime (4 quarter credits)
PSF8354 Psychological and Biological Theories of Criminal Behavior (4 quarter credits)
PSF8358 Law and Legal Foundations (4 quarter credits)
PSF8362 Criminal Justice Policy Analysis (4 quarter credits)
PSF8374 Current Research on Violent Behavior (4 quarter credits)
PSF8376 Correlates of Crime (4 quarter credits)
PSF8377 The Penal System: Its Role in the U.S. Society (4 quarter credits)
PSF9919 * Doctoral Comprehensive Examination (4 quarter credits)
PSF9920 * Dissertation Courseroom (non-credit)
PSF9921 * Dissertation Research 1 (5 quarter credits)
PSF9922 * Dissertation Research 2 (5 quarter credits)
PSF9923 * Dissertation Research 3 (5 quarter credits)
PSF9924 * Dissertation Research 4 (5 quarter credits)

Seven Elective Courses 28 quarter credits

Choose any graduate course(s).

Total 120 quarter credits

Emergency Management

The doctoral Emergency Management specialization emphasizes crisis and disaster preparedness, response, recovery, and mitigation. Throughout the specialization, learners examine the dynamic nature of critical incidents; historical, social, and demographic disaster management issues; and current disaster management theory, research, and practice. Designed for current leaders or those aspiring to become leaders or managers in the public safety or emergency management field, this specialization provides learners with the opportunity to strengthen the professionalism and leadership skills needed to promote crisis intervention and disaster resilience. Successful graduates of this specialization demonstrate the ability to critically analyze all phases of emergency management and are prepared to pursue leadership or managerial careers or operational, policy, or consulting positions in a public safety organization or within an emergency management field.

Residency Requirement(s):

Three four-day colloquia (PSL-R8921, PSL-R8922, PSL-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Twenty-Four Required Courses 100 quarter credits

Core courses:

PSF8003 Emergency Management Research, Theory, and Practice (4 quarter credits)
PSF8601 Contemporary Public Safety Leadership (4 quarter credits)
PSF8602 Theories of Leadership (4 quarter credits)
PSF8606 Diversity Issues in Public Safety (4 quarter credits)
PSF8634 Public Safety Incident Command Paradigms (4 quarter credits)
PSF8106 Epistemology of Practice Knowledge (4 quarter credits)
PSF8100 * Fundamentals of Social Science Research (4 quarter credits)
PSF8111 * Quantitative Research Methods in the Human Services (4 quarter credits)
PSF8112 * Advanced Qualitative Research Methods (4 quarter credits)
PSF8113 * Advanced Study in Research Methods (4 quarter credits)

Specialization courses:

PSF8620 Principles of Organization Theory and Practice (4 quarter credits)
PSF8626 Stress Management in Public Safety Organizations (4 quarter credits)
PSF8630 Critical Incident Stress (4 quarter credits)
PSF8631 Case Studies in Critical Incident Management (4 quarter credits)
PSF8635 Theoretical Constructs of Emergency Management (4 quarter credits)
PSF8609 Disaster Preparedness and Mitigation (4 quarter credits)
PSF8612 Emergency Management Operations (4 quarter credits)
PSF8615 Global Issues of Disaster Management (4 quarter credits)
PSF8638 Business Continuity for Emergency Management (4 quarter credits)
PSF9919 * Doctoral Comprehensive Examination (4 quarter credits)
PSF9920 * Dissertation Courseroom (non-credit)
PSF9921 * Dissertation Research 1 (5 quarter credits)
PSF9922 * Dissertation Research 2 (5 quarter credits)
PSF9923 * Dissertation Research 3 (5 quarter credits)
PSF9924 * Dissertation Research 4 (5 quarter credits)

Five Elective Courses 20 quarter credits

Choose any graduate course(s).

Total 120 quarter credits

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

School of Public Service Leadership Academic Offerings, *continued*

PhD in Public Safety
Specializations, continued

Public Safety Leadership

The doctoral Public Safety Leadership specialization focuses on mid-level and executive leadership theory, organizational theory, and research relevant to leading a public safety organization in a complex, post-9/11 environment. Doctoral-level courses based on Capella's scholar-practitioner philosophy address relevant leadership and organizational theories and research common across the fields of law enforcement, criminal justice, corrections, probation and parole, fire services, emergency management, 9-1-1 emergency communications, Emergency Medical Services (EMS), and other protective and corporate security professions. Specific courses address principles of organizational theory, theories of leadership, organizational needs assessment, and grantsmanship. Successful completion of this specialization prepares doctoral learners for leadership or managerial careers in law enforcement, criminal justice, corrections, probation and parole, fire services, emergency management, 9-1-1 emergency communications, EMS, and other protective and corporate security professions.

Residency Requirement(s):

Three four-day colloquia (PSL-R8921, PSL-R8922, PSL-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Twenty-Two Required Courses 92 quarter credits

Core courses:

PSF8002 Advanced Research in Public Safety Issues, Theories, and Concepts (4 quarter credits)
PSF8601 Contemporary Public Safety Leadership (4 quarter credits)
PSF8602 Theories of Leadership (4 quarter credits)
PSF8606 Diversity Issues in Public Safety (4 quarter credits)
PSF8634 Public Safety Incident Command Paradigms (4 quarter credits)
PSF8106 Epistemology of Practice Knowledge (4 quarter credits)
PSF8100 * Fundamentals of Social Science Research (4 quarter credits)
PSF8111 * Quantitative Research Methods in the Human Services (4 quarter credits)
PSF8112 * Advanced Qualitative Research Methods (4 quarter credits)
PSF8113 * Advanced Study in Research Methods (4 quarter credits)

Specialization courses:

PSF8620 Principles of Organization Theory and Practice (4 quarter credits)
PSF8621 Theories of Executive Human Resource Management (4 quarter credits)
PSF8622 Needs Assessment: Models and Procedures (4 quarter credits)
PSF8623 Legal Systems, Labor Relations, and Regulatory Practices (4 quarter credits)
PSF8624 Designing Training and Performance Solutions (4 quarter credits)
PSF8625 Grant Writing (4 quarter credits)
PSF8626 Stress Management in Public Safety Organizations (4 quarter credits)
PSF9919 * Doctoral Comprehensive Examination (4 quarter credits)
PSF9920 * Dissertation Courseroom (non-credit)
PSF9921 * Dissertation Research 1 (5 quarter credits)
PSF9922 * Dissertation Research 2 (5 quarter credits)
PSF9923 * Dissertation Research 3 (5 quarter credits)
PSF9924 * Dissertation Research 4 (5 quarter credits)

Seven Elective Courses 28 quarter credits

Choose any graduate course(s).

Total 120 quarter credits

Doctor of Health Administration (DHA) Specializations

General Health Administration

The DHA General Health Administration specialization is designed for the health administration practitioner wishing to maintain a broad generalist perspective to health administration. The curriculum emphasizes practice-based explorations and collaborative group experiences in a choice of health care administration topics, including contemporary leadership roles, strategic vision and planning, evidence-based leadership, national and global perspectives of health policy, and policy advocacy and analysis. Upon successful completion of this specialization, learners are prepared to pursue senior-level management positions in the health care industry, such as health administration chief operating or executive officer or department director.

Fourteen Required Courses 80 quarter credits

All courses taken in a prescribed sequence:

Core courses:

DHA8002 * Topics in Health Administration and Leadership (6 quarter credits)
DHA8003 * Professional Communications Laboratory (non-credit)
DHA8004 * Innovative Business Practices in Health Care (6 quarter credits)
DHA8006 * Financing the Mission of Health (6 quarter credits)
DHA8008 * Health Care Policy Processes (6 quarter credits)
DHA8010 * Survey of Research Methods in Health Administration (6 quarter credits)
DHA8012 * Health Administration Field Experience (6 quarter credits) +
DHA8014 * Advanced Action Research Methods (6 quarter credits)
DHA9920 * Dissertation Courseroom (non-credit)
DHA9921 * Dissertation Research 1 (5 quarter credits)
DHA9922 * Dissertation Research 2 (5 quarter credits)
DW-R8001* Professional Dissertation Writer's Retreat (non-credit) +
DHA9923 * Dissertation Research 3 (5 quarter credits)
DHA9924 * Dissertation Research 4 (5 quarter credits)

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

School of Public Service Leadership Academic Offerings, *continued*

DHA Specializations, continued

Specialization courses:

Choose three from the following courses:

DHA8020 * Health Policy in the United States (6 quarter credits)
DHA8022 * Global Health Policy (6 quarter credits)
DHA8024 * Policy Advocacy and Analysis (6 quarter credits)
DHA8030 * Contemporary Leadership Roles in Health Care (6 quarter credits)
DHA8032 * Strategic Vision and Planning in Health Care (6 quarter credits)
DHA8034 * Evidence-Based Leadership in Health Care (6 quarter credits)

Two or Three Elective Courses 12 quarter credits

Choose any graduate courses from the School of Public Service Leadership.

Total 92 quarter credits

Review of this specialization is pending in ND.

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

Health Care Leadership

The DHA Health Care Leadership specialization promotes the synthesis of advanced-level leadership theories, concepts, and techniques into professional practice. The curriculum emphasizes contemporary leadership roles, strategic vision and planning, and evidence-based leadership, with particular focus on producing positive and innovative organizational outcomes, meeting organizational goals and objectives, and supporting top organizational performance. Upon successful completion of this specialization, learners are prepared to pursue senior-level management positions in the health care industry, such as health administration chief operating or executive officer or department director.

Fourteen Required Courses 80 quarter credits

All courses taken in a prescribed sequence:

Core courses:

DHA8002 * Topics in Health Administration and Leadership (6 quarter credits)
DHA8003 * Professional Communications Laboratory (non-credit)
DHA8004 * Innovative Business Practices in Health Care (6 quarter credits)
DHA8006 * Financing the Mission of Health (6 quarter credits)
DHA8008 * Health Care Policy Processes (6 quarter credits)
DHA8010 * Survey of Research Methods in Health Administration (6 quarter credits)
DHA8012 * Health Administration Field Experience (6 quarter credits) +
DHA8014 * Advanced Action Research Methods (6 quarter credits)
DHA9920 * Dissertation Courseroom (non-credit)
DHA9921 * Dissertation Research 1 (5 quarter credits)
DHA9922 * Dissertation Research 2 (5 quarter credits)
DW-R8001* Professional Dissertation Writer's Retreat (non-credit) +
DHA9923 * Dissertation Research 3 (5 quarter credits)
DHA9924 * Dissertation Research 4 (5 quarter credits)

Specialization courses:

DHA8030 * Contemporary Leadership Roles in Health Care (6 quarter credits)
DHA8032 * Strategic Vision and Planning in Health Care (6 quarter credits)
DHA8034 * Evidence-Based Leadership in Health Care (6 quarter credits)

Two or Three Elective Courses 12 quarter credits

Choose any graduate courses from the School of Public Service Leadership.

Total 92 quarter credits

Review of this specialization is pending in ND.

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

Health Policy and Advocacy

The DHA Health Policy and Advocacy specialization promotes synthesis of advanced-level health policy advocacy theories, concepts, and techniques into professional practice. The curriculum emphasizes national and global perspectives of health policy and policy advocacy and analysis, with particular focus on evidence-based approaches to promoting positive health outcomes and influencing effective health policy change. Upon successful completion of this specialization, learners are prepared to pursue advanced practice positions in national or international health advocacy.

Fourteen Required Courses 80 quarter credits

All courses taken in a prescribed sequence:

Core courses:

DHA8002 * Topics in Health Administration and Leadership (6 quarter credits)
DHA8003 * Professional Communications Laboratory (non-credit)
DHA8004 * Innovative Business Practices in Health Care (6 quarter credits)
DHA8006 * Financing the Mission of Health (6 quarter credits)
DHA8008 * Health Care Policy Processes (6 quarter credits)
DHA8010 * Survey of Research Methods in Health Administration (6 quarter credits)
DHA8012 * Health Administration Field Experience (6 quarter credits) +
DHA8014 * Advanced Action Research Methods (6 quarter credits)
DHA9920 * Dissertation Courseroom (non-credit)
DHA9921 * Dissertation Research 1 (5 quarter credits)
DHA9922 * Dissertation Research 2 (5 quarter credits)
DW-R8001* Professional Dissertation Writer's Retreat (non-credit) +
DHA9923 * Dissertation Research 3 (5 quarter credits)
DHA9924 * Dissertation Research 4 (5 quarter credits)

Specialization courses:

DHA8020 * Health Policy in the United States (6 quarter credits)
DHA8022 * Global Health Policy (6 quarter credits)
DHA8024 * Policy Advocacy and Analysis (6 quarter credits)

Two or Three Elective Courses 12 quarter credits

Choose any graduate courses from the School of Public Service Leadership.

Total 92 quarter credits

Review of this specialization is pending in ND.

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

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

School of Public Service Leadership Academic Offerings, *continued*

Doctor of Nursing Practice (DNP)

The Doctor of Nursing Practice (DNP) degree program is designed for advanced practice nurses who want to move into administrative positions, nurse administrators who want to expand their leadership responsibilities, or nurse leaders who want to design and implement health care delivery programs. The curriculum emphasizes effective health care delivery; patient advocacy; and health care policy development, implementation, and reform. Throughout the program, learners gain competency in assessing and applying theory, building therapeutic relationships, designing and implementing therapeutic interventions, and leading and managing in the health care environment. Upon successful completion of this degree program, learners are prepared to apply the knowledge and skills needed to meet diverse patient needs and improve health care delivery. The DNP degree program is not a clinical degree program and is not designed to prepare advanced practice registered nurses for roles as nurse practitioners, clinical nurse specialists, certified nurse midwives, or certified nurse anesthetists.

Residency Requirement(s):

One five-day residential colloquium (DNP-R8016). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Field Experience Requirement(s):

Minimum of 1,000 field experience hours. See the following section, Field Experience, for more information.

Twenty-One Required Courses 52 quarter credits

All courses taken in the following sequence:

DNP8000 * Theoretical Foundations and Applications (4 quarter credits)
DNP8001 * DNP Field Experience 1 (1 quarter credit) +
DNP8002 * Contemporary Issues in Advanced Nursing Practice (4 quarter credits)
DNP8003 * DNP Field Experience 2 (1 quarter credit) +
DNP8004 * Investigation, Discovery, and Integration (4 quarter credits)
DNP8005 * DNP Field Experience 3 (1 quarter credit) +
DNP8006 * Policy and Advocacy in Advanced Nursing Practice (4 quarter credits)
DNP8007 * DNP Field Experience 4 (1 quarter credit) +
DNP8008 * Executive Leadership and Ethics in Health Care (4 quarter credits)
DNP8009 * DNP Field Experience 5 (1 quarter credit) +
DNP8010 * Management in Advanced Contemporary Nursing (4 quarter credits)
DNP8011 * DNP Field Experience 6 (1 quarter credit) +
DNP8012 * Nursing Technology and Health Care Information Systems (4 quarter credits)
DNP8013 * DNP Field Experience 7 (1 quarter credit) +
DNP8014 * Global Population Health (4 quarter credits)
DNP8015 * DNP Field Experience 8 (1 quarter credit) +
DNP8016 * DNP Capstone 1 (4 quarter credits)
DNP8017 * DNP Field Experience 9 (1 quarter credit) +
DNP8018 * DNP Capstone 2 (4 quarter credits)
DNP8019 * DNP Field Experience 10 (1 quarter credit) +
DNP-R8016* DNP Residential Colloquium (2 quarter credits) +

Total 52 quarter credits

North Carolina and North Dakota residents are currently not eligible to enroll in this program.

Admission to the DNP degree program requires learners to complete and submit the DNP RN License Verification and Work Experience Acknowledgement Form.

The DNP degree program requires certain conditions of enrollment that learners must maintain throughout the program, including a current, unrestricted RN license, submitting to an annual background check (fees apply), and providing documentation of a current CPR certification and certain immunizations. Learners should consult the DNP Learner Handbook for details about the conditions of enrollment.

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

Field Experience

Learners enrolled in the Doctor of Nursing Practice degree program are required to complete 1,000 documented hours of hands-on practice immersion experience. The practice immersion experience requires learners to synthesize and expand the knowledge and skills acquired throughout the program by applying evidence-based methods to practice. Learners are responsible for finding an appropriate preceptor to oversee the practice immersion experience. With their preceptors, learners then engage in in-depth work within a practice environment that is the focus of their final project. The environment for the practice immersion experience is a professional site at which learners, with the support of program faculty and their on-site preceptors, design and participate in a practice change initiative such as a pilot study, program evaluation, quality improvement project, evaluation of a new practice model, or consulting project. Learners use the practice immersion experience to help them achieve the DNP program outcomes and competencies and the learning objectives related to the American Association of Colleges of Nursing's *The Essentials of Doctoral Education for Advanced Nursing Practice*.

Additionally, learners are required to document their practice immersion experience in associated online field experience course work. The associated field experience courses provide systematic opportunities for feedback and reflection. The online field experience course work includes the following 10 courses that are taken in conjunction with the 1,000 hours of practice immersion experience: DNP8001, DNP8003, DNP8005, DNP8007, DNP8009, DNP8011, DNP8013, DNP8015, DNP8017, and DNP8019.

Learners should consult the Doctor of Nursing Practice Program Handbook for details about the DNP Field Experience.

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

School of Public Service Leadership Academic Offerings, *continued*

Doctor of Public Administration (DPA) Specialization

General Public Administration

The DPA General Public Administration specialization provides learners with opportunities for interdisciplinary experience, decision-making, and network development. The curriculum emphasizes the ways in which public policies and practices enhance public value and collaboration and includes progressive case study analyses and field experiences that provide learners the opportunity to integrate theoretical approaches to policy development and implementation with practical methods. Learners develop research competencies that support practical, complex, site-based, and profession-based problem solving resulting in participatory action research specific to the field. Upon successful completion of this specialization, learners are prepared to manage public or nonprofit agencies or work in the political arena. This specialization requires course work and field experience.

Nineteen Required Courses 80 quarter credits

All courses taken in a prescribed sequence:

DPA8002 Public Services Theory, Issues, and Research (4 quarter credits)
DPA8400 * Theories of Leadership and Public Administration (4 quarter credits)
DPA8404 * Principles of Organization Theory and Practice (4 quarter credits)
DPA8408 * Ethics and Social Responsibility (4 quarter credits)
DPA8412 * Global and Diverse Societies (4 quarter credits)
DPA8416 * Public Administration and Community Collaboration (4 quarter credits)
DPA8420 * Public Policy Analysis and Advocacy (4 quarter credits)
DPA8424 * Theories and Practices of Public Human Resource Management (4 quarter credits)
DPA8428 * Public Needs Assessment and Planning (4 quarter credits)
DPA8100 * Fundamentals of Public Administration Research (4 quarter credits)
DPA8103 * Theory Development in Public Administration Research (4 quarter credits)
DPA8106 * Program Evaluation and Participatory Research (4 quarter credits)
DPA8480 * Field Experience I: Conference (4 quarter credits) +
DPA8484 * Field Experience II: Legislative Interaction (4 quarter credits) +
DPA8488 * Field Experience III: Comprehensive Analysis (4 quarter credits) +
DPA9920 * Action Research Dissertation Courseroom (non-credit)
DPA9921 * Action Research Dissertation 1 (5 quarter credits)
DPA9922 * Action Research Dissertation 2 (5 quarter credits)
DPA9923 * Action Research Dissertation 3 (5 quarter credits)
DPA9924 * Action Research Dissertation 4 (5 quarter credits)

Three Elective Courses 12 quarter credits

Recommended elective course:

DPA8450 Finance Policies and Practices in Public Administration (4 quarter credits)

OR

Choose any graduate courses from the School of Public Service Leadership.

Total 92 quarter credits

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

Doctor of Public Health (DrPH) Specializations

Epidemiology

The DrPH Epidemiology specialization, structured as a cohort, presents learners with theories, research, and evidence-based practices that guide epidemiological practice and the methods used to develop an epidemiological research project and apply epidemiological data to public health policy and practice. The curriculum emphasizes the biogenetic, environmental, psychosocial, and occupational factors that contribute to national and global population-based health disparities and the epidemiological practices associated with infectious disease investigation, surveillance, prevention, and control and quality assurance in public health environments. Upon successful completion of this specialization, learners have gained the knowledge and skills needed to conduct ethical epidemiological research, analyze epidemiological data, and develop and lead evidence-based public health solutions.

The DrPH Epidemiology specialization is structured using a cohort model. Beginning in their first quarter, learners enroll in their courses in a prescribed sequence, progressing through their program with the same group of learners. Earning the DrPH as part of a cohort enhances opportunities to gain skills and knowledge and develop professional relationships with other learners.

Fourteen Required Courses 80 quarter credits

All courses taken in a prescribed sequence:

Core courses:

DRPH8004 Introduction to the Public Health Profession (6 quarter credits)
DRPH8005 Professional Communications Laboratory (non-credit)
DRPH8110 * History and Theory of Public Health (6 quarter credits)
DRPH8120 * Domestic and International Public Health Policy Action (6 quarter credits)
DRPH8170 * Advanced Practice in Epidemiology (6 quarter credits)
DRPH8180 * Advanced Action Research Methods (6 quarter credits)
DRPH8190 * Experiential Project (6 quarter credits) +
DRPH9920 * Dissertation Courseroom (non-credit)
DRPH9921 * Dissertation Research 1 (5 quarter credits)
DRPH9922 * Dissertation Research 2 (5 quarter credits)
DW-R8001 * Professional Dissertation Writer's Retreat (non-credit) +
DRPH9923 * Dissertation Research 3 (5 quarter credits)
DRPH9924 * Dissertation Research 4 (5 quarter credits)

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

School of Public Service Leadership Academic Offerings, *continued*

DrPH Specializations, continued

Specialization courses:

DRPH8400 * Epidemiological Issues in Urban and Rural Health (6 quarter credits)
DRPH8404 * Fundamentals of Epidemiological Research (6 quarter credits)
DRPH8408 * Chronic and Infectious Diseases in Epidemiology (6 quarter credits)
DRPH8412 * Biogenetics in Epidemiology (6 quarter credits)

Total **80 quarter credits**

Admission to the Epidemiology specialization requires learners to complete and submit the Cohort Auto-Registration Form.

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

Health Advocacy and Leadership

The DrPH Health Advocacy and Leadership specialization, structured as a cohort, presents learners with the advocacy and leadership theories and principles central to effective public health program and policy planning, implementation, and evaluation. The curriculum emphasizes the physical, environmental, and psychosocial factors that contribute to national and global population-based health disparities and the communication, collaborative, and advocacy and leadership strategies used to address public health issues. Upon successful completion of this specialization, learners have gained the knowledge and skills needed to advocate for public health policies and programs that mitigate health disparities; conduct ethical public health research; analyze public health and epidemiological data and apply it to policy and program planning and evaluation; and develop and lead evidence-based public health solutions using systems thinking.

The DrPH Health Advocacy and Leadership specialization is structured using a cohort model. Beginning in their first quarter, learners enroll in their courses in a prescribed sequence, progressing through their program with the same group of learners. Earning the DrPH as part of a cohort enhances opportunities to gain skills and knowledge and develop professional relationships with other learners.

Fourteen Required Courses **80 quarter credits**

All courses taken in a prescribed sequence:

Core courses:

DRPH8004 Introduction to the Public Health Profession (6 quarter credits)
DRPH8005 Professional Communications Laboratory (non-credit)
DRPH8110 * History and Theory of Public Health (6 quarter credits)
DRPH8120 * Domestic and International Public Health Policy Action (6 quarter credits)
DRPH8170 * Advanced Practice in Epidemiology (6 quarter credits)
DRPH8180 * Advanced Action Research Methods (6 quarter credits)
DRPH8190 * Experiential Project (6 quarter credits) +
DRPH9920 * Dissertation Courseroom (non-credit)
DRPH9921 * Dissertation Research 1 (5 quarter credits)
DRPH9922 * Dissertation Research 2 (5 quarter credits)
DW-R8001 * Professional Dissertation Writer's Retreat (non-credit)
DRPH9923 * Dissertation Research 3 (5 quarter credits)
DRPH9924 * Dissertation Research 4 (5 quarter credits)

Specialization courses:

DRPH8200 * Critical Issues in Urban and Rural Health (6 quarter credits)
DRPH8204 * Fundamentals of Public Health Research (6 quarter credits)
DRPH8208 * Leading Public Health Institutions (6 quarter credits)
DRPH8212 * Design and Implementation of Public Health Strategies (6 quarter credits)

Total **80 quarter credits**

Admission to the Health Advocacy and Leadership specialization requires learners to complete and submit the Cohort Auto-Registration Form.

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

Master of Science (MS) in Homeland Security

The Master of Science (MS) in Homeland Security degree program is designed to provide learners with the theoretical and practical knowledge and skills needed to lead in the field of homeland security. The program emphasizes emerging homeland security theory and research, national and international security, preparedness, mitigation, and leadership. Upon successful completion of this degree program, learners are prepared to pursue careers in business continuity, law enforcement, emergency management, infrastructure protection, or information security or advanced graduate study in homeland security or emergency management.

Thirteen Required Courses **52 quarter credits**

HLS5002 Survey of Homeland Security Issues, Theories, and Concepts (4 quarter credits)
HLS5004 Threats to the Homeland (4 quarter credits)
HLS5006 Survey of Research in Homeland Security (4 quarter credits)
HLS5008 National Security and Intelligence (4 quarter credits)
HLS5010 Critical Infrastructure and Cyber Security (4 quarter credits)
HLS5012 Border Security (4 quarter credits)
HLS5108 Preparedness, Mitigation, and Emergency Management (4 quarter credits)
HLS6006 Laws, Policies, and Ethics in Homeland Security (4 quarter credits)
HLS6016 Homeland Security Influence and Leadership (4 quarter credits)
HLS6104 Comparative and International Security (4 quarter credits)
HLS6112 Communication and Media in Homeland Security (4 quarter credits)
HLS6116 Psychology of Homeland Security (4 quarter credits)
HLS5991 * Homeland Security Integrative Project (4 quarter credits)

Total **52 quarter credits**

Review of this program is pending in AL, KS, KY, ND, SC, and TN.

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

School of Public Service Leadership Academic Offerings, *continued*

Master of Science (MS) in Human Services Specializations

General Human Services

The master's General Human Services specialization is designed for professionals seeking graduate education in a flexible, inclusive academic curriculum. Included in this specialization is required course work that provides a foundation upon which a distinctive program of study can be positioned. Learners are provided the maximum level of elective courses so that course selection may be based on personal areas of interest, unique professional areas of concentration, and traditional as well as contemporary areas of study and research within the human services field.

Seven Required Courses **28 quarter credits**

HS5002	Survey of Research in Human Development and Behavior (4 quarter credits)
HS5006	Survey of Research Methodology (4 quarter credits)
HS5304	Ethnic and Linguistic Minorities in the Workplace (4 quarter credits)
HS5315	Professional and Scientific Ethics (4 quarter credits)
HS5317	Social Systems (4 quarter credits)
HS5318	Scope of Human Services (4 quarter credits)
HS5990 *	Integrative Project for Human Services Learners (4 quarter credits)

Five Elective Courses **20 quarter credits**

Choose any graduate course(s).

Total **48 quarter credits**

Gerontology

The master's Gerontology specialization provides a comprehensive examination of the impact of aging on individuals, families, and communities. Specialization topics include the biological, epidemiological, psychological, and social changes caused by the aging process; cultural and social attitudes toward the aging population; the continuum of care and supportive services that promote productive aging; the older family and multigenerational relationships; and the impact of an increasingly older population demographic on public policy. Successful graduates of this specialization are prepared to pursue careers in community-based organizations, public agencies, long-term health care facilities, and social support services focused on the older adult population.

Eleven Required Courses **44 quarter credits**

Core courses:

HS5002	Survey of Research in Human Development and Behavior (4 quarter credits)
HS5006	Survey of Research Methodology (4 quarter credits)
HS5597 *	Human Service Professional Development (4 quarter credits)
HS5990 *	Integrative Project for Human Services Learners (4 quarter credits)

Specialization courses:

HS5510	Survey of Current Issues in Gerontology (4 quarter credits)
HS5514	Social and Cultural Aspects of Aging (4 quarter credits)
HS5518	Biological and Health Aspects of Aging (4 quarter credits)
HS5522	Psychology of Development and Aging (4 quarter credits)
HS5526	The Family in Later Life (4 quarter credits)
HS5531	Community Advocacy for Aging Populations (4 quarter credits)
HS5534	Leading Across the Continuum of Care (4 quarter credits)

One Elective Course **4 quarter credits**

Choose any graduate course(s).

Total **48 quarter credits**

Social and Community Services

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

Nine Required Courses **36 quarter credits**

Core courses:

HS5002	Survey of Research in Human Development and Behavior (4 quarter credits)
HS5006	Survey of Research Methodology (4 quarter credits)
HS5318	Scope of Human Services (4 quarter credits)
HS5334	Ethnic and Cultural Awareness (4 quarter credits)

Specialization courses:

HS5401	History of Social Welfare (4 quarter credits)
HS5402	Social Change and Public Policy (4 quarter credits)
HS5423	Philosophy of Social Work (4 quarter credits)
HS5436	Utilization of Community Resources (4 quarter credits)
HS5990 *	Integrative Project for Human Services Learners (4 quarter credits)

Three Elective Courses **12 quarter credits**

Choose any graduate course(s).

Total **48 quarter credits**

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

School of Public Service Leadership Academic Offerings, *continued*

Master of Science (MS) in Public Safety Specializations

Criminal Justice

The master's Criminal Justice specialization prepares learners to understand and effectively address the complex issues surrounding criminal behavior. This specialization supports learners who are currently caseworkers, probation and parole officers, juvenile specialists, law enforcement professionals, and federal government agents as they advance their careers in corrections, criminal justice, or the judicial system. The Criminal Justice curriculum emphasizes acquisition of knowledge, leadership, and research that prepares learners to facilitate positive changes in criminal justice fields.

Nine Required Courses **36 quarter credits**

Core courses:

PSF5002 Survey of Public Safety Issues, Theories, and Concepts (4 quarter credits)
PSF5006 Research Methodology in Public Safety (4 quarter credits)
PSF5334 Public Safety Ethnic and Cultural Awareness (4 quarter credits)

Specialization courses:

PSF5371 Practices of Probation, Parole, and Community Corrections (4 quarter credits)
PSF5372 History of the Juvenile Justice System (4 quarter credits)
PSF5377 Criminal Justice Policy Analysis and Social Change (4 quarter credits)
PSF5380 Law Enforcement: Intelligence-Led Policing (4 quarter credits)
PSF5385 Psychopathy and Criminal Profiling (4 quarter credits)
PSF5991 * Integrative Project for Public Safety Learners (4 quarter credits)

Three Elective Courses **12 quarter credits**

Choose any graduate course(s).

Total **48 quarter credits**

Emergency Management

The master's Emergency Management specialization presents learners with comprehensive emergency management research and best practices and focuses on crisis and disaster preparedness, response, recovery, and mitigation from a multijurisdictional perspective. Throughout the specialization, learners evaluate the roles and responsibilities of emergency manager stakeholders and examine effective applications of critical incident management policies and procedures in today's post-9/11 environment. Upon successful completion of this specialization, learners are prepared to pursue positions in private, public, or nonprofit emergency management organizations.

Nine Required Courses **36 quarter credits**

Core courses:

PSF5002 Survey of Public Safety Issues, Theories, and Concepts (4 quarter credits)
PSF5006 Research Methodology in Public Safety (4 quarter credits)
PSF5334 Public Safety Ethnic and Cultural Awareness (4 quarter credits)

Specialization courses:

PSF5600 Public Safety Organizational Leadership (4 quarter credits)
PSF5620 Critical Incident Stress Management (4 quarter credits)
PSF5621 Disaster Management (4 quarter credits)
PSF5622 National Incident Management Systems (4 quarter credits)
PSF5623 Critical Infrastructure Risk Assessment, Evaluation, and Analysis (4 quarter credits)
PSF5991 * Integrative Project for Public Safety Learners (4 quarter credits)

Three Elective Courses **12 quarter credits**

Choose any graduate course(s).

Total **48 quarter credits**

Public Safety Leadership

The master's Public Safety Leadership specialization focuses on leadership and theory relevant to the fields of law enforcement, criminal justice, corrections, probation and parole, fire services, emergency management, 9-1-1 emergency communications, Emergency Medical Services (EMS), and other protective and corporate security professions. This specialization teaches learners to think critically and broadly when assessing and addressing the complex issues of management and leadership. The Public Safety program, based on Capella's practitioner-scholar philosophy, focuses on leadership, emergency management and preparedness, homeland security and terrorism, and security management at the local, state, and national levels. Successful completion of this specialization prepares master's learners for careers in law enforcement, criminal justice, corrections, probation and parole, fire services, emergency management, 9-1-1 emergency communications, EMS, and other protective and corporate security professions.

Nine Required Courses **36 quarter credits**

Core courses:

PSF5002 Survey of Public Safety Issues, Theories, and Concepts (4 quarter credits)
PSF5006 Research Methodology in Public Safety (4 quarter credits)
PSF5334 Public Safety Ethnic and Cultural Awareness (4 quarter credits)

Specialization courses:

PSF5600 Public Safety Organizational Leadership (4 quarter credits)
PSF5601 Personal Leadership Development (4 quarter credits)
PSF5602 Leadership and Human Resource Management (4 quarter credits)
PSF5610 Accounting and Finance in Public Safety Organizations (4 quarter credits)
PSF5611 Managing Training and Performance Improvement (4 quarter credits)
PSF5991 * Integrative Project for Public Safety Learners (4 quarter credits)

Three Elective Courses **12 quarter credits**

Choose any graduate course(s).

Total **48 quarter credits**

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

School of Public Service Leadership Academic Offerings, *continued*

Master of Science in Nursing (MSN) Specializations

Nurse Educator

The MSN Nurse Educator specialization presents theories, research, and best practices of nursing education. Learners explore program design, delivery, assessment, and evaluation; teaching strategies for diverse student populations and environments; and ways to integrate theory with professional practice. Successful graduates of this specialization are prepared to pursue advanced roles as nurse educators and clinical nurse leaders in community colleges, universities, nursing schools, integrated and non-integrated health care systems, nonprofit and for-profit health care organizations, and the military.

Fourteen Required Courses 56 quarter credits

Core courses:

MSN6000 Orientation to Graduate Nursing Study (4 quarter credits)
MSN6001 * Role of the Professional Practice Nurse (4 quarter credits)
MSN6002 * Foundations and Frameworks for Professional Nursing Practice (4 quarter credits)
MSN6004 * Policy, Regulations, and Ethics in Advanced Nursing Practice (4 quarter credits)
MSN6006 * Diversity and Advocacy in Professional Nursing Practice (4 quarter credits)
MSN6008 * Research and Technology for Advanced Nursing Practice (4 quarter credits)
MSN6010 * Advanced Nursing Leadership and Management (4 quarter credits)
MSN6012 * Evidence-Based Practice in Health Promotion and Disease Management and Prevention (4 quarter credits)
MSN6020 * Nursing Capstone Project (4 quarter credits)

Specialization courses:

MSN6102 * Role of the Nurse Educator (4 quarter credits)
MSN6104 * Teaching and Learning Strategies (4 quarter credits)
MSN6106 * Curriculum Theory, Frameworks, and Design (4 quarter credits)
MSN6108 * Information Systems for Nurse Educators (4 quarter credits)
MSN6110 * Assessment and Evaluation in Health Education (4 quarter credits)

Total 56 quarter credits

Admission to the Nurse Educator specialization requires learners to complete and submit the RN License Verification and Work Experience Acknowledgement Form.

Nurse Educator Bridge

The MSN Nurse Educator Bridge specialization provides licensed registered nurses who have a bachelor's degree in a field other than nursing the opportunity to pursue a Master of Science in Nursing. The bridge curriculum incorporates the Essentials of Baccalaureate Education for Professional Nursing Practice established by the American Association of Colleges of Nursing (AACN) and is designed to expand learners' knowledge of health care systems and policies, patient education, health promotion, and technology integration. Specialization curriculum presents theories, research, and best practices of nursing education. Learners explore program design, delivery, assessment, and evaluation; teaching strategies for diverse student populations and environments; and ways to integrate theory with professional practice. Successful graduates of this specialization are prepared to pursue advanced roles as nurse educators and clinical nurse leaders in community colleges, universities, nursing schools, integrated and non-integrated health care systems, nonprofit and for-profit health care organizations, and the military.

Twenty-One Required Courses 84 quarter credits

Bridge courses:

MSN5000 Introduction to Nursing Concepts (4 quarter credits)
MSN5002 * Health Assessment, Communication, and Collaboration for Quality Outcomes (4 quarter credits)
MSN5004 * Introduction to Nursing Research and Technology (4 quarter credits)
MSN5006 * Policy, Law, Ethics, and Regulations (4 quarter credits)
MSN5008 * Organizational and Systems Leadership for Nursing Practice (4 quarter credits)
MSN5010 * Health Promotion and Disease Prevention in Vulnerable and Diverse Populations (4 quarter credits)
MSN5012 * Nursing Leadership and Management (4 quarter credits)
MSN5020 * Nurse Educator Bridge Integrative Project (4 quarter credits)

Core courses:

MSN6001 * Role of the Professional Practice Nurse (4 quarter credits)
MSN6002 * Foundations and Frameworks for Professional Nursing Practice (4 quarter credits)
MSN6004 * Policy, Regulations, and Ethics in Advanced Nursing Practice (4 quarter credits)
MSN6006 * Diversity and Advocacy in Professional Nursing Practice (4 quarter credits)
MSN6008 * Research and Technology for Advanced Nursing Practice (4 quarter credits)
MSN6010 * Advanced Nursing Leadership and Management (4 quarter credits)
MSN6012 * Evidence-Based Practice in Health Promotion and Disease Management and Prevention (4 quarter credits)
MSN6020 * Nursing Capstone Project (4 quarter credits)

Specialization courses:

MSN6102 * Role of the Nurse Educator (4 quarter credits)
MSN6104 * Teaching and Learning Strategies (4 quarter credits)
MSN6106 * Curriculum Theory, Frameworks, and Design (4 quarter credits)
MSN6108 * Information Systems for Nurse Educators (4 quarter credits)
MSN6110 * Assessment and Evaluation in Health Education (4 quarter credits)

Total 84 quarter credits

Admission to the Nurse Educator Bridge specialization requires learners to complete and submit the RN License Verification and Work Experience Acknowledgement Form.

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

School of Public Service Leadership Academic Offerings, *continued*

Master of Health Administration (MHA) Specializations

General Health Administration

The MHA General Health Administration specialization synthesizes the fundamental concepts, principles, and processes presented in the core curriculum with the concepts, principles, and processes associated with general health administration and process improvement. The specialization curriculum includes practice-based explorations and collaborative group experiences in a choice of health administration specialization topics, including human capital management, health care consumerism and marketing, facilities and capital asset management, comparative models of global health systems, health care policy drivers, and policy and legislative development processes. Upon successful completion of this specialization, learners are prepared to pursue careers as supervisors, managers, and directors in various health care settings, such as health clinics, hospitals, and ambulatory care health facilities, with an emphasis on general health administration.

Fourteen Required Courses 56 quarter credits

Core courses:

MHA5002 Survey of Health Care Systems (4 quarter credits)
MHA5004 * Health Care Policy and Law (4 quarter credits)
MHA5006 Health Care Finance and Reimbursement (4 quarter credits)
MHA5008 Health Care Economics and Decision Making (4 quarter credits)
MHA5010 Strategic Health Care Planning (4 quarter credits)
MHA5012 * Organizational Leadership and Governance (4 quarter credits)
MHA5014 * Health Care Quality, Risk, and Regulatory Compliance (4 quarter credits)
MHA5016 * Introduction to Health Information Systems (4 quarter credits)
MHA5019 * Project Management and Team Leadership (4 quarter credits)
MHA5020 * Health Administration Capstone (4 quarter credits)
MHA5021 * Health Administration Field Experience (4 quarter credits) +

Specialization courses:

Choose three from the following courses:

MHA5022 * Human Capital Management in Health Care (4 quarter credits)
MHA5024 * Health Care Consumerism and Marketing (4 quarter credits)
MHA5026 * Facilities and Capital Asset Management (4 quarter credits)
MHA5028 * Comparative Models of Global Health Systems (4 quarter credits)
MHA5030 * Health Care Policy Drivers (4 quarter credits)
MHA5032 * Policy and Legislative Development Processes (4 quarter credits)

One Elective Course 4 quarter credits

Choose any graduate course(s).

Total 60 quarter credits

Review of this specialization is pending in ND.

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

Health Care Operations

The MHA Health Care Operations specialization synthesizes the fundamental concepts, principles, and processes presented in the core curriculum with the concepts, principles, and processes associated with effective health care operations and process improvement. The specialization curriculum emphasizes strategic leadership and management and is designed to prepare learners to lead operational solutions in all aspects of health care operations, including human capital management, health care consumerism and marketing in health care, and facilities and capital asset management. Upon successful completion of this specialization, learners are prepared to pursue director-level positions in health care operations supervising multiple health care-related departments.

Fourteen Required Courses 56 quarter credits

Core courses:

MHA5002 Survey of Health Care Systems (4 quarter credits)
MHA5004 * Health Care Policy and Law (4 quarter credits)
MHA5006 Health Care Finance and Reimbursement (4 quarter credits)
MHA5008 Health Care Economics and Decision Making (4 quarter credits)
MHA5010 Strategic Health Care Planning (4 quarter credits)
MHA5012 * Organizational Leadership and Governance (4 quarter credits)
MHA5014 * Health Care Quality, Risk, and Regulatory Compliance (4 quarter credits)
MHA5016 * Introduction to Health Information Systems (4 quarter credits)
MHA5019 * Project Management and Team Leadership (4 quarter credits)
MHA5020 * Health Administration Capstone (4 quarter credits)
MHA5021 * Health Administration Field Experience (4 quarter credits) +

Specialization courses:

MHA5022 * Human Capital Management in Health Care (4 quarter credits)
MHA5024 * Health Care Consumerism and Marketing (4 quarter credits)
MHA5026 * Facilities and Capital Asset Management (4 quarter credits)

One Elective Course 4 quarter credits

Choose any graduate course(s).

Total 60 quarter credits

Review of this specialization is pending in ND.

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

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

School of Public Service Leadership Academic Offerings, *continued*

MHA Specializations, continued

Health Policy

The MHA Health Policy specialization synthesizes the fundamental concepts, principles, and processes presented in the core curriculum with the concepts, principles, and processes associated with effective health policy and advocacy from domestic and global perspectives. The specialization curriculum emphasizes comparative models of global health systems, health policy drivers, and policy and legislative action in the development of effective health policy and improvement of health care system. Upon successful completion of this specialization, learners are prepared to pursue director-level positions in health policy and advocacy, including consulting and legislative lobbying.

Fourteen Required Courses **56 quarter credits**

Core courses:

MHA5002 Survey of Health Care Systems (4 quarter credits)
MHA5004 * Health Care Policy and Law (4 quarter credits)
MHA5006 Health Care Finance and Reimbursement (4 quarter credits)
MHA5008 Health Care Economics and Decision Making (4 quarter credits)
MHA5010 Strategic Health Care Planning (4 quarter credits)
MHA5012 * Organizational Leadership and Governance (4 quarter credits)
MHA5014 * Health Care Quality, Risk, and Regulatory Compliance (4 quarter credits)
MHA5016 * Introduction to Health Information Systems (4 quarter credits)
MHA5019 * Project Management and Team Leadership (4 quarter credits)
MHA5020 * Health Administration Capstone (4 quarter credits)
MHA5021 * Health Administration Field Experience (4 quarter credits) +

Specialization courses:

MHA5028 * Comparative Models of Global Health Systems (4 quarter credits)
MHA5030 * Health Care Policy Drivers (4 quarter credits)
MHA5032 * Policy and Legislative Development Processes (4 quarter credits)

One Elective Course **4 quarter credits**

Choose any graduate course(s).

Total **60 quarter credits**

Review of this specialization is pending in ND.

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

Master of Nonprofit Management and Leadership (MNML)

The Master of Nonprofit Management and Leadership (MNML) degree program engages learners in an interdisciplinary curriculum that presents a theoretical and practical foundation of the nonprofit industry and advanced study in program evaluation, strategic planning, collaboration, nonprofit governance, fund development, grant management, grant writing, advocacy, nonprofit ethics and stewardship, and social entrepreneurship. The curriculum prepares learners to think critically about the complex issues and challenges associated with managing and leading today's nonprofit sector. Successful graduates of this degree program will develop the knowledge and skills needed to collaborate with diverse populations of public, private, and other nonprofit entities; cultivate innovation within nonprofit organizations that reflect local and global economic trends; undertake planning in the areas of philanthropy and fund raising; and maintain high levels of ethical conduct at individual and organizational levels.

Twelve Required Courses **48 quarter credits**

NPM5002 History and Theory of the Nonprofit Sector (4 quarter credits)
NPM5006 * Organizational Theory and Development (4 quarter credits)
NPM5010 * Nonprofit Governance and Accountability (4 quarter credits)
NPM5014 * Nonprofit Organizational Performance and Program Evaluation (4 quarter credits)
NPM5018 Fund Development and Management (4 quarter credits)
NPM5022 Nonprofit Financial Management (4 quarter credits)
NPM6004 Stewardship of Human Resources (4 quarter credits)
NPM6008 * Nonprofit Strategic and Operational Planning (4 quarter credits)
NPM6104 Nonprofit Marketing, Communication, and Advocacy (4 quarter credits)
NPM6108 Culture, Collaboration, and Globalization of the Nonprofit Sector (4 quarter credits)
NPM6012 Nonprofit Social Entrepreneurship (4 quarter credits)
NPM5993 * Nonprofit Management and Leadership Integrative Project (4 quarter credits)

One Elective Course **4 quarter credits**

Recommended elective course:

NPM5995 * Nonprofit Management and Leadership Collaborative Project (4 quarter credits) +
OR
Choose any graduate course from the School of Public Service Leadership.

Total **52 quarter credits**

Review of this program is pending in KY, ND, SC, and TN.

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

Master of Public Administration (MPA) Specialization

General Public Administration

The MPA General Public Administration specialization focuses on the knowledge and skills public administration professionals need to manage and lead organizations in the public services domain. The curriculum is designed to provide learners with a theoretical understanding of the evolution of the field and equip them with the skills needed to determine, assess, and analyze practical responses to public administration issues and challenges across a variety of fields within public services, such as public health and public safety. Learners explore enhancing public value; fostering collaborative networks with diverse populations; promoting ethical performance standards; and developing innovative solutions to public policy and governance challenges. Successful graduates of this specialization are prepared to pursue positions managing or leading public or nonprofit organizations or community networks in a variety of settings.

Ten Required Courses **40 quarter credits**

MPA5002 Survey of Research and Practice in Public Administration (4 quarter credits)
MPA5400 * Public Administration Theory (4 quarter credits)
MPA5404 * Public Administration Organizational Leadership and Theory (4 quarter credits)
MPA5408 * Finance and Accounting in Public Administration (4 quarter credits)
MPA5410 * Strategic Management and Planning (4 quarter credits)
MPA5412 * Ethics and Personal Leadership Development (4 quarter credits)
MPA5416 * Quantitative and Qualitative Research (4 quarter credits)
MPA5420 * Leadership and Human Resource Management in Public Services (4 quarter credits)
MPA5424 * Policy Analysis and Research (4 quarter credits)
MPA5428 * Integrative Public Administration Project (4 quarter credits)

Two Elective Courses **8 quarter credits**

Choose any graduate courses from the School of Public Service Leadership.

Total **48 quarter credits**

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

School of Public Service Leadership Academic Offerings, *continued*

Master of Public Health (MPH) Specializations

General Public Health

The General Public Health MPH specialization provides learners with knowledge of fundamental public health concepts, theories, and practices. The core curriculum is based on a multidisciplinary approach and emphasizes environmental public health concepts; psychological, behavioral, and social factors influencing population-based health disparities; principles of epidemiology and biostatistics; public health administration systems and processes; and economics. Learners have the opportunity to define their specialization curriculum and choose courses from other MPH specializations specific to their respective discipline and interest. Successful graduates of this specialization are prepared to pursue careers in environmental health, prevention and promotion, health care, or public administration at the local, state, or national level.

Fifteen Required Courses **60 quarter credits**

Core courses:

MPH5002 Survey of Public Health Concepts and Issues (4 quarter credits)
MPH5500 Introduction to Public Health Administrative Systems (4 quarter credits)
MPH5503 Environmental Health Concepts in Public Health (4 quarter credits)
MPH5506 Psychological, Behavioral, and Social Issues in Public Health (4 quarter credits)
MPH5509 Principles of Biostatistics (4 quarter credits)
MPH5512 * Principles of Epidemiology (4 quarter credits)
MPH5993 * Public Health Integrative Project (4 quarter credits)
MPH5999 * Public Health Professional Collaborative Project (4 quarter credits)

Specialization courses:

Choose seven MPH courses.

Total **60 quarter credits**

Health Management and Policy

The Health Management and Policy MPH specialization provides a comprehensive examination of the topics and issues within the public health discipline and the service delivery model. The curriculum is based on a multidisciplinary approach that combines management sciences knowledge, organizational and financial theory and practice, public administration, and economics. The Health Management and Policy specialization is focused on preparing learners to influence local, national, and global public health policy, work with diverse populations to address health disparities, foster community-based promotion and disease prevention programs, and lead public health efforts to improve community and population health. Successful graduates of this specialization are prepared to pursue careers in environmental health, health care administration, prevention and promotion, or public administration at the local, state, or national level.

Fifteen Required Courses **60 quarter credits**

Core courses:

MPH5002 Survey of Public Health Concepts and Issues (4 quarter credits)
MPH5500 Introduction to Public Health Administrative Systems (4 quarter credits)
MPH5503 Environmental Health Concepts in Public Health (4 quarter credits)
MPH5506 Psychological, Behavioral, and Social Issues in Public Health (4 quarter credits)
MPH5509 Principles of Biostatistics (4 quarter credits)
MPH5512 * Principles of Epidemiology (4 quarter credits)
MPH5993 * Public Health Integrative Project (4 quarter credits)
MPH5999 * Public Health Professional Collaborative Project (4 quarter credits)

Specialization courses:

MPH5100 * Management of Health Service Organizations (4 quarter credits)
MPH5104 * Fundamentals of Health Care Finance (4 quarter credits)
MPH5108 * Public Health Communication Strategies (4 quarter credits)
MPH5112 * Health Economics (4 quarter credits)
MPH5116 * Strategic Planning and Operations Management (4 quarter credits)
MPH5120 * Evidence-Based Management of Public Health Programs (4 quarter credits)
MPH5124 * Public Health Leadership and Politics (4 quarter credits)

Total **60 quarter credits**

Social and Behavioral Sciences

The Social and Behavioral Sciences MPH specialization provides a comprehensive examination of the behavioral, psychological, and social factors that influence community and population health status across national and international settings. Specialization topics include health disparities and inequalities, cultural health determinants, social and behavioral health interventions, health care availability and access, and the information needs of diverse populations. Successful graduates of this specialization are prepared to pursue careers in health care organizations, public agencies, or social welfare organizations that facilitate research, community assessment, and program development and evaluation.

Fifteen Required Courses **60 quarter credits**

Core courses:

MPH5002 Survey of Public Health Concepts and Issues (4 quarter credits)
MPH5500 Introduction to Public Health Administrative Systems (4 quarter credits)
MPH5503 Environmental Health Concepts in Public Health (4 quarter credits)
MPH5506 Psychological, Behavioral, and Social Issues in Public Health (4 quarter credits)
MPH5509 Principles of Biostatistics (4 quarter credits)
MPH5512 * Principles of Epidemiology (4 quarter credits)
MPH5993 * Public Health Integrative Project (4 quarter credits)
MPH5999 * Public Health Professional Collaborative Project (4 quarter credits)

Specialization courses:

MPH5200 * Social and Behavioral Research Methods (4 quarter credits)
MPH5204 * Theories of Social and Behavioral Sciences (4 quarter credits)
MPH5208 * Public Health Program Planning and Evaluation (4 quarter credits)
MPH5212 * Assessment and Surveillance in Public Health (4 quarter credits)
MPH5216 * Public Health Information for Diverse Populations (4 quarter credits)
MPH5220 * Health Disparities in the United States (4 quarter credits)
MPH5224 * International Public Health (4 quarter credits)

Total **60 quarter credits**

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

School of Public Service Leadership Academic Offerings, *continued*

Master of Public Administration (MPA) and Master of Science (MS) in Public Safety

The Master of Public Administration (MPA) and Master of Science (MS) in Public Safety joint degree program allows learners to complete two complementary degree programs at an accelerated rate through a shared curriculum. Based on Capella's practitioner-scholar model, the program engages learners in an interdisciplinary curriculum that presents a theoretical and practical foundation in the fields of public administration and public safety leadership. Successful graduates of this degree program develop the knowledge and skills needed to collaborate with diverse populations; manage human, technological, information, financial, political, and networking resources; analyze and formulate appropriate responses to public administration and public safety issues; think critically when assessing and addressing the complex issues of managing and leading public safety and emergency services organizations; communicate clearly and effectively; and maintain professional ethics and integrity. The MPA/MS in Public Safety joint degree program prepares successful graduates to pursue leadership positions in careers that require cross-disciplinary knowledge and skills within a range of public safety and public administration professions, including law enforcement, fire services, emergency management, Emergency Medical Services (EMS), and nonprofit organization management.

Sixteen Required Courses **64 quarter credits**

PSPA5002	Survey of Public Administration and Public Safety Concepts (4 quarter credits)
MPA5400 *	Public Administration Theory (4 quarter credits)
MPA5404 *	Public Administration Organizational Leadership and Theory (4 quarter credits)
MPA5410 *	Strategic Management and Planning (4 quarter credits)
MPA5412 *	Ethics and Personal Leadership Development (4 quarter credits)
MPA5416 *	Quantitative and Qualitative Research (4 quarter credits)
MPA5420 *	Leadership and Human Resource Management in Public Services (4 quarter credits)
MPA5424 *	Policy Analysis and Research (4 quarter credits)
MPA5428 *	Integrative Public Administration Project (4 quarter credits)
PSF5334 *	Public Safety Ethnic and Cultural Awareness (4 quarter credits)
PSF5600 *	Public Safety Organizational Leadership (4 quarter credits)
PSF5601 *	Personal Leadership Development (4 quarter credits)
PSF5602 *	Leadership and Human Resource Management (4 quarter credits)
PSF5610 *	Accounting and Finance in Public Safety Organizations (4 quarter credits)
PSF5611 *	Managing Training and Performance Improvement (4 quarter credits)
PSF5991 *	Integrative Project for Public Safety Learners (4 quarter credits)

Five Elective Courses **20 quarter credits**

Choose two graduate courses from the School of Public Service Leadership and three other graduate courses.

Total **84 quarter credits**

Certificate Programs

Criminal Justice

The Criminal Justice certificate is designed for professionals who want to increase their knowledge in public safety as it relates to law enforcement and the criminal justice system. This graduate certificate addresses key issues and concepts in policy analysis, social change, juvenile justice, profiling, addictive behavior, and a new paradigm for law enforcement—intelligence-led policing.

Four Required Courses **16 quarter credits**

PSF5372	History of the Juvenile Justice System (4 quarter credits)
PSF5377	Criminal Justice Policy Analysis and Social Change (4 quarter credits)
PSF5380	Law Enforcement: Intelligence-Led Policing (4 quarter credits)
PSF5385	Psychopathy and Criminal Profiling (4 quarter credits)

Total **16 quarter credits**

Health Administration

The Health Administration certificate is designed for professionals who want to increase their knowledge in the administrative, economic, and political aspects of health care administration, including strategic planning, organizational leadership and governance, and regulatory compliance.

Four Required Courses **16 quarter credits**

MHA5008	Health Care Economics and Decision Making (4 quarter credits)
MHA5010	Strategic Health Care Planning (4 quarter credits)
MHA5012	Organizational Leadership and Governance (4 quarter credits)
MHA5014	Health Care Quality, Risk, and Regulatory Compliance (4 quarter credits)

Total **16 quarter credits**

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

School of Public Service Leadership Academic Offerings, *continued*

Certificate Programs, continued

Interdisciplinary Forensics

The Interdisciplinary Forensics certificate presents a multidisciplinary view of the forensics field and provides a breadth of knowledge applicable to public safety and mental health practitioners. Learners explore the role of research in determining the etiology of and alternative solutions to social problems, the professional and legal standards guiding forensics practice, and the current and emerging science and technology fields that contribute to the dynamic, evolving nature of forensics.

Five Required Courses		**20 quarter credits**
HS5020	Research: A Tool for Forensics Practitioners (4 quarter credits)	
PSF7631	Introduction to Forensics (4 quarter credits)	
PSF7633	The Changing Nature of Forensics (4 quarter credits)	
PSF7635	Proactive Approaches to Forensics (4 quarter credits)	
PSL5020	Forensics Mental Health (4 quarter credits)	
Total		**20 quarter credits**

Nonprofit Management and Leadership

The Nonprofit Management and Leadership certificate is designed for professionals who want to increase their knowledge of the nonprofit sector as it relates to nature, role, and societal impact from local and global perspectives. This certificate addresses fundamental concepts and issues in nonprofit governance, nonprofit history, strategic planning, program evaluation, fund development, fund management, and cross-sector collaboration.

Six Required Courses		**24 quarter credits**
NPM5002	History and Theory of the Nonprofit Sector (4 quarter credits)	
NPM5010	Nonprofit Governance and Accountability (4 quarter credits)	
NPM5014 *	Nonprofit Organizational Performance and Program Evaluation (4 quarter credits)	
NPM5018	Fund Development and Management (4 quarter credits)	
NPM6008 *	Nonprofit Strategic and Operational Planning (4 quarter credits)	
NPM6108	Culture, Collaboration, and Globalization of the Nonprofit Sector (4 quarter credits)	
Total		**24 quarter credits**

Social and Community Services

The Social and Community Services certificate is designed for professionals who desire greater knowledge in the fundamentals of social and community services. The Social and Community Services certificate is not designed to meet licensure requirements for the social work professions.

Four Required Courses		**16 quarter credits**
HS5423	Philosophy of Social Work (4 quarter credits)	
HS5436	Utilization of Community Resources (4 quarter credits)	
HS8447	Applied/Clinical Sociology (4 quarter credits)	
HS8478	The Family in Social Context (4 quarter credits)	
Total		**16 quarter credits**

Concentrations

Fire Service Administration

The Fire Service Administration concentration addresses the historical context of fire service organizations and their expanding role in the post-9/11 environment and includes course work in leadership, logistical development, and strategic planning. The concentration is designed to provide learners with enhanced knowledge and skills necessary for functioning more effectively as emergency service leaders or managers.

Three Required Courses		**12 quarter credits**
PSF7431	Fire Service Organizational Operations (4 quarter credits)	
PSF7433	Contemporary Fire Service Leadership (4 quarter credits)	
PSF7435	Strategic Planning in Fire Service Organizations (4 quarter credits)	
Total		**12 quarter credits**

Forensics

The Forensics concentration presents a multidisciplinary view of the forensics field, emphasizing its foundations in the physical and social sciences and law. The course work includes explorations of the role of varied disciplines in determining the etiology and subsequent alternative solutions to societal problems, the professional and legal standards guiding forensics practice, and the current and emerging sciences and technology fields that contribute to the dynamic, evolving nature of forensics.

Three Required Courses		**12 quarter credits**
PSF7631	Introduction to Forensics (4 quarter credits)	
PSF7633	The Changing Nature of Forensics (4 quarter credits)	
PSF7635	Proactive Approaches to Forensics (4 quarter credits)	
Total		**12 quarter credits**

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

School of Public Service Leadership Academic Offerings, *continued*

Concentrations, continued

Health Policy and Management

The Health Policy and Management concentration builds the knowledge and professional skills of learners from a variety of disciplines in both private and public sectors to effectively develop, implement, and manage health care policies. The concentration curriculum focuses on the issues influencing the direction of health care policy, the political processes that inform health care policy development and change, and the ways strategic planning and operations acknowledge the goals and mandates of health policy.

Three Required Courses		**12 quarter credits**
MHA5030	Health Care Policy Drivers (4 quarter credits)	
MHA5032	Policy and Legislative Development Processes (4 quarter credits)	
MHA5035	Health Policy Influences on the Health Care Environment (4 quarter credits)	
Total		**12 quarter credits**

Homeland Security

The Homeland Security concentration presents the historical context of homeland protection and includes course work in the causes of terrorism, threat and vulnerability analysis, information and intelligence sharing, weapons of mass effect, and collaborative partnerships in homeland security.

Three Required Courses		**12 quarter credits**
PSF7231	Cyberterrorism, Bioterrorism, and Weapons of Mass Effect (4 quarter credits)	
PSF7233	Intelligence Analysis and Forecasting Terrorism (4 quarter credits)	
PSF7235	Homeland Security: A Systems Approach (4 quarter credits)	
Total		**12 quarter credits**

Nonprofit Management and Leadership

The Nonprofit Management and Leadership concentration presents a theoretical and practical foundation of the nonprofit field and includes course work in nonprofit history, theory, governance, accountability, fund development, and fund management. The concentration is designed to strengthen the knowledge and skills needed to evaluate and apply nonprofit management theory to nonprofit leadership practice to enhance the lives and conditions of nonprofit stakeholders, communities, and the general public.

Three Required Courses		**12 quarter credits**
NPM5002	History and Theory of the Nonprofit Sector (4 quarter credits)	
NPM5010	Nonprofit Governance and Accountability (4 quarter credits)	
NPM5014 *	Nonprofit Organizational Performance and Program Evaluation (4 quarter credits)	
Total		**12 quarter credits**

Public Administration

The Public Administration concentration presents a theoretical and practical foundation of the public administration field and includes course work in public administration theory, finance, and policy development and analysis. The concentration is designed to strengthen the knowledge and skills needed to evaluate and apply public policy theory specific to the practice of public administration, assess public funding alternatives and budgetary options, and foster cross-sector collaborations that enhance the lives of individuals and communities.

Three Required Courses		**12 quarter credits**
MPA5400	Public Administration Theory (4 quarter credits)	
MPA5408	Finance and Accounting in Public Administration (4 quarter credits)	
MPA5424	Policy Analysis and Research (4 quarter credits)	
Total		**12 quarter credits**

Public Health

The Public Health concentration introduces learners to public health concepts and includes course work in public health administrative systems; epidemiological research and analysis; and the psychological, behavioral, and social factors affecting individual and population health. The concentration is designed to enhance the knowledge and professional skills of learners from other disciplines to collaborate with public health professionals to meet public health challenges and better serve local, national, and international populations.

Three Required Courses		**12 quarter credits**
MPH5500	Introduction to Public Health Administrative Systems (4 quarter credits)	
MPH5506	Psychological, Behavioral, and Social Issues in Public Health (4 quarter credits)	
MPH5512	Principles of Epidemiology (4 quarter credits)	
Total		**12 quarter credits**

Public Policy Management and Collaborative Governance

The Public Policy Management and Collaborative Governance concentration builds the knowledge and professional skills of learners from a variety of disciplines in both private and public sectors to effectively engage in and foster cross-sector collaborations for creating, implementing, and assessing public policy initiatives. The concentration curriculum focuses on models and tools of public policy making; the ways strategic planning can be used to meet community needs and public values; strategies for initiating and supporting ongoing collaboration among public and private entities involved in public policy implementation; and methods of measuring the quality of collaborative outcomes.

Three Required Courses		**12 quarter credits**
MPA5410	Strategic Management and Planning (4 quarter credits)	
MPA5424	Policy Analysis and Research (4 quarter credits)	
MPA5450	Implementation of Collaborative Governance (4 quarter credits)	
Total		**12 quarter credits**

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

Harold Abel School of Social and Behavioral Sciences

Dave Chapman, PsyD
Dean

A Message from the Dean

Welcome to the Harold Abel School of Social and Behavioral Sciences at Capella University.

The School of Social and Behavioral Sciences is home to three distinct departments: Counseling, Psychology, and Social Work. The doctoral, master's, and certificate programs in each of these departments strive to deliver superior learning experiences and outcomes that are professionally relevant and competency-based.

The Department of Counseling offers advanced programs that provide the academic study and real-world preparation required of today's counseling professionals. These programs include three master's-level counseling degree programs accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP): Marriage and Family Therapy, Mental Health Counseling, and School Counseling.

The Department of Psychology offers programs and specializations for learners interested in academic practice. Learners may choose to pursue graduate psychology specializations in Addiction Psychology; Child and Adolescent Development; Educational Psychology; Evaluation, Research, and Measurement; General Psychology; Industrial/Organizational Psychology; Leadership Coaching Psychology; and Sport Psychology. The Clinical Psychology and Counseling Psychology specializations are designed for learners interested in pursuing careers leading to professional practice. Both the master's School Psychology specialization and the Specialist Certificate in School Psychology are approved with conditions by the National Association of School Psychologists (NASP).

The Department of Social Work offers the Doctor of Social Work degree program, a program that offers experienced practitioners the opportunity to develop the skills and knowledge needed to advance their professional practice and contribute to the social work profession as scholars, teachers, and administrators. The program's emphasis on critical thinking and action research helps prepare its graduates to become scholar-practitioners who integrate theoretical knowledge with relevant experience.

We know that you are embarking an exciting journey as you enter graduate school, and we are committed to offering you a challenging and supportive path to follow to achieve your goal. We are delighted to have you join the Harold Abel School of Social and Behavioral Sciences at Capella University!

Dave Chapman, PsyD
Dean

About the Harold Abel School of Social and Behavioral Sciences

School Mission Statement

The Harold Abel School of Social and Behavioral Sciences aspires to establish high quality learning communities within each of its departments and across the school as a whole. We promote the scholarship and professional achievement of our learners and graduates, through competency-based education and training and innovative programming, in order to improve social systems and individuals.

Department of Counseling Degree Programs

Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior

The Doctor of Philosophy in Advanced Studies in Human Behavior degree program is designed for learners pursuing advanced educational, consultative, or leadership roles in institutional, public, or private settings. Learners engage in a curriculum that emphasizes advanced research and interdisciplinary leadership theory, program development and evaluation, and social influences on the field of human behavior. This degree program is not designed to meet licensure requirements for the counseling, psychology, or social work professions.

Doctor of Philosophy (PhD) in Counselor Education and Supervision

The Doctor of Philosophy in Counselor Education and Supervision degree program offers doctoral preparation for counseling/therapy professionals seeking career advancement within the counseling profession or leadership positions in academic, clinical, and consultative settings. Learners in this degree program develop expertise in graduate-level instruction, clinical supervision, and advanced clinical practice. Successful graduates of this degree program are prepared to pursue positions as counselor educators, supervisors, researchers, and advanced practitioners in academic and clinical settings.

Master of Science (MS) in Addiction Counseling

The Master of Science in Addiction Counseling degree program is designed to prepare learners to pursue careers in mental health counseling or addiction counseling, treatment, and prevention. The program seeks to deliver its curriculum through a dynamic, interactive, and collaborative learning environment and provides learners with a strong theoretical foundation in the field of addiction counseling and knowledge and skills in associated areas of wellness theory and research, relationship building, assessment and treatment, cultural competence, and ethical practice.

Master of Science (MS) in Career Counseling

The Master of Science in Career Counseling degree program is designed to prepare learners to serve as career counselors and leaders who advocate for the personal and professional needs of their clients. The program seeks to deliver its curriculum through a dynamic, interactive, and collaborative learning environment and provides learners with a strong theoretical foundation in the field of career counseling and knowledge and skills in associated areas of workplace emergency and crisis management, wellness theory and research, advocacy and change, leadership, assessment and treatment, cultural competence, and ethical practice.

Master of Science (MS) in Marriage and Family Therapy

The CACREP-accredited Master of Science in Marriage and Family Therapy degree program is designed to prepare learners to serve as marriage and family therapists for a diverse population of clients in various therapeutic settings. The program seeks to deliver its curriculum through a dynamic, interactive, and collaborative learning environment and provides learners with a strong theoretical foundation in the field of marriage and family therapy and knowledge and skills in associated areas of wellness theory and research, relationship building, cultural competence, and ethical practice.

Master of Science (MS) in Mental Health Counseling

The CACREP-accredited Master of Science in Mental Health Counseling degree program is designed to prepare learners to serve as mental health counselors for a diverse population of clients in various therapeutic settings. The program seeks to deliver its curriculum through a dynamic, interactive, and collaborative learning environment and provides learners with a strong theoretical foundation in the field of mental health counseling and knowledge and skills in associated areas of wellness theory and research, relationship building, assessment and treatment, cultural competence, and ethical practice.

Master of Science (MS) in School Counseling

The CACREP-accredited Master of Science in School Counseling degree program is designed to prepare learners to serve as school counselors and leaders who advocate for the personal, educational, and social needs of students. The program seeks to deliver its curriculum through a dynamic, interactive, and collaborative learning environment and provides learners with a strong theoretical foundation in the field of mental health and knowledge and skills in associated areas of wellness theory and research, advocacy and change, leadership, assessment and treatment, cultural competence, and ethical practice.

About the Harold Abel School of Social and Behavioral Sciences, *continued*

Master of Science (MS) in Studies in Human Behavior

The Master of Science in Studies in Human Behavior degree program is designed for behavioral sciences, education, psychology, or social services professionals seeking to advance in their field and those pursuing careers serving public or private social and behavioral services settings. The program emphasizes ethical and multicultural considerations and presents a range of individual and community-based issues associated with human behavior and the advocacy, education, and leadership knowledge and skills to use to address them. This degree program is not designed to meet licensure requirements for the counseling, psychology, or social work professions.

Department of Counseling Certificate Programs

The Department of Counseling certificate programs provide concentrated, discipline-specific knowledge that is directly applicable to human services professionals. Learners may pursue certificate programs in Contemporary Theory in Addictive Behavior, Contemporary Theory in Couple and Family Systems, Contemporary Theory in Mental Health Services, and Diversity Studies.

Department of Psychology Degree Programs

Doctor of Psychology (PsyD)

The Doctor of Psychology (PsyD) degree program is designed to prepare learners for professional psychology practice. Learners pursue a Clinical Psychology specialization during which they engage in a competency-based, scholar-practitioner curriculum that provides them with advanced practice preparation emphasizing the incorporation of scientific knowledge and inquiry into the development, application, and evaluation of ethical and culturally sensitive psychological assessments and interventions. The specialization course work, residency experiences, clinical training, and research are sequential, developmental, and graded in complexity to ensure that successful graduates gain the knowledge, skills, and attitudes needed to form effective professional relationships; conduct appropriate psychological assessments; successfully implement evidence-based interventions; evaluate the outcomes of programs and therapeutic interventions; and engage in supervision, consultation, and advocacy related to the practice of clinical psychology.

Doctor of Philosophy (PhD) in Psychology

The Doctor of Philosophy (PhD) in Psychology degree program provides learners with advanced academic preparation with an emphasis on research and scholarship. Learners pursue a specialization in General Psychology, Addiction Psychology, Educational Psychology, or Industrial/Organizational Psychology during which they engage in a competency-based, scholar-practitioner curriculum that can be applied in a range of fields, including psychology, mental health, education, business, and public policy. Successful graduates of this degree program are prepared to apply psychological principles in areas such as teaching, administration, research, consultation, coaching, management, and leadership.

Master of Science (MS) in Psychology

The Master of Science (MS) in Psychology degree program is designed for individuals seeking entry into the profession of psychology. Learners begin their socialization into the profession by engaging in a competency-based, practitioner-scholar curriculum that emphasizes application of psychological theories, research methods, and ethical principles. Learners may pursue specializations in General Psychology; Child and Adolescent Development; Educational Psychology; Evaluation, Research, and Measurement; Industrial/Organizational Psychology; Leadership Coaching Psychology; Sport Psychology; Clinical Psychology; and Counseling Psychology. Successful graduates of this degree program are prepared to apply psychological and ethical principles in practice or pursue doctoral-level graduate study.

Department of Psychology Certificate Programs

The Department of Psychology offers two certificate programs, a Specialist Certificate in School Psychology and a Play Therapy certificate. The Specialist Certificate in School Psychology is offered in combination with the master's School Psychology specialization and is designed to prepare successful graduates for certification as school psychologists. The Play Therapy certificate is designed for mental health professionals from a variety of backgrounds and specialties who are seeking the academic preparation needed to pursue certification as play therapists.

Harold Abel School of Social and Behavioral Sciences Academic Offerings										
Degree Programs	**Specializations**	**Concentrations**								**Multiple Specializations** (must be within the same degree program)
		Child and Adolescent Development	Coaching Psychology	Consultation Psychology	Family Psychology	Industrial Psychology	Organizational Psychology	Program Evaluation and Measurement	Psychology Teaching and Instruction	
Department of Counseling										
Doctor of Philosophy (PhD) in Counselor Education and Supervision	General Counselor Education and Supervision									
Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior[1]	General Advanced Studies in Human Behavior									
Master of Science (MS) in Addiction Counseling	General Addiction Counseling									
Master of Science (MS) in Career Counseling	General Career Counseling									
Master of Science (MS) in Marriage and Family Therapy	General Marriage and Family Therapy									
Master of Science (MS) in Mental Health Counseling	General Mental Health Counseling									
Master of Science (MS) in School Counseling	General School Counseling									
Master of Science (MS) in Studies in Human Behavior[2]	General Studies in Human Behavior									
Certificate Programs	Contemporary Theory in Addictive Behavior									
	Contemporary Theory in Couple and Family Systems									
	Contemporary Theory in Mental Health Services									
	Diversity Studies									

Harold Abel School of Social and Behavioral Sciences Academic Offerings

Degree Programs	Specializations	Concentrations								Multiple Specializations (must be within the same degree program)
		Child and Adolescent Development	Coaching Psychology	Consultation Psychology	Family Psychology	Industrial Psychology	Organizational Psychology	Program Evaluation and Measurement	Psychology Teaching and Instruction	
Department of Psychology										
Doctor of Psychology (PsyD)	Clinical Psychology									
Doctor of Philosophy (PhD) in Psychology	General Psychology									
	Addiction Psychology[3]									
	Educational Psychology	✓						✓	✓	
	Industrial/Organizational Psychology		✓	✓		✓	✓			
Master of Science (MS) in Psychology	General Psychology				✓					✓
	Child and Adolescent Development									✓
	Educational Psychology									✓
	Evaluation, Research, and Measurement									✓
	Industrial/Organizational Psychology									✓
	Leadership Coaching Psychology									✓
	Sport Psychology									✓
	Clinical Psychology									✓
	Counseling Psychology									✓
	School Psychology									
Certificate Programs	Play Therapy									
	Specialist Certificate in School Psychology									
Department of Social Work										
Doctor of Social Work (DSW)	General Social Work									

1. Review of this program is pending in KY, ND, SC, and TN.
2. Review of this program is pending in ND, SC, and TN.
3. Review of this program is pending in AL, KS, KY, ND, SC, and TN.

About the Harold Abel School of Social and Behavioral Sciences, *continued*

Department of Social Work Degree Program

Doctor of Social Work (DSW)

The Doctor of Social Work degree program is structured as a cohort, and it offers experienced practitioners the opportunity to use the latest technological advancements to develop the knowledge and skills needed to advance their professional practice and contribute to the profession as scholars, teachers, and administrators. The curriculum includes online course work and face-to-face learning experiences and emphasizes critical thinking and action research and encourages learners to incorporate theoretical knowledge with relevant experience. Upon successful completion of this degree program, learners are prepared to advance social well-being and social justice as scholar-practitioners, applying increased knowledge and skills in professional practice, teaching, and administration. Successful graduates of this degree program are prepared to continue in their practice or pursue career opportunities in administration, research, or teaching.

The Doctor of Social Work is structured using a cohort model. Beginning in their first quarter, learners enroll in their courses in a prescribed sequence, progressing through their program with the same group of learners. Earning the DSW as part of a cohort enhances opportunities to gain skills and knowledge and develop professional relationships with other learners.

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.

Multiple Specializations

Multiple specializations are designed to provide learners with knowledge in more than one course of study within an eligible degree program. They lead to the award of a single degree with two or more specializations. Learners enrolled in an eligible degree program may request to be enrolled in additional eligible specializations at any point during their program. The degree and its specializations are awarded simultaneously upon completion of the program requirements for each specialization.

Professional Licensure and Certification

Capella University offers advanced degrees in a number of fields for which professional practice requires licensure or certification by state, local, or professional boards. However, because licensing or certification standards vary, Capella University makes no representation, warranty, or guarantee that successful completion of the degree or certificate program will permit the learner to obtain licensure or certification. Learners who enroll in a Capella University degree program in a field for which professional practice requires any type of licensure or certification are solely responsible for determining and complying with state, local, or professional licensure and certification requirements. These learners are also responsible for taking the steps necessary to satisfy those requirements.

As part of the admission process, Capella University requires all learners in these programs to sign the Licensure Disclosure & Responsibilities Acknowledgement in which they agree that it is their responsibility to understand and comply with licensing and certification laws and regulations. Additional information on professional licensure and certification can be found on iGuide.

Harold Abel School of Social and Behavioral Sciences Academic Offerings

Department of Counseling

Doctor of Philosophy (PhD) in Advanced Studies in Human Behavior Specialization

General Advanced Studies in Human Behavior

The PhD General Advanced Studies in Human Behavior specialization is designed for learners pursuing advanced educational, consultative, or leadership roles in institutional, public, or private settings. Throughout the specialization, learners develop breadth and depth of knowledge in contemporary issues in human behavior, including issues specific to children and adolescents, families, eating disturbances, addictive behaviors, and aging and grief. Learners also focus on the significance of ethics in working with diverse populations in social and behavioral settings. This specialization is not designed to meet licensure requirements for the counseling, psychology, or social work professions.

Residency Requirement(s):

Three four-day colloquia (SHB-R8921, SHB-R8922, SHB-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Twenty-Two Required Courses 92 quarter credits

Core courses:

SHB8002 Advanced Research in Adult Human Development and Behavior (4 quarter credits)
SHB8106 Epistemology of Practice Knowledge (4 quarter credits)
SHB8101 Interdisciplinary Leadership in Social and Behavioral Sciences (4 quarter credits)
SHB8100 * Fundamentals of Social Science Research (4 quarter credits)
SHB8111 * Quantitative Research Methods in Studies in the Human Services (4 quarter credits)
SHB8112 * Advanced Qualitative Research Methods (4 quarter credits)
SHB8113 * Advanced Study in Research Methods (4 quarter credits)
SHB8315 Advanced Program Design (4 quarter credits)
SHB8316 Advanced Program Evaluation (4 quarter credits)

Specialization courses:

SHB8331 Advanced Child and Adolescent Studies (4 quarter credits)
SHB8441 Advanced Ethics and Leadership in Studies in Human Behavior (4 quarter credits)
SHB8478 The Family in Social Context (4 quarter credits)
SHB8551 Advanced Contemporary Issues in Studies in Human Behavior (4 quarter credits)
SHB8725 Human Sexuality (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)
SHB9919 * Doctoral Comprehensive Examination (4 quarter credits)
SHB9920 * Dissertation Courseroom (non-credit)
SHB9921 * Dissertation Research 1 (5 quarter credits)
SHB9922 * Dissertation Research 2 (5 quarter credits)
SHB9923 * Dissertation Research 3 (5 quarter credits)
SHB9924 * Dissertation Research 4 (5 quarter credits)

Seven Elective Courses 28 quarter credits

Choose any graduate course(s).

Total 120 quarter credits

Review of this specialization is pending in KY, ND, SC, and TN.

Doctor of Philosophy (PhD) in Counselor Education and Supervision Specialization

General Counselor Education and Supervision

The General Counselor Education and Supervision doctoral specialization is designed to provide counseling professionals with clinical, teaching, and supervisory skills. Learners build their skills in multiple methods of graduate-level instructional delivery in counseling/therapy, clinical mental health supervision, and leadership and advocacy. Successful graduates are prepared to work as counselor educators, supervisors, researchers, and advanced practitioners in academic and clinical settings. This specialization requires course work and clinical experience.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the General Counselor Education and Supervision specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s):

Three four-day colloquia (CES-R8921, CES-R8922, CES-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Practicum/Internship Experience Requirement(s):

Minimum of 100 practicum hours and 600 internship hours. See the following section, Practicum/Internship Experience, for more information.

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

Harold Abel School of Social and Behavioral Sciences Academic Offerings, *continued*

PhD in Counselor Education and Supervision Specialization, continued

Twenty Required Courses **84 quarter credits**

CES8002 Advanced Research in Adult Human Development and Behavior (4 quarter credits)
CES8756 Advanced Counseling Theories (4 quarter credits)
CES8760 * Advanced Clinical Practice (4 quarter credits)
CES8764 Contemporary Issues in Compulsive and Addictive Behavior Treatment (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)
CES8100 * Fundamentals of Social Science Research (4 quarter credits)
CES8106 * Epistemology of Practice Knowledge (4 quarter credits)
CES8111 * Quantitative Research Methods in the Human Services (4 quarter credits)
CES8112 * Advanced Qualitative Research Methods (4 quarter credits)
CES8113 * Advanced Study in Research Methods (4 quarter credits)

The three courses listed below are 10-week online courses. Each includes specific clinical experiences. Learners must complete prerequisites and clinical experience requirements to be eligible to complete each course in the sequence.

CES8780 * Counselor Education and Supervision Practicum (4 quarter credits)
CES8784 * Counselor Education and Supervision Internship I (4 quarter credits)
CES8785 * Counselor Education and Supervision Internship II (4 quarter credits)

CES9919 * Doctoral Comprehensive Examination (4 quarter credits)
CES9920 * Dissertation Courseroom (non-credit)
CES9921 * Dissertation Research 1 (5 quarter credits)
CES9922 * Dissertation Research 2 (5 quarter credits)
CES9923 * Dissertation Research 3 (5 quarter credits)
CES9924 * Dissertation Research 4 (5 quarter credits)

Additional Required Courses **60 quarter credits**

Graduate course work totaling 60 quarter credits from a CACREP-accredited or CACREP curriculum equivalent master's degree program.

Total **144 quarter credits**

North Carolina residents are currently not eligible to enroll in this specialization.

Practicum/Internship Experience

Doctor of Philosophy learners enrolled in the Counselor Education and Supervision degree program complete professional practice courses as a requirement of their program. The practicum and internship experiences consist of the following online courses and supervised laboratory practice/client interactions:

The **Practicum (CES8780)** is an online course that requires a 100-hour clinical experience. Learners apply the skills developed throughout the course of the program in a counselor education and supervision setting where the practicum is completed.

The **Internships (CES8784 and CES8785)** are two online courses that require 600 total hours of hands-on field experience at an agency/program that provides agreed-upon clinical supervisory/teaching opportunities. The internships represent a significant time of learning and applying clinical supervisory/teaching proficiencies that are critical to the provision of counselor education, supervision, and advanced clinical practice.

Learners should consult the PhD in Counselor Education and Supervision Learner Handbook for details about the practicum/internship experience.

Master of Science (MS) in Addiction Counseling Specialization

General Addiction Counseling

The master's General Addiction Counseling specialization is designed to prepare learners to assume positions in addiction counseling, substance abuse treatment and prevention, and general clinical settings. Built on national standards, the curriculum emphasizes principles of psychopathology and personality disorders; addictive and compulsive behavior assessment, diagnosis, and treatment; intervention; and individual and group counseling. Learners engage in academic study and clinical training during which they demonstrate the established standards and ethics of professional counseling practice, including awareness and sensitivity to the complex mental health needs of a multicultural society. This specialization requires course work and clinical experience.

Personal Suitability and Fitness for the Profession
Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the General Addiction Counseling specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s):
Two six-day residential colloquia (COUN-R5940, COUN-R5941). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Clinical Experience Requirement(s):
Minimum of 100 practicum hours and 600 internship hours. See the following section, Clinical Experience, for more information.

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

Harold Abel School of Social and Behavioral Sciences Academic Offerings, *continued*

MS in Addiction Counseling Specialization, continued

Twenty-Three Required Courses 92 quarter credits

Core courses:

COUN5004	Survey of Research in Human Development for Professional Counselors (4 quarter credits)
COUN5006	Survey of Research Methodology (4 quarter credits)
COUN5106	Assessment, Tests, and Measures (4 quarter credits)
COUN5107 *	Principles of Psychopathology: Diagnosis and Treatment (4 quarter credits)
COUN5214	Theories of Personality (4 quarter credits)
COUN5215	Professional and Scientific Ethics for Counselors/Therapists (4 quarter credits)
COUN5223	Introduction to Mental Health Counseling (4 quarter credits)
COUN5239	Theories of Psychotherapy (4 quarter credits)
COUN5241 *	Group Counseling and Psychotherapy (4 quarter credits)
COUN5279	Life Planning and Career Development (4 quarter credits)
COUN5334	Ethnic and Cultural Awareness (4 quarter credits)

All academic courses listed below are 10-week online courses. Each includes specific residential colloquia or clinical experiences. Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

COUN5940 *	Addiction Counseling Pre-Practicum Course I (4 quarter credits) ***AND***
COUN-R5940 *	Addiction Counseling Residential Colloquium I (non-credit)
COUN5941 *	Addiction Counseling Pre-Practicum Course II (4 quarter credits) ***AND***
COUN-R5941 *	Addiction Counseling Residential Colloquium II (non-credit)
COUN6402 *	Addiction Counseling Clinical Practicum (4 quarter credits)
COUN6431 *	Addiction Counseling Clinical Internship I (4 quarter credits)
COUN6432 *	Addiction Counseling Clinical Internship II (4 quarter credits)

Specialization courses:

COUN5108 *	Foundations of Addictive and Compulsive Behavior (4 quarter credits)
COUN5225	Human Sexuality (4 quarter credits)
COUN5258	Group Therapy and Treatment of Compulsive and Addictive Behaviors (4 quarter credits)
COUN5260	Theories and Models for the Treatment of Addictive and Compulsive Behaviors (4 quarter credits)
COUN5262	Interventions with Substance Abuse and Dependence (4 quarter credits)
COUN5264	Current Issues in Compulsive and Addictive Behavior Treatment (4 quarter credits)
COUN6945 *	Addiction Counseling Integrative Project (4 quarter credits)

Total 92 quarter credits

New York and North Carolina residents are currently not eligible to enroll in this specialization.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is the learners' responsibility to understand and comply with requirements for their state. Where applicable, teachers are advised to contact their school districts as to whether a program may qualify for salary advancement (Washington State learners are advised to go to http://pathway.pesb.wa.gov/outofstate for more information).

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

Master of Science (MS) in Career Counseling Specialization

General Career Counseling

The master's General Career Counseling specialization is designed to prepare learners to assume positions in career counseling and development fields, including program development. The curriculum emphasizes theories and models of career counseling, group counseling, and psychotherapy; career assessment, evaluation, and intervention techniques and instruments; and career counseling in context. Learners engage in academic study and clinical training during which they demonstrate the established standards and ethics of professional counseling practice, including awareness and sensitivity to the complex career counseling and development needs of a multicultural society. This specialization requires course work and clinical experience.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the General Career Counseling specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s):

Two six-day residential colloquia (COUN-R5950, COUN-R5951). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Clinical Experience Requirement(s):

Minimum of 100 practicum hours and 600 internship hours. See the following section, Clinical Experience, for more information.

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

Harold Abel School of Social and Behavioral Sciences Academic Offerings, *continued*

MS in Career Counseling Specialization, continued

Eighteen Required Courses **72 quarter credits**

Core courses:

COUN5004	Survey of Research in Human Development for Professional Counselors (4 quarter credits)
COUN5006	Survey of Research Methodology (4 quarter credits)
COUN5106	Assessment, Tests, and Measures (4 quarter credits)
COUN5215	Professional and Scientific Ethics for Counselors/Therapists (4 quarter credits)
COUN5239	Theories of Psychotherapy (4 quarter credits)
COUN5241 *	Group Counseling and Psychotherapy (4 quarter credits)
COUN5279	Life Planning and Career Development (4 quarter credits)
COUN5334	Ethnic and Cultural Awareness (4 quarter credits)

All academic courses listed below are 10-week online courses. Each includes specific residential colloquia or clinical experiences. Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

COUN5950 *	Career Counseling Pre-Practicum Course I (4 quarter credits) ***AND***
COUN-R5950 *	Career Counseling Residential Colloquium I (non-credit)
COUN5951 *	Career Counseling Pre-Practicum Course II (4 quarter credits) ***AND***
COUN-R5951 *	Career Counseling Residential Colloquium II (non-credit)
COUN6502 *	Career Counseling Clinical Practicum (4 quarter credits)
COUN6531 *	Career Counseling Clinical Internship I (4 quarter credits)
COUN6532 *	Career Counseling Clinical Internship II (4 quarter credits)

Specialization courses:

COUN5290 *	Career Assessment and Evaluation (4 quarter credits)
COUN5291 *	Career Counseling Methods (4 quarter credits)
COUN5292 *	Contextual Dimensions of Career Counseling and Development (4 quarter credits)
COUN5293 *	Organization and Administration in Career Counseling and Development (4 quarter credits)
COUN6955 *	Career Counseling Integrative Project (4 quarter credits)

Total **72 quarter credits**

North Carolina residents are currently not eligible to enroll in this specialization.

Master of Science (MS) in Marriage and Family Therapy Specialization

General Marriage and Family Therapy

The CACREP-accredited master's General Marriage and Family Therapy specialization is designed to prepare learners to assume positions as marriage and family therapists serving individuals, couples, and families in institutional, public, or private practice settings. Built on CACREP counseling standards, the curriculum emphasizes lifecycle and family system dynamics; assessment, diagnosis, and treatment; intervention; and systemic perspectives of working with individuals, couples, and families. Learners engage in academic study and clinical training during which they demonstrate the established standards and ethics of professional counseling practice, including awareness and sensitivity to the complex individual, couple, and family systems needs of a multicultural society. This specialization requires course work and clinical experience.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the General Marriage and Family Therapy specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s):

Two six-day residential colloquia (COUN-R5920, COUN-R5921). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Clinical Experience Requirement(s):

Minimum of 100 practicum hours and 600 internship hours. See the following section, Clinical Experience, for more information.

Twenty-Three Required Courses **92 quarter credits**

Core courses:

COUN5004	Survey of Research in Human Development for Professional Counselors (4 quarter credits)
COUN5006	Survey of Research Methodology (4 quarter credits)
COUN5106	Assessment, Tests, and Measures (4 quarter credits)
COUN5107	Principles of Psychopathology: Diagnosis and Treatment (4 quarter credits)
COUN5108 *	Foundations of Addictive and Compulsive Behavior (4 quarter credits)
COUN5214	Theories of Personality (4 quarter credits)
COUN5220	Introduction to Marriage and Family Therapy (4 quarter credits)
COUN5222	Professional Ethics in Marriage and Family Therapy (4 quarter credits)
COUN5239	Theories of Psychotherapy (4 quarter credits)
COUN5241 *	Group Counseling and Psychotherapy (4 quarter credits)
COUN5279	Life Planning and Career Development (4 quarter credits)
COUN5334	Ethnic and Cultural Awareness (4 quarter credits)

All academic courses listed below are 10-week online courses. Each includes specific residential colloquia or clinical experiences. Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

COUN5920 *	Marriage and Family Therapy Pre-Practicum Course I (4 quarter credits) ***AND***
COUN-R5920 *	Marriage and Family Therapy Residential Colloquium I (non-credit)
COUN5921 *	Marriage and Family Therapy Pre-Practicum Course II (4 quarter credits) ***AND***
COUN-R5921 *	Marriage and Family Therapy Residential Colloquium II (non-credit)
COUN6202 *	Marriage and Family Therapy Clinical Practicum (4 quarter credits)
COUN6231 *	Marriage and Family Therapy Clinical Internship I (4 quarter credits)
COUN6232 *	Marriage and Family Therapy Clinical Internship II (4 quarter credits)

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

Harold Abel School of Social and Behavioral Sciences Academic Offerings, *continued*

MS in Marriage and Family Therapy Specialization, continued

Specialization courses:

COUN5232 *	Systemic Approaches to Gender and Sexuality (4 quarter credits)
COUN5270	Family Therapy Theory and Methods (4 quarter credits)
COUN5271	Marriage and Family Systems (4 quarter credits)
COUN5273 *	Couple and Marital Therapy (4 quarter credits)
COUN5275 *	Utilizing Systemic Approaches: Infancy Through Adolescence (4 quarter credits)
COUN6925 *	Marriage and Family Therapy Integrative Project (4 quarter credits)

Total **92 quarter credits**

New York residents are currently not eligible to enroll in this specialization.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is the learners' responsibility to understand and comply with requirements for their state. Where applicable, teachers are advised to contact their school districts as to whether a program may qualify for salary advancement (Washington State learners are advised to go to http://pathway.pesb.wa.gov/outofstate for more information).

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

Graduates of this specialization are not eligible for licensure in South Carolina. Learners residing in South Carolina should check with the state licensing agency for specific requirements for professional licensure.

Master of Science (MS) in Mental Health Counseling Specialization

General Mental Health Counseling

The CACREP-accredited master's General Mental Health Counseling specialization is designed to prepare learners to assume positions as mental health counselors serving individuals and groups in institutional, public, or private practice settings. Built on CACREP counseling standards, the curriculum emphasizes assessment, diagnosis, and treatment; intervention; and systemic perspectives of working with children and adolescents, couples, and families. Learners engage in academic study and clinical training during which they demonstrate the established standards and ethics of professional counseling practice, including awareness and sensitivity to the complex mental health needs of a multicultural society. This specialization requires course work and clinical experience.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the General Mental Health Counseling specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s):

Two six-day residential colloquia (COUN-R5930, COUN-R5931). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Clinical Experience Requirement(s):

Minimum of 100 practicum hours and 600 internship hours. See the following section, Clinical Experience, for more information.

Twenty-Two Required Courses **88 quarter credits**

Core courses:

COUN5004	Survey of Research in Human Development for Professional Counselors (4 quarter credits)
COUN5006	Survey of Research Methodology (4 quarter credits)
COUN5106	Assessment, Tests, and Measures (4 quarter credits)
COUN5107 *	Principles of Psychopathology: Diagnosis and Treatment (4 quarter credits)
COUN5214	Theories of Personality (4 quarter credits)
COUN5215	Professional and Scientific Ethics for Counselors/Therapists (4 quarter credits)
COUN5223	Introduction to Mental Health Counseling (4 quarter credits)
COUN5239	Theories of Psychotherapy (4 quarter credits)
COUN5241 *	Group Counseling and Psychotherapy (4 quarter credits)
COUN5252	Introspective and Personal Growth Seminar (4 quarter credits)
COUN5279	Life Planning and Career Development (4 quarter credits)
COUN5334	Ethnic and Cultural Awareness (4 quarter credits)

All academic courses listed below are 10-week online courses. Each includes specific residential colloquia or clinical experiences. Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

COUN5930 *	Mental Health Counseling Pre-Practicum Course I (4 quarter credits) ***AND***
COUN-R5930 *	Mental Health Counseling Residential Colloquium I (non-credit)
COUN5931 *	Mental Health Counseling Pre-Practicum Course II (4 quarter credits) ***AND***
COUN-R5931 *	Mental Health Counseling Residential Colloquium II (non-credit)
COUN6302 *	Mental Health Counseling Clinical Practicum (4 quarter credits)
COUN6331 *	Mental Health Counseling Clinical Internship I (4 quarter credits)
COUN6332 *	Mental Health Counseling Clinical Internship II (4 quarter credits)

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

Harold Abel School of Social and Behavioral Sciences Academic Offerings, *continued*

MS in Mental Health Counseling Specialization, continued

Specialization courses:

COUN5108 *	Foundations of Addictive and Compulsive Behavior (4 quarter credits)
COUN5225	Human Sexuality (4 quarter credits)
COUN5254 *	Child and Adolescent Counseling (4 quarter credits)
COUN5271	Marriage and Family Systems (4 quarter credits)
COUN6935 *	Mental Health Counseling Integrative Project (4 quarter credits)

One Elective Course **4 quarter credits**

Choose one from the following courses:

COUN5238	Crisis Assessment and Intervention (4 quarter credits)
COUN5240	Counseling and Guidance with Children (4 quarter credits)
COUN5270	Family Therapy Theory and Methods (4 quarter credits)
COUN6333 *	Counselor Education Clinical Internship III (4 quarter credits)
COUN7503	Academic and Clinical Writing for Counseling (4 quarter credits)

Total **92 quarter credits**

New York residents are currently not eligible to enroll in this specialization.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is the learners' responsibility to understand and comply with requirements for their state. Where applicable, teachers are advised to contact their school districts as to whether a program may qualify for salary advancement (Washington State learners are advised to go to http://pathway.pesb.wa.gov/outofstate for more information).

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

Graduates of this specialization are not eligible for licensure in South Carolina. Learners residing in South Carolina should check with the state licensing agency for specific requirements for professional licensure.

Master of Science (MS) in School Counseling Specialization

General School Counseling

The CACREP-accredited master's General School Counseling specialization is designed to prepare learners to assume positions as school counselors serving a diverse population of students in public or private elementary, middle, and high school settings. Built on national standards and models, the curriculum offers a comprehensive approach to effectively delivering and managing contemporary school counseling programs and emphasizes assessment, diagnosis, and treatment; intervention; individual and group counseling; classroom guidance; consultation and collaboration with parents and school personnel; and advocacy of systemic change in the P–12 environment. Learners engage in academic study and clinical training during which they demonstrate various counseling approaches for working with P–12 children and adolescents. This specialization requires course work and clinical experience.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the General School Counseling specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s):

Two six-day residential colloquia (COUN-R5910, COUN-R5911). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Clinical Experience Requirement(s):

Minimum of 100 practicum hours and 600 internship hours. See the following section, Clinical Experience, for more information.

Eighteen Required Courses **72 quarter credits**

Core courses:

COUN5004	Survey of Research in Human Development for Professional Counselors (4 quarter credits)
COUN5006	Survey of Research Methodology (4 quarter credits)
COUN5106	Assessment, Tests, and Measures (4 quarter credits)
COUN5215	Professional and Scientific Ethics for Counselors/Therapists (4 quarter credits)
COUN5241 *	Group Counseling and Psychotherapy (4 quarter credits)
COUN5279	Life Planning and Career Development (4 quarter credits)
COUN5334	Ethnic and Cultural Awareness (4 quarter credits)

All academic courses listed below are 10-week online courses. Each includes specific residential colloquia or clinical experiences. Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

COUN5910 *	School Counseling Pre-Practicum Course I (4 quarter credits) ***AND***
COUN-R5910 *	School Counseling Residential Colloquium I (non-credit)
COUN5911 *	School Counseling Pre-Practicum Course II (4 quarter credits) ***AND***
COUN-R5911 *	School Counseling Residential Colloquium II (non-credit)
COUN6102 *	School Counseling Clinical Practicum (4 quarter credits)
COUN6131 *	School Counseling Clinical Internship I (4 quarter credits)
COUN6132 *	School Counseling Clinical Internship II (4 quarter credits)

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

Harold Abel School of Social and Behavioral Sciences Academic Offerings, *continued*

MS in School Counseling Specialization, continued

Specialization courses:

ED5700	Foundations of Special Education (4 quarter credits)
COUN5240	Counseling and Guidance with Children (4 quarter credits)
COUN5280	Introduction to School Counseling (4 quarter credits)
COUN5282	Developmental School Counseling and Pupil Services (4 quarter credits)
COUN5338	Crisis Intervention and Emergency Management (4 quarter credits)
COUN6915 *	School Counseling Integrative Project (4 quarter credits)

Total **72 quarter credits**

New York residents are currently not eligible to enroll in this specialization.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is the learners' responsibility to understand and comply with requirements for their state. Where applicable, teachers are advised to contact their school districts as to whether a program may qualify for salary advancement (Washington State learners are advised to go to http://pathway.pesb.wa.gov/outofstate for more information).

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

This specialization has not been reviewed or approved by Pennsylvania; Pennsylvania residents will have to apply and meet requirements for certification as out-of-state candidates.

Clinical Experience

Learners enrolled in Master of Science in Addiction Counseling, Career Counseling, Marriage and Family Therapy, Mental Health Counseling, and School Counseling degree programs complete clinical experience as a requirement of their respective program. The clinical experience consists of the following online courses and supervised residential colloquia:

The Pre-Practicum Courses and accompanying six-day Residential Colloquia **(COUN5940, COUN-R5940, COUN5941, and COUN-R5941 for Addiction Counseling; COUN5950, COUN-R5950, COUN5951, and COUN-R5951 for Career Counseling; COUN5920, COUN-R5920, COUN5921, and COUN-R5921 for Marriage and Family Therapy; COUN5930, COUN-R5930, COUN5931, and COUN-R5931 for Mental Health Counseling; and COUN5910, COUN-R5910, COUN5911, and COUN-R5911 for School Counseling)** are online courses paired with two corresponding pre-practicum laboratories. Each residential colloquium requires 40 contact hours of clinical skill development.

The Clinical Practicum **(COUN6402 for Addiction Counseling; COUN6502 for Career Counseling; COUN6202 for Marriage and Family Therapy; COUN6302 for Mental Health Counseling; and COUN6102 for School Counseling)** is an online course that requires a 100-hour clinical experience. Learners apply the skills developed throughout the course of the program in a mental health or school setting where the practicum is completed.

The Clinical Internships **(COUN6431 and COUN6432 for Addiction Counseling; COUN6531 and COUN6532 for Career Counseling; COUN6231 and COUN6232 for Marriage and Family Therapy; COUN6331 and COUN6332 for Mental Health Counseling; and COUN6131 and COUN6132 for School Counseling)** are two online courses that require 600 total hours of hands-on field experience at an approved school or mental health agency that provides agreed-upon clinical counseling opportunities. Learners may enroll in a third internship course (COUN6333) should they need additional hours. The internships represent a significant time of learning and applying clinical proficiencies that are critical to the provision of addiction counseling; marriage and family therapy; mental health counseling; and school counseling services.

Learners should consult the Counselor Education Clinical Manual for details about the clinical experience.

Master of Science (MS) in Studies in Human Behavior Specialization

General Studies in Human Behavior

The master's General Studies in Human Behavior specialization is designed for behavioral sciences, education, psychology, or social services professionals seeking to advance in their field and those pursuing leadership, management, or consulting positions in public or private social and behavioral sciences settings. Throughout the specialization, learners apply relevant, contemporary human behavior theory and research to the development, evaluation, and leadership of social and behavioral studies programs; employ strategies for critical thinking and writing in the human behavior discipline; develop approaches to providing ethnically and culturally sensitive service, advocacy, and leadership to individuals, groups, and organizations; and demonstrate the established standards and ethics related to professional behavior and service in the human behavior discipline. This specialization is not designed to meet licensure requirements for the counseling, psychology, or social work professions.

Ten Required Courses **40 quarter credits**

Core courses:

SHB5003	Survey of Research in Human Development and Behavior (4 quarter credits)
SHB5006	Survey of Research Methodology (4 quarter credits)
SHB5315	Ethics and Leadership in Studies in Human Behavior (4 quarter credits)
SHB5318	Scope of Studies in Human Behavior (4 quarter credits)
SHB5443	Human Behavior and Diversity (4 quarter credits)

Specialization courses:

SHB5109	Scope of Addictive Behaviors and Eating Disturbances (4 quarter credits)
SHB5314	Program Development and Evaluation (4 quarter credits)
SHB5337	Child and Adolescent Studies (4 quarter credits)
SHB5501	Contemporary Issues in Studies in Human Behavior (4 quarter credits)
SHB5990 *	Studies in Human Behavior Integrative Project (4 quarter credits)

Two Elective Courses **8 quarter credits**

Choose any graduate course(s).

Total **48 quarter credits**

Review of this specialization is pending in ND, SC, and TN.

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

Harold Abel School of Social and Behavioral Sciences Academic Offerings, *continued*

Certificate Programs

Contemporary Theory in Addictive Behavior

The Contemporary Theory in Addictive Behavior certificate is designed for professionals who want to increase their knowledge of substance abuse, addiction, and compulsive behaviors. This certificate is not designed to meet licensure requirements for the counseling professions.

Four Required Courses		16 quarter credits
COUN5258	Group Therapy and Treatment of Compulsive and Addictive Behaviors (4 quarter credits)	
COUN5260	Theories and Models for the Treatment of Addictive and Compulsive Behaviors (4 quarter credits)	
COUN5262	Interventions with Substance Abuse and Dependence (4 quarter credits)	
COUN5264	Current Issues in Compulsive and Addictive Behavior Treatment (4 quarter credits)	
Total		**16 quarter credits**

Contemporary Theory in Couple and Family Systems

The Contemporary Theory in Couple and Family Systems certificate is designed for professionals who want to increase their knowledge of couple and family therapy. This certificate is not designed to meet licensure requirements for the counseling professions.

Four Required Courses		16 quarter credits
COUN5270	Family Therapy Theory and Methods (4 quarter credits)	
COUN5271	Marriage and Family Systems (4 quarter credits)	
COUN5273 *	Couple and Marital Therapy (4 quarter credits)	
COUN8476	Methods of Family Research (4 quarter credits)	
Total		**16 quarter credits**

Contemporary Theory in Mental Health Services

The Contemporary Theory in Mental Health Services certificate is designed for professionals who want to increase their knowledge of assessment and treatment of mental health issues. This certificate is not designed to meet licensure requirements for the counseling professions.

Four Required Courses		16 quarter credits
COUN5107	Principles of Psychopathology: Diagnosis and Treatment (4 quarter credits)	
COUN5214	Theories of Personality (4 quarter credits)	
COUN5215	Professional and Scientific Ethics for Counselors/Therapists (4 quarter credits)	
COUN5223	Introduction to Mental Health Counseling (4 quarter credits)	
Total		**16 quarter credits**

Diversity Studies

The Diversity Studies certificate is designed for professionals who desire greater understanding of ethnic, gender, cultural, and multicultural issues and applications in order to practice in industry, schools, the military, government, and other sectors of American society.

Four Required Courses		16 quarter credits
CST5237	Counseling and Guidance in Diverse Populations (4 quarter credits)	
CST5304	Ethnic and Linguistic Minorities in the Workplace (4 quarter credits)	
CST5500	Multicultural Issues in Health Care (4 quarter credits)	
CST8300	Diversity in the Workplace (4 quarter credits)	
Total		**16 quarter credits**

Department of Psychology

Doctor of Psychology (PsyD) Specialization

Clinical Psychology

Learners in the PsyD Clinical Psychology specialization acquire knowledge of psychology as an academic discipline, including the history and systems of psychology, lifespan development, cognitive/affective psychology, and the biological basis of behavior. The curriculum provides the theoretical tools and skills-based training needed to assess, diagnose, and plan appropriate therapeutic interventions for a variety of populations and emphasizes sensitivity to diversity and the application of ethical principles. Learners enrolled in this specialization typically plan to seek licensure as professional psychologists in their states and therefore must be familiar with the license requirements of their state psychology boards. Other successful graduates pursue careers in research, teaching, program administration, or consulting.

Personal Suitability and Fitness for the Profession
Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators in the PsyD Clinical Psychology specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

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

Harold Abel School of Social and Behavioral Sciences Academic Offerings, *continued*

PsyD Specialization, continued

Degree Requirement(s):

- Learners start the PsyD program on an annual basis by enrolling in PSY8001 in the fall. This course must be completed before enrolling in other courses.
- Learners may transfer a maximum of 15 quarter credits (three courses) toward a PsyD.
- Learners must complete three academic years of full-time enrollment (at least nine quarters during which learners are enrolled in 10 or more quarter credits of course work, exclusive of internship and dissertation courses).
- Learners must complete a minimum of 15 quarter credits at Capella University prior to beginning the year-in-residence.
- Learners must maintain full-time enrollment status during the year-in-residence (i.e., learners must complete a minimum of 40 quarter credits during the five quarters of the year-in-residence).
- Learners must enroll in PSY7540, PSY8220, PSY8230, PSY8240, PSY8310, PSY8315, PSY8330, and PSY8371 during the year-in-residence, in the quarter specified. Learners should refer to the Clinical PsyD Learner Manual for general sequencing guidelines.
- Learners must demonstrate readiness for clinical training by completing all course work and residencies and passing the year-in-residence practicum readiness evaluation.

Residency Requirement(s):

Clinical Psychology year-in-residence. See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see the following section, PsyD Year-in-Residence, and the Clinical Psychology year-in-residence courses.

Clinical Training Requirement(s):

Minimum of 1,000 practicum hours and 2,000 pre-doctoral internship hours. See the following section, PsyD Clinical Training, for more information.

Twenty-Seven Required Courses 135 quarter credits

Core courses:

PSY8001 Orientation to Professional Psychology (5 quarter credits)
PSY7110 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)
PSY7624 ** Advanced Inferential Statistics for Professional Psychology (5 quarter credits)
PSY7657 ** Advanced Quantitative Research Methods 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)
PSY8315 Research in Psychotherapy and Empirically Supported Treatments (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 two 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)

PSY8401 * Internship I (5 quarter credits)
PSY8402 * Internship II (5 quarter credits)
PSY8403 * Internship III (5 quarter credits)
PSY8404 * Internship IV (5 quarter credits)
PSY9919 * Doctoral Comprehensive Examination (5 quarter credits)
PSY9920 * Dissertation Courseroom (non-credit)
PSY9921 * Dissertation Research 1 (5 quarter credits)
PSY9922 * Dissertation Research 2 (5 quarter credits)
PSY9923 * Dissertation Research 3 (5 quarter credits)
PSY9924 * Dissertation Research 4 (5 quarter credits)

Two Elective Courses 10 quarter credits

Choose any graduate course(s).

Total 145 quarter credits

New York and North Carolina residents are currently not eligible to enroll in this specialization.

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

Courses without a PSY designation may be worth fewer than five quarter credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Social and Behavioral Sciences can be used as an option to complete the total required credits needed for graduation.

Check state licensure requirements. The license to practice as a professional psychologist is regulated independently in each state or province. Learners who intend to seek licensure or certification should check the program requirements in the state or province in which they hope to practice. This program is not accredited by the American Psychological Association (APA).

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

Harold Abel School of Social and Behavioral Sciences Academic Offerings, *continued*

PsyD Year-in-Residence

The residency requirement for the PsyD degree program is satisfied by completion of the Clincial Psychology year-in-residence.

The Clinical Psychology year-in-residence requires the following:

- Learners must complete a minimum of 15 quarter credits at Capella University prior to beginning the year-in-residence.
- Learners must maintain full-time enrollment status during the year-in-residence (i.e., learners must complete a minimum of 40 quarter credits during the five quarters of the year-in-residence).
- Learners must enroll in PSY7540, PSY8220, PSY8230, PSY8240, PSY8310, PSY8315, PSY8330, and PSY8371 during the year-in-residence, in the quarter specified. Learners should refer to the Clinical PsyD Learner Manual for general sequencing guidelines.
- Learners must demonstrate readiness for clinical training by completing all coursework and residencies and passing the year-in-residence practicum readiness evaluation.
- Learners must complete no fewer than 1,250 hours of psychological study, training, and interaction with faculty and other graduate psychology learners during the year-in-residence. These hours are divided as follows:

A. Learners complete at least 500 hours of formally scheduled face-to-face instruction with PsyD Clinical Psychology specialization faculty and learners. During the year-in-residence, learners develop the attitudes, behaviors, and knowledge necessary for professional psychology practice, with competency in relationship building, intervention, assessment, research evaluation and application, supervision, consultation and advocacy, and ethics and diversity. The 500 hours of formally scheduled meetings of the year-in-residence take place over a period not to exceed 13 months and include the following main components, which are taken in the following sequence:

  – Learners begin the Clinical Psychology year-in-residence with the first two-week extended seminar (PSY-R8301–PSY-R8304), typically scheduled in June.
  – Learners complete eight consecutive weekends-in-residence (PSY-R8305–PSY-R8312), typically scheduled August through March.
  – Learners complete the Clinical Psychology year-in-residence with the final two-week extended seminar (PSY-R8313–PSY-R8316), typically scheduled in June.

B. Learners complete at least 100 additional hours of informal face-to-face meetings with other psychologists and psychology learners (both inside and outside of the school), engaging in discussion, research, study, or other scholarly activities commonly associated with doctoral professional psychology training. These additional hours, which must be documented in a way approved by the director of residency training and the chair of the PsyD Clinical Psychology specialization, include the following:

  – At least 25 hours of face-to-face scholarly activities with fellow learners that should take place outside of formally scheduled events and meetings.
  – At least 25 hours of face-to-face scholarly activities with faculty members or practicing psychologists (who do not need to be affiliated with the school), outside of formally scheduled events and meetings.
  – At least 50 hours of direct engagement in professional societies or organizations dedicated to the promotion of the profession and practice of psychology.
  – At least 650 hours of direct engagement in the scholarly study of clinical psychology. "Direct engagement in scholarly study" is defined as participation in the courseroom; course-required or course-related research, reading, writing, or skills practice; and any other activities approved by an instructor of a psychology course.

The Clinical Psychology year-in-residence has three fundamental objectives.

1. Learners engage in face-to-face training and practice opportunities for skills development needed to demonstrate readiness for clinical training and independent practice. Learners develop competency in relationship building; diagnostic interviewing; case formulation; treatment planning; crisis intervention and risk assessment; adult and child cognitive, achievement, and adaptive functioning assessment; personality assessment; report writing and case discussion; measuring treatment and program effectiveness; and implementing psychotherapy. The demonstration of competency is linked to a determination of the learner's readiness for clinical training, which is evaluated throughout the year-in-residence.
2. Learners develop a network of relationships within the psychological community that promotes their identification with the profession of psychology and development of an attitude of lifelong learning and reflective practice. By preparing and giving presentations, participating in workshop activities and informal social and intellectual discussions with other learners and faculty, and creating advising and mentoring opportunities with resident faculty members, learners participate in the range of academic and intellectual activities common to departmental life in all programs in psychology.
3. Learners demonstrate the attitudes, behaviors, knowledge, and ethical characteristics congruent with the role and identity of the professional psychologist.

For more detailed information on residencies, learners should refer to their specialization manual.

Harold Abel School of Social and Behavioral Sciences Academic Offerings, *continued*

PsyD Clinical Training

Overview of Practicum

The practicum is a training experience that occurs in the second or third year of the program and provides the opportunity for learners to receive professional clinical training. Practicum is a part-time, on-site commitment that takes place over six months to one calendar year and includes enrollment in the accompanying practicum courses.

All practicum learners must follow the practicum application process and completion guidelines stated in the most current manual, available on iGuide. Learners are also required to locate and arrange their own practicum sites, which must be approved by the director of clinical training.

Practicum Requirements

- Approved practicum application.
- Part-time site placement with a minimum of 1,000 hours and course work in PSY8392 and PSY8394. These courses must be completed sequentially over a six-month to one-year period.

Overview of Internship

The pre-doctoral internship occurs in the final years of the PsyD degree program and is the last opportunity for learners to gain professional clinical experience prior to the granting of the degree. Internship is a full-time, on-site commitment (2,000 hours) that takes place over a calendar year and includes enrollment in the accompanying internship courses. The pre-doctoral internship is viewed critically by licensing boards and future employers. All PsyD Clinical Psychology specialization learners are required to apply for internship through the Association of Psychology Postdoctoral and Internship Centers (APPIC). APPIC is not an accrediting body, but it is widely recognized as an organization that establishes minimum standards of internship training in areas including but not limited to: supervision, didactic training, and staffing. Obtaining an internship through the APPIC match is a competitive process that may involve relocating for the year of the internship. Additional information about the APPIC process can be found at www.appic.org.

All internship learners must follow the internship application process and completion guidelines stated in the most current manual, available on iGuide. Learners are also required to locate and arrange their own internship sites, which must be approved by the director of clinical training.

Internship Requirements

- Learner demonstrates readiness for internship.
- Approved internship application.
- Full-time site placement with a minimum of 2,000 hours and course work in PSY8401, PSY8402, PSY8403, and PSY8404. These courses must be completed sequentially over a one-year period.

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 Philosophy (PhD) in Psychology Specializations

General Psychology

The doctoral General Psychology specialization is for learners who want flexibility in designing a program based on their professional interests. Learners may use their electives to focus their course work in an established area of study such as health psychology, design an individualized area of psychology study, or design an interdisciplinary area of study that blends psychology with education, business, and other graduate-level courses. 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 four-day colloquia (PSY-R8921, PSY-R8922, PSY-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see the following section, PhD Psychology Residencies, and each graduate school's residency courses.

Seventeen Required Courses 85 quarter credits

Core courses:

PSY8002	Orientation to Doctoral Learning in Psychology (5 quarter credits)
PSY7110	History and Systems of Psychology (5 quarter credits)
PSY7210	Lifespan Development (5 quarter credits)
PSY7615	Data Analysis with IBM SPSS (5 quarter credits)
PSY7520	Social Psychology (5 quarter credits)
PSY7543 *	Ethics and Multicultural Issues in Psychology (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)
PSY7625 **	Advanced Inferential Statistics (5 quarter credits)
PSY7630	Qualitative Analysis (5 quarter credits)
PSY7656 **	Advanced Research Methods (5 quarter credits)

Specialization courses:

PSY7635 *	Advanced Qualitative Analysis (5 quarter credits)
PSY7626 *	Multivariate Statistics: Theory and Application (5 quarter credits)
PSY9919 *	Doctoral Comprehensive Examination (5 quarter credits)
PSY9920 *	Dissertation Courseroom (non-credit)
PSY9921 *	Dissertation Research 1 (5 quarter credits)
PSY9922 *	Dissertation Research 2 (5 quarter credits)
PSY9923 *	Dissertation Research 3 (5 quarter credits)
PSY9924 *	Dissertation Research 4 (5 quarter credits)

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

Harold Abel School of Social and Behavioral Sciences Academic Offerings, *continued*

PhD in Psychology Specializations, continued

Seven Elective Courses **35 quarter credits**

Choose any graduate course(s).

OR

Choose seven courses from the following recommended focus area:

For a health psychology focus, recommended electives include:

PSY7320 * Advanced Biological Psychology (5 quarter credits)
PSY7330 * Psychopharmacology (5 quarter credits)
PSY8610 Principles of Health Psychology (5 quarter credits)
PSY8630 Health Care Delivery (5 quarter credits)
PSY8640 Community Psychology (5 quarter credits)
PSY8650 Innovative Health Care Practices (5 quarter credits)
PSY8660 Coping with Chronic Physical Illness (5 quarter credits)
PSY8670 Cognitive/Affective Basis of Physical Illness (5 quarter credits)

Total **120 quarter credits**

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

Courses without a PSY designation may be worth fewer than five quarter credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Social and Behavioral Sciences can be used as an option to complete the total required credits needed for graduation.

Addiction Psychology

The doctoral Addiction Psychology specialization is designed for experienced professionals seeking to serve as academic, research, or administrative leaders in the addiction psychology field. Learners integrate addiction theory and research with practice and focus on developing expertise in functional areas, including addiction research, prevention and treatment, and program design and evaluation. Upon successful completion of this specialization, learners are prepared to pursue advanced careers as teachers; researchers; program developers, managers, or evaluators; supervisors; or consultants within the field of addiction psychology. The requirements for this specialization are not designed to prepare graduates for licensure as professional counselors or psychologists.

Residency Requirement(s):

Three four-day colloquia (PSY-R8921, PSY-R8922, PSY-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see the following section, PhD Psychology Residencies, and each graduate school's residency courses.

Twenty-Two Required Courses **110 quarter credits**

Core courses:

PSY8002 Orientation to Doctoral Learning in Psychology (5 quarter credits)
PSY7110 History and Systems of 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)
PSY7615 Data Analysis with IBM SPSS (5 quarter credits)
PSY7625 ** Advanced Inferential Statistics (5 quarter credits)
PSY7635 ** Advanced Qualitative Analysis (5 quarter credits)
PSY7656 ** Advanced Research Methods (5 quarter credits)

Specialization courses:

PSY8405 * Practical Psychopharmacology in Addiction Treatment (5 quarter credits)
PSY8415 ** Substance-Use Program Design (5 quarter credits)
PSY8420 * Multicultural Issues in Addiction (5 quarter credits)
PSY8430 Issues and Trends in Addiction-Related Treatments (5 quarter credits)
PSY8445 * Addiction Research (5 quarter credits)
PSY8465 ** Addiction Programs for Complex Cases (5 quarter credits)
PSY8475 Systems Approaches to Addiction Prevention and Treatment (5 quarter credits)
PSY8485 Behaviors with Addictive Features (5 quarter credits)
PSY9919 * Doctoral Comprehensive Examination (5 quarter credits)
PSY9920 * Dissertation Courseroom (non-credit)
PSY9921 * Dissertation Research 1 (5 quarter credits)
PSY9922 * Dissertation Research 2 (5 quarter credits)
PSY9923 * Dissertation Research 3 (5 quarter credits)
PSY9924 * Dissertation Research 4 (5 quarter credits)

Two Elective Courses **10 quarter credits**

Recommended elective courses:

PSY7626 * Multivariate Statistics: Theory and Application (5 quarter credits)
PSY7660 * Survey Construction and Administration (5 quarter credits)
PSY8330 Ethics and Standards of Professional Practice (5 quarter credits)
PSY8750 Managing Psychological Services (5 quarter credits)
PSY8763 * Program Evaluation (5 quarter credits)

OR

Choose any graduate Psychology courses.

Total **120 quarter credits**

Review of this specialization is pending in AL, KS, KY, ND, SC, and TN.

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

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

Harold Abel School of Social and Behavioral Sciences Academic Offerings, *continued*

PhD in Psychology Specializations, continued

Educational Psychology

Doctoral learners in this specialization acquire a broad base of knowledge associated with learning, cognition, instruction, development, and research. Core course work provides a foundation of the science of psychology, and specialization course work provides depth within the discipline of educational psychology. Learners may choose a concentration within their specialization courses. Concentrations include Program Evaluation and Measurement, Psychology Teaching and Instruction, and Child and Adolescent Development. Successful graduates of this specialization are prepared to pursue careers in teaching and instruction; higher education; corporate and military educational training; child, adolescent, and adult development; instructional technology; test construction; learning evaluation; program evaluation; or research. These specialization requirements are not intended to prepare graduates for licensure as a professional counselor or licensed psychologist.

Program Evaluation and Measurement concentration

The Program Evaluation and Measurement concentration is appropriate for learners interested in the systematic evaluation of public and private organizations including their members, programs, projects, and policies. Learners focus on the methods used to plan reliable, valid, and ethical program evaluations and ways to create and select appropriate data collection instruments, gather and analyze data, and effectively communicate results to organization members and other stakeholders.

Psychology Teaching and Instruction concentration

The Psychology Teaching and Instruction concentration is appropriate for learners interested in teaching educational psychology in traditional and online postsecondary environments. Learners focus on the content parameters, theoretical foundations, research practices, and professional applications necessary for effective teaching in the field.

Child and Adolescent Development concentration

The Child and Adolescent Development concentration is appropriate for learners interested in the theories and research associated with child and adolescent development, from conception through puberty. Learners focus on physical, cognitive, psychosocial, and moral development in infants, children, and adolescents and the roles those developments relate to families, society, education, social services, and public policy.

Residency Requirement(s):

Three four-day colloquia (PSY-R8921, PSY-R8922, PSY-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see the following section, PhD Psychology Residencies, and each graduate school's residency courses.

Twenty-Two Required Courses 110 quarter credits

Core courses:

PSY8002 Orientation to Doctoral Learning in Psychology (5 quarter credits)
PSY7110 History and Systems of 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)
PSY7615 Data Analysis with IBM SPSS (5 quarter credits)
PSY7625 ** Advanced Inferential Statistics (5 quarter credits)
PSY7656 ** Advanced Research Methods (5 quarter credits)

Specialization courses:

PSY7421 Cognitive/Affective Psychology (5 quarter credits)
PSY7626 * Multivariate Statistics: Theory and Application (5 quarter credits)
PSY7630 Qualitative Analysis (5 quarter credits)
PSY7635 * Advanced Qualitative Analysis (5 quarter credits)
PSY8100 * Principles of Educational Psychology (5 quarter credits)
PSY9919 * Doctoral Comprehensive Examination (5 quarter credits)
PSY9920 * Dissertation Courseroom (non-credit)
PSY9921 * Dissertation Research 1 (5 quarter credits)
PSY9922 * Dissertation Research 2 (5 quarter credits)
PSY9923 * Dissertation Research 3 (5 quarter credits)
PSY9924 * Dissertation Research 4 (5 quarter credits)

In addition, choose one of the following recommended Educational Psychology concentrations:

For a Program Evaluation and Measurement concentration:

PSY7610 Tests and Measurements (5 quarter credits)
PSY7660 * Survey Construction and Administration (5 quarter credits)
PSY8763 * Program Evaluation (5 quarter credits)
PSY8765 * Testing and Assessment in Workplace Psychology (5 quarter credits)

For a Psychology Teaching and Instruction concentration:

PSY8110 Teaching Psychology (5 quarter credits)
PSY8170 * Principles of Instructional Design (5 quarter credits)
PSY8130 Adult Learner in the Classroom (5 quarter credits)
PSY8361 * Online Teaching in Psychology Practicum (5 quarter credits)

For a Child and Adolescent Development concentration:

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)

OR

Choose four from the following courses:

PSY6010 Human Prenatal Development (5 quarter credits)
PSY6020 * Topics in Child and Adolescent Development (5 quarter credits)
PSY7220 Child Psychology (5 quarter credits)
PSY7230 Adolescent Psychology (5 quarter credits)
PSY7610 Tests and Measurements (5 quarter credits)
PSY7660 * Survey Construction and Administration (5 quarter credits)
PSY8110 Teaching Psychology (5 quarter credits)
PSY8120 Computer-Mediated Instruction/Learning (5 quarter credits)
PSY8130 Adult Learner in the Classroom (5 quarter credits)
PSY8170 Principles of Instructional Design (5 quarter credits)
PSY8361 * Online Teaching in Psychology Practicum (5 quarter credits)
PSY8763 * Program Evaluation (5 quarter credits)
PSY8765 * Testing and Assessment in Workplace Psychology (5 quarter credits)

Two Elective Courses 10 quarter credits

Choose any graduate course(s).

Total 120 quarter credits

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

Courses without a PSY designation may be worth fewer than five quarter credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Social and Behavioral Sciences can be used as an option to complete the total required credits needed for graduation.

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

Harold Abel School of Social and Behavioral Sciences Academic Offerings, *continued*

PhD in Psychology Specializations, continued

Industrial/Organizational Psychology

The doctoral specialization in Industrial/Organizational Psychology is for learners interested in the structure of psychology in the workplace and other organizational settings. Learners may choose a concentration within their specialization courses. Concentrations include Industrial Psychology, Organizational Psychology, Coaching Psychology, and Consultation Psychology. Learners in this specialization are interested in leader development, coaching psychology, group and team dynamics, organizational change management, systems planning, industrial/ organizational assessment, employee motivation/ performance improvement, strategic planning, professional development and administrative and human resource management (including employee support services). Doctoral graduates typically pursue positions as consultants to organizations, including government, higher education, and scientific research. These specialization requirements are not intended to prepare graduates for licensure as a professional counselor of psychologist.

Industrial Psychology concentration
The Industrial Psychology concentration emphasizes application of psychological principles and constructs in the workplace and other organizational settings. Learners examine selection, evaluation, performance appraisal, and human factors.

Organizational Psychology concentration
The Organizational Psychology concentration emphasizes application of psychological principles and constructs in the workplace and other organizational settings. Learners examine coaching, leadership, motivation, group processes, organizational development, and organizational performance.

Coaching Psychology concentration
The Coaching Psychology concentration emphasizes application of coaching psychology theories and research. Learners examine various approaches to coaching psychology and focus on integrating theory with research when applying them.

Consultation Psychology concentration
The Consultation Psychology concentration emphasizes application of consultation psychology theories and research. Learners assess and apply appropriate industrial/organizational interventions and consulting skills in the workplace and explore the ethical and cultural components of consultation.

Residency Requirement(s):
Three four-day colloquia (PSY-R8921, PSY-R8922, PSY-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see the following section, PhD Psychology Residencies, and each graduate school's residency courses.

Twenty-Four Required Courses 120 quarter credits

Core courses:

PSY8002 Orientation to Doctoral Learning in Psychology (5 quarter credits)
PSY7210 Lifespan Development (5 quarter credits)
PSY7110 History and Systems of Psychology (5 quarter credits)
PSY7520 Social Psychology (5 quarter credits)
PSY7543 * Ethics and Multicultural Issues in Psychology (5 quarter credits)
PSY7610 Tests and Measurements (5 quarter credits)
PSY7630 Qualitative Analysis (5 quarter credits)
PSY7625 ** Advanced Inferential Statistics (5 quarter credits)
PSY7656 ** Advanced Research Methods (5 quarter credits)

Specialization courses:

PSY8711 Principles of Industrial/Organizational Psychology (5 quarter credits)
PSY8720 Psychology of Leadership (5 quarter credits)
PSY8730 Consultation Psychology (5 quarter credits)
PSY8740 Psychology Practices in Personnel and Human Resource Management (5 quarter credits)
PSY8765 * Testing and Assessment in Workplace Psychology (5 quarter credits)
PSY8768 * Theory and Practice of Psychological Coaching (5 quarter credits)
PSY9919 * Doctoral Comprehensive Examination (5 quarter credits)
PSY9920 * Dissertation Courseroom (non-credit)
PSY9921 * Dissertation Research 1 (5 quarter credits)
PSY9922 * Dissertation Research 2 (5 quarter credits)
PSY9923 * Dissertation Research 3 (5 quarter credits)
PSY9924 * Dissertation Research 4 (5 quarter credits)

In addition, choose one of the following recommended Industrial/Organizational Psychology concentrations:

For an Industrial Psychology concentration:

PSY7670 * Psychological Principles of Strategic Planning (5 quarter credits)
PSY8785 Compensation and Benefits Planning Psychology (5 quarter credits)
PSY8780 Psychology of Organizational Ergonomics in the Workplace (5 quarter credits)
PSY8795 Psychology of Health and Stress in Organizations (5 quarter credits)

For an Organizational Psychology concentration:

PSY8770 Psychology of Motivation and Performance (5 quarter credits)
PSY7550 * Process of Professional Development (5 quarter credits)
PSY7530 Psychology of Group Dynamics (5 quarter credits)
PSY8721 * Introduction to Business Practices for Psychologists (5 quarter credits)

For a Coaching Psychology concentration:

PSY7510 Psychology of Personality (5 quarter credits)
PSY8770 Psychology of Motivation and Performance (5 quarter credits)
PSY8721 * Introduction to Business Practices for Psychologists (5 quarter credits)
PSY8162 Career Counseling Theory (5 quarter credits)

For a Consultation Psychology concentration:

PSY8770 Psychology of Motivation and Performance (5 quarter credits)
PSY8721 * Introduction to Business Practices for Psychologists (5 quarter credits)
PSY7530 Psychology of Group Dynamics (5 quarter credits)
PSY7670 * Psychological Principles of Strategic Planning (5 quarter credits)

OR

Choose four from the following courses:

PSY7510 Psychology of Personality (5 quarter credits)
PSY7530 Psychology of Group Dynamics (5 quarter credits)
PSY7550 * Process of Professional Development (5 quarter credits)
PSY7670 * Psychological Principles of Strategic Planning (5 quarter credits)
PSY8162 Career Counseling Theory (5 quarter credits)
PSY8721 * Introduction to Business Practices for Psychologists (5 quarter credits)
PSY8770 Psychology of Motivation and Performance (5 quarter credits)
PSY8780 Psychology of Organizational Ergonomics in the Workplace (5 quarter credits)
PSY8785 Compensation and Benefits Planning Psychology (5 quarter credits)
PSY8795 Psychology of Health and Stress in Organizations (5 quarter credits)

OR

Choose any graduate course(s).

Total **120 quarter credits**

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

Courses without a PSY designation may be worth fewer than five quarter credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Social and Behavioral Sciences can be used as an option to complete the total required credits needed for graduation.

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

Harold Abel School of Social and Behavioral Sciences Academic Offerings, *continued*

PhD Psychology Residencies

The residency requirement for the PhD specializations is satisfied by completion of three four-day colloquia (Track 1, Track 2, and Track 3). Learners are required to complete one colloquium each year for the first three years of their program.

The following content areas are covered at each of the PhD colloquia:
Area 1: Development of scholar-practitioners
Area 2: Critical analysis skills
Area 3: Research skills
Area 4: Professional communication skills
Area 5: Development of learning communities
Area 6: Psychology-specific content and offerings

These content areas offer sequenced workshops, with Track 1 offering foundational labs in the six areas, Track 2 offering intermediate labs in the six areas, and Track 3 offering advanced labs in the six areas. School-specific topics addressed at residential colloquia include critical thinking and analysis, quantitative and qualitative analysis, research design, research ethics, the product and process of the comprehensive examination and dissertation, and trends in psychology.

Through residencies, learners gain a stronger sense of academic community by networking and discussing research, course work, and projects face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of critical thinking and integrated knowledge to professional and research issues.

For more detailed information on residencies, learners should refer to their specialization manual.

Master of Science (MS) in Psychology Specializations

General Psychology

The General Psychology specialization offers master's learners flexibility in designing and personalizing their degree program. Learners explore the psychology curriculum and may choose to pursue a Family Psychology concentration within their elective courses. The requirements for this specialization are not intended to prepare graduates for licensure as professional counselors or psychologists.

Family Psychology concentration
The Family Psychology concentration emphasizes the family development process and the historical role of the family through an exploration of family systems theory and current family psychology research. Learners examine the thoughts, emotions, and behaviors of individuals; couples; and nuclear, extended, and non-traditional families in relationships and the broader environments in which they function.

Ten Required Courses — 50 quarter credits

PSY5002	Orientation to Graduate Learning in Psychology (5 quarter credits)
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)
PSY7610	Tests and Measurements (5 quarter credits)
PSY7620	Inferential Statistics (5 quarter credits)
PSY7650	Research Methods (5 quarter credits)
PSY5201 *	Integrative Project for Master's Degree in Psychology (5 quarter credits)

Three Elective Courses — 15 quarter credits
Choose any graduate course(s).
OR
For a Family Psychology concentration:

PSY6505 *	Principles of Family Psychology (5 quarter credits)

AND
Choose two from the following courses:

PSY6510	Family Systems Theories (5 quarter credits)
PSY6540	Current Issues and Methods in Family Research (5 quarter credits)
PSY6545	Couples Within Family Psychology (5 quarter credits)

Total — 65 quarter credits

Courses without a PSY designation may be worth fewer than five quarter credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Social and Behavioral Sciences can be used as an option to complete the total required credits needed for graduation.

Child and Adolescent Development

The master's Child and Adolescent Development specialization provides learners with the knowledge, theory, and best practices needed to promote and support the growth and development of children and adolescents. Specialization topics include prenatal, child, and adolescent development; physical and mental health; and social and educational issues related to child and adolescent development. Upon successful completion of this specialization, learners are prepared to pursue careers in education, human services, health care, social services, or other settings in which knowledge of child and adolescent development would be an asset or job prerequisite. The requirements for this specialization are not designed to prepare graduates for licensure as professional counselors or psychologists.

Twelve Required Courses — 60 quarter credits
Core courses:

PSY5002	Orientation to Graduate Learning in 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)
PSY7610	Tests and Measurements (5 quarter credits)
PSY7620	Inferential Statistics (5 quarter credits)
PSY7650	Research Methods (5 quarter credits)

Specialization 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)
PSY5201 *	Integrative Project for Master's Degree in Psychology (5 quarter credits)

One Elective Course — 5 quarter credits
Choose any graduate course(s).

Total — 65 quarter credits

Courses without a PSY designation may be worth fewer than five quarter credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Social and Behavioral Sciences can be used as an option to complete the total required credits needed for graduation.

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

Harold Abel School of Social and Behavioral Sciences Academic Offerings, *continued*

MS in Psychology Specializations, continued

Educational Psychology

The master's Educational Psychology specialization offers learners the opportunity to strengthen their credentials needed to pursue careers in public education and instruction, lifespan development from early childhood through late adulthood, educational technology, and prepare for doctoral study in psychology and other related disciplines. Specialization outcomes allow learners to gain knowledge and skills in the application of learning, human development and socialization, educational psychology, ethics, tests and measurements, and basic statistics and research methods. These specialization requirements are not intended to prepare graduates for licensure as a professional counselor or psychologist.

Eleven Required Courses **55 quarter credits**

Core courses:

PSY5002 Orientation to Graduate Learning in Psychology (5 quarter credits)
PSY7210 Lifespan Development (5 quarter credits)
PSY7411 Learning Theories in Psychology (5 quarter credits)
PSY7520 Social Psychology (5 quarter credits)
PSY7543 * Ethics and Multicultural Issues in Psychology (5 quarter credits)
PSY7610 Tests and Measurements (5 quarter credits)
PSY7620 Inferential Statistics (5 quarter credits)
PSY7650 Research Methods (5 quarter credits)

Specialization courses:

PSY7615 Data Analysis with IBM SPSS (5 quarter credits)
PSY8100 * Principles of Educational Psychology (5 quarter credits)
PSY5201 * Integrative Project for Master's Degree in Psychology (5 quarter credits)

Two Elective Courses **10 quarter credits**

Choose any graduate course(s).

Total **65 quarter credits**

Courses without a PSY designation may be worth fewer than five quarter credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Social and Behavioral Sciences can be used as an option to complete the total required credits needed for graduation.

Evaluation, Research, and Measurement

The master's specialization in Evaluation, Research, and Measurement facilitates the development of learners as professionals who assist individuals and organizations with planning and decision making. Specialization topics include program evaluation, statistics, research methodology, and tests and measurements. Upon successful completion of this specialization, learners are prepared to pursue careers in program evaluation, research, measurement, test construction, or data collection and analysis in a variety of organizations, including research and assessment, and credentialing and accreditation agencies. The requirements for this specialization are not designed to prepare graduates for licensure as professional counselors or psychologists.

Thirteen Required Courses **65 quarter credits**

Core courses:

PSY5002 Orientation to Graduate Learning in Psychology (5 quarter credits)
PSY7210 Lifespan Development (5 quarter credits)
PSY7543 * Ethics and Multicultural Issues in Psychology (5 quarter credits)
PSY7610 Tests and Measurements (5 quarter credits)
PSY7620 Inferential Statistics (5 quarter credits)
PSY7650 Research Methods (5 quarter credits)

Specialization courses:

PSY7615 Data Analysis with IBM SPSS (5 quarter credits)
PSY7625 * Advanced Inferential Statistics (5 quarter credits)
PSY7626 * Multivariate Statistics: Theory and Application (5 quarter credits)
PSY7657 * Advanced Quantitative Research Methods for Professional Psychology (5 quarter credits)
PSY7660 * Survey Construction and Administration (5 quarter credits)
PSY8763 * Program Evaluation (5 quarter credits)
PSY5201 * Integrative Project for Master's Degree in Psychology (5 quarter credits)

Total **65 quarter credits**

Industrial/Organizational Psychology

Master's learners interested in the application of industrial/organizational behavior principles and research found in the workplace and other organizational settings choose this specialization. Learners explore the application of leadership theories, group development, motivation and workplace performance, conflict resolution, and organizational processes in pursuit of entry-level to mid-management positions in business services, consulting, human resources, teaching, training and development, and organizational administration. These specialization requirements are not intended to prepare graduates for licensure as a professional counselor or psychologist.

Twelve Required Courses **60 quarter credits**

Core courses:

PSY5002 Orientation to Graduate Learning in Psychology (5 quarter credits)
PSY7110 History and Systems of Psychology (5 quarter credits)
PSY7210 Lifespan Development (5 quarter credits)
PSY7411 Learning Theories in Psychology (5 quarter credits)
PSY7610 Tests and Measurements (5 quarter credits)
PSY7620 * Inferential Statistics (5 quarter credits)
PSY7650 * Research Methods (5 quarter credits)

Specialization courses:

PSY8711 Principles of Industrial/Organizational Psychology (5 quarter credits)
PSY8720 Psychology of Leadership (5 quarter credits)
PSY8730 Consultation Psychology (5 quarter credits)
PSY8740 Psychology Practices in Personnel and Human Resource Management (5 quarter credits)
PSY5201 * Integrative Project for Master's Degree in Psychology (5 quarter credits)

One Elective Course **5 quarter credits**

Choose any graduate course(s).

Total **65 quarter credits**

Courses without a PSY designation may be worth fewer than five quarter credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Social and Behavioral Sciences can be used as an option to complete the total required credits needed for graduation.

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

Harold Abel School of Social and Behavioral Sciences Academic Offerings, *continued*

MS in Psychology Specializations, continued

Leadership Coaching Psychology

The Leadership Coaching Psychology specialization prepares master's learners to coach organizational leaders based on fundamental psychological principles and models including personality theory, the dynamics of group process, multicultural influences and perspectives, and ethical reasoning. This specialization provides learners with the education and training necessary to develop effective coaching relationships with organizational leaders, helping them achieve their personal and professional potential. Leadership coaches may provide internal or external assistance to executives, managers, and leaders of small or large organizations. The requirements for this specialization are not designed to prepare graduates for licensure as professional counselors or psychologists.

Thirteen Required Courses 65 quarter credits

Core courses:

PSY5002 Orientation to Graduate Learning in Psychology (5 quarter credits)
PSY7210 Lifespan Development (5 quarter credits)
PSY7543 * Ethics and Multicultural Issues in Psychology (5 quarter credits)
PSY7610 Tests and Measurements (5 quarter credits)
PSY7620 * Inferential Statistics (5 quarter credits)
PSY7650 * Research Methods (5 quarter credits)

Specialization courses:

PSY7510 Psychology of Personality (5 quarter credits)
PSY7530 Psychology of Group Dynamics (5 quarter credits)
PSY8720 Psychology of Leadership (5 quarter credits)
PSY8721 * Introduction to Business Practices for Psychologists (5 quarter credits)
PSY8765 * Testing and Assessment in Workplace Psychology (5 quarter credits)
PSY8768 * Theory and Practice of Psychological Coaching (5 quarter credits)
PSY5201 * Integrative Project for Master's Degree in Psychology (5 quarter credits)

Total 65 quarter credits

Sport Psychology

Master's learners in this specialization are frequently school-based coaches, physical education teachers, or individuals working in parks and recreation departments who wish to gain current theory and research knowledge associated with performance enhancement, individual and team motivation, injury recovery, and stress management as it applies to amateur athletes. Some learners plan to apply these principles to settings such as fitness/health clubs, sports camps, and resort-based wellness programs. These specialization requirements are not intended to prepare graduates for licensure as a professional counselor or psychologist.

Thirteen Required Courses 65 quarter credits

Core courses:

PSY5002 Orientation to Graduate Learning in 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)
PSY7610 Tests and Measurements (5 quarter credits)
PSY7620 Inferential Statistics (5 quarter credits)
PSY7650 Research Methods (5 quarter credits)

Specialization courses:

PSY7310 Biological Basis of Behavior (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)
PSY5201 * Integrative Project for Master's Degree in Psychology (5 quarter credits)

Total 65 quarter credits

Clinical Psychology

The master's Clinical Psychology specialization trains learners in the foundational scientific theories and practices of clinical psychology. Learners admitted to this specialization typically intend to pursue a doctoral degree in clinical psychology. This specialization introduces learners to clinical interviewing and interventions, testing and assessment, research methods, psychopathology, and diagnosis.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators in the MS Clinical Psychology specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s):

Three six-day residential colloquia (PSY-R6171, PSY-R6172, PSY-R6173). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see the following section, MS Psychology Residencies, and each graduate school's residency courses.

Clinical Training Requirement(s):

Minimum of 600 total practicum hours. See the following section, MS Psychology Clinical Training, for more information.

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

Harold Abel School of Social and Behavioral Sciences Academic Offerings, *continued*

MS in Psychology Specializations, continued

Fourteen Required Courses **70 quarter credits**

Core courses:

PSY5002 Orientation to Graduate Learning in Psychology (5 quarter credits)
PSY7210 Lifespan Development (5 quarter credits)
PSY7543 * Ethics and Multicultural Issues in Psychology (5 quarter credits)
PSY7610 Tests and Measurements (5 quarter credits)
PSY7620 Inferential Statistics (5 quarter credits)
PSY7650 Research Methods (5 quarter credits)
PSY6210 Introduction to Psychopathology (5 quarter credits)
PSY6230 * Introduction to Psychological Testing (5 quarter credits)

Specialization courses:

PSY7310 Biological Basis of Behavior (5 quarter credits)
PSY6310 Introduction to Theories of Psychotherapy (5 quarter credits)
PSY6312 * Clinical Interventions (5 quarter credits)
PSY6391 * Master's Practicum I (5 quarter credits)
PSY6393 * Master's Practicum II (5 quarter credits)
PSY5201 * Integrative Project for Master's Degree in Psychology (5 quarter credits)

Total **70 quarter credits**

New York residents are currently not eligible to enroll in this specialization.

Check state licensure requirements. The license to practice as a professional psychologist or counselor is regulated independently in each state or province. Learners who intend to seek licensure or certification should check the program requirements in the state or province in which they hope to practice. This specialization is not accredited by the American Psychological Association (APA) or by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Counseling Psychology

The master's Counseling Psychology specialization trains learners in the basic theories, practices, and research methods of the counseling psychology profession. Learners admitted to this specialization typically intend to pursue doctoral degrees in counseling psychology or in counseling-related fields such as human services, counselor education, community counseling, or clinical psychology. This specialization introduces learners to individual and group counseling interventions, testing and assessment, research methods, and counseling diagnosis.

Personal Suitability and Fitness for the Profession
Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators in the MS Counseling Psychology specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Residency Requirement(s):
Three six-day residential colloquia (PSY-R6181, PSY-R6182, PSY-R6183). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see the following section, MS Psychology Residencies, and each graduate school's residency courses.

Clinical Training Requirement(s):
None required. Learners have the option to gain practicum experience through a two-course series. See elective options below. Should this option be selected, see the following section, MS Psychology Clinical Training, for more information.

Twelve Required Courses **60 quarter credits**

Core courses:

PSY5002 Orientation to Graduate Learning in Psychology (5 quarter credits)
PSY7210 Lifespan Development (5 quarter credits)
PSY7543 * Ethics and Multicultural Issues in Psychology (5 quarter credits)
PSY7610 Tests and Measurements (5 quarter credits)
PSY7620 Inferential Statistics (5 quarter credits)
PSY7650 Research Methods (5 quarter credits)
PSY6210 Introduction to Psychopathology (5 quarter credits)
PSY6230 * Introduction to Psychological Testing (5 quarter credits)

Specialization courses:

PSY6090 Counseling Theories (5 quarter credits)
PSY6091 * Group Counseling (5 quarter credits)
PSY6092 * Counseling Skills and Procedures (5 quarter credits)
PSY5201 * Integrative Project for Master's Degree in Psychology (5 quarter credits)

Two Elective Courses **10 quarter credits**

Recommended elective courses:

PSY7225 Child and Adolescent Psychology (5 quarter credits)
PSY7310 Biological Basis of Behavior (5 quarter credits)
PSY8162 Career Counseling Theory (5 quarter credits)
PSY6310 Introduction to Theories of Psychotherapy (5 quarter credits)
PSY6505 * Principles of Family Psychology (5 quarter credits)
PSY6510 Family Systems Theories (5 quarter credits)
PSY6545 Couples within Family Psychology (5 quarter credits)

For learners interested in gaining practicum experience, the following two-course sequence is available. Both courses must be taken to complete the practicum experience:

PSY6391 * Master's Practicum I (5 quarter credits)
PSY6393 * Master's Practicum II (5 quarter credits)
OR
Choose any graduate course(s).

Total **70 quarter credits**

Courses without a PSY designation may be worth fewer than five quarter credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Social and Behavioral Sciences can be used as an option to complete the total required credits needed for graduation.

Check state licensure requirements. The license to practice as a professional psychologist or counselor is regulated independently in each state or province. Learners who intend to seek licensure or certification should check the program requirements in the state or province in which they hope to practice. This specialization is not accredited by the American Psychological Association (APA) or by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

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

Harold Abel School of Social and Behavioral Sciences Academic Offerings, *continued*

MS in Psychology Specializations, continued

School Psychology

Master's learners in the School Psychology specialization are typically interested in practicing as school psychologists in public and private settings. Learners who are interested in preparing to apply for state or national certification as a school psychologist must complete the MS School Psychology specialization followed by the Specialist Certificate in School Psychology. Completion of the School Psychology master's specialization alone does not adequately prepare learners to be eligible to sit for a licensure or certification exam as a school psychologist. Learners also need to know their specific state licensing requirements to ensure these programs meet those requirements.

NASP Approved with Conditions

Capella University is approved with conditions by the National Association of School Psychologists (NASP) for completion of its Specialist Certificate in School Psychology. The specialist certificate program, when preceded by the master's program with a specialization in School Psychology, holds NASP approval with conditions for the period of January 1, 2010 to December 31, 2011. Learners must complete both the requirements for the master's program with a specialization in School Psychology and the specialist certificate program to be eligible for licensure and credentialing in school psychology. As a stand-alone program, the master's program with a specialization in School Psychology, is not NASP-approved and completing that program does not lead to eligibility for certification as a school psychologist. NASP program approval is the learner's assurance that the key professional association in the field recognizes the content and quality of Capella's School Psychology offerings.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators in the MS School Psychology specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Degree Requirement(s):

- Learners start the master's degree program on an annual basis by enrolling in PSY5004 in the fall. This course must be completed before enrolling in other courses.
- Learners may transfer a maximum of 15 quarter credits (three courses) toward the master's degree in Psychology.
- Learners must complete PSY7610 in their second quarter and PSY8233 in their third quarter, prior to beginning the year-in-residence, part I.
- Learners must pass the final portfolio review.

Residency Requirement(s):

School Psychology year-in-residence, part I. See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see the following section, MS Psychology Year-in-Residence, and the School Psychology year-in-residence courses.

Fourteen Required Courses **70 quarter credits**

Core courses:

PSY5004	Orientation to Graduate Learning in Psychology, School Psychology (5 quarter credits)
PSY7610	Tests and Measurements (5 quarter credits)
PSY7620	Inferential Statistics (5 quarter credits)
PSY7650	Research Methods (5 quarter credits)

Specialization courses:

PSY7225	Child and Adolescent Psychology (5 quarter credits)
PSY7421	Cognitive/Affective Psychology (5 quarter credits)
PSY7540	Multicultural Perspectives in Human Behavior (5 quarter credits)
PSY7612 *	Functional Behavioral Assessment (5 quarter credits)
PSY8233 *	Psychological Assessments for School Psychologists I (5 quarter credits)
PSY8234 *	Psychological Assessments for School Psychologists II (5 quarter credits)
PSY8331	Principles of 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)
PSY5202 *	Master's Integrative Project, School Psychology (5 quarter credits)

Total **70 quarter credits**

New York residents are currently not eligible to enroll in this specialization.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is the learners' responsibility to understand and comply with requirements for their state. Where applicable, teachers are advised to contact their school districts as to whether a program may qualify for salary advancement (Washington State learners are advised to go to http://pathway.pesb.wa.gov/outofstate for more information).

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

This specialization has not been reviewed or approved by Pennsylvania; Pennsylvania residents will have to apply and meet requirements for certification as out-of-state candidates.

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

Harold Abel School of Social and Behavioral Sciences Academic Offerings, *continued*

MS Psychology Residencies

The residency requirement for the MS specializations is satisfied by completion of three six-day residential colloquia (Track I, Track II, and Track III). The school recommends that all learners enroll in Track I within the first two quarters of enrollment, Track II between 20 and 40 quarter credits, and Track III prior to completing 60 quarter credits. Learners must have completed all three tracks prior to starting their practicum (PSY6391) or final integrative project (PSY5201).

The MS residential colloquia address skills training and practice in areas of interventions, assessment, diversity, culture-specific issues, and ethics. The three tracks are cumulative rather than sequential, allowing learners to receive a minimum of 120 total hours of training and practice in the above skill areas.

At all residencies, in addition to formal instruction and practice, learners participate in cohort group sessions that 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 residencies, learners gain a stronger sense of academic community by networking and discussing research, course work, and projects face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of critical thinking and integrated knowledge to professional and research issues.

For more detailed information on residencies, learners should refer to their specialization manual.

MS Psychology Clinical Training

Overview of Practicum

The practicum is a training experience that occurs in the second or third year of the program and provides the opportunity for learners to receive professional clinical training. Practicum is a part-time, on-site commitment that takes place over six months to one calendar year and includes enrollment in the accompanying practicum courses.

All practicum learners, including those in the master's Counseling Psychology specialization who choose to complete the practicum, must follow the practicum application process and completion guidelines stated in the most current manual, available on iGuide. Learners are also required to locate and arrange their own practicum sites, which must be approved by the director of clinical training.

Practicum Requirements

- Approved practicum application.
- Part-time site placement and a minimum of 600 hours and course work in PSY6391 and PSY6393. These courses must be completed sequentially over a six-month to one-year period.

MS Counseling Psychology specialization learners who choose to take the practicum must also meet these requirements.

Clinical training hours and supervisor credential requirements for licensure or certification vary across states and Canadian provinces. Learners are responsible for determining the specific licensing requirements for any state or province in which they plan to seek licensure.

MS Psychology Year-in-Residence

The residency requirement for the MS School Psychology specialization is satisfied by completion of part I of the School Psychology year-in-residence. Learners seeking licensure as school psychologists typically earn both the master's degree and the specialist certificate, which means they take both part I and part II of the School Psychology year-in-residence.

The year-in-residence is the first face-to-face component of the Harold Abel School of Social and Behavioral Sciences' training in school psychology. During the year, learners develop the attitudes, behaviors, and knowledge exemplary of the school psychologist with competency in assessment, intervention, counseling, interviewing, personality and behavior assessment, consultation and supervision, report writing, profile analysis, treatment planning, and ethics and diversity.

Part I of the School Psychology year-in-residence requires the following:

- Learners must complete at least 240 hours of face-to-face contact with School Psychology faculty and learners over a six-month period (typically June through December), including attendance at the following residencies:
  - Learners begin the School Psychology year-in-residence with the opening weekend-in-residence and the first two-week extended seminar (PSY-R6590–PSY-R6592), typically scheduled in June.
  - Following the opening weekend-in-residence and two-week extended seminar, learners take two weeks-in-residence (PSY-R6593 and PSY-R6594), typically scheduled August through November.
- Learners must complete all outcome documentation and obtain approval from the chair of the School Psychology specialization and their mentor.

Harold Abel School of Social and Behavioral Sciences Academic Offerings, *continued*

MS Psychology Year-in-Residence, continued

The School Psychology year-in-residence has three fundamental objectives.

1. Learners experience face-to-face training and practice opportunities for skills development needed to demonstrate readiness for clinical training and independent practice. Learners develop competency in relationship building, assessment, intervention, systematic evaluation (outcome- and evaluation-related research), consultation and supervision, ethics and diversity, reflective practice, and the roles of the school psychologist. The demonstration of competency is linked to a determination of the learner's readiness for clinical training, which is evaluated throughout the year-in-residence.
2. Learners develop a network of relationships within the community of school psychology that promotes their identification with the profession of psychology and development of an attitude of lifelong learning and reflective practice. By preparing and giving presentations, participating in workshop activities in informal social and intellectual discussions with other learners and faculty, and by creating advising and mentoring opportunities with resident faculty members, learners participate in the range of academic and intellectual activities common to departmental life in all programs in psychology.
3. Learners demonstrate the attitudes, behaviors, knowledge, and ethical characteristics congruent with the role and identity of the professional psychologist.

For more detailed information on residencies, learners should refer to their specialization manual.

Certificate Programs

Play Therapy

The Play Therapy 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 certificate can be conferred.

Five Required Courses		**25 quarter credits**
PSY5244	Play Therapy I: The History and Systems of Play Therapy (5 quarter credits)	
PSY5246 *	Play Therapy II: Theories and Practices of 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**

Specialist Certificate in School Psychology

This certificate is designed for master's degree graduates with a specialization in School Psychology from Capella University. Those who earn the specialist certificate typically are preparing to apply for a license or a certificate to practice as a school psychologist. The 50 quarter credits required for the specialist certificate are intended to complement the master's specialization in School Psychology. Therefore, learners who complete both the MS and the Specialist Certificate in School Psychology from Capella University will have completed 120 quarter credits of study.

NASP Approved with Conditions

Capella University is approved with conditions by the National Association of School Psychologists (NASP) for completion of its Specialist Certificate in School Psychology. The specialist certificate program, when preceded by the master's program with a specialization in School Psychology, holds NASP approval with conditions for the period of January 1, 2010 to December 31, 2011. Learners must complete both the requirements for the master's program with a specialization in School Psychology and the specialist certificate program to be eligible for licensure and credentialing in school psychology. As a stand-alone program, the master's program with a specialization in School Psychology, is not NASP-approved and completing that program does not lead to eligibility for certification as a school psychologist. NASP program approval is the learner's assurance that the key professional association in the field recognizes the content and quality of Capella's School Psychology offerings.

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

Harold Abel School of Social and Behavioral Sciences Academic Offerings, *continued*

Certificate Programs, continued

Personal Suitability and Fitness for the Profession
Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the faculty, training staff, supervisors, and administrators in the Specialist Certificate in School Psychology have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Certificate Requirement(s):

- Learners must complete the master's degree in Psychology with specialization in School Psychology from Capella University.
- Learners must start the specialist certificate program in the first month of the quarter.
- Learners must pass the comprehensive learner assessment during the year-in-residence, part II.
- Learners must complete PSY8150, PSY8235, and PSY8332 prior to beginning the practicum.
- Learners must complete all course work, residencies, and the initial portfolio review prior to beginning the internship.
- Learners must pass the final portfolio review.

Residency Requirement(s):
School Psychology year-in-residence, part II. See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see the following section, Specialist Certificate Year-in-Residence, and the School Psychology year-in-residence courses.

Clinical Training Requirement(s):
Minimum of 350 practicum hours and 1,200 internship hours. See the following section, Specialist Certificate Clinical Training, for more information.

Eleven Required Courses		**50 quarter credits**
PSY7310	Biological Basis of Behavior (5 quarter credits)	
PSY8150	Exceptional Children in the Classroom (5 quarter credits)	
PSY8211	Psychopathology of Children and Adolescents (5 quarter credits)	
PSY8235 *	Psychological Assessments for School Psychologists III (5 quarter credits)	
PSY8332	Advanced Methods in School Psychology (5 quarter credits)	
PSY8336	Organization and Operation of the School (5 quarter credits)	
PSY8377	School Psychology Practicum I (3 quarter credits)	
PSY8378 *	School Psychology Practicum II (2 quarter credits)	
PSY8385 *	School Psychology Internship I (5 quarter credits)	
PSY8386 *	School Psychology Internship II (5 quarter credits)	
PSY8387 *	School Psychology Internship III (5 quarter credits)	
Total		**50 quarter credits**

New York and North Carolina residents are currently not eligible to enroll in this program.

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is the learners' responsibility to understand and comply with requirements for their state. Where applicable, teachers are advised to contact their school districts as to whether a program may qualify for salary advancement (Washington State learners are advised to go to http://pathway.pesb.wa.gov/outofstate for more information).

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

This program has not been reviewed or approved by Pennsylvania; Pennsylvania residents will have to apply and meet requirements for certification as out-of-state candidates.

Specialist Certificate Year-in-Residence

The residency requirement for the Specialist Certificate in School Psychology is satisfied by completion of part 2 of the School Psychology year-in-residence. Learners seeking licensure as school psychologists typically earn both the master's degree and the specialist certificate, which means they take both part I and part II of the School Psychology year-in-residence.

The year-in-residence is the first face-to-face component of the Harold Abel School of Social and Behavioral Sciences' training in school psychology. During the year, learners develop the attitudes, behaviors, and knowledge exemplary of the school psychologist with competency in assessment, intervention, counseling, interviewing, personality and behavior assessment, consultation and supervision, report writing, profile analysis, treatment planning, and ethics and diversity.

Part II of the School Psychology year-in-residence requires the following:

- Learners must complete at least 210 hours of face-to-face contact with School Psychology specialization faculty and learners over a six-month period (typically between January and June), including attendance at the following residencies:
  - Learners begin the School Psychology year-in-residence with an opening week-in-residence (PSY-R6595), typically scheduled during spring quarter.
  - Following the opening week-in-residence, learners take the weekend-in-residence (PSY-R6596), typically scheduled in June.
  - Learners end the year-in-residence with a final two-week extended seminar (PSY-R6597 and PSY-R6599), typically scheduled in June.
- Learners must pass the comprehensive learner assessment (PSY-R6598) during the final two-week extended seminar.
- Learners must complete all outcome documentation and obtain approval from the director of clinical training, the chair of the School Psychology specialization, and their mentor.

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

Harold Abel School of Social and Behavioral Sciences Academic Offerings, *continued*

Specialist Certificate
Year-in-Residence, continued

The School Psychology year-in-residence has three fundamental objectives.

1. Learners experience face-to-face training and practice opportunities for skills development needed to demonstrate readiness for clinical training and independent practice. Learners develop competency in relationship building, assessment, intervention, systematic evaluation (outcome- and evaluation-related research), consultation and supervision, ethics and diversity, reflective practice, and the roles of the school psychologist. The demonstration of competency is linked to a determination of the learner's readiness for clinical training, which is evaluated throughout the year-in-residence.
2. Learners develop a network of relationships within the community of school psychology that promotes their identification with the profession of psychology and development of an attitude of lifelong learning and reflective practice. By preparing and giving presentations, participating in workshop activities in informal social and intellectual discussions with other learners and faculty, and by creating advising and mentoring opportunities with resident faculty members, learners participate in the range of academic and intellectual activities common to departmental life in all programs in psychology.
3. Learners demonstrate the attitudes, behaviors, knowledge, and ethical characteristics congruent with the role and identity of the professional psychologist.

For more detailed information on residencies, learners should refer to their specialization manual.

Specialist Certificate Clinical Training

Overview of Practicum

The practicum is a training experience that occurs in the second or third year of the program and provides the opportunity for learners to receive professional clinical training. Practicum is a part-time, on-site commitment that takes place over six months to one calendar year and includes enrollment in the accompanying practicum courses.

All practicum learners must follow the practicum application process and completion guidelines stated in the most current manual, available on iGuide. Learners are also required to locate and arrange their own practicum sites, which must be approved by the director of clinical training.

Practicum Requirements
- Approved practicum application.
- Part-time site placement with a minimum of 350 hours and course work in PSY8377 and PSY8378. These courses must be completed sequentially over a six-month to one-year period.

Overview of Internship

The internship occurs after all course work for the certificate has been completed and is the last opportunity for learners to gain professional clinical experience prior to the granting of the specialist certificate. Internship is a full-time, on-site commitment (1,200 hours) that takes place over one academic year and includes enrollment in the accompanying internship courses.

All internship learners must follow the internship application process and completion guidelines stated in the most current manual, available on iGuide. Learners are also required to locate and arrange their own internship sites, which must be approved by the director of clinical training.

Internship Requirements
- Learner demonstrates readiness for internship.
- Approved internship application.
- Full-time site placement with a minimum of 1,200 hours and course work in PSY8385, PSY8386, and PSY8387. These courses must be completed sequentially over a one-year period.

Clinical training hours and supervisor credential requirements for licensure or certification vary across states and Canadian provinces. Learners are responsible for determining the specific licensing requirements for any state or province in which they plan to seek licensure.

Department of Social Work

Doctor of Social Work (DSW) Specialization

General Social Work

The DSW General Social Work specialization, structured as a cohort, expands learners' fundamental social work knowledge and skills and allows them the opportunity to define an interdisciplinary curriculum in which they choose courses from other specializations specific to their respective discipline and interest. Learners engage in online course work and face-to-face learning experiences during which they explore the radical changes in the ways people network, form relationships, communicate, and view themselves and capitalize on connecting with their clients by using new and evolving technologies. Successful graduates of this specialization are prepared to lead social service programs, effectively and ethically advocate for social justice for diverse populations of clients in a variety of settings, and share advanced knowledge with future social workers.

The DSW General Social Work specialization is structured using a cohort model. Beginning in their first quarter, learners enroll in their courses in a prescribed sequence, progressing through their program with the same group of learners. Earning the DSW as part of a cohort enhances opportunities to gain skills and knowledge and develop professional relationships with other learners.

Ten Required Courses **56 quarter credits**

All courses taken in a prescribed sequence:

DSW8002	Advanced Knowledge of Social Work (6 quarter credits)
DSW8120 *	Contemporary Issues in Social Work (6 quarter credits)
DSW8130 *	Leadership in Social Work (6 quarter credits)
DSW8140 *	Technology in Social Work (6 quarter credits)
DSW8150 *	Methods of Inquiry in Action Research (6 quarter credits)
DSW8160 *	Applying Action Research (6 quarter credits)
DW-R8001 *	Professional Dissertation Writer's Retreat (non-credit) +
DSW9920 *	Action Research Dissertation Courseroom (non-credit)
DSW9921 *	Action Research Dissertation 1 (5 quarter credits)
DSW9922 *	Action Research Dissertation 2 (5 quarter credits)
DSW9923 *	Action Research Dissertation 3 (5 quarter credits)
DSW9924 *	Action Research Dissertation 4 (5 quarter credits)

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

Harold Abel School of Social and Behavioral Sciences Academic Offerings, *continued*

DSW Specialization, continued

Four or Five Elective Courses* 18 quarter credits

*** Learners must choose the number of elective courses that will fulfill the 18 quarter credit requirement.**

HS6001 Practicum 1: Short-Term Supervised Field Experience (4 quarter credits)

OR

Choose any 7000–8000-level graduate courses.

Total 74 quarter credits

Admission to the General Social Work specialization requires learners to complete and submit the Cohort Auto-Registration Form.

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

Graduate Course Descriptions

By School and in Alphabetical and Numerical Order by Program Prefix

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

School of Business and Technology

Doctor of Business Administration Courses

DB8004 - Strategic Thinking and Innovation (6 quarter credits). In this course, learners study ways to develop and implement ethical and sustainable business strategies that create innovative futures for the global business environment. Learners also focus on strategic management models, evaluate the alignment of those models to solve business challenges, and develop a strategic plan that capitalizes on the opportunities for disruptive innovation. ***For DBA learners only. Must be taken by DBA learners in their first quarter. Prerequisite(s): Concurrent enrollment in DB9901 and DB-R8921. Cannot be fulfilled by transfer.***

DB8010 - Leadership with Integrated Coaching (6 quarter credits). This course presents learners with the leadership, self development, and coaching theories and practices needed to enhance personal and organizational systems leadership. Learners analyze organizations as systems and evaluate the ways they affect the organization in terms of ethical leadership, innovation, and talent development. Learners also continue to take an active role in their evolution as leaders. ***For DBA learners only. Prerequisite(s): DB8004 and concurrent enrollment in DB9902. Cannot be fulfilled by transfer.***

DB8020 - Research Foundations (6 quarter credits). Learners in this course study research designs used to conduct qualitative, quantitative, mixed-methods, and applied research. Learners move beyond conducting scholarly reviews of research literature and focus on identifying and applying the appropriate research method for conducting research specific to a real-world business problem or innovation opportunity. ***For DBA learners only. Prerequisite(s): DB8010 and concurrent enrollment in DB9903. Cannot be fulfilled by transfer.***

DB8030 - Global Operations (6 quarter credits). This course presents a global perspective of company operations and the field-related and academic theories, paradigms, and best practices associated with the current global operations environment. Learners examine integrated global operations functions, including design, logistics, quality, technology, access to customers, human resources, and supply chain management. This course offers an international experience option that encourages learners to gain firsthand experience in the business environment of another culture. ***For DBA learners only. Prerequisite(s): DB8020 and concurrent enrollment in DB9905. Cannot be fulfilled by transfer.***

DB8040 - Financial Decision Making (6 quarter credits). This course presents the ways financial theory and practice can be applied to increase the quality of an organization's strategic financial decision making. Learners focus on the strategic leverage that financial decision making has on an organization's financial performance and explore emerging trends, technologies, and societal implications of accounting and finance in organizational decision making. ***For DBA learners only. Prerequisite(s): DB8030 and concurrent enrollment in DB9906 and DB-R8922. Cannot be fulfilled by transfer.***

DB8050 - Applied Research Techniques (6 quarter credits). In this course, learners examine statistical and data analysis methods useful for analyzing qualitative and quantitative data gathered for the dissertation, including descriptive, graphical, summary, and inferential methodologies. Learners also become familiar with quantitative and qualitative software. ***For DBA learners only. Prerequisite(s): DB8040 and concurrent enrollment in DB9907. Cannot be fulfilled by transfer.***

DB8060 - Exploring Opportunities for Social Responsibility and Sustainability (6 quarter credits). Learners in this course examine the need for business professionals to understand, integrate, comply with, and support global business initiatives, trade and business requirements, and governmental regulations to increase the effectiveness of organizational performance and expand strategic opportunities. Learners also explore the efforts of organizations to maintain business social responsibility and sustainability while simultaneously complying with government regulations and international standards and practices. ***For DBA learners only. Prerequisite(s): DB8050 and concurrent enrollment in DB9909. Cannot be fulfilled by transfer.***

DB8070 - Market Innovation (6 quarter credits). This course presents the theoretical foundations of innovation and change and the internal and external changes organizations must adapt to as markets, cultures, and diverse talent pipelines evolve. Learners analyze organizations as systems with an emphasis on intrapreneurship and evaluate the ways they influence ethical and sustainable innovation and change. Learners also examine ways to proactively capitalize on the evolution of markets and internal strengths. ***For DBA learners only. Prerequisite(s): DB8060 and concurrent enrollment in DB-R8923 and DB9910. Cannot be fulfilled by transfer.***

DB8130 - Foresight: Anticipating the Future (4 quarter credits). Learners in this course study the ways organizations proactively anticipate and plan for future growth opportunities. Learners examine the scanning tools and technologies organizations use to develop meaningful information about the future environment; models for understanding and analyzing global trends; and new lenses for scanning, synthesizing, and analyzing strategic and competitive data. ***Prerequisite(s): DBA learners must take this course concurrently with DB9904. Cannot be fulfilled by transfer.***

DB8132 - Identifying Opportunities for Innovation (4 quarter credits). In this course, learners examine the methods and collaborative processes organizations use to identify opportunities for innovation, including scenario planning and future visualization techniques. Learners also explore ways to identify risk, develop contingency plans in light of disruptive change, and communicate and disseminate those risks and plans. ***Prerequisite(s): DBA learners must take this course concurrently with DB9904. Cannot be fulfilled by transfer.***

DB8134 - Competing with Disruptive Innovation (4 quarter credits). This course presents the disruptive innovation strategies organizations use to lead the competition. Learners examine ways to reinvent industry competition and move beyond the concept of competitive strategy to developing breakthrough strategies and value innovation. ***Prerequisite(s): DB8130, DB8132. DBA learners must take this course concurrently with DB9908. Cannot be fulfilled by transfer.***

DB8136 - Building an Innovation Strategy (4 quarter credits). In this course, learners examine the ways organizations build innovation strategies to enhance organizational sustainability and adaptation. Learners analyze the organizational elements that support a culture of innovation and change and the development of idea-generation systems, flexible processes, governance structures, and evaluation metrics. ***Prerequisite(s): DB8130, DB8132. DBA learners must take this course concurrently with DB9908. Cannot be fulfilled by transfer.***

DB8310 - Organizational Data Management (4 quarter credits). In this course, learners examine operational database design and implementation. Learners evaluate the efficiency of organizations' approaches to storing internal data and examine methods of retrieving available organizational data. Learners also explore query and report-writing tools and the ways they can be used to obtain internal data needed to support evidence-based decision making. ***Prerequisite(s): DBA learners must take this course concurrently with DB9904. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

DB8312 - Business Information Sources and Services (4 quarter credits). The focus of this course is the identification, evaluation, and use of organizational information and reference sources other than internal files and databases. Learners examine electronic and primary information search, retrieval, and gathering techniques and explore ways to supplement data from internally maintained databases with external or original data to support evidence-based decision making. ***Prerequisite(s): DBA learners must take this course concurrently with DB9904. Cannot be fulfilled by transfer.***

DB8314 - Data Warehousing and Mining (4 quarter credits). This course presents data warehouse design and development concepts and data mining techniques. Learners study dimensional modeling; the extract, transform, and load (ETL) process; and current methodologies for creating online analytical processing (OLAP) databases. Learners also examine techniques for processing and browsing data cubes to produce internal information needed to support evidence-based decision making. ***Prerequisite(s): DB8310, DB8312. DBA learners must take this course concurrently with DB9908. Cannot be fulfilled by transfer.***

DB8316 - Decision Support Analysis and Presentation (4 quarter credits). In this course, learners study the design and implementation of data analysis strategies used to support evidence-based decision making. Learners examine case studies and participate in exercises to gain a practical understanding of the approaches used to formulate a problem, select an analysis strategy, identify and organize data needed to support the analysis, perform the analysis, and communicate results and recommendations. Learners also explore ways to apply data-gathering and analysis skills to support decision making in a logical and defensible manner. ***Prerequisite(s): DB8310, DB8312. DBA learners must take this course concurrently with DB9908. Cannot be fulfilled by transfer.***

DB8320 - Supply Chain Management (4 quarter credits). This course provides learners with the fundamental concepts of supply chain management from a systems theory and scholarly research perspective. Learners discuss changes in the scope and scale of globalization, identify the resulting changes in business practices, and use this knowledge to develop an understanding of supply chain management best practices. Learners also examine current and emerging research in the supply chain management field. ***Prerequisite(s): DBA learners must take this course concurrently with DB9904. Cannot be fulfilled by transfer.***

DB8322 - Design and Management of Global Supply Chains (4 quarter credits). In this course, learners examine supply chain management as a logistics network that provides a strategic advantage to global leaders and managers and analyze relevant research linking effective supply chain processes to planning, logistics, and management. Learners also study the need for effective partnerships and alliances between customer and suppliers and evaluate the impact of customer relationship management on effective supply chain operations. ***Prerequisite(s): DBA learners must take this course concurrently with DB9904. Cannot be fulfilled by transfer.***

DB8324 - Global Logistics (4 quarter credits). Learners in this course examine the traditional logistics of the delivery of goods in global business environments and analyze current research associated with logistics and its influence on supply chains. Learners identify cost components of the supply chain, including indicators of efficiency and effectiveness in employing a logistics system, and evaluate the impact of individual and collective efforts on overall organizational performance. ***Prerequisite(s): DB8320, DB8322. DBA learners must take this course concurrently with DB9908. Cannot be fulfilled by transfer.***

DB8326 - Building Global Supply Chains (4 quarter credits). This course covers global supply chain design and management. Learners identify ways to use global resources to achieve consistent quality and market share growth and examine the importance of managing relationships with global suppliers, establishing consistent quality benchmarks, and pursuing consistent ethical standards. ***Prerequisite(s): DB8320, DB8322. DBA learners must take this course concurrently with DB9908. Cannot be fulfilled by transfer.***

DB9901 - Dissertation Mentor Courseroom 1 (non-credit). This course provides objectives and content topics that assist learners in developing a five-chapter DBA dissertation proposal that meets the 10-quarter completion guideline. Learners engage with their mentors through structured discussion topics and virtual and live conferences to begin the process of selecting a dissertation topic, review the DBA program, and prepare for the residency and writing assessment assignment that demonstrates research writing proficiency. ***For DBA learners only. Grading for this course is R/NS. Prerequisite(s): Concurrent enrollment in DB8004 and DB-R8921. Cannot be fulfilled by transfer.***

DB9902 - Dissertation Mentor Courseroom 2 (non-credit). This course provides objectives and content topics that assist learners in developing a five-chapter DBA dissertation proposal that meets the 10-quarter completion guideline. Learners engage with their mentors through structured discussion topics and virtual and live conferences to explore their dissertation topic and conduct a scholarly review of the literature. ***For DBA learners only. Grading for this course is R/NS. Prerequisite(s): DB8004 and concurrent enrollment in DB8010. Cannot be fulfilled by transfer.***

DB9903 - Dissertation Mentor Courseroom 3 (non-credit). This course provides objectives and content topics that assist learners in developing a five-chapter DBA dissertation proposal that meets the 10-quarter completion guideline. The focus of this course is completing the first dissertation milestone. Learners engage with their mentors through structured discussion topics and virtual and live conferences to discuss academic justification of their chosen dissertation topic and select the best methodology to use in developing the concept paper. ***For DBA learners only. Grading for this course is R/NS. Prerequisite(s): DB8010 and concurrent enrollment in DB8020. Cannot be fulfilled by transfer.***

DB9904 - Dissertation Mentor Courseroom 4 (non-credit). This course provides objectives and content topics that assist learners in developing a five-chapter DBA dissertation proposal that meets the 10-quarter completion guideline. Learners engage with their mentors through structured discussion topics and virtual and live conferences to discuss the academic rationale, limitations, and assumptions of their chosen dissertation topic and the best methodology to use in constructing Chapter I. ***For DBA learners only. Grading for this course is R/NS. Prerequisite(s): Business Intelligence learners must take this course concurrently with DB8310 and DB8312. Global Operations and Supply Chain Management learners must take this course concurrently with DB8320 and DB8322. Strategy and Innovation learners must take this course concurrently with DB8130 and DB8132. Cannot be fulfilled by transfer.***

DB9905 - Dissertation Mentor Courseroom 5 (non-credit). This course provides objectives and content topics that assist learners in developing a five-chapter DBA dissertation proposal that meets the 10-quarter completion guideline. Learners engage with their mentors through structured discussion topics and virtual, and live conferences to discuss the development of Chapter II; the use of Bloom's taxonomy to analyze, synthesize, and evaluate research; and effective ways of identifying and using relevant research studies. ***For DBA learners only. Grading for this course is R/NS. Prerequisite(s): DB8020 and concurrent enrollment in DB8030. Cannot be fulfilled by transfer.***

DB9906 - Dissertation Mentor Courseroom 6 (non-credit). This course provides objectives and content topics that assist learners in developing a five-chapter DBA dissertation proposal that meets the 10-quarter completion guideline. Learners engage with their mentors through structured discussion topics and virtual and live conferences to work toward completing Chapters I and II and begin linking research questions to a specific methodology. ***For DBA learners only. Grading for this course is R/NS. Prerequisite(s): DB8030 and concurrent enrollment in DB8040 and DB-R8922. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

DB9907 - Dissertation Mentor Courseroom 7 (non-credit). This course provides objectives and content topics that assist learners in creating a five-chapter DBA dissertation proposal that meets the 10-quarter completion guideline. The focus of this course is completing the second dissertation milestone. Learners engage with their mentors through structured discussion topics and virtual and live conferences to discuss the specifics of the learner's research methodology, with particular attention to population and sample size, and evaluate potential sponsoring organizations in which to conduct their research. ***For DBA learners only. Grading for this course is R/NS. Prerequisite(s): DB8040 and concurrent enrollment in DB8050. Cannot be fulfilled by transfer.***

DB9908 - Dissertation Mentor Courseroom 8 (non-credit). This course provides objectives and content topics that assist learners in developing a five-chapter DBA dissertation proposal that meets the 10-quarter completion guideline. The focus of this course is completing the third dissertation milestone. Learners engage with their mentors through structured discussion topics and virtual and live conferences to discuss the aspects of Chapter III, including choice of research instrument, concepts of validity and reliability, and common data analysis tools. ***For DBA learners only. Grading for this course is R/NS. Prerequisite(s): Business Intelligence learners must have completed DB8310 and DB8312 and must take this course concurrently with DB8314 and DB8316. Global Operations and Supply Chain Management learners must have completed DB8320 and DB8322 and must take this course concurrently with DB8324 and DB8326. Strategy and Innovation learners must have completed DB8130 and D8132 and must take this course concurrently with DB8134 and DB8136. Cannot be fulfilled by transfer.***

DB9909 - Dissertation Mentor Courseroom 9 (non-credit). This course provides objectives and content topics that assist learners in developing a five-chapter DBA dissertation proposal that meets the 10-quarter completion guideline. The focus of this course is completing the fourth dissertation milestone. Learners engage with their mentors through structured discussion topics and virtual and live conferences to discuss the completion of Chapter III, the best strategy to use in assembling the dissertation committee, and any concerns or difficulties in completing the required Collaborative Institutional Training Initiative (CITI) training Program. ***For DBA learners only. Grading for this course is R/NS. Prerequisite(s): DB8050 and concurrent enrollment in DB8060. Cannot be fulfilled by transfer.***

DB9910 - Dissertation Mentor Courseroom 10 (non-credit). This course provides objectives and content topics that assist learners in developing a five-chapter DBA dissertation proposal that meets the 10-quarter completion guideline. The focus of this course is completing the fifth dissertation milestone. Learners engage with their mentors through structured discussion topics and virtual and live conferences to discuss the process of selecting the best statistical or data analysis technique to use in addressing research questions and hypotheses and ways to synthesize and interpret the results that come from the data analysis. ***For DBA learners only. Grading for this course is R/NS. Prerequisite(s): DB8060 and concurrent enrollment in DB8070 and DB-R8923. Cannot be fulfilled by transfer.***

DB9921 - Dissertation with Project Mentoring I (6 quarter credits). Learners complete the required dissertation milestones and prepare their dissertation for publication. ***Grading for this course is R/NS. Prerequisite(s): DB8070, DB-R8923, DB9910. Cannot be fulfilled by transfer.***

DB9922 - Dissertation with Project Mentoring II (6 quarter credits). Learners complete the required dissertation milestones and prepare their dissertation for publication. ***Grading for this course is R/NS. Prerequisite(s): DB9921. Cannot be fulfilled by transfer.***

School of Business and Technology

Master's Human Resource Management Courses

HRM5004 - Human Resource Management in the 21st Century (4 quarter credits). Learners in this course examine the evolution of human resource management, labor, law, and human capital management. In particular, learners analyze the trends and issues influencing the development and application of these elements within contemporary organizations. Learners also examine the effects of emerging legislative thought and action on today's workplace. ***For MS in Human Resource Management learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or petition***

HRM5010 - Marketing and Sales (4 quarter credits). This course introduces learners to theories, models, and strategies used to create internal and external organizational marketing systems. Learners explore ways to apply general marketing and sales knowledge to developing and sustaining the credibility of an organization's human resource management function. Learners also study current marketing and sales models to develop an internal HRM marketing plan.

HRM5020 - Business Fundamentals (4 quarter credits). In this course, learners gain an understanding of current accounting, economics, and finance principals and practices and the ways they can be applied to business management and human resource management. Learners use these principles and practices and their applications to develop an HRM business plan.

HRM5030 - Ethics and Advocacy in Organizations (4 quarter credits). The focus of this course is ethics and ethical behavior in organizations. Learners examine the role of human resource professionals as ethical change agents and assess their responsibilities in fostering ethical business and work environments.

HRM5040 - Managing Data and Information (4 quarter credits). This course provides learners with data and information management technologies and strategies relative to human resource management. Learners examine the transition from HRM systems to emerging enterprise resource planning (ERP) systems and evaluate the effectiveness of HRM technology in achieving an organization's business goals.

HRM5050 - Strategy and Business Development (4 quarter credits). Learners in this course evaluate organizational theories, models, and strategies used for effective human resource management planning and practice. Learners examine the current and potential applications of organizational theories and strategies to contemporary HRM practices. Learners also create strategic HRM models and identify best practices.

HRM5210 - The 21st Century Global Workplace (4 quarter credits). In this course, learners explore the evolving role of the human resource management function in today's global workplace. Learners analyze the emerging shift from a transactional to transformational HRM function within organizations. Learners also examine the effects of this shift on generally accepted HRM and human capital management models and best practices. ***Cannot be fulfilled by transfer or petition.***

HRM5212 - Organization Building and Membership (4 quarter credits). In this course, learners gain an understanding of how diversity, culture, and employee engagement contribute to organizational effectiveness. Learners analyze models of high-performing, culturally diverse organizations and examine the ways diversity, culture, and employee engagement enable organizational membership and productivity. ***Prerequisite(s): HRM5210.***

HRM5214 - Law and Organizations (4 quarter credits). This course provides learners with foundational perspectives and applications of employment law and legislation. Learners examine current employment laws and their effects on employer-employee relations, worker rights, and workplace productivity. Learners also explore the origin, roles, and functions of legal systems in organizations. ***Prerequisite(s): HRM5210.***

Graduate Course Descriptions, *continued*

HRM5216 - Enterprise-Wide Communications (4 quarter credits). Learners in this course examine theories, models, and applications of enterprise-wide communications. In particular, learners focus on communication management strategies that address key states of employee engagement, including conflict, alternative dispute resolution, and collaboration. Learners also evaluate the interpersonal communication skills needed to support an organization's human resource management function. ***Prerequisite(s): HRM5210.***

HRM5218 - Total Rewards in the Global Workplace (4 quarter credits). In this course, learners study total reward models and best practices and evaluate the component parts, comparative weights, and integratedness of total reward programs. Learners also examine the ways benefits, compensation, and other forms of employee rewards influence employee behavior and organizational productivity. ***Prerequisite(s): HRM5210.***

HRM5220 - Talent Management (4 quarter credits). Learners in this course examine talent management theories, models, and best practices from a human resource management perspective. Learners study current and emerging talent sourcing, acquisition, and retention strategies with regard to workplace planning and productivity. Learners also assess the effectiveness of various talent management models using standard financial metrics, including return-on investment, break-even, and cost benefits analysis. ***Prerequisite(s): HRM5210.***

HRM5222 - Organizational Learning (4 quarter credits). This course presents learners with knowledge and best practices related to organizational learning. Learners analyze the components of organizational learning, including training, knowledge through experience, and professional development, and assess the economic value of organizational learning to both the employee and the organization itself. ***Prerequisite(s): HRM5210.***

HRM5230 - Human Capital Management: A New Vision (4 quarter credits). This course presents a new approach to human asset management. Learners explore talentship, decision science, and business-oriented metrics relative to human asset acquisition and retention. Learners analyze ways to apply decision-science modeling to human asset management in order to increase organizational competitive advantage. Learners also evaluate the transition from human resource management to human capital management within organizations. ***Cannot be fulfilled by transfer or petition.***

HRM5231 - Human Capital Management and Globalization (4 quarter credits). In this course, learners analyze the ways human capital management has replaced human resource management within global organizations. Learners evaluate HCM models that focus on traditional strategic business domains, including industry analysis, competitive positioning, and resource planning. Learners also evaluate the impact these models have on human asset management practice within multinational corporations. ***Prerequisite(s): HRM5230.***

HRM5233 - Human Capital Leadership (4 quarter credits). This course introduces learners to the emerging discipline of human capital leadership. Learners explore leading-edge human capital management knowledge, competencies, and skills and their leadership applications. Learners assess the viability of new investment models and performance and productivity metrics to determine how effectively they achieve organizational competitive advantage and enterprise sustainability. Learners also differentiate between generally accepted and new and emerging human capital leadership principles and styles. ***Prerequisite(s): HRM5230.***

HRM5235 - Human Capital Management and Organization Building (4 quarter credits). This course provides learners with an approach to organization building using the Human Capital Bridge Model and methods of aligning organization pivot point, structures, and roles. Learners examine the role and influence of the HC Bridge framework on organizational effectiveness and strategy building and evaluate the impact of this structure on talent management, organizational performance, and competitive sustainability. ***Prerequisite(s): HRM5230.***

HRM5237 - Human Capital Management and Change (4 quarter credits). Learners in this course explore the relationship between human capital management and cultural change within global organizations. Learners analyze current cultural change models and best practices and explore the potential for HCM to change the ways human resource management professionals prepare for and process cultural change. Learners also evaluate the sustainability of new cultural change models. ***Prerequisite(s): HRM5230.***

HRM5239 - Human Capital Management and Assessment (4 quarter credits). In this course, learners explore traditional and emerging models, strategies, and methods for measuring human capital productivity. Learners compare standard financial-based metrics to emerging and experimental qualitative and blended measurement models with regard to how accurately they measure human assets return-on-investment. ***Prerequisite(s): HRM5230.***

HRM5240 - Human Resources and Labor Relations (4 quarter credits). Learners in this course examine industrial and labor relations from historical, legislative, and practice perspectives. Learners study historical events and legislative trends contributing to the evolution of industrial and labor relations in practice and examine theoretical and legal frameworks of unionism, the employer-employee relationship, and emerging models of labor relations. ***Cannot be fulfilled by transfer or petition.***

HRM5241 - Unionism and American Culture (4 quarter credits). In this course, learners examine the influence of unionism on the American economy from labor, cultural, and organizational productivity perspectives. Learners evaluate the history of unionism and its evolution as a social phenomenon, culture movement, and driver of industrial productivity. Learners also assess the influence of labor economics and political contexts on the rise, impact, and sustainability of unionism in America. ***Prerequisite(s): HRM5240.***

HRM5243 - Labor Law and Legislation (4 quarter credits). In this course, learners explore roles, responsibilities, and levels of influence within labor law and workplace governance and the impact these factors have on unionism. Learners deconstruct the complexities of legal oversight and workplace governance in unionized work environments and analyze the effect of unionism and labor actions on employer engagement and business profitability and performance. ***Prerequisite(s): HRM5240.***

HRM5245 - Labor Management (4 quarter credits). Learners in this course examine the labor management processes of public and private sector union workplace environments. Learners trace the evolution of various labor-management methods, including collective bargaining, grievance processes, negotiation, arbitration, and dispute resolution. Learners also analyze the roles and responsibilities of labor managers. ***Prerequisite(s): HRM5240.***

HRM5247 - Comparative Labor Movements (4 quarter credits). This course presents learners with comparative industrial, labor, and economic movements from a global perspective. Learners analyze the established industrial movements of select industrialized countries and the emerging industrial and labor movements of developing countries. Learners also examine the influence of labor economics, country demographics, and evolving industrialization on comparative labor markets. ***Prerequisite(s): HRM5240.***

HRM5249 - Labor and Globalization (4 quarter credits). This course introduces learners to labor traditions and practices of developing countries. Learners examine unionism, labor economics, and management-labor relations and focus on identifying the key philosophies and events that have shaped the labor movement of developing countries. ***Prerequisite(s): HRM5240.***

HRM5250 - Human Resource Management and the Law (4 quarter credits). This course provides learners with an understanding of the application of U.S. law and legislation to human resource management theory and practice in the modern workplace. Learners evaluate the legal perceptions and perspectives articulated in HRM policies, procedures, and practices and examine the laws and legislation that influence their development. ***Cannot be fulfilled by transfer or petition.***

Graduate Course Descriptions, *continued*

HRM5251 - Building the Law (4 quarter credits). This course presents an overview of the U.S. legislative process. Learners analyze the foundational constitutional principles governing the legislative process and the legislative responsibilities of the branches of U.S. government. Learners also examine the role of law enforcement in the workplace and the applications of legal principles in the development of labor and employment law. Learners review case studies and engage in field work to gain understanding of and facility with labor and employment law. ***Prerequisite(s): HRM5250.***

HRM5253 - Rights of Wrongs: Torts and Employment (4 quarter credits). This course provides learners with a foundational understanding of torts. Learners examine the categories and elements of tort law in order to gain both theoretical and practical frames of reference for understanding its application in the workplace. Learners also explore the relationship between tort, labor, and discrimination law and analyze how U.S. courts have ruled in each type of case. ***Prerequisite(s): HRM5250.***

HRM5255 - The Attorney Relationship (4 quarter credits). This course introduces learners to the dynamics and dimensions of the relationship between the human resource management professional and attorney. Learners examine the knowledge and skills needed to engage in informed and constructive dialogue with legal counsel and analyze the purpose, maintenance, and benefits of the HRM professional and attorney relationship. Learners also evaluate compensation models, multipurpose firms, and legal specializations. ***Prerequisite(s): HRM5250.***

HRM5257 - Workplace Legal Actions (4 quarter credits). Learners in this course examine the theoretical and practical aspects of workplace legal actions, including investigation, evidence, and communication. Learners study strategies and methods of conducting internal workplace investigations with legal counsel and explore evidence-collection and management tools and techniques. Learners also evaluate methods of communicating evidence-related information both internally and externally. ***Prerequisite(s): HRM5250.***

HRM5259 - Legal Systems: Countries in Contrast (4 quarter credits). In this course, learners analyze the legal systems of major industrialized countries and compare them to the United States legal system. Learners also examine the purpose and application of workplace and employment law in other industrialized countries. ***Prerequisite(s): HRM5250.***

HRM5920 - Human Resource Management Capstone (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. ***For MS in Human Resource Management learners only. Must be taken during the learner's final quarter. Prerequisite(s): Completion of all required course work. Cannot be fulfilled by transfer or petition***

School of Business and Technology

Master's Leadership Courses

LEAD5004 - Leading for the Future (4 quarter credits). In this course, learners explore, analyze, and apply tools and techniques to gain knowledge of leadership environment trends. Learners examine the leader's role in innovation and change as part of establishing a foundation of leading for the future. ***LEAD5004 must be taken by master's learners in their first quarter. Cannot be fulfilled by transfer.***

LEAD5110 - Managing and Leading in Dynamic Environments (4 quarter credits). This course introduces learners to theory and practice of leading and managing in complex environments. Learners apply leadership best practices to their own leadership experience and explore the value and impact of coaching, assessment, and feedback as leadership tools. ***Prerequisite(s): Completion of or concurrent enrollment in LEAD5004 or OM5004. Cannot be fulfilled by transfer.***

LEAD5120 - Developing as a Leader (4 quarter credits). This course provides learners the opportunity to develop their leadership abilities by exploring their inner landscape and the perceptions of those they lead. Learners create a personal leadership development plan based on self-reflection, peer feedback, and leadership goals. This course includes an integrated one-on-one leadership coaching experience. ***Prerequisite(s): LEAD5110 or OM5112.***

LEAD5130 - Leading and Developing Others (4 quarter credits). This course presents an appreciative and strengths-based approach to building relationships. Learners explore the role of leader as coach and the impact of coaching on relationship building in organizations. This course includes an integrated one-on-one leadership coaching experience. ***Prerequisite(s): LEAD5110 or OM5112.***

LEAD5140 - Leading Collaboratively (4 quarter credits). This course presents a view of leadership that goes beyond the traditional organizational boundaries and emphasizes the concepts of collaboration and cooperation. Learners study multi-party relationships and leadership in virtual environments to develop skills in shared leadership and strategic partnerships. ***Prerequisite(s): LEAD5110.***

LEAD5150 - Leading Adaptive Organizational Systems (4 quarter credits). In this course, learners investigate emerging theories of leadership in complex, adaptive, and future systems, including non-linear and multi-minded systems. Learners assess the impact of organic and non-linear activities on organizational operations. ***Prerequisite(s): LEAD5110.***

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. ***Prerequisite(s): LEAD5110 or OM5112.***

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. **Prerequisite(s): LEAD5110.**

LEAD5210 - Leading Global and Diverse Cultures (4 quarter credits). In this course, learners explore aspects of leading and working in global and diverse environments. Learners gain an understanding of the personal and professional role of leadership in diverse cultures and the strategies used to lead more effectively within those cultures. ***Prerequisite(s): LEAD5110.***

LEAD5220 - Leader as Change Agent (4 quarter credits). The focus of this course is the role of the leader as an architect of change in organizations and environments. Learners study the nature of leadership in complex and dynamic settings; theories of change at the individual, group, and organizational level; and leadership practices that guide and sustain complex change. ***Prerequisite(s): LEAD5110 or OM5112.***

LEAD5230 - Leadership Communication and New Media (4 quarter credits). In this course, learners evaluate the ways leaders use professional communication channels to effectively influence strategic dialogue, change, and innovation. Learners assess their leadership communication skills and create new media leadership communication examples. ***Prerequisite(s): LEAD5110.***

Graduate Course Descriptions, *continued*

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. ***Prerequisite(s): LEAD5110.***

LEAD5250 - Leadership in Family Business (4 quarter credits). Learners in this course identify and analyze the dynamics involved in leading family businesses throughout the business lifecycle. By gaining knowledge of the unique aspects of strategy and leadership in family business, learners identify the skills needed to lead, govern, and plan for succession in family businesses. ***Prerequisite(s): LEAD5110.***

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. ***Prerequisite(s): LEAD5110.***

LEAD5300 - Contemporary Leadership Opportunities Capstone (4 quarter credits). This is an integrative course for learners in the MS in Leadership degree program. Learners synthesize and integrate the knowledge, competencies, and skills acquired throughout the program by developing and implementing a final project that demonstrates critical thinking, creativity, and practical application of program content. Learners create and customize project plans and strategies to achieve desired project outcomes, focusing on their area of specialization. This course includes an integrated one-on-one leadership coaching experience. ***Prerequisite(s): Completion of all required master's course work. Cannot be fulfilled by transfer.***

School of Business and Technology

Master of Business Administration Courses

Only learners enrolled in the MBA degree program may take MBA courses. MBA learners may not take courses associated with any other program within the School of Business and Technology or any other school at Capella University while they are enrolled in the MBA degree program.

MBA6004 - Foundational Skills for Business Leaders (3 quarter credits). This course is an introduction to the MBA program and the theoretical and applied approach it employs. Learners engage in asynchronous collaborative work with fellow learners and focus on developing and applying skills associated with analytical and critical thinking, problem solving, communication, argumentation, and presentation. Learners also explore the case study method, consider ethical and legal issues, and establish their own personal program and career goals. ***Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or petition.***

MBA6006 - Leading Innovation in the Global Organization (3 quarter credits). In this course, learners examine the global leadership models and practices that drive innovation and change and enhance competitive advantage in complex and diverse environments. Learners also explore and assess the ways global leaders work to shape organizational culture, structure, and processes that support innovation and change.

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; the 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 study the theory of the firm and the ways in which individuals and firms make economic decisions.

MBA6010 - Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits). This course is the first component of the MBA experience and employs the GROW coaching model that provides learners with guidance as they navigate the MBA academic environment. Learners identify and prioritize their professional development goals and strategize ways to effectively manage their MBA experience so that they can stretch themselves, have a positive impact on their career, and reposition themselves for greater responsibility and influence within their organization. Learners also explore assessment tools to use in identifying their management skills and clarifying their purpose, vision, and values. This course prepares learners to begin the Professional Effectiveness Coaching℠ process. ***MBA6010 must be taken by MBA learners in their first quarter. MBA6010 and MBA6020 must be taken in sequence. Cannot be fulfilled by transfer or petition.***

MBA6012 - Integrated Global Marketing (3 quarter credits). Learners in this course study the tools, techniques, methods, and emerging marketing thought employed by organizations to 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 activity to develop a holistic understanding of marketing concepts.

MBA6014 - Financial Accounting (3 quarter credits). This course covers the tools, techniques, and methods of financial accounting and their applications in business. In particular, learners examine various financial accounting tools and appropriate techniques for applying them to inform business decisions across local and global organizations. Learners also explore financial statement development, analysis, and control and the tax, ethical, and legal implications of various accounting decisions.

MBA6016 - Finance and Value Creation (3 quarter credits). This course covers 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 the financial structures of firms; global financial markets; and the tax, ethical, and legal implications of various finance decisions. ***Prerequisite(s): MBA6014.***

MBA6018 - Data Analysis for Business Decisions (3 quarter credits). In this course, learners study the ways in which data analysis informs and supports business decisions. Learners explore and practice applying tools and techniques for converting raw qualitative and quantitative data into information that is supportive of organizational decision making. Other course topics include data acquisition and organization, descriptive and basic inferential statistics, and content analysis.

Graduate Course Descriptions, *continued*

MBA6020 - Leading for Results (3 quarter credits). This course focuses on leadership effectiveness practices and behaviors and provides the foundation for the remaining MBA program course work. Learners analyze the different leadership styles present within their organization and the ways they are used to mobilize others to accomplish organizational goals. Learners also analyze their own personal leadership styles, evaluate their leadership skills in terms of strengths and areas of improvement, and develop measurable goals for applying new leadership practices and behaviors in the context of a "personal best project" within their organization. ***MBA6010 and MBA6020 must be taken in sequence. Cannot be fulfilled by transfer or petition.***

MBA6022 - Strategic Operations Management (3 quarter credits). Learners in this course explore the tools, techniques, and methods used to manage the systems that produce the organization's products. In particular, learners study process design; quality, capacity, and inventory management; and strategic considerations in 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. ***Prerequisite(s): MBA6018 or MBA6140.***

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 plan that is designed to enhance organizational decision making and leadership. ***Prerequisite(s): MBA6008; MBA6014; MBA6016; MBA6018 or MBA6140. Cannot be fulfilled by transfer or petition.***

MBA6026 - The Global Leader (3 quarter credits). This course presents the purpose, function, and responsibility of leaders in complex global business environments. Learners explore best practices for developing self-awareness and establishing personal and professional development opportunities. Learners also examine the ways in which leaders make personal and professional adjustments as they gain further business knowledge and experience.

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 simulation 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 course work. Learners also prepare a proposal for an application-based business project they are to complete during their capstone course. ***Prerequisite(s): MBA6028 and MBA6900 must be taken in sequence. Prerequisite(s): MBA6004 or MBA6010; MBA6006 or MBA6020; MBA6008; MBA6012; MBA6014; MBA6016; MBA6018 or MBA6140; MBA6022; MBA6024; MBA6026. Cannot be fulfilled by transfer or petition.***

MBA6110 - Marketing and Brand Management (3 quarter credits). This course presents learners with a comprehensive approach to marketing and brand management. Topics include marketing strategy and competitive differentiation; segmentation and targeting; the positioning levers of product, price, promotion, and distribution; and creation and management of brand. Learners analyze the major decisions that marketers must make in their efforts to effectively use company resources to meet marketplace needs and use commonly accepted criteria to evaluate those decisions.

MBA6112 - Market Research (3 quarter credits). This course addresses survey research techniques, research design, secondary/primary data collection, data analysis, and ethical implications of marketing research activities. Learners examine methods for gathering and analyzing data and learn how to apply techniques to contemporary marketing problems, market research projects, and effective decision making. ***Prerequisite(s): MBA6110, MBA6140.***

MBA6114 - Consumer Behavior (3 quarter credits). Learners in this course explore critical contemporary issues related to consumer buying behavior and perceptions, consumer motivation, market behavior and product reaction, and sociocultural influences that affect consumer behavior and the consumer decision process. Learners discuss the ethical implications of decisions related to consumer behavior and decisions and examine how economic, psychological, and sociocultural influences affect managerial decisions. ***Prerequisite(s): MBA6110, MBA6112.***

MBA6116 - New Product Design and Development (3 quarter credits). This course provides a framework for product planning, implementation, and evaluation and for new product introductions. The course addresses the new product development process from idea generation to commercialization. Learners are introduced to basic concepts and tools to help them understand this process from a managerial perspective. The course emphasizes the process as it relates to the manager in his or her role as a product manager. ***Prerequisite(s): MBA6110.***

MBA6118 - International Marketing (3 quarter credits). This course addresses the marketing challenges related to selling products or services in foreign markets. Topics include the impact of cultural differences; variations in market structure; methods of distribution; and issues related to the adaptation of products, pricing, and communications strategy. Learners examine the ethical implications of decisions, identify and synthesize the forces that shape the global business/marketing environment, examine the unique challenges of marketing products and services internationally, and identify issues in their own organization or industry. ***Prerequisite(s): MBA6110.***

MBA6120 - Sales and Customer Relationship Management (3 quarter credits). This course covers the theory and practice of strategic consultative selling, including relationship selling, solution selling, and strategic account management. Learners explore topics in sales force management, including alignment of the field organization, the use of resellers, and compensation. The course is structured according to the five steps of consultative selling, which are presented in detail: development of a personal selling philosophy and the subsequent creation of a strategy for the relationship, product, customer and sales presentation. Learners also explore customer relationship management software applications and topics. Learners investigate roles in the selling process such as buyer, sales manager, and salesperson.

MBA6121 - Foundations of Supply Chain Management (3 quarter credits). Learners in this course study the fundamental concepts of supply chain management from a systems theory perspective and examine the changes in scope and scale that globalization has brought to internal business processes. Learners use this knowledge to develop a broad understanding of management best practices in global markets.

MBA6123 - Supply Chain Design and Management (3 quarter credits). In this course, learners examine supply chain management as a logistics network that provides strategic advantage to global managers. Learners also study customer relationship management and its effect on the overall supply chain. Learners use online computer simulations to gain hands-on experience in managing distribution and risk. ***Prerequisite(s): MBA6121.***

MBA6125 - Logistics (3 quarter credits). Learners in this course examine the traditional logistics of the delivery of goods in today's business-to-business environment. Learners identify the cost components of the supply chain, including an efficient and effective logistics system, and analyze their individual and collective effects on organizational performance. Learners also explore five disciplines for top-performing logistics networks.

Graduate Course Descriptions, *continued*

MBA6127 - Effective Global Strategic Sourcing (3 quarter credits). This course emphasizes fully integrating the supply chain to position quality as a strategic competitive advantage. Learners identify ways to use strategic resourcing to achieve consistent quality, thus enabling market share growth and preventing market share erosion. Learners also examine the importance of managing relationships with global suppliers and establishing consistent quality benchmarks.

MBA6129 - Knowledge Management Systems (3 quarter credits). This course covers knowledge management and its associated functions in social, cultural, and professional disciplines. Learners explore ways to establish knowledge management systems in support of logistics, supply chain management, and quality to achieve long-term strategic goals. Learners also identify ways to use effective knowledge management to differentiate their organizations and dominate their markets.

MBA6131 - Statistical Methods (3 quarter credits). Learners in this course gain knowledge of the statistics and statistical methods used in business analytics. In particular, learners examine exploratory data analysis, multiple linear regression, analysis of variance (ANOVA) and analysis of covariance (ANCOVA), cluster analysis, and survey data analysis. ***Prerequisite(s): MBA6018 or MBA6140.***

MBA6133 - Management Decision Methods (3 quarter credits). In this course, learners examine analytical modeling tools and techniques and their associated practical applications in business. Learners study managerial decision theory and analyze business decisions made under conditions of uncertainty. Other course topics include regression analysis, decision trees, linear programming, and simulation. ***Prerequisite(s): MBA6018 or MBA6140.***

MBA6135 - Data Mining and Reporting (3 quarter credits). Learners in this course study processes and methods of extracting information from internal databases to support strategic business decision making. Learners focus on developing the skills needed to use industry-standard business analytic tools for data access and management, cleaning, mining, and reporting. ***Prerequisite(s): MBA6018 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 various data collection strategies and tools; the process of collecting data using case studies, focus groups, questionnaires, and in-depth interviews; and fundamental qualitative data analysis techniques. ***Prerequisite(s): MBA6018 or MBA6140.***

MBA6130 - Operations and Process Management (3 quarter credits). This course presents tools and techniques for effective process and supply chain selection, design, planning, and control. This course helps learners apply the principles and techniques of process-based management as a foundation for continuous improvement. Learners explore ways to design, develop, and manage effective operations management tools required to detect and fix problems quickly. Learners identify, discuss, and practice applying measures of operational performance that support organizational growth, innovation, and market leadership. As a result, learners are better prepared to respond to changes in market demand.

MBA6140 - Applied Managerial Statistics (3 quarter credits). Analyzing and interpreting quantitative information is a primary component of effective business administration. In this course, learners become familiar with performing analysis and evaluation using statistics and mathematical modeling to support effective decision making in management practice. Course activities include case analysis, discussions of business-related statistical problems, and readings focused on state-of-the-art statistical methods for business decision-making.

MBA6141 - Entrepreneurial Ventures (3 quarter credits). This course presents historic, current, and emerging thought in entrepreneurial venture feasibility, research, and planning. Learners explore 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 the general strategy and plan for an entrepreneurial venture. ***Prerequisite(s): MBA6012.***

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 explore the various roles of entrepreneurial leaders and the opportunities and challenges associated with leading and managing entrepreneurial ventures, including work-life balance and risk. ***Prerequisite(s): MBA6006 or MBA6020 and completion of or concurrent enrollment in MBA6141.***

MBA6145 - Venture Financing (3 quarter credits). In this course, learners examine various entrepreneurial venture funding options, including the use of outside partners such as venture capital firms and investors. Learners evaluate and compare the risks and rewards of various funding options and determine their suitability to different business situations, scopes, goals. ***Prerequisite(s): MBA6016, MBA6141.***

MBA6147 - Entrepreneurial Strategy (3 quarter credits). In this course, learners examine various strategies used in local and global entrepreneurial ventures; the ways in which these strategies help facilitate the sustainability of the venture; and how different strategies can be applied at different times of the venture's lifecycle. Learners also study the purpose of entrepreneurial exit strategies and explore current topics associated with entrepreneurial social responsibility, including "green"/environmental considerations. ***Prerequisite(s): MBA6024, MBA6141.***

MBA6150 - Accounting (3 quarter credits). This course provides a survey of financial and managerial accounting concepts and practices. Topics include the accounting cycle, financial reporting, financial statements analysis, cost accounting, management control, differential analysis, and ethical aspects of accounting and financial reporting.

MBA6152 - Advanced Accounting (3 quarter credits). In this course, learners examine accounting applications with respect to the nature and scope of business operations. Topics include parent and subsidiary accounting in multinational operations, partnership accounting, accounting for mergers and acquisitions, and accounting for branches and agencies of business entities. ***Prerequisite(s): MBA6150.***

MBA6154 - Budget Planning and Control (3 quarter credits). In this course, learners cultivate their ability to apply a system approach to planning and controlling organizational budgets. Learners become familiar with preparing budgets, accounting, and performance reports. Other topics include analyzing the impact of budgets on an organization, the function of budgetary systems in organizational planning, and control. ***Prerequisite(s): MBA6152.***

MBA6156 - Audit and Control of Accounting Information Systems (3 quarter credits). This course teaches learners to audit and evaluate the control of computerized accounting information systems. Learners analyze auditing and evaluation standards and the effects of auditing on information technology in business operations. The course also covers statistical analyses of accounting control systems. ***Prerequisite(s): MBA6152.***

MBA6158 - Accounting Information for Decision Making (3 quarter credits). In this course, learners gain knowledge of the nature and function of accounting information in the decision-making process. They examine strategies for integrating accounting systems with financial information from managers and other professionals in order to make better decisions. Learners also explore the uses of accounting information in functional areas such as finance, management, and marketing. ***Prerequisite(s): MBA6152.***

Graduate Course Descriptions, *continued*

MBA6160 - Financial Management (3 quarter credits). This course provides basic theories and techniques related to acquisition of, accounting for, and allocation of an organization's financial resources. Along with a comprehensive overview of these processes, learners identify and apply basic financial management theories and techniques that support effective acquisition and allocation of their organization's financial resources and apply their knowledge of finance management practices to real-world business concerns and issues within their work environment. ***Prerequisite(s): MBA6140, MBA6150.***

MBA6161 - Financial Markets and Institutions (3 quarter credits). This course provides learners with a theoretical foundation for examining the nature and role, structure, and management of financial institutions in financial markets. Learners in the course examine the effects of the U.S. financial system on financial intermediaries and markets. Learners also study the reactions of banks to a change in interest rates, money supply, and open-market operations. They develop an understanding of the performance of financial participants in money market and bond market, and capital markets. Other topics include financial derivatives and ethics in the financial service industry. This course bridges the gap between financial theory and market practice, reflecting the relationship between the conceptual framework and the management behavior of practitioners. ***Prerequisite(s): MBA6160.***

MBA6162 - Advanced Finance (3 quarter credits). This course extends the competencies developed in MBA6160: basic theories and techniques related to acquisition of, accounting for, and allocation of an organization's financial resources. Learners in this course examine existing theories and emerging topics in the field in more depth and gain additional insights and techniques for examining financial risk, return, and the capital asset pricing model; dividend policy; financing flexibility; valuation of securities; derivatives and risk management; and capital structure. Learners apply their knowledge to real-world business concerns and issues within their work environment. ***Prerequisite(s): MBA6160.***

MBA6163 - Bank Management (3 quarter credits). This course begins with an overview of the commercial banking and financial services industries. Topics include bank evaluation and performance; asset and liability management; organizational structure; loan services to businesses and consumers; financial derivatives and tools; capital, profitability, and bank market structure; and regulations, hedging, interest rate risk, and credit risk management. The course covers a growth trend in commercial banking that includes financial services such as investment banking and security underwriting services, e-banking, and e-commerce. Course topics also include ethical behavior. ***Prerequisite(s): MBA6160.***

MBA6164 - International Financial Management (3 quarter credits). In this course, learners are exposed to international financial management and reporting techniques. The course emphasizes international financial statement analysis (an overview) and detailed case analysis and interpretation. Learners examine a multinational capital budgeting process and review cost of capital and long-term financing strategies including assessment of financial markets used by international firms. Other topics include exchange rate systems, methods of government intervention, direct foreign investment, country risk analysis, and global strategy in the context of international finance. Learners apply their knowledge in realistic business situations and synthesize relevant techniques into sound recommendations and conclusions. ***Prerequisite(s): MBA6160.***

MBA6166 - Investment and Portfolio Management (3 quarter credits). In this course, learners examine the securities market, various types of investment securities, and the risk-return characteristic of each. The course emphasizes tools used by professional money managers for managing investment alternatives including global opportunities. Learners apply investment theories to the management of corporate portfolios; evaluate corporate investment and portfolio management strategies; analyze and evaluate methods of portfolio construction; and analyze current theories, strategies, and methods for their applicability to global opportunities. ***Prerequisite(s): MBA6160.***

MBA6167 - Risk Management (3 quarter credits). This course exposes learners to practical and theoretical aspects of managing risks in the insurance service industry. Learners study a range of industry risks: insurance risk, market risk, liquidity risk, and asset and liability management risks. The course provides learners with sophisticated tools and analytical techniques to minimize these risks and learn how management of these risks can create shareholder value. ***Prerequisite(s): MBA6160.***

MBA6168 - Corporate Finance Analysis and Decisions (3 quarter credits). Learners in this course examine the principles of financial administration with applications to problems of financial analysis and control, and planning by firms under changing economic conditions. Learners conduct financial analyses, evaluate a corporation's financial planning and control functions, and assess the ability of corporations to create wealth. Learners discuss the impact of financing decisions on real asset valuation; managerial incentives; and corporate strategy including mergers/acquisitions, corporate restructuring, real options, and the use of derivatives and other financing tools on deal structure. ***Prerequisite(s): MBA6160.***

MBA6180 - Managing Information Assets and Technology (3 quarter credits). This course addresses the use of information, knowledge, and technology as strategic assets. Learners develop the ability to proactively manage information as a strategic asset, recognize how to use appropriate technologies by applying new skills and knowledge, and understand the importance of monitoring and adjusting their organization's communication processes and principles. This course focuses on leveraging available information technology and communication assets in order to realize an organization's business goals.

MBA6182 - Impact of Advances in Information Technology (3 quarter credits). Learners in this course examine emerging advances in information technology. Learners select a technological advance to investigate for possible incorporation into an organization to solve a business-related problem, build a formal case for justifying introduction of the advance into the organization, and present the case to the organization's management. ***Prerequisite(s): MBA6180.***

MBA6184 - Techniques for Managing Information Technology Professionals (3 quarter credits). Learners in this course explore the issues associated with managing information technology professionals (e.g., analysts, developers, technical specialists, project managers, and infrastructure support personnel) responsible for various IT functions, including planning, delivery, and maintenance. Learners also examine contemporary management practices and techniques for IT staff acquisition, development, motivation, retention, and assessment and identify the challenges of organizing effective virtual IT work teams within a global economy. ***Prerequisite(s): MBA6180.***

MBA6186 - Strategic Information System Planning (3 quarter credits). Learners in this course choose an organization and identify opportunities to improve the alignment of its business strategies with its IT strategies. Learners then create a plan for improving alignment to systematically support the effectiveness of overall business performance in rapidly changing, increasingly complex environments. Learners also examine ways to build IT capabilities that support and enable business strategies and corresponding IT strategies and other topics, including environmental scanning, strategic alignment, and governance models. ***Prerequisite(s): MBA6180, completion of or concurrent enrollment in MBA6190.***

Graduate Course Descriptions, *continued*

MBA6190 - Strategy (3 quarter credits). In this course, learners examine tools and techniques for competitive analysis, strategic planning, and strategy implementation. Learners gain knowledge of the tools and concepts needed to develop a business strategy including macro environmental scanning, industry and competitive analysis, value chain analysis, SWOT analysis, identification of critical success factors and driving forces, and development of strategic alternatives and recommendations. Throughout the course, learners apply these tools and concepts as they develop a strategic profile for a company that is described in a detailed case study.

MBA6210 - Building Relationships (3 quarter credits). This course presents tools and techniques to help learners influence others, build relationships, inspire trust, and manage conflict. By building positive relationships, leaders develop and sustain strategic alignments within the organization. In this course, learners examine various tools and techniques to motivate and inspire others and ways to recognize and use important interpersonal skills to expand their circle of influence and manage conflict.

MBA6220 - Developing and Coaching Others (3 quarter credits). In this course, learners evaluate various coaching methods and apply coaching as a tool to enable and engage leadership action in others. Learners create a personal coaching and development action plan and examine ways to use coaching and development skills that focus on both individual and organizational results.

MBA6230 - Leading Teams (3 quarter credits). In this course, learners explore techniques and models for building and leading effective teams. Learners develop a conceptual grounding in team dynamics theory and application and examine what makes teams effective at the individual, group, and organizational levels. Topics include the development of team collaboration skills, synthesis of team theory, assessment of an organization's use of teams, and the overall effectiveness of team support systems. Learners research and recommend strategies and best practices to better align a critical team organizational support system and practice problem-solving, decision-making, project management, and conflict management in a virtual environment.

MBA6231 - Project Planning, Management, and Financial Control (3 quarter credits). This course focuses on defining management techniques for planning, estimating, and facilitating successful 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 planning, time management, and risk management activities that assist them throughout their program and professional careers. ***Prerequisite(s): MBA6160.***

MBA6233 - Assessing and Mitigating Risk (3 quarter credits). This course addresses the important elements of risk management. Topics include risk management planning, risk identification, risk analysis, development of appropriate responses, and risk monitoring and control. The course emphasizes the systematic process of identifying, analyzing, and appropriately responding to project risk by implementing a risk management plan. Upon successful completion, learners have a better understanding of risk impact analysis techniques and how to appropriately apply them in managing projects. ***Prerequisite(s): MBA6231.***

MBA6235 - Project Procurement and Solicitation (3 quarter credits). This course presents the major processes used in project procurement management including planning, solicitation, source selection, contract administration, and contract closeout. The impact of project assumptions and constraints on procurement management is examined. Learners apply procurement management tools and techniques by developing a procurement management plan based on current best practices. ***Prerequisite(s): MBA6231.***

MBA6237 - Advanced Project Management Techniques (3 quarter credits). This course focuses on advanced project management topics and techniques for the completion of successful projects. The course provides an in-depth look at techniques for balancing scope, time, cost, and quality in managing a project. Particular attention is paid to planning, monitoring, and controlling a project. The course highlights the importance of applying quality standards and best practices in developing project management strategies. ***Prerequisite(s): MBA6231.***

MBA6240 - Facilitating Change (3 quarter credits). This course presents theories and models for leading and facilitating organizational change. Learners explore ways to recognize and translate theory into practice by identifying and applying effective change management techniques. Learners develop collaborative processes that support forward movement within their work environment, thus helping themselves and their employees make transitions more effective for the organization.

MBA6241 - Human Resource Management in 21st Century Knowledge (3 quarter credits). This course provides a global perspective to the human resource management field. Learners examine traditional HRM functions such as human capital recruitment, development, and retention. Learners compare strategic and tactical approaches to human resource management and evaluate communication, influence, and strategic practices in global organizations. ***Prerequisite(s): MBA6010, MBA6020.***

MBA6242 - Building Organizational Effectiveness (3 quarter credits). In this course, learners gain an understanding of ways in which human resource management practices and programs contribute to organizational effectiveness. Learners examine the impact of HRM practices and programs on increasing employee engagement and commitment, supporting cultural diversity, and complying with laws and regulations. Learners also explore best practices of contemporary organizations for supporting organizational effectiveness and employee engagement. ***Prerequisite(s): MBA6241.***

MBA6243 - Building Organizational Culture (3 quarter credits). This course provides an overview of approaches to organizational design, culture, change, and transformation. Learners evaluate organizational designs and structures, change management models, and best practices for transforming organizational culture to achieve business goals and objectives. Learners focus on developing design, change, and transformation processes that tactically influence organizations. ***Prerequisite(s): MBA6241.***

MBA6245 - Human Resource Management Technologies and Applications (3 quarter credits). In this course, learners explore established human resource management technologies used to achieve organizational capacity, integration, and effectiveness. Learners study and apply strategies that use HRM technologies to maximize human capital productivity. The course emphasizes becoming skilled HRM technologists seeking organizational and business opportunities to employ HRM technologies. ***Prerequisite(s): MBA6241.***

MBA6247 - Human Capital Management (3 quarter credits). This course presents the fundamental practices of human capital management. Learners study and apply practices associated with workforce development, workforce management, and outsourcing. The course focuses on enabling learners to shape the global workforce. ***Prerequisite(s): MBA6241.***

MBA6249 - Organizations, Governance, and the Law (3 quarter credits). This course provides learners with the foundational elements of legal thinking, practice, and application needed to understand the role and influence of the organizational laws and legal practices. Learners examine the roles and influence of law in the workplace, and study legal theories, practices, and strategies used by attorneys to develop workplace policies and address other employment-related issues. The course provides opportunities for learners to exercise legal knowledge, thought, and practice through experiential activities. ***Prerequisite(s): MBA6241.***

Graduate Course Descriptions, *continued*

MBA6250 - Leveraging Workplace Diversity (3 quarter credits). In this course, learners explore the models and tools for creating an effective and respectful work environment. This course emphasizes the importance of encouraging the expression of diverse people and their ideas. Learners explore ways to use models and tools to promote ethical and respectful interpersonal relationships that support the free flow of ideas. Learners develop practical skills and hands-on techniques to effectively support and manage diversity, recognize the importance of organizational diversity and why it is inextricably linked to business success, and establish a framework to promote an ongoing and respectful exchange of information.

MBA6260 - Negotiating for Results (3 quarter credits). In this course, learners explore ways to create effective negotiations with employees, customers, and partners. The course offers learners a practical exploration of the major concepts and theories of bargaining and negotiation and a forum for examining the dynamics of interpersonal and inter-group conflict and its resolution. The course is designed to be relevant to the broad spectrum of problems faced by managers and professionals. Learners explore their own negotiating preferences and the consequences of the choices they make. In addition, learners are asked to accept and offer feedback on the negotiation behavior that they demonstrate, observe and formulate their own perspectives about negotiation, and extract insights from their own experiences to guide them in future negotiations.

MBA6270 - Regulatory and Ethical Environment of Business (3 quarter credits). In this course, learners examine the key components of the business environment and ethical choices with regard to corporate decisions. The emphasis in this course is on current regulatory environments and their impact on organizational directions. Learners analyze and discuss how current trends in business ethics can help them make socially responsible and strategically sound decisions.

MBA6271 - Strategic Management of Health Care Systems (3 quarter credits). This course provides in-depth examination and analysis of strategic management in the health care industry. Learners use strategic management frameworks to analyze the mission, vision, core values, and goals of the industry and make recommendations based on their analysis. Learners identify the operational and financial components of the strategic planning process in health care and assess its impact on the internal and external health care environment. Learners also explore the impact of interdependent actors within the health care system, the consequences of various health care decisions, and decision-making strategies that maximize revenues while providing quality patient care. ***Prerequisite(s): MBA6160.***

MBA6273 - Health Care Financial Management (3 quarter credits). This course focuses on the knowledge and skills required to conduct advanced strategic financial analyses of a health care organization. Learners use financial techniques specific to health care analysis and planning and apply those principles to analyze current health care budgeting and capital and funding decisions. Learners also review frameworks for conducting advanced strategic financial analyses and make innovative organizational recommendations based on those financial analyses. This course provides an in-depth examination and analysis of current health care reimbursement policies and their impact on financial management decisions. ***Prerequisite(s): MBA6271.***

MBA6275 - Health Care Policy Analysis and Decision Making (3 quarter credits). Learners in this course analyze the development and implementation of policy in the health care field and its unique role in the industry. This course demonstrates the importance of examining health care policies not only from sociological, political, and ethical frameworks but from an economic perspective as well. The course allows learners to apply alternative methods of policy analysis including matrix analysis, decision trees, and cost-benefit analysis. Learners explore ways to make decisions in a health care setting and examine the consequences of decisions in the clinical, policy, and management arenas. ***Prerequisite(s): MBA6271.***

MBA6277 - Ethical and Legal Considerations in Health Care (3 quarter credits). This course introduces ethical principles that managers can apply to understand, analyze, and resolve ethical problems in the health care field. Ethical dilemmas in the health care industry are explored from several perspectives—managerial, organizational, and economic. Learners analyze the impact of law on the way health care is delivered in the U.S. The major legal principles and issues relevant to health care administration are also examined. ***Prerequisite(s): MBA6271.***

MBA6300 - MBA Capstone: Judgment, Planning, and Action (3 quarter credits). This course is a capstone MBA impact project. The course focuses on the implementation of a project that incorporates the skills necessary for analyzing issues, thinking creatively and strategically, using sound judgment, and establishing and executing plans. ***Prerequisite(s): Completion of all required MBA course work. Cannot be fulfilled by transfer or petition.***

MBA6310 - Marketing Capstone: Judgment, Planning, and Action (3 quarter credits). This is an integrative course for learners completing the MBA Marketing specialization. The outcome is for learners to synthesize and integrate their learning experiences and to evaluate the research and current topics relative to this specialization. This course focuses on the implementation of a project that incorporates the skills necessary for analyzing issues, thinking creatively and strategically, using sound judgment, and establishing plans. Techniques used to accomplish these goals may vary. ***Prerequisite(s): Completion of all required MBA course work. Cannot be fulfilled by transfer or petition.***

MBA6320 - Global Operations and Supply Chain Management Capstone: Judgment, Planning, and Action (3 quarter credits). This is an integrative course for learners completing the MBA Global Operations and Supply Chain Management specialization. Learners synthesize and integrate knowledge and skills gained from specialization course work with collateral knowledge acquired during the MBA experience. The course uses an online simulation that allows learners to demonstrate their capacity for high-level management in the strategic global marketplace. ***Prerequisite(s): Completion of all required MBA course work. Cannot be fulfilled by transfer or petition.***

MBA6330 - Project Management Capstone: Judgment, Planning, and Action (3 quarter credits). This is an integrative course for learners completing the MBA Project Management specialization. Learners synthesize and integrate the learning experiences acquired in project management and evaluate the research and current topics relative to this specialization. In this course, learners complete a project that incorporates the skills necessary for analyzing issues, thinking creatively and strategically, using sound judgment, and establishing plans. ***Prerequisite(s): Completion of all required MBA course work. Cannot be fulfilled by transfer or petition.***

MBA6340 - Human Resource Management Capstone: Judgment, Planning, and Action (3 quarter credits). This is an integrative course for learners completing the MBA Human Resource Management specialization. Learners synthesize and apply human resource management knowledge, and evaluate current research and topics relative to this specialization. Learners complete a project that incorporates the skills necessary for analyzing HRM issues, thinking creatively and strategically, using sound judgment, and establishing plans. ***Prerequisite(s): Completion of all required MBA course work. Cannot be fulfilled by transfer or petition.***

Graduate Course Descriptions, *continued*

MBA6350 - Accounting Capstone: Judgment, Planning, and Action (3 quarter credits). This is an integrative course for learners completing the MBA Accounting specialization. The outcome is for learners to synthesize and integrate the learning experiences acquired in accounting and to evaluate the research and current topics relative to this specialization. This course focuses on the implementation of a project that incorporates the skills necessary for analyzing issues, thinking creatively and strategically, using sound judgment, and establishing plans. ***Prerequisite(s): Completion of all required MBA course work. Cannot be fulfilled by transfer or petition.***

MBA6360 - Finance Capstone: Judgment, Planning, and Action (3 quarter credits). This is an integrative course for learners completing the MBA Finance specialization. The outcome is for learners to synthesize and integrate the learning experiences acquired in finance and to evaluate the research and current topics relative to this specialization. This course focuses on the implementation of a project that incorporates the skills necessary for analyzing issues, thinking creatively and strategically, using sound judgment, and establishing plans. Techniques used to accomplish these goals may vary. ***Prerequisite(s): Completion of all required MBA course work. Cannot be fulfilled by transfer or petition.***

MBA6370 - Health Care Management Capstone: Judgment, Planning, and Action (3 quarter credits). This is an integrative course for learners completing the MBA Health Care Management specialization. Learners synthesize and integrate the learning experiences acquired in health care management and evaluate the research and current topics relative to this specialization. In this course, learners complete a project that incorporates the skills necessary for analyzing issues, thinking creatively and strategically, using sound judgment, and establishing plans. ***Prerequisite(s): Completion of all required MBA course work. Cannot be fulfilled by transfer or petition.***

MBA6380 - Information Technology Management Capstone: Judgment, Planning, and Action (3 quarter credits). This is an integrative course for learners completing the MBA Information Technology Management specialization. Learners synthesize and integrate the learning experiences acquired in Information Technology Management and evaluate the research and current topics relative to this specialization. In this course, learners complete a project that incorporates the skills necessary for analyzing issues, thinking creatively and strategically, using sound judgment, and establishing plans. ***Prerequisite(s): Completion of all required MBA course work. Cannot be fulfilled by transfer or petition.***

MBA6900 - MBA Capstone (3 quarter credits). In this course, learners integrate the foundational knowledge and skills gained during the MBA program in an application-based business project. Learners finalize the planning of and complete, implement, and present their projects. Learners also reflect on the personal program and career goals they established at the beginning of the program and explore their future leadership goals. ***MBA6028 and MBA6900 must be taken in sequence. Prerequisite(s): MBA6028 and all required and elective course work. Cannot be fulfilled by transfer or petition.***

School of Business and Technology

Master's and Doctoral Organization and Management Courses

OM5015 - Marketing (4 quarter credits). This course investigates a multitude of factors related to marketing in firms that produce both goods and services. The 4Ps of marketing are discussed as they relate to the development of marketing plans and strategies.

OM5025 - Accounting and Finance in Organizations (4 quarter credits). This course introduces master's learners to fundamental finance and accounting practices. Learners study the principles of financial accounting and the ways the activities of organizations are influenced by accounting measurement. The course emphasizes becoming good consumers, rather than producers, of financial information and uses current events to reinforce and demonstrate the implications of various accounting decisions.

OM5030 - Corporate Social Responsibility and Managerial Ethics (4 quarter credits). In this course, learners investigate the orientation of the firm in the context of today's complex social and business environments. Specific issues related to social responsibility and corporate ethics are addressed. The course focuses on identifying relevant issues and using theory to make informed and responsible decisions.

OM5035 - Data Analysis and Decision Making for Managers (4 quarter credits). Learners in this course examine a variety of quantitative tools that are useful in making organizational decisions. Rather than requiring learners to complete complex calculations, this course orients learners toward identifying problem-solving situations, selecting appropriate quantitative tools, and interpreting analytical results.

OM5040 - Strategic Planning (4 quarter credits). Learners in this course examine practices, methodology and theories of business strategy. In addition, learners review theoretical models and the development of plans for assessing strategic capabilities.

OM5990 - Integrative Project: Organizational Leadership and Change Management (4 quarter credits). The integrative project is designed to apply learning from the program to a professional setting. Learners work with course faculty to develop and implement this project in their field of study. ***For MS in Organization and Management learners only. Must be taken during the learner's final quarter. Prerequisite(s): Completion of all required course work. Cannot be fulfilled by transfer or petition.***

School of Business and Technology

Graduate Writing Courses

OM6088 - Mastering Scholarly Writing (4 quarter credits). Learners in this course develop and strengthen their scholarly writing 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. ***Learners may only earn credit for OM6088 or ED6088 or PSF6088 or PSL6088 or PSY6088 or SHB6088. Prerequisite(s): Psychology learners must take PSY6088 concurrently with PSY6089.***

OM7004 - Graduate Writing for ESL/EFL Learners (4 quarter credits). This course introduces non-native speakers of English to graduate-level academic writing. Learners develop an understanding of the assumptions and intentions that underlie advanced academic writing as it is practiced in the U.S. They develop skills in producing effective advanced academic writing including combining facts and opinions from multiple sources. Learners develop linguistic and content editing skills in order to continue improving their own academic writing after they complete the course.

OM7008 - Developing Voice and Style in Academic and Professional Writing (4 quarter credits). This course focuses on one of the most challenging components of academic writing: developing a voice and style that reflect excellence in scholarship (research, thinking, and communication) while maintaining individuality and style. In this course, learners analyze a variety of writing samples, including their own, in order to understand the effects of writers' rhetorical choices; learn and apply an array of writing strategies that lead to improved awareness and use of voice and style; and revise writing submissions used in external course work to demonstrate learning and understanding. ***Learners are strongly encouraged to take the OM7086–OM7088 or ED7086-ED7088 or PSL7086–PSL7088 or SHB7086–SHB7088 course sequence before enrolling in this course.***

Graduate Course Descriptions, *continued*

OM7086 - Developing an Academic Writing Process (4 quarter credits). In this course, learners focus on developing a process for enhancing and improving their academic writing. 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 of a specific piece of academic writing. ***Learners may only earn credit for OM7086 or ED7086 or PSF7086 or PSL7086 or PSY7086 or SHB7086. Prerequisite(s): Psychology learners must take PSY7086 concurrently with PSY7087.***

OM7088 - 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. ***Learners may only earn credit for OM7088 or ED7088 or PSF7088 or PSL7088 or PSY7088 or SHB7088. Prerequisite(s): OM7086 or ED7086 or PSF7086 or PSL7086 or PSY7086 or SHB7086. Psychology learners must have also completed PSY7087 and must take PSY7088 concurrently with PSY7089.***

OM7091 - 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. ***Learners may only earn credit for OM7091 or ED7091 or PSF7091 or PSL7091 or SHB7091.***

OM7092 - English as an International Language (4 quarter credits). Learners in this course develop an understanding of the underlying assumptions and intentions of advanced academic writing as it is practiced in the United States and the factors influencing those assumptions and intentions. Using a World Englishes perspective, learners focus on developing writing skills in the U.S. academic tradition and practice adapting their writing to various communities, specific academic disciplines and genres, and certain professional purposes. ***Learners may only earn credit for ED7092 or OM7092 or PSF7092 or PSL7092 or PSY7092 or SHB7092. Prerequisite(s): Psychology learners must take PSY7092 concurrently with PSY7093.***

School of Business and Technology, *continued*

OM7020 - Marketing Strategy and Practice (4 quarter credits). This course presents learners with a systematic analysis of the factors that influence marketing strategy and uses marketing theory to evaluate opportunities, identify market segments, and to formulate appropriate strategies. While this course has a theoretical focus, the development of good marketing practices also receives attention.

OM7022 - Advanced Concepts in Marketing (4 quarter credits). Learners in this course explore how and why traditional marketing thinking and theory is evolving. Learners examine seminal marketing theory and the relationship among marketing and allied disciplines (e.g., economics, sociology, psychology, and strategy) to gain an understanding of contemporary marketing theory and the ways established and emerging marketing thinking can be applied in professional practice. ***Prerequisite(s): OM7020.***

OM7040 - Accounting and Financial Management (4 quarter credits). This course addresses accounting and financial concepts and their applications to the management of an organization and presents a framework for financial decisions in organizations.

OM7041 - Finance (4 quarter credits). This course emphasizes and helps learners develop an understanding of financial concepts and major decision areas related to the financial management of business. ***Prerequisite(s): OM7040. PhD learners only: To be completed in directed-study format.***

OM7050 - Ethics and Social Responsibility (4 quarter credits). Learners in this course examine ethical behavior in organizations and the role of business in society.

OM7055 - Operations Management (4 quarter credits). This course addresses concepts and methods that support the management of operations in both service and manufacturing environments.

OM7070 - Entrepreneurship (4 quarter credits). This course provides learners with the opportunity to examine and experience the steps of new business venture assessment and planning. Learners explore foundational entrepreneurial research, the entrepreneurial process, and the skills and abilities of successful entrepreneurs, and identify, assess, and develop a business plan for a venture of their choice.

OM7080 - Statistical Research Techniques (4 quarter credits). Learners in this course explore the fundamental data skills and analytical capabilities needed for graduate-level research. The focus of the course is on reviewing published research using basic statistical techniques, applying SPSS to conduct similar analyses, and determining the appropriate techniques for a given situation. Topics include data exploration and analysis; sampling; t-tests; analysis of variance, correlation and regression; and selected nonparametric tests. ***Cannot be fulfilled by transfer.***

OM7120 - Diversity and Culture in the Workplace (4 quarter credits). The focus of this course is diversity and culture in organizations and society. Learners explore the various dimensions of diversity, synthesize skills and approaches for integrating differences into work and social environments, and design an integrated approach to managing diversity in organizations.

OM7125 - Systems Change and Transformative Practice (4 quarter credits). Learners in this course examine systems theory and its relation to individual and organizational change and transformation. The course emphasis helps learners gain an integrated perspective of systems theory and develop capabilities that support strategic planning, architecting, leading, and sustaining transformation initiatives and practices within organizations.

OM7130 - Conflict Management and Negotiation (4 quarter credits). In this course, learners evaluate the causes of conflict, assess conflicts from various perspectives, and propose strategies for preventing and mitigating conflict in the workplace based on conflict management theories, the exchanges of parties engaged in conflict, and probable outcomes.

OM8004 - Managing and Organizing People (4 quarter credits). Learners in this course explore the theoretical assumptions of organizational behavior and the issues and challenges that arise when managing and leading. The course prepares PhD learners for doctoral research related to organization behavior literature and theory. ***For PhD in Organization and Management learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.***

OM8010 - Principles of Organization Theory and Practice (4 quarter credits). In this course, learners explore, synthesize, and integrate organization theory, thereby preparing them to conduct doctoral research related to organization theory, organizational behavior literature, and organizational research design. Learners evaluate organizational theory, apply it to organizational behavior, and diagnose organizational effectiveness. ***Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

OM8012 - Strategy (4 quarter credits). Learners in this course examine theories that are relevant to effective strategy development and implementation, preparing them to operate as strategic thought-leaders in today's complex global business environment. ***Cannot be fulfilled by transfer.***

OM8020 - Quantitative Research Techniques (4 quarter credits). Learners in this course explore fundamental concepts needed to conduct graduate-level quantitative research. Learners examine the foundations, methods, and applications of quantitative research; dependencies among research design, measurement, and analysis; variable types and levels of measurement; sampling; and the concepts of descriptive and inferential statistics and hypothesis testing. ***Cannot be fulfilled by transfer.***

OM8021 - Management Theory Creation (4 quarter credits). Learners in this course examine the scientific, philosophical, and methodological approaches underlying organization and management research and theory. Course topics include the scholar-practitioner as social and behavioral scientist and purveyor of evidence-based management and ways of working with the extant literature. Learners analyze and report on the elements of a scientific study and evaluate the ontological, axiological, and epistemological assumptions underlying qualitative, quantitative, and mixed-methods studies. Learners also identify the strengths and limitations of various methodological approaches and provide recommendations for future research based on author-identified limitations and a review of the seminal works and recent research. ***Prerequisite(s): OM7080 or OM8020. Cannot be fulfilled by transfer.***

OM8022 - Survey of Applied Research Methods (4 quarter credits). This course focuses on research designs for qualitative, quantitative, mixed-methods, and applied research in organization and management. Learners move beyond conducting reviews of literature at the methodological level, focusing on research design in order to evaluate specific design features related to reliability and threats to validity, and to craft their own research prospectus. Learners explore the meaning of content and process gaps, problems, and opportunities uncovered through a review of the literature. They also examine issues related to management science research ethics and the role of the Institutional Review Board (IRB). ***Prerequisite(s): OM7080 or OM8020; OM8021. OM8021 prerequisite does not apply to PhD in IT learners. Cannot be fulfilled by transfer.***

OM8025 - Advanced Qualitative Research (4 quarter credits). Learners in this course investigate qualitative inquiry and various qualitative research designs based on social constructivist, interpretive, and critical-theory/transformative traditions appropriate for research in organization and management. Course topics include strategies for data collection and bounding, data analysis and coding, visual mapping and portrayal, drawing and verification of conclusions from data, and qualitative research presentation. Learners also gain hands-on experience using qualitative software. This course is recommended for learners who intend to conduct either a qualitative or mixed-methods dissertation. ***Prerequisite(s): OM8022. Cannot be fulfilled by transfer.***

OM8026 - Applied Multivariate Modeling (4 quarter credits). Learners in this course review, critique, and apply multivariate models appropriate to organizational and information technology research designs. Topics include exploratory data analysis, multiple regression, logistic regression, correlation, multivariate analysis of variance (MANOVA), factorial analysis of variance (ANOVA), factor analysis and principal components, discriminant analysis, structural equation modeling, and emerging data analysis techniques. Learners also examine nonparametric alternatives. ***This course requires the use of analytical software. Prerequisite(s): OM7080 or OM8020. Cannot be fulfilled by transfer.***

OM8027 - Survey Research Methodology (4 quarter credits). Learners in this course concentrate on the competencies, skills, and techniques required to conduct successful data gathering and analysis. The course provides learners with the opportunity to learn and apply the skills required to construct survey questions and items, structure questionnaires and interview schedules, understand and utilize scaling techniques, develop and select the most effective administration techniques, develop the most appropriate sampling frames, and apply the most powerful statistical analysis. Upon completion of this course, learners are prepared to utilize this methodology to conduct scholarly and organizational research. ***Prerequisite(s): OM8022. Cannot be fulfilled by transfer.***

OM8028 - Survey of Research Literature in Management Education (4 quarter credits). Learners in this course review management literature, focusing on research related to improving the effectiveness of management instruction and developing management curricula and courses. The course focuses specifically on management education but also explores topics in leadership, business, and other related disciplines. ***Cannot be fulfilled by transfer.***

OM8031 - Design Science Research Methods (4 quarter credits). This course focuses on design science as a research method with a specific set of guidelines and outcomes. Learners examine the distinguishing characteristics, research guidelines, and ethical implications of design science. This course is recommended for learners who intend to use a design science-based research method in their dissertations. ***Prerequisite(s): OM8020. Cannot be fulfilled by transfer.***

OM8101 - Theories of Leadership (4 quarter credits). Learners in this doctoral seminar evaluate historical, current, and emerging theories of leadership and explore the role and influence of leaders in complex, dynamic, and changing environments and organizations. Learners also focus on developing doctoral-level competency in evaluating and synthesizing leadership research and methodology. ***Cannot be fulfilled by transfer.***

OM8102 - Leading at the Top: The Upper Echelon (4 quarter credits). Learners in this course explore organizational leadership at the executive level. Topics include the relationship between the leader to the executive board and the market, communication tools and techniques, and knowledge management. ***Prerequisite(s): Completion of or concurrent enrollment in OM8101. Cannot be fulfilled by transfer.***

OM8103 - Global Executive/Manager Development (4 quarter credits). In this course, learners examine the current relevant theories of global leader and manager development. Learners explore the theories and models of global enterprise system leaders and managers and prepare a development plan for their own leadership and management skills portfolio. ***Prerequisite(s): OM8101, OM8102. Cannot be fulfilled by transfer.***

OM8104 - Leadership: The Dark Side (4 quarter credits). In this course, learners explore the psychology of dark leader development, the characteristics of the dark side of leadership, and the ways these characteristics are evaluated. Learners develop their own approaches to and strategies for managing the dark side of leadership in contemporary organizations. ***Prerequisite(s): OM8101, OM8102. Cannot be fulfilled by transfer.***

OM8105 - Issues on the Frontier of the Global Economy (4 quarter credits). Learners in this course examine the economic landscape of the competitive global economy. Learners identify current and emerging economic issues and trends and compare and evaluate their impact on markets, organizations, and leadership practice. ***Prerequisite(s): OM8101, OM8102. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

OM8106 - Leading in the Global Enterprise System (4 quarter credits). In this course, learners compare and contrast leadership theories of the global enterprise organization. Learners evaluate theories pertinent to their own operational environment and create a framework for successful leadership and management to employ in their respective operational contexts. ***Prerequisite(s): OM8101, OM8102. Cannot be fulfilled by transfer.***

OM8107 - Entrepreneurial Leader as Pioneer (4 quarter credits). Learners in this course compare and contrast entrepreneurial leadership theories to gain an understanding of the options, opportunities, and benefits associated with entrepreneurial leadership in the developing global enterprise system. ***Prerequisite(s): OM8101, OM8102. Cannot be fulfilled by transfer.***

OM8201 - Theories of Executive Human Resource Management (4 quarter credits). Learners in this doctoral seminar explore current trends in human resource research and the numerous theories of human resource management. Learners research articles and compare and contrast theories for their impact on the human asset management of the organization. ***Cannot be fulfilled by transfer.***

OM8202 - The Human Resource Executive as Strategic Partner (4 quarter credits). Learners in this doctoral seminar explore the link between the strategic architecture of human asset management and organizational strategy. Learners investigate how the careful crafting of human resource policy and practice create optimum resource utilization for exceptional organizational effectiveness. ***Cannot be fulfilled by transfer.***

OM8203 - Perspectives and Practices in Global Human Resource Management (4 quarter credits). Learners in this doctoral seminar examine innovative human resource management theories and best practices used in domestic and international knowledge-oriented organizations. The course emphasizes preparing learners to operate as HRM thought leaders within complex and dynamic 21st century business environments. ***Cannot be fulfilled by transfer.***

OM8204 - Legal Systems, Labor Relations, and Regulatory Practices (4 quarter credits). Learners in this doctoral seminar examine key components of domestic and international legal systems, labor relations, and regulatory practices as they relate to organizational structure, business activities, and human capital management. Topics include law making, enforcement agencies, labor relations, legal processes, and litigation reduction and management. ***Cannot be fulfilled by transfer.***

OM8205 - Knowledge Management, Human Resource Information Systems, and Internet Technologies (4 quarter credits). Learners in this doctoral seminar explore the relationships between knowledge management, human resource information systems, and Internet technologies as they relate to maximize human capital and organizational productivity. This course emphasizes integrated understanding, strategic orientation, and innovative perspective of ways these systems can enable human resource management business-oriented solutions for global organizations. ***Cannot be fulfilled by transfer.***

OM8206 - Human Capital Management, Acquisition, Development, and Retention (4 quarter credits). Learners in this doctoral seminar examine human capital acquisition, development, and retention from theoretical, best practices, and business results perspectives. Topics include establishing high-performance cultures, systems dynamics models, innovative compensation and reward strategies, and return-on-investment metrics. ***Cannot be fulfilled by transfer.***

OM8301 - Survey of Research Literature in Information Technology Management Infrastructure (4 quarter credits). In this course, learners review information technology management research literature associated with managing the process of selecting, deploying, and operating information technology within organizations. Learners also practice applying methods for efficiently and effectively reading, evaluating, and annotating a large number of research articles. Other course topics include the components of information technology and the human resources that support them. ***Cannot be fulfilled by transfer.***

OM8302 - Survey of Research Literature in Information Technology Planning and Delivery (4 quarter credits). Learners in this doctoral seminar review information technology management research literature associated with applying information technology to support organizational goals. Topics include organizational alignment, strategic system planning, and the application system delivery process. Learners also strengthen their proficiency in effective, credible, academic writing and critical thinking and reading. ***Cannot be fulfilled by transfer.***

OM8303 - Information Technology Technical Foundations (4 quarter credits). Learners in this doctoral seminar focus on theory and research that address the technical foundations of the information technology management discipline. Learners explore a wide range of current and emerging IT management technologies, processes, and methods. Learners also strengthen their proficiency in effective, credible, academic writing and critical thinking and reading. ***Cannot be fulfilled by transfer.***

OM8304 - Information Technology Delivery (4 quarter credits). Learners in this doctoral seminar concentrate on the behavioral aspects of deploying information technology in organizations. During the course, learners examine and evaluate IT deployment literature from both academic and practitioner sources, survey both achievements and failures in the field, and identify various research frontiers associated with IT delivery. ***Cannot be fulfilled by transfer.***

OM8305 - Information Technology Strategy and Management (4 quarter credits). Learners in this doctoral seminar course focus on organizational issues related to developing information technology strategy and managing IT staff and functions. Learners examine the research frontiers of topics such as IT strategy formulation and business alignment; IT organization, structure, and governance; implementation and change management; organizational learning and knowledge management; and evaluation of IT impacts on the organization. ***Cannot be fulfilled by transfer.***

OM8450 - Theory of Organizational Improvement (4 quarter credits). Learners in this course examine historical, contemporary, and emerging theories of organizational improvement. Learners explore continuous improvement, balanced scorecard, Malcolm Baldrige framework, and other relevant theories. The focus of this course is on understanding the theoretical foundations of these improvement philosophies and on recognizing their impact on organizational outcomes.

OM8521 - Advances in Project Planning (4 quarter credits). Learners in this course identify and evaluate seminal research in the project management areas of initiation and planning. Learners focus their research on effective techniques and tools used to initiate, define, and plan results-driven projects. ***Prior to enrolling in this course, learners should have a working knowledge of project management. Completion of at least one master's-level project management course is strongly recommended. Cannot be fulfilled by transfer.***

OM8523 - Advances in Project Execution (4 quarter credits). Learners in this course identify and evaluate seminal research in a variety of project management areas, including project resource management and project execution. Learners focus their research on effective techniques and tools used to execute, monitor, control, and close projects. ***Prior to enrolling in this course, learners should have a working knowledge of project management. Completion of at least one master's-level project management course is strongly recommended. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

OM8525 - Strategic Leadership and Human Resource Management (4 quarter credits). In this course, learners analyze leadership theories and human resource management approaches to project or program management. Learners evaluate the advantages and disadvantages of various leadership skills and examine their effects on leading a project team to achieve results. Learners also explore ways to optimize HRM to improve an organization's project implementation capabilities. ***Prior to enrolling in this course, learners should have a working knowledge of project management. Completion of at least one master's-level project management course is strongly recommended. Cannot be fulfilled by transfer.***

OM8527 - Advanced Risk Management (4 quarter credits). Learners in this course explore current trends and methods of project risk management. Learners evaluate approaches to preventing, mitigating, and managing project risks, and identify strengths, weaknesses, and gaps in project risk management research. ***Prior to enrolling in this course, learners should have a working knowledge of project management. Completion of at least one master's-level project management course is strongly recommended. Cannot be fulfilled by transfer.***

OM8529 - Program and Portfolio Management (4 quarter credits). This course presents methods of managing multiple projects and project portfolios. Learners evaluate and apply program integration and portfolio management techniques, and examine methods used to optimize the overall value of project portfolios. ***Prior to enrolling in this course, learners should have a working knowledge of project management. Completion of at least one master's-level project management course is strongly recommended. Cannot be fulfilled by transfer.***

OM8910 - Teaching Practice Seminar (4 quarter credits). Learners in this seminar examine the practice fundamentals necessary for a teaching career in management education. Syllabus and course development, online and classroom instruction, as well as the fundamentals of human development in the classroom are explored. ***Prerequisite(s): Completion of all core course work. Cannot be fulfilled by transfer.***

OM8920 - Leadership Practice Seminar (4 quarter credits). Learners in this seminar examine the practice fundamentals needed to prepare themselves for an executive leadership role. Learners review theories and models of leadership from a scholar-practitioner perspective and gain an understanding of the leadership responsibilities required by today's complex and diverse organizations. ***Prerequisite(s): Completion of all core course work. Cannot be fulfilled by transfer.***

OM8930 - Consulting Practice Seminar (4 quarter credits). Learners in this seminar examine the fundamentals necessary for building and establishing a management consulting business or preparing themselves for possible careers in consulting or management. Learners review the various roles of the consultant and assess their own consulting experience, skills, and abilities. Learners also evaluate and apply marketing principles to a consulting business, examine the legal aspects of establishing their own consulting business, and explore the role of ethics in being a successful consultant. ***Prerequisite(s): Completion of all core course work. Cannot be fulfilled by transfer.***

OM8999 - Special Topics in Organization and Management (4 quarter credits). In this course, learners propose appropriate course topics that address a specific issue or problem in the field. Proposals must be submitted to the mentor for approval. ***PhD learners only: To be completed in directed-study format.***

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

OM9051 - Special Topics in Leadership (4 quarter credits). This course provides learners with an opportunity to engage in an in-depth study within the area of leadership. Theory, research, and application of subject matter are constructed to focus on specific subject matter using the special topics course format. Learners propose course topics not covered in the elective offerings of this specialization and develop content with course tutor approval. ***PhD learners only: To be completed in directed-study format.***

OM9052 - Special Topics in Human Resource Management (4 quarter credits). This course provides learners with an opportunity to engage in an in-depth study within the area of human resource management. Theory, research, and application of subject matter are constructed to focus on specific subject matter using the special topics course format. Learners propose course topics not covered in the elective offerings of this specialization and develop content with course tutor approval. ***PhD learners only: To be completed in directed-study format.***

OM9919 - Doctoral Comprehensive Examination (4 quarter credits). This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to enroll in the first dissertation course. ***Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective course work with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.***

OM9920 - Dissertation Courseroom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. ***Grading for this course is R/NS. Prerequisite(s): OM9919. Cannot be fulfilled by transfer.***

OM9921–OM9950 - Dissertation Research 1–Dissertation Research 30 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. ***Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): OM9919 and concurrent enrollment in OM9920. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

School of Business and Technology

Master's Organizational Development Courses

ORD5004 - Change, Culture, and Complexity (4 quarter credits). Learners in this course examine change, culture, and complexity in 21st century global organizations. Learners analyze organizational development literature and apply best practices for using organizational development strategies related to organizational change, culture, and complexity to increase performance and productivity. Learners also use organizational development models to identify business trends and growth opportunities. ***For MS in Organizational Development learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer or petition.***

ORD5010 - Organizational Systems and Dynamics (4 quarter credits). This course presents theories and models of organizational systems and dynamics and the organizational influences of individual, group, and enterprise-wide interaction. Learners identify the ways organizational systems operate within business environments and evaluate the effectiveness of various systems archetypes. Learners also examine the organizational development methods and tools used to manage systems archetypes in order to achieve business goals.

ORD5020 - Strategic Planning and Organizational Development (4 quarter credits). Learners in this course study strategic business planning and examine its contributions to organizational development. Learners analyze theoretical frameworks and models of strategic business planning and use them to develop their own models that integrate business strategy with practice. Learners also identify methods for aligning strategic business planning with the organizational development activities of global enterprises.

ORD5030 - Assessment and Interventions (4 quarter credits). In this course, learners examine generally accepted assessment and intervention methods, models, and tools used in organizational development. Learners review organizational development literature, case studies, and practices and gain experience determining which assessments enable an organizational intervention.

ORD5040 - Fundamentals of Business (4 quarter credits). This course provides learners with knowledge and skills related to applying accounting, finance, and economic business information to organizational development strategies. Learners analyze economics models and financial statements and equations. Learners also evaluate financial metrics used to measure business revenue, profit, and loss, and examine the ways these metrics are applied to organizational development strategies to increase organizational performance and productivity.

ORD5050 - Ethics and Behavior in Organizations (4 quarter credits). This course focuses on the role of ethics and behavior in organizations as managed by organizational development professionals. Learners examine the roles of organizational development professionals as ethical change agents and assess their responsibilities in fostering ethical business and workplace environment. Learners also evaluate the influence of ethics on behavior within the organizational development process.

ORD5510 - Organizational Development in the Global Environment (4 quarter credits). Learners in this course explore the emerging role of organizational development in a global context. Learners examine business strategies and best practices of select multinational corporations and evaluate their effects on organizational capacity building. Learners also analyze ways to integrate current organizational development models and strategies with emerging initiatives that together address contemporary business perspectives, trends, and issues. ***Cannot be fulfilled by transfer or petition.***

ORD5511 - Systems Thinking, Archetypes, and Design (4 quarter credits). In this course, learners study systems design, archetype, and thinking literature and best practices related to maximizing organizational effectiveness. In particular, learners explore current literature and generally accepted best practices of applying systems design to complex operating environments. Learners also evaluate the influence of systems archetypes that employ both order and chaordic frameworks and identify organizational strategies, methods, and tools used to harness the power of systems design in order to increase positive business results. ***Prerequisite(s): ORD5510.***

ORD5513 - Group Dynamics (4 quarter credits). Learners in this course study group dynamics literature and best practices related to organizational development and effectiveness. In particular, learners explore current literature and generally accepted best practices of using facilitation and collaboration methods to manage group dynamics and increase organizational productivity. Learners also examine ways to align individual behaviors with an organization's business goals and engage in field work to assess the effectiveness of group dynamics strategies and methods. ***Prerequisite(s): ORD5510.***

ORD5515 - Process Consultation (4 quarter credits). This course introduces learners to the concept of building consultative relationships with clients through the examination of the theories, models, and tools of organization development consultation, including the process facilitation method developed by Dr. Edgar Schein. Learners apply client engagement methods and develop critical thought and action relative to enabling organizational development, growth, and sustainability. In particular, learners focus on developing strategies for implementing key theories and best practices of organization development and process consultation in order to increase organizational performance and productivity. ***Prerequisite(s): ORD5510.***

ORD5517 - Human Asset Management and Motivation (4 quarter credits). This course presents current and emerging theories, models, and practices of talent management exhibited by global organizations. Learners analyze the influence of rewards and recognition programs on employee retention and explore ways to use these programs as retention tools. Learners also analyze retention strategies of select multinational corporations to assess the effectiveness of talent management programs from a global perspective. Other course topics include the internal and external forces responsible for generating career-related tensions within organizations. ***Prerequisite(s): ORD5510.***

ORD5519 - Leadership, Managership, and Followership (4 quarter credits). In this course, learners explore the emerging roles and relationships of leadership, managership, and followership in 21st century organizations. Learners analyze traditional organizational roles of leadership, managership, and followership and examine their impact on individual and organizational productivity. Learners also evaluate emerging theories, models, and practices relative to redefining these roles. ***Prerequisite(s): ORD5510.***

ORD5910 - General Organizational Development Capstone (4 quarter credits). This is an integrative course for learners in the MS in Organizational Development 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. ***For MS in Organizational Development learners only. Must be taken during the learner's final quarter. Prerequisite(s): Completion of all required course work. Cannot be fulfilled by transfer or petition***.

Graduate Course Descriptions, *continued*

School of Business and Technology

Doctoral Business Courses

PHB7045 - Applied Enterprise Economics (4 quarter credits). Learners in this course examine microeconomic, macroeconomic, and trade theory; evaluate the operation of markets in the allocation of scarce resources; and explore current literature in applying economic theory to financial decision making at the individual and firm level. Learners also examine topics and concepts of economics education and strengthen their skills in discerning and describing research topics, reviewing literature, and designing research projects.

PHB7075 - Organizational Systems and Leadership (4 quarter credits). This course presents the theoretical foundations, research, and practices of organizational systems and leadership. Learners analyze organizations as systems and evaluate the ways they are affected by their structure and the external environment. Learners also examine the practice of leadership using a systems approach and synthesize organizational systems and leadership theory.

PHB8004 - Theory and Practice in Business (4 quarter credits). Learners in this course explore business theories, research, and practice. In particular, learners study the challenges of conducting scholarly research and the practice of leading and managing a business enterprise. Learners explore the depth and breadth of business research, the research methodologies used to conduct it, and potential business research topic areas. Learners also focus on strengthening their critical-thinking and scholarly writing skills. ***For PhD in Business learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.***

PHB8012 - Strategy, Planning, and Operations in Business (4 quarter credits). Learners in this course examine theories of and approaches to effective strategy formulation, integration, and implementation across the various functional areas of business operations. Learners focus on the skills needed to become strategic thinkers and leaders in today's complex global business environment and practice using them to solve contemporary issues in business strategy, planning, and operations. Learners also examine business goals and objectives within the context of internal and external influences and strategic management methodologies. ***Cannot be fulfilled by transfer.***

PHB8024 - Advanced Research: Mixed-Methods Research Designs (4 quarter credits). This course focuses on using mixed-methods research designs in applied business and organizational research. Learners examine the philosophic foundations and practical implications of merging numerical and non-numerical data to gain a comprehensive perspective of complex business and organizational phenomena than that gained by using either quantitative or qualitative methods alone. Learners also focus on using evidence-based practice to create actionable knowledge in local contexts; connect theory with practice to address core performance and quality metrics; and develop a comprehensive mixed-methods research prospectus. ***Prerequisite(s): OM8022. Cannot be fulfilled by transfer.***

PHB8410 - Survey in Financial Accounting (4 quarter credits). Learners in this course study financial accounting standards and practices and associated legal, regulatory, and reporting issues. Learners focus on the relationship between financial accounting research and practice and explore its emerging trends, technologies, and societal implications. Learners also examine topics and concepts of financial accounting education and strengthen their skills in discerning and describing research topics, reviewing literature, and designing research projects. ***Cannot be fulfilled by transfer.***

PHB8415 - Survey in Managerial Accounting (4 quarter credits). In this course, learners study managerial accounting and its association with managerial practice and decision making. Learners focus on the relationship between managerial accounting research and practice and explore its emerging trends, technologies, and societal implications. Learners also examine topics and concepts of managerial accounting education and strengthen their skills in discerning and describing research topics, reviewing literature, and designing research projects. ***Cannot be fulfilled by transfer.***

PHB8420 - Accounting Information Systems (4 quarter credits). Learners in this course study accounting information systems and their influence on internal and external financial reporting, managerial decision making, audit, and control. Learners explore emerging trends, technologies, and societal implications of accounting information systems and examine topics and concepts of accounting information systems education. Learners also strengthen their skills in discerning and describing research topics, reviewing literature, and designing research projects. ***Cannot be fulfilled by transfer.***

PHB8422 - Auditing (4 quarter credits). In this course, learners study audit program design, planning, and implementation and associated regulatory topics, including the Sarbanes-Oxley Act. Learners explore emerging trends, technologies, and societal implications of auditing and examine topics and concepts of auditing education. Learners also strengthen their skills in discerning and describing research topics, reviewing literature, and designing research projects. ***Cannot be fulfilled by transfer.***

PHB8424 - International Accounting (4 quarter credits). In this course, learners study international accounting standards and the evolving process of harmonization and compare U.S. Generally Accepted Accounting Principles (GAAP) with those of other countries. Learners focus on the relationship between international accounting and finance research and practice and explore its emerging trends, technologies, and societal implications. Learners also examine topics and concepts of international accounting education and strengthen their skills in discerning and describing research topics, reviewing literature, and designing research projects. ***Cannot be fulfilled by transfer.***

PHB8426 - Fraud Examination (4 quarter credits). This course provides an examination of the nature and causes of fraud and presents various approaches to prevent, detect, investigate, and regulate fraudulent activity, including the Sarbanes-Oxley Act. Learners explore emerging trends, technologies, and societal implications of fraud and examine topics and concepts of fraud education. Learners also strengthen their skills in discerning and describing research topics, reviewing literature, and designing research projects. ***Cannot be fulfilled by transfer.***

PHB8428 - Forensic Accounting (4 quarter credits). Learners in this course study the requirements, processes, and techniques used to present accounting and financial information in the legal environment. Learners focus on the relationship between forensic accounting research and practice and explore its emerging trends, technologies, and societal implications. Learners also examine topics and concepts of forensic accounting education and strengthen their skills in discerning and describing research topics, reviewing literature, and designing research projects. ***Cannot be fulfilled by transfer.***

PHB8430 - Taxation (4 quarter credits). This course provides an overview of various taxation systems. Learners evaluate the influence of taxation on society and economic decision making and explore its emerging trends, technologies, and societal implications. Learners also examine topics and concepts of taxation education and strengthen their skills in discerning and describing research topics, reviewing literature, and designing research projects. ***Cannot be fulfilled by transfer.***

PHB9919 - Doctoral Comprehensive Examination (4 quarter credits). This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to enroll in the first dissertation course. ***Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective course work with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

PHB9920 - Dissertation Courseroom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. ***Grading for this course is R/NS. Prerequisite(s): PHB9919. Cannot be fulfilled by transfer.***

PHB9921–PHB9950 - Dissertation Research 1–Dissertation Research 30 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. ***Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): PHB9919 and concurrent enrollment in PHB9920. Cannot be fulfilled by transfer.***

School of Business and Technology

Master's and Doctoral Information Technology Courses

TS5004 - Technical Communications (4 quarter credits). This course provides learners with the necessary skills for communicating technical information to various stakeholders in organizations. The focus of the course is on the fundamentals of technical communication in the electronic workplace while emphasizing clarity and organization. Learners study technical writing, editing, and online communication and engage in a broad range of activities, including preparing an effective résumé, writing proposals and technical reports, and creating professional development plans. This course helps learners develop an understanding of format and content and prepares them for project documentation requirements throughout their program and their professional careers. ***TS5004 must be taken by master's learners in their first quarter. Cannot be fulfilled by transfer or petition.***

TS5010 - Introduction to Enterprise Application Architecture (4 quarter credits). This course presents the interrelated architectural, business, and technical solution perspectives essential to the design and development of enterprise-caliber information technology solutions. Learners consider each perspective as they develop a website for an enterprise. Learners explore the business context supporting the web application and the ways it drives the requirements and functionality of the website; the technical resources and the environment in which the application is being used; and the role of the enterprise architect in selecting the processes, components, and technologies used to develop and maintain the application.

TS5011 - Managing People and Technology (4 quarter credits). This course provides information technology learners with skills needed to manage technology and people. Learners assess and control the risks associated with information assets, apply concepts and principles to manage projects and project quality, and develop collaboration and leadership skills to use in a globally distributed team environment.

TS5130 - System Development Theory and Practice (4 quarter credits). This course focuses on the software engineering fundamentals that can be applied to enterprise-wide software application development. Topics include portability, reusability, prototyping, and performance management. Learners examine advanced requirements analysis techniques; functional specifications; and system design, implementation, testing, and maintenance. Learners also compare theory with practice and assess, evaluate, and apply software development principles and processes to a professional environment. ***Prior to enrolling in this course, learners should have a working knowledge of the software development process.***

TS5160 - Business Foundations (4 quarter credits). This course provides information technology learners with a foundation of business concepts. Learners analyze organizational structures, operational processes, financial measures, and key business communication concepts and techniques. Through the analysis and application of fundamental business processes, theories, and techniques, learners gain a better understanding of how IT integrates with the enterprise as a whole.

TS5311 - Enterprise Security (4 quarter credits). This course provides an overview of enterprise security and presents the tools, techniques, and strategies used to counteract threats organizations experience on a daily basis. Learners develop a working knowledge of organization security risk assessment and gain an understanding of appropriate security planning by analyzing cyber terrorism and enterprise system weaknesses and creating an enterprise system security plan. ***Prior to enrolling in this course, learners should have a working knowledge of networking concepts.***

TS5312 - Security Risk Management (4 quarter credits). This course presents the important elements of risk management and the ethical and legal issues surrounding computer security. Learners analyze the impact of computer legislation and case law on information security management and examine ways to mitigate risk and develop risk-control strategies to better understand information security project planning. ***Prior to enrolling in this course, learners should have a working knowledge of IT and project management skills.***

TS5321 - Local Area Network Architectures (4 quarter credits). The focus of this course is on local area network (LAN) architectures from managerial, business, and operational perspectives. Learners explore planning, designing, administering, securing, and managing LANs and gain an understanding of how to implement LAN architectures using different platforms and technologies. ***Prior to enrolling in this course, learners should have a working knowledge of network administration.***

TS5322 - Wide Area Network Architectures (4 quarter credits). The focus of this course is on wide area network (WAN) architectures from managerial, business, and operational perspectives. Learners explore planning, designing, administering, securing, and managing WANs and gain an understanding of how to implement WAN architectures using different platforms and technologies. ***Prior to enrolling in this course, learners should have a working knowledge of network administration.***

TS5323 - Integrating Divergent Network Architectures (4 quarter credits). This course presents an overview of different network architectures, with an emphasis on the integration of heterogeneous network components. Learners consider the interoperability of local area networks (LANs), wide area networks (WANs), and wireless and mobile networks from an architectural perspective. The course also engages learners with a diverse set of hardware and software systems and emphasizes understanding how to design and deploy integrated network solutions to create a strategic business advantage.

TS5324 - Evolving Network Technologies (4 quarter credits). This course presents an overview of the latest network trends, with an emphasis on the analysis and deployment of emerging technologies. Learners study Voice over Internet Protocol (VoIP), secure wireless, mobile computing, and virtualized networks at an enterprise level. The course also engages learners with a diverse set of hardware and software systems and emphasizes understanding how to manage change in an enterprise environment and use leading edge network technologies to create a strategic business advantage.

TS5325 - Enterprise Network Analysis (4 quarter credits). Learners in this course analyze the business requirements that drive network solutions, including network security, network performance monitoring and analysis, and capacity planning. Learners consider the current national regulatory regime and information technology governance issues. Learners also gain practical knowledge of the management of existing network infrastructures by assessing network availability and reliability requirements for an enterprise network.

Graduate Course Descriptions, *continued*

TS5327 - Secure Network Architectures (4 quarter credits). Learners in this course examine advanced network remote access and the secure network strategies used to implement it. Learners analyze, plan, design, configure, and specify the implementation of remote access using current technologies such as IPSec VPN, Frame Mode MPLS, and tele-network services. Learners also investigate common network attacks and evaluate strategies to mitigate their occurrence within the context of remote network access. Using these capabilities, learners evaluate and design network architectures that support secure remote network access. ***Prior to enrolling in this course, learners should have a working knowledge of network administration.***

TS5328 - Virtualization for the Enterprise (4 quarter credits). Learners in this course focus on virtualization from network architecture, technical, and business perspectives to develop the knowledge associated with determining appropriate virtualization hardware and software solutions to meet enterprise requirements. Learners evaluate virtualization solutions with respect to existing enterprise architectures to articulate a transitional path to virtualization. Learners examine the business impact of virtualization, analyzing the risks, benefits, and usability of virtualization and performing cost-benefit and security analyses. Learners also explore the role of cloud computing in virtualization and evaluate the environmental aspects and emerging trends of virtualization.

TS5331 - Project Management Fundamentals (4 quarter credits). This course serves as an introduction to the generally accepted processes and knowledge areas found in the project management profession. Learners study the project management concepts as defined by the Project Management Institute's (PMI) A Guide to the Project Management Body of Knowledge (PMBOK® Guide). Topics include the nine project management knowledge areas; the domains of initiating, planning, executing, controlling, and closing projects; and professionalism and ethics.

TS5332 - Project Management Planning, Execution, and Control (4 quarter credits). This course emphasizes the elements of project management, including project planning, executing, monitoring, and controlling tools and techniques. Learners identify project requirements and develop a project plan that considers project scope, time, and cost in managing competing project requirements. Learners also examine the elements of work breakdown structures and their importance in developing a project schedule that accurately reflects the work effort required and the assignment of appropriately skilled resources needed to complete each activity.

TS5333 - Project Budgeting, Procurement, and Quality (4 quarter credits). In this course, learners study the fundamental concepts and principles of cost estimation and budgeting; quality planning, management, and control; and procurement life cycle activities as they relate to projects. Learners evaluate tools and techniques used in planning, monitoring, reporting, controlling, and managing project cost and explore the concept of earned value management. Other topics include procurement aspects from planning to acquisition, contracting, and closure.

TS5334 - Project Risk Assessment and Control (4 quarter credits). Learners in this course examine the important elements of risk management, including planning for, identifying, quantifying, analyzing, and controlling risk. Learners gain an understanding of the systematic process of identifying, analyzing, and appropriately responding to project risk. Learners also apply qualitative and quantitative risk analysis techniques and assess the negative consequences of failing to perform a proper risk analysis.

TS5335 - Project Leadership and Management (4 quarter credits). The objective of this course is to gain insight into the role and skills required of project leaders across organizations. Learners examine a wide range of leadership roles, including manager, problem solver, facilitator, trainer, communicator, and advocate, and discover how each role affects the ability to create a cohesive project team. Learners study and apply a step-by-step approach to leadership and teambuilding. Other course topics include leadership ethics, leadership and project strategy, and the relationship between leadership and project management politics.

TS5341 - Requirements Discovery and Documentation (4 quarter credits). Learners in this course examine the responsibilities of determining, organizing, and communicating requirements for an information technology solution; driving support for the solution; and providing the background needed for solution development. Learners study requirement-gathering processes and ways to document the interrelationship of requirement elements. Learners also explore requirement-modeling development techniques that can be used to communicate requirements to IT project stakeholders and sponsors.

TS5342 - Solution Analysis and Modeling (4 quarter credits). In this course, learners examine the responsibilities of analyzing and clarifying business requirements, and developing solutions that meet the business needs of an organization. Learners explore system-modeling techniques, the various levels of requirements modeling, and solution implementation models.

TS5343 - Business Solution Assessment and Validation (4 quarter credits). This course focuses on the business analyst's role in determining whether an information technology solution can deliver its intended value to an organization. Learners analyze IT solutions to ensure that they satisfy the business requirements of an organization. Learners also examine the effects of various implemented solutions and evaluate quality assurance methods during the solution development process to ensure the end product will meet the specified requirements.

TS5344 - Strategic Business Analysis (4 quarter credits). Learners in this course study the importance of aligning proposed information technology solutions with business goals and strategies. Learners develop a business architecture to support an organization's strategic goals and analyze the cost and benefit of potential IT solutions. Learners also refine their ability to communicate the value of proposed IT initiatives and solutions to various stakeholders to build enterprise-wide consensus and approval.

TS5345 - Business Modeling (4 quarter credits). In this course, learners focus on business operations modeling to analyze the strategic value and functional requirements of an information technology solution. Learners examine business-modeling methods and processes and ways to analyze the effectiveness and efficiencies of business operations. Learners also evaluate methods for process benchmarking and process improvement using IT solutions.

TS5350 - Architectural Implementation (4 quarter credits). This course presents formal and scripting languages and the ways they satisfy the architectural requirements of an enterprise application. Learners use prior knowledge of developing applications with formal and scripting languages to analyze and evaluate the appropriateness of languages within enterprise architectures. Learners also analyze the influence of object-oriented paradigms on the design and functionality of these languages. ***Prior to enrolling in this course, learners should have a working knowledge of programming.***

TS5351 - Architecture Requirements Analysis (4 quarter credits). Learners in this course develop ways to specify and design enterprise-wide systems based on requirements analysis. Learners solve business problems and improve business processes by gathering requirements information from stakeholders and building these needs into an architecture of the solutions. By applying appropriate tools and techniques to the requirements analysis process, learners are able to broadly define the software architecture for an enterprise. ***Prerequisite(s): TS5130. Prerequisite does not apply to Combined BS/MS in Information Technology option learners.***

Graduate Course Descriptions, *continued*

TS5352 - Enterprise Database Systems (4 quarter credits). This course prepares learners to design, manage, and integrate database systems within an enterprise. It focuses on topics related to large-scale database systems, including distributed-systems architecture, transactional processing, and systems access and security. Learners explore the applications of database systems, particularly enterprise resource planning (ERP) systems and customer relationship management (CRM) systems. Learners also differentiate between object-oriented and relational database systems and identify their appropriate applications. ***Prior to enrolling in this course, learners should have fundamental database knowledge and experience.***

TS5353 - Enterprise Software Architecture Design (4 quarter credits). This course prepares learners to design a software architecture for an enterprise. Learners determine the architectural views best suited to the enterprise scope and requirements analysis and apply key architectural principles to the enterprise architecture. By using modeling tools such as Unified Modeling Language (UML), learners are able to design an architectural view of the enterprise.

TS5354 - Enterprise Software Interface Design (4 quarter credits). In this course, learners examine the user interface design requirements for complex enterprise applications. Learners evaluate device interfaces and evaluate factors that contribute to positive user-interface experiences. Learners also develop web applications that demonstrate an understanding of interface standards. ***Prerequisite(s): TS5010.***

TS5355 - Advanced Enterprise System Development (4 quarter credits). This course provides a comprehensive overview of distributed enterprise architectures and the fundamental technologies that support them, including Extensible Markup Language (XML), web services, and service-oriented architecture (SOA). Learners use XML, web services, and SOA to design and develop distributed enterprise applications. Learners also use technologies such as Enterprise Java Beans (EJBs) to incorporate business logic in the development of reusable application components. ***Prerequisite(s): TS5356.***

TS5356 - Advanced Application Development (4 quarter credits). The focus of this course is on advanced programming techniques, including programmatic database access, web interface support, and graphical interface development, and ways of integrating these features to design and develop enterprise- level applications. Learners analyze multi-tiered web application architectures to design and develop reusable and portable enterprise components. Learners also examine the process for ensuring the quality and security of enterprise applications. ***Prior to enrolling in this course, learners who do not have a working knowledge of Java (J2EE) or C# (.NET) are strongly encouraged to complete TS5350.***

TS5357 - Enterprise Software Architecture Quality Assurance (4 quarter credits). In this course, learners design and apply software quality systems appropriate for complex enterprises. Learners use industry standards such as Capability Maturity Model Integration (CMMI) and International Organization for Standardization (ISO) 9001 to develop software auditing processes and develop continuous improvement plans that match the lifecycle model of the enterprise.

TS5521 - Advanced Network Technology: Switching (4 quarter credits). In this course, learners examine advanced multilayer switching technologies and techniques used by major telecommunication companies to provide advanced switch configuration, including Spanning-Tree Protocol (STP) implementation and virtual local area networks (VLANs). Learners also design a scalable-switched network based on defined protocols and techniques. ***Prior to enrolling in this course, it is strongly recommended that learners earn certification as a Cisco Certified Network Associate (CCNA).***

TS5531 - Security Management Practices (4 quarter credits). The focus of this course is on identifying, developing, and implementing security policies for an information system and its environment. Learners assess the need for network and physical security and analyze the importance of planning and developing incident reporting procedures. This course covers proactive security management practices, including business continuity planning and disaster recovery planning. Other topics include networking, database management, and project management.

TS5532 - Secure System Development and Cryptography (4 quarter credits). Learners in this course explore the fundamental concepts of operating system and application design from a security perspective, focusing on software development and maintenance processes that impact system security. Learners also analyze ways cryptography addresses the principles, means, and methods of disguising information to ensure its integrity, confidentiality, and authenticity. ***Prior to enrolling in this course, learners should have a working knowledge of basic algorithm construction.***

TS5533 - Wireless Security (4 quarter credits). This course provides an overview of the skills necessary for securing an organization's wireless and mobile communications. Learners explore ways to mitigate the risks associated with wireless communications and examine tools and techniques that reduce the risk exposure companies encounter when using wireless technologies. Topics include theory of wireless transmission and mobile computing, wireless standards, use of hardware, practical applications, and encryption methods.

TS5534 - Computer Forensics and Investigations (4 quarter credits). This course provides an overview of the skills necessary for effective computer forensics and the legal challenges associated with conducting computer forensics investigations. Learners explore ways data can be hidden on a computer and evaluate computer forensics investigation tools, methods of handling and transporting uncovered data, and procedures for safely handling and storing electronic data.

TS5536 - Ethical and Legal Considerations in Information Technology (4 quarter credits). This course focuses on the ethical and legal issues surrounding the use of information technology within an organization. Learners use specific case examples and projects to explore human dimensions of information technology and research the relationships between customers, partners, and society. Topics include intellectual property rights, privacy, governmental regulations, and an individual's responsibilities in the decision-making process.

TS5589 - Information Technology Systems Foundation (4 quarter credits). This course provides an overview of the technical elements of IT for learners with limited knowledge or experience in this area. Learners become familiar with essential information technologies and their related security concepts, explore databases and information access techniques, and apply foundational IT design methods to create programs and HTML pages. Learners also discuss the role of IT in various organizations. ***Learners may choose or be advised to enroll in this course. Does not apply toward degree or certificate total credits.***

TS5591 - Programming and Database Systems (4 quarter credits). This course enables learners with limited knowledge of information technology to understand fundamental concepts of IT and to be prepared for future courses in their program. An overview of the basic concepts of the software development process is presented. Learners become familiar with programming through updating existing applications with an industry standard programming language (i.e., Visual Basic). This course also provides database principles enabling the learner to construct a simple database and access its information through an application interface. Learners modify existing programs to access a database and develop useful reports. Learners are able to compare various options in application development and database technology to select the most appropriate solution for their business environment. ***Learners may choose or be advised to enroll in this course. Does not apply toward degree or certificate total credits.***

Graduate Course Descriptions, *continued*

TS5592 - Introduction to Network and Internet Architecture (4 quarter credits). This course provides an overview of computer networking concepts for learners with limited knowledge or experience in this area. Learners gain a better understanding of the concepts of network design, network hardware, network configuration, and the basic architecture of local area networks (LANs) and wide area networks (WANs). Learners also explore the ways networks are constructed and configured to support the Internet and web. ***Learners may choose or be advised to enroll in this course. This course does not apply toward degree or certificate program requirements.***

TS5610 - Introduction to Health Information Systems (4 quarter credits). This course provides a fundamental, critical view of major health care policies that affect the health information industry. In this course, learners become familiar with and learn to use the unique vocabulary of the health care environment. Learners study how health information management and the information technology supporting it can impact the financial status of businesses in the health care industry. From this perspective, learners analyze the differences between health information systems and other information management systems.

T**S5615 - Health Informatics (4 quarter credits).** This course provides learners with a foundation for their studies in the Health Information Management specialization by focusing on standard clinical technology and health information management, and developing a solid foundation in basic medical language. Learners study the roles of technology professionals in health care environments, focusing on advanced data collection, analysis, and decision making for health care providers. Further, learners identify the importance of interface design and its role in supporting the interpretation of health care information.

TS5620 - Databases in Health Care Environments (4 quarter credits). Learners in this course identify the fundamental architecture requirements of health care information systems with an emphasis on the relationships between medical information and database systems. Learners study industry standards for storing, retrieving, managing, and securing heath care information; practice using advanced database search and access techniques; and explore data mining techniques for medical information systems. ***Prerequisite(s): TS5615.***

TS5625 - System Security in Health Care Environments (4 quarter credits). In this course, learners focus on securing systems and networks in health care environments and explore the legal and ethical ramifications of health care systems development and deployment. Learners identify the requirements for privacy and security in health care organizations and explore systems and communications theory as they relate to ensuring secure information systems. Learners also study HIPAA and other security-related standards as they apply to the design of secure heath care systems.

TS5630 - Data Analysis and Decision Support for Health Information Technology Practitioners (4 quarter credits). In this course, learners identify major health care policies, analyze and develop health care technology policies, and practice process modeling that allows information technology to be used to critically analyze solutions to health care management and delivery problems. Learners also explore ways in which decision analysis is used daily in health care practitioner settings, along with ways to facilitate executive communications through the use of IT.

TS5635 - Strategic Management of Information Technology in Health Organizations (4 quarter credits). Learners in this course explore strategies fundamental to successful deployment and use of systems in health care practitioner settings. The course focuses on leadership theories and their relationship to the successful management of information technology in health care organizations. Learners are introduced to statistical techniques that support biomedical research and learn to identify and use analysis techniques that support the management of executive decisions. Learners discover ways to integrate knowledge management techniques in order to operate health care companies more effectively and efficiently, especially in a patient-focused environment. Learners are encouraged to develop methods for strategic management and resource planning based on their understanding of the role of IT in health care enterprises.

TS5900 - Information Technology Capstone (4 quarter credits). In this course, learners demonstrate proficiency in information technology by completing a final project. Learners prepare a project plan that includes a proposed topic area, the associated skills and competencies to be exhibited in the project, and an outline of the project deliverables with completion dates. Upon approval from their instructor, learners execute their project plans. At the conclusion of the course, learners submit their project deliverables and summarize their results. ***Prerequisite(s): Completion of all required master's course work. Cannot be fulfilled by transfer or petition.***

TS5910 - Information Assurance and Security Capstone (4 quarter credits). In this course, learners demonstrate proficiency in information assurance and security by completing a final project. Learners prepare a project plan that includes a proposed topic area, the associated skills and competencies to be exhibited in the project, and an outline of the project deliverables with completion dates. Upon approval from their instructor, learners execute their project plans. At the conclusion of the course, learners submit their project deliverables and summarize their results. ***Prerequisite(s): Completion of all required master's course work. Cannot be fulfilled by transfer or petition.***

TS5920 - Network Architecture Capstone (4 quarter credits). In this course, learners demonstrate proficiency in network architecture by completing a final project. Learners prepare a project plan that includes a proposed topic area, the associated skills and competencies to be exhibited in the project, and an outline of the project deliverables with completion dates. Upon approval from their instructor, learners execute their project plans. At the conclusion of the course, learners submit their project deliverables and summarize their results. ***Prerequisite(s): Completion of all required master's course work. Cannot be fulfilled by transfer or petition.***

TS5930 - Project Management Capstone (4 quarter credits). In this course, learners demonstrate proficiency in project management by completing a final project. Learners prepare a project plan that includes a proposed topic area, the associated skills and competencies to be exhibited in the project, and an outline of the project deliverables with completion dates. Upon approval from their instructor, learners execute their project plans. At the conclusion of the course, learners submit their project deliverables and summarize their results. ***Prerequisite(s): Completion of all required master's course work. Cannot be fulfilled by transfer or petition.***

TS5940 - Business Analysis Capstone (4 quarter credits). In this course, learners demonstrate proficiency in business analysis by completing a final project. Learners prepare a project plan that includes a proposed topic area, the associated skills and competencies to be exhibited in the project, and an outline of the project deliverables with completion dates. Upon approval from their instructor, learners execute their project plans. At the conclusion of the course, learners submit their project deliverables and summarize their results. ***Prerequisite(s): Completion of all required master's course work. Cannot be fulfilled by transfer or petition.***

TS5950 - Enterprise Software Architecture Capstone (4 quarter credits). In this course, learners demonstrate proficiency in enterprise software architecture by completing a final project. Learners prepare a project plan that includes a proposed topic area, the associated skills and competencies to be exhibited in the project, and an outline of the project deliverables with completion dates. Upon approval from their instructor, learners execute their project plans. At the conclusion of the course, learners submit their project deliverables and summarize their results. ***Prerequisite(s): Completion of all required master's course work. Cannot be fulfilled by transfer or petition.***

Graduate Course Descriptions, *continued*

TS5960 - Health Information Management Capstone (4 quarter credits). In this course, learners demonstrate proficiency in health information management by completing a final project. Learners prepare a project plan that includes a proposed topic area, the associated skills and competencies to be exhibited in the project, and an outline of the project deliverables with completion dates. Upon approval from their instructor, learners execute their project plans. At the conclusion of the course, learners submit their project deliverables and summarize their results. ***Prerequisite(s): Completion of all required master's course work. Cannot be fulfilled by transfer or petition.***

TS5999 - Current Trends in Information Technology (4 quarter credits). This course provides learners the opportunity to engage in an in-depth study of a specialized information technology area. The course content is constructed to focus on specific subject matter using the special topics course format, and course topics address current areas of interest in IT practices. Learners must exhibit a graduate-level mastery of the topic area. ***Cannot be fulfilled by transfer or petition.***

TS8004 - Information Technology Research and Practice (4 quarter credits). Learners in this course focus on the technical foundations of information technology research and practice. Learners examine current and emerging research and practice technologies, processes, and methods; compare quantitative and qualitative methodologies; and identify the research methodologies commonly used in IT research. This course prepares PhD learners for doctoral research related to IT literature and theory. ***TS8004 must be taken by PhD learners in their first quarter. Cannot be fulfilled by transfer.***

TS8306 - Advances in Information Technology (4 quarter credits). This course introduces learners to advances in areas of information technology, including enterprise-wide systems, data warehouses, and network-based applications. Learners may choose to focus on one of the following areas of concentration: decision support systems, human-computer interaction, information security, computer networking, and database systems. ***Cannot be fulfilled by transfer.***

TS8531 - Network Security Advances (4 quarter credits). This course presents advances in information assurance and the ways they help decision makers accurately gauge, estimate, and examine the impact of implementing various network security protection mechanisms. Learners evaluate emerging information security protection research and identify the potential advantages and disadvantages of protecting the security of the network. ***Cannot be fulfilled by transfer.***

TS8533 - Enterprise Security Risk Management (4 quarter credits). Learners in this course examine research in information security risk management. Learners review scholarly literature in the field as it relates to risk modeling, assessment, and management. Other course topics include outsourcing and the legal and technological changes that affect risk management. ***Cannot be fulfilled by transfer.***

TS8535 - System and Application Security Advances (4 quarter credits). This course presents advances in ensuring system and application security and the ways they help decision makers accurately gauge, estimate, and examine the impact of implementing various system and application security protection mechanisms. Learners evaluate emerging information security protection research and identify the potential advantages and disadvantages of protecting system and application security. ***Cannot be fulfilled by transfer.***

TS8537 - Assurance Controls and Compliance Management (4 quarter credits). This course provides an overview of the management processes and organizational controls needed to ensure data protection. Learners review federal, state, and other governmental and industry standards that companies must follow to be compliant in safeguarding data. Learners analyze the depth and breadth of compliance management research and investigate different approaches to data protection control and compliance. ***Cannot be fulfilled by transfer.***

TS8539 - Security Governance and Management (4 quarter credits). The focus of this course is on the strategic security planning organizations need to implement and manage security programs. Learners examine governance principles and the ways they are applied to information security management to ensure that security programs are aligned with the organization's long-term strategic direction. ***Cannot be fulfilled by transfer.***

TS8940 - Information Technology Consulting Practice Seminar (4 quarter credits). In this seminar, learners examine the project management and contracting skills necessary to become an effective information technology consultant. Course topics include organizational assessment, planning, execution, and measurement. ***Prerequisite(s): Completion of program core courses. Cannot be fulfilled by transfer.***

TS8950 - Teaching Practice Seminar in Information Technology Education (4 quarter credits). This seminar covers the practice fundamentals learners need to prepare themselves for a career in information technology education. Learners examine syllabus and course development, online and classroom instruction, and the fundamentals of human development in the classroom. ***Prerequisite(s): Completion of program core courses. Cannot be fulfilled by transfer.***

TS8951 - Survey of Research Literature in Information Technology Education (4 quarter credits). Learners in this doctoral seminar review information technology research literature that focuses on studies related to improving the effectiveness of IT instruction, developing IT curricula and courses, and using IT in the classroom. Course content emphasizes IT education and includes computer science, computer engineering, and other related disciplines. ***Cannot be fulfilled by transfer.***

TS8998 - Special Topics in Information Technology (4 quarter credits). This course provides learners with the opportunity to engage in an in-depth study of a specialized information technology area. Theory, research, and practice are constructed to focus on specific subject matter using the special topics course format. Appropriate course topics address an area of study that complement learners' past experience and learning objectives. The results of the study must exhibit a graduate-level mastery of the topic area. ***Course may be repeated for credit with a different topic only. Cannot be fulfilled by transfer.***

TS9919 - Doctoral Comprehensive Examination (4 quarter credits). This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to enroll in the first dissertation course. ***Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective course work with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.***

TS9920 - Dissertation Courseroom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. ***Grading for this course is R/NS. Prerequisite(s): TS9919. Cannot be fulfilled by transfer.***

TS9921–TS9950 - Dissertation Research 1–Dissertation Research 30 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. ***Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): TS9919 and concurrent enrollment in TS9920. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

School of Business and Technology

Residency Courses

DB-R8921 - DBA Research Residential Colloquium I (2 quarter credits). In the first residential colloquium, learners review the DBA program and dissertation processes associated with learner competencies, milestone achievements, mentor facilitation, and university policies and procedures. Learners also examine the scholarly writing skills needed for the dissertation and participate in writing skills assessments and skill development exercises. ***For DBA learners only. Prerequisite(s): Concurrent enrollment in DB8004 and DB9901. Cannot be fulfilled by transfer.***

DB-R8922 - DBA Research Residential Colloquium II (2 quarter credits). In the second residential colloquium, learners review the school guidelines for developing and writing chapters I and II of the dissertation, identify and discuss common problems and practices of mentor approval, and examine various research methods appropriate to use in gathering data for their proposed topic. Learners assess their progress in constructing chapters I and II and develop a strategy for completion. ***For DBA learners only. Prerequisite(s): DB8030 and concurrent enrollment in DB8040 and DB9906. Cannot be fulfilled by transfer.***

DB-R8923 - DBA Research Residential Colloquium III (2 quarter credits). In the third residential colloquium, learners review the school guidelines for developing and writing chapters III, IV and V of the dissertation and identify and discuss best practices for completion. Learners assess their progress in constructing chapters III, IV, and V and developing chapter III into a final dissertation proposal. ***For DBA learners only. Prerequisite(s): DB8060 and concurrent enrollment in DB8070 and DB9910. Cannot be fulfilled by transfer.***

DW-R8000 - Dissertation Writer's Retreat (non-credit). This week-long, intensive writing experience supports doctoral learners in completing their dissertation. Learners focus on writing in an environment that provides them with the academic experts and writing resources they need to personalize their experience and further develop their dissertation.

OM-R8921 - PhD Colloquium Track 1 (non-credit). The Track 1 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize assessment and practice of academic and intellectual skill sets essential to progressing through doctoral program course work. Learners also engage in self-reflection exercises and participate in learning experiences that address the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. ***PhD in Psychology learners should enroll in Track 1 before completing 36 credits. All other learners should enroll in Track 1 during their first quarter of enrollment or before completing 56 credits.***

OM-R8922 - PhD Colloquium Track 2 (non-credit). The Track 2 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize applying the research process to their chosen discipline. Learners also expand their intellectual applications and analysis skills and the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. ***PhD in Psychology learners should enroll in Track 2 while completing 37–60 credits. All other learners should enroll in Track 2 while completing 57–72 credits. Prerequisite(s): COL-R8921 or OM-R8921 or ED-R8921 or PSL-R8921 or CES-R8921 or CST-R8921 or PSY-R8921 or SHB8921.***

OM-R8923 - PhD Colloquium Track 3 (non-credit). The Track 3 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize expanding and applying doctoral competencies to the independent research phase of the program in preparation for the comprehensive examination and dissertation. Learners also continue to strengthen the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner and focus on using intellectual and academic skill sets to synthesize and analyze theory and research as leaders in the discipline. Following the residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. ***PhD in Psychology learners should enroll in Track 3 while completing 61–95 credits. All other learners should enroll in Track 3 while completing 73–96 credits. Prerequisite(s): COL-R8922 or OM-R8921 or ED-R8922 or PSL-R8922 or CES-R8922 or CST-R8922 or PSY-R8922 or SHB-R8922.***

School of Education

Master's and Doctoral Education Courses

ED5002 - Foundations of Theory and Practice in Master's Studies (4 quarter credits). This is a foundational course for learners in higher education and training specializations. Learners are introduced to discipline-specific topics and begin to put into practice the academic developmental and behavioral competencies they are expected to master during their degree program. Learners engage in scholarly inquiry, research, critical thinking, and communication within the context of their specialization. ***ED5002 must be taken by master's learners in their first quarter. 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.

ED5007 - Foundations of Educational Leadership (6 quarter credits). This is a foundational course for learners in P–12 specializations. Learners are introduced to discipline-specific topics and begin to put into practice the academic developmental and behavioral competencies they are expected to master during their degree program. In particular, learners examine the roles of the practitioner-scholar and instructional technology in 21st century education and the competencies teachers and administrators need to make significant changes in their organizations and increase student achievement, including reflective practice, educational leadership, and data-driven decision making. Learners also engage in scholarly inquiry, research, critical thinking, and communication within the context of their specialization. ***ED5007 must be taken by master's learners in their first quarter. Cannot be fulfilled by transfer.***

ED5311 - The Collaborative Nature of Adult Education (4 quarter credits). Learners in this course explore the various approaches to collaborating in adult education. Learners examine the ways race, ethnicity, class, gender, and ability impact collaboration processes and identify the challenges of collaborating in a changing global environment. Learners also analyze best practices of designing collaborative processes and assessing collaborative learning and develop a collaboration action plan that combines theory, strategy, and best practice.

ED5312 - Strategies for Building Online Learning Communities (4 quarter credits). In this course, learners develop the facilitation strategies and tactics that nurture interaction and collaboration and guide the development of effective personal learning strategies. Learners benefit from interacting with one another in a virtual classroom.

Graduate Course Descriptions, *continued*

ED5313 - Curriculum Development for Online Learning (4 quarter credits). Topics in this course include contemporary models of curriculum design, teaching models, and learning theory. As a project-based course, curriculum development activities include the development of a course syllabus, content, assignments, and activities.

ED5315 - Adult Development and Learning (4 quarter credits). This course presents theories and research related to adult development. Learners examine the changes that occur during the early, middle, and advanced stages of adulthood and analyze their effects on adult learning. Learners also consider the impact of gender, culture, and personal experience on adult learning and evaluate their related instruction implications. This course emphasizes critically reflective, transformational teaching and learning.

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. ***Prerequisite(s): PSY7220.***

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. ***Prerequisite(s): PSY7220.***

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. ***Prerequisite(s): PSY7220.***

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.

ED5450 - Early Childhood Education Practicum (6 quarter credits). The practicum is the capstone course for all learners in the Early Childhood Education specialization. Learners complete a directed study experience at an early childhood learning center or student teach in a P–3 school classroom. Learners also prepare a portfolio that demonstrates their mastery of Early Childhood Education specialization outcomes. ***For MS Early Childhood Education learners only. Prerequisite(s): Completion, submission, and approval of Clinical Practice Application and ED5006; ED5500; ED5501; ED5503; ED5504 or ED5420; ED5410; ED5430; ED5440. Cannot be fulfilled by transfer.***

ED5500 - Standards-Based Curriculum, Instruction, and Assessment (4 quarter credits). Learners in this course examine the impact of state learning performance standards on curriculum planning, instruction, and assessment. Learners also design a curriculum using research-based curriculum planning and instructional models and identify and demonstrate the disposition and skills expected of a professional educator and self-directed learner.

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.

ED5502 - Learning Theory and Instructional Practice (4 quarter credits). In this course, learners study learning theory and research associated with cognition, emotion, and the brain and examine their effects on instructional practice. Learners implement strategies for recognizing learning differences among students, including giftedness, and meeting student needs through differentiated instruction. ***Learners who have taken ED8502 should not take ED5502. Rather, they should choose any other graduate-level course in the School of Education to fulfill their specialization requirements.***

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 teachers, students, and families under The Individuals with Disabilities Education Act (IDEA), The Americans with Disabilities Act (ADA), and Section 504 legislation.

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.

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 P–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). Learners in this P–12 course apply knowledge of students' mathematical thinking and misconceptions about math to develop, plan, and implement effective mathematics instruction. Learners also explore the role of parents and the community in student learning and the importance of interdisciplinary connections in mathematics instruction.

ED5508 - Research and Best Practices in Mathematics Instruction (4 quarter credits). In this P–12 course, learners investigate ways to improve mathematics instruction through best practices, video analysis of instructional strategies, and reflecting on their own teaching practice and knowledge of content. Learners gain skills in teaching key mathematics concepts in multiple ways.

ED5511 - Teaching Algebra for Understanding (4 quarter credits). Learners in this P–12 course review the algebra and algebraic functions content area, research best practices in teaching algebra, and assess and analyze student work samples. Using a variety of resources and student data, learners gain skills in planning instruction, assessments, and rubrics.

ED5513 - Middle-Level Issues (4 quarter credits). This course is designed for P–12 teachers and administrators interested in examining current research and best practices regarding middle-level organization, curriculum, and instruction. Specifically, learners explore the tension between the need to balance middle-level students' developmental and social needs with new and increasingly demanding state achievement standards.

Graduate Course Descriptions, *continued*

ED5514 - Educational Leadership for Teacher-Leaders (4 quarter credits). This course, for master's and doctoral P–12 teachers and administrators, provides an overview of the teacher leadership skills essential for engaging in successful school change and improvement efforts. Topics include school culture, learning communities, master teaching, management of change processes, and developing skills that inspire others to higher levels of performance.

ED5515 - Action Research for Teacher-Leaders (4 quarter credits). Learners in this course examine action research associated with classroom and school improvement. Learners focus on developing the skills needed to define and resolve problems that create barriers to student learning and engage in individual and collaborative research to improve student learning outcomes. ***Learners who have taken ED8515 should not take ED5515. Rather, they should choose any other graduate-level course in the School of Education to fulfill their specialization requirements.***

ED5516 - Adult Learning and Professional Development (4 quarter credits). This course for P–12 teachers and administrators focuses on developing the skills learners need for effective professional development. Learners use their skills as practitioner-scholars to integrate adult learning theory and current research-based best practices to plan professional development for their schools.

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.

ED5523 - Inquiry-Based Curriculum and Resources for Elementary Science Teachers (4 quarter credits). Learners in this course explore the many facets of inquiry in elementary science education, the relationship of inquiry and content standards, and the collaborative nature of science, math, and technology. Learners also critique current elementary texts and programs using National Science Foundation guidelines and explore the array of resources available to the educator-scientist.

ED5524 - Inquiry-Based Curriculum and Resources for Secondary Science Teachers (4 quarter credits). In this course, learners explore the many facets of inquiry in secondary science education, the relationship of inquiry and content standards, and the collaborative nature of science, math, and technology. Learners also critique current secondary texts and programs using National Science Foundation guidelines and explore the array of resources available to the educator-scientist.

ED5526 - Student Assessment and Work Analysis in Science Instruction (4 quarter credits). Learners in this P–12 course develop multiple types of science assessments with appropriate accompanying rubrics. Learners apply protocols for examining student work in collegial groups and analyze data from a variety of sources to plan for future instruction and school improvement.

ED5528 - Technology Skills for the Virtual School Teacher (4 quarter credits). Learners in this course study effective online P–12 instruction technologies and their associated applications. In particular, learners investigate the ways different instruction technologies can be used to provide effective learning environments for diverse student populations and the ways software, virtual technologies, and information management systems are used in course facilitation and student assessment and reporting. Learners also use one or more technologies to complete a project designed to improve online instruction, student learning or productivity, or professional practice. Other course topics include the creation of an online community, the unique needs of online students, and ethical considerations in the virtual classroom.

ED5529 - Instructional Strategies for the Virtual School Teacher (4 quarter credits). This course for P–12 teachers and administrators focuses on the identification, examination, and application of the instructional strategies of particular interest to virtual school teachers. Learners identify strategies to personalize the student experience, motivate, create community, teach to higher order thinking, and attend to the diverse learning styles and needs of all learners in a virtual environment.

ED5530 - Assessment Strategies for the Virtual School Teacher (4 quarter credits). Learners in this course examine assessment challenges the P–12 virtual school teacher faces in today's performance-based P–12 environment. Topics include the use of rubrics, alternative assessment strategies, student choices, feedback, and re-submission opportunities.

ED5531 - Communication Skills and the Virtual School Teacher (4 quarter credits). Learners in this course examine the unique communication challenges of the P–12 virtual school teacher. Topics include the demands of an environment both asynchronous and synchronous, the need for feedback, the management of email and phone contacts, the needs for personalization and collaboration, and the importance of interactivity.

ED5532 - Social Issues and Virtual School Teaching (4 quarter credits). Learners in this course explore the social and legal issues challenging the P–12 virtual school teacher. The legal focus is on copyright, email, privacy, and security issues. The social focus is on the culture of the online courseroom, academic integrity, and health and safety issues.

ED5533 - Curriculum Mapping: Reflection and Practice (4 quarter credits). Learners in this course formulate a research-based professional vision for curriculum design and develop a curriculum for a specific content and grade-level application using computer-based curriculum mapping applications. ***Learners who have taken ED8533 should not take ED5533. Rather, they should choose any other graduate-level course in the School of Education to fulfill their specialization requirements.***

ED5534 - Instruction and Assessment: Theory and Practice (4 quarter credits). In this course, learners focus on designing instructional models and assessment strategies that meet the diverse needs of P–12 students. Learners examine the theory and research supporting innovative instructional models and assessment strategies and use them to develop specific content area and grade-level applications. Learners also discuss current and emerging issues and trends related to instructional models and assessment strategies. ***Learners who have taken ED8534 should not take ED5534. Rather, they should choose any other graduate-level course in the School of Education to fulfill their specialization requirements.***

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. ***Learners who have taken ED8535 should not take ED5535. Rather, they should choose any other graduate-level course in the School of Education to fulfill their specialization requirements.***

ED5536 - Applying Research to the Improvement of Curriculum and Instruction (4 quarter credits). Learners in this course examine current research as a basis for data-driven decision making and develop research designs that contribute to data-driven decision making at the school or district level. ***Learners who have taken ED8536 should not take ED5536. Rather, they should choose any other graduate-level course in the School of Education to fulfill their specialization requirements.***

ED5538 - Program Evaluation of Curriculum and Instruction (4 quarter credits). Learners in this course examine theories, concepts, definitions, and models associated with the improvement of curriculum and instruction. Learners collect and organize research, analyze and report data, and complete a program evaluation that demonstrates the integral role of program evaluation in curriculum and instruction improvement.

Graduate Course Descriptions, *continued*

ED5542 - Master's Capstone in K–12 Studies in Education (6 quarter credits). This capstone course is for all learners in the K–12 Studies in Education specialization who do NOT have access to a P–12 classroom. In this course, learners demonstrate proficiency in integrating learning from their course work at Capella through a literature-based project and the completion and submission of their K–12 master's portfolio. Learners prepare a project plan that includes a proposed topic area, the associated skills and competencies exhibited in the project, and deliverables with completion dates. Upon approval from their instructor, learners execute their project plans. ***This course is not available as an elective to learners outside the MS K–12 Studies in Education specialization. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer.***

ED5543 - Master's Practicum in K–12 Studies in Education (6 quarter credits). The practicum is the capstone course for all learners in the K–12 Studies in Education specialization who have access to a P–12 classroom. Learners select a school and a site supervisor who has experience and expertise in their academic interest area. The site supervisor, a Capella instructor, and the learner develop a plan that allows the learner to gain the substantive experience necessary to complete and present a professional portfolio, the culminating activity in this 45-hour practicum. ***This course is not available as an elective to learners outside the MS K–12 Studies in Education specialization. Must be taken during the learner's final quarter. Prerequisite(s): Completion, submission, and approval of Clinical Practice Application. Cannot be fulfilled by transfer.***

ED5544 - Master's Practicum in Curriculum and Instruction I (3 quarter credits). This course is the first of two consecutive capstone courses for the MS Curriculum and Instruction specialization. Learners assess their curriculum and instruction competencies and demonstrate proficiency. They serve the first 125 hours of a 250-hour field-based internship during which they create, sign, and fulfill a competency-based contract with their curriculum and instruction site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a portfolio as part of their contract materials. ***This course is not available as an elective to learners outside the MS Curriculum and Instruction specialization. ED5544 and ED5545 must be taken in sequence and during the learner's final two quarters. Prerequisite(s): Completion, submission, and approval of Clinical Practice Application. Cannot be fulfilled by transfer.***

ED5545 - Master's Practicum in Curriculum and Instruction II (3 quarter credits). This course is the second of two consecutive capstone courses for the MS Curriculum and Instruction specialization. Learners assess their curriculum and instruction competencies and demonstrate proficiency. They serve the second 125 hours of a 250-hour field-based internship during which they create, sign, and fulfill a competency-based contract with their curriculum and instruction site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a portfolio as part of their contract materials. ***This course is not available as an elective to learners outside the MS Curriculum and Instruction specialization. ED5544 and ED5545 must be taken in sequence and during the learner's final two quarters. Prerequisite(s): ED5544. Cannot be fulfilled by transfer.***

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.

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.

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 a district-wide reading program and determine the ways in which data-driven assessments inform the reading and literacy curriculum. Using quantitative and qualitative assessment data, learners select best practice strategies and instruction methods and materials for students with diverse reading backgrounds and skills.

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.

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 their diverse population of students. Using reading theory, research, best practices and resources provided by professional organizations, learners make recommendations for ways to teach literacy reading and writing across the curriculum. Learners also develop a year-long professional development plan as part of their research.

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 course work. Learners complete a 45-hour practicum and review the master's P–12 program outcomes and state-approved reading standards in preparation for developing a final portfolio that demonstrates proficiency in reading and literacy. ***For MS Reading and Literacy learners only. Must be taken during the learner's final quarter. Prerequisite(s): Completion, submission, and approval of Clinical Practice Application. Cannot be fulfilled by transfer.***

ED5560 - Human Relations Within Teaching and Learning (4 quarter credits). Learners in this course explore the contributions of various racial, cultural, and economic groups within our society. Learners pay particular attention to how these contributions impact the principles and practices of teaching and learning. This course is designed to meet the required human relations component for Minnesota teacher licensure and may meet similar requirements in other states.

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 special needs students and analyze students' individual learning differences. Learners also develop the personal philosophy, dispositions, and ethical decision-making framework needed in the field.

ED5701 - Assessment and Planning for Special Education Students (4 quarter credits). Learners in this course study referral, assessment, placement, and planning procedures for special education students. Learners evaluate the use of formal and informal assessments, design individual education plans, and examine appropriate methods of communicating with all stakeholders.

Graduate Course Descriptions, *continued*

ED5702 - Instruction for Special Education Students (4 quarter credits). This course prepares learners to plan effective and appropriate learning environments that meet the needs of special education students. Learners apply research-based instructional strategies to teach communication, reasoning, problem-solving, and coping skills. Learners also examine methods of managing the social, emotional, behavioral, and transitional needs of special education students.

ED5703 - Foundations of the Learning Disabled (4 quarter credits). This course provides an overview of the historical, conceptual, and cultural foundations of learning disabilities (LD). Learners examine current issues relevant to the education of students with LD and analyze the relationship between LD and other conditions. Learners also develop the personal philosophy, dispositions, and ethical decision-making framework needed in the field.

ED5704 - Assessment and Planning for Learning Disabled Students (4 quarter credits). Learners in this course study referral, assessment, placement, and planning procedures for students with learning disabilities (LD). Learners evaluate the use of formal and informal assessments, design individual education plans, and examine appropriate methods of communicating with all stakeholders.

ED5705 - Instruction for Learning Disabled Students (4 quarter credits). Learners in this course study ways to plan and modify language, reading, writing, listening comprehension, mathematical reasoning, and calculation instruction for students with learning disabilities (LD). Learners also examine methods of managing the behavioral, emotional, social, and transitional needs of LD students.

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 special education students. Learners examine methods of consulting and collaborating with teachers, agencies, support personnel, and other professionals to provide effective special educational services.

ED5713 - Special Education Teaching Practicum (6 quarter credits). This course is the required capstone course for learners in the master's Special Education Teaching specialization and is taken after completing all required course work. Learners complete a 150-hour practicum (or a 45-hour practicum for learners who have a special education teaching license) that includes supervised experience in a special education teaching setting. Learners also review the master's P–12 program outcomes and state-approved special education teaching standards in preparation for developing a final professional portfolio that demonstrates proficiency in special education teaching. ***For MS Special Education Teaching learners only. Must be taken during the learner's final quarter Prerequisite(s): Completion, submission, and approval of Clinical Practice Application. Cannot be fulfilled by transfer.***

ED5720 - Assessment and Instruction of English Language Learners (4 quarter credits). In this course, learners examine instruction and learning strategies for English Language Learners (ELLs) and collaborate with ELLs, their families, the community, and other stakeholders for the purpose of improving instruction. Learners also evaluate instruction to determine how well it promotes professional teaching standards and dispositions.

ED5722 - Strategies for Eliminating the Achievement Gap for English Language Learners (4 quarter credits). In this course, learners examine the origins and complexities of student achievement gaps between English Language Learners (ELLs) and their mainstream peers within the contexts of race, culture, ethnicity, gender, socioeconomic status, and linguistic difference. Learners also explore current student achievement research and best practices and identify instructional strategies most likely to eliminate achievement disparities.

ED5724 - Applied Linguistics (4 quarter credits). Learners in this course examine the fundamental concepts and elements of applied linguistics, including meta-language; and explore the ways they are used to plan and deliver instruction to English Language Learners (ELLs); and identify techniques for collaborating with other administrators, teachers, school guidance staff, families, and other stakeholders to ensure the success of ELLs.

ED5726 - Second Language Acquisition (4 quarter credits). In this course, learners study the processes by which P–12 English Language Learners (ELLs) develop proficiency in a second language. Learners also explore the developmental stages of first and second language acquisition and evaluate the impact of first language literacy on second language acquisition. ***Prerequisite(s): ED5724.***

ED5728 - Methods, Curriculum, and Materials for English Language Learners (4 quarter credits). This course presents ways in which the theoretical model of communicative competence guides the instruction of English Language Learners (ELLs). Learners examine and apply various differentiation strategies in the planning and delivery of appropriate instruction to ELLs and evaluate ways to use instructional technology in the teaching, learning, and assessment of ELLs. ***Prerequisite(s): ED5726.***

ED5730 - Culture, Society, and Language (4 quarter credits). Learners in this course explore the fundamental components of human culture, the characteristics of individual cultures, the ways in which society and language interact, and the processes by which individuals manage cultural adaptation. Learners use their understanding of these elements to enhance their own cultural competence and pedagogical effectiveness.

ED5802 - Principles of Instructional Design (4 quarter credits). In this course, learners gain an understanding of the instructional design process and associated instructional design principles 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.***

ED5803 - Processes of Instructional Design (4 quarter credits). This course emphasizes the process of instructional design and provides learners the opportunity to apply the instructional design principles studied in ED5802 in the design, development, and evaluation of instructional materials. Learners examine the systematic and iterative 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.***

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, budgeting, communication, project management, and legal and ethical issues. Learners apply evidence-based practice to instructional design and development and focus on developing the skills needed to make decisions about 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 and techniques specific to e-learning development. Learners examine the tools, methods, and processes used to effectively budget, implement, and manage e-learning development projects.

Graduate Course Descriptions, *continued*

ED5901 - Master's Practicum in Leadership in Educational Administration I (3 quarter credits). This master's capstone course is the first of two consecutive principal internship courses that provide learners with the academic and field experiences that are prerequisites for principal or administrative licensure in most states. Learners reflect on their program pre-assessment aptitudes and assess those gained during the program. Learners also participate in the first 125 hours of a 250-hour field-based internship with a licensed principal site supervisor that is designed to strengthen their leadership skills and start to develop a final portfolio that demonstrates their mastery of program outcomes, competencies, and standards. ***This course is not available to learners outside the MS Leadership in Educational Administration specialization. ED5901 and ED5902 must be taken in sequence and during the learner's final two quarters. For purposes of licensure endorsement, the two courses constitute a single 250-hour internship experience. Prerequisite(s): Completion, submission, and approval of Clinical Practice Application. Cannot be fulfilled by transfer.***

ED5902 - Master's Practicum in Leadership in Educational Administration II (3 quarter credits). This master's capstone course is the second of two consecutive principal internship courses that provide learners with the academic and field experiences that are prerequisites for principal or administrative licensure in most states. Learners reflect on their program pre-assessment aptitudes and assess those gained during the program. Learners also participate in the second 125 hours of a 250-hour field-based internship with a licensed principal site supervisor that is designed to strengthen their leadership skills and start to develop a final portfolio that demonstrates their mastery of program outcomes, competencies, and standards. ***This course is not available to learners outside the MS Leadership in Educational Administration specialization. ED5901 and ED5902 must be taken in sequence and during the learner's final two quarters. For purposes of licensure endorsement, the two courses constitute a single 250-hour internship experience. Prerequisite(s): ED5901. Cannot be fulfilled by transfer.***

ED5992 - Instructional Design for Online Learning Capstone (4 quarter credits). The capstone course is taken after completing all required and elective course work. 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.***

ED5993 - Enrollment Management Capstone (4 quarter credits). The capstone course is required for learners in the master's Enrollment Management specialization and is taken after completing all required and elective course work. Learners demonstrate proficiency in integrating learning from required and elective courses by completing a final project. ***For MS Enrollment Management learners only. Must be taken during the learner's final quarter. Prerequisite(s): ED7601, ED7603, ED7605, ED7607, ED7609. Cannot be fulfilled by transfer.***

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 course work. 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. Cannot be fulfilled by transfer.***

ED5996 - Postsecondary and Adult Education Capstone (4 quarter credits). The capstone course is required for learners in the master's Postsecondary and Adult Education specialization and is taken after completing all required and elective course work. Learners demonstrate proficiency in integrating learning from required and elective courses by completing a final project. ***For MS Postsecondary and Adult Education learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer.***

ED5997 - Professional Studies in Education Capstone (4 quarter credits). The capstone course is required for learners in the master's Professional Studies in Education specialization and is taken after completing all required and elective course work. Learners demonstrate proficiency in integrating learning from required and elective courses by completing a final project. ***For MS Professional Studies in Education learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer.***

ED5998 - Leadership for Higher Education Capstone (4 quarter credits). The capstone course is required for learners in the master's Leadership for Higher Education specialization and is taken after completing all required course work. Learners demonstrate proficiency in integrating learning from required and elective courses by completing a final project. ***For MS Leadership for Higher Education learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer.***

ED5999 - English Language Learning and Teaching Practicum (6 quarter credits). This course is the required capstone course for learners in the master's English Language Learning and Teaching specialization and is taken after completing all required course work. Learners complete a 45-hour practicum that includes field experiences at the elementary, middle, or high school level. Learners also review the master's P–12 program outcomes and state-approved teaching standards for English Language Learners (ELLs) in preparation for developing a final professional portfolio that demonstrates proficiency in English language learning and teaching. ***For MS English Language Learning and Teaching learners only. Must be taken during the learner's final quarter. Prerequisite(s): Completion, submission, and approval of Clinical Practice Application. Cannot be fulfilled by transfer.***

ED6891 - Instructional Design for Health Care Programs (4 quarter credits). Learners in this course explore various instructional design methods used in health care programs and the theoretical frameworks upon which they are based. ***For PhD in Education learners only. Directed study; special permission is required for enrollment. Prerequisite(s): ED5802, ED5803.***

ED6895 - Instructional Design for Online Learning Internship (4 quarter credits). This course provides learners with the opportunity to gain experience in the instructional design for online learning field and may serve as the capstone course for the master's Instructional Design for Online Learning specialization. Learners engage in a supervised internship during which they apply the instructional design competencies gained during the program and document their experience by completing a final project that includes an action plan, field notes, and other written documentation. ***For PhD and MS Instructional Design for Online Learning learners only. North Carolina residents enrolled in the PhD Instructional Design for Online Learning specialization are currently not eligible to enroll in this course. Prerequisite(s): ED5802, ED5803. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

School of Education

Graduate Writing Courses

ED6088 - Mastering Scholarly Writing (4 quarter credits). Learners in this course develop and strengthen their scholarly writing 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. ***Learners may only earn credit for OM6088 or ED6088 or PSF6088 or PSL6088 or PSY6088 or SHB6088. Prerequisite(s): Psychology learners must take PSY6088 concurrently with PSY6089.***

ED7004 - Graduate Writing for ESL/EFL Learners (4 quarter credits). This course introduces non-native speakers of English to graduate-level academic writing. Learners develop an understanding of the assumptions and intentions that underlie advanced academic writing as it is practiced in the U.S. They develop skills in producing effective advanced academic writing including combining facts and opinions from multiple sources. Learners develop linguistic and content editing skills in order to continue improving their own academic writing after they complete the course.

ED7008 - Developing Voice and Style in Academic and Professional Writing (4 quarter credits). This course focuses on one of the most challenging components of academic writing: developing a voice and style that reflect excellence in scholarship (research, thinking, and communication) while maintaining individuality and style. In this course, learners analyze a variety of writing samples, including their own, in order to understand the effects of writers' rhetorical choices; learn and apply an array of writing strategies that lead to improved awareness and use of voice and style; and revise writing submissions used in external course work to demonstrate learning and understanding. ***Learners are strongly encouraged to take the OM7086–OM7088 or ED7086-ED7088 or PSL7086–PSL7088 or SHB7086–SHB7088 course sequence before enrolling in this course.***

ED7086 - Developing an Academic Writing Process (4 quarter credits). In this course, learners focus on developing a process for enhancing and improving their academic writing. 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 of a specific piece of academic writing. ***Learners may only earn credit for OM7086 or ED7086 or PSF7086 or PSL7086 or PSY7086 or SHB7086. Prerequisite(s): Psychology learners must take PSY7086 concurrently with PSY7087.***

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. ***Learners may only earn credit for OM7088 or ED7088 or PSF7088 or PSL7088 or PSY7088 or SHB7088. Prerequisite(s): OM7086 or ED7086 or PSF7086 or PSL7086 or PSY7086 or SHB7086. Psychology learners must have also completed PSY7087 and must take PSY7088 concurrently with PSY7089.***

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. ***Learners may only earn credit for OM7091 or ED7091 or PSF7091 or PSL7091 or SHB7091.***

ED7092 - English as an International Language (4 quarter credits). Learners in this course develop an understanding of the underlying assumptions and intentions of advanced academic writing as it is practiced in the United States and the factors influencing those assumptions and intentions. Using a World Englishes perspective, learners focus on developing writing skills in the U.S. academic tradition and practice adapting their writing to various communities, specific academic disciplines and genres, and certain professional purposes. ***Learners may only earn credit for ED7092 or OM7092 or PSF7092 or PSL7092 or PSY7092 or SHB7092. Prerequisite(s): Psychology learners must take PSY7092 concurrently with PSY7093.***

School of Education, *continued*

ED7106 - Curriculum Development (4 quarter credits). In this course, learners explore curriculum and instruction design, organization, implementation, and evaluation and its impact on teaching and learning.

ED7107 - Teaching and Learning with Diverse Populations (4 quarter credits). In this course, learners explore teaching and learning principles and practices as applied to diverse multicultural populations.

ED7212 - Administration and Leadership of Distance Education Programs (4 quarter credits). Learners in this course gain an overview of the skills and competencies needed to administer, manage, and lead distance education programs. Topics include the management of existing distance education programs, the design and implementation of new distance education programs, and the transformation of existing distance education programs for more efficient and effective delivery.

ED7310 - Evaluating the Effectiveness of the Educational Process (4 quarter credits). The focus of this course is on higher education program evaluation. Learners analyze various program evaluation models used to assess the effectiveness of college and university education programs. Learners also design appropriate and effective program evaluation models and use them to conduct an evaluation of a simulated program.

ED7311 - Theory and Methods of Educating Adults (4 quarter credits). In this course, learners study adult learning theory and learning styles and preferences to gain an understanding of the roles of instructor and student in adult education. Learners examine the ways race, ethnicity, class, gender, ability, and other forms of diversity impact the theory and practice of adult education. Learners further develop their skills in selecting and applying appropriate materials, methods, and techniques used to achieve particular learning objectives. This course incorporates adult learning from both theoretical and personal perspectives.

ED7312 - Teaching Adults (4 quarter credits). This course presents best practices of higher education teaching. Learners evaluate multiple teaching models and strategies and their underlying theoretical and research bases. Learners also examine cultural influences on teaching and learning; identify ways to incorporate technology into the teaching-learning process; and assess their teaching dispositions and educational philosophy.

Graduate Course Descriptions, *continued*

ED7314 - International and Multicultural Perspectives in Postsecondary and Adult Education (4 quarter credits). Learners in this course analyze systems of power, privilege, and inequality in postsecondary and adult education and examine the importance of the presence of cultural differences in the classroom. Learners develop strategies for incorporating the multicultural perspectives into the classroom needed to address the needs of diverse learners and foster intercultural collaborative learning. Learners also explore international trends and issues and their role as educational leaders within their culturally diverse local and global communities.

ED7390 - Special Topics in Postsecondary and Adult Education (4 quarter credits). This course provides learners with the opportunity to explore a specific area of interest within the Postsecondary and Adult Education specialization. Learners propose, develop, and study topics that supplement their specialization course work. ***For PhD in Education learners only. Directed study; special permission is required for enrollment.***

ED7391 - International Aspects of Adult Education (4 quarter credits). In this course, learners study adult education from an international perspective. In particular, learners analyze and compare various international adult educational systems in terms of philosophy, goals, and methods. ***For PhD in Education learners only. Directed study; special permission is required for enrollment.***

ED7484 - Application of Learning Theories to Instructional Design (4 quarter credits). In this course, learners explore the theories and principles that provide the foundation for designing instructional interventions. Learners distinguish among learning theories, instructional theories, and instructional design theories and explore the rationale for using theories to inform instructional design decisions. ***Prerequisite(s): ED5802, ED5803.***

ED7495 - Research Strategies and Methodologies for Online Learning (4 quarter credits). Learners in this course investigate research in online learning delivery and practice. Learners analyze current quantitative and qualitative research studies and use them to formulate their own online learning strategies and methodologies. ***For PhD in Education learners only. Directed study; special permission is required for enrollment. Prerequisite(s): ED5802, ED5803.***

ED7496 - Advanced Instructional Design (4 quarter credits). This course 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.***

ED7503 - Instructional Media Tools (4 quarter credits). In this course, learners examine software tools that developers and instructional designers use to create innovative e-learning experiences. Learners also apply theories and principles of cognitive learning to instructional media design.

ED7504 - Leadership for Instructional Design (4 quarter credits). Learners in this course gain an understanding of the leadership and management skills necessary for the effective design and delivery of web-based instruction. Learners develop a professional portfolio that demonstrates competencies in collaborative team planning, decision making, problem solving, and change management. ***Prerequisite(s): ED5802, ED5803, ED7624, ED7620.***

ED7505 - Evaluation and Assessment of Instructional Design (4 quarter credits). In this course, learners examine the guidelines used to evaluate and assess learning. Learners analyze tools and methods for assessing learning outcomes and evaluating instructional effectiveness, and practice designing new assessment and evaluation tools. ***Prerequisite(s): ED5802, ED5803.***

ED7537 - Emerging Technology and Multimedia for Curriculum and Instruction (4 quarter credits). Through an examination of research and literature, learners discuss current trends and issues related to the impact of technology and multimedia on P–12 student learning. Based on a review of the literature, learners develop course projects that include the design of curriculum, instruction, and assessments enhanced through innovative technology and multimedia applications. This elective is recommended for learners in the Curriculum and Instruction specialization who are interested in integrating instructional technology with curriculum and instruction.

ED7540 - Leadership in Higher Education (4 quarter credits). Learners in this course examine the leadership philosophies, theories, and decision-making structures associated with higher education administration. Learners explore the nature and function of leadership; leadership roles; and institutional history, vision, culture, politics, and organizational structure.

ED7541 - Teacher Supervision and Evaluation (4 quarter credits). Learners in this course examine current theories and best practices of teacher supervision and evaluation. In particular, learners focus on instructional leadership and professional development as part of a systemic plan to improve student learning. ***Cannot be fulfilled by transfer.***

ED7542 - The Politics of P–12 Education (4 quarter credits). This course provides learners with a theoretical foundation of education policy and presents the basic analytical categories of political science as they apply to education. Topics include the influence of federal, state, and local governments in school policy making; school and community relations; privatization and choice; decentralization; school finance; desegregation; affirmative action; bilingual education; technology; and teacher empowerment.

ED7543 - The Superintendency (4 quarter credits). In this course, learners explore the complex and challenging position of the school superintendent. Learners acquire knowledge and skills related to superintendent roles and responsibilities, material and human resource management, school board relationships, and school district organization and culture. ***Cannot be fulfilled by transfer.***

ED7544 - Introduction to School Business Administration (4 quarter credits). In this course, learners examine the fundamentals of school business administration. Topics include accounting and budgeting, facilities planning and construction, purchasing and warehousing, staffing, maintenance and operations, risk management, information technology, nutrition services, and transportation. Learners also explore the legal requirements associated with school business administration.

ED7545 - Special Education Administration (4 quarter credits). This course provides an overview of special education administration functions and services. Learners identify the human and material resource responsibilities, activities, and challenges associated with integrating students with disabilities into educational programs. Learners also examine the ethical, legal, and financial roles administrators have to staff, students, and families in administering special education programs and services. ***Cannot be fulfilled by transfer.***

ED7546 - Human Resources in Higher Education (4 quarter credits). The focus of this course is human resource management in colleges, universities, and other postsecondary institutions. Learners investigate compensation, selection, training, development, compensation, collective bargaining, retention, tenure, and termination.

ED7547 - Assessment in Higher Education (4 quarter credits). This course provides an overview of the assessment strategies and techniques employed by leaders in higher education. Learners examine the connection between assessment strategies and higher education practices both in and out of the classroom and from the perspectives of various higher education stakeholders.

ED7550 - Leadership for Director of Special Education (4 quarter credits). Learners in this course examine the leadership skills needed to lead and manage special education programs. The focus of the course is on developing a shared vision, respecting and advocating for the needs of exceptional children, leading the change process, and collaborating with families, school personnel, stakeholder organizations, and the community. ***Prerequisite(s): ED7545, ED7820.***

Graduate Course Descriptions, *continued*

ED7551 - Special Education Curriculum and Instructional Strategies (4 quarter credits). This course focuses on planning, implementing, assessing, and evaluating special education curriculum and instruction programs and services for students with diverse educational needs. Learners examine current differentiation and universal design instructional practices used to effectively provide special education services in general and special education environments and apply them in practice. ***Prerequisite(s): ED7106, ED7545.***

ED7552 - Special Education Law and Finance (4 quarter credits). Learners in this course study the legal and financial considerations of special education programs and services. In particular, learners examine historical and current case law; federal and state regulations, including the policies and procedures that monitor special education programs and services; the political and ethical considerations that affect the education of students with disabilities and their families; and human resource and finance issues. ***Prerequisite(s): ED7545, ED7822, ED7823.***

ED7554 - Internship for Director of Special Education I (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. ED7554 and ED7555 must be taken in sequence and prior to the comprehensive examination. Prerequisite(s): Completion, submission, and approval of Clinical Practice Application. Cannot be fulfilled by transfer.***

ED7555 - Internship for Director of Special Education II (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. ED7554 and ED7555 must be taken in sequence and prior to the comprehensive examination. Prerequisite(s): ED7554. 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 also explore ways to evaluate and resolve conflicts and negotiate and facilitate conflict solutions.

ED7601 - Higher Education Enrollment Management (4 quarter credits). This is the first course in the Enrollment Management curriculum. It provides a comprehensive overview of fundamental enrollment management concepts, theories, and best practices and presents the strategies and techniques used in successful enrollment management programs. Learners analyze higher education recruitment processes from a marketing perspective, explore current trends and applying tools related to financial assistance and scholarship to real-world recruitment situations, evaluate current recruitment practices in an enrollment management plan, and integrate leadership and management theories.

ED7603 - Effective Retention in Higher Education (4 quarter credits). This course provides learners with a comprehensive overview of the fundamentals and best practices of effective student retention in higher education. Learners analyze and interpret a significant body of research on student retention and apply this knowledge to the development and management of an institutionally based retention plan.

ED7605 - Technology Applications to Enrollment Management (4 quarter credits). In this course, learners explore fundamental concepts in higher education enrollment management technology and the technologies used to manage enrollment in colleges and universities. In particular, learners focus on current technologies used in recruitment and retention, and synthesize and apply emerging technologies to the field of enrollment management.

ED7607 - Financial Assistance and Enrollment Management (4 quarter credits). Learners in this course explore the role of financial assistance in colleges and universities as both an administrative unit and an influence of student enrollment behavior. Learners evaluate the effectiveness of enrollment management strategies, drawing upon financial assistance rules and regulations, financial assistance administration best practices, assessment techniques, enrollment research, and ethical considerations. Learners also examine the significant role financial assistance has in the larger context of a comprehensive enrollment management plan.

ED7609 - Enrollment Management Communications and Marketing Strategies and Issues (4 quarter credits). This course focuses on the role of targeted communications and marketing strategies in supporting an institution's enrollment management goals. Learners apply marketing research and best practices to enrollment management, examine the ways different technologies can be used to market to prospective students, and explore methods for evaluating a strategic enrollment plan.

ED7611 - Strategic Enrollment Management Planning (4 quarter credits). This course introduces learners to essential concepts of strategic planning for higher education, including environmental scanning, collecting and analyzing data, quantifying annual and long-term goals, and developing and implementing enrollment management strategies and action plans. Learners create a strategic enrollment plan and explore ways to incorporate it into the institution's overall strategic plan. Other course topics include building institutional support for a strategic enrollment management plan and mobilizing human and financial resources. ***Prerequisite(s): ED7601, ED7603.***

ED7620 - Theoretical Basis of Instructional Design (4 quarter credits). This course provides learners with an understanding of the theories that form the foundation of instructional design and development. Learners examine the fundamental instructional design theories and models associated with training and education and apply these theories to create an instructional design model that meets the current or projected needs of an organization. Learners also formulate a rationale that supports their design model. ***Prerequisite(s): ED5802, ED5803, ED7624.***

ED7624 - Theories of Learning and Instruction (4 quarter credits). Learners in this course explore various theories and research associated with learning and instruction, from behaviorist to constructivist. In particular, learners focus on the theories that attempt to explain how and why people learn and the ways those theories inform instruction design. ***Prerequisite(s): ED5802.***

ED7631 - Introduction to Training and Performance Systems (4 quarter credits). This course is an overview of the history of training and human performance improvement (HPI) and its associated theories, principles, and processes. Learners develop a systems view of developing people and organizations by completing a performance improvement project in which they perform business, performance, gap, and root cause analyses; select appropriate interventions; and develop implementation, change, and evaluation plans.

Graduate Course Descriptions, *continued*

ED7641 - Needs Assessment: Models and Procedures (4 quarter credits). This course is a survey of the needs assessment models and procedures used to diagnose the causes of workplace performance problems. Learners design and develop needs assessment instruments and collect and diagnose data to differentiate workplace performance issues that require training solutions from those that require non-training interventions.

ED7652 - Evaluating Training and Performance Improvement Systems (4 quarter credits). Learners explore reasons that evaluation is essential: so that courses or performance solutions can be improved and so that it can be clearly shown how a particular training intervention can improve both personal and organizational performance. This course provides learners with an understanding of measurement and evaluation theory, principles, and procedures. Topics include quantitative and qualitative measures, performance objectives, Kirkpatrick's five levels, and reporting strategies.

ED7662 - Designing Training and Performance Solutions (4 quarter credits). Learners in this course explore various training and performance 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.

ED7672 - Delivery Systems for Training and Performance Improvement (4 quarter credits). This course provides learners with an in-depth, application-based overview of facilitation skills and e-learning initiatives for training and performance improvement and the tools and strategies used to address these critical issues.

ED7673 - The Future of Corporate and Technical Training: Issues and Trends (4 quarter credits). In this course, learners study theories and methods of performance improvement consultation and explore the influences that shape corporate and technical training, including performance improvement methodologies, emerging technologies, and economic and cultural trends. Learners then use these theories, methods, and influences to create a strategic plan for an organization.

ED7675 - Return on Investment in Training and Performance Improvement (4 quarter credits). This course prepares learners to apply return on investment (ROI) methodology that has been developed in the field to their own organizations. Topics include planning for an evaluation, collecting data, analyzing data, and reporting procedures. While utilizing statistics is an important part of ROI evaluation, this course does not include developing competencies in statistical analysis. Upon successful completion of the final deliverable for the course, learners are awarded the ROI Certificate from the ROI Institute. ***For PhD and MS Training and Performance Improvement learners only. Must be taken during the learner's final quarter. Cannot be fulfilled by transfer.***

ED7677 - Survey of Training and Performance Improvement Research (4 quarter credits). In this course, learners explore the purposes, values, processes, and methods of training and performance improvement research. In particular, learners focus on identifying the ways theory and research can be used as practical tools to solve various training and performance improvement challenges. ***For PhD and MS Training and Performance Improvement learners only.***

ED7690 - Critical Skills for Facilitating Online Learning (4 quarter credits). Learners in this course examine the facilitator's role in the online learning environment as opposed to the traditional classroom or face-to-face training environment. Learners also examine online learning from a variety of perspectives to improve their technical skills, facilitate learning, and enhance student success.

ED7699 - Practical Applications for Online Teaching and Training (4 quarter credits). In this course, learners apply skills, strategies, and tactics from earlier courses in a collaborative learning environment. ***Prerequisite(s): ED7690, ED5312, ED5313.***

ED7700 - Learning Theory and the Educational Process (4 quarter credits). Learners in this course explore major behaviorist and cognitive learning theories, including social cognitivism and constructivism, and associated concepts such as memory and motivation. Learners then apply these theories and concepts to educational settings.

ED7701 - Educational Philosophy and Change (4 quarter credits). Learners in this course examine the philosophical foundations, ideologies, and theories that have influenced the development of educational philosophy and practices in the U.S. Learners examine, articulate, clarify, and refine basic assumptions and beliefs underlying their personal educational philosophy and practice.

ED7703 - Student Development, Challenges, and Successes (4 quarter credits). In this course, learners examine the theoretical and research literature related to successful student development, developmental issues, and challenges facing U.S. college students. Learners also explore the constructive-developmental theoretical claim that the epistemological, intrapersonal, and interpersonal aspects of student development are interrelated and essential for higher education.

ED7712 - Classroom Assessment in Education (4 quarter credits). Learners in this course explore evidence-based classroom assessment and evaluation practices and apply a variety of tools and strategies to assess and evaluate learning. Learners also develop appropriate formative and summative classroom assessment techniques that address intended learning outcomes and promote learning in a global society.

ED7713 - Student Advising and Retention (4 quarter credits). This course presents theories, research, and practices of student advising and associated retention efforts in higher education. Learners examine advising programs and their impact on student persistence and evaluate the role of faculty and administration in effective student advising and retention.

ED7716 - Faculty Leadership (4 quarter credits). Learners in this course assess the role of educational leadership in higher education. Learners examine faculty leadership, explore ways to build effective relationships and lead ethically, and assess leadership effectiveness based on theory and self-reflection.

ED7800 - Grant Writing for Higher Education (4 quarter credits). This course provides a comprehensive overview of grant writing for higher education institutions. Learners research and evaluate the types and sources of grant funding, formulate strategies for working with grant funders and external stakeholders, and analyze and apply grant writing skills. The course includes the relationship of grant writing to institutional mission and plans.

ED7814 - Interface Design (4 quarter credits). In this course, learners examine current interface design practices and the research informing the effective interface design of various learning applications and environments. Learners also explore ways to design interfaces applicable to a diverse range of communication devices. ***Prerequisite(s): ED5802, ED5803.***

ED7818 - The Future of Teaching and Learning: Issues for the Educational Leader (4 quarter credits). In this course, learners explore and analyze the issues shaping higher education. Learners use futuring methods to examine the ways history, technology, trends, and change affect the future of higher education.

ED7820 - Principles of Educational Administration (4 quarter credits). This course presents an overview of the basic principles of administrative theory and practice and the six Educational Leadership Constituents Council (ELCC) standards. Learners examine business and public administration models and explore theoretical constructs from various disciplines. ***This is the first specialization course for the PhD, EdS, and MS Leadership in Educational Administration specializations and must be taken before any other specialization course work. May be taken concurrently with ED8111. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

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.

ED7823 - Education and the Law (4 quarter credits). In this course, learners analyze laws and legal issues affecting P–12 school systems and their constituents. Learners focus on recognizing legal issues before they arise and study the methods and tools used to prevent and resolve legal problems.

ED7830 - Coaching for High Performance (4 quarter credits). In this course, learners study theories and practices used to coach individuals to improved learning, decision making, and performance. Learners explore theoretical coaching approaches and models; client needs assessment; the coaching knowledge, skills, and attitudes necessary for supporting clients through personal and professional change; and the role of coaching in organizational performance systems. Learners focus on becoming confident and effective mediators of people seeking to improve the quality of their personal and professional lives.

ED7834 - Higher Education and the Law (4 quarter credits). In this course, learners evaluate constitutional, statutory, and case law as related to higher education. Learners review federal and state legislation and their implications for both public and private higher education institutions.

ED7837 - Funding and Managing Education Enterprises (4 quarter credits). In this course, learners examine public and private funding patterns and fundraising plans of higher education enterprises. Learners also explore the integration of personnel matters into the management function and the evaluation methods used to ensure quality and accountability.

ED7840 - The Politics of Higher Education (4 quarter credits). This course focuses on the changing perceptions of the role of higher education in the United States. Learners examine the politics of competition for resources, the expectations of consumers and providers, and the role of state and local government in higher education institutions.

ED7841 - The History of Higher Education (4 quarter credits). In this course, learners explore the evolution of colleges, universities, and other postsecondary institutions. Learners focus on the societal, cultural, and economic influences that have shaped the development of higher education curricula, culture, practices, and governance.

ED7852 - P–12 Principalship (4 quarter credits). Learners in this course gain an understanding of the responsibilities and issues associated with the role of the 21st-century P–12 principal. Topics include effective P–12 school leadership and management, curriculum and instruction planning and assessment, and collaboration with stakeholders. ***Prerequisite(s): PhD and EdS Leadership in Educational Administration learners must have completed the following courses: ED8112, ED7820, ED8111. Cannot be fulfilled by transfer.***

ED7855 - Higher Education Administration (4 quarter credits). Learners in this course analyze the theories, policies, and procedures involved in administering higher education institutions. Learners distinguish between leadership and management and examine the knowledge and skills needed to address higher education administrative challenges.

ED7857 - Personnel Administration (4 quarter credits). This course covers staffing assignment, policy making, salary negotiation, grievance procedures, records, supervision, and the evaluation of professional and non-professional employees.

ED7901 - Internship in Educational Administration I (4 quarter credits). This course is the first of two consecutive principal internship courses that may serve as the capstone courses for the PhD and EdS Leadership in Educational Administration specializations. It provides learners with the academic and field experiences that are prerequisites for principal or administrative licensure in most states. Learners reflect on their program pre-assessment aptitudes and assess those gained during the program. Learners also participate in an internship experience with a licensed, principal site supervisor that is designed to strengthen their leadership skills and begin developing a final portfolio that demonstrates their mastery of program outcomes, competencies, and standards. ***For PhD and EdS Leadership in Educational Administration learners only. ED7901 and ED7902 must be taken in sequence and prior to the comprehensive examination for PhD learners and during the final two quarters for EdS learners. For purposes of licensure endorsement, the two courses constitute a single 320-hour internship experience. Prerequisite(s): Completion, submission, and approval of Clinical Practice Application and ED7820, ED8112, ED8111. Cannot be fulfilled by transfer.***

ED7902 - Internship in Educational Administration II (4 quarter credits). This course is the second of two consecutive principal internship courses that may serve as the capstone courses for the PhD and EdS Leadership in Educational Administration specializations. It provides learners with the academic and field experiences that are prerequisites for principal or administrative licensure in most states. Learners continue the activities started in ED7901 and complete a final portfolio that demonstrates their mastery of program outcomes, competencies, and standards. ***For PhD and EdS Leadership in Educational Administration learners only. ED7901 and ED7902 must be taken in sequence and prior to the comprehensive examination for PhD learners and during the final two quarters for EdS learners. For purposes of licensure endorsement, the two courses constitute a single 320-hour internship experience. Prerequisite(s): ED7901. Cannot be fulfilled by transfer.***

ED7903 - Internship in the Superintendency I (4 quarter credits). This course is the first of two consecutive superintendent internship courses that may serve as the capstone courses for the PhD and EdS Leadership in Educational Administration specializations. It provides learners with the academic and field experiences that are prerequisites for superintendent licensure in most states. Learners participate in an internship experience with a licensed, superintendent site supervisor and create, sign, and begin fulfilling a contract based on program outcomes, competencies, and standards. ***For PhD and EdS Leadership in Educational Administration learners only. ED7903 and ED7904 must be taken in sequence and prior to the comprehensive examination for PhD learners and during the final two quarters for EdS learners. For purposes of licensure endorsement, the two courses constitute a single 320-hour internship experience. Prerequisite(s): Completion, submission, and approval of Clinical Practice Application and ED7820, ED8112, ED8111. Cannot be fulfilled by transfer.***

ED7904 - Internship in the Superintendency II (4 quarter credits). This course is the second of two consecutive superintendent internship courses that may serve as the capstone courses for the PhD and EdS Leadership in Educational Administration specializations. It provides learners with the academic and field experiences that are prerequisites for superintendent licensure in most states. Learners continue the activities started in ED7903 and complete a final portfolio that demonstrates their mastery of program outcomes, competencies, and standards. ***For PhD and EdS Leadership in Educational Administration learners only. ED7903 and ED7904 must be taken in sequence and prior to the comprehensive examination for PhD learners and during the final two quarters for EdS learners. For purposes of licensure endorsement, the two courses constitute a single 320-hour internship experience. Prerequisite(s): ED7903. Cannot be fulfilled by transfer.***

ED8002 - Foundations of Theory and Practice in Doctoral Studies (4 quarter credits). This is a foundational course for learners in higher education and training specializations. Learners are introduced to discipline-specific topics and begin to put into practice the academic developmental and behavioral competencies they are expected to master during their degree program. Learners engage in scholarly inquiry, research, critical thinking, and communication within the context of their specialization. ***ED8002 must be taken by PhD learners in their first quarter. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

ED8007 - Leading Innovation (4 quarter credits). This is a foundational course for learners in P–12 specializations. Learners are introduced to discipline-specific topics and begin to put into practice the academic developmental and behavioral competencies they are expected to master during their degree program. In particular, learners examine change, behavior, and leadership theories, principles, and case studies to gain an understanding of educational change processes and their associated impacts on the practice of education. Learners also engage in scholarly inquiry, research, critical thinking, and communication within the context of their specialization. ***ED8007 must be taken by PhD and EdS learners in their first quarter. Cannot be fulfilled by transfer.***

ED8050 - Special Topics in Leadership in Educational Administration (4 quarter credits). This course provides learners with the opportunity to explore a specific area of interest within the Leadership in Educational Administration specialization. Learners propose, develop, and study topics that supplement their specialization course work. ***For PhD in Education learners only. Directed study; special permission is required for enrollment.***

ED8051 - Special Topics in Leadership for Higher Education (4 quarter credits). This course provides learners with the opportunity to explore a specific area of interest within the Leadership for Higher Education specialization. Learners propose, develop, and study topics that supplement their specialization course work. ***For PhD in Education learners only. Directed study; special permission is required for enrollment.***

ED8052 - Special Topics in Professional Studies in Education (4 quarter credits). This course provides learners with the opportunity to explore a specific area of interest within the Professional Studies in Education specialization. Learners propose, develop, and study topics that supplement their specialization course work. ***For PhD in Education learners only. Directed study; special permission is required for enrollment.***

ED8056 - Special Topics in Training and Performance Improvement (4 quarter credits). This course provides learners with the opportunity to explore a specific area of interest within the Training and Performance Improvement specialization. Learners propose, develop, and study topics that supplement their specialization course work. ***For PhD in Education learners only. Directed study; special permission is required for enrollment.***

ED8100 - The Future of Educational Institutions: Topics and Trends (4 quarter credits). Based on an examination of the formative ideas that have shaped educational institutions, learners in this course explore both the theory and practice of changing educational institutions to meet future needs. An understanding of the philosophy of education in the U.S. as well as knowledge of institutional change is necessary in this course.

ED8111 - The Historical and Social Foundations of Education (4 quarter credits). In this course, learners study the historical and social foundations of education to gain an awareness of and a context for its evolving practice. Learners explore the ways educational institutions have emerged and developed, particularly in relation to societal functions and expectations. Learners also develop the knowledge, skills, and points of view needed to understand the evolution of education as a whole and its contributing sociocultural forces. ***This is the second specialization course in the PhD and EdS Leadership in Educational Administration specializations and must be taken before any other specialization course work. May be taken concurrently with ED7820.***

ED8112 - Educational Research Methods (4 quarter credits). This course is an exploration of the quantitative and qualitative research methodologies often used in educational research. Learners analyze and evaluate the characteristics, strengths, and weaknesses of specific quantitative and qualitative research methodologies and designs and examine strategies for designing specific, appropriate, and feasible research questions. ***Cannot be fulfilled by transfer.***

ED8117 - Advanced Qualitative Research Methods (4 quarter credits). This course focuses on the major qualitative research designs and their applications to educational research. Learners study the research questions, purposes, characteristics, and methods of different qualitative traditions; examine qualitative data collection and analysis techniques; and explore the use of software in qualitative data analysis. Learners also focus on developing the ability to frame problems and issues as research topics and identify effective approaches to reporting research results. ***Prerequisite(s): ED8112.***

ED8119 - Advanced Research Design (4 quarter credits). In this course, learners identify and research an education-related idea using a competent research design that can be further developed into a dissertation prospectus. Learners demonstrate appropriate application of research methods and data collection and analysis tools and exemplify the critical-thinking skills needed to analyze a significant professional issue and synthesize it into a researchable form. ***Prerequisite(s): ED8112. PhD Leadership in Educational Administration learners must have also completed ED7901 or ED7903. Cannot be fulfilled by transfer.***

ED8120 - Institutional Research (4 quarter credits). This course provides learners with an overview of institutional research within the context of higher education. Learners examine the processes of compiling data (e.g., enrollment, degrees conferred, and retention), conducting ad hoc research studies, and managing institutional systems (e.g., faculty evaluation and alumni surveys). Learners also evaluate the impact of institutional research on both internal and external accountability and explore national, organizational, administrative, political, and ethical issues in institutional research. ***Prerequisite(s): ED8112.***

ED8121 - Tests and Measurements for Educational Research (4 quarter credits). In this course, learners develop and apply assessment instruments and surveys used to collect and interpret data for achievement, aptitude, and personality tests. Learners examine Institutional Review Board (IRB) guidelines and ways of writing effective questions that can be used on surveys, questionnaires, and various test instruments. ***Prerequisite(s): ED8112.***

ED8122 - Statistics for Educational Research I (4 quarter credits). Learners in this course apply statistical analyses appropriate to different research contexts using SPSS, a statistical software package. Learners examine statistical concepts, including descriptive statistics, normal distribution, sampling probability, and sampling distribution and demonstrate different hypothesis testing techniques. ***For PhD in Education learners only. Prerequisite(s): ED8112. Cannot be fulfilled by transfer.***

ED8123 - Statistics for Educational Research II (4 quarter credits). Learners in this course apply statistical analyses appropriate to different research contexts using SPSS, a statistical software package. Learners examine statistical concepts including analysis of variance (ANOVA), analysis of covariance (ANCOVA), correlation, regression, chi square, factor analysis, and post hoc and demonstrate different hypothesis testing techniques. ***Prerequisite(s): ED8122.***

ED8222 - Professionalism in the 21st Century (4 quarter credits). In this course, learners develop foundational understanding and skills that help them determine what it means to be a professional in the 21st century. Learners examine major historical, ethical, sociocultural, and theoretical perspectives that have contributed to current multidisciplinary models and definitions of professionalism. Learners in this course identify and analyze critical issues in the professional world (such as ethics, social structure, collective social mobility, esoteric knowledge, and status) that impact contemporary professionals and professionalism. Hands-on exercises and practical applications of core concepts help learners develop and apply the terms "professional" and "professionalism" within a hierarchy of elite and non-elite members. The course also highlights the progression of professionalism across various disciplines in the current century.

Graduate Course Descriptions, *continued*

ED8320 - Practicum in College Teaching (4 quarter credits). This practicum provides learners with an experience that fosters professional growth and development in the role of college or university instructor. Under the supervision of a Capella faculty member, learners observe and assist in the instruction of an online course at Capella University. Learners respond to unit discussions, read and grade assignments, and meet regularly with their supervising faculty member for developmental feedback and support. ***This course is not available as an elective to learners outside the Post-Master's Certificate in College Teaching. Prerequisite(s): Completion of all required course work. Cannot be fulfilled by transfer.***

ED8350 - Advanced Nursing Theory and Concepts (4 quarter credits). In this course, learners analyze historical and current nursing concepts and theories. Topics include nursing philosophy, curriculum development, clinical practice, and future trends in the health care system.

ED8355 - Curriculum Design and Evaluation in Nursing Education (4 quarter credits). In this course, learners develop curricula and explore appropriate evaluation models to assess curriculum design. Learners evaluate the influence of accreditation requirements on curriculum development and the accreditation evaluation process.

ED8360 - The Nurse Educator: Faculty Roles and Responsibilities (4 quarter credits). This course presents the history of higher education nursing programs and the roles and responsibilities of nurse educators in higher education and clinical settings. Topics include clinical site responsibilities, professional and staff development, the importance of student preceptors and mentors, educational program requirements and evaluation, and legal and ethical issues.

ED8365 - Teaching Strategies in Nursing Education (4 quarter credits). In this course, learners examine nursing education teaching and learning theories, and analyze teaching strategies in classroom and clinical settings, including use of simulations. Learners also analyze instructional strategies for teaching in face-to-face and online environments.

ED8370 - Nursing Leadership and Professional Practice (4 quarter credits). Learners in this course explore scholarship in nursing education. Learners investigate professional organizations and legislative issues, and engage in publication, presentation, and grant writing opportunities and activities.

ED8444 - Higher Education Curriculum Development and Teaching Strategies (4 quarter credits). The focus of this course is on curriculum development in higher education. Learners review the evolution of curriculum design and examine the impact of various design models on instructional frameworks and strategies. Learners analyze curricula that use face-to-face, online, and hybrid instructional platforms and develop curricula that meet diverse individual and cultural needs.

ED8447 - Advanced Funding and Managing Education Enterprises (4 quarter credits). In this course, learners explore and analyze the financing and fundraising plans of higher education enterprises. Learners explore current political and finance issues associated with higher education institution funding and management with an emphasis on endowments, public and private funding models, and intellectual property rights.

ED8502 - Advanced Learning Theory and Instructional Practice (4 quarter credits). In this course, learners study advanced learning theory and research associated with cognition, emotion, and the brain and examine their effects on instructional practice. Learners implement strategies for recognizing learning differences among students, including giftedness, and meeting student needs through differentiated instruction. ***Learners who have taken ED5502 should not take ED8502. Rather, they should choose any other PhD-level course in the School of Education to fulfill their specialization requirements.***

ED8515 - Advanced Action Research for Teacher-Leaders (4 quarter credits). Learners in this course examine advanced action research associated with classroom and school improvement. Learners focus on developing the skills needed to define and resolve problems that create barriers to student learning and engage in individual and collaborative research to improve student learning outcomes. ***Learners who have taken ED5502 should not take ED8515. Rather, they should choose any other PhD-level course in the School of Education to fulfill their specialization requirements.***

ED8533 - Advanced Curriculum Mapping: Reflection and Practice (4 quarter credits). Learners in this course formulate a research-based professional vision for curriculum design and develop a curriculum for a specific content and grade-level application using advanced computer-based curriculum mapping applications. ***Learners who have taken ED5533 should not take ED8533. Rather, they should choose any other PhD-level course in the School of Education to fulfill their specialization requirements.***

ED8534 - Advanced Instruction and Assessment: Theory and Practice (4 quarter credits). In this course, learners focus designing advanced instructional models and assessment strategies that meet the diverse needs of P–12 students. Learners examine theory and research supporting innovative instructional models and assessment strategies and use them to develop specific content-area and grade-level applications. Learners also discuss current and emerging issues and trends related to instructional models and assessment strategies. ***Learners who have taken ED5534 should not take ED8534. Rather, they should choose any other PhD-level course in the School of Education to fulfill their specialization requirements.***

ED8535 - Advanced Collaboration for the Improvement of Curriculum and Instruction (4 quarter credits). In this course, learners 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. ***Prerequisite(s): Learners who have taken ED5535 should not take ED8535. Rather, they should choose any other PhD-level course in the School of Education to fulfill their specialization requirements.***

ED8536 - Advanced Application of Research for the Improvement of Curriculum and Instruction (4 quarter credits). Learners in this course examine 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. ***Learners who have taken ED5536 should not take ED8536. Rather, they should choose any other PhD-level course in the School of Education to fulfill their specialization requirements.***

ED8538 - Advanced Curriculum and Instruction: Program Evaluation (4 quarter credits). Learners in this course develop the skills, knowledge, and attitudes necessary for effective program evaluation. The course focuses on trends, issues, and initiatives related to data-based decision making, which is one of the desired outcomes of program evaluation. Through the process of reflection and practical application, learners become familiar with the integral role program evaluation plays in the improvement of curriculum, instruction, and assessment.

Graduate Course Descriptions, *continued*

ED8540 - Internship in Curriculum and Instruction I (2 quarter credits). This course is the first of two consecutive capstone courses for the PhD and EdS Curriculum and Instruction specializations. Learners assess their curriculum and instruction competencies and demonstrate proficiency. They serve the first 125 hours of a 250-hour field-based internship during which they create, sign, and fulfill a competency-based contract with their curriculum and instruction site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a portfolio as part of their contract materials. ***This course is not available as an elective to learners outside the PhD and EdS Curriculum and Instruction specializations. ED8540 and ED8541 must be taken in sequence and prior to the comprehensive examination for PhD learners and during the final two quarters for EdS learners. Prerequisite(s): Completion, submission, and approval of Clinical Practice Application. PhD Curriculum and Instruction learners must have completed ED7820. Cannot be fulfilled by transfer.***

ED8541 - Internship in Curriculum and Instruction II (2 quarter credits). This is the second of two consecutive capstone courses for the PhD and EdS Curriculum and Instruction specializations. Learners assess their curriculum and instruction competencies and demonstrate proficiency. They serve the second 125 hours of a 250-hour field-based internship during which they create, sign, and fulfill a competency-based contract with their curriculum and instruction site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a portfolio as part of their contract materials. ***This course is not available as an elective to learners outside the PhD and EdS Curriculum and Instruction specializations. ED8540 and ED8541 must be taken in sequence and prior to the comprehensive examination for PhD learners and during the final two quarters for EdS learners. Prerequisite(s): ED8540. Cannot be fulfilled by transfer.***

ED8550 - Curriculum and Instruction Internship I (4 quarter credits). This course is the first of two consecutive internship courses that serve as the capstone courses for the PhD and EdS Curriculum and Instruction specializations. Learners assess their curriculum and instruction competencies and demonstrate proficiency. They engage in a 160-hour internship experience during which they create, sign, and fulfill a competency-based contract with their curriculum and instruction site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a portfolio as part of their contract materials. ***For PhD and EdS Curriculum and Instruction learners only. ED8550 and ED8551 must be taken in sequence and prior to the comprehensive examination for PhD learners and during the final two quarters for EdS learners. For purposes of licensure endorsement, the two courses constitute a single 320-hour internship experience. Prerequisite(s): Completion, submission, and approval of Clinical Practice Application and ED7820. Cannot be fulfilled by transfer.***

ED8551- Curriculum and Instruction Internship II (4 quarter credits). This course is the second of two consecutive internship courses that serve as the capstone courses for the PhD and EdS Curriculum and Instruction specializations. Learners assess their curriculum and instruction competencies and demonstrate proficiency. They engage in a 160-hour internship experience during which they create, sign, and fulfill a competency-based contract with their curriculum and instruction site supervisor and Capella University supervisor. Throughout the course, learners maintain a log of their experiences and develop a portfolio as part of their contract materials. ***For PhD and EdS Curriculum and Instruction learners only. ED8550 and ED8551 must be taken in sequence and prior to the comprehensive examination for PhD learners and during the final two quarters for EdS learners. For purposes of licensure endorsement, the two courses constitute a single 320-hour internship experience. Prerequisite(s): ED8550. Cannot be fulfilled by transfer.***

ED8600 - Effective Online Course Design, Delivery, Facilitation, and Assessment (4 quarter credits). In this course, learners examine learning theory and contemporary teaching curriculum design models and assess the facilitator's role in the online learning environment. Learners develop online teaching skills and the facilitation strategies and tactics that nurture the interaction and collaboration necessary for successful online teaching.

ED8810 - Ethics and Social Responsibility in Distance Education (4 quarter credits). Learners in this course analyze the influence of law and ethics on course ownership, privacy, intellectual property, freedom of speech, and social responsibility. Through an examination of ethical assumptions, attitudes, and values, learners develop a foundation for understanding and supporting distance education from an ethical perspective. ***Prerequisite(s): ED5802, ED5803, ED7624.***

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.

ED8829 - Research in Instructional Design and Development (4 quarter credits). This course builds upon previous research courses and encourages learners to begin thinking like scholars engaging in instructional design and development research. Learners explore the fundamental elements of research in instructional design and development, generate potential dissertation research topics relevant to the Instructional Design and Development specialization, and discuss their potential to contribute to the body of instructional design and development knowledge. ***Prerequisite(s): ED5802, ED5803, ED7624, ED7620, ED8112.***

ED8831 - Theoretical Constructs for Evaluation and Assessment of Instructional Design (4 quarter credits). Learners in this course engage in an in-depth exploration of theories and principles of instructional design evaluation and assessment. Learners reflect on evaluation and assessment practices associated with individuals, organizations, and society to gain an understanding of the ways they inform overall evidence-based practice. ***Prerequisite(s): ED5802, ED5803.***

ED8841 - Leading Instructional Design Initiatives (4 quarter credits). In this course, learners integrate the competencies of the Instructional Design and Development specialization with the leadership, innovative thinking, and communication skills needed to become leaders within their organizations. Learners practice applying these skills and focus on extending their ability to advance the performance goals and vision of their organization. ***Prerequisite(s): ED5802, ED5803.***

ED8895 - Special Topics in Instructional Design for Online Learning (4 quarter credits). This course provides learners with the opportunity to explore a specific area of interest within the Instructional Design for Online Learning specialization. Learners propose, develop, and study topics that supplement their specialization course work. ***For PhD in Education learners only. Directed study; special permission is required for enrollment. Prerequisite(s): ED5802. ED5803.***

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 enroll in the first dissertation course. ***Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective course work with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

ED9920 - Dissertation Courseroom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. ***Grading for this course is R/NS. Prerequisite(s): ED9919. Cannot be fulfilled by transfer.***

ED9921–ED9950 - Dissertation Research 1–Dissertation Research 30 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. ***Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): ED9919 and concurrent enrollment in ED9920. Cannot be fulfilled by transfer.***

School of Education

Doctor of Education Courses

Only learners enrolled in the EdD degree program may take EDD courses.

EDD8100 - Foundations of Educational Leadership and Management I (6 quarter credits). This course is the first of two consecutive introductory courses for all learners in the EdD Educational Leadership and Management specialization. It provides an overview of the specialization's structure, competencies, and requirements and presents the fundamental principles and skills of leadership and management. Learners study the leader's role in achieving organizational objectives and developing shared mission, vision, and values. Learners also explore methods of effective financial, human resource, and operations management and examine principles of inquiry and systems thinking. ***For EdD Educational Leadership and Management learners only. Cannot be fulfilled by transfer.***

EDD8102 - Foundations of Educational Leadership and Management II (6 quarter credits). This course is the second of two consecutive introductory courses for all learners in the EdD Educational Leadership and Management specialization. Learners build on the knowledge gained during EDD8100 and continue their study of fundamental leadership and management principles and skills. ***For EdD Educational Leadership and Management learners only. Prerequisite(s): EDD8100. Cannot be fulfilled by transfer.***

EDD8104 - Leadership Through Personal and Professional Development (6 quarter credits). In this course, learners analyze the personal, relational, and metacognitive dimensions of leadership. Learners reflect on personal values and behaviors and use metacognitive skills to examine their own learning and growth. Learners also employ the language and tools of various systems models to frame and solve problems and examine ways to negotiate and influence outcomes within organizations. ***For EdD Educational Leadership and Management learners only. Prerequisite(s): EDD8102. Cannot be fulfilled by transfer.***

EDD8106 - Creating a Culture of Learning (6 quarter credits). Learners in this course identify the leadership and management skills needed to develop an assessment-, knowledge-, learning-, and community-centered culture. Learners explore ways to advocate for students and institutions; lead continuous and data-driven curriculum and instruction improvement processes; and promote academic excellence and cultural competence. ***For EdD Educational Leadership and Management learners only. Prerequisite(s): EDD8104. Cannot be fulfilled by transfer.***

EDD8108 - Data-Informed Decision Making for Educational Leaders (6 quarter credits). In this course, learners examine the use of data in the planning, execution, and assessment of educational decision making. Learners consider research, multiple perspectives, laws and regulations, organizational resources, and ethics to make data-informed decisions using a variety of decision-making strategies, models, and tools. ***For EdD Educational Leadership and Management learners only. Prerequisite(s): EDD8106. Cannot be fulfilled by transfer.***

EDD8110 - Leading and Managing Change I (6 quarter credits). This is the first of two consecutive courses in which learners apply the leadership and management competencies gained from previous course work to real-world situations. Learners identify and demonstrate the inquiry, analysis, communication, decision making, and leadership skills needed to address and solve problems; plan, implement, and evaluate change; improve processes; and demonstrate cultural competence. ***For EdD Educational Leadership and Management learners only. Prerequisite(s): EDD8108. Cannot be fulfilled by transfer.***

EDD8112 - Leading and Managing Change II (6 quarter credits). This is the second of two consecutive courses in which learners apply the leadership and management competencies gained from previous course work to real-world situations. Learners continue to identify and demonstrate the skills exhibited during EDD8110. ***For EdD Educational Leadership and Management learners only. Prerequisite(s): EDD8110. Cannot be fulfilled by transfer.***

EDD8114 - Educational Leadership and Management Capstone (6 quarter credits). The capstone is the final course prior to the dissertation course sequence. Learners complete a portfolio that includes documentation of the professional growth plan activities they have completed throughout the program, documentation demonstrating specialization competencies, and a dissertation prospectus. The course culminates in a final professional portfolio review that determines entry into the program's dissertation course sequence. ***For EdD Educational Leadership and Management learners only. Prerequisite(s): EDD8112. Cannot be fulfilled by transfer.***

EDD8200 - Theoretical Models and Processes of Literacy (6 quarter credits). This course provides an overview of the specialization's structure, competencies, and requirements and presents the psychological, sociological, and linguistic foundations of reading and writing processes and their instructional applications in various educational contexts. Learners also focus on developing writing skills and building the research competencies needed to be successful throughout their course of study. ***For EdD Reading and Literacy and EdD Reading and Literacy Bridge learners only. Cannot be fulfilled by transfer.***

EDD8202 - Foundations of Reading and Literacy (6 quarter credits). This course presents the fundamental components required of leaders in the reading and literacy field and the ways 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 Reading and Literacy and EdD Reading and Literacy Bridge learners only. Prerequisite(s): EDD8200. EdD Reading and Literacy Bridge learners must have also completed ED5551, ED5552, ED5553, ED5554, and ED5555. Cannot be fulfilled by transfer.***

EDD8204 - Reading and Literacy Assessment and Evaluation (6 quarter credits). In this course, learners examine ways to apply formal and informal reading and literacy assessments to improve student achievement. Learners analyze reading and literacy assessment data, communicate assessment results to various stakeholders, and develop appropriate instruction plans to meet the needs of students. Learners also focus on providing leadership in creating effective instructional assessment models in diverse school settings. ***For EdD Reading and Literacy and EdD Reading and Literacy Bridge learners only. Prerequisite(s): EDD8202. Cannot be fulfilled by transfer.***

EDD8206 - Reading and Literacy Field Experience I (1 quarter credit). In this course, learners engage in a field experience during which they prepare an action research plan to study a literacy challenge or opportunity within a diverse school setting. Learners diagnose a problem and identify key questions that provide the foundation for the research. ***For EdD Reading and Literacy and EdD Reading and Literacy Bridge learners only. Prerequisite(s): Concurrent enrollment in EDD8202 or EDD8204.***

Graduate Course Descriptions, *continued*

EDD8208 - Leading and Managing Literacy Programs (6 quarter credits). In this course, learners focus on developing the ability to lead and manage literacy program operations and resources. Learners also gain knowledge in leading continuous and data-informed curriculum, instruction, and assessment improvement processes and making legal and ethical decisions. ***For EdD Reading and Literacy and EdD Reading and Literacy Bridge learners only. Prerequisite(s): EDD8204, EDD8206. Cannot be fulfilled by transfer.***

EDD8210 - Data-Driven Decision Making in Literacy Programs (6 quarter credits). Learners in this course examine the ways data is used to make decisions associated with reading and literacy programs. Learners prepare themselves to develop a research plan, implement the plan, analyze and evaluate the resulting data and outcomes, and communicate results to stakeholders. ***For EdD Reading and Literacy and EdD Reading and Literacy Bridge learners only. Prerequisite(s): EDD8208. Cannot be fulfilled by transfer.***

EDD8212 - Grant Writing and Policy for Reading and Literacy Programs (6 quarter credits). In this course, learners examine and research the implications of local, state, and federal policy on reading and literacy programs. Learners focus on developing the skills needed to effectively write grants and prepare presentations for different audiences. Learners also continue to strengthen their professional research skills. ***For EdD Reading and Literacy and EdD Reading and Literacy Bridge learners only. Prerequisite(s): EDD8210. Cannot be fulfilled by transfer.***

EDD8214 - Reading and Literacy Field Experience II (1 quarter credit). In this course, learners engage in a field experience during which they apply research skills to promote a school- or district-wide literacy philosophy that integrates technology into the literacy environment. Learners define a research problem, develop an associated research plan and reflect on the next steps associated with the research planning stage. ***For EdD Reading and Literacy and EdD Reading and Literacy Bridge learners only. Prerequisite(s): Concurrent enrollment in EDD8208 or EDD8210 or EDD8212. Cannot be fulfilled by transfer.***

EDD8216 - Literacy in School and Community Contexts (6 quarter credits). This course emphasizes advocating for a philosophy of literary instruction that is supported by theory and research and using it to develop and maintain a culture of literacy in school, district, and community settings. Learners explore the role of leadership in making decisions related to intervention models and demonstrate the belief that all children can learn at high levels. ***For EdD Reading and Literacy and EdD Reading and Literacy Bridge learners only. Prerequisite(s): EDD8212, EDD8214. Cannot be fulfilled by transfer.***

EDD8218 - Leading and Managing Professional Development (6 quarter credits). Learners in this course examine theories and research of adult learning to explore the fundamental characteristics of effective literacy team collaboration. Learners also focus on developing the professional knowledge, skills, and dispositions associated with committing to reflective practice and lifelong learning and needed to coach and enhance the professional development of teachers and other education professionals. ***For EdD Reading and Literacy and EdD Reading and Literacy Bridge learners only. Prerequisite(s): EDD8216. Cannot be fulfilled by transfer.***

EDD8220 - Reading and Literacy Field Experience III (1 quarter credit). In this course, learners engage in a field experience during which they research a literacy challenge or opportunity associated with leading and managing professional development in literacy. Learners complete the steps of the research cycle, including planning a research study, conducting and implementing the research, and evaluating and reflecting on the research outcomes. ***For EdD Reading and Literacy and EdD Reading and Literacy Bridge learners only. Prerequisite(s): Concurrent enrollment in EDD8216 or EDD8218. Cannot be fulfilled by transfer.***

EDD8222 - Reading and Literacy Internship (6 quarter credits). In this course, learners engage in an internship experience during which they participate in professional development exercises, including coaching, supporting teachers, and reflecting on the professional development process. ***For EdD Reading and Literacy and EdD Reading and Literacy Bridge learners only. Prerequisite(s): EDD8218, EDD8220. Cannot be fulfilled by transfer.***

EDD9920 - Dissertation Courseroom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. ***Grading for this course is R/NS. Prerequisite(s): EdD Educational Leadership and Management learners must have completed EDD8114. EdD Reading and Literacy and EdD Reading and Literacy Bridge learners must have completed EDD8222. Cannot be fulfilled by transfer.***

EDD9921–EDD9950 - Dissertation Research 1–Dissertation Research 30 (6 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. ***Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): Concurrent enrollment in EDD9920. EdD Educational Leadership and Management learners must have also completed EDD8114. EdD Reading and Literacy and EdD Reading and Literacy Bridge learners must have also completed EDD8222. Cannot be fulfilled by transfer.***

School of Education

Residency Courses

DW-R8000 - Dissertation Writer's Retreat (non-credit). This week-long, intensive writing experience supports doctoral learners in completing their dissertation. Learners focus on writing in an environment that provides them with the academic experts and writing resources they need to personalize their experience and further develop their dissertation.

ED-R8921 - PhD Colloquium Track 1 (non-credit). The Track 1 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize assessment and practice of academic and intellectual skill sets essential to progressing through doctoral program course work. Learners also engage in self-reflection exercises and participate in learning experiences that address the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. ***PhD in Psychology learners should enroll in Track 1 before completing 36 credits. All other learners should enroll in Track 1 during their first quarter of enrollment or before completing 56 credits.***

ED-R8922 - PhD Colloquium Track 2 (non-credit). The Track 2 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize applying the research process to their chosen discipline. Learners also expand their intellectual applications and analysis skills and the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. ***PhD in Psychology learners should enroll in Track 2 while completing 37–60 credits. All other learners should enroll in Track 2 while completing 57–72 credits. Prerequisite(s): COL-R8921 or OM-R8921 or ED-R8921 or PSL-R8921 or CES-R8921 or CST-R8921 or PSY-R8921 or SHB-R8921.***

Graduate Course Descriptions, *continued*

ED-R8923 - PhD Colloquium Track 3 (non-credit). The Track 3 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize expanding and applying doctoral competencies to the independent research phase of the program in preparation for the comprehensive examination and dissertation. Learners also continue to strengthen the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner and focus on using intellectual and academic skill sets to synthesize and analyze theory and research as leaders in the discipline. Following the residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. ***PhD in Psychology learners should enroll in Track 3 while completing 61–95 credits. All other learners should enroll in Track 3 while completing 73–96 credits. Prerequisite(s): COL-R8922 or OM-R8921 or ED-R8922 or PSL-R8922 or CES-R8922 or CST-R8922 or PSY-R8922 or SHB-R8922.***

ED-R8010 - Enrollment Management Residential Colloquium (non-credit). Learners in this residential colloquium engage in dialogue and application and evaluation of skills and knowledge related to best practices in enrollment management.

EDS-R8921 - Education Specialist Colloquium Track 1 (non-credit). The Track 1 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize assessment and practice of academic and intellectual skill sets gained during the program. Learners also engage in self-reflection exercises and participate in learning experiences that address the research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. ***For EdS learners only. Learners should enroll in Track 1 during their first quarter of enrollment or before completing 20 credits.***

EDS-R8922 - Education Specialist Colloquium Track 2 (non-credit). The Track 2 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize acquiring deeper knowledge and understanding of the research process. Learners also expand their intellectual applications and analysis skills and the research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. ***For EdS learners only. Learners should enroll in Track 2 during the last two quarters of enrollment or while completing 32–48 credits.***

School of Public Service Leadership

Doctor of Health Administration Courses

Only learners enrolled in the DHA degree program may take DHA courses.

DHA8002 - Topics in Health Administration and Leadership (6 quarter credits). In this course, learners examine the complexities of leadership in health administration and evaluate their skill levels as health administrators with emphasis on areas of particular strength and those in need of improvement. Learners analyze and demonstrate various skills required of effective health administrators to achieve the missions and goals of their organizations, including critical thinking, oral and written communication, ethics and social accountability, collaboration, and leadership. ***DHA8002 must be taken by DHA learners in their first quarter. Prerequisite(s): Concurrent enrollment in DHA8003. Cannot be fulfilled by transfer.***

DHA8003 - Professional Communications Laboratory (non-credit). This course assists learners in developing the writing skills needed to be successful in their doctoral program. Learners use course work completed during DHA8002 and receive feedback on grammar, syntax, academic voice and style, appropriate source attribution, and proper use of APA style and formatting. Successful completion of this course is a component of the requirements for DHA8002. ***Learners must successfully complete this course to continue their doctoral program. Prerequisite(s): Concurrent enrollment in DHA8002. Cannot be fulfilled by transfer.***

DHA8004 - Innovative Business Practices in Health Care (6 quarter credits). Learners in this course examine various health care business practices and trends, including creating a culture of accountability for personal, departmental, and organizational performance. Learners also evaluate their ability to accept responsibility for their organizational performance and demonstrate the skills needed to communicate effectively, take initiative, and reflect industry standards in the workplace. ***Prerequisite(s): DHA8002. Cannot be fulfilled by transfer.***

DHA8006 - Financing the Mission of Health (6 quarter credits). The focus of this course is appropriate use of financial information in the health care organization's decision-making process. Learners examine fundamental components of organizational stewardship, including information management; short- and long-term investment planning; and ethical, professional, and social accountability. Learners also demonstrate the skills needed to develop and implement short- and long-term organizational projects in the health care environment and garner the stakeholder support necessary for achieving the financial goals and objectives of the health care organization. ***Prerequisite(s): DHA8004. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

DHA8008 - Health Care Policy Processes (6 quarter credits). In this course, learners develop an understanding of health care policy processes. Learners examine the ways health care policy supports organizational and community wellness; the ways interpersonal and professional skills, policy-related relationships, and credible sources of evidence can influence health care policy decisions and change; and the ways appropriate use of health care ethics create equitable solutions to disparities in health care policy. ***Prerequisite(s): DHA8006. Cannot be fulfilled by transfer.***

DHA8010 - Survey of Research Methods in Health Administration (6 quarter credits). In this course, learners apply evidence-based research in health care practice. Learners identify credible sources of evidence and effective health care research methods and examine the ways research can be used in evidence-based health care administration practice. Learners also demonstrate the skills needed to apply appropriate evidence-based research to address various health care administration issues. ***Prerequisite(s): DHA8008 and all specialization and elective course work. Cannot be fulfilled by transfer.***

DHA8012 - Health Administration Field Experience (6 quarter credits). Learners in this course apply learning and skills gained from program course work to professional health care practice. Learners choose a health care practice setting in which to demonstrate health care administration knowledge and skills, including evaluating and applying current evidence-based health care research and effectively communicating and applying current industry and organizational trends in the workplace. 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): DHA8010. Cannot be fulfilled by transfer.***

DHA8014 - Advanced Action Research Methods (6 quarter credits). In this course, learners examine participatory action research methods in the planning of a health administration research project. Learners design an action research project using critical theory, ethical parameters, and a range of qualitative and quantitative research methods. As part of the research project plan, learners prepare an action research proposal that delineates the research topic, data collection methods, and decision-making model on what action to pursue as a result of the research findings. Learners also explore effective communication skills and collaborative approaches associated with the relationship between the researcher and participant. ***Prerequisite(s): DHA8012. Cannot be fulfilled by transfer.***

DHA8020 - Health Policy in the United States (6 quarter credits). In this course, learners evaluate the impact of and connection between United States health policy and services delivered from historical and sociopolitical perspectives. In particular, learners examine challenges and opportunities associated with United States health policy development and implementation, the areas in which current health care policy is successful and those in need of improvement, and the strategic communication skills needed to influence change in United States health care policy. Learners also study ethics and social accountability relative to domestic health policy. ***Prerequisite(s): DHA8008. Cannot be fulfilled by transfer.***

DHA8022 - Global Health Policy (6 quarter credits). In this course, learners evaluate global health policy from a sociopolitical perspective. In particular, learners examine challenges and opportunities associated with global health policy development and implementation, the importance of global industry models in global health policy, and the strategic communication skills needed to influence global health care policy change. Learners also study ethics and social accountability relative to global health policy. ***Prerequisite(s): DHA General Health Administration learners must have completed DHA8008. DHA Health Policy and Advocacy learners must have completed DHA8020. Cannot be fulfilled by transfer.***

DHA8024 - Policy Advocacy and Analysis (6 quarter credits). This course focuses on health care policy development and analysis from an advocacy perspective. Learners examine the respective influences of health care advocacy and health care policy and the ways each influences the other. Learners also demonstrate the skills needed to build coalitions to advance health care policy agendas, evaluate the short- and long-term policy objectives of the health care environment, and align health care policies with specific organizational priorities to improve the overall health care environment. ***Prerequisite(s): DHA General Health Administration learners must have completed DHA8008. DHA Health Policy and Advocacy learners must have completed DHA8022. Cannot be fulfilled by transfer.***

DHA8030 - Contemporary Leadership Roles in Health Care (6 quarter credits). In this course, learners examine and develop the skills required of effective health care leaders. In particular, learners focus on strengthening the skills needed to develop personal and professional relationships, think critically and innovatively, lead teams, support top performers, create a culture of accountability, and promote personal and professional standards of excellence within the health care environment. ***Prerequisite(s): DHA8008. Cannot be fulfilled by transfer.***

DHA8032 - Strategic Vision and Planning in Health Care (6 quarter credits). Learners in this course evaluate short- and long-term operational and organizational goals to gain an understanding of strategic vision and planning in the health care environment. Learners analyze organizational processes and designs from a strategic perspective and examine various methods of strategic planning, including the use and upgrading of information management systems as a means of improving organizational outcomes within the health care environment. Learners also demonstrate the interpersonal communication and strategic decision-making skills health care administrators use to influence and optimize organizational functioning. ***Prerequisite(s): DHA General Health Administration learners must have completed DHA8008. DHA Health Care Leadership learners must have completed DHA8030. Cannot be fulfilled by transfer.***

DHA8034 - Evidence-Based Leadership in Health Care (6 quarter credits). In this course, learners apply health care management research to organizational processes and derive practical solutions to health care leadership issues from empirically based evidence. Learners also focus on the ways collaboration is used to optimize workforce performance and promote positive health care organizational outcomes. ***Prerequisite(s): DHA General Health Administration learners must have completed DHA8008. DHA Health Care Leadership learners must have completed DHA8032. Cannot be fulfilled by transfer.***

DHA9920 - Dissertation Courseroom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. ***Grading for this course is R/NS. Prerequisite(s): DHA8014. Cannot be fulfilled by transfer.***

DHA9921–DHA9950 - Dissertation Research 1–Dissertation Research 30 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. ***Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): DHA8014 and concurrent enrollment in DHA9920. Learners must complete DW-R8001 prior to enrolling in DHA9923. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

School of Public Service Leadership

Doctor of Nursing Practice Courses

Only learners enrolled in the DNP degree program may take DNP courses.

DNP8000 - Theoretical Foundations and Applications (4 quarter credits). This course presents an aggregate/systems/organizational focus of nursing practice and provides learners with the foundation on which to build the advanced leadership skills exemplary of a DNP-educated nurse. Learners review the theoretical models and scientific underpinnings of advanced nursing practice and examine methods of writing for and communicating with diverse populations. Learners also perform a holistic, comprehensive assessment of a health issue or complex system and design, implement, and evaluate appropriate therapeutic interventions that incorporate diverse and culturally sensitive approaches. ***For DNP learners only. Must be taken by DNP learners in their first quarter. Prerequisite(s): Concurrent enrollment in DNP8001. Cannot be fulfilled by transfer.***

DNP8001 - DNP Field Experience 1 (1 quarter credit). In this course, DNP learners engage in ongoing planning and documentation of their field experience and its relationship to the final DNP project, a deliverable academic product that synthesizes the learner's professional and academic growth and practice immersion experiences. Learners focus on their writing and critical-thinking skills, assess and reflect on their own progress in relation to the program outcomes, integrate faculty and preceptor feedback, and synthesize these insights as inputs into the final DNP project. Learners also develop and maintain an electronic portfolio that includes course work products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). The field experience and associated courses provide the foundation and framework for the final DNP project. ***For DNP learners only. Grading for this course is S/NS. Prerequisite(s): Concurrent enrollment in DNP8000. Cannot be fulfilled by transfer.***

DNP8002 - Contemporary Issues in Advanced Nursing Practice (4 quarter credits). The focus of this course is current advanced practice dynamics in nursing organizations and the ways the DNP-educated nurse can use them to transform clinical models for nursing and related organizational health care systems. Learners examine program evaluation, performance improvement, and quality improvement methods and identify ways to apply them to meet organizational needs. Learners also design a health care intervention strategy; strengthen their levels of clinical judgment, systems thinking, and accountability; and provide leadership and management competencies as practice specialists and consultants. ***For DNP learners only. Prerequisite(s): Concurrent enrollment in DNP8003. May be taken concurrently with DNP8000 and DNP8001. Cannot be fulfilled by transfer.***

DNP8003 - DNP Field Experience 2 (1 quarter credit). In this course, DNP learners engage in ongoing planning and documentation of their field experience and its relationship to the final DNP project, a deliverable academic product that synthesizes the learner's professional and academic growth and practice immersion experiences. Learners focus on their writing and critical-thinking skills, assess and reflect on their own progress in relation to the program outcomes, integrate faculty and preceptor feedback, and synthesize these insights as inputs into the final DNP project. Learners also develop and maintain an electronic portfolio that includes course work products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). The field experience and associated courses provide the foundation and framework for the final DNP project. ***For DNP learners only. Grading for this course is S/NS. Prerequisite(s): Concurrent enrollment in DNP8002. May be taken concurrently with DNP8000 and DNP8001. Cannot be fulfilled by transfer.***

DNP8004 - Investigation, Discovery, and Integration (4 quarter credits). In this course, learners apply the steps of scientific investigation and discovery to health care leadership and examine the relevance of patterns of health care within a practice setting. Learners use scientific literature to determine and implement best practices for evaluating nursing practice outcomes and designing health care delivery approaches that meet current and future patient needs. ***For DNP learners only. Prerequisite(s): DNP8000, DNP8001, and concurrent enrollment in DNP8005. May be taken concurrently with DNP8002 and DNP8003. Cannot be fulfilled by transfer.***

DNP8005 - DNP Field Experience 3 (1 quarter credit). In this course, DNP learners engage in ongoing planning and documentation of their field experience and its relationship to the final DNP project, a deliverable academic product that synthesizes the learner's professional and academic growth and practice immersion experiences. Learners focus on their writing and critical-thinking skills, assess and reflect on their own progress in relation to the program outcomes, integrate faculty and preceptor feedback, and synthesize these insights as inputs into the final DNP project. Learners also develop and maintain an electronic portfolio that includes course work products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). The field experience and associated courses provide the foundation and framework for the final DNP project. ***For DNP learners only. Grading for this course is S/NS. Prerequisite(s): DNP8000, DNP8001, and concurrent enrollment in DNP8004. May be taken concurrently with DNP8002 and DNP8003. Cannot be fulfilled by transfer.***

DNP8006 - Policy and Advocacy in Advanced Nursing Practice (4 quarter credits). Learners in this course critically analyze health policies and practices from a health care stakeholder perspective. Learners consider the ethical ramifications of current health policy and examine ways to promote social justice and equity; advocate for effective health care delivery and program outcomes; and influence, lead, and implement new practice patterns that best serve patient needs and assist in health care policy development and reform. ***For DNP learners only. Prerequisite(s): DNP8002, DNP8003, and concurrent enrollment in DNP8007. May be taken concurrently with DNP8004 and DNP8005. Cannot be fulfilled by transfer.***

DNP8007 - DNP Field Experience 4 (1 quarter credit). In this course, DNP learners engage in ongoing planning and documentation of their field experience and its relationship to the final DNP project, a deliverable academic product that synthesizes the learner's professional and academic growth and practice immersion experiences. Learners focus on their writing and critical-thinking skills, assess and reflect on their own progress in relation to the program outcomes, integrate faculty and preceptor feedback, and synthesize these insights as inputs into the final DNP project. Learners also develop and maintain an electronic portfolio that includes course work products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). The field experience and associated courses provide the foundation and framework for the final DNP project. ***For DNP learners only. Grading for this course is S/NS. Prerequisite(s): DNP8002, DNP8003, and concurrent enrollment in DNP8006. May be taken concurrently with DNP8004 and DNP8005. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

DNP8008 - Executive Leadership and Ethics in Health Care (4 quarter credits). In this course, learners analyze the executive leadership and communication skills used to facilitate and foster group consensus and develop and maintain the therapeutic relationships and partnerships needed to promote optimal health care outcomes. Learners develop and evaluate ethical practice strategies for promoting patient safety and managing issues generated by health disparities. Learners also focus on developing the skills needed to guide, mentor, and support other nurses in their effort to achieve excellence in nursing practice. ***For DNP learners only. Prerequisite(s): DNP8004, DNP8005, and concurrent enrollment in DNP8009. May be taken concurrently with DNP8006 and DNP8007. Cannot be fulfilled by transfer.***

DNP8009 - DNP Field Experience 5 (1 quarter credit). In this course, DNP learners engage in ongoing planning and documentation of their field experience and its relationship to the final DNP project, a deliverable academic product that synthesizes the learner's professional and academic growth and practice immersion experiences. Learners focus on their writing and critical-thinking skills, assess and reflect on their own progress in relation to the program outcomes, integrate faculty and preceptor feedback, and synthesize these insights as inputs into the final DNP project. Learners also develop and maintain an electronic portfolio that includes course work products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). The field experience and associated courses provide the foundation and framework for the final DNP project. ***For DNP learners only. Grading for this course is S/NS. Prerequisite(s): DNP8004, DNP8005, and concurrent enrollment in DNP8008. May be taken concurrently with DNP8006 and DNP8007. Cannot be fulfilled by transfer.***

DNP8010 - Management in Advanced Contemporary Nursing (4 quarter credits). This course focuses on the management skills needed to create valuable, proactive change in health care settings and complex health care delivery systems. Learners use conceptual and analytical skills to evaluate the links among practice, organizational, population, fiscal, and policy issues and apply this knowledge to professional practice. Learners also develop the skills needed to analyze the costs and benefits of and monitor the budgets for practice initiatives and employ principles of business, finance, economics, and health policy to develop and implement effective strategic management plans. ***For DNP learners only. Prerequisite(s): DNP8006, DNP8007, and concurrent enrollment in DNP8011. May be taken concurrently with DNP8008 and DNP8009. Cannot be fulfilled by transfer.***

DNP8011 - DNP Field Experience 6 (1 quarter credit). In this course, DNP learners engage in ongoing planning and documentation of their field experience and its relationship to the final DNP project, a deliverable academic product that synthesizes the learner's professional and academic growth and practice immersion experiences. Learners focus on their writing and critical-thinking skills, assess and reflect on their own progress in relation to the program outcomes, integrate faculty and preceptor feedback, and synthesize these insights as inputs into the final DNP project. Learners also develop and maintain an electronic portfolio that includes course work products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). The field experience and associated courses provide the foundation and framework for the final DNP project. ***For DNP learners only. Grading for this course is S/NS. Prerequisite(s): DNP8006, DNP8007, and concurrent enrollment in DNP8010. May be taken concurrently with DNP8008 and DNP8009. Cannot be fulfilled by transfer.***

DNP8012 - Nursing Technology and Health Care Information Systems (4 quarter credits). Learners in this course apply information technology and research methods within the health care environment and design, apply, and evaluate the use of technology in health care information systems. In particular, learners focus on developing and executing evaluation plans that monitor an organization's patient care, systems, and quality improvement outcomes. ***For DNP learners only. Prerequisite(s): DNP8008, DNP8009, and concurrent enrollment in DNP8013. May be taken concurrently with DNP8010 and DNP8011. Cannot be fulfilled by transfer.***

DNP8013 - DNP Field Experience 7 (1 quarter credit). In this course, DNP learners engage in ongoing planning and documentation of their field experience and its relationship to the final DNP project, a deliverable academic product that synthesizes the learner's professional and academic growth and practice immersion experiences. Learners focus on their writing and critical-thinking skills, assess and reflect on their own progress in relation to the program outcomes, integrate faculty and preceptor feedback, and synthesize these insights as inputs into the final DNP project. Learners also develop and maintain an electronic portfolio that includes course work products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). The field experience and associated courses provide the foundation and framework for the final DNP project. ***For DNP learners only. Grading for this course is S/NS. Prerequisite(s): DNP8008, DNP8009, and concurrent enrollment in DNP8012. May be taken concurrently with DNP8010 and DNP8011. Cannot be fulfilled by transfer.***

DNP8014 - Global Population Health (4 quarter credits). In this course, learners analyze epidemiological, biostatistical, occupational, and environmental data and use it to develop, implement, and evaluate health promotion and disease prevention efforts in global populations. Learners also evaluate the accuracy of consumer health information sources and focus on preparing themselves to lead the development and implementation of institutional, local, state, national, or international health care policy. ***For DNP learners only. Prerequisite(s): DNP8010, DNP8011, and concurrent enrollment in DNP8015. May be taken concurrently with DNP8012 and DNP8013. Cannot be fulfilled by transfer.***

DNP8015 - DNP Field Experience 8 (1 quarter credit). In this course, DNP learners engage in ongoing planning and documentation of their field experience and its relationship to the final DNP project, a deliverable academic product that synthesizes the learner's professional and academic growth and practice immersion experiences. Learners focus on their writing and critical-thinking skills, assess and reflect on their own progress in relation to the program outcomes, integrate faculty and preceptor feedback, and synthesize these insights as inputs into the final DNP project. Learners also develop and maintain an electronic portfolio that includes course work products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). The field experience and associated courses provide the foundation and framework for the final DNP project. ***For DNP learners only. Grading for this course is S/NS. Prerequisite(s): DNP8010, DNP8011, and concurrent enrollment in DNP8014. May be taken concurrently with DNP8012 and DNP8013. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

DNP8016 - DNP Capstone 1 (4 quarter credits). In this course, learners demonstrate synthesis of The Essentials of Doctoral Education for Advanced Nursing Practice and program course work and experience in a final project. Learners identify a problem encountered during their practice immersion experience and develop an appropriate intervention or practice change to address it. Learners examine and create an integrated review of relevant literature and evidence that supports and validates their choice of practice change and formalize their conclusions in a scholarly article or professional presentation. ***For DNP learners only. Prerequisite(s): DNP8014, DNP8015, and concurrent enrollment in DNP8017. Cannot be fulfilled by transfer.***

DNP8017 - DNP Field Experience 9 (1 quarter credit). In this course, DNP learners engage in ongoing planning and documentation of their field experience and its relationship to the final DNP project, a deliverable academic product that synthesizes the learner's professional and academic growth and practice immersion experiences. Learners focus on their writing and critical-thinking skills, assess and reflect on their own progress in relation to the program outcomes, integrate faculty and preceptor feedback, and synthesize these insights as inputs into the final DNP project. Learners also develop and maintain an electronic portfolio that includes course work products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). The field experience and associated courses provide the foundation and framework for the final DNP project. ***For DNP learners only. Grading for this course is S/NS. Prerequisite(s): DNP8014, DNP8015, and concurrent enrollment in DNP8016. Cannot be fulfilled by transfer.***

DNP8018 - DNP Capstone 2 (4 quarter credits). In this course, learners evaluate the importance of the dissemination of scholarly work in the nursing field and examine and practice applying the concepts of peer-mentorship, accountability, and ethical behavior. Learners complete all final project field experiences and field site evaluations; submit their final logs and documentation to their e-portfolio; finalize their capstone projects; and present them to an academic committee for review, evaluation, and approval. ***For DNP learners only. Prerequisite(s): DNP8016, DNP8017, and concurrent enrollment in DNP8019. Cannot be fulfilled by transfer.***

DNP8019 - DNP Field Experience 10 (1 quarter credit). In this course, DNP learners engage in ongoing planning and documentation of their field experience and its relationship to the final DNP project, a deliverable academic product that synthesizes the learner's professional and academic growth and practice immersion experiences. Learners focus on their writing and critical-thinking skills, assess and reflect on their own progress in relation to the program outcomes, integrate faculty and preceptor feedback, and synthesize these insights as inputs into the final DNP project. Learners also develop and maintain an electronic portfolio that includes course work products, demonstrations of competency and outcome achievement, and practice experience documentation (number of hours, preceptor evaluations, achievement of objectives, and contributions to the organization). The field experience and associated courses provide the foundation and framework for the final DNP project. ***For DNP learners only. Grading for this course is S/NS. Prerequisite(s): DNP8016, DNP8017, and concurrent enrollment in DNP8018. Cannot be fulfilled by transfer.***

School of Public Service Leadership

Doctor of Public Administration Courses

Only learners enrolled in the DPA degree program may take DPA courses.

DPA8002 - Public Services Theory, Issues, and Research (4 quarter credits). This course presents the historical and contemporary roles and relationships of the public sector in the United States. It provides a scholarly perspective of public policy and administration that traces major theories associated with the field and the political, social, and economic context within which they developed. Learners focus on developing the critical-thinking and analysis skills needed to apply theory to local, state, and federal levels of government and explore the implications of public policy theory on careers in the field. ***DPA8002 must be taken by DPA learners in their first quarter. May be taken concurrently with DPA8480. Cannot be fulfilled by transfer.***

DPA8100 - Fundamentals of Public Administration Research (4 quarter credits). Learners in this course examine theories that guide the acquisition of knowledge within the public administration profession. Learners analyze and evaluate the methods used to develop theories, link theory to research, evaluate published research, and apply research findings to practice. Learners also complete the Collaborative Institutional Training Initiative (CITI) module required for academic research. ***Prerequisite(s): Completion of or concurrent enrollment in DPA8404. May be taken concurrently with DPA8408. Cannot be fulfilled by transfer.***

DPA8103 - Theory Development in Public Administration Research (4 quarter credits). In this course, learners analyze current and emerging public administration theories, the circumstances surrounding their development, and their applications in the field. Learners delineate the links between theory and practice and identify future public administration implications and trends. Learners also conduct a comprehensive literature review, synthesize the literature, and develop and evaluate the theoretical constructs guiding their participatory action research proposal in preparation for their dissertation. ***Prerequisite(s): Completion of or concurrent enrollment in DPA8428. May be taken concurrently with DPA8484. Cannot be fulfilled by transfer.***

DPA8106 - Program Evaluation and Participatory Research (4 quarter credits). Learners in this course analyze the theories and methods of participatory action research and conduct a program evaluation in which they focus on the application of this research methodology. Topics include planning and sampling, measurement, statistical and qualitative analytic models, analysis and interpretation of results, and ethical considerations. Learners conceptualize, plan, and design a participatory action proposal for doctoral research. ***Prerequisite(s): Completion of or concurrent enrollment in DPA8488. Cannot be fulfilled by transfer.***

DPA8400 - Theories of Leadership and Public Administration (4 quarter credits). Learners in this course build theoretical and practical knowledge of human behavior, coalition building, communications, and the influences of various leadership styles. Learners examine the ways in which public administration leadership is unique in its representative nature, structure, balance of power, and systems perspective and focus on improvements leaders can implement to enhance public value within their sphere of influence. Other topics include interactions with political leaders and lobbyists, strategies for motivating a civil service-protected workforce, and skills for effectively communicating at various levels. ***Prerequisite(s): Completion of or concurrent enrollment in DPA8480. May be taken concurrently with DPA8404. Cannot be fulfilled by transfer.***

DPA8404 - Principles of Organization Theory and Practice (4 quarter credits). This course presents the ways organizational behavior is influenced by individual differences, group processes and interactions, and organizational processes. Learners examine motivation, productivity, diversity, group development, team building, collaboration, coordination with outside contractors, decision-making and communication processes, power and politics, and organizational culture. Learners also focus on developing the skills and abilities essential for effective management in changing organizational contexts. ***Prerequisite(s): Completion of or concurrent enrollment in DPA8400. May be taken concurrently with DPA8100. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

DPA8408 - Ethics and Social Responsibility (4 quarter credits). In this course, learners study the ways in which creating and maintaining public value and mission-specific leadership provides the foundations for ethical behavior. Learners analyze case studies that illustrate ethical dilemmas in order to develop intelligence, planning, operations, command, interagency coordination, communication, and technology solutions applicable to a variety of public agencies and situations. ***Prerequisite(s): Completion of or concurrent enrollment in DPA8100. May be taken concurrently with DPA8412. Cannot be fulfilled by transfer.***

DPA8412 - Global and Diverse Societies (4 quarter credits). Learners in this course explore the cultural values and styles of communicating, reasoning, and decision making necessary to cross cultural boundaries effectively. Learners examine the challenges of working cross-culturally to create and enhance public value, equitable solutions, and effective public administration systems and policies that improve process and practice. ***Prerequisite(s): Completion of or concurrent enrollment in DPA8408. May be taken concurrently with DPA8416. Cannot be fulfilled by transfer.***

DPA8416 - Public Administration and Community Collaboration (4 quarter credits). Learners in this course study theories of participative government, community development, and change management as they relate to collaboration between government and communities. Topics include community collaboration through education, communication, participation, and advocacy at all levels of government. ***Prerequisite(s): Completion of or concurrent enrollment in DPA8412. May be taken concurrently with DPA8420. Cannot be fulfilled by transfer.***

DPA8420 - Public Policy Analysis and Advocacy (4 quarter credits). This course focuses on the role of policy development in areas of public safety, health care, immigration, social services, transportation, housing, labor, arts, and the environment. Learners study the craft of public policy making as it is applied at legislative and administrative sites and at all levels of the public sector. Other topics include the policy process, agenda setting, advocacy, analysis, political process management, policy implementation, and evaluation and feedback in the public policy arena. ***Prerequisite(s): Completion of or concurrent enrollment in DPA8416. May be taken concurrently with DPA8424. Cannot be fulfilled by transfer.***

DPA8424 - Theories and Practices of Public Human Resource Management (4 quarter credits). This course is a survey of philosophies, approaches, and systems of managing people in government organizations and includes historical developments, personnel management practices and behaviors, and current issues. Learners examine recruitment, classification, compensation, training, evaluation, labor-management relations functions, and the use of outside contractors. ***Prerequisite(s): Completion of or concurrent enrollment in DPA8420. May be taken concurrently with DPA8428. Cannot be fulfilled by transfer.***

DPA8428 - Public Needs Assessment and Planning (4 quarter credits). This course provides learners with an introduction to the needs-based planning tools used to evaluate the impact of legislation, regulations, programs, and processes and develop plans for systems changes. Topics include selecting programs for evaluation, crafting program descriptions, identifying stakeholders and their interests, developing logic models for decision making, framing evaluation questions, applying quantitative and qualitative tools of analysis, and formulating evaluation reports and feedback for decision makers. ***Prerequisite(s): Completion of or concurrent enrollment in DPA8424. May be taken concurrently with DPA8103. Cannot be fulfilled by transfer.***

DPA8450 - Finance Policies and Practices in Public Administration (4 quarter credits). Learners in this course examine the methods of using budgeting, taxing, and public funding mechanisms to finance public policies and programs. Learners assess the budgetary assumptions and expenditure controls that influence public sector financial decision making; evaluate the public finance methods the government uses to raise funds for specific policies and legislation; and synthesize public sector financing theory and practice in the development of a financial plan for an organization. Learners also focus on the public finance tactics employed during periods of scarcity and surplus. ***Prerequisite(s): DPA8103. Cannot be fulfilled by transfer.***

DPA8480 - Field Experience I: Conference (4 quarter credits). In this case study course, learners focus on integrating theory with practice. Learners attend a professional conference such as the American Society for Public Administration, the Academy of Criminal Justice Sciences, or the American Public Health Association and develop a white paper based on the key focus of the conference. The white paper includes an evaluation of the policy or issue discussed; a review of policy implications for public leaders; and recommendations for policy implementation or actions that enhance public value, citizen involvement, and collaboration. ***Prerequisite(s): Completion of or concurrent enrollment in DPA8002. May be taken concurrently with DPA8400. Cannot be fulfilled by transfer.***

DPA8484 - Field Experience II: Legislative Interaction (4 quarter credits). The focus of this case study course is legislation, policy evaluation, and cost-benefit analysis. Learners determine an issue related to their focus area and discuss the issue with local, state, and federal public service leaders, interest groups, and key lobbyists. Learners conduct interviews with selected public service and interest group representatives and develop a white paper. The white paper includes recommendations for specific leadership approaches to modifying, evaluating, and expanding governmental policies, regulations, and actions. ***Prerequisite(s): DPA8103. May be taken concurrently with DPA8428. Cannot be fulfilled by transfer.***

DPA8488 - Field Experience III: Comprehensive Analysis (4 quarter credits). In this case study course, learners focus on program evaluation and cost-benefit analysis from a multidisciplinary perspective. After selecting a program to evaluate, learners determine an appropriate program evaluation method that includes cost-benefit analysis and application of a public value model. Learners develop a comprehensive analysis of a multidisciplinary case study and write a white paper for publication in a peer-reviewed public service journal. ***Prerequisite(s): DPA8484. May be taken concurrently with DPA8106. Cannot be fulfilled by transfer.***

DPA9920 - Action Research Dissertation Courseroom (non-credit). The DPA dissertation is a participatory action research project undertaken by learners in their field of specialization. This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones in their research. ***Grading for this course is R/NS. Prerequisite(s): All required and elective course work. Cannot be fulfilled by transfer.***

DPA9921–DPA9950 - Action Research Dissertation 1–Action Research Dissertation 30 (5 quarter credits each). The DPA dissertation is a participatory action research project undertaken by learners in their field of specialization. Learners complete the required dissertation milestones and prepare their dissertation for publication. ***Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): All required and elective course work and concurrent enrollment in DPA9920. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

School of Public Service Leadership

Doctor of Public Health Courses

DRPH8004 - Introduction to the Public Health Profession (6 quarter credits). In this course, learners examine the leadership attributes of effective public health professionals and focus on developing the scholarly writing skills necessary for successful academic performance and professional practice. Learners examine the role of ethics, multidisciplinary collaboration, and systems thinking in effective public health program planning, implementation, and evaluation and analyze the physical, psychosocial, and environmental factors contributing to population-based health disparities. ***DRPH8004 must be taken by DrPH learners in their first quarter and must be taken concurrently with DRPH8005. Cannot be fulfilled by transfer.***

DRPH8005 - Professional Communications Laboratory (non-credit). This course assists learners in developing the writing skills needed to be successful in their doctoral program. Learners use course work completed during DRPH8004 and receive feedback on grammar, syntax, academic voice and style, appropriate source attribution, and proper use of APA style and formatting. Successful completion of this course is a component of the requirements for DRPH8004. ***Learners must successfully complete this course to continue their doctoral program. Must be taken concurrently with DRPH8004. Cannot be fulfilled by transfer.***

DRPH8110 - History and Theory of Public Health (6 quarter credits). Learners in this course engage in an extensive critique and analysis of the philosophical orientations influencing public health practice, including communications, leadership, systems, chaos, public administration, social justice, and epidemiology theories. Learners review historical developments in the field and evaluate the ways they contributed to current public health policy and decision making. ***Prerequisite(s): DRPH8004, DRPH8005. Cannot be fulfilled by transfer.***

DRPH8120 - Domestic and International Public Health Policy Action (6 quarter credits). In this course, learners explore public health policy planning and implementation from domestic and global perspectives. Learners analyze the public health policy development cycle and review the public and private agencies and institutions that drive public health policy on local, national, and international levels. Learners also evaluate the role and function of advocacy in public health and the cultural and socioeconomic factors contributing to structural inequalities that require a public health policy response. ***Prerequisite(s): DRPH8110. Cannot be fulfilled by transfer.***

DRPH8170 - Advanced Practice in Epidemiology (6 quarter credits). Learners in this course explore epidemiological action research and intervention strategies and evaluate the effects of interventions on the translation of clinical trial findings into public health practice. Learners also examine the etiology of diseases and interpret measures of disease frequency, prevalence, and association between risk factors and confounding variables. ***Prerequisite(s): DrPH Epidemiology learners must have completed DRPH8412. DrPH Health Advocacy and Leadership learners must have completed DRPH8212. Cannot be fulfilled by transfer.***

DRPH8180 - Advanced Action Research Methods (6 quarter credits). In this course, learners examine participatory action research methods in the planning of a public health and epidemiological research project. Learners design an action research project using critical theory, ethical parameters, and a range of qualitative and quantitative research methods. As part of the research project plan, learners prepare an action research proposal that delineates the research topic, data collection methods, and decision-making model on what action to pursue as a result of the research findings. Learners also explore effective communication skills and collaborative approaches associated with the relationship between the researcher and participant. ***Prerequisite(s): DRPH8170. Cannot be fulfilled by transfer.***

DRPH8190 - Experiential Project (6 quarter credits). Learners in this course integrate the theory, research, and practice knowledge gained during the program in a final experiential project and corresponding white paper. Learners attend a recognized professional fellowship, advocate for a public health program or policy, or design a work project that meets the needs of a recognized public health organization and develop a white paper. The white paper, which incorporates the tenets of action research and follows the publication standards of an appropriate peer-reviewed journal, includes an evaluation of the project topic and provides specific recommendations for action. 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): DRPH8180. Cannot be fulfilled by transfer.***

DRPH8200 - Critical Issues in Urban and Rural Health (6 quarter credits). In this course, learners evaluate critical issues in urban and rural populations from a public health advocacy and leadership perspective. Learners analyze the physical, environmental, and psychosocial factors that are unique to urban and rural areas and evaluate communication and collaboration strategies used to effectively allocate resources and plan for the health needs of geographically diverse populations. ***Prerequisite(s): DRPH8120. Cannot be fulfilled by transfer.***

DRPH8204 - Fundamentals of Public Health Research (6 quarter credits). This course provides an overview of the fundamentals of developing and applying action research strategies to effectively address public health policy and practice issues. Learners study the theories, practices, and ethical parameters that guide the acquisition of public health research data; analyze the methods used to plan, develop, implement, evaluate, and revise public health action research studies; and examine public health research principles, including disease occurrence measurements and effective health promotion and intervention. ***Prerequisite(s): DRPH8200. 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 workface, 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. ***Prerequisite(s): DRPH8204. Cannot be fulfilled by transfer.***

DRPH8212 - Design and Implementation of Public Health Strategies (6 quarter credits). Learners in this course explore methods for designing and implementing effective public health strategies. Learners formulate and evaluate short- and long-term solutions to public health problems and epidemiological issues using systems thinking and research methodologies that are collaborative, ethical, and culturally responsive. ***Prerequisite(s): DRPH8208. Cannot be fulfilled by transfer.***

DRPH8400 - Epidemiological Issues in Urban and Rural Health (6 quarter credits). In this course, learners evaluate critical issues in urban and rural health from an epidemiological perspective. Learners examine epidemiological research and associated research methodologies and practices and use them to identify the determinants of health disparities in urban and rural populations. Learners also analyze the physical, environmental, psychosocial, and occupational factors unique to urban and rural areas and evaluate communication and collaborative strategies used to effectively allocate resources and plan for the health needs of geographically diverse populations. ***Prerequisite(s): DRPH8120. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

DRPH8404 - Fundamentals of Epidemiological Research (6 quarter credits). This course provides an overview of the fundamentals of epidemiological research development and conduct. Learners study the theories, practices, and ethical parameters that guide the acquisition of epidemiological data; analyze the methods used to plan, develop, implement, evaluate, and revise epidemiological research studies; and examine epidemiological research principles, including disease occurrence measurements and risk calculation. ***Prerequisite(s): DRPH8400. Cannot be fulfilled by transfer.***

DRPH8408 - Chronic and Infectious Diseases in Epidemiology (6 quarter credits). Learners in this course study chronic and infectious disease case studies to gain a better understanding of disease syndromes, their causes, and associated prevention strategies. Learners analyze the genetic, biological, molecular, environmental, psychosocial, and occupational factors that contribute to chronic and infectious disease prevalence across diverse populations and the collaborative strategies used to create public health solutions that address those factors. Learners also examine research methodologies and evidence-based practices for conducting outbreak investigations, developing diseases surveillance systems, evaluating transmission patterns, assessing intervention strategies, and using technology and multimedia to organize and present research findings. ***Prerequisite(s): DRPH8404. Cannot be fulfilled by transfer.***

DRPH8412 - Biogenetics in Epidemiology (6 quarter credits). This course presents principles of biogenetic epidemiology and includes an investigation of gene structure and hormone and protein synthesis. Learners analyze the genetic, biological, molecular, environmental, psychosocial, and occupational factors that contribute to disease prevalence across diverse populations and the collaborative strategies used to create public health solutions that address those factors. Learners also examine the application of systems thinking, animal testing, and genetic engineering in biogenetic research and public health solution design and implementation. ***Prerequisite(s): DRPH8408. Cannot be fulfilled by transfer.***

DRPH9920 - Dissertation Courseroom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. ***Grading for this course is R/NS. Prerequisite(s): DRPH8190. Cannot be fulfilled by transfer.***

DRPH9921–DRPH9950 - Dissertation Research 1–Dissertation Research 30 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. ***Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): DRPH8190 and concurrent enrollment in DPRH9920. Learners must complete DW-R8001 prior to enrolling in DRPH9923. Cannot be fulfilled by transfer.***

School of Public Service Leadership

Master's Homeland Security Courses

HLS5002 - Survey of Homeland Security Issues, Theories, and Concepts (4 quarter credits). This foundational course exposes learners to a breadth of interdisciplinary and multidisciplinary homeland security issues. Learners examine the roles of the core components of the criminal justice system, intelligence community, military, and private sector to gain an understanding of the nature of homeland security. ***Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.***

HLS5004 - Threats to the Homeland (4 quarter credits). In this course, learners evaluate illicit transnational threats to people and property; articulate solutions to address those threats; and analyze the effects of technological differences, psychological behaviors, social networks, and the prevalence of internal and foreign players on homeland security. Learners also focus on the importance of communication and sharing information to homeland safety and security.

HLS5006 - Survey of Research in Homeland Security (4 quarter credits). In this course, learners build foundational knowledge of homeland security research by exploring the research tools and methods used to produce extant literature in the field. Learners also strengthen the critical analysis and information literacy skills needed to analyze homeland security literature. ***Cannot be fulfilled by transfer.***

HLS5008 - National Security and Intelligence (4 quarter credits). Learners in this course analyze the history and functions of the intelligence agencies mandated to protect the United States from overt and covert threats. Learners examine the relationships between intelligence agencies and their associated intelligence functions at the local, state, federal, and global level and explore the evolution and use of technology in collecting intelligence for proactive and reactive homeland security initiatives.

HLS5010 - Critical Infrastructure and Cyber Security (4 quarter credits). The focus of this course is the evolution of critical infrastructure and the role of U.S. homeland security agencies and the private sector in protecting critical infrastructure, including cyber security. Learners examine the primary sectors of critical infrastructure and explore various government initiatives being developed to protect them. Learners also discuss the importance of allocating resources to protect the most vulnerable critical infrastructures.

HLS5012 - Border Security (4 quarter credits). Learners in this course explore the challenges associated with protecting and monitoring the United States' coastlines and ports. Learners examine the evolution of government agencies within the Department of Homeland Security, including the Transportation Security Administration (TSA) and Immigration and Customs Enforcement (ICE), and their roles in implementing homeland security initiatives.

HLS5108 - Preparedness, Mitigation, and Emergency Management (4 quarter credits). This course emphasizes preparedness as the core component of the emergency management paradigm. Learners examine preparedness and its associated issues regarding resources and funding, training, and managing homeland security and emergency management initiatives. Learners also explore the collaborative efforts of local, state, and federal government and various public safety agencies to manage preparedness, including the development of the National Incident Management System (NIMS) and National Response Framework (NRF) paradigms.

HLS5991 - Homeland Security Integrative Project (4 quarter credits). In this course, learners demonstrate proficiency in homeland security by applying learning from required courses to complete an analysis of a homeland security organization or system or to propose a new application in their professional field. ***For MS in Homeland Security learners only. Prerequisite(s): Completion of all required course work. Cannot be fulfilled by transfer.***

HLS6006 - Laws, Policies, and Ethics in Homeland Security (4 quarter credits). In this course, learners explore homeland security-specific laws and policies, including the Fourth Amendment and application of search and seizure as it relates to national security; the Foreign Intelligence Surveillance Act (FISA); and the passage, implementation, applications, and criticism of the USA PATRIOT Act. Learners also discuss the balance between citizens' rights and public safety and order and the role of ethics in homeland security decision making.

Graduate Course Descriptions, *continued*

HLS6016 - Homeland Security Influence and Leadership (4 quarter credits). This course presents the major theories of leadership and leadership qualities unique to public safety and homeland security. Learners explore the role of leaders in implementing and managing change in homeland security and examine case studies exemplifying characteristics of successful and unsuccessful leadership in the field. ***Cannot be fulfilled by transfer.***

HLS6104 - Comparative and International Security (4 quarter credits). Learners in this course explore homeland security from a global perspective and examine comparative public safety systems. In particular, learners evaluate global public safety coordination efforts and the ways various countries proactively and reactively respond to homeland security initiatives within their rule of law.

HLS6112 - Communication and Media in Homeland Security (4 quarter credits). In this course, learners examine the significance of communication within the homeland security field. Learners explore ways of managing information, assess the effects of media on homeland security practices and policies, and determine best practices for partnering with the media to communicate critical information.

HLS6116 - Psychology of Homeland Security (4 quarter credits). Learners in this course discuss role and applications of psychology within homeland security. Learners explore psychological topics specific to the field, such as the effects of public fear, and discuss the ways those topics and the perceptions of those topics affect homeland security policy.

School of Public Service Leadership

Master's and Doctoral Human Services Courses

HS5002 - Survey of Research in Human Development and Behavior (4 quarter credits). This course presents theories of human development and behavior throughout the lifecycle. Learners examine approaches for researching human development, including personality and moral development theory. Learners also focus on the developing person using the theoretical lenses of disciplines such as psychology, anthropology, and biology. ***Must be taken during the learner's first quarter. Learners may only earn credit for COUN5003 or HS5002 or SHB5003. Cannot be fulfilled by transfer.***

HS5006 - Survey of Research Methodology (4 quarter credits). This course provides an overview of graduate-level approaches to research methodology. Learners study major research methodologies and quantitative and qualitative approaches to needs assessment, program evaluation, and program design. ***Learners may only earn credit for COUN5006 or CST5006 or HS5006 or SHB5006.***

HS5020 - Research: A Tool for Forensics Practitioners (4 quarter credits). In this course, learners explore methods of using research to identify the etiology of particular social problems, evaluate existing alternative intervention strategies, and determine the effectiveness and applicability of those strategies in relationship to the demographics of a particular social problem or situation. Learners also build foundational research knowledge and information literacy skills and integrate research and literature in field-based course work.

HS5100 - Health Care Management (4 quarter credits). In this course, learners examine the founding principles and dynamics of health care management, the health care system, and basic concepts and skills in administration. Learners also analyze institutional, social, and political forces in the field of health care. Topics include fundamentals of management in health care, trends in health care financing, and contemporary issues.

HS5101 - Health Care Finance (4 quarter credits). This course addresses financial management concepts and practices used by health care organizations. Topics include basic accounting, financial statements and ratios, evaluation of project investment decisions, break-even analysis, budgeting, cost allocation, and reimbursement methodologies. Additional topics include reimbursement mechanisms, managed care, capitation, per-case or per-diagnosis payment, mechanics of third-party payers, and the effects reimbursement types have on health care provider organizations. Learners discuss issues of working capital, capital budgeting, and investment in relation to net present value and value added to the organization, health care organizations' ratio analysis, cost analysis, and other financial management techniques of primary importance to health care organizations.

HS5102 - Nonprofit Organization and Management (4 quarter credits). In this course, learners examine the origins, history, and societal role of nonprofit organizations in the United States, including their social, political, economic, cultural, and ideological importance. Learners also examine the magnitude, scope, and functions of the nonprofit sector, its relationship with business and government, and the value nonprofit organizations provide to their service recipients and the community. Other topics include general concepts, theories, and principles of organization management; governance and leadership in nonprofit organizations; the internal and external forces and dynamics that affect nonprofit organizations; the life and growth cycles of nonprofit organizations; and current and emerging trends in nonprofit organization and management.

HS5103 - Strategic Planning for Nonprofit Organizations (4 quarter credits). In this course, learners view nonprofit operations from a strategic perspective. In addition, learners examine the role of strategic thinking and planning in enhancing organizational effectiveness within the context of increased competition for resources and the range of challenging issues requiring solutions. Learners analyze organizational missions and goals, governance, program development and structure, operational and fiscal controls, information systems and monitoring, and evaluation.

HS5104 - Accounting and Economics for the Nonprofit Manager (4 quarter credits). This course introduces learners to economic principles and the fundamental language, underlying concepts, and reporting methods of accounting and financial analysis related to nonprofit organizations. Learners evaluate economic factors that can affect an organization's financial operations and results and develop innovative and strategic approaches to achieving and maintaining financial stability while upholding the mission of the organization. Other course topics include accounting and financial management principles and methods of generating long-term financial viability for nonprofit organizations.

HS5105 - Human Resources and Volunteer Management in Nonprofits (4 quarter credits). This course addresses the theories, concepts, practices, and strategies of human resource management in nonprofit organizations. Learners examine basic HRM issues such as strategic workforce planning, hiring, training, personnel evaluation, and compensation as they relate to nonprofit organizations with their mix of paid staff and volunteers. Additionally, learners evaluate the impact of HRM on the board and executive director, staff, volunteerism, and productivity. The course focuses particularly on the legal responsibilities of the organization in HRM and the role of the board.

HS5304 - Ethnic and Linguistic Minorities in the Workplace (4 quarter credits). This course provides an overview of ethnic and linguistic minorities found in the American workplace. Learners synthesize current theories, methods, and research related to diversity and cross-cultural awareness and apply them to linguistic and ethnic minorities in the workplace. Learners examine employer codes of ethics and the ways minorities have been able to achieve success despite barriers. Learners also analyze the influence ethnic and linguistic minorities have on the success of individuals, organizations, and the labor industry. ***Learners may earn credit for either CST5304 or HS5304, but not both.***

Graduate Course Descriptions, *continued*

HS5315 - Professional and Scientific Ethics (4 quarter credits). Learners in this course examine the evolution of professional ethics and analyze the effect of ethics on education, psychotherapy, law, and institutional guidelines protecting human subjects in research. Learners also identify current ethical issues in the human services field and explore methods used to effectively address them. ***Learners may earn credit for either CST5315 or HS5315, but not both.***

HS5317 - Social Systems (4 quarter credits). Learners in this course review basic features and factors of social systems theory as it applies to groups, families, agencies, institutions or corporations, and government entities. The course addresses problems inherent in the operation of these systems and explores resolution of these problems from a systemic viewpoint. Additionally, learners in the course study issues of social policy making and decision making that affect conditions of social change.

HS5318 - Scope of Human Services (4 quarter credits). This course presents learners with contemporary social problems addressed by human service professionals in the field. Learners examine theories of human service delivery, management, culture, and diversity to gain a broad understanding of the human services profession in diverse delivery settings. Learners also use the knowledge, skills, and methods acquired during the course to address a contemporary social problem. ***Learners may earn credit for either CST5318 or HS5318, but not both.***

HS5334 - Ethnic and Cultural Awareness (4 quarter credits). This course is a survey of theories, research, and concepts that highlight the importance of race, culture, and ethnicity in individual and group experience. Learners consider the effects of gender, social class, religion, and disability on experience and evaluate the role of the human service and educational professional in addressing the multicultural needs of clients and colleagues in the workforce. Learners also examine cross-cultural issues and practice applying a variety of theoretical approaches and methodologies to real-life scenarios. ***Learners may only earn credit for COUN5334 or CST5334 or HS5334 or SHB5334.***

HS5390 - Professional Skills for Human Services Professionals (4 quarter credits). In this course, learners focus on developing fundamental professional communication, collaboration, and problem-solving skills necessary for working with individuals, communities, and agencies. Learners also explore techniques for gathering information about client needs, helping clients develop goals, and recommending strategies to assist clients in achieving those goals. ***Prerequisite(s): HS5315, HS5318.***

HS5401 - History of Social Welfare (4 quarter credits). This course is an advanced historical survey of social services, public policies, social welfare, and the profession of social work in the U.S. from the colonial era to the present. Learners in the course explore the historical social welfare experience of different groups, including women, Asian-Americans, African-Americans, Native Americans, Hispanics, citizens with disabilities, gays and lesbians, and others in the U.S. Some comparisons are made to other social welfare systems, particularly those of England, which greatly influenced early U.S. "poor laws."

HS5402 - Social Change and Public Policy (4 quarter credits). Learners in this course are introduced to social welfare policies and programs that are designed to improve the well-being and quality of people's lives. Learners explore the process of development and implementation of programs targeted to poverty, mental illness, HIV/AIDS, children and families, the elderly, ethnic minorities, and other social problems and groups. Learners also begin to acquire skills in policy and program formation, change, and evaluation. Learners become familiar with ways that social welfare policies affect the direct practice of human service professionals and social workers, the professional role of affecting change at the public policy level, and policy at the agency level.

HS5423 - Philosophy of Social Work (4 quarter credits). Learners in this course review the history, development, and intervention methods of contemporary social work within the framework of social work philosophy. Learners examine issues related to a wide range of families, communities, and systems by conducting analyses of social welfare systems with the objective of improving social conditions.

HS5436 - Utilization of Community Resources (4 quarter credits). Learners in this course investigate the influence of larger social systems on human behavior and various methods of organizing and utilizing community resources. The course addresses specific topics such as theories of social organization, community organizing, self-help organizations, use of volunteers, and the use of social policy to influence human behavior.

HS5500 - Multicultural Issues in Health Care (4 quarter credits). Learners in this course examine multicultural issues in health care from a community and organizational perspective. Learners analyze various solutions used to address multicultural health care disparities and develop an implementation plan to better meet the diverse health care needs of the local community. ***Learners may earn credit for either CST5500 or HS5500, but not both.***

HS5501 - Health Informatics (4 quarter credits). This course provides a management perspective of information technology and ways for health care administrators to use information technology to maximize organizational performance. Topics include fundamental principles of information technology and data management and their implications for health care administrators. Learners explore the use of technology, data bases, and other analytical tools to construct, analyze, and present information related to health care management and problem solving as well as strategic information systems planning, systems analysis, system design, evaluation, and selection. In addition, learners examine current applications, such as patient care, administrative and strategic decision support, managed health, health information networks, and the Internet to determine how they may be used to meet the challenges facing health care administrators today and in the future.

HS5502 - Nonprofit Entrepreneurship (4 quarter credits). This course provides an introduction to the theory and practice of entrepreneurship in the nonprofit sector. The course focuses both on the creation of an innovative mission-based organization and the establishment of an innovative program or activity within an existing organization. Learners explore diverse areas of social innovation such as business, environment, education, human services, and government. Topics include practical information about ways to identify potential opportunities; necessary skills development; competencies for creating, developing, and implementing entrepreneurship ideas; and ways of measuring the success of entrepreneurial activity.

HS5503 - Contexts and Models of Health (4 quarter credits). Learners in this course explore the models of health and their contexts as utilized in the contemporary health industry. Learners examine the impact of change on models of health care within the context of health delivery systems. The course also addresses the implications for health service administration.

HS5504 - Quality Risk Management and Patient Safety (4 quarter credits). Learners in this course examine important issues associated with being health care employees, including patient safety, risk management, compliance, and medical device regulations. This course addresses the demands of the regulatory environment affecting health care in the United States today, including the health care administrator's role in organizational compliance; licensing; and the enforcement of federal guidelines, standards, and regulations.

Graduate Course Descriptions, *continued*

HS5506 - Managed Care and Health Services (4 quarter credits). This course is an overview of managed care and the variety of techniques employed by the mainstream health system to provide quality care in an efficient and affordable manner. Learners focus on delivery systems, their utilization, and quality management practices of a wide variety of organizations. Learners also explore regulatory, legal, and ethical issues. Learners consider the future of our health care system and how the world of providers, receivers, and payers may continue to change within the U.S.

HS5507 - Health Care Communication: Providers and Receivers (4 quarter credits). This course is an overview of health communication and an exploration of current theoretical models. Learners develop strategies to enhance communication between professionals, allied health personnel, patients, and their families in both interpersonal and group settings and to facilitate more functional and therapeutic communication.

HS5509 - Long-Term Care (4 quarter credits). In this course, learners examine how their profession relates to long-term care and the management of personal, social, and medical services needed by people who can no longer care for themselves. While learners explore areas of home care and assisted living facilities, the primary focus of the course is on skilled nursing facilities and the crisis facing this industry today. Topics include changes in long-term care, institutional versus non-institutional care; system financing, public reimbursement, balancing cost and quality, staffing, licensure, certification, inspection, and review; and the levels of care including the role of hospice. Learners acquire a basic understanding of both the social and medical models along this continuum of care.

HS5510 - Survey of Current Issues in Gerontology (4 quarter credits). This course provides an overview of the major theories and concepts of gerontology. Learners study the behavioral, psychological, and social effects of aging and their impact on individuals, families, communities, and public policy. Learners also evaluate current research on aging, advocacy, public policy, and continuum of care.

HS5514 - Social and Cultural Aspects of Aging (4 quarter credits). The focus of this course is on the social, cultural, and ecological influences of aging and the experiences of individuals across the aging spectrum. Learners evaluate the perceptions and treatment of the elderly from a cultural perspective and identify cultural biases toward the aging population. Learners also examine the effects of socioeconomic status, rapid social change, ethnicity, and gender on individual and community perception and treatment of elders.

HS5518 - Biological and Health Aspects of Aging (4 quarter credits). Learners in this course review the biological and epidemiological effects of aging. Learners examine the functional changes that accompany the normal aging process, and those associated with disease. This course focuses on the relationship between changes in physical function, environment, and quality of life, and includes a review of the theoretical perspectives of aging.

HS5522 - Psychology of Development and Aging (4 quarter credits). In this course, learners distinguish between primary and secondary aging by identifying age-related changes in cognitive functions, personality, and interpersonal relationships. Learners study the effects of normal age-related physiological changes on an older adult's psychosocial functioning and the impact of various psychological changes upon the daily functioning of the aging individual. Learners also examine the psychological processes involved in death and grieving, and the relationship between formal and informal support services and the psychological well-being of older adults.

HS5526 - The Family in Later Life (4 quarter credits). This course provides an examination of the evolution of the role of the family within a social context. Learners explore family diversity from a cultural, gender, and socioeconomic perspective. Course topics include family rules, family member roles and functions; intergenerational family relationships; the effects of economic, political, and social policy on family life; and supportive resources for older families.

HS5531 - Community Advocacy for Aging Populations (4 quarter credits). The focus of this course is on programs and services for the aging demographic. Learners study the principles, practices, and ethical considerations used to foster community advocacy for diverse populations, and formulate empowerment strategies to increase older adult involvement in program planning and implementation. Other course topics include social planning, social and community action, program advocacy, and community intervention.

HS5534 - Leading Across the Continuum of Care (4 quarter credits). Learners in this course discuss the history and context of the current long-term care continuum. Learners evaluate theories and frameworks for developing and implementing effective organizational policies and practices, and examine strategies used to manage and lead long-term care organizations. Other course topics include the regulatory, political, and social issues affecting care organization managers and leaders, financial and budgeting principles, and reimbursement strategies and regulations.

HS5597 - Human Service Professional Development (4 quarter credits). In this course, master's learners demonstrate proficiency by applying learning from required and specialization courses to the professional human services discipline. Professional development activities include preparing the integrative project for publication in a nationally recognized peer-reviewed human services journal, presenting at a national human services conference, participating in a community human services program or intervention, or preparing for professional licensure or certification. ***Prerequisite(s): HS5990. Cannot be fulfilled by transfer.***

HS5990 - Integrative Project for Human Services Learners (4 quarter credits). In this course, master's learners demonstrate proficiency in their specialization area by applying learning from required and elective courses to complete an analysis of a human services organization or system, or propose a new application in their professional field. ***For MS in Human Services learners only. Prerequisite(s): All required and elective course work. Cannot be fulfilled by transfer.***

HS6001 - Practicum I: Short-Term Supervised Field Experience (4 quarter credits). Learners in this course participate in a supervised, professional experience at a human services agency during which they focus on developing first-hand knowledge and skills in their discipline. ***Prerequisite(s): MS in Human Services learners must have completed HS5315. Cannot be fulfilled by transfer.***

HS6003 - Practicum II: Short-Term Supervised Field Experience (4 quarter credits). Learners in this course continue to participate in a supervised, professional experience at a human services agency during which they focus of developing first-hand knowledge and skills in their discipline. ***Prerequisite(s): HS6001. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

School of Public Service Leadership

Graduate Writing Courses

HS7004 - Graduate Writing for ESL/EFL Learners (4 quarter credits). This course introduces non-native speakers of English to graduate-level academic writing. Learners develop an understanding of the assumptions and intentions that underlie advanced academic writing as it is practiced in the U.S. Learners develop skills in producing effective advanced academic writing including combining facts and opinions from multiple sources. They develop linguistic and content editing skills in order to continue improving their own academic writing after they complete the course.

HS7008 - Developing Voice and Style in Academic and Professional Writing (4 quarter credits). This course focuses on one of the most challenging components of academic writing: developing a voice and style that reflect excellence in scholarship (research, thinking, and communication) while maintaining individuality and style. In this course, learners analyze a variety of writing samples, including their own, in order to understand the effects of writers' rhetorical choices; learn and apply an array of writing strategies that lead to improved awareness and use of voice and style; and revise writing submissions used in external course work to demonstrate learning and understanding. ***Learners are strongly encouraged to take the OM7086–OM7088 or ED7086-ED7088 or PSL7086–PSL7088 or SHB7086–SHB7088 course sequence before enrolling in this course.***

PSF6088 - Mastering Scholarly Writing (4 quarter credits). Learners in this course develop and strengthen their scholarly writing 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. ***Learners may only earn credit for OM6088 or ED6088 or PSF6088 or PSL6088 or PSY6088 or SHB6088. Prerequisite(s): Psychology learners must take PSY6088 concurrently with PSY6089.***

PSF7086 - Developing an Academic Writing Process (4 quarter credits). In this course, learners focus on developing a process for enhancing and improving their academic writing. 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 of a specific piece of academic writing. ***Learners may only earn credit for OM7086 or ED7086 or PSF7086 or PSL7086 or PSY7086 or SHB7086. Prerequisite(s): Psychology learners must take PSY7086 concurrently with PSY7087.***

PSF7088 - 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. ***Learners may only earn credit for OM7088 or ED7088 or PSF7088 or PSL7088 or PSY7088 or SHB7088. Prerequisite(s): OM7086 or ED7086 or PSF7086 or PSL7086 or PSY7086 or SHB7086. Psychology learners must have also completed PSY7087 and must take PSY7088 concurrently with PSY7089.***

PSF7091 - 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. ***Learners may only earn credit for OM7091 or ED7091 or PSF7091 or PSL7091 or SHB7091.***

PSF7092 - English as an International Language (4 quarter credits). Learners in this course develop an understanding of the underlying assumptions and intentions of advanced academic writing as it is practiced in the United States and the factors influencing those assumptions and intentions. Using a World Englishes perspective, learners focus on developing writing skills in the U.S. academic tradition and practice adapting their writing to various communities, specific academic disciplines and genres, and certain professional purposes. ***Learners may only earn credit for ED7092 or OM7092 or PSF7092 or PSL7092 or PSY7092 or SHB7092. Prerequisite(s): Psychology learners must take PSY7092 concurrently with PSY7093.***

PSL6088 - Mastering Scholarly Writing (4 quarter credits). Learners in this course develop and strengthen their scholarly writing 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. ***Learners may only earn credit for OM6088 or ED6088 or PSF6088 or PSL6088 or PSY6088 or SHB6088. Prerequisite(s): Psychology learners must take PSY6088 concurrently with PSY6089.***

PSL7086 - Developing an Academic Writing Process (4 quarter credits). In this course, learners focus on developing a process for enhancing and improving their academic writing. 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 of a specific piece of academic writing. ***Learners may only earn credit for OM7086 or ED7086 or PSF7086 or PSL7086 or PSY7086 or SHB7086. Prerequisite(s): Psychology learners must take PSY7086 concurrently with PSY7087.***

PSL7088 - 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. ***Learners may only earn credit for OM7088 or ED7088 or PSF7088 or PSL7088 or PSY7088 or SHB7088. Prerequisite(s): OM7086 or ED7086 or PSL7086 or PSL7086 or PSY7086 or SHB7086. Psychology learners must have also completed PSY7087 and must take PSY7088 concurrently with PSY7089.***

PSL7091 - 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. ***Learners may only earn credit for OM7091 or ED7091 or PSF7091 or PSL7091 or SHB7091.***

PSL7092 - English as an International Language (4 quarter credits). Learners in this course develop an understanding of the underlying assumptions and intentions of advanced academic writing as it is practiced in the United States and the factors influencing those assumptions and intentions. Using a World Englishes perspective, learners focus on developing writing skills in the U.S. academic tradition and practice adapting their writing to various communities, specific academic disciplines and genres, and certain professional purposes. ***Learners may only earn credit for ED7092 or OM7092 or PSF7092 or PSL7092 or PSY7092 or SHB7092. Prerequisite(s): Psychology learners must take PSY7092 concurrently with PSY7093.***

Graduate Course Descriptions, *continued*

School of Public Service Leadership, *continued*

HS7500 - Quality Improvement and Organizational Performance in Health Care (4 quarter credits). Learners in this course analyze the concept of quality and its application in a variety of health care arenas. The course addresses methods for measuring, benchmarking, and assessing organizational performance along dimensions such as financial results, clinical services, utilization, productivity, and the health of the community. Learners in this course also evaluate public and private quality review mechanisms, including the Joint Commission on Accreditation of Health Care Organizations, Professional Review Organizations, and Accreditation Council for Graduate Medical Education, and quality control mechanisms in managed care plans, including the National Committee for Quality Assurance.

HS7501 - Fundraising Strategies for Nonprofit Organizations (4 quarter credits). Learners in this course examine a variety of strategies for securing resources for a nonprofit organization such as donor research, annual giving, endowment and capital campaigns, major gifts, planned giving, social enterprise, and special events. In addition, learners analyze the key practices, principles, and processes of fundraising to enable the nonprofit executive to create, participate in, and manage fund development programs and staff.

HS7502 - Grant Proposal Development and Administration (4 quarter credits). Grant funding is key to the financial survival of nonprofit organizations. This course provides insights into strategies for grant-seeking, such as effective research, identification and development of relationships with appropriate prospective grant sources, and effective writing and proposal preparation. The course offers a comprehensive overview of private and corporate philanthropies along with other research resources including the Internet.

HS8002 - Advanced Research in Adult Human Development and Behavior (4 quarter credits). Learners in this course critically analyze theory and research in adult development and behavior with an emphasis on contemporary research and application issues. In addition, learners study adult development from biological, psychological, social, and multicultural perspectives and apply principles of adult development to professional practice. ***Must be taken by PhD learners in their first quarter. Learners may only earn credit for CES8002 or CST8002 or HS8002 or SHB8002. Cannot be fulfilled by transfer.***

HS8051 - Special Topics in Health Care Administration (4 quarter credits). This course provides an opportunity for PhD learners to engage in an in-depth study of the theory, research, and application of subject matter not included in the Health Care Administration curriculum. Using the special topics course format, elements of this directed study course are focused on the specific subject matter that the learner identifies and the program chair approves.

HS8052 - Special Topics in General Human Services (4 quarter credits). This course provides an opportunity for PhD learners to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the General Human Services curriculum. Using the special topics course format, elements of this directed study course are focused on the specific subject matter that the learner identifies and the program chair approves.

HS8054 - Special Topics in Management of Nonprofit Agencies (4 quarter credits). This course provides an opportunity for PhD learners to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the Management of Nonprofit Agencies curriculum. Using the special topics course format, the elements of this directed study course are focused on specific subject matter that the learner identifies and the program chair approves.

HS8055 - Special Topics in Social and Community Services (4 quarter credits). This course provides an opportunity for PhD learners to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the Social and Community Services curriculum. Using the special topics course format, the elements of this directed study course are focused on the specific subject matter that the learner identifies and the program chair approves.

HS8100 - Fundamentals of Social Science Research (4 quarter credits). This course introduces learners to social science research, particularly in the context of human services. Learners focus on becoming educated consumers of research and examine major concepts and techniques of social science research, including problem formulation, identification of variables, literature review, research design, sampling, definition and measurement of study variables, instrument construction, and data collection and analysis. Learners also critically evaluate published research, apply research findings to professional practice, and practice designing research studies in their field of interest. ***Prerequisite(s): CES8106 or CST8106 or HS8106 or PSF8106 or SHB8106. Cannot be fulfilled by transfer.***

HS8103 - Principles and Practices of Social Work (4 quarter credits). This course is an overview of principles, methods, and practice models for intervention and social change through work with groups and communities. Learners examine theoretical perspectives of group and community organizing as well as advocacy models, grassroots participation, and the empowerment of disadvantaged groups. Learners also explore theories and methods of present-day social work practices with individuals, families, and organizations.

HS8106 - Epistemology of Practice Knowledge (4 quarter credits). Learners in this course examine theories that guide the acquisition of knowledge within human services professions. Learners critically analyze and evaluate the methods used to develop social science theory as a precursor to examining and applying the scientific method. Learners also study theory derivation, the link between research methods and theory, and the ways scholar-practitioners apply the scientific method. ***Learners may only earn credit for CES8106 or CST8106 or HS8106 or PSF8106 or SHB8106. Cannot be fulfilled by transfer.***

HS8107 - Marketing and Public Relations for Nonprofits (4 quarter credits). In this course, learners examine the importance of establishing an integrated marketing system and the specialized aspects of marketing strategies in nonprofit organizations. Topics include segmentation, complementary positioning, membership recruitment, products and services, the supply chain, and promoting intangible products whose benefits are often indirect. Learners also explore the roles of public relations, advertising, and persuasive communication with target markets. Learners examine topics such as fundraising, volunteer management, and media relations from a marketing perspective, with attention to integrating various techniques into compelling marketing positioning strategies for the organization.

HS8108 - Financial Analysis and Reporting for Nonprofit Executives (4 quarter credits). In this course, learners explore techniques and principles of financial analysis and management including budgeting, finance and investment decision making, revenue management, internal control, and cost management for the nonprofit. In addition, learners examine current economic thinking about the role of nonprofit organizations in a market economy, cross-subsidization and competition, and cost-benefit analysis; they analyze timely financial issues, transactions, and trends in nonprofit finance. Topics include innovative financing techniques, complicated organizational structures, mergers, and bankruptcy. Database and spreadsheet scenarios and sensitivity analysis of finance topics, through the use of analytical models, are used to create effective tools for financial decision making. Prior knowledge in the areas of accounting and finance, and familiarity with financial statements are expected.

Graduate Course Descriptions, *continued*

HS8109 - Nonprofit Public Policy and Advocacy (4 quarter credits). This course provides learners with a comprehensive view of the current advocacy strategies utilized by nonprofit executives and advocates to advance their organizations' missions and to inform public policies and attitudes. These strategies include advocacy organizing, public education, litigation, mobilization, demonstrations, polling, research, lobbying, and working with the media. The course emphasizes best practices for nonprofit advocates working to advance their goals in the public policy process.

HS8110 - Statistics and Quantitative Data Analysis for Human Services (4 quarter credits). This course supports learners taking their first course in statistical research and provides advanced learners the opportunity to enhance their research, statistical, and data analysis skills using the latest version of SPSS. During the course, learners receive step-by-step instruction through a combination of demonstrations and exercises emphasizing practical research skills and gain practical experience interpreting basic statistics using SPSS. Topics include frequency distributions; measurement scales; measures of central tendency and dispersion; the normal curve and z scores; hypothesis formation; inferential statistics such as t, F, and X2 ; effect size, power, and correlation; and bivariate regression.

HS8111 - Quantitative Research Methods in the Human Services (4 quarter credits). Learners in this course examine the research methods and designs human service professionals use to solve specific social problems. Topics include human subjects protection, measurement, development of instruments, data collection and management, and initial phases of data analysis. Learners also consider methodological adaptations when conducting research with vulnerable and diverse populations. ***Prerequisite(s): CES8100 or CST8100 or HS8100 or PSF8100 or SHB8100. Cannot be fulfilled by transfer.***

HS8112 - Advanced Qualitative Research Methods (4 quarter credits). In this course, learners evaluate qualitative research methods and designs. Learners focus on developing the skills used to synthesize information related to qualitative research methodology and examine ethical issues associated with the qualitative research process. ***Prerequisite(s): CES8111 or CST8111 or HS8111 or PSF8111 or SHB8111. Cannot be fulfilled by transfer.***

HS8113 - Advanced Study in Research Methods (4 quarter credits). Learners in this course analyze the relevance and appropriateness of specific research methodologies in preparation for 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. ***Must be taken prior to the comprehensive examination. Prerequisite(s): CES8112 or CST8112 or HS8112 or PSF8112 or SHB8112. Cannot be fulfilled by transfer.***

HS8114 - Operations in Health Care Systems (4 quarter credits). Learners in this course apply principles from the field of operations management to the health care industry. Topics include formulating a competitive strategy and management decision making, strategic planning, process design, quality control, and service delivery. Learners in the course explore and assess organizational technology and structure as well as operations and models for organizing work such as the matrix structure. In addition, learners become familiar with tools of Continuous Quality Improvement (CQI) and selected quantitative techniques such as forecasting, queuing, inventory analysis, and linear programming that support efficient management of health care delivery.

HS8115 - Managing Human Capital in Health Care Environments (4 quarter credits). This course addresses the complex theories, concepts, practices, and strategies for human resources management in health care organizations. Learners examine strategic workforce planning, hiring, training, personnel evaluation, and compensation as carried out from the unit level through the executive level. Topics include recruitment, interviewing, and selection; retention (including compensation and benefits); diversity; performance management; and career development. Other topics include laws and regulations that frame HRM including employment law and OSHA, fair employment practices, wrongful termination and privacy, National Labor Relations Act (and unions), and strikes and boycotts.

HS8116 - Financial Analysis in Health Care Systems (4 quarter credits). This course focuses on the knowledge and skills required to conduct advanced strategic financial analyses of an organization's external environment, mergers and acquisitions, capital budgeting and sources of capital, and debt and investment. Learners analyze high-uncertainty, high-impact trends and events of importance to health care organizations and investigate current issues in fraud and abuse in the health care environment. Topics include frameworks for conducting advanced strategic financial analyses and related innovative organizational recommendations, scenarios of possible futures, assessment of the outcomes of trends and events, and identification of possible management responses.

HS8117 - Strategic Management of Health Care Reimbursement Systems (4 quarter credits). This course presents an in-depth examination and analysis of current health care reimbursement policies and practices. Topics include research and analysis of health insurance as a concept, major federal insurance programs (e.g., Medicare Parts A–D), state-sponsored health care programs (e.g., Medicaid), and various health care cost control strategies. Learners explore current legislative changes in these reimbursement programs and consider the organizational level data that drives the reimbursement process. Learners also examine the health care reimbursement spectrum from the individual provider/hospital level to the federal level with regard to revenue impact and explore strategies that both maximize revenue and provide patients with quality care.

HS8118 - Health Policies Analysis and Strategy (4 quarter credits). In this course, learners analyze selected existing and proposed health policies from the perspectives of economic, sociological, and political theory; methodology; and models. Learners gain an understanding of how health care executives participate effectively in the development and analysis of policy and in the political processes within which they take place. Learners in the course evaluate health care issues, strategies, and programs that are the subject of comparative analysis for public and quasi-public sector decision making. Topics include alternative methods of policy analysis such as matrix analysis, decision trees, and cost-benefit analysis. Additionally, learners examine the ethical dilemmas that arise in policy making and analysis.

HS8120 - Families, Systems, and Health Care (4 quarter credits). The focus of this course is on issues surrounding children with health care needs and their families. The importance of family-centered care is emphasized. Learners discuss the use of collaborative, interdisciplinary, multidisciplinary, and transdisciplinary practice as well as the contributions of different health care professionals, including occupational therapists, physical therapists, speech language pathologists, social workers, dieticians, psychologists, nurses, developmental pediatricians, dentists, and health care administrators. Learners in the course also explore legislative and policy issues such as Individuals with Disability Act, section 504 of the Rehabilitation Act, the Olmstead Decision, the Americans with Disability Act, and community-based care.

Graduate Course Descriptions, *continued*

HS8121 - Health in the Workplace (4 quarter credits). This course presents a step-by-step approach to planning, implementing, and evaluating health programs in a variety of worksite settings. Learners explore the theoretical concepts of worksite health promotion and their everyday applications, and gain an understanding of the role and function of worksite health programs.

HS8300 - Diversity in the Workplace (4 quarter credits). In this course, learners analyze contemporary theories of diversity in the workplace. Learners compare and contrast inclusion theories, research and apply best practices for a diverse workplace, and integrate professional and ethical codes, standards, and laws in the human services work setting. ***Learners may earn credit for either CST8300 or HS8300, but not both.***

HS8302 - Stress Management in the Workplace (4 quarter credits). Learners in this course study academic research concerning stress in the workplace and apply theory to workplace situations. Learners examine stress management and focus on related techniques used to enhance work performance, particularly in high-stress situations. Other topics include the psychological and physical effects of stress, stress reduction methods, and individual and organizational stress prevention strategies.

HS8413 - Social Influences of Behavior (4 quarter credits). Learners in this course explore behavior that is influenced by the presence of others, or behavior that is under the control of society. Topics include culture and society, large and small group behavior, cross-cultural factors, and interpersonal relationships. Learners in this course review the social psychology of decision making, attitude formation, and social attribution and their application to contemporary issues.

HS8415 - Advanced Professional Scientific Ethics (4 quarter credits). This course explores professional and scientific ethics in human services with an emphasis on social and community services. Doctoral learners analyze the role and function of ethics in decision making, social systems, policy, process, procedures, reality testing to ethical existential dilemmas, and communicative competence. This course prepares learners to better understand the ethical nature of professionalization.

HS8447 - Applied/Clinical Sociology (4 quarter credits). This course emphasizes multidisciplinary and interdisciplinary perspectives of sociological theory and practice and provides learners with a solid grounding in applying sociological knowledge, theory, and research to strategic interventions. Learners explore different human services contexts and design interventions to improve the productivity and performance of public and private organizations.

HS8453 - Prevention and Causes of Child Abuse (4 quarter credits). This course provides an overview of the etiology of and differences between child abuse and neglect and associated prevention efforts in the United States. Learners analyze various signs, symptoms, and forms of child abuse and neglect; explore the role of the human service practitioner in child abuse and neglect assessment, prevention, intervention, and reporting; and identify the ways professional ethics and cultural beliefs may conflict in handling cases of child abuse and neglect. Learners also evaluate the influence of research, literature, and media on the professional practice of working with abused and neglected children and their families.

HS8476 - Methods of Family Research (4 quarter credits). Learners in this course explore the measurement of family variables and the complexities of family research design, data collection, and analysis. Topics include scales of measurement, validity and reliability, experimental and non-experimental designs, and approaches to integrating clinical research with practice. ***Learners may earn credit for either COUN8476 or HS8476, but not both.***

HS8478 - The Family in Social Context (4 quarter credits). Learners in this course examine families from a systems perspective and explore the dynamics and systems influencing family structures. Learners also identify the skills needed to work with diverse family groups and the challenges faced by human service professionals. ***Learners may only earn credit for CST8478 or HS8478 or SHB8478.***

HS8502 - Health Care Strategic Planning and Management (4 quarter credits). Learners in this course focus on strategic analysis of the mission and goals of an institution; its governance, services, operational and fiscal components, market, and clients. Learners evaluate these elements within a strategic management framework that links planning to operations. In addition, learners examine the role of strategic thinking and planning in enhancing organizational effectiveness in the context of increased competition for health care dollars and the wide range of challenging issues requiring solutions.

HS8503 - Health Systems Analysis and Evaluation (4 quarter credits). The focus of this course is on the structure, process, and outcomes of health care systems in the U.S. and select international settings at the micro and macro level. Learners analyze health care systems and services research and related evaluation measurements. Learners explore critical issues facing health systems and examine the function, financing, and management of relationships among providers, payers, and patients. Learners also evaluate the impact of various independent actors on health care systems and the effects of decisions on the clinical, policy, and management health care arenas.

HS8504 - Law and Health Care Administration (4 quarter credits). Learners in the course focus on analyzing the impact of law on the way health care is delivered in the U.S. Learners also examine the major legal principles and issues relevant to health care administration such as those that affect the operational decisions of health care providers, payors, and managers, and others that affect development of markets for health care products and services. Other topics include legal and regulatory constraints imposed on the health care industry, the liability of health care providers, the rights of patients, labor relations, and administrative law for health care organizations. In addition, the course covers legal issues related to admission and discharge, emergency treatment, medical records, and mental health treatment.

HS8505 - Ethics and Decision Making in Health Care (4 quarter credits). In this course, learners focus on substantive ethical principles and procedural methodologies by which managers can understand, analyze, and resolve ethical problems. Learners explore issues in medical ethics with an emphasis on their impact on administrative policies in health care delivery organizations, including the personal and moral dilemmas they may raise for administrators. Topics include business ethics versus health care ethics, organizational philosophy and mission statements, professional codes of ethics, conflicts of interest, ethical committees, the allocation of scarce resources, informed consent, confidentiality, human experimentation, determination of death, euthanasia, suicide, abortion, the ethics of managed care, and HIV disease.

HS8506 - Leading Organizational Change in Health Care Systems (4 quarter credits). This course is a thorough examination of the complex, dynamic, and rapidly changing health care system in the U.S. In this course, learners explore the health care system's major components and their characteristics with an emphasis on current policy issues, performance challenges, and program solutions. Learners also trace the social, economic, and political forces that have shaped and continue to influence the health care system. Other topics include policy innovations designed to address performance gaps for federal, state, and private sector programs; potential lessons from international health care systems; and prospects for the future of U.S. health care.

HS8508 - Ethics for Nonprofit Executives (4 quarter credits). Learners in this course examine the principles and methodologies by which nonprofit executives can understand, analyze, and resolve ethical issues. Learners explore conceptual and practical ethical questions and value dilemmas encountered by executives in various types of contemporary nonprofit organizations. Topics include personal codes of ethics, organizational philosophy and goals, conflicts of interest, ethics committees of the board, and allocation of scarce resources.

Graduate Course Descriptions, *continued*

HS8509 - Law and Nonprofit Organizations (4 quarter credits). This course is an overview of the laws and regulations governing the establishment and operations of nonprofit organizations. Specifically, learners explore the laws governing incorporation and tax-exempt status of nonprofit organizations, and the implications of laws and statutes. Other topics include efforts of nonprofit organizations to influence legislative and rule-making processes.

HS8511 - Resource Management in Nonprofit Organizations (4 quarter credits). Learners in this course examine fundamental theoretical and conceptual economic models used to plan resource management in nonprofit organizations. Topics include resource allocation, price formation, production and costs, and economic impact analysis. The course also presents economic changes faced by nonprofit organizations, methods for evaluating those challenges, and the economic impact of nonprofit organizations on the people and communities they serve.

HS8512 - Organizational Assessment and Program Evaluation in Nonprofit Organizations (4 quarter credits). In this course, learners critically analyze the principles and techniques used by nonprofit managers to assess and measure organizational and program effectiveness. Learners evaluate the use of financial and human resources data in organizational assessment and program evaluation. Learners also investigate the ways nonprofit managers can use the results of assessment processes to enhance an organization's mission.

HS8513 - Role and Function of Boards and CEOs (4 quarter credits). This course addresses the responsibilities of boards of directors in public and private sectors, including policy-making, representing the public, and promoting the organization. Learners review the functions of boards as they establish contracts and hire executives and general managers, the roles and functions of CEOs, and legal liabilities and responsibilities of boards.

HS8514 - Management of Human Services Agencies (4 quarter credits). Learners in this course examine the principles of management practice in nonprofit agencies and the organizational management competencies that serve as a basis for comparison among for-profit, public, and nonprofit sectors. In particular, learners focus on identifying competencies and best practices of managing nonprofit organizations.

HS8518 - Leadership of Nonprofit Organizations (4 quarter credits). Learners in this course examine the components necessary for successful leadership of nonprofit organizations, including advocacy of mission and sustainability in various multicultural, social, economic, and political environments. Learners also focus on developing competence in the areas of leadership style, followership, communication, cultural competence, and ethics and values. Other course topics include financial viability, working with diverse stakeholders, and maximizing organizational performance.

HS8745 - Grief and Bereavement Counseling (4 quarter credits). Learners in this course investigate research on death and dying. Topics include the psychological stages of bereavement, the symptomatology of grief, death trajectory, hospice model of treatment, and techniques for coping with losses of all types, including death in the family. Learners explore case consultations with dying children and their parents that use drawing therapy and storytelling as a means to elicit psychological material. ***Learners may earn credit for either CST8745 or HS8745, but not both.***

HS8764 - Contemporary Issues in Compulsive and Addictive Behavior Treatment (4 quarter credits). In this course, learners review current research and trends within the compulsive and addictive behavior treatment field. Topics include developments in the psychopharmacologic treatment of compulsive and addictive behaviors; the influences of ethics, culture, and managed care on treatment; the use of Internet resources in the field; and the changing role of the counselor. ***Learners may only earn credit for CES8764 or CST8764 or HS8764.***

HS8900 - Nonprofit Program Development and Implementation (4 quarter credits). This course is an overview of the theories and issues of planning, developing, and implementing programs consistent with the mission and goals of the nonprofit organization. Topics include conducting and interpreting needs assessments, evaluating the organization and its programs, and making the organization's philosophy and goals operational. Learners also explore strategic planning, business planning, and development of nonprofit infrastructure. Attention is given to different types of nonprofits, including service agencies, membership organizations, research institutes, and foundations. Learners are encouraged to develop their skills as leaders of new nonprofits or develop new major programs for existing nonprofits.

HS9919 - Doctoral Comprehensive Examination (4 quarter credits). This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to enroll in the first dissertation course. ***Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective course work with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.***

HS9920 - Dissertation Courseroom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. ***Grading for this course is R/NS. Prerequisite(s): HS9919. Cannot be fulfilled by transfer.***

HS9921–HS9950 - Dissertation Research 1–Dissertation Research 30 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. ***Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): HS9919 and concurrent enrollment in HS9920. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

School of Public Service Leadership

Master of Health Administration Courses

MHA5002 - Survey of Health Care Systems (4 quarter credits). This course provides an overview of foundational academic and health care content that assists learners in preparing for master's-level course work. Learners examine professional health care concepts, principles, and standards; assess various health care systems, including population-based, integrated, and non-integrated health care organizational systems; participate in collaborative group experiences; and focus on developing the communication, leadership, and self-evaluation skills needed to promote quality health care and safe health care outcomes. ***For MHA learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.***

MHA5004 - Health Care Policy and Law (4 quarter credits). In this course, learners examine the political, legal, and regulatory issues impacting health care organizations and environments. Learners focus on the effects of health care policy on health care practice and service delivery, with particular emphasis on process management and monitoring to maintain legal and regulatory compliance. Learners also identify and apply health care policy and law concepts to organizational improvement and participate in collaborative group experiences to gain an understanding of effective health care organization problem-solving processes as they relate to health care policy and law. ***Prerequisite(s): Completion of or concurrent enrollment in MHA5002.***

MHA5006 - Health Care Finance and Reimbursement (4 quarter credits). Learners in this course study financial management concepts, principles, and processes and their applications in health care organizations. Learners examine accounting, financial statements and ratios, budgeting, capitalization, cost allocation, reimbursement methodologies and processes, and the impact of varying reimbursement structures on health care practice and service delivery. Learners also design, prepare, and manage health care budgets; analyze short- and long-term health care investment decisions; and participate in collaborative group experiences to gain an understanding of effective health care finance and accounting processes and the ways used to present operational and strategic financial information to organizational stakeholders.

MHA5008 - Health Care Economics and Decision Making (4 quarter credits). This course focuses on concepts, principles, issues, and trends in health care economics and the economic decision-making practices employed in the health care environment. Learners analyze the 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.

MHA5010 - Strategic Health Care Planning (4 quarter credits). In this course, learners examine strategic orientation, planning, and decision making in health care organizations and environments. Learners consider the political, legal, regulatory, organizational, demographical, and multicultural implications of strategic planning decisions and the ways they impact communities and populations, define best practices for health care organization staff development, and prioritize organizational and regulatory needs with feasible cost-effective solutions. Learners also develop a long-term strategic health care plan that includes information human resource requirements, technology needs, and financial implications.

MHA5012 - Organizational Leadership and Governance (4 quarter credits). Learners in this course study the fundamental concepts and principles of health care organization management and leadership, including governance, cost-effective decision making, and managing and leading stakeholders and capital assets. Learners also identify best practices for mobilizing, managing, and improving employee, organization, stakeholder, and community commitment and for creating employee-centered organizations that foster professional and organizational accountability. Learners also develop an organizational leadership structure and governance plan in which they apply team leadership skills and conduct financial analyses. ***Prerequisite(s): MHA5004, MHA5006, MHA5008, MHA5010. MHA5004 and MHA5006 prerequisites do not apply to Health Administration certificate learners.***

MHA5014 - Health Care Quality, Risk, and Regulatory Compliance (4 quarter credits). This course focuses on concepts, principles, processes, and issues associated with health care quality, risk, and regulatory compliance. Learners examine 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 address the impact of regulatory demands on health care organizations and environments and integrate health care market analysis and scorecard results into formal and informal designs for process improvement and organizational fitness. ***Prerequisite(s): MHA5004, MHA5006, MHA5008, MHA5010, MHA5012. MHA Health Care Operations learners must have also completed MHA5022, MHA5024, MHA5026. MHA Health Policy learners must have also completed MHA5028, MHA5030, MHA5032. MHA5004 and MHA5006 prerequisites do not apply to Health Administration certificate learners.***

MHA5016 - Introduction to Health Information Systems (4 quarter credits). In this course, learners examine the knowledge and skills needed to effectively use health information systems and technology in health care organizations and environments. Learners differentiate between administrative, clinical, management, and decision-support information technology tools; design and evaluate short-and long-term IT management projects; and analyze the budgetary and financial concerns associated with implementing IT management projects. Learners also incorporate best practices and industry standards of health information systems management into professional practice, with an emphasis on effective staff and organizational performance. ***Prerequisite(s): MHA5004, MHA5006, MHA5008, MHA5010, MHA5012. MHA Health Care Operations learners must have also completed MHA5022, MHA5024, MHA5026. MHA Health Policy learners must have also completed MHA5028, MHA5030, MHA5032.***

MHA5019 - Project Management and Team Leadership (4 quarter credits). Learners in this course practice applying the project management and team leadership skills necessary for managing a major health care-related project initiative, including communication, collaboration, and interpersonal understanding. Learners actively engage in a project scenario, addressing issues associated with project planning and performance; resource allocation; risk management, reporting, and problem solving; and financing and return-on-investment (ROI). ***Prerequisite(s): MHA5004, MHA5006, MHA5008, MHA5010, MHA5012. MHA Health Care Operations learners must have also completed MHA5022, MHA5024, MHA5026. MHA Health Policy learners must have also completed MHA5028, MHA5030, MHA5032***.

MHA5020 - Health Administration Capstone (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 health administration organization or system or to propose a new application in their professional field. Learners analyze a relevant health care problem, develop an intervention that addresses the problem, and prepare a project plan to execute during their field experience course. For MHA learners only. ***Prerequisite(s): Completion of all required and elective course work. May be taken concurrently with MHA5019. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

MHA5021 - Health Administration Field Experience (4 quarter credits). In this course, learners execute their project plans during a field experience in a health care organization or health environment. Learners focus on implementing operational or strategic change that directly impacts the quality of care or financial position of their chosen health administration organization. Learners also analyze the impact measures both prior to and after project implementation and prepare a report that includes the field experience focus, goals, and outcomes. Though this course requires communication and collaboration with stakeholders in an organization, it is a learner-driven experience that does not involve on-site supervision. ***For MHA learners only. Prerequisite(s): MHA5020. Cannot be fulfilled by transfer.***

MHA5022 - Human Capital Management in Health Care (4 quarter credits). In this course, learners examine concepts, principles, and processes for creating employee-centered health care organizations. In particular, learners study employee recruitment and retention, influence and accountability, staff development and workforce optimization, human capital management and regulations, and collaborative group communication and problem solving. ***Prerequisite(s): MHA5004, MHA5006, MHA5008, MHA5010, MHA5012.***

MHA5024 - Health Care Consumerism and Marketing (4 quarter credits). Learners in this course examine consumerism and marketing concepts and processes used to optimize interactions with stakeholders and meet community needs. Learners differentiate between consumer and business markets; analyze the influence of social networking in consumer satisfaction and market share acquisition; synthesize health care market research, analysis, and assessment; study marketing communication processes; and design a marketing plan targeting identified health consumer needs. ***Prerequisite(s): MHA5004, MHA5006, MHA5008, MHA5010, MHA5012.***

MHA5026 - Facilities and Capital Asset Management (4 quarter credits). In this course, learners examine and apply concepts and processes used to optimize facilities and capital asset management in health care organizations. Learners analyze obsolescence and routine maintenance in facility operations; synthesize formal and informal decision-making structures and power relationships; plan, execute, and evaluate short- and long-term capital projects; and identify ways to incorporate research, communication, and collaboration into professional practice with an emphasis on targeting the capital needs, including financing of capital and capital budgeting for the health care organization. ***Prerequisite(s): MHA5004, MHA5006, MHA5008, MHA5010, MHA5012.***

MHA5028 - Comparative Models of Global Health Systems (4 quarter credits). In this course, learners analyze concepts and models of health in first, second, and third world countries. Learners also integrate organizational goals with the needs and values of the global community, synthesize formal and informal decision-making structures, and identify global health challenges and opportunities. ***Prerequisite(s): MHA5004, MHA5006, MHA5008, MHA5010, MHA5012.***

MHA5030 - Health Care Policy Drivers (4 quarter credits). Learners in this course examine the issues driving health care policy. In particular, learners focus on the connection between health care policy and operational health objectives and the ways health care policy creates barriers to meeting those objectives. Learners also study the impact of policymaking and industry-specific strategic groups and forums on competitive positioning; political structures and motivators; and long-term health and wellness developments and trends. ***Prerequisite(s): MHA5004, MHA5006, MHA5008, MHA5010, MHA5012. Prerequisites do not apply to Health Policy and Management concentration learners.***

MHA5032 - Policy and Legislative Development Processes (4 quarter credits). Learners in this course analyze the health care policy development process from a political perspective. In particular, learners focus on the legislative processes that can lead to the development of various health care policies; the political and legislative barriers impeding changes in the health care environment; and advocacy group motivators and their impact on health care policy development. ***Prerequisite(s): MHA5004, MHA5006, MHA5008, MHA5010, MHA5012. Prerequisites do not apply to Health Policy and Management concentration learners.***

MHA5035 - Health Policy Influences on the Health Care Environment (4 quarter credits). This course focuses on the ways government and nonprofit agencies and private sector organizations translate health care policies into responsive actions. Learners examine the ways health care strategic planning and operations acknowledge the goals and mandates of health policy and explore the skills needed to successfully implement and manage health policy.

School of Public Service Leadership

Master of Public Administration Courses

MPA5002 - Survey of Research and Practice in Public Administration (4 quarter credits). This course provides an overview of the major theories and concepts of public administration. Learners study and evaluate the theories, practices, and resources that guide the profession and examine the relationships between individuals, organizations, and society in public services. ***MPA5002 must be taken by MPA learners in their first quarter. Cannot be fulfilled by transfer.***

MPA5400 - Public Administration Theory (4 quarter credits). Learners in this course explore the history, foundations, and theories of public administration and its underlying political, social, and economic contexts. Learners examine organizational public policy environments and develop an understanding of public administration theory bases that provide a foundation for subsequent course work. ***Prerequisite(s): Completion of or concurrent enrollment in MPA5002 for MPA learners. Completion of or concurrent enrollment in PSPA5002 for MPA/MS in Public Safety joint degree program learners.***

MPA5404 - Public Administration Organizational Leadership and Theory (4 quarter credits). In this course, learners examine the roles of public administration leaders and managers and explore change management, systems theories, and organizational behavior and culture from an applied, theoretical perspective. In particular, learners focus on local, state, federal, elected, appointed, and employed government structures and officials and analyze their respective leadership requirements. ***Prerequisite(s): MPA5400.***

MPA5408 - Finance and Accounting in Public Administration (4 quarter credits). This course covers the public administration finance, accounting, and budgeting concepts, policies, and practices associated with organizations and the fiscal climate within which they operate. Learners study the theories motivating major public administration fiscal-policy debates, budgeting, financial management and reporting, auditing, and tax and technology systems. Learners also examine public administration finance issues such as limited general funds availability and the use of dashboards for financial monitoring. ***Prerequisite(s): Completion of or concurrent enrollment in MPA5404. Prerequisite does not apply to Public Administration concentration learners.***

Graduate Course Descriptions, *continued*

MPA5410 - Strategic Management and Planning (4 quarter credits). Learners in this course explore strategic management and planning concepts and processes, including collaboration, cooperation, and coordination within and among organizations. Learners apply these concepts to real-life situations and organizations, examining their internal and external environments, allocation of resources, and translation of strategic plans into tactical operations. ***Prerequisite(s): MPA learners must have completed MPA5408. MPA/MS in Public Safety joint degree program learners must have completed PSF5610.***

MPA5412 - Ethics and Personal Leadership Development (4 quarter credits). In this course, learners evaluate the associations between ethics and social justice and economic disparity, power, and privilege. Learners use demographic data and current social trends and themes to identify and address ethical and social justice issues affecting global service delivery. ***Prerequisite(s): MPA learners must have completed MPA5408. MPA/MS in Public Safety joint degree program learners must have completed MPA5410.***

MPA5416 - Quantitative and Qualitative Research (4 quarter credits). This course presents quantitative and qualitative research and evaluation methods used in the public sector. Learners examine models, metrics, and methodological tools used to evaluate programs and policies. Learners also study legal and ethical issues associated with research and evaluation and identify the strengths, limitations, and threats to the validity and reliability of research. ***Prerequisite(s): MPA learners must have completed MPA5408. MPA/MS in Public Safety joint degree program learners must have completed MPA5412.***

MPA5420 - Leadership and Human Resource Management in Public Services (4 quarter credits). This course presents theories, approaches, and systems of employee acquisition, management, development, and retention in government organizations. Learners review case studies to explore public services topics associated with law and ethics, diversity, performance and conflict management, use of outside contractors, and policy development and implementation. ***Prerequisite(s): MPA learners must have completed MPA5408. MPA/MS in Public Safety joint degree program learners must have completed MPA5416.***

MPA5424 - Policy Analysis and Research (4 quarter credits). In this course, learners examine the concepts, principles, and stages of public policy analysis and development. Learners study the models and tools used by policymakers and policy analysts to evaluate the effect of programs and projects on societal problems. Topics include political, legal, economic, and social institutions and processes; the impact of policy on public value; policy assessment; and global complications of policy processes. ***Prerequisite(s): MPA learners must have completed MPA5408. MPA/MS in Public Safety joint degree program learners must have completed MPA5420.***

MPA5428 - Integrative Public Administration Project (4 quarter credits). In this course, learners demonstrate proficiency in their specialization area by applying learning from required and elective courses to complete an analysis of a public administration organization or system, or propose a new application in their professional field. ***For MPA and MPA/MS in Public Safety joint degree program learners only. Prerequisite(s): Completion of all required and elective course work. Cannot be fulfilled by transfer.***

MPA5450 - Implementation of Collaborative Governance (4 quarter credits). This course presents issues associated with initiating and supporting ongoing collaboration among public and private entities involved in public policy implementation. Learners examine the operational capacity of collaborative organizations, including resource allocation, the scope and availability of discretionary and non-discretionary program resources, and knowledge sharing. Learners also assess the ways various aspects of the collaborative governance structure, such as performance measurements, leadership approaches, and transparent communication with the public, enable collaborations to meet or exceed program initiative goals and objectives.

School of Public Service Leadership

Master of Public Health Courses

MPH5002 - Survey of Public Health Concepts and Issues (4 quarter credits). This course provides an overview of the major theories and concepts of public health. Learners study the psychological, social, and behavioral factors that affect individual and population health. Learners also evaluate the epidemiological, environmental, and administrative research related to public health concepts and measures. ***MPH5002 must be taken by MPH learners in their first quarter. Cannot be fulfilled by transfer.***

MPH5100 - Management of Health Service Organizations (4 quarter credits). This course provides an overview of organizational and managerial principles and practices. Learners study organizational theory and behavior, principles of evidenced-based decision making, health problem analysis, intervention strategies, and monitoring and evaluation. This course emphasizes the systems approach to management, building organizational teams that foster cross-functional efficiencies and organizational and system integration. ***Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.***

MPH5104 - Fundamentals of Health Care Finance (4 quarter credits). In this course, learners analyze the basic theories and principles of finance as applied in public health and review the fundamentals of accounting needed to prepare and analyze financial statements. Learners examine the development, utility, and interpretation of accounting information used to make managerial decisions, and identify and compare governmental financial compliance and reimbursement standards and strategies. ***Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.***

MPH5108 - Public Health Communication Strategies (4 quarter credits). Learners in this course study communication theories and strategies, focusing on the development of cogent and persuasive written and oral media messages. The course emphasizes building skills needed to create consumer-oriented public health intervention and advocacy efforts, such as formative research, audience segmentation, and channel analysis. Learners also examine crisis communication strategies and advanced technologies, media, and community networks used to disseminate information. ***Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.***

Graduate Course Descriptions, *continued*

MPH5112 - Health Economics (4 quarter credits). This course addresses allocation of scarce resources to meet public health needs. It provides an overview of theories, tools, and methods of economic analysis and the role of health economics in the public policy decision-making process. Learners analyze national income theories and price theories, evaluate the behavior of organizations under varying economic conditions, and assess the economic roles of public health organizations, governments, and households. ***Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.***

MPH5116 - Strategic Planning and Operations Management (4 quarter credits). In this course, learners examine the concepts, tools, and evidence-based best practices needed to plan, implement, and manage public health programs. The course provides an overview of the theories and approaches used in strategic and operational planning, including administration and evaluation, quality assurance, information systems integration, budgeting, and compliance. ***Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512. Prerequisites do not apply to MPA or MPA/MS in Public Safety joint degree program learners.***

MPH5120 - Evidence-Based Management of Public Health Programs (4 quarter credits). Learners in this course evaluate evidence-based public health programs and policies, and identify guidelines on how to select, administer, and evaluate them. Learners study and apply the tools and practices of evidence-based decision-making, including using scientific evidence to develop guidelines and intervention strategies. ***Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512. Prerequisites do not apply to MPA or MPA/MS in Public Safety joint degree program learners.***

MPH5124 - Public Health Leadership and Politics (4 quarter credits). This course presents significant issues affecting U.S. health policy. Learners evaluate public administration theories and their application to the public health system. Learners examine the health policy development process and analyze the factors affecting health policy initiatives and their limitations on policy and regulatory implementation. Learners also formulate leadership strategies to create political compromise. ***Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.***

MPH5200 - Social and Behavioral Research Methods (4 quarter credits). This course provides an overview of social and behavioral sciences research within the context of public health. Learners examine social and behavioral factors that impact health status, and analyze health risk indicators and long-term trends in morbidity and mortality. Learners analyze theories that explain health disparities across populations and study and apply quantitative, qualitative, and evaluation research methods and research ethics. ***Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.***

MPH5204 - Theories of Social and Behavioral Sciences (4 quarter credits). Learners in this course examine social and behavioral theories applied in public health research and practice, and evaluate how these theoretical constructs identify community health needs and address health inequalities. The course presents theories from an interdisciplinary perspective, and building on these theoretical bases, recommends practical problem-solving approaches to promote health in individuals, communities, and populations. ***Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.***

MPH5208 - Public Health Program Planning and Evaluation (4 quarter credits). In this course, learners study the core functions of public health program planning and evaluation, including assessment, policy development, programmatic intervention, and quality assurance. Learners identify social and behavioral determinants associated with public health issues, and examine and evaluate programs and their impact on the health of individuals, organizations, communities, and nations. ***Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.***

MPH5212 - Assessment and Surveillance in Public Health (4 quarter credits). This course presents the knowledge and skills needed to develop community assessment and surveillance strategies, and design programs and services that positively impact community and population health. Learners explore approaches to early disease detection, assessment, surveillance, and intervention. ***Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512. Prerequisites do not apply to MPA or MPA/MS in Public Safety joint degree program learners.***

MPH5216 - Public Health Information for Diverse Populations (4 quarter credits). The focus of this course is the social and behavioral context of health communication and its effect on the success of health outreach efforts. Learners study the elements of health information messages, the process by which they are created, and how they are understood and heeded by diverse populations. Learners analyze communication theory and evaluate effective public information campaigns. ***Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.***

MPH5220 - Health Disparities in the United States (4 quarter credits). Learners in this course explore the social factors contributing to racial, ethnic, socioeconomic, and gender disparities in health and health care. Learners examine health disparities on a local, regional, and national basis, calculating their impact on overall health status and health service use. Learners also develop community-based intervention strategies to address identified disparities. ***Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.***

MPH5224 - International Public Health (4 quarter credits). This course focuses on the spread and control of disease and presents public health policy and program design, implementation, and evaluation from an international perspective. Learners explore the determinants of health and evaluate the quality of life of rural, urban, and ethnically diverse populations. Learners also compare the public health policies of established and developing countries and interpret how they impact disease control and promote health. ***Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512.***

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 the legal framework, policies, and practices associated with controlling environmental and occupational hazards.

MPH5506 - Psychological, Behavioral, and Social Issues in Public Health (4 quarter credits). Learners in this course explore psychological, social, and behavioral science theories and concepts applied throughout the health-illness spectrum. Learners identify the health concerns of individuals, organizations, and communities and examine the resources needed to develop social and behavioral policy and public health interventions. Learners also evaluate the efficient use of scarce health care resources and the participation of communities in adopting healthy self-care practices and developing programs to enhance the quality of life.

MPH5509 - Principles of Biostatistics (4 quarter credits). This course provides an introduction to the objectives, principles, and methods of biostatistics for health sciences. Topics include statistical vocabulary; methods for descriptive data analysis; fundamentals of probability and sampling distribution; methods for statistical inference and hypothesis testing; and data analysis and linear regression for continuous, binary, and survival data.

Graduate Course Descriptions, *continued*

MPH5512 - Principles of Epidemiology (4 quarter credits). This course provides an overview of epidemiology, including an evaluation of the nature of disease; the interaction among agent, host, and environment; and the chain of transmission. Learners examine epidemiological research methods for identifying and describing variables, determining key data sources, and formulating interventions to control disease occurrence and transmission. ***Prerequisite(s): MPH5509. Prerequisites do not apply to Public Health concentration learners.***

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): MPH5002, 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.***

PUBH5993 - Integrative Project for Public Health Learners (4 quarter credits). In this course, master's learners demonstrate proficiency in their specialization area by applying learning from all required courses to complete an analysis of a public health organization or system, or propose a new application in their professional field. ***For MS in Public Health learners only. Prerequisite(s): MPH5002, MPH5500, MPH5503, MPH5506, MPH5509, MPH5512. Cannot be fulfilled by transfer.***

PUBH5997 - Public Health Professional Development (4 quarter credits). In this course, master's learners demonstrate proficiency by applying learning from all required courses to the professional public health discipline. Professional development activities include preparing the integrative project for publication in a nationally recognized peer-reviewed public health journal, presenting at a community public health conference, participating in a community public health program or intervention, or preparing for professional licensure or certification. ***Prerequisite(s): PUBH5993. Cannot be fulfilled by transfer.***

School of Public Service Leadership

Master of Science in Nursing Courses

Only learners enrolled in the MSN degree program may take MSN courses.

MSN5000 - Introduction to Nursing Concepts (4 quarter credits). Learners in this course examine the role of the professional nurse and the scope of nursing practice in a variety of settings (e.g., acute, chronic, ambulatory, and end-of-life care and community health services). Learners evaluate the influence of effective clinical judgment, communication, and interdisciplinary collaboration on direct and indirect patient care across the lifespan. Learners also explore the relationships among culture, traditions, ethics, beliefs, and alternative and complementary medical practices that may influence the wellness of individuals, groups, communities, and diverse populations. ***Nurse Educator Bridge learners must take MSN5000 in their first quarter. Cannot be fulfilled by transfer.***

MSN5002 - Health Assessment, Communication, and Collaboration for Quality Outcomes (4 quarter credits). In this course, learners analyze effective health assessment methods, communication strategies, and interdisciplinary collaboration techniques used in a variety of health care settings. Learners conduct comprehensive evidence-based health assessments encompassing environmental, genetic, multicultural, ethnic, and socioeconomic factors and consider the skills members of collaborative interdisciplinary teams need to promote evidence-based quality care for individuals, groups, communities, and diverse populations. Learners also explore ways of adapting their communication style to meet the specific needs of their audience. ***Prerequisite(s): Completion of or concurrent enrollment in MSN5000.***

MSN5004 - Introduction to Nursing Research and Technology (4 quarter credits). This course introduces learners to the application of research and information technology in the nursing profession. Learners identify the ways information systems and patient care technologies have contributed to improved patient outcomes; evaluate the safeguards, secure practices, and ethical standards needed to promote and support data security, patient confidentiality, and regulatory requirements; and explore effective use of patient care technologies, communication systems, and information systems across the health-illness continuum. Learners also examine ethics in nursing research and scholarship and the relationships among theory, research, and behavior in the application of evidence-based nursing practice. ***Prerequisite(s): Completion of or concurrent enrollment in MSN5002.***

MSN5006 - Policy, Law, Ethics, and Regulations (4 quarter credits). Learners in this course examine the role of health care policy and legal, regulatory, and quality control in ethical decision making in professional nursing practice. Learners explore concepts and principles of health care policy, legal control, ethical conduct, and regulatory environments and their application to the health care environment and the nursing profession. Learners evaluate the impact of health care policy and multicultural, socioeconomic, political, legal, and regulatory factors on health care access disparities and examine ways to articulate the needs of individuals, communities, and vulnerable populations to consumers and appropriate officials. Learners also focus on the importance of cultural competence and ethical decision making in professional nursing practice. ***Prerequisite(s): Completion of or concurrent enrollment in MSN5004.***

MSN5008 - Organizational and Systems Leadership for Nursing Practice (4 quarter credits). This course presents the fundamental concepts and principles of individual and organizational leadership necessary for successful nursing practice in integrated and non-integrated health care systems and environments. Learners examine and evaluate nursing leadership concepts, research, and models and explore best practices of organizational and systems leadership to apply to professional nursing practice. Learners integrate the concept of quality improvement with patient safety and examine the influence of complex organizational and leadership system issues on quality and patient safety initiatives. Learners also analyze techniques for monitoring individual and organizational performance in promoting safe and caring patient-centered environments. ***Prerequisite(s): Completion of or concurrent enrollment in MSN5006.***

MSN5010 - Health Promotion and Disease Prevention in Vulnerable and Diverse Populations (4 quarter credits). This course presents concepts, frameworks, and models used to foster health promotion and disease prevention, particularly in multicultural and vulnerable populations. Learners explore the wellness of individuals and populations from multicultural, ethnic, traditional, and spiritual perspectives and examine factors that cause wellness disparities among people in vulnerable populations. Learners consider the ways health care access barriers are created and identify evidence-based best practices for developing a population-focused approach to health promotion and disease prevention. Learners also explore cultural competence and ways of applying it to professional nursing practice. ***Prerequisite(s): Completion of or concurrent enrollment in MSN5008.***

Graduate Course Descriptions, *continued*

MSN5012 - Nursing Leadership and Management (4 quarter credits). In this course, learners examine theoretical concepts of leadership and management for the professional nurse, particularly those associated with health care finance, human resources, and materials allocation. Learners consider evidence-based best practices and behaviors that support effective nursing leadership in a variety of health care settings and analyze strategies for developing effective skills in coordination, delegation, collaboration, negotiation, conflict management, goal setting, and performance improvement. Learners also explore ethical interpersonal communication as an essential component of positive interdisciplinary working relationships. ***Prerequisite(s): Completion of or concurrent enrollment in MSN5010.***

MSN5020 - Nurse Educator Bridge Integrative Project (4 quarter credits). This course is for learners completing the Nurse Educator Bridge specialization. Learners demonstrate proficiency by integrating nursing theories, research, and best practices into a single practice model of health promotion or disease prevention for a specific community or population group. Learners create and customize an evidence-based project plan and develop and implement strategies for achieving desired project outcomes. ***Prerequisite(s): Completion of or concurrent enrollment in MSN5012. Cannot be fulfilled by transfer.***

MSN6000 - Orientation to Graduate Nursing Study (4 quarter credits). This course provides an overview of foundational nursing academic content that helps learners prepare for master's-level course work. Learners study nursing concepts, principles, and research; critical-thinking and problem-solving techniques; evidence-based plans of care; and practices used to promote patient safety and quality outcomes. ***Nurse Educator learners must take MSN6000 in their first quarter. Cannot be fulfilled by transfer.***

MSN6001 - Role of the Professional Practice Nurse (4 quarter credits). This course provides an introduction to the role and scope of practice for the graduate-level nurse. Learners explore the ways theoretical frameworks can be effectively applied in nursing practice and the ways technology and information systems can be used to enhance health care practice. Learners also focus on developing the skills needed to apply evidence-based practice to individuals and groups and analyze the institutional, social, political, and economic forces that impact health care delivery. ***Prerequisite(s): Nurse Educator learners must have completed or be concurrently enrolled in MSN6000. Nurse Educator Bridge learners must have completed MSN5000, MSN5002, MSN5004, MSN5006, MSN5008, MSN5010, MSN5012, MSN5020.***

MSN6002 - Foundations and Frameworks for Professional Nursing Practice (4 quarter credits). In this course, learners focus on using advanced nursing concepts, theories, research, best practices, and materials to enhance nursing practice while maintaining the ethical requirements of the profession. Learners consolidate theories and evaluate emerging challenges, opportunities, trends, and needs applicable to specific health care situations. Learners also practice using effective oral, written, virtual, and technological communication strategies. ***Prerequisite(s): Completion of or concurrent enrollment in MSN6001.***

MSN6004 - Policy, Regulations, and Ethics in Advanced Nursing Practice (4 quarter credits). The focus of this course is regulatory control, quality control, and policy as a basis for ethical decision making in professional nursing practice. Learners evaluate the impact of health policy issues and trends on clinical practice and health care delivery; articulate health care concerns affecting the needs of individuals, communities, and populations to appropriate officials and consumers; and identify clinical practice improvement areas in response to health care policy. Learners also incorporate ethical decision making and cultural competence in personal and professional nursing practice while analyzing common ethical dilemmas in the health care environment. ***Prerequisite(s): Completion of or concurrent enrollment in MSN6002.***

MSN6006 - Diversity and Advocacy in Professional Nursing Practice (4 quarter credits). This course presents a variety of theories and factors impacting cultural competence in health care delivery. Learners explore health variants, including physiological variations, in a wide range of age, gender, racial, cultural, and ethnic groups and evaluate the ways they may influence assessment and plan of care. Learners also build advanced skills in practicing in a diverse, global environment to meet the needs of individuals, groups, and vulnerable populations and address their own assumptions and beliefs associated with culture and diversity, applying cultural competence in professional nursing practice. ***Prerequisite(s): Completion of or concurrent enrollment in MSN6004.***

MSN6008 - Research and Technology for Advanced Nursing Practice (4 quarter credits). Learners in this course study advanced knowledge and skills associated with research and the use of technology and information systems in health care environments. Learners differentiate between various types of research and research strategies; examine ways to access research information effectively and efficiently; and evaluate research information, its sources, and its applications in professional nursing practice. Learners also explore ethical and legal considerations of conducting research and using technology and information systems and apply appropriate research findings to professional nursing practice. ***Prerequisite(s): Completion of or concurrent enrollment in MSN6006.***

MSN6010 - Advanced Nursing Leadership and Management (4 quarter credits). In this course, learners study advanced skills associated with health care system management, leadership, finance, and cost-effective decision making. Learners explore what it means to be a leader in today's global health care environment; evidence-based leadership practices in health care decision making; policies and regulations affecting health care delivery; and planning strategies for promoting health and disease management. Learners also apply appropriate leadership and management theory to professional nursing practice. ***Prerequisite(s): Completion of or concurrent enrollment in MSN6008.***

MSN6012 - Evidence-Based Practice in Health Promotion and Disease Management and Prevention (4 quarter credits). This course presents a multidisciplinary approach to using strategic planning and resource allocation to foster population-based health care promotion and disease management and prevention. Learners explore the causes of various health disparities; the influences of and barriers to health care access; and the theories, research, and evidence-based best practices used to promote and preserve health and healthy lifestyles in populations. Learners also study advanced skills in writing comprehensive, holistic care plans that both address the health care promotion and disease prevention needs of populations and incorporate data into a model of health care promotion and disease management and prevention. ***Prerequisite(s): Completion of or concurrent enrollment in MSN6010.***

MSN6020 - Nursing Capstone Project (4 quarter credits). In this course, learners synthesize and apply theories, knowledge, and best practices of nursing and related disciplines in a final project that is intended to affect the well-being of diverse populations. Learners demonstrate the ability to apply evidence-based practices of health care promotion, disease prevention, and disease management; management and leadership concepts; effective communication skills using information systems and technology; cultural competence; and ethical and legal standards of professional nursing practice. The final project is designed to present a single practice model for fostering health care promotion, disease prevention, and disease management for individuals, groups, communities, and vulnerable populations. ***Prerequisite(s): Completion of all required course work. May be taken concurrently with MSN6110. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

MSN6102 - Role of the Nurse Educator (4 quarter credits). In this course, learners examine the history of education, nursing, and clinical education; explore the role of the nurse educator from personal, professional, and ethical perspectives; and develop a personal nursing education philosophy. Learners evaluate the responsibilities of the nurse educator and integrate the practices and behaviors of the professional nurse educator into professional practice. Learners also practice cultural competence and personal and professional development in nursing education. ***Prerequisite(s): Completion of or concurrent enrollment in MSN6012.***

MSN6104 - Teaching and Learning Strategies (4 quarter credits). This course covers instructional frameworks, learning environments, and classroom and student management and motivation techniques. Learners explore theories associated with optimizing the teaching experience and student outcomes and gain an understanding of the teaching, learning, communication, and motivation strategies used for specific learning situations and student populations. Learners identify various learning barriers and formulate appropriate teaching strategies to address them, including acknowledging and using emotional intelligence. As part of this course, learners are required to teach in an online courseroom. ***Prerequisite(s): Completion of or concurrent enrollment in MSN6102.***

MSN6106 - Curriculum Theory, Frameworks, and Design (4 quarter credits). In this course, learners explore various curriculum frameworks and models and study the skills needed to design effective nursing and health-related curricula for diverse learning populations and environments. Learners integrate health care knowledge and technology into the curriculum planning and design phase and examine the importance of building an ongoing evaluation process into the curriculum design phase to promote quality instruction and meet student needs. ***Prerequisite(s): Completion of or concurrent enrollment in MSN6104.***

MSN6108 - Information Systems for Nurse Educators (4 quarter credits). Learners in this course build on current knowledge of technology and information systems from a nurse educator perspective. Learners explore health care technology systems, data collection systems, distance- and e-learning environments, and the use of simulations in the classroom setting. Learners also consider the effect of multimedia on diverse student critical thinking, knowledge acquisition, and motivation and develop effective instructional strategies for integrating technology into nursing curriculum design. ***Prerequisite(s): Completion of or concurrent enrollment in MSN6106.***

MSN6110 - Assessment and Evaluation in Health Education (4 quarter credits). In this course, learners study the skills needed to effectively assess, evaluate, and revise nursing and health-related curricula to meet the diverse learning needs of individuals, groups, communities, and populations. Learners differentiate between assessment and evaluation in the education process and apply strategies to assess and evaluate student achievement and program effectiveness. Learners also use evaluation results to revise curricula to meet program outcomes and incorporate the concept of ongoing assessment and evaluation in health education programs to promote high-quality clinical and academic achievement and continued process improvement. ***Prerequisite(s): Completion of or concurrent enrollment in MSN6108.***

School of Public Service Leadership

Doctoral Nonprofit Management and Leadership Courses

NPL7104 - Leadership, Governance, and Ethics (4 quarter credits). Learners in this course integrate theories and practices of leadership and governance with the mission, vision, and values of the nonprofit organization in the context of today's complex society. Learners evaluate the relevance of leadership theories to practice, the importance of a cultural and global perspective, and ethical considerations present in a highly technological and diverse society.

NPL7208 - Strategic Fund Development (4 quarter credits). This course is an introduction to the relationship between organizational philosophy and the resources necessary for fulfilling a nonprofit's goals and objectives. Learners examine the engagement of stakeholder groups, fund raising strategies, and innovative revenue development as means to fund nonprofit organizations.

NPL7304 - Financial Analysis and Reporting for Nonprofit Leaders (4 quarter credits). In this course, learners investigate strategies, controls, reporting, and other requirements necessary for securing a nonprofit's financial position. Learners identify the financial analysis and reporting theories and practices employed by effective nonprofit leaders and discuss financial decision-making processes. Other course topics include collaboration with tax and legal advisors, technology use in financial analysis, and communication of an organization's financial position to stakeholders and the community.

NPL7308 - Leading Resource Performance in Nonprofit Organizations (4 quarter credits). Learners in this course analyze the application, contribution and value of resources, human capital, and volunteerism within the nonprofit sector. Learners evaluate employee diversity, training, engagement, benefits, well-being, and succession as components of the organization's mission, vision, and values. Learners also investigate the influence of policies and practices on the environment and culture of nonprofit organizations.

NPL7608 - Nonprofit Marketing, Public Policy, and Advocacy (4 quarter credits). Learners in this course discuss public policy, marketing, and advocacy in relation to the mission, vision, and values of an individual organization and within the larger nonprofit sector. Learners determine how the nonprofit organization promotes its values within diverse communities and society as a whole. Learners also evaluate opportunities for inter-organization and inter-sector collaboration to promote social justice and social change.

NPL7704 - Strategy and Performance in Nonprofit Organizations (4 quarter credits). In this course, learners study strategic thinking and planning in nonprofit organizations. Learners examine the impact of environment, economics, technology, culture, structure, and function on organizational performance and the policies, practices, and tactics used to support an organization's mission and objectives. Learners also investigate and present innovative and creative solutions for organizational outcomes and performance improvement.

NPL8208 - Advanced Fund Development Philosophy and Practice (4 quarter credits). In this course, learners gain an understanding of fundraising strategies and tactics by considering social value exchange and its influence on charity and philanthropy. Learners examine issues of communication, economics, technology, society, and cultural and global perspectives as they relate to fund development. ***Prerequisite(s): NPL7208.***

NPL8304 - Collaboration, Coalitions, and Public Relations (4 quarter credits). In this course, learners evaluate opportunities for advancing social justice in relationships among business, government, religious, and nonprofit organizations. Learners explore the ways in which collaborative governance, negotiation, and communication can be applied to the growth of the nonprofit sector in today's diverse and global environment.

Graduate Course Descriptions, *continued*

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.

NPL8404 - Global and Societal Interaction (4 quarter credits). Learners in this course focus on the implications of the nonprofit sector's increasingly diverse and global perspective. Learners explore the global environment in which the nonprofit sector operates, analyze the ways organizational behavior can be interpreted by various cultures, and assess how the nonprofit sector can lead global societal change. Learners also study the work of both international and foreign national non-governmental organizations (NGOs).

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.

School of Public Service Leadership

Master of Nonprofit Management and Leadership Courses

NPM5002 - History and Theory of the Nonprofit Sector (4 quarter credits). This course introduces learners to the fundamental conceptual and theoretical underpinnings of the nonprofit sector from local and global perspectives. Learners develop an understanding of the nonprofit organization and its practices, the cultural context that influences those practices, central philosophies of giving, and program development techniques. Learners also study introductory economic principles, factors, and trends that impact the nonprofit sector at the micro and macro levels and explore ethical misconduct and corrective approaches at individual and organizational levels. ***NPM5002 must be taken by MNML learners in their first quarter. Cannot be fulfilled by transfer.***

NPM5006 - Organizational Theory and Development (4 quarter credits). This course provides an overview of the roles and responsibilities of an organization's board of directors. Learners study situation-based decision making and its influence on organizational culture. Learners also analyze organizational development and leadership concepts, theories, and techniques used to improve overall organizational performance. Other course topics include employee burnout and morale. ***Prerequisite(s): NPM5002.***

NPM5010 - Nonprofit Governance and Accountability (4 quarter credits). In this course, learners gain an in-depth understanding of the roles and responsibilities of the nonprofit board of directors, the impact of an active board on organizational performance, and its system of governance. Learners examine the legal, tax, and contractual compliance obligations of the nonprofit organization and apply ethical obligations consistent with organizational transparency and public accountability. Learners also gain an understanding of salient data modeling approaches associated with organizational innovation and management. ***Prerequisite(s): NPM5006. Prerequisite does not apply to Nonprofit Management and Leadership certificate or concentration learners.***

NPM5014 - 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. ***Prerequisite(s): NPM5010.***

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.

NPM5022 - Nonprofit Financial Management (4 quarter credits). In this course, learners investigate the nonprofit financial management techniques and analytical tools used to establish, grow, and sustain diverse revenue streams driven by organizational mission and program portfolio. Learners determine the impact of ethics on financial management functions and explore fiscal control requirements from legal, accountability, and organizational performance perspectives. Learners also formulate effective, professional approaches for communicating with stakeholders about financial position, fiscal policies, and financial reporting.

NPM5993 - Nonprofit Management and Leadership Integrative Project (4 quarter credits). In this course, learners demonstrate proficiency in their program by applying learning from required and elective course work to complete an analysis of a nonprofit organization or system or to propose a new application in their professional field. ***For MNML learners only. Prerequisite(s): Completion of all required and elective course work. May be taken concurrently with NPM5995. Cannot be fulfilled by transfer.***

NPM5995 - Nonprofit Management and Leadership Collaborative Project (4 quarter credits). Learners in this course participate in a professional experience at a nonprofit organization during which they focus on further developing the knowledge and skills gained during their program. ***For MNML learners only. Prerequisite(s): NPM6008, NPM6104, NPM6108, NPM6012. Cannot be fulfilled by transfer.***

NPM6004 - Stewardship of Human Resources (4 quarter credits). This course presents the current theories, approaches, and systems of employee acquisition, compensation, management, development, and retention in nonprofit organizations. Other course topics include law and ethics, diversity, performance, conflict management, and policy development and implementation.

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. ***Prerequisite(s): NPM5014, NPM5018, NPM5022, NPM6004. NPM5022 and NPM6004 prerequisites do not apply to Nonprofit Management and Leadership certificate learners.***

Graduate Course Descriptions, *continued*

NPM6012 - Nonprofit Social Entrepreneurship (4 quarter credits). In this course, learners investigate opportunities for applying social entrepreneurship intervention methods in nonprofit organizations. Learners analyze the business practices and exemplars exhibited in local and global environments and evaluate those techniques from cultural and organizational perspectives. Learners also identify marketing and co-branding strategies used to maximize social enterprise prospects.

NPM6104 - Nonprofit Marketing, Communication, and Advocacy (4 quarter credits). The focus of this course is the analytical and communicative techniques used in the nonprofit sector to meet ethical transparency and accountability requirements. Learners evaluate marketing plans used to maximize organizational performance and apply effective collaborative and citizen-engagement techniques to advance an organization's mission.

NPM6108 - Culture, Collaboration, and Globalization of the Nonprofit Sector (4 quarter credits). Learners in this course formulate collaborative strategies in response to complex challenges leaders and managers encounter in today's nonprofit sector. Learners apply cultural competency techniques within a collaborative environment and examine the impact those techniques have on local and global economic trends.

School of Public Service Leadership

Master's and Doctoral Public Safety Courses

PSF5002 - Survey of Public Safety Issues, Theories, and Concepts (4 quarter credits). This course provides learners with foundational public safety academic content that helps them prepare for course work in their chosen Public Safety specialization. Learners analyze various public safety theories, concepts, and research from the practitioner-scholar perspective, including law, policy analysis, emergency management and business continuity, leadership, multiculturalism, criminological theory, and public safety research methodology. ***PSF5002 must be taken by master's learners in their first quarter. Cannot be fulfilled by transfer.***

PSF5006 - Research Methodology in Public Safety (4 quarter credits). This course presents an overview of various graduate-level public safety and criminal justice research methodologies. Learners study major research methodologies and quantitative, qualitative, and mixed research design approaches to rigorous scholarly inquiry. This course also provides an introduction to qualitative and quantitative research data analysis tools. ***This course is aimed primarily at master's learners, although PhD learners may take it as an elective.***

PSF5334 - Public Safety Ethnic and Cultural Awareness (4 quarter credits). Learners in this course examine the salience of race, ethnicity, and culture in public safety and the ways public safety addresses the diverse needs of multicultural citizens. Learners analyze cultural experiences from gender, social class, religion, and disabled-status perspectives, and study and apply theoretical approaches for addressing cross-culturalism. ***Prerequisite(s): MPA/MS in Public Safety joint degree program learners must have completed MPA5424.***

PSF5370 - Juvenile Delinquency (4 quarter credits). Learners in this course investigate the etiology, nature and extent, and treatment of juvenile delinquency in contemporary society. The course allows learners to review various theories and apply current theory and research in order to understand the dynamics of juvenile delinquency and current methods of intervention.

PSF5371 - Practices of Probation, Parole, and Community Corrections (4 quarter credits). This course is an investigation of historical and current community-based correctional practices. Learners examine trends in practice and policy that govern community supervision programs and explore issues surrounding offender rehabilitation and re-entry.

PSF5372 - History of the Juvenile Justice System (4 quarter credits). This course offers an intensive study of the juvenile justice system and process. Learners examine theories of causation and innovative intervention approaches such as "drug court." Learners also review the dramatic increase of juvenile violence and crime in U.S. culture over the last quarter century and focus on the debate between root causes of juvenile violence and crime (e.g., poverty, literacy, family and community cohesion) versus the effectiveness of the juvenile court system (recidivism, youthful violent crime offenders, and incarceration).

PSF5377 - Criminal Justice Policy Analysis and Social Change (4 quarter credits). In this course, learners evaluate criminal justice policies and programs, the processes by which they are developed, and their effects on social change. Topics include intelligence-led policing, immigration and policing, the USA PATRIOT Act, and socioeconomic correlates of crime. Learners identify a current public safety problem and formulate a solution using criminal justice and public safety practices and policies.

PSF5380 - Law Enforcement: Intelligence-Led Policing (4 quarter credits). This course focuses on the planning, operations, and technology of law enforcement organizations. Learners study problem- and community-oriented policing, data-driven accountability, crime analysis, and crime prevention as means to enhance the effectiveness of law enforcement and intelligence gathering within the emerging National Response Framework (NRF) collaborative model. Learners also examine national and international case studies to integrate theory and best practice toward the development of a more effective policing model.

PSF5385 - Psychopathy and Criminal Profiling (4 quarter credits). As an introduction to the study of criminal profiling, learners in this course explore criminal and non-criminal psychopathy and their comorbities, including compulsive and addictive behavior. Learners examine empirical research and theory that differentiate antisocial personality disorders and general criminal behavior from criminal psychopathy and determine whether there are ways to identify offenders as dangerous by analyzing their behavioral cues or crime-scene clues. Learners also study crime-scene management and its connection to criminal profiling.

PSF5600 - Public Safety Organizational Leadership (4 quarter credits). Learners in this course examine the strategic development and direction of public safety leadership within policing, law enforcement, fire suppression, emergency management, and emergency medical response in the United States. In particular, learners focus on the components of public safety, including risk assessment, preparedness, prevention, and response in an all-hazards environment. Learners also explore the role of the public safety leader, the need for the integration of functions in traditional public safety agencies, threats ranging from potential bio-terror attacks to natural disasters, and contemporary challenges outside the scope of public and private security and national defense. ***Prerequisite(s): MPA/MS in Public Safety joint degree program learners must have completed MPA5424.***

PSF5601 - Personal Leadership Development (4 quarter credits). In this course, learners examine their personal leadership attributes, characteristics, and behaviors within the context of the type and level of the organizations they serve. Learners also evaluate various leadership practices and their respective applications. ***Prerequisite(s): MPA/MS in Public Safety joint degree program learners must have completed MPA5424.***

PSF5602 - Leadership and Human Resource Management (4 quarter credits). This course focuses on organizational planning, which includes staff acquisition; team development; assigning project roles, responsibilities, and reporting relationships; motivation and leadership; and conflict resolution. Learners gain an understanding of the relationship between human resource management and project management and the processes required to make effective use of people and resources on a project in particular. Learners also participate in self-assessment exercises to determine their competence in applying techniques associated with interfacing and communicating with project stakeholders; designing effective organizational structures; and managing and resolving change, conflict, and stress. ***Prerequisite(s): MPA/MS in Public Safety joint degree program learners must have completed MPA5420.***

Graduate Course Descriptions, *continued*

PSF5610 - Accounting and Finance in Public Safety Organizations (4 quarter credits). This course is a survey of the elements of financial accounting and the ways organizations' activities are influenced by accounting measurement. Learners focus on becoming good consumers, rather than producers, of financial information and engage in course topics and exercises that reinforce and demonstrate the implications of accounting choices, particularly in public service or government-funded organizations. ***Prerequisite(s): MPA/MS in Public Safety joint degree program learners must have completed MPA5404.***

PSF5611 - Managing Training and Performance Improvement (4 quarter credits). Learners in this course explore the ways Internet-based learning and the emergence of performance management in the human resource development field have increased the complexity and accountability of the public safety training manager. Learners study the responsibilities required of effective public safety training managers, including determining priorities, assessing needs, creating missions and goals, developing budgets and marketing strategies, planning programs and performance interventions, conducting evaluations, hiring and managing personnel, and providing leadership. ***Prerequisite(s): MPA/MS in Public Safety joint degree program learners must have completed MPA5420.***

PSF5620 - Critical Incident Stress Management (4 quarter credits). Critical incident stress can be debilitating to public safety first-responders. This course provides insight into critical incident stress, Critical Incident Stress Disorder (CISD), Post-Traumatic Stress Disorder (PTSD), and Critical Incident Stress Management (CISM). The course focuses on understanding the consequences of unaddressed critical incident stress and examines effective stress management strategies. ***Cannot be fulfilled by transfer.***

PSF5621 - Disaster Management (4 quarter credits). Learners in this course examine the anatomy of a disaster event, both natural and intentional. Preparedness, post-disaster response, recovery, and mitigation are topics central to the emerging field of emergency management.

PSF5622 - National Incident Management Systems (4 quarter credits). In this course, learners examine the fragmented structure of public safety agencies, emerging threats to public safety, and the formation and development of the National Incident Management System (NIMS) and Incident Command System (ICS). Course topics include chemical, biological, radiological/nuclear, and explosive (CBRNE) incidents and threats, and a variety of integrated best practices and standards for handling weapons of mass destruction (WMD) and protecting critical infrastructures.

PSF5623 - Critical Infrastructure Risk Assessment, Evaluation, and Analysis (4 quarter credits). The post-9/11 environment demands awareness and analysis of our critical resources and infrastructure. Learners in this course examine the Homeland Security National Priorities and National Preparedness standards and how they can be used to conduct risk assessments, evaluations, and analyses of critical national infrastructure.

PSF5991 - Integrative Project for Public Safety Learners (4 quarter credits). In this course, learners demonstrate proficiency in their specialization area by applying learning from required and elective courses to complete an analysis of a public safety organization or system, or propose a new application in their professional field. ***For MS in Public Safety and MPA/MS in Public Safety joint degree program learners only. Prerequisite(s): Completion of all required and elective course work. Cannot be fulfilled by transfer.***

PSF7231 - Cyberterrorism, Bioterrorism, and Weapons of Mass Effect (4 quarter credits). Learners in this course examine weapons of mass effect—the cyberterror and bioterror threats posed by today's terrorist organizations. Learners differentiate between weapons of mass effect and weapons of mass destruction and explore the potential consequences of cyberterror and bioterror attacks.

PSF7233 - Intelligence Analysis and Forecasting Terrorism (4 quarter credits). Learners in this course examine the intelligence processes, strategies, methods, and models that contribute to the collective knowledge of what constitutes good U.S. national security practice. Learners conduct an in-depth evaluation of the mission of intelligence analysis, intelligence models and organizations, and the functions of contemporary U.S. intelligence from an ethical and policy-making perspective. Learners also analyze current and emerging regional threats to U.S. national security and economic interests to gain a better understanding of the breadth and depth of the analytical tools and technologies available to U.S. intelligence organizations.

PSF7235 - Homeland Security: A Systems Approach (4 quarter credits). In this course, learners identify the primary local, state, federal, and private stakeholders involved in homeland security. Learners use a risk management model to analyze homeland security threats, vulnerability, and consequence factors and determine appropriate situation-based, optimal intervention strategies.

PSF7431 - Fire Service Organizational Operations (4 quarter credits). In this course, learners explore the ways different parts of fire service and Emergency Medical Services (EMS) organizations work together to provide effective and efficient emergency services. Learners analyze the expanding roles of these organizations in the post-9/11 environment, evaluate the relationships among various emergency response systems, and examine team-level emergency operations issues.

PSF7433 - Contemporary Fire Service Leadership (4 quarter credits). Learners in this course explore effective leadership and management of fire service and Emergency Medical Services (EMS) organizations. Learners examine the evolution of various leadership and management styles and the challenges associated with leading and managing these organizations in the post-9/11 delivery of fire and EMS services.

PSF7435 - Strategic Planning in Fire Service Organizations (4 quarter credits). The focus of this course is the dynamics of strategic planning in fire service and Emergency Medical Services (EMS) operations. Learners evaluate the emergency service delivery system to identify gaps, overages, and shortfalls and analyze the internal and external environmental forces that affect operational needs. Learners also examine field-related literature and best practices to create an effective approach to strategic planning.

PSF7631 - Introduction to Forensics (4 quarter credits). In this course, learners analyze the multidisciplinary nature of forensics as the blending of the physical and social sciences and law. Learners explore the role of forensics in determining the etiology of societal problems and administering justice, the legal parameters and professional standards that govern and guide forensic activity, and the importance of effectively communicating with the public to correct social misunderstandings of forensics practice.

PSF7633 - The Changing Nature of Forensics (4 quarter credits). In this course, learners explore the dynamic, changing nature of forensics as an art, science, and technology. Learners assess the role of culture, media, and public expectation in forensics and evaluate the effects of legal precedents and technological advances on its practice.

PSF7635 - Proactive Approaches to Forensics (4 quarter credits). Learners in this course evaluate the effectiveness of multidisciplinary coalitions in addressing significant societal problems. In particular, learners assess the role of coalitions in gathering forensic data, identifying the etiology of societal problems, assessing the efficacy of existing programs designed to address those problems, analyzing community demographics, and developing appropriate intervention strategies. Learners also determine levels of successful coalition outcomes and formulate professional recommendations for forensic policy, procedure, and legislation.

Graduate Course Descriptions, *continued*

PSF8002 - Advanced Research in Public Safety Issues, Theories, and Concepts (4 quarter credits). This course provides learners with advanced public safety academic content that helps them prepare for course work in their chosen Public Safety specialization. Learners critically analyze various public safety theories, concepts, and research from the scholar-practitioner perspective, including law and legal systems, leadership and leadership theory, community corrections, terrorism, criminological theory, and public safety research methodology. ***PSF8002 must be taken by PhD learners in their first quarter. Cannot be fulfilled by transfer.***

PSF8003 - Emergency Management Research, Theory, and Practice (4 quarter credits). This course provides an overview of research, theories, and principles of emergency management; the evolution of the field in the United States; and the role of government and the all-hazards approach. Learners study core emergency management processes, including mitigation, preparedness, response, and recovery, and analyze disaster case studies and critique the government response from an emergency manager perspective. Learners also focus on developing and cultivating the critical-thinking and writing skills needed to apply emergency management theory to practice. ***PSF8003 must be taken by PhD learners in their first quarter. Cannot be fulfilled by transfer.***

PSF8050 - Special Topics in Public Safety (4 quarter credits). This course provides PhD learners with an opportunity to engage in an in-depth study of the theory, research, and application of subject matter not included in the Public Safety curriculum. Using the special topics course format, elements of this directed study course are focused on the specific subject matter that the learner identifies and the program chair approves.

PSF8100 - Fundamentals of Social Science Research (4 quarter credits). This course introduces learners to social science research, particularly in the context of human services. Learners focus on becoming educated consumers of research and examine major concepts and techniques of social science research, including problem formulation, identification of variables, literature review, research design, sampling, definition and measurement of study variables, instrument construction, and data collection and analysis. Learners also critically evaluate published research, apply research findings to professional practice, and practice designing research studies in their field of interest. ***Prerequisite(s): CES8106 or CST8106 or HS8106 or PSF8106 or SHB8106. Cannot be fulfilled by transfer.***

PSF8106 - Epistemology of Practice Knowledge (4 quarter credits). Learners in this course examine theories that guide the acquisition of knowledge within human services professions. Learners critically analyze and evaluate the methods used to develop social science theory as a precursor to examining and applying the scientific method. Learners also study theory derivation, the link between research methods and theory, and the ways scholar-practitioners apply the scientific method. ***Learners may only earn credit for CES8106 or CST8106 or HS8106 or PSF8106 or SHB8106. Cannot be fulfilled by transfer.***

PSF8111 - Quantitative Research Methods in the Human Services (4 quarter credits). Learners in this course examine the research methods and designs human service professionals use to solve specific social problems. Topics include human subjects protection, measurement, development of instruments, data collection and management, and initial phases of data analysis. Learners also consider methodological adaptations when conducting research with vulnerable and diverse populations. ***Prerequisite(s): CES8100 or CST8100 or HS8100 or PSF8100 or SHB8100. Cannot be fulfilled by transfer.***

PSF8112 - Advanced Qualitative Research Methods (4 quarter credits). In this course, learners evaluate qualitative research methods and designs. Learners focus on developing the skills used to synthesize information related to qualitative research methodology and examine ethical issues associated with the qualitative research process. ***Prerequisite(s): CES8111 or CST8111 or HS8111 or PSF8111 or SHB8111. Cannot be fulfilled by transfer.***

PSF8113 - Advanced Study in Research Methods (4 quarter credits). Learners in this course analyze the relevance and appropriateness of specific research methodologies in preparation for 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. ***Must be taken prior to the comprehensive examination. Prerequisite(s): CES8112 or CST8112 or HS8112 or PSF8112 or SHB8112. Cannot be fulfilled by transfer.***

PSF8210 - Issues in Police-Community Relations (4 quarter credits). Learners in this course study issues in police communication and their impact on society in the context of police-community relations. The course covers a variety of law enforcement structures in large and small communities, urban and rural areas, and suburban districts. Learners examine resident expectations of police, sheriff, and legal systems in their local communities, focusing particularly upon disparities between relationships with the police in mainstream communities versus those in racial minority resident areas.

PSF8301 - Ethics and Social Responsibility (4 quarter credits). This course examines ethical behavior in public safety organizations and the role of public safety in society. Learners develop and apply their own ethical responsiveness by examining relevant public safety issues through the lenses of dominant ethical theories. Learners study ethical approaches to a variety of public safety issues, including organizational responsibility; organizational accountability and liability; organizational collaboration and responsibility during times of crisis; the changing local, state, national, and global environment; diversity in the workplace; information technology; and personal accountability, responsibility, and obligation and duty.

PSF8350 - Sociological Theories of Crime (4 quarter credits). In this course, learners examine the sociological theories that explain crime causation from the early 19th century to the present. Topics include the ways the environment contributes to criminal behavior, specifically, the effects of association, informal and formal social control mechanism, and location on crime causation. Learners also study original theorist writings to help them develop a high level of theoretical synthesis and application.

PSF8354 - Psychological and Biological Theories of Criminal Behavior (4 quarter credits). In this course, learners develop an understanding of the psychological and biological factors that affect criminal behavior. Learners study the work of theorists and researchers that identify and analyze essential psychological and biological theories, empirical findings, and projections that attempt to explain criminality and further illuminate the criminal mind.

Graduate Course Descriptions, *continued*

PSF8358 - Law and Legal Foundations (4 quarter credits). This course presents a historical overview of the U.S. legal framework and the ways in which it has established legal policy and operational guidelines for public safety personnel and the criminal justice system as a whole. Learners focus on the Fourth, Fifth, and Sixth Amendments and their interpretative case laws, and analyze them according to how well they maintain the balance between civil liberties and public safety.

PSF8362 - Criminal Justice Policy Analysis (4 quarter credits). Learners in this course analyze the ways criminal justice policies are implemented, administered, and evaluated. Learners examine the actual and perceived effects of implemented policies on both the criminal justice agencies responsible for implementing them and the criminal justice system as a whole. Learners also review case study examples to analyze the ways in which political agendas, organizational initiatives, accepted operational practices, and legislation have affected the criminal justice system and administration of justice. Case study examples include the Kansas City Preventive Patrol Experiment; Broken Windows, the police and neighborhood safety study; plea bargaining; federal sentencing guidelines; mandatory sentencing and truth-in-sentencing legislation; and abolishment of parole.

PSF8370 - The Criminal Mind (4 quarter credits). In this course, learners examine the lifestyles, practices, and motivations of serial killers, robbers, and those who assault citizens in our communities. Learners review psychosocial theories used to analyze and evaluate deviant human behavior and the environment that precipitates repetitive criminal conduct. The course is also an introduction to profiling criminals and predicting criminal behavior.

PSF8371 - Race/Culture in Criminal Justice (4 quarter credits). Learners in this course examine topics such as the increased diversity of our communities and the heightened need to understand and address how racial and cultural pluralism affect human behavior. Learners study how the criminal justice system, like larger society, must reflect changes in social attitudes. Law enforcement agents, in particular, are being monitored for their relationships with those who come from diverse backgrounds. Similarly, disproportionate rates and lengths of incarceration between racial and ethnic groups are being evaluated. Learners in this course explore these and other issues within correctional practice and the criminal justice system.

PSF8372 - Criminal Behavior: A Sociological Primus (4 quarter credits). Learners in this course evaluate the current "get tough" attitude toward crime. Learners examine and assess root causes of crime that are often ignored by society when discussing crime and causation. Learners examine the nexus between crime and these social issues as manifested in increased incidences of youth crime, delinquency, and crimes against property and persons. A final evaluation is investigated that may indicate that the root causes of criminal behavior in the U.S. are exacerbated by the way our society is organized.

PSF8373 - Understanding Criminology (4 quarter credits). This course is for learners who are interested in understanding crime as it relates to the field of criminology and focuses on defining crime. Topics include developing a better understanding of reasons that people break the law; ways that society responds to offenders; and comparisons of the ways that criminologists and criminals define crime and view its effects.

PSF8374 - Current Research on Violent Behavior (4 quarter credits). Through an examination of sociological and psychological perspectives in current research, learners in this course develop a coherent approach to understanding violent behavior. The course also focuses on the ways in which violence is defined by the criminal justice system. Learners practice using the vocabulary of criminal justice practitioners in writing.

PSF8375 - Deviance: The Interactionist Perspective (4 quarter credits). This course advances a new sociology of deviance by focusing on ways that people stereotype one another with regard to their involvement in crime. Relationships between individuals based on such stereotypes identify an important link between "crime in the streets" and "crime in the suites" and highlight the differences between the two. This perspective helps the learner understand the interactionist approach and distinctions between deviance and crime by examining deviance as a social phenomenon that consists of a set of interpretations and social reactions.

PSF8376 - Correlates of Crime (4 quarter credits). In this course, learners explore one of the most perplexing problems faced by any person with a basic knowledge of statistics: the confusion of correlation with cause. Learners in this course examine social class, race, sex, and gender as correlates of crime to determine if patterns exist for understanding their development.

PSF8377 - The Penal System: Its Role in the U.S. Society (4 quarter credits). Learners in this course examine the social and historical foundation of the U.S. correctional institution in depth. The course focuses primarily on issues related to structure and social processes of institutions of confinement and to problems of treatment and rehabilitation. Topics include a systemic evaluation of recidivism, general and specific deterrence, rehabilitation, incapacitation, and retribution in the U.S. correctional system. The emphasis of the course is on philosophies of punishment, sentencing strategies, the prison community, alternatives to incarceration, various reform efforts, and critical issues facing corrections.

PSF8601 - Contemporary Public Safety Leadership (4 quarter credits). Learners in this course examine the factors contributing to increased demands on public safety agencies and the need for effective leadership at all levels within the public safety domain, including changing demographics, new technologies, globalization, and terrorism. Learners explore emerging issues, challenges, and theoretical assumptions of leadership in the public safety field and evaluate the impact of public safety paradigms on the ability to lead in an era of rapid and constant change.

PSF8602 - Theories of Leadership (4 quarter credits). Learners in this doctoral seminar course examine the leadership theories that inform public safety research and practice. Learners explore foundational tenants of leadership theory and evaluate their associated impacts on organizations, leaders, and followers. ***Learners who take PSF8602 may not also earn credit for the equivalent course, OM8101.***

PSF8606 - Diversity Issues in Public Safety (4 quarter credits). This course focuses on the impact of increased diversity in our communities and the heightened need to understand and address how racial, ethnic, and cultural pluralism affect human behavior. Topics include ways in which public safety organizations must reflect changes in social attitudes, practices, policies, and concepts such as transparency, diversity, and inclusion within public safety organizations.

PSF8609 - Disaster Preparedness and Mitigation (4 quarter credits). This course presents an overview of theoretical approaches and strategies of U.S. disaster preparedness and mitigation. Learners analyze U.S. disaster law and policy and assess the importance of national mitigation policies. Learners also explore disaster preparedness and mitigation concepts from an all-hazards perspective and recommend cost-effective preparedness and mitigation strategies and activities to reduce or eliminate the risk to human life and property and make communities more disaster resilient.

PSF8612 - Emergency Management Operations (4 quarter credits). This course provides learners with a theoretical and operational overview of disaster response that is scalable, flexible, and adaptable. Learners analyze the incident command and management structures, roles, and responsibilities of tribal, local, state, and federal agencies and the private sector from an all-hazards perspective. Learners also explore critical functions of emergency operations, incident command, and unified command centers during responses to various emergency events including floods, hazardous materials, pandemics, and terrorist attacks.

Graduate Course Descriptions, *continued*

PSF8615 - Global Issues of Disaster Management (4 quarter credits). In this course, learners analyze disaster preparedness, response, recovery, and mitigation from an international perspective and examine a multidisciplinary approach to disaster management and humanitarian assistance. Learners evaluate the importance of building partnerships with nations, non-governmental organizations (NGOs), and other disaster management organizations to promote collective awareness and understanding of complex international emergencies. Learners also use disaster management theories and case studies to identify best practices of multijurisdictional communication and coordination during real-world disaster events.

PSF8620 - Principles of Organization Theory and Practice (4 quarter credits). Learners in this course examine developments in organization theory and explore organizations as rational, natural, and open systems. The course prepares doctoral learners to synthesize and integrate organizational theory. ***Learners who take PSF8620 may not also earn credit for the equivalent course, OM8010.***

PSF8621 - Theories of Executive Human Resource Management (4 quarter credits). This doctoral seminar course presents current trends in human resource research and the numerous theories of human resource management. Research articles compare and contrast theories for their impact on the human asset management of the organization. ***Learners who take PSF8621 may not also earn credit for the equivalent course, OM8201.***

PSF8622 - Needs Assessment: Models and Procedures (4 quarter credits). This course is a survey of needs assessment models and procedures that diagnose the causes of workplace performance problems. Learners design and develop needs assessment instruments, as well as collect and then diagnose data in order to differentiate between a workplace performance issue that requires training solutions as opposed to one that requires non-training intervention.

PSF8623 - Legal Systems, Labor Relations, and Regulatory Practices (4 quarter credits). Learners in this doctoral course examine key components of domestic and international legal systems, labor relations, and regulatory practices as they relate to public safety organizational structure, public sector business activities, and human capital management in government settings. Topics include law making, enforcement agencies, labor relations, legal processes, and litigation reduction and management. ***Cannot be fulfilled by transfer.***

PSF8624 - Designing Training and Performance Solutions (4 quarter credits). The design of training and performance solutions is both a systematic and an artful process. Alternative solutions are often possible. In this context, design is informed by multiple factors: the needs of the learner, the circumstances, the organization, and the experience and savvy of the designer. In this course, learners are exposed to learning theories, several instructional and performance design models, and case studies. Learners design performance solutions by diagnosing the results of needs assessments, specifying objectives and applying the principles and procedures of learning solution design, selecting appropriate methods, and continuous evaluation. ***Learners who take PSF8624 may not also earn credit for the equivalent course, ED7662.***

PSF8625 - Grant Writing (4 quarter credits). This course provides a comprehensive overview of grant writing. Learners research and evaluate the types and sources of grant funding, formulate strategies for working with grant funders and external stakeholders, and analyze and apply grant writing skills. Learners also examine the relationship of grant writing to institutional missions and plans. ***Learners who take PSF8625 may not also earn credit for the equivalent course, ED7800.***

PSF8626 - Stress Management in Public Safety Organizations (4 quarter credits). Learners in this course study an integrated approach to assessing and managing stress in public safety organizations. Learners analyze various stress-assessment tools and stress prevention, intervention, and management strategies for public safety personnel. Learners also examine psychological and physiological approaches to identifying and managing stress, lifestyle-change stress reduction methods, and behavioral and organizational strategies for managing high levels of stress.

PSF8630 - Critical Incident Stress (4 quarter credits). Critical incident stress can be debilitating to first responders. Learners in this course analyze the dynamics of critical incident stress and evaluate psychological and physiological disorders such as Critical Incident Stress Disorder (CISD) and Post-Traumatic Stress Disorder (PTSD). Learners develop a hypothesis that supports a proposal for a comprehensive approach to Critical Incident Stress Management (CISM).

PSF8631- Case Studies in Critical Incident Management (4 quarter credits). This course focuses on case studies in critical incident management connected with chemical, biological, radiological/nuclear, and explosive (CBRNE) incidents in order to understand best practices in emergency event management. Learners evaluate the National Incident Management System (NIMS) for its effectiveness during CBRNE events and explore topics such as how NIMS could best coordinate interagency responses to weapons of mass destruction (WMD) events.

PSF8634 - Public Safety Incident Command Paradigms (4 quarter credits). In this course, learners study the development and effectiveness of the National Incident Management System (NIMS) from its inception to its current state. Topics include examining integrated best practices, standards, and techniques critical to successfully managing national emergencies and leading the successful implementation of a national standard of practice for emergency response. ***Cannot be fulfilled by transfer.***

PSF8635 - Theoretical Constructs of Emergency Management (4 quarter credits). Learners in this course analyze emergency management theories and best practices and their foundations in the comprehensive emergency management model that includes preparedness, response, recovery, and mitigation. Learners also strategically examine natural disasters and disasters compelled by human action and identify ways to integrate the comprehensive emergency management model with best practice. ***Cannot be fulfilled by transfer.***

PSF8638 - Business Continuity for Emergency Management (4 quarter credits). In this course, learners study the business continuity planning (BCP) process and develop a business continuity plan. Learners explore best practices for design, development, and implementation during all phases of emergency management. This course highlights the need for proactive continuity planning and preparedness in information technology and communications networks.

PSF9919 - Doctoral Comprehensive Examination (4 quarter credits). This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to enroll in the first dissertation course. ***Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective course work with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.***

PSF9920 - Dissertation Courseroom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. ***Grading for this course is R/NS. Prerequisite(s): PSF9919. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

PSF9921–PSF9950 - Dissertation Research 1–Dissertation Research 30 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. ***Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): PSF9919 and concurrent enrollment in PSF9920. Cannot be fulfilled by transfer.***

School of Public Service Leadership

Public Service Leadership Course

PSL5020 - Forensics Mental Health (4 quarter credits). In this course, learners apply knowledge of the mental health field to a variety of criminal and civil proceedings. Learners examine the ways common mental health practices and procedures are integrated in the legal system, including use of the Diagnostic and Statistical Manual of Mental Disorders (DSM), competency evaluation, and courtroom testimony.

School of Public Service Leadership

Master of Public Administration and Master of Science in Public Safety Course

PSPA5002 - Survey of Public Administration and Public Safety Concepts (4 quarter credits). Learners in this course examine the fundamental theories and principles of the public administration and public safety disciplines. Learners study public safety concepts and practices within the framework of broader research in public administration, examining the ways the relationships between individuals, organizations, and society create public value in public services from a practitioner-scholar perspective. Learners also explore public administration and public safety topics, including law, policy analysis, emergency management and business continuity, leadership, multiculturalism, and research methodology. ***Learners in the MPA/MS in Public Safety joint degree program must take PSPA5002 in their first quarter. Cannot be fulfilled by transfer.***

School of Public Service Leadership

Residency Courses

DNP-R8016 - DNP Residential Colloquium (2 quarter credits). In this residential colloquium, learners continue their work on their final capstone projects and participate in face-to-face collaborative experiences with peers and faculty. Learners consult with faculty on their project progress and engage with them in coaching exercises that facilitate their professional preparation and improve their presentation skills and professional demeanor. Learners also interview faculty about their experiences in disseminating scholarship and develop a curriculum vitae to add to their e-portfolio. ***For DNP learners only. Prerequisite(s): DNP8014, DNP8015. May be taken concurrently with DNP8016, DNP8017, DNP8018, and DNP8019. Cannot be fulfilled by transfer.***

DW-R8000 - Dissertation Writer's Retreat (non-credit). This week-long, intensive writing experience supports doctoral learners in completing their dissertation. Learners focus on writing in an environment that provides them with the academic experts and writing resources they need to personalize their experience and further develop their dissertation.

DW-R8001 - Professional Dissertation Writer's Retreat (non-credit). This week-long, intensive writing experience supports doctoral learners in completing their dissertation. Learners focus on writing in an environment that provides them with the academic experts and writing resources they need to personalize their experience and further develop their dissertation. ***For DHA, DrPH, and DSW learners only. Grading for this course is S/NS. Prerequisite(s): DHA8014 or DRPH8190 or DSW8150.***

PSL-R8921 - PhD Colloquium Track 1 (non-credit). The Track 1 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize assessment and practice of academic and intellectual skill sets essential to progressing through doctoral program course work. Learners also engage in self-reflection exercises and participate in learning experiences that address the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. ***PhD in Psychology learners should enroll in Track 1 before completing 36 credits. All other learners should enroll in Track 1 during their first quarter of enrollment or before completing 56 credits.***

PSL-R8922 - PhD Colloquium Track 2 (non-credit). The Track 2 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize applying the research process to their chosen discipline. Learners also expand their intellectual applications and analysis skills and the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. ***PhD in Psychology learners should enroll in Track 2 while completing 37–60 credits. All other learners should enroll in Track 2 while completing 57–72 credits. Prerequisite(s): COL-R8921 or OM-R8921 or ED-R8921 or PSL-R8921 or CES-R8921 or CST-R8921 or PSY-R8921 or SHB-R8921.***

PSL-R8923 - PhD Colloquium Track 3 (non-credit). The Track 3 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize expanding and applying doctoral competencies to the independent research phase of the program in preparation for the comprehensive examination and dissertation. Learners also continue to strengthen the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner and focus on using intellectual and academic skill sets to synthesize and analyze theory and research as leaders in the discipline. Following the residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. ***PhD in Psychology learners should enroll in Track 3 while completing 61–95 credits. All other learners should enroll in Track 3 while completing 73–96 credits. Prerequisite(s): COL-R8922 or OM-R8921 or ED-R8922 or PSL-R8922 or CES-R8922 or CST-R8922 or PSY-R8922 or SHB-R8922.***

Graduate Course Descriptions, *continued*

Harold Abel School of Social and Behavioral Sciences

Doctoral Counselor Education and Supervision Courses

Only learners enrolled in the PhD in Counselor Education and Supervision degree program may take CES courses.

CES8002 - Advanced Research in Adult Human Development and Behavior (4 quarter credits). Learners in this course critically analyze theory and research in adult development and behavior with an emphasis on contemporary research and application issues. In addition, learners study adult development from biological, psychological, social, and multicultural perspectives and apply principles of adult development to professional practice. ***Must be taken by PhD learners in their first quarter. Learners may only earn credit for CES8002 or CST8002 or HS8002 or SHB8002. Cannot be fulfilled by transfer.***

CES8100 - Fundamentals of Social Science Research (4 quarter credits). This course introduces learners to social science research, particularly in the context of human services. Learners focus on becoming educated consumers of research and examine major concepts and techniques of social science research, including problem formulation, identification of variables, literature review, research design, sampling, definition and measurement of study variables, instrument construction, and data collection and analysis. Learners also critically evaluate published research, apply research findings to professional practice, and practice designing research studies in their field of interest. ***Prerequisite(s): CES8106 or CST8106 or HS8106 or PSF8106 or SHB8106. Cannot be fulfilled by transfer.***

CES8106 - Epistemology of Practice Knowledge (4 quarter credits). Learners in this course examine theories that guide the acquisition of knowledge within human services professions. Learners critically analyze and evaluate the methods used to develop social science theory as a precursor to examining and applying the scientific method. Learners also study theory derivation, the link between research methods and theory, and the ways scholar-practitioners apply the scientific method. ***Learners may only earn credit for CES8106 or CST8106 or HS8106 or PSF8106 or SHB8106. Cannot be fulfilled by transfer.***

CES8111 - Quantitative Research Methods in the Human Services (4 quarter credits). Learners in this course examine the research methods and designs human service professionals use to solve specific social problems. Topics include human subjects protection, measurement, development of instruments, data collection and management, and initial phases of data analysis. Learners also consider methodological adaptations when conducting research with vulnerable and diverse populations. ***Prerequisite(s): CES8100 or CST8100 or HS8100 or PSF8100 or SHB8100. Cannot be fulfilled by transfer.***

CES8112 - Advanced Qualitative Research Methods (4 quarter credits). In this course, learners evaluate qualitative research methods and designs. Learners focus on developing the skills used to synthesize information related to qualitative research methodology and examine ethical issues associated with the qualitative research process. ***Prerequisite(s): CES8111 or CST8111 or HS8111 or PSF8111 or SHB8111. Cannot be fulfilled by transfer.***

CES8113 - Advanced Study in Research Methods (4 quarter credits). Learners in this course analyze the relevance and appropriateness of specific research methodologies in preparation for 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. ***Must be taken prior to the comprehensive examination. Prerequisite(s): CES8112 or CST8112 or HS8112 or PSF8112 or SHB8112. Cannot be fulfilled by transfer.***

CES8756 - Advanced Counseling Theories (4 quarter credits). This course presents an overview of major counseling theories and the current professional literature and research supporting them. Learners analyze key concepts of counseling and evaluate various theories, approaches, and interventions that can be applied to a diverse population of clients, issues, and settings. Learners also consider the legal and ethical implications of applying theory to practice and examine methods of demonstrating counseling effectiveness.

CES8760 - Advanced Clinical Practice (4 quarter credits). In this course, learners demonstrate advanced clinical practice skills that promote greater social skills and respect for diversity while expanding and refining the therapeutic skills they developed through prior course work and practice. Learners examine the strengths and limitations of various counseling techniques; apply therapeutic models to a variety of contemporary client populations and issues; and develop a personal theoretical orientation to counseling. Learners also conceptualize a clinical case and develop a treatment plan that is consistent with their theoretical preference and diverse client needs. ***Prerequisite(s): CES8756.***

CES8764 - Contemporary Issues in Compulsive and Addictive Behavior Treatment (4 quarter credits). In this course, learners review current research and trends within the compulsive and addictive behavior treatment field. Topics include developments in the psychopharmacologic treatment of compulsive and addictive behaviors; the influences of ethics, culture, and managed care on treatment; the use of Internet resources in the field; and the changing role of the counselor. ***Learners may only earn credit for CES8764 or CST8764 or HS8764.***

CES8768 - Counselor Education Teaching and Practice (4 quarter credits). This course provides an overview of major roles, responsibilities, and activities of counselor educators. Learners study instructional theory and methods and evaluate ethical and legal issues associated with counselor preparation training. Learners develop a philosophy of teaching and learning and examine procedures for engaging students, assessing student needs, and effectively delivering the information needed to develop competent counselors. ***Prerequisite(s): CES8760.***

CES8772 - Counselor Supervision (4 quarter credits). Learners in this course examine critical literature in counselor education, including history, standards, multicultural concerns, and legal and ethical issues. Learners analyze theories, techniques, and models of counselor supervision and develop a personal supervision model. Learners also study the major dimensions of supervisions and the roles and relationships associated with them. ***Prerequisite(s): CES8760.***

CES8776 - Leadership and Advocacy in Counseling (4 quarter credits). This course presents the historical and philosophical foundations of counselor education and supervision practice, including professional identity and values, leadership styles, client diversity issues, ethical issues, and social advocacy processes. Learners evaluate leadership theories and their applications and examine the roles of counselor educators and leaders in public and private policy processes, including professional advocacy.

CES8780 - Counselor Education and Supervision Practicum (4 quarter credits). 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. ***Grading for this course is S/NS. Prerequisite(s): CES9919. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

CES8784 - Counselor Education and Supervision Internship I (4 quarter credits). This is the first course in a sequence of two internship courses during which learners fulfill 300 required contact hours. Learners apply skills in counseling teaching, supervision, and research in a field setting relevant to their chosen field and engage in co-teaching sessions during a master's-level residency. ***Grading for this course is S/NS. Prerequisite(s): CES8780. Cannot be fulfilled by transfer.***

CES8785 - Counselor Education and Supervision Internship II (4 quarter credits). This is the second course in a sequence of two internship courses during which learners fulfill 300 required contact hours. Learners refine the skills they developed in CES8784. ***May be repeated for credit. Grading for this course is S/NS. Prerequisite(s): CES8784. Cannot be fulfilled by transfer.***

CES9919 - Doctoral Comprehensive Examination (4 quarter credits). This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to enroll in the first dissertation course. ***Grading for this course is S/NS. Prerequisite(s): CES8002, CES8100, CES8106, CES8111, CES8112, CES8113, CES8756, CES8760, CES8764, CES8768, CES8772, CES8776, CES-R8921, and CES-R8922 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.***

CES9920 - Dissertation Courseroom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. ***Grading for this course is R/NS. Prerequisite(s): CES9919, CES8780, CES8784, CES8785, and CES-R8923 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.***

CES9921–CES9950 - Dissertation Research 1–Dissertation Research 30 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. ***Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): CES9919, CES8780, CES8784, CES8785, CES-R8923, and concurrent enrollment in CES9920 with a cumulative GPA of 3.0 or better. Cannot be fulfilled by transfer.***

Harold Abel School of Social and Behavioral Sciences

Master's Addiction Counseling, Career Counseling, Marriage and Family Therapy, Mental Health Counseling, and School Counseling Courses

Only learners enrolled in the MS in Addiction Counseling, MS in Career Counseling, MS in Marriage and Family Therapy, MS in Mental Health Counseling, or MS in School Counseling degree programs or the Addiction Counseling, Marriage and Family Therapy, Professional Counseling, Contemporary Theory in Addictive Behavior, Contemporary Theory in Couple and Family Systems, or Contemporary Theory in Mental Health Services certificate programs may take COUN courses.

COUN5003 - Survey of Research in Human Development and Behavior (4 quarter credits). This course presents theories of human development and behavior throughout the lifecycle. Learners examine approaches for researching human development, including personality and moral development theory. Learners also focus on the developing person using the theoretical lenses of disciplines such as psychology, anthropology, and biology. ***Must be taken during the learner's first quarter. Learners may only earn credit for COUN5003 or HS5002 or SHB5003. Cannot be fulfilled by transfer.***

COUN5004 - Survey of Research in Human Development for Professional Counselors (4 quarter credits). This course presents theories of human development and behavior throughout the lifecycle. Learners examine approaches for researching human development, including personality and moral development theory. Learners also focus on the developing person using the theoretical lenses of disciplines such as psychology, anthropology, and biology. ***Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.***

COUN5006 - Survey of Research Methodology (4 quarter credits). This course provides an overview of graduate-level approaches to research methodology. Learners study major research methodologies and quantitative and qualitative approaches to needs assessment, program evaluation, and program design. ***Learners may only earn credit for COUN5006 or CST5006 or HS5006 or SHB5006.***

COUN5106 - Assessment, Tests, and Measures (4 quarter credits). Learners in this course examine the assessment process and the use of tests and measures in counseling. Learners also explore the evolution of assessment methods, testing strategies and interpretation, and fundamental measurement constructs.

COUN5107 - Principles of Psychopathology: Diagnosis and Treatment (4 quarter credits). Learners in this course examine psychopathology principles, professional literature, and current issues associated with assessing and treating mental disorders. Learners critically evaluate diagnostic models, methods, and approaches used in diagnosing and treating individuals, couples, and families, including the DSM-IV-TR multiaxial system. Learners also explore diagnostic issues associated with multicultural populations. ***Prerequisite(s): Addiction Counseling learners must have completed COUN5940 and COUN-R5940. Mental Health Counseling learners must have completed COUN5930 and COUN-R5930.***

COUN5108 - Foundations of Addictive and Compulsive Behavior (4 quarter credits). In this course, learners explore the theories and research that guide the treatment of addictive and compulsive behavior disorders. Learners analyze traditional and non-traditional interventions as applied to inpatient, outpatient, and community-based treatment for individuals, couples, families, and groups. Topics include assessment, diagnosis, and treatment planning and evaluation. ***Learners may earn credit for either COUN5108 or CST5108, but not both. Prerequisite(s): Addiction Counseling learners must have completed COUN5940 and COUN-R5940. Marriage and Family Therapy learners must have completed COUN5920 and COUN-R5920. Mental Health Counseling learners must have completed COUN5930 and COUN-R5930.***

COUN5214 - Theories of Personality (4 quarter credits). In this course, learners examine the main constructs of personality by analyzing person-centered, trait, behavioral, psychodynamic, and social-cognitive personality theories. Learners also study biological, social, and cultural influences on personality and the development of personality throughout the lifecycle. ***Learners may earn credit for either COUN5214 or CST5214, but not both.***

COUN5215 - Professional and Scientific Ethics for Counselors/Therapists (4 quarter credits). Learners in this course examine the evolution of professional counselor/therapist ethics and analyze the effect of ethics on education, psychotherapy, law, and institutional guidelines protecting human subjects in research. Learners also identify current ethical issues in the addiction counseling field and explore methods used to effectively address them.

COUN5220 - Introduction to Marriage and Family Therapy (4 quarter credits). This course provides an introduction to the profession of marriage and family therapy and its underlying systemic theoretical framework. Learners evaluate systems theories from a historical perspective and distinguish them from those of other individual-based mental health disciplines. Learners also review the history, philosophy, and clinical practice theories of marital and family therapy and examine the fundamental therapeutic concepts and skills needed to work with couples and families.

Graduate Course Descriptions, *continued*

COUN5222 - 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 related counseling professions and review the criteria for licensure in their state. Learners also analyze the impact of a therapist's values, culture, and ethnicity on his or her practice; explore approaches to protecting clients from one's own potential biases; and assess the role of advocacy in marriage and family therapy.

COUN5223 - Introduction to Mental Health Counseling (4 quarter credits). This course is a review of the historical foundations and contextual dimensions of the mental health counseling profession. Learners analyze fundamental theories and models of mental health counseling and the ways the counselor's values and biases influence counseling practice.

COUN5225 - Human Sexuality (4 quarter credits). Learners in this course study sexuality within the broad context of human experience. Learners examine the sexual response cycle and psychosexual development and evaluate the functionality of sexual behavior in individuals, couples, and families. Learners also study health issues associated with sexuality, explore treatments for various sexual problems, and identify sexuality-related concerns of special and diverse populations.

COUN5226 - Sexual Issues in Couple and Family Therapy (1 quarter credit). In this course, learners examine topics of sexual normality, sexual functioning, and sexual orientation as they relate to systemic counseling interventions with couples and families. Learners also evaluate differing cultural attitudes and values about human sexuality.

COUN5232 - Systemic Approaches to Gender and Sexuality (4 quarter credits). This course presents historical and contemporary perspectives of gender and sexuality and their cultural influences. Learners develop a systemic view of gender and sexuality and apply it to the assessment and intervention process with individuals, couples, and families. Learners also explore and challenge their personal beliefs, attitudes, and values associated with gender and sexuality and the ways they may impact the therapeutic process. ***Prerequisite(s): COUN5220, COUN5270, COUN5920.***

COUN5238 - Crisis Assessment and Intervention (4 quarter credits). This course presents crisis intervention and emergency management models and strategies used in the counseling field. Learners focus on developing the crisis intervention skills needed to provide counseling services in mental health settings in a timely, effective, and ethical manner. Learners also explore other related topics, including working with situational crises, assessing suicide and other risks, and supporting the implementation of emergency management plans.

COUN5239 - Theories of Psychotherapy (4 quarter credits). This course presents various theories of psychotherapy and their respective philosophical principles and assumptions. Learners evaluate the theoretical concepts and evidence-based practices of psychotherapy and examine appropriate application of theories and interventions to a diverse client population.

COUN5240 - Counseling and Guidance with Children (4 quarter credits). Learners in this course review current theories, research, and methods of counseling and guidance of children. Topics include childhood abuse and trauma, the effect of family relationships on children, methods of parent education, school counseling issues, and specialized techniques for working with challenging children.

COUN5241 - Group Counseling and Psychotherapy (4 quarter credits). Learners in this course examine the theoretical components and developmental aspects of groups. Topics include types of groups, group dynamics and processes, group leadership and membership roles, ethical awareness in relation to groups, and crisis management within groups. ***Prerequisite(s): Addiction Counseling learners must have completed COUN5940 and COUN-R5940. Career Counseling learners must have completed COUN5950 and COUN-R5950. Marriage and Family Therapy learners must have completed COUN5920 and COUN-R5920. Mental Health Counseling learners must have completed COUN5930 and COUN-R5930. School Counseling learners must have completed COUN5910 and COUN-R5910.***

COUN5252 - Introspective and Personal Growth Seminar (4 quarter credits). This course helps learners identify aspects o f their history and personality that are relevant to professional clinical work. Learners examine methods of introspective work that facilitate the self-assessment process, including journaling, personal psychotherapy, self-expressive artwork, dream work, and specialized readings. The course emphasizes identifying personal strengths and limitations and the ways they may influence clinical effectiveness.

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. ***Prerequisite(s): Marriage and Family Therapy learners must have completed COUN5920 and COUN-R5920. Mental Health Counseling learners must have completed COUN5930 and COUN-R5930.***

COUN5258 - Group Therapy and Treatment of Compulsive and Addictive Behaviors (4 quarter credits). In this course, learners analyze theory and research of compulsive and addictive behavior treatment. Learners study the group therapy process and apply clinical theories, research, and skills to their clinical setting. Topics include group therapy development, leadership styles, and critical incident management in group therapy, including members "acting out" (e.g., relapsing), inter-group conflict, and group member transference with leaders. Learners also consider ethics, managed care, and culture and their influences on compulsive and addictive behavior treatment.

COUN5260 - Theories and Models for the Treatment of Addictive and Compulsive Behaviors (4 quarter credits). Learners in this course investigate the nature of addictive and compulsive behavior problems and study various addiction models and their tenets to evaluate the validity and efficacy of associated treatment approaches. Learners also explore alternatives to addiction models, including cognitive behavior therapy and the psycho-dynamic compulsive behavior model.

COUN5262 - Interventions with Substance Abuse and Dependence (4 quarter credits). Learners in this course evaluate traditional and non-traditional treatment approaches of substance abuse, addiction, and recovery and relapse. Topics include inpatient and outpatient treatment programming; self-help groups; and the use of alternative treatment approaches, community resources, and individual, group, and family psychotherapy in the treatment of compulsive and addictive behaviors. The course also addresses current trends in service delivery related to ongoing changes in the health care delivery system, including managed care.

COUN5264 - Current Issues in Compulsive and Addictive Behavior Treatment (4 quarter credits). In this course, learners review current research, developments, and trends in compulsion and addiction treatment. Learners examine the effects of global terrorism on society, the addictive nature of society, and the changing rates of drug-related imprisonment. Other course topics include emerging addictive behavior treatments and treatment approaches, the influence of managed care on treatment, and the changing role of addiction counselor. Learners also consider culture and its influence on the treatment of compulsive and addictive behavior treatment.

COUN5269 - Introduction to Psychopharmacology for Counselors (1 quarter credit). Learners in this course examine psychopharmacology from a non-medical, mental health perspective. Learners identify the mechanisms and actions of commonly used psychoactive drugs and explore the therapeutic use of drugs for the treatment of mental disorders.

Graduate Course Descriptions, *continued*

COUN5270 - Family Therapy Theory and Methods (4 quarter credits). This course is a comparative study of the prominent schools of thought within the field of marriage and family therapy: their tenets, therapeutic strategies, and techniques. Learners also discuss structural, strategic, transgenerational, behavioral, communication, and analytical approaches to marriage and family therapy.

COUN5271 - Marriage and Family Systems (4 quarter credits). Learners in this course study families as systems from theoretical, clinical, and research perspectives. The course emphasizes family development, transitions, assessment, and intervention. Learners also explore systems-oriented assessment models and strategies for initial interviews, hypothesis formulation, designing a strategy for intervention, and the process of termination.

COUN5273 - Couple and Marital Therapy (4 quarter credits). In this course, learners study systems-based couples counseling theories, methods, and practices and focus on therapeutic treatment planning and intervention. Learners also examine and interpret marriage therapy literature and examine ways to apply it to clinical practice. ***Prerequisite(s): COUN5270. MS Marriage and Family Therapy learners must have completed COUN5220, COUN5920, COUN-R5920.***

COUN5274 - Couples Therapy Models: Contemporary Issues I (4 quarter credits). In this course, learners strengthen their knowledge of the concepts, research, and assumptions associated with two theoretical models of couples counseling—solution-focused therapy and emotionally focused therapy. Learners compare and contrast the two models and use them to evaluate a contemporary couples counseling issue, with an emphasis on case conceptualization, assessment, intervention, and the application of evidence-based research. Learners also reflect on their philosophy of therapy and its place within their personal values and the assumptions of the two counseling models.

COUN5275 - Utilizing Systemic Approaches: Infancy Through Adolescence (4 quarter credits). This course is a comprehensive overview of the systemic theories and methods used to identify and resolve problems associated with the development and well-being of infants, toddlers, children, and adolescents. Learners examine the significance of contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture, race, ethnicity, sexual orientation, spirituality, religion, family make-up, larger systems, and social context) on the development and well-being of infants, toddlers, children and adolescents and study recent developments in neuroscience that provide evidence of the influence of relationships on the brain, mind, and overall development. Learners also examine standard assessment and diagnostic practices and models; practice applying developmentally sensitive practices such as play therapy, experiential role-enactment, and family of origin exploration to various cases; and review the legal requirements and limitations of working with vulnerable populations of minors. ***Prerequisite(s): COUN5220.***

COUN5276 - Couples Therapy Models: Contemporary Issues II (4 quarter credits). In this course, learners strengthen their knowledge of the concepts, research, and assumptions associated with two theoretical models of couples counseling—cognitive-behavioral couples therapy and narrative therapy. Learners compare and contrast the two models and use them to evaluate a contemporary couples counseling issue, with an emphasis on case conceptualization, assessment, intervention, and the application of evidence-based research. Learners also reflect on their philosophy of therapy and its place within their personal values and the assumptions of the two counseling models.

COUN5278 - Assessment Techniques in Career Planning (1 quarter credit). Learners in this course focus on career planning and career assessment best practices. Learners review the theoretical foundation of career assessment and examine tools to use in planning appropriate assessments for individual clients. Learners also practice administering career assessment tools to gain a better understanding of career assessment analysis and interpretation.

COUN5279 - Life Planning and Career Development (4 quarter credits). In this course, learners develop foundational career counseling knowledge and skills and engage in professional career counseling activities. Learners examine the major models of career development and the ways clients' interests, aptitudes, lifestyle preferences, social interests, familial responsibilities, and life transitions may impact the career development process. Learners also discuss legal and ethical issues associated with career counseling practice.

COUN5280 - Introduction to School Counseling (4 quarter credits). This course introduces learners to the role and functions of the professional school counselor across the P–12 curriculum. Learners analyze the history and current trends of school counseling programs and design leadership strategies to improve school environments. Learners also study models of prevention and intervention in school settings and the American School Counselor Association (ASCA) National Model as a professional framework for practice. Other course topics include community, environmental, and institutional barriers that enhance or impede student success, and the role of racial, ethnic, and cultural issues in school counseling.

COUN5282 - Developmental School Counseling and Pupil Services (4 quarter credits). This course provides a comprehensive, developmental approach to establishing and delivering school counseling programs and services, and the management, evaluation, and accountability needed to sustain them. Learners study the needs, structure, specialized areas, and evaluation functions of school counseling programs. Learners also examine comprehensive models of guidance using the American School Counselor Association (ASCA) National Model and the role of the school counselor as an advocate for social justice.

COUN5290 - Career Assessment and Evaluation (4 quarter credits). Learners in this course explore assessments used to determine an individual's personal, social, and career-related characteristics. Learners study a variety of standardized career counseling assessment instruments; analyze the strengths, limitations, and potential biases of these instruments; and focus on developing the skills needed to administer, score, and interpret career assessments. ***Prerequisite(s): COUN5279.***

COUN5291 - Career Counseling Methods (4 quarter credits). This course focuses on the clinical skills required of career counseling professionals. Learners explore the roles and responsibilities of career counselors and develop an understanding of specific counseling techniques associated with those roles. Learners also practice integrating the personal, social, and career-related characteristics and goals of the client with conditions of the work environment to develop appropriate career plans. ***Prerequisite(s): COUN5290.***

COUN5292 - Contextual Dimensions of Career Counseling and Development (4 quarter credits). Learners in this course explore the sociocultural, socioeconomic, and sociopolitical conditions and trends that affect career development and employment. Learners examine methods of assisting clients in evaluating their job skills and employability and focus on their role as career counselors in advocating for clients. ***Prerequisite(s): COUN5291.***

COUN5293 - Organization and Administration in Career Counseling and Development (4 quarter credits). In this course, learners explore the leadership, organization, and administration skills needed to successfully develop, manage, and evaluate career counseling and development programs. Learners study the components of a career counseling program and examine ways to integrate these components into a holistic career development program. Learners also discuss the program evaluation process and identify techniques and strategies for using evaluation results to improve career counseling and development programs and services. ***Prerequisite(s): COUN5292.***

Graduate Course Descriptions, *continued*

COUN5334 - Ethnic and Cultural Awareness (4 quarter credits). This course is a survey of theories, research, and concepts that highlight the importance of race, culture, and ethnicity in individual and group experience. Learners consider the effects of gender, social class, religion, and disability on experience and evaluate the role of the human service and educational professional in addressing the multicultural needs of clients and colleagues in the workforce. Learners also examine cross-cultural issues and practice applying a variety of theoretical approaches and methodologies to real-life scenarios. ***Learners may only earn credit for COUN5334 or CST5334 or HS5334 or SHB5334.***

COUN5338 - Crisis Intervention and Emergency Management (4 quarter credits). This course presents crisis intervention and emergency management strategies used in the counseling profession. Learners examine crisis intervention skills applicable to school, mental health, and other counseling settings and explore other related topics, including working with situational crises, developing crisis intervention and prevention plans, assessing suicide and other risks, and creating and implementing emergency management plans.

COUN5600 - Special Topics in Counseling (1 quarter credit). Learners in this course investigate a specific topic area to enhance their level of counseling competency. Learners prepare a final paper reflective of an empirical inquiry and analysis of the identified content area.

COUN5602 - Advanced Topics in Human Development and Behavior (1 quarter credit). This course is a supplement to COUN5003 or COUN5004. Learners explore the foundational issues that influence prenatal and postnatal human development, behavioral development, and lifelong learning. In particular, learners examine the effects of genetics, prenatal and postnatal care, attachment, early learning experiences, and environmental influences on human development and behavior. ***Prerequisite(s): Completion of or concurrent enrollment in COUN5003 or COUN5004.***

COUN5604 - Family Law and Ethics (1 quarter credit). This evidenced-based research course is a supplement to COUN5215 and COUN5222. Learners explore divorce; arbitration and mitigation; blended families; children's issues, including neglect, abuse, truancy, foster care, and adoption; emancipation of minors; and the juvenile justice system. Learners explore the ethical codes of the American Counseling Association (ACA) and the American Association for Marriage and Family Therapy (AAMFT) and complete a final project that demonstrates competence in the areas of family law and ethics. ***Prerequisite(s): Completion of or concurrent enrollment in COUN5215 or COUN5222.***

COUN5606 - Assessment and Appraisal (1 quarter credit). This course is a supplement to COUN5106 and provides an introduction to appraisal instruments used with children, adults, and families, with an emphasis on professional ethics in testing and measurement. Learners evaluate various assessment instruments for their reliability, applicability to specific populations, and clinical utility. Learners also self-administer counselor-in-training assessments to evaluate their counseling skills and readiness, compassion fatigue level, and cultural competence in working with diverse populations. ***Prerequisite(s): Completion of or concurrent enrollment in COUN5106.***

COUN5608 - Alcohol and Drug Counseling (1 quarter credit). This course is a supplement to COUN5108 and provides a conceptual and experiential introduction to alcohol and drug counseling approaches and models. Learners explore leadership techniques used at various stages of the group process, alcohol and drug therapy best practices, and cultural and ethical issues associated with alcohol and drug counseling. Learners observe an addiction group in progress; research best practices for providing individual, group, and family therapy to that particular population; and complete a final project related to changing addictive behavior. ***Prerequisite(s): Completion of or concurrent enrollment in COUN5108.***

COUN5610 - Diagnosis and Psychopathology (1 quarter credit). This course is a supplement to COUN5107. Learners practice using DSM-IV-TR decision trees, differentiate between similar diagnoses, and develop the skills used to determine accurate multiaxial diagnoses of psychopathology. Learners also develop skills in gathering the necessary information for making accurate diagnoses, interviewing clients, reporting diagnoses, and responding to cultural differences and maintaining ethical compliance in client diagnosis. ***Prerequisite(s): COUN5107.***

COUN5614 - Group Dynamics Processing and Counseling (1 quarter credit). This course is a supplement to COUN5241 and provides a conceptual and experiential introduction to group formation and facilitation, orientation of members, group dynamics, group counseling approaches, and roles and styles of group leadership. Learners explore leadership techniques used at various stages of the group process, group therapy best practices, and cultural and ethical issues associated with group counseling. Learners observe two groups in progress, research best practices for providing group therapy to a particular population, and complete a final project. ***Prerequisite(s): Completion of or concurrent enrollment in COUN5241.***

COUN5616 - Legal and Ethical Responsibilities in Counseling (1 quarter credit). This evidenced-based research course is a supplement to COUN5215 and COUN5222. Learners explore the counselor's legal and ethical responsibilities associated with professional disclosure and managing emergency situations. Learners also review the ethical and legal codes of various professional counseling associations, such as the American Counseling Association (ACA), the American Association for Marriage and Family Therapy (AAMFT), and the American School Counselor Association (ASCA) and complete a final project that demonstrates ethical and legal competence in their area of specialization. ***Prerequisite(s): Completion of or concurrent enrollment in COUN5215 or COUN5222.***

COUN5910 - School Counseling Pre-Practicum Course I (4 quarter credits). This online course reinforces the clinical school counseling skills developed in COUN-R5910, including building therapeutic relationships, performing therapeutic assessments of P–12 children, consulting with teachers and parents, and applying ethical and legal standards of practice. Learners also explore the identity, role, and function of the school counselor, evaluate consultation processes, and continue to integrate school counseling theories and methods with clinical practice. ***This course includes synchronous and asynchronous web conferencing activities that require a headset and webcam. Learners who require assistive technology or alternative communication methods to participate in the synchronous activities should contact Disability Services to request accommodations. COUN5910 must be taken the quarter immediately following COUN-R5910. Prerequisite(s): COUN-R5910; COUN5003 or COUN5004; COUN5215; COUN5280; COUN5334. Cannot be fulfilled by transfer.***

COUN5911 - School Counseling Pre-Practicum Course II (4 quarter credits). This online course reinforces the advanced clinical school counseling skills developed in COUN-R5911, including building a range of therapeutic relationships; applying theory-based individual and group therapy techniques to P–12 children, families, and communities; and performing substance abuse assessments. Learners also explore techniques for counseling individuals and groups of different cultures, races, and ethnicities and continue to integrate school counseling theories and methods with clinical practice. ***This course includes synchronous and asynchronous web conferencing activities that require a headset and webcam. Learners who require assistive technology or alternative communication methods to participate in the synchronous activities should contact Disability Services to request accommodations. COUN5911 must be taken the quarter immediately following COUN-R5911. Prerequisite(s): COUN5910, COUN-R5910, COUN-R5911, COUN5006, COUN5106, COUN5240, COUN5241, COUN5279, COUN5282. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

COUN5915 - School Counseling Integrative Project (4 quarter credits). In this course, learners demonstrate proficiency in school counseling by applying learning from required courses to complete an analysis of a school counseling organization or system or to propose a new application in the professional school counseling field. ***Prerequisite(s): All required course work. Cannot be fulfilled by transfer.***

COUN5920 - Marriage and Family Therapy Pre-Practicum Course I (4 quarter credits). This online course reinforces the clinical marriage and family therapy skills developed in COUN-R5920, including building therapeutic relationships, performing therapeutic assessments, and applying ethical and legal standards of practice. Learners continue to integrate marriage and family therapy theories and methods with clinical practice. ***This course includes synchronous and asynchronous web conferencing activities that require a headset and webcam. Learners who require assistive technology or alternative communication methods to participate in the synchronous activities should contact Disability Services to request accommodations. COUN5920 must be taken the quarter immediately following COUN-R5920. Prerequisite(s): COUN-R5920; COUN5003 or COUN5004; COUN5107; COUN5215 or COUN5222; COUN5220; COUN5239; COUN5270; COUN5271; COUN5334. Cannot be fulfilled by transfer.***

COUN5921 - Marriage and Family Therapy Pre-Practicum Course II (4 quarter credits). This online course reinforces the advanced clinical marriage and family therapy skills developed in COUN-R5921, including building a range of therapeutic relationships; applying theory-based therapy techniques to individuals, couples, and family groups; and individual and relational diagnosis and treatment planning. Learners also explore group psychotherapy techniques for unrelated individuals and systems-oriented therapies for couples and family groups and continue to integrate marriage and family therapy theories and methods with clinical practice. ***This course includes synchronous and asynchronous web conferencing activities that require a headset and webcam. Learners who require assistive technology or alternative communication methods to participate in the synchronous activities should contact Disability Services to request accommodations. COUN5921 must be taken the quarter immediately following COUN-R5921. Prerequisite(s): COUN5920, COUN-R5920, COUN-R5921, COUN5108, COUN5214, COUN5225, COUN5241, COUN5273. Cannot be fulfilled by transfer.***

COUN5925 - Marriage and Family Therapy Integrative Project (4 quarter credits). In this course, learners demonstrate proficiency in marriage and family therapy by applying learning from required courses to complete an analysis of a marriage and family therapy organization or system or to propose a new application in the professional marriage and family therapy field. ***Prerequisite(s): All required course work. Cannot be fulfilled by transfer.***

COUN5930 - Mental Health Counseling Pre-Practicum Course I (4 quarter credits). This online course reinforces the clinical mental health counseling skills developed in COUN-R5930, including building therapeutic relationships, performing therapeutic assessments, and applying ethical and legal standards of practice. Learners continue to integrate mental health counseling theories and methods with clinical practice. ***This course includes synchronous and asynchronous web conferencing activities that require a headset and webcam. Learners who require assistive technology or alternative communication methods to participate in the synchronous activities should contact Disability Services to request accommodations. COUN5930 must be taken the quarter immediately following COUN-R5930. Prerequisite(s): COUN-R5930; COUN5003 or COUN5004; COUN5214; COUN5215; COUN5221 or COUN5223; COUN5239; COUN5252; COUN5334. Cannot be fulfilled by transfer.***

COUN5931 - Mental Health Counseling Pre-Practicum Course II (4 quarter credits). This online course reinforces the advanced clinical mental health counseling skills developed in COUN-R5931, including building a range of therapeutic relationships, applying theory-based individual and group therapy techniques, and performing crisis assessments. Learners continue to integrate mental health counseling theories and methods with clinical practice. ***This course includes synchronous and asynchronous web conferencing activities that require a headset and webcam. Learners who require assistive technology or alternative communication methods to participate in the synchronous activities should contact Disability Services to request accommodations. COUN5931 must be taken the quarter immediately following COUN-R5931. Prerequisite(s): COUN5930, COUN-R5930, COUN-R5931, COUN5006, COUN5106, COUN5107, COUN5108, COUN5241, COUN5271. Cannot be fulfilled by transfer.***

COUN5935 - Mental Health Counseling Integrative Project (4 quarter credits). In this course, learners demonstrate proficiency in mental health counseling by applying learning from required and elective courses to complete an analysis of a mental health counseling organization or system or to propose a new application in the professional mental health counseling field. ***Prerequisite(s): All required and elective course work. Cannot be fulfilled by transfer.***

COUN5940 - Addiction Counseling Pre-Practicum Course I (4 quarter credits). This online course reinforces the clinical addiction counseling skills developed in COUN-R5940, including building therapeutic relationships, performing therapeutic assessments, and applying ethical and legal standards of practice. Learners continue to integrate addiction counseling theories and methods with clinical practice. ***This course includes synchronous and asynchronous web conferencing activities that require a headset and webcam. Learners who require the use of assistive technology or alternative communication methods to participate in the synchronous activities should contact Disability Services to request accommodations. COUN5940 must be taken the quarter immediately following COUN-R5940. Prerequisite(s): COUN-R5940; COUN5003 or COUN5004; COUN5214; COUN5215; COUN5221 or COUN5223; COUN5239; COUN5334. Cannot be fulfilled by transfer.***

COUN5941 - Addiction Counseling Pre-Practicum Course II (4 quarter credits). This online course reinforces the advanced clinical addiction counseling skills developed in COUN-R5941, including building a range of therapeutic relationships, applying theory-based individual and group therapy techniques, and assessing and treating addictive and compulsive behaviors. Learners also explore individual psychotherapy techniques for Axis-I behaviorally disordered clients, group psychotherapy techniques for unrelated individuals, and systems-oriented therapies for couples and family groups and continue to integrate addition counseling theories and methods with clinical practice. ***This course includes synchronous and asynchronous web conferencing activities that require a headset and webcam. Learners who require assistive technology or alternative communication methods to participate in the synchronous activities should contact Disability Services to request accommodations. COUN5941 must be taken the quarter immediately following COUN-R5941. Prerequisite(s): COUN5940, COUN-R5940, COUN-R5941, COUN5006, COUN5106, COUN5107, COUN5108, COUN5225, COUN5241. Cannot be fulfilled by transfer.***

COUN5945 - Addiction Counseling Integrative Project (4 quarter credits). In this course, learners demonstrate proficiency in addiction counseling by applying learning from required courses to complete an analysis of an addiction counseling organization or system or to propose a new application in the professional addiction counseling field. ***Prerequisite(s): All required course work. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

COUN5950 - Career Counseling Pre-Practicum Course I (4 quarter credits). This online course reinforces the clinical career counseling skills developed in COUN-R5950, including building therapeutic relationships, performing therapeutic assessments, and applying ethical and legal standards of practice. Learners continue to integrate career counseling theories and methods with clinical and career development practice. ***This course includes synchronous and asynchronous web conferencing activities that require a headset and webcam. Learners who require assistive technology or alternative communication methods to participate in the synchronous activities should contact Disability Services to request accommodations. COUN5950 must be taken the quarter immediately following COUN-R5950. Prerequisite(s): COUN-R5950; COUN5003 or COUN5004; COUN5106; COUN5215; COUN5239; COUN5279; COUN5334. Cannot be fulfilled by transfer.***

COUN5951 - Career Counseling Pre-Practicum Course II (4 quarter credits). This online course reinforces the advanced clinical career counseling skills developed in COUN-R5951, including building a range of therapeutic relationships, applying career assessment instruments in an appropriate and effective manner, and developing career plans for a diverse client population. Learners also explore group career counseling techniques and continue to integrate career counseling theories and methods with current labor and employment trends. ***This course includes synchronous and asynchronous web conferencing activities that require a headset and webcam. Learners who require assistive technology or alternative communication methods to participate in the synchronous activities should contact Disability Services to request accommodations. COUN5951 must be taken the quarter immediately following COUN-R5951. Prerequisite(s): COUN5950, COUN-R5950, COUN-R5951, COUN5241, COUN5291, COUN5292. Cannot be fulfilled by transfer.***

COUN5955 - Career Counseling Integrative Project (4 quarter credits). In this course, learners demonstrate proficiency in career counseling by applying learning from required courses to complete an analysis of a career counseling organization or system or to propose a new application in the professional career counseling field. ***Prerequisite(s): All required course work. Cannot be fulfilled by transfer.***

COUN6102 - School Counseling Clinical Practicum (4 quarter credits). The clinical practicum is an online-directed, supervised field experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a school counseling field setting. Learners use fundamental communication and interviewing principles and design individual and small-group counseling approaches that promote student and school success. This course requires 100 hours of clinical field experience, no less than 40 hours of direct client contact, and no less than 15 hours of face-to-face contact with field supervisors. ***Prerequisite(s): COUN5910, COUN5911. Cannot be fulfilled by transfer.***

COUN6131 - School Counseling Clinical Internship I (4 quarter credits). This is the first course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete 240 hours of direct client contact and 24 hours of face-to-face contact with field supervisors. Learners apply counseling skills in a field setting and assist students and parents during all phases of educational transition and create programs that address students' academic, social, emotional, career, and developmental needs. The internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to the learner's chosen field of counseling. ***Prerequisite(s): COUN6102 and all required course work. Cannot be fulfilled by transfer.***

COUN6132 - School Counseling Clinical Internship II (4 quarter credits). This is the second course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete 240 hours of direct client contact and 24 hours of face-to-face contact with field supervisors. Learners apply counseling skills and prevention and crisis intervention strategies in a field setting. Learners also design guidance approaches to assist students with academic, career, and personal and social development, and build teams that promote counseling program objectives and facilitate student achievement. The internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to the learner's chosen field of counseling. ***Prerequisite(s): COUN6131. Cannot be fulfilled by transfer.***

COUN6202 - Marriage and Family Therapy Clinical Practicum (4 quarter credits). The clinical practicum is an online-directed, supervised field experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family therapy field setting. Learners use fundamental communication and interviewing principles and perform initial assessments with individuals, couples, and families. This course requires 100 hours of clinical field experience; no less than 40 hours of direct client contact, 20 of which must be with couples and families; and no less than 12 hours of face-to-face contact with field supervisors. ***Prerequisite(s): COUN5920, COUN5921. Cannot be fulfilled by transfer.***

COUN6231 - Marriage and Family Therapy Clinical Internship I (4 quarter credits). This is the first course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete a minimum of 240 hours of direct client contact, a minimum of 120 of which must be with couples or families, and a minimum of 24 hours of face-to-face contact with field supervisors. The internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to the learner's chosen field of counseling or therapy. ***Prerequisite(s): COUN6202 and all required course work. Cannot be fulfilled by transfer.***

COUN6232 - Marriage and Family Therapy Clinical Internship II (4 quarter credits). This is the second course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete a minimum of 240 hours of direct client contact, a minimum of 120 of which must be with couples or families, and a minimum of 24 hours of face-to-face contact with field supervisors. The internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to the learner's chosen field of counseling or therapy. ***Prerequisite(s): COUN6231. Cannot be fulfilled by transfer.***

COUN6302 - Mental Health Counseling Clinical Practicum (4 quarter credits). The clinical practicum is an online-directed, supervised field experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a mental health counseling field setting. Learners use fundamental communication and interviewing principles and perform initial assessments with individuals, couples, and families. This course requires 100 hours of clinical field experience, no less than 40 hours of direct client contact, and no less than 12 hours of face-to-face contact with field supervisors. ***Prerequisite(s): COUN5930, COUN5931. Cannot be fulfilled by transfer.***

COUN6331 - Mental Health Counseling Clinical Internship I (4 quarter credits). This is the first course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete 240 hours of direct client contact and 24 hours of fact-to-face contact with field supervisors. The internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to the learner's chosen field of counseling or therapy. ***Prerequisite(s): COUN6302 and all required and elective course work. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

COUN6332 - Mental Health Counseling Clinical Internship II (4 quarter credits). This is the second course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete 240 hours of direct client contact and 24 hours of face-to-face contact with field supervisors. The internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to the learner's chosen field of counseling or therapy. ***Prerequisite(s): COUN6331. Cannot be fulfilled by transfer.***

COUN6333 - Counselor Education Clinical Internship III (4 quarter credits). Learners take this clinical internship course to complete the required contact hours needed to fulfill graduation and/or state licensure requirements. It provides additional hours of clinical field experience. ***Prerequisite(s): COUN6132 or COUN6232 or COUN6332 or COUN6432. Cannot be fulfilled by transfer.***

COUN6402 - Addiction Counseling Clinical Practicum (4 quarter credits). The clinical practicum is an online-directed, supervised field experience during which learners practice specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in an addiction counseling field setting. This course requires 100 hours of clinical field experience; no less than 40 hours of direct client contact, 20 of which must be substance-abuse related; and no less than 15 hours of face-to-face contact with field supervisors. ***Prerequisite(s): COUN5940, COUN5941. Cannot be fulfilled by transfer.***

COUN6431 - Addiction Counseling Clinical Internship I (4 quarter credits). This is the first course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete 240 hours of direct client contact, 120 of which must be substance abuse-related, and 24 hours of face-to-face contact with field supervisors. The internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to the learner's chosen field of addiction counseling or therapy. ***Prerequisite(s): COUN6402 and all required course work. Cannot be fulfilled by transfer.***

COUN6432 - Addiction Counseling Clinical Internship II (4 quarter credits). This is the second course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete 240 hours of direct client contact, 120 of which must be substance abuse-related, and 24 hours of face-to-face contact with field supervisors. The internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to the learner's chosen field of addiction counseling or therapy. ***Prerequisite(s): COUN6431. Cannot be fulfilled by transfer.***

COUN6502 - Career Counseling Clinical Practicum (4 quarter credits). The clinical practicum is an online-directed, supervised field experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a career counseling field setting. Learners use fundamental communication and interviewing principles and design individual and small-group career counseling and development approaches that promote client success. This course requires 100 hours of clinical field experience, no less than 40 hours of direct client contact, and no less than 15 hours of face-to-face contact with field supervisors. ***Prerequisite(s): COUN5950, COUN5951. Cannot be fulfilled by transfer.***

COUN6531 - Career Counseling Clinical Internship I (4 quarter credits). This is the first course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete 240 hours of direct client contact and 24 hours of face-to-face contact with field supervisors. Learners apply counseling skills in a career counseling field setting, assisting and addressing the needs of clients during all phases of career counseling and development. The internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to career counseling. ***Prerequisite(s): COUN6502 and all required course work. Cannot be fulfilled by transfer.***

COUN6532 - Career Counseling Clinical Internship II (4 quarter credits). This is the second course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete 240 hours of direct client contact and 24 hours of face-to-face contact with field supervisors. Learners apply counseling skills and prevention and crisis intervention strategies in a career counseling field setting. Learners also design approaches to assist clients with career development and build teams that promote career counseling program objectives and facilitate client success. The internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to career counseling. ***Prerequisite(s): COUN6531. Cannot be fulfilled by transfer.***

COUN6915 - School Counseling Integrative Project (4 quarter credits). In this course, learners demonstrate proficiency in school counseling by applying learning from required courses to complete an analysis of a school counseling organization or system or to propose a new application in the professional school counseling field. ***Prerequisite(s): All required course work. Cannot be fulfilled by transfer***.

COUN6925 - Marriage and Family Therapy Integrative Project (4 quarter credits). In this course, learners demonstrate proficiency in marriage and family therapy by applying learning from required courses to complete an analysis of a marriage and family therapy organization or system or to propose a new application in the professional marriage and family therapy field. ***Prerequisite(s): All required course work. Cannot be fulfilled by transfer.***

COUN6935 - Mental Health Counseling Integrative Project (4 quarter credits). In this course, learners demonstrate proficiency in mental health counseling by applying learning from required and elective courses to complete an analysis of a mental health counseling organization or system or to propose a new application in the professional mental health counseling field. ***Prerequisite(s): All required and elective course work. Cannot be fulfilled by transfer.***

COUN6945 - Addiction Counseling Integrative Project (4 quarter credits). In this course, learners demonstrate proficiency in addiction counseling by applying learning from required courses to complete an analysis of an addiction counseling organization or system or to propose a new application in the professional addiction counseling field. ***Prerequisite(s): All required course work. Cannot be fulfilled by transfer.***

COUN6955 - Career Counseling Integrative Project (4 quarter credits). In this course, learners demonstrate proficiency in career counseling by applying learning from required courses to complete an analysis of a career counseling organization or system or to propose a new application in the professional career counseling field. ***Prerequisite(s): All required course work. Cannot be fulfilled by transfer.***

COUN8476 - Methods of Family Research (4 quarter credits). Learners in this course explore the measurement of family variables and the complexities of family research design, data collection, and analysis. Topics include scales of measurement, validity and reliability, experimental and non-experimental designs, and approaches to integrating clinical research with practice. ***Learners may earn credit for either COUN8476 or HS8476, but not both.***

Graduate Course Descriptions, *continued*

Harold Abel School of Social and Behavioral Sciences

Master's and Doctoral Counseling Studies Courses

CST5006 - Survey of Research Methodology (4 quarter credits). This course provides an overview of graduate-level approaches to research methodology. Learners study major research methodologies and quantitative and qualitative approaches to needs assessment, program evaluation, and program design. ***Learners may only earn credit for COUN5006 or CST5006 or HS5006 or SHB5006.***

CST5108 - Foundations of Addictive and Compulsive Behavior (4 quarter credits). In this course, learners explore the theories and research that guide the treatment of addictive and compulsive behavior disorders. Learners analyze traditional and non-traditional interventions as applied to inpatient, outpatient, and community-based treatment for individuals, couples, families, and groups. Topics include assessment, diagnosis, and treatment planning and evaluation. ***Prerequisite(s): Addiction Counseling learners must have completed COUN5940 and COUN-R5940. Marriage and Family Therapy learners must have completed COUN5920 and COUN-R5920. Mental Health Counseling learners must have completed COUN5930 and COUN-R5930. Learners may earn credit for either COUN5108 or CST5108, but not both.***

CST5214 - Theories of Personality (4 quarter credits). In this course, learners examine the main constructs of personality by analyzing person-centered, trait, behavioral, psychodynamic, and social-cognitive personality theories. Learners also study biological, social, and cultural influences on personality and the development of personality throughout the lifecycle. ***Learners may earn credit for either COUN5214 or CST5214, but not both.***

CST5221 - Mental Health Counseling (4 quarter credits). Learners in this course review the skills, methods, and practices associated with mental health counseling and apply current counseling theory and research to clinical practice. Topics include treatment planning, therapeutic intervention methods, and working with diverse populations.

CST5237 - Counseling and Guidance in Diverse Populations (4 quarter credits). Learners in this course examine substantive and theoretical issues concerning guidance and counseling in a variety of culturally diverse populations. Topics include the role of culture-specific programming, special issues and needs of cultural subgroups, and therapeutic approaches to working with culture-specific issues. Learners also apply current theory and research to specific clinical issues.

CST5249 - Health Advocacy in the Community (4 quarter credits). Learners in this course explore an important goal in human services, which is to develop effective change agents in communities. Topics include issues such as the purity of drinking water, waste disposal, clean air, health education and public safety, public and private health care plans, effects of HMOs and managed care, and Medicare and Medicaid—all issues that involve health advocacy.

CST5304 - Ethnic and Linguistic Minorities in the Workplace (4 quarter credits). This course provides an overview of ethnic and linguistic minorities found in the American workplace. Learners synthesize current theories, methods, and research related to diversity and cross-cultural awareness and apply them to linguistic and ethnic minorities in the workplace. Learners examine employer codes of ethics and the ways minorities have been able to achieve success despite barriers. Learners also analyze the influence ethnic and linguistic minorities have on the success of individuals, organizations, and the labor industry. ***Learners may earn credit for either CST5304 or HS5304, but not both.***

CST5315 - Professional and Scientific Ethics (4 quarter credits). Learners in this course examine the evolution of professional ethics and analyze the effect of ethics on education, psychotherapy, law, and institutional guidelines protecting human subjects in research. Learners also identify current ethical issues in the human services field and explore methods used to effectively address them. ***Learners may earn credit for either CST5315 or HS5315, but not both.***

CST5318 - Scope of Human Services (4 quarter credits). This course presents learners with contemporary social problems addressed by human service professionals in the field. Learners examine theories of human service delivery, management, culture, and diversity to gain a broad understanding of the human services profession in diverse delivery settings. Learners also use the knowledge, skills, and methods acquired during the course to address a contemporary social problem. ***Learners may earn credit for either CST5318 or HS5318, but not both.***

CST5334 - Ethnic and Cultural Awareness (4 quarter credits). This course is a survey of theories, research, and concepts that highlight the importance of race, culture, and ethnicity in individual and group experience. Learners consider the effects of gender, social class, religion, and disability on experience and evaluate the role of the human service and educational professional in addressing the multicultural needs of clients and colleagues in the workforce. Learners also examine cross-cultural issues and practice applying a variety of theoretical approaches and methodologies to real-life scenarios. ***Learners may only earn credit for COUN5334 or CST5334 or HS5334 or SHB5334.***

CST5500 - Multicultural Issues in Health Care (4 quarter credits). Learners in this course examine multicultural issues in health care from a community and organizational perspective. Learners analyze various solutions used to address multicultural health care disparities and develop an implementation plan to better meet the diverse health care needs of the local community. ***Learners may earn credit for either CST5500 or HS5500, but not both.***

CST5990 - Counseling Studies Integrative Project (4 quarter credits). In this course, learners demonstrate proficiency in counseling studies by applying learning from required and elective courses to complete an analysis of a counseling or educational organization/system or to propose a new application in the field of counseling or education. ***Prerequisite(s): All required and elective course work. Cannot be fulfilled by transfer.***

Harold Abel School of Social and Behavioral Sciences

Graduate Writing Courses

COUN7503 - Academic and Clinical Writing for Counseling (4 quarter credits). Learners in this course develop and improve the clinical and academic writing skills needed in the counseling field. Learners assess the purpose, audience, and format of various clinical and academic documents, and develop the skills used to plan, write, revise, and edit academic and clinical papers that exhibit critical thinking and appropriate use of external sources.

CST7004 - Graduate Writing for ESL/EFL Learners (4 quarter credits). This course introduces non-native speakers of English to graduate-level academic writing. Learners develop an understanding of the assumptions and intentions that underlie advanced academic writing as it is practiced in the U.S. Learners develop skills in producing effective advanced academic writing including combining facts and opinions from multiple sources. They develop linguistic and content editing skills in order to continue improving their own academic writing after they complete the course.

Graduate Course Descriptions, *continued*

CST7008 - Developing Voice and Style in Academic and Professional Writing (4 quarter credits). This course focuses on one of the most challenging components of academic writing: developing a voice and style that reflect excellence in scholarship (research, thinking, and communication) while maintaining individuality and style. In this course, learners analyze a variety of writing samples, including their own, in order to understand the effects of writers' rhetorical choices; learn and apply an array of writing strategies that lead to improved awareness and use of voice and style; and revise writing submissions used in external course work to demonstrate learning and understanding. ***Learners are strongly encouraged to take the OM7086–OM7088 or ED7086-ED7088 or PSL7086–PSL7088 or SHB7086–SHB7088 course sequence before enrolling in this course.***

PSY6088 - Mastering Scholarly Writing (4 quarter credits). Learners in this course develop and strengthen their scholarly writing 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. ***Learners may only earn credit for OM6088 or ED6088 or PSF6088 or PSL6088 or PSY6088 or SHB6088. Prerequisite(s): Psychology learners must take PSY6088 concurrently with PSY6089.***

PSY6089 - Mastering Scholarly Writing Lab (1 quarter credit). In this lab, learners compile and submit writing assignments completed during PSY6088 and working with a tutor, review them and use the feedback to develop the writing skills needed to become successful academic and scholarly writers. In particular, learners focus on reading, drafting, revising, editing, and applying APA style and formatting to their work. ***Prerequisite(s): Concurrent enrollment in PSY6088.***

PSY7086 - Developing an Academic Writing Process (4 quarter credits). In this course, learners focus on developing a process for enhancing and improving their academic writing. 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 of a specific piece of academic writing. ***Learners may only earn credit for OM7086 or ED7086 or PSL7086 or PSY7086 or SHB7086. Prerequisite(s): Psychology learners must take PSY7086 concurrently with PSY7087.***

PSY7087 - Professional Communications Lab 1 (1 quarter credit). In this lab, learners compile and submit writing assignments completed during PSY7086 and working with a tutor, review them and use the feedback to develop the writing skills needed to become successful academic and scholarly writers. In particular, learners focus on development, organization, grammar, syntax, academic voice and style, appropriate source attribution, and proper use of APA style and formatting. ***Prerequisite(s): Concurrent enrollment in PSY7086.***

PSY7088 - 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. ***Learners may only earn credit for OM7088 or ED7088 or PSL7088 or PSY7088 or SHB7088. Prerequisite(s): OM7086 or ED7086 or PSL7086 or PSY7086 or SHB7086. Psychology learners must have also completed PSY7087 and must take PSY7088 concurrently with PSY7089.***

PSY7089 - Professional Communications Lab 2 (1 quarter credit). In this lab, learners compile and submit writing assignments completed during PSY7088 and working with a tutor, review them and use the feedback to develop the writing skills needed to become successful academic and scholarly writers. In particular, learners focus on development, organization, grammar, syntax, academic voice and style, appropriate source attribution, and proper use of APA style and formatting. ***Prerequisite(s): Concurrent enrollment in PSY7088.***

PSY7092 - English as an International Language (4 quarter credits). Learners in this course develop an understanding of the underlying assumptions and intentions of advanced academic writing as it is practiced in the United States and the factors influencing those assumptions and intentions. Using a World Englishes perspective, learners focus on developing writing skills in the U.S. academic tradition and practice adapting their writing to various communities, specific academic disciplines and genres, and certain professional purposes. ***Learners may only earn credit for ED7092 or OM7092 or PSF7092 or PSL7092 or PSY7092 or SHB7092. Prerequisite(s): Psychology learners must take PSY7092 concurrently with PSY7093.***

PSY7093 - Professional Communications Lab 3 (1 quarter credit). In this lab, learners compile and submit writing assignments completed during PSY7092 and working with a tutor, review them and use the feedback to develop the writing skills needed to become successful academic and scholarly writers. In particular, learners focus on development, organization, grammar, syntax, academic voice and style, appropriate source attribution, and proper use of APA style and formatting. ***Prerequisite(s): Concurrent enrollment in PSY7092.***

SHB6088 - Mastering Scholarly Writing (4 quarter credits). Learners in this course develop and strengthen their scholarly writing 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. ***Learners may only earn credit for OM6088 or ED6088 or PSF6088 or PSL6088 or PSY6088 or SHB6088. Prerequisite(s): Psychology learners must take PSY6088 concurrently with PSY6089.***

SHB7086 - Developing an Academic Writing Process (4 quarter credits). In this course, learners focus on developing a process for enhancing and improving their academic writing. 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 of a specific piece of academic writing. ***Learners may only earn credit for OM7086 or ED7086 or PSL7086 or PSY7086 or SHB7086. Prerequisite(s): Psychology learners must take PSY7086 concurrently with PSY7087.***

SHB7088 - 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. ***Learners may only earn credit for OM7088 or ED7088 or PSL7088 or PSY7088 or SHB7088. Prerequisite(s): OM7086 or ED7086 or PSL7086 or PSY7086 or SHB7086. Psychology learners must have also completed PSY7087 and must take PSY7088 concurrently with PSY7089.***

SHB7091 - 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. ***Learners may only earn credit for OM7091 or ED7091 or PSL7091 or SHB7091.***

SHB7092 - English as an International Language (4 quarter credits). Learners in this course develop an understanding of the underlying assumptions and intentions of advanced academic writing as it is practiced in the United States and the factors influencing those assumptions and intentions. Using a World Englishes perspective, learners focus on developing writing skills in the U.S. academic tradition and practice adapting their writing to various communities, specific academic disciplines and genres, and certain professional purposes. ***Learners may only earn credit for ED7092 or OM7092 or PSF7092 or PSL7092 or PSY7092 or SHB7092. Prerequisite(s): Psychology learners must take PSY7092 concurrently with PSY7093.***

Graduate Course Descriptions, *continued*

Harold Abel School of Social and Behavioral Sciences, *continued*

CST8002 - Advanced Research in Adult Human Development and Behavior (4 quarter credits). Learners in this course critically analyze theory and research in adult development and behavior with an emphasis on contemporary research and application issues. In addition, learners study adult development from biological, psychological, social, and multicultural perspectives and apply principles of adult development to professional practice. ***Must be taken by PhD learners in their first quarter. Learners may only earn credit for CES8002 or CST8002 or HS8002 or SHB8002. Cannot be fulfilled by transfer.***

CST8053 - Special Topics in Counseling Studies (4 quarter credits). This course provides an opportunity for PhD learners to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the Counseling Studies curriculum. Using the special topics course format, elements of this directed study course are focused on the specific subject matter that the learner identifies and the program chair approves.

CST8100 - Fundamentals of Social Science Research (4 quarter credits). This course introduces learners to social science research, particularly in the context of human services. Learners focus on becoming educated consumers of research and examine major concepts and techniques of social science research, including problem formulation, identification of variables, literature review, research design, sampling, definition and measurement of study variables, instrument construction, and data collection and analysis. Learners also critically evaluate published research, apply research findings to professional practice, and practice designing research studies in their field of interest. ***Prerequisite(s): CES8106 or CST8106 or HS8106 or PSF8106 or SHB8106. Cannot be fulfilled by transfer.***

CST8106 - Epistemology of Practice Knowledge (4 quarter credits). Learners in this course examine theories that guide the acquisition of knowledge within human services professions. Learners critically analyze and evaluate the methods used to develop social science theory as a precursor to examining and applying the scientific method. Learners also study theory derivation, the link between research methods and theory, and the ways scholar-practitioners apply the scientific method. ***Learners may only earn credit for CES8106 or CST8106 or HS8106 or PSF8106 or SHB8106. Cannot be fulfilled by transfer.***

CST8111 - Quantitative Research Methods in the Human Services (4 quarter credits). Learners in this course examine the research methods and designs human service professionals use to solve specific social problems. Topics include human subjects protection, measurement, development of instruments, data collection and management, and initial phases of data analysis. Learners also consider methodological adaptations when conducting research with vulnerable and diverse populations. ***Prerequisite(s): CES8100 or CST8100 or HS8100 or PSF8100 or SHB8100. Cannot be fulfilled by transfer.***

CST8112 - Advanced Qualitative Research Methods (4 quarter credits). In this course, learners evaluate qualitative research methods and designs. Learners focus on developing the skills used to synthesize information related to qualitative research methodology and examine ethical issues associated with the qualitative research process. ***Prerequisite(s): CES8111 or CST8111 or HS8111 or PSF8111 or SHB8111. Cannot be fulfilled by transfer.***

CST8113 - Advanced Study in Research Methods (4 quarter credits). Learners in this course analyze the relevance and appropriateness of specific research methodologies in preparation for 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. ***Must be taken prior to the comprehensive examination. Prerequisite(s): CES8112 or CST8112 or HS8112 or PSF8112 or SHB8112. Cannot be fulfilled by transfer.***

CST8300 - Diversity in the Workplace (4 quarter credits). In this course, learners analyze contemporary theories of diversity in the workplace. Learners compare and contrast inclusion theories, research and apply best practices for a diverse workplace, and integrate professional and ethical codes, standards, and laws in the human services work setting. ***Learners may earn credit for either CST8300 or HS8300, but not both.***

CST8478 - The Family in Social Context (4 quarter credits). Learners in this course examine families from a systems perspective and explore the dynamics and systems influencing family structures. Learners also identify the skills needed to work with diverse family groups and the challenges faced by human service professionals. ***Learners may only earn credit for CST8478 or HS8478 or SHB8478.***

CST8501 - Contemporary Issues in Counseling Studies (4 quarter credits). In this course, learners explore counseling professions and the increasing need to devise research-based methods of practice to better understand the role of the counselor in contemporary society. This course focuses on analysis and evaluation of contemporary issues that affect the counseling professions, such as ethical issues, compassion fatigue and burnout, the impaired professional, Internet counseling applications, and multiculturalism and diversity challenges.

CST8725 - Human Sexuality (4 quarter credits). In this course, doctoral learners study sexuality within the larger context of human experience. The course emphasizes physical and psychosexual development, frequency and significance of various types of sexual behavior, and health-related issues. Topics include treatment of sexual problems and concerns of special and diverse populations. ***Learners may only earn credit for CST8725 or SHB8725, but not both.***

CST8731 - Psychopathology: Assessment and Treatment (4 quarter credits). This course is a forum for examining the various forms of psychopathology, current methods of psychological assessment, research on psychodynamics, and existing treatment methods. Learners explore the politics of mental disorders, emerging diagnoses, and other contemporary issues.

CST8739 - Theories of Psychotherapy (4 quarter credits). This course provides a review of various schools of therapeutic intervention and the current professional literature and research supporting them. Learners analyze major psychotherapy theories, procedures, and techniques, and their applications to diverse populations and settings.

CST8741 - Group Counseling and Psychotherapy (4 quarter credits). Learners in this course review the historical development of group counseling and psychotherapy, and synthesize and apply the field's current research, theories, and clinical procedures. Topics include the role of the leader and leadership styles, the mechanics of co-therapy, special-function groups, and management of critical incidents within groups.

CST8745 - Grief and Bereavement Counseling (4 quarter credits). Learners in this course investigate research on death and dying. Topics include the psychological stages of bereavement, the symptomatology of grief, death trajectory, hospice model of treatment, and techniques for coping with losses of all types, including death in the family. Learners explore case consultations with dying children and their parents that use drawing therapy and storytelling as a means to elicit psychological material. ***Learners may earn credit for either CST8745 or HS8745, but not both.***

CST8754 - Child and Adolescent Counseling (4 quarter credits). This course focuses on advanced analysis of the major theoretical paradigms and their application to child and adolescent counseling. Learners evaluate the influence of individual, family, community, multicultural, and societal factors on the development and treatment of childhood disorders. Topics include ethical and legal requirements, diagnostic treatment planning, play therapy techniques, and systemic concepts.

Graduate Course Descriptions, *continued*

CST8758 - Mental Health and Aging (4 quarter credits). In this course, learners examine the dramatic increase in the population of older persons and the increase in attention to their mental and physical health. This course addresses mental health and aging as major psychosocial phenomena integrating biological, psychological, social, and environmental perspectives and factors. Learners explore research in these areas as a function of many aspects of modern society: family life, caregivers, community and institutional care, ethnic and sociocultural differences, and urbanization.

CST8764 - Contemporary Issues in Compulsive and Addictive Behavior Treatment (4 quarter credits). In this course, learners review current research and trends within the compulsive and addictive behavior treatment field. Topics include developments in the psychopharmacologic treatment of compulsive and addictive behaviors; the influences of ethics, culture, and managed care on treatment; the use of Internet resources in the field; and the changing role of the counselor. ***Learners may only earn credit for CES8764 or CST8764 or HS8764.***

CST8779 - Life Planning and Career Development (4 quarter credits). This course provides doctoral learners with advanced theory, research, and application opportunities appropriate for counselors working with individuals responding to life transitions. Topics include career and life development, improvement, and transition.

CST9919 - Doctoral Comprehensive Examination (4 quarter credits). This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to enroll in the first dissertation course. ***Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective course work with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.***

CST9920 - Dissertation Courseroom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. ***Grading for this course is R/NS. Prerequisite(s): CST9919. Cannot be fulfilled by transfer.***

CST9921–CST9950 - Dissertation Research 1–Dissertation Research 30 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. ***Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): CST9919 and concurrent enrollment in CST9920. Cannot be fulfilled by transfer.***

Harold Abel School of Social and Behavioral Sciences

Doctor of Social Work Courses

DSW8002 - Advanced Knowledge of Social Work (6 quarter credits). In this course, learners review and expand their knowledge of social work. In particular, learners focus on community-related research, social policy, human behavior, and clinical practice. ***DSW8002 must be taken by DSW learners in their first quarter. Cannot be fulfilled by transfer.***

DSW8120 - Contemporary Issues in Social Work (6 quarter credits). In this course, learners explore current and emerging administrative, behavioral, and educational theories and interventions within the field of social work. Learners examine complementary and alternative methods of research and medicine and evaluate ethical issues associated with clients, organizations, and communities. ***Prerequisite(s): DSW8002. Cannot be fulfilled by transfer.***

DSW8130 - Leadership in Social Work (6 quarter credits). Learners in this course explore ways to advance the role of social workers as leaders in public and nonprofit social agencies who improve the quality of social services. Learners apply leadership theories to professional practice and articulate the ways leaders in social work impact domestic, global, and environmental issues. ***Prerequisite(s): DSW8120. Cannot be fulfilled by transfer.***

DSW8140 - Technology in Social Work (6 quarter credits). In this course, learners evaluate the contribution of technology to the social work profession and focus on developing the skills needed to use technology to promote innovation within the field and to increase global understanding of social work issues. ***Prerequisite(s): DSW8130. Cannot be fulfilled by transfer.***

DSW8150 - Methods of Inquiry in Action Research (6 quarter credits). The focus of this course is application of action research as a research methodology. Learners explore action research literature and articulate the ways action research can be used within a specific topic of study. Learners also prepare a time line for an action research project. ***Prerequisite(s): DSW8140. Cannot be fulfilled by transfer.***

DSW8160 - Applying Action Research (6 quarter credits). The focus on this course is applying action research methodology to an action research project. Learners spend the quarter engaging in a face-to-face research experience at a site where they intend to conduct their action research dissertation project. Learners solidify their research topic, present an outline of their dissertation proposal, and plan the steps for completing and implementing the project in preparation for the dissertation. ***Prerequisite(s): DSW8150. Cannot be fulfilled by transfer.***

DSW9920 - Action Research Dissertation Courseroom (non-credit). The DSW dissertation is a participatory action research project undertaken by learners in their area of interest within the field of social work. This course provides learners with resources and guidance as they complete the required milestones in their dissertation research. ***Grading for this course is R/NS. Prerequisite(s): DSW8160. Cannot be fulfilled by transfer.***

DSW9921–DSW9950 - Action Research Dissertation 1–Action Research Dissertation 30 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. ***Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): DW-R8001, DSW8160, and concurrent enrollment in DSW9920. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

Harold Abel School of Social and Behavioral Sciences

Master's and Doctoral Psychology Courses

PSY5002 - Orientation to Graduate Learning in Psychology (5 quarter credits). In this course, learners improve their ability to navigate the virtual campus and become familiar with library, career center, and writing center resources. Learners identify the educational steps necessary for successfully completing the master's degree program in their chosen specialization; review their chosen 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.***

PSY5004 - Orientation to Graduate Learning in Psychology, School Psychology (5 quarter credits). This course is an orientation to the master's School Psychology specialization and the standards developed for the field by the National Association of School Psychologists (NASP). Learners review the specialization's course and residency requirements; clinical training, certification, and licensure requirements information; and ethics and professional standards, including academic honesty and the NASP practice domains. Learners also assess and further develop their critical-thinking, writing, research analysis, and school psychology skills; identify networking opportunities; and begin to develop a professional portfolio. ***For MS School Psychology learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.***

PSY5201 - Integrative Project for Master's Degree in Psychology (5 quarter credits). This course is required for learners enrolled in master's Psychology specializations and is taken after completing all required and elective course work. Learners demonstrate mastery of knowledge, scholarship, and research proficiencies in their chosen specialization. ***For MS in Psychology learners only. Must be taken during the learner's final quarter. Prerequisite(s): All required and elective course work. Cannot be fulfilled by transfer.***

PSY5202 - Master's Integrative Project, School Psychology (5 quarter credits). This course is required for learners enrolled in the master's School Psychology specialization and is taken after completing all required course work. Learners synthesize the knowledge, competencies, and skills gained throughout the program and demonstrate mastery of knowledge, scholarship, and research proficiencies as identified by the National Association of School Psychologists (NASP) practice domains. ***For MS School Psychology learners only. Must be taken during the learner's final quarter. Prerequisite(s): All required course work. Cannot be fulfilled by transfer.***

PSY5244 - Play Therapy I: 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 II: 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.***

PSY5248 - Filial Play Therapy (5 quarter credits). Learners in this course study the history, theoretical foundations, research, and practical applications of filial play therapy. In particular, learners examine the techniques and models caregivers use to provide treatment for their children, including the Guerney and Landreth models and various supervision and coaching and attachment and self-regulation models. Learners also evaluate filial therapy from a family systems perspective, exploring outcomes research that emphasizes the ways in which parents who are attuned to and understand their children are more easily able to engage relationally with them in ways that promote the well being of the family as a whole. ***Prerequisite(s): PSY5244, PSY5246.***

PSY5250 - Play Therapy Supervision Practices (5 quarter credits). This course is an introduction to the principles, models, and processes employed by supervising play therapists. Learners focus on developing a theoretical approach to supervision that is conducive to play therapy practice and a clear sense of self-awareness that is grounded in a strong legal and ethical position. Learners also explore experientially based supervision practices in filial play therapy and individual and group play therapy that are appropriate for working with special populations and sensitive to the developmental progression of knowledge bases and skills. ***Prerequisite(s): PSY5244, PSY5246.***

PSY5252 - Applications of Play Therapy (5 quarter credits). Learners in this course study the theoretical foundations, research, and practical applications of play therapy in various environments, including schools, groups, and families. Learners also examine play therapy with special 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 its impact on families and society. Learners study the stages of prenatal development (embryonic and fetal), focusing specifically on brain development and fetal life, and examine various prenatal illnesses and physical problems resulting from birth complications. The course presents research, theory, and best practices related to promoting healthy newborn and infant development.

PSY6020 - Topics in Child and Adolescent Development (5 quarter credits). Learners in this course apply Bronfenbrenner's systems theory framework to child and adolescent development issues. Learners analyze the impact of public policy and legislation involving education, health, mental health, the military, and the economy on the lives of children and adolescents. Learners also consider selected topics related to family, school, and social relationships from theoretical systems and public policy perspectives. ***Prerequisite(s): PSY6010, PSY7220, PSY7230.***

PSY6090 - Counseling Theories (5 quarter credits). Learners in this course study the fundamental skills of counselors and mental health professionals through the lens of counseling psychology. Learners review major counseling theories, their underlying assumptions, and the historical and cultural contexts in which they developed. Learners also practice employing communication skills in a counseling context and selecting appropriate counseling theories to effectively serve clients based on their problems, empirical evidence, culture, and personal preferences and characteristics. ***For MS Counseling Psychology learners only.***

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 Counseling Psychology learners only. Prerequisite(s): PSY-R6181.***

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 Counseling Psychology learners only. Prerequisite(s): PSY-R6181.***

Graduate Course Descriptions, *continued*

PSY6210 - Introduction to Psychopathology (5 quarter credits). In this course, learners examine the assessment, diagnosis, and treatment of various forms of psychopathology throughout the lifespan. Learners review the etiology of psychopathology; examine theories and research of psychopathology; and explore current methods of psychological interviewing, assessment, diagnosis, and treatment. Learners also discuss the politics of mental disorders, emerging diagnoses, and ethical and multicultural issues associated with psychopathology.

PSY6230 - Introduction to Psychological Testing (5 quarter credits). Learners in this course study the common psychological instruments (e.g., psychological tests, checklists, and rating scales) used to assess intelligence, achievement, vocational interests, adaptive and neuropsychological functioning, addiction, and personality traits, and their uses in professional practice. In particular, learners study psychological testing instruments appropriate for their level of training and examine effective methods of making referrals to licensed psychologists. Other course topics include ethical and legal considerations of testing and the various levels of qualifications needed to administer, score, and interpret psychological tests. ***For MS Clinical Psychology and MS Counseling Psychology learners only. Test kits are required and are available for rental at psytestkits@capella.edu. Prerequisite(s): MS Clinical Psychology learners must have completed PSY7610, PSY-R6172. MS Counseling Psychology learners must have completed PSY7610, PSY-R6182. Cannot be fulfilled by transfer.***

PSY6310 - Introduction to Theories of Psychotherapy (5 quarter credits). In this course, learners examine the foundational scientific theories and practices of evidence-based psychotherapy and the ways these theories and practices are applied in a clinical setting. Learners also consider the ethical and multicultural dimensions of psychotherapy and practice communicating in a professional manner.

PSY6312 - Clinical Interventions (5 quarter credits). Learners in this course explore and practice the foundational skills used to apply clinical interventions, including establishing the therapeutic alliance, conducting clinical interviews, applying psychotherapeutic techniques, planning treatments, and providing feedback. Learners also examine other related course topics, including psychopathology assessment and the implications of cultural competency and ethics on clinical work. ***For MS Clinical Psychology and MS Counseling Psychology only. Prerequisite(s): PSY6310 or PSY8310.***

PSY6391 - Master's Practicum I (5 quarter credits). This is the first course in a sequence of two required practicum courses during which learners fulfill 600 required practicum hours. Learners receive supervised master's-level training in psychological testing, interviewing, assessment, intervention, consultation, and applied research in a setting chosen by the learner. Learners focus on psychological assessment using the DSM-IV-TR, treatment planning, case documentation, working with specific clinical populations, and their clinical strengths and limitations. ***For MS Clinical Psychology and MS Counseling Psychology learners only. Prerequisite(s): MS Clinical Psychology learners must have completed PSY5002; PSY6230 or PSY8230; PSY6310 or PSY8310; PSY7210; PSY7543; PSY7610; PSY6210; PSY6312; PSY-R6171; PSY-R6172; PSY-R6173. MS Counseling Psychology learners must have completed PSY5002; PSY6230 or PSY8230; PSY7210; PSY7543; PSY7610; PSY6090; PSY6092; PSY6210; PSY-R6181; PSY-R6182; PSY-R6183. Approval of practicum application. All application materials must be received by the first day of the quarter preceding the quarter of the proposed start date. Refer to the current manual for further details. Cannot be fulfilled by transfer.***

PSY6393 - Master's Practicum II (5 quarter credits). This is the second course in a sequence of two required practicum courses during which learners fulfill 600 required practicum hours. It provides continued supervised training in professional psychology with particular emphasis on DSM-IV-TR Axis I conditions and supplements learners' field experience with an in-depth, master's-level examination of various psychopathological conditions. ***For MS Clinical Psychology and MS Counseling Psychology learners only. Prerequisite(s): MS Clinical Psychology learners must have completed PSY6312, PSY6391. MS Counseling Psychology learners must have completed PSY6091, PSY6391. Cannot be fulfilled by transfer.***

PSY6395 - Master's Practicum III (5 quarter credits). This course is designed for learners who want to extend their field training or for learners whose state regulatory or licensure boards require more than two academic quarters of practicum. It provides continued supervised training in professional psychology with particular emphasis on DSM-IV-TR Axis II conditions, V codes, and other psychosocial concerns and supplements learners' field experience with an in-depth, master's-level examination of various psychopathological conditions. ***For MS Clinical Psychology and MS Counseling Psychology learners only. Prerequisite(s): PSY6393. Cannot be fulfilled by transfer.***

PSY6500 - Learner Annual Review, School Psychology (non-credit). This annual review course assists learners as they progress through the MS specialization or Specialist Certificate in School Psychology. Learners conduct their own skills assessments and receive skills-assessment reviews from two instructors. These reviews provide constructive feedback about the areas in which learners need to improve their skills and those in which their skills are well-developed.

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. ***For PhD and MS in Psychology learners only. 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. ***For PhD and MS in Psychology learners only.***

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 PhD and MS in Psychology learners only.***

PSY6545 - Couples Within Family Psychology (5 quarter credits). Learners in this course study theory and research of marriage and couple relationships in contemporary society. Topics include relationship development, maintenance, adjustment, and termination; the role of communication styles, culture, and conflict in couple relationships; and gender roles and issues. ***For PhD and MS in Psychology learners only.***

Graduate Course Descriptions, *continued*

PSY7050 - Writing Within the Discipline of Psychology (5 quarter credits). This course is designed to assist learners in developing the proficiencies necessary for graduate-level psychology writing. Learners identify and apply essential scholarly writing skills, including American Psychological Association (APA) style and formatting. Learners further develop their critical thinking and writing skills and produce a comprehensive literature review and critical analysis founded in primary, peer-reviewed research. Learners also compile a portfolio demonstrating the writing skills required for scholarly, graduate-level writing as they apply to the discipline of psychology.

PSY7110 - History and Systems of Psychology (5 quarter credits). Learners in this course explore the historical and contemporary schools of psychology and gain an understanding of what constitutes the profession of psychology and their chosen specialization in particular. Learners critique primary source material to develop an in-depth understanding of the evolution of various psychological theories and their implications for professional practice.

PSY7210 - Lifespan Development (5 quarter credits). In this course, learners explore lifespan development from infancy through adulthood, including human developmental processes and milestones. Learners evaluate theories and approaches to examining human development and use them to analyze human development processes as they relate to their area of discipline.

PSY7220 - Child Psychology (5 quarter credits). This course addresses the developmental stages of children from the prenatal period to adolescence. Learners examine how children develop physically, emotionally, socially, and intellectually, and evaluate the influences of family, society, and culture on child and adolescent development. Learners also assess children's evolving needs and apply theory and research to recommend appropriate responses to those needs.

PSY7225 - Child and Adolescent Psychology (5 quarter credits). This course focuses on the study of children and adolescents from infancy through adolescence. Learners apply in-depth knowledge of the physical, cognitive, and psychosocial development of this age group to school-related functioning. Learners examine all major stages of life from prenatal to adolescence, focusing on development as the progressive reorganization of psychological functioning. These developmental factors are examined within the context of a child's home, school, culture, and community. Learners integrate cognitive, emotional, and social processes within these developmental stages.

PSY7230 - Adolescent Psychology (5 quarter credits). This course is an overview of major theories and current research in adolescent behavior and development. Learners examine the physical, psychosocial, emotional, sexual, moral, and cognitive changes associated with adolescent development and analyze these changes in the contexts of family, school, work, and social relationships. Learners also study the nature of adolescent society and the influences of gender, socioeconomic status, health, ethnicity, and culture on adolescents.

PSY7240 - Adult Psychology (5 quarter credits). This course is an analysis of major contemporary theories and research on continuity and change during the period of maturity, from the end of the dependency of childhood to the beginning of the dependency of old age. Learners explore the application of current theory and research to the workplace, family and social relationships, and psychological changes to the self.

PSY7310 - Biological Basis of Behavior (5 quarter credits). This course provides learners with an introduction to physiological psychology and associated topics, including genetics, functional neuroanatomy, and physiology. Learners explore brain functioning; sensory systems; attention, memory, perception, and language mechanisms; and effects of neurotransmitters on human behavior. Learners also focus on the relationship between brain functions and behavioral disorders and examine current physiological psychology research, ethics, and the implications of culture and diversity on field-related issues.

PSY7320 - Advanced Biological Psychology (5 quarter credits). Learners in this course examine the biological factors related to psychopathology. The course emphasizes research problems and methods currently being explored in biological psychology. Topics include the role of genetic factors in psychopathology, the influence of physical and emotional trauma on brain function, biological considerations in treatment planning, addictive phenomena, and other clinically relevant subjects. ***Prerequisite(s): PSY7310. Cannot be fulfilled by transfer.***

PSY7330 - Psychopharmacology (5 quarter credits). Learners in this course explore the behavioral and therapeutic effects of psychoactive drugs. Course topics include synaptic transmission, behavioral role of specific neuromodulatory systems, pharmacological treatment of mental and neurological disorders, addiction, and the various side effects of psychoactive drugs. Drug effects on learning, creativity, memory, sleep, perception, and sexual functioning receive special attention. Learners also examine the efficacy of treating patients with a combination of psychotherapy and psychotropic medications for a number of diagnosed mental disorders including depression, bipolar disorder, anxiety, obsessive compulsive behavior, schizophrenia, and childhood disorders. ***Prerequisite(s): PSY7310.***

PSY7340 - Human Sexuality (5 quarter credits). This course is an investigation of sexuality within the larger context of human experience and individual development, emphasizing physical and psychosexual development; frequency and significance of various types of sexual behavior; health related issues; and the application of scientific information to sexual issues and problems. Issues related to sexual deviation, sexual inadequacy, treatment of sexual problems, and concerns of special and diverse populations are also addressed.

PSY7411 - Learning Theories in Psychology (5 quarter credits). This course focuses on the concepts and principles of learning theory and its sub-processes, especially those associated with cognition. Learners evaluate 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.

PSY7421 - Cognitive/Affective Psychology (5 quarter credits). This course is a study of the theoretical, philosophical, historical, and biological concepts, tools of inquiry, and models of human thought and emotion. Topics include cognitive science and neuroscience, attention and consciousness, perception, memory, linguistics and language development, reasoning, problem solving, decision making, intelligence, and creativity.

PSY7510 - Psychology of Personality (5 quarter credits). This course is an examination of personality development from the perspective of several theoretical orientations: psychodynamic, humanistic/existential, dispositional, and learning theory. Learners analyze and evaluate these theories and consider how other factors such as culture and gender contribute to personality development. This course also allows learners to apply personality theory to their professional practice.

PSY7520 - Social Psychology (5 quarter credits). This course provides an overview of behavior that is influenced by the presence of others or behavior that is under the control of society. Interpersonal relationships, social cognition, social inference, emotion, and personality are considered within this framework. The social psychology of decision making, attitude formation, and social attribution are reviewed and applied to contemporary issues. Learners also explore the application of social psychological theory and research to various clinical, educational, and organizational settings.

PSY7530 - Psychology of Group Dynamics (5 quarter credits). This course provides a foundational understanding of group development, processes, and behaviors. Learners evaluate current group psychology theory and research and identify the elements of effective groups to gain an understanding of the psychology of group dynamics. Topics include group formation and structure, power and influence, performance and decision making, leadership, followership, and conflict in group dynamics.

Graduate Course Descriptions, *continued*

PSY7540 - Multicultural Perspectives in Human Behavior (5 quarter credits). This course is an examination of substantive and theoretical issues concerning the cultural differences of individuals and groups and their influence on the practice of professional psychology. Learners explore the role of culture-specific programming, the needs and values of cultural subgroups, and approaches to providing psychological services to culturally diverse populations. Learners also critically analyze the interactions of multiple dimensions of diversity to better understand the ways in which individual differences contribute to professional psychological practice.

PSY7543 - Ethics and Multicultural Issues in Psychology (5 quarter credits). In this course, learners analyze multicultural perspectives and factors such as ethnicity, socioeconomic status, and gender, and their influences on the ethical behavior of psychology professionals. Learners evaluate multicultural issues within the context of different settings and learn to apply ethical reasoning principles and standards within their profession. ***Prerequisite(s): PSY5002 or PSY8002.***

PSY7550 - Process of Professional Development (5 quarter credits). Learners in this course address developmental theories and research, and important issues related to the process of professional development. Topics include biological, cognitive, social, cultural, and multicultural factors across adult professional development, including leader development. The process by which these factors come together to create and maintain professional development is the focus of this course, integrating interpersonal and intrapersonal factors to create a context for development and applications within psychology specializations. ***Prerequisite(s): PSY7543.***

PSY7610 - Tests and Measurements (5 quarter credits). This course is an introduction to the general area of mental measurement. Learners examine measuring devices used in the fields of intelligence, interests, personality, and special aptitudes; study techniques for correctly interpreting test scores such as percentiles, standard errors of measurement, validity and reliability indices, and standard scores; and identify professional standards of test development and use. The course includes an analysis of the psychometric procedures used to develop and validate educational and psychological instruments and presents appropriate applications for each type of methodology. ***MS School Psychology learners must take this course during their second quarter, immediately following PSY5004.***

PSY7612 - Functional Behavioral Assessment (5 quarter credits). This course provides an overview of the functional behavioral assessment process. Learners study ways of working collaboratively with other school personnel to design strategies to help students who exhibit challenging behaviors become more successful in school. Learners also gain a working knowledge of positive behavior support/behavior education programs and school-wide prevention and intervention programs. ***Prerequisite(s): PSY7610.***

PSY7615 - Data Analysis with IBM SPSS (5 quarter credits). Learners in this course examine the fundamental procedures for using IBM SPSS statistical software to transform and analyze data acquired from psychological research. Course topics include file structures and manipulation, graphical and descriptive functions, variable transformation and recoding, and syntax. Learners create a syntax program in IBM SPSS that performs sophisticated merge and transformation operations on provided data files, including computing new variables derived from the provided data.

PSY7620 - Inferential Statistics (5 quarter credits). This course focuses on applying parametric statistical procedures to psychological research and the strengths and limitations of conducting quantitative studies. Learners examine sampling issues, experimental design, and concerns of internal validity and study tests of difference between and among groups, and correlations. This course may involve the use of software in the analysis of data sets provided by the instructor. ***Prerequisite(s): PhD and MS Industrial/Organizational Psychology and MS Leadership Coaching Psychology learners must have completed PSY7610.***

PSY7624 - Advanced Inferential Statistics for Professional Psychology (5 quarter credits). This is an advanced course in inferential statistics that emphasizes the practical application of statistical concepts and communication of statistical analyses leading to the research report. Learners formulate research questions and hypotheses based on data characteristics, use software to manipulate and analyze data, interpret and communicate the results of analysis, and apply statistical concepts to professional research. During the course, learners are expected to develop an understanding of the fundamental concepts of quantitative analysis and advanced techniques, including analysis of variance (ANOVA), analysis of covariance (ANCOVA), correlations, multiple regression, and their nonparametric alternatives. ***Prerequisite(s): PSY7620. Cannot be fulfilled by transfer.***

PSY7625 - Advanced Inferential Statistics (5 quarter credits). Learners in this advanced course examine a variety of statistical analyses, including statistical power and effect size in research design, factorial and repeated measures of analysis of variance (ANOVA), analysis of covariance (ANCOVA), selected nonparametric analyses, and bivariate and multiple regression. Learners are expected to have proficiency in the use of statistical software appropriate to dissertation-level research. ***Prerequisite(s): PSY7620. Cannot be fulfilled by transfer.***

PSY7626 - Multivariate Statistics: Theory and Application (5 quarter credits). This course focuses on the theory and application of multivariate statistics, including discriminant analysis, factor (components) analysis, multiple analysis of variance (MANOVA), and logistic regression. Using SPSS, learners perform and interpret the results of these analyses. Learners also apply multivariate analysis, read and understand research results in peer-reviewed psychology journals, and utilize SPSS to produce output consistent with the correct parameters and assumptions of specific multivariate procedures. In addition, learners have the option of exploring the mathematical aspects of multivariate and inferential statistics theory and application. ***Prerequisite(s): PSY7625.***

PSY7630 - Qualitative Analysis (5 quarter credits). This course covers qualitative methods appropriate for phenomenological, observational, and ethnological content in research. The course emphasizes methods such as data analysis techniques for qualitative data.

PSY7635 - Advanced Qualitative Analysis (5 quarter credits). This course extends the topics covered in PSY7630 by further exploring the philosophical underpinnings of qualitative research and inquiry and emphasizes effective execution of the six school-approved dissertation research methodologies: ethnography, case study, grounded-theory phenomenology, heuristics, and generic qualitative research. Learners examine primary source references, books, and journal articles written by the developers of the six methodologies and gain an understanding of their nuances and applications. This course is designed to prepare learners to develop and conduct their own qualitative study for a dissertation. ***Prerequisite(s): PSY7630.***

PSY7650 - Research Methods (5 quarter credits). This course provides learners with the tools needed to critically read and evaluate research. Learners explore and develop research design skills, and gain an understanding of the scientific methods of inquiry and the ethical considerations of research. This course prepares learners to critically analyze and apply research methodologies, validity, reliability, and other components of scientific research. ***Prerequisite(s): PhD and MS Industrial/Organizational Psychology and MS Leadership Coaching Psychology learners must have completed PSY7620.***

PSY7656 - Advanced Research Methods (5 quarter credits). This course addresses advanced issues of research design and methodological consideration in the selection and execution of a research proposal. Relationships between problem formulation, hypothesis testing, sampling, data collection, and data analysis are covered in detail. The final project for this course is a research paper that may be applicable to a dissertation proposal. ***Prerequisite(s): PSY7650. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

PSY7657 - Advanced Quantitative Research Methods for Professional Psychology (5 quarter credits). In this course, learners develop advanced knowledge of quantitative research design methodology by studying the foundations, strategies, and practice of research in the field of professional psychology. Learners engage in the scholarly critical analysis of current quantitative research, construct their own quantitative research proposals, and exchange critical, constructive project feedback with their peers. Research designs developed in this course may form the basis for learners' dissertation proposals. ***Prerequisite(s): PSY7650, PSY7625. Cannot be fulfilled by transfer.***

PSY7660 - Survey Construction and Administration (5 quarter credits). Learners in this course explore the conceptual and applied aspects of survey construction and administration processes. Course topics include comparative study designs (cross-sections versus panels); sampling techniques; data collection procedures and methods (face-to-face, telephone, paper, and Internet); survey question design that accurately measures behavior, attitude, and personality; data processing and analysis; results reporting; ethics of surveys; causal inference; and survey critiques. ***Prerequisite(s): PSY7615, PSY7620.***

PSY7670 - Psychological Principles of Strategic Planning (5 quarter credits). In this course, learners examine the process of strategic planning, including developing organizational missions, visions, and values. Learners study strategic planning models and identify leader responsibilities at the various stages of strategic plan development. Other course topics include integrating multicultural and multinational perspectives into strategic intent, establishing accountability for and evaluating the effectiveness of strategic plans, and the process of assessing, diagnosing, and implementing strategic plans. ***Prerequisite(s): PSY5002, PSY7210, PSY7543, PSY7610, PSY7620, PSY7650.***

PSY7690 - Leading Organizational Change (5 quarter credits). Learners in this course study and apply organizational change theories, models, and practices. Course topics include change and transition, systemic and incremental change, and organizational culture and multicultural influences on change. Learners also examine the ethical issues that change agents face. ***Prerequisite(s): PSY7670.***

PSY8001 - Orientation to Professional Psychology (5 quarter credits). In this course, learners improve their ability to navigate the virtual campus and become familiar with library, career center, and writing center resources. 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 learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.***

PSY8002 - Orientation to Doctoral Learning in Psychology (5 quarter credits). In this course, learners improve their ability to navigate the virtual campus and become familiar with library, career center, and writing center resources. Learners identify the educational steps necessary for successfully completing the doctoral degree program in their chosen specialization; review their chosen 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 provides an introduction to the field of educational psychology with an emphasis on learning and instruction across the lifespan. Learners study the fundamental principles and historical and contemporary theories of learning and instruction supported by empirical psychology and education research and examine the effect of motivation and cognition and social and emotional influences on teaching and learning. ***Prerequisite(s): PSY5002 or PSY8002.***

PSY8110 - Teaching Psychology (5 quarter credits). Learners in this course examine instructional decision-making processes consistent with the effective postsecondary psychology instruction in traditional and online learning environments. Topics include selecting and organizing course content, transforming content into instructional goals and objectives, selecting and designing effective teaching and assessment strategies, managing traditional and online learning environments, and reflecting on the effectiveness of instructional decisions.

PSY8120 - Computer-Mediated Instruction/ Learning (5 quarter credits). This course focuses on the theories and applications of computer-mediated communication used to improve learning, productivity, and personal satisfaction in information processing and cognitive tasks. Learners evaluate the ways in which people learn, and apply appropriate theory and research strategies to develop computer-mediated communication processes. Learners also examine computer-based training and other distance learning techniques as well as available online instructional resources.

PSY8130 - Adult Learner in the Classroom (5 quarter credits). This course 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.

PSY8140 - Mentoring Psychological Research (5 quarter credits). This course covers the psychologist's role in teaching research design including execution, analysis of data, and interpretation of results. The course addresses the necessity of writing skills for preparing publication-ready manuscripts and emphasizes the collaborative and consultative roles necessary for successful adult learning.

PSY8150 - Exceptional Children in the Classroom (5 quarter credits). In this course, learners examine different disabling conditions in children and adolescents and study their theoretical perspectives, characteristics, etiology, assessment, and remediation. Learners also explore recent trends in the field, research-based interventions, and the predominant special education law that impacts the practice of school psychology.

PSY8162 - Career Counseling Theory (5 quarter credits). This course presents 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). This course presents methods of instructional design and the learning principles and cognitive information processes used to develop effective instructional design strategies. Learners critique course development and apply appropriate instructional design principles to ensure that course objectives are met. Learners also examine the importance of designing instructional strategies that meet the learning needs of individual students. ***Prerequisite(s): Psychology Teaching and Instruction concentration learners must have completed PSY8110.***

Graduate Course Descriptions, *continued*

PSY8211 - Psychopathology of Children and Adolescents (5 quarter credits). The focus of this course is the psychopathological assessment and treatment of children and adolescents. Learners explore the complex variables influencing child and adolescent mental health, apply diagnostic criteria in the major categories of DSM-IV-TR, and develop case formulations and treatment plans, including prevention and intervention solutions. Learners also explore ethical and legal issues associated with psychopathology of children and adolescents.

PSY8220 - Advanced Psychopathology (5 quarter credits). In this course, learners examine theory and research associated with major psychological disorders, from the most common diagnostic concerns to dual diagnoses, co-morbidity, and psycho-medical issues. Learners examine the concepts of psychopathology throughout the lifespan, then transition from studying DSM-IV-TR concepts and terminology to evaluating clinical assessment and treatment situations. In particular, learners familiarize themselves with ways to apply theoretical concepts in a professional clinical setting while displaying sensitivity to ethical and diversity issues. Other course topics include the issues of "empirically validated" versus "evidence based" practice, the interaction of social and biological factors in etiology and treatment, and the interaction between complex Axis I and II disorders. ***For PsyD Clinical Psychology, MS Clinical Psychology, and MS Counseling Psychology learners only. Prerequisite(s): PSY6210.***

PSY8230 - Psychological Testing (5 quarter credits). Learners in this course apply theories and models of psychological testing to assessment of cognitive, achievement, and adaptive functioning. Learners use clinical interviews and mental status exams; administer, score, and interpret tests of cognitive, achievement, and adaptive functioning; and develop integrated assessment reports. Learners also examine issues of diversity and ethics in cognitive, achievement, and adaptive functioning assessment. ***For PsyD learners only. Test kits are required and are available for rental at psytestkits@capella.edu. Prerequisite(s): PSY7610. Cannot be fulfilled by transfer.***

PSY8233 - Psychological Assessments for School Psychologists I (5 quarter credits). In this course, learners develop the skills needed to correctly administer, score, and interpret norm-referenced intelligence tests (verbal and non-verbal) while simultaneously considering various diagnostic issues present within 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 MS School Psychology learners only. Test kits are required and are available for rental at psytestkits@capella.edu. Prerequisite(s): PSY7610. Cannot be fulfilled by transfer.***

PSY8234 - Psychological Assessments for School Psychologists II (5 quarter credits). In this course, learners further develop the skills needed to correctly administer, score, and interpret norm-referenced intelligence tests (verbal and non-verbal), achievement tests, and adaptive functioning while simultaneously considering various diagnostic issues present within multiculturally diverse school populations and reflecting the established standards of educational and psychological testing. Learners examine measurement and measurement tools, including instruments used to assess cognitive function and intelligence, achievement, and adaptive functioning; synthesize norm-referenced assessments with observational assessments to develop recommendations for research-supported interventions; and create audience-appropriate psychological reports. ***For MS School Psychology learners only. Test kits are required and are available for rental at psytestkits@capella.edu. Prerequisite(s): PSY8233, PSY-R6591. Cannot be fulfilled by transfer.***

PSY8235 - Psychological Assessments for School Psychologists III (5 quarter credits). Learners in this course demonstrate mastery of the diagnostic skills needed to assess the social-emotional functioning and personality of a 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 Specialist Certificate in School Psychology learners only. Test kits are required and are available for rental at psytestkits@capella.edu. Prerequisite(s): PSY8234. Cannot be fulfilled by transfer.***

PSY8240 - Advanced Psychological Testing (5 quarter credits). Learners in this course apply theories and models of psychological testing to personality dynamics and psychopathology assessment. In particular, learners focus on the administration, scoring, and interpretation of measures of personality functioning, with an emphasis on the MMPI-2. Learners create integrated reports that include information gathered from interviews and cognitive, achievement, and personality testing; determine diagnoses; and develop treatment plans. Learners also examine issues of diversity and ethics in psychological testing and personality assessment. ***For PsyD learners only. Test kits are required and are available for rental at psytestkits@capella.edu. Prerequisite(s): PSY7610, PSY8230. Cannot be fulfilled by transfer.***

PSY8251 - Neuropsychological Assessment (5 quarter credits). In this course, learners study current theories, research, and methods used in the neuropsychological assessment of mental disorders. Learners administer test batteries and prepare written psychological reports. ***For PsyD learners only. Prerequisite(s): PSY7610, PSY8230, PSY8240. Cannot be fulfilled by transfer.***

PSY8310 - Theories of Psychotherapy (5 quarter credits). Learners in this course critically analyze the clinical techniques and intervention methods associated with major psychotherapy approaches. Learners examine the historical context, underlying assumptions, and appropriate applications of each approach and investigate current research associated with the therapeutic effectiveness of psychotherapy. Learners also synthesize course concepts to create an integrated model of psychotherapy and explore legal considerations, empirical support, and personal beliefs and attitudes regarding issues of diversity. ***For PsyD and PhD in Psychology learners only.***

PSY8315 - Research in Psychotherapy and Empirically Supported Treatments (5 quarter credits). Learners in this course examine the scientifically derived foundation of empirically supported treatments and evidence-based practice in psychology. The course focuses on the ways generation and evaluation of research are relevant to psychological practice. Historical development, issues of ethics, measurement, and methodology for integration of research and practice are also addressed. The current APA policy, Evidence-Based Practice of Psychology, is reviewed in terms of best research evidence, clinical expertise, and client characteristics as they are relevant to effective practice.

PSY8322 - Advanced Group Psychotherapy (5 quarter credits). This course emphasizes developing clinical competence by applying theory and research to the group experience. Learners strengthen their knowledge of the evolution, theories, research, and clinical procedures of group counseling and psychotherapy and become familiar with designing special function groups and managing critical incidents within groups. Other course topics include the role of the leader, leadership styles, co-therapy mechanics, group development, and group intervention. ***For PsyD, MS Clinical Psychology, and MS Counseling Psychology learners only.***

Graduate Course Descriptions, *continued*

PSY8330 - Ethics and Standards of Professional Practice (5 quarter credits). In this course, learners critically analyze the ways the psychology profession relates to and is influenced by ethical principles and codes of conduct and the ways psychologists deliver various aspects of professional services, including psychotherapy, assessment, supervision, consulting, research, and teaching, in adherence to these principles and codes. Learners evaluate the current APA Ethical Principles of Psychologists and Code of Conduct, and other relevant guidelines, policies, and laws that affect professional psychology practice, including those impacting the provision of services to special populations. Learners also explore current ethical issues in professional psychology and identify effective methods for addressing ethical dilemmas.

PSY8331 - Principles of School Psychology (5 quarter credits). This course is an examination of the history and practice of school psychology and its current and evolving trends. Learners review the roles and functions of school psychologists, employment contexts, and professional evaluation and accountability. Learners also explore the practice of school psychology from an international perspective and examine the laws and regulations guiding the future of the profession.

PSY8332 - Advanced Methods in School Psychology (5 quarter credits). Learners in this course explore the ways in which school psychologists work with teachers, students, and families and the role of school psychologists in enhancing school-family partnerships. Learners also 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; analyze the 13 disability categories identified by IDEA; and discuss the classification of students presented for diagnosis. ***For Specialist Certificate in School Psychology learners only.***

PSY8335 - Consultation and Collaboration in the School (5 quarter credits). In this course, learners examine approaches for effective consultation and collaboration within the school setting and develop an understanding of assessment outcomes and intervention implementation. Learners review and interpret results of assessments and formulate effective ways to communicate with teachers, school administrators, parents, and other support service providers.

PSY8336 - Organization and Operation of the School (5 quarter credits). Learners in this course focus on mastering the general education, special education, and other educational and related skills school psychologists need to be effective in their schools. Learners conduct a systems analysis of schools and other settings to determine how best to collaborate with individuals and groups in developing and maintaining policies and practices that foster effective, supportive, and safe learning environments.

PSY8337 - Legal and Ethical Issues in the School (5 quarter credits). In this course, learners apply professional codes of conduct to the practice of school psychology. Learners study federal laws governing school psychology practice and examine legal and ethical considerations of psycho-educational assessments, school-related interventions, and testing. Course topics include privacy, confidentiality, informed consent, duty to inform, and record keeping.

PSY8340 - Psychology and the Law (5 quarter credits). This course emphasizes the fundamental theoretical, empirical, and ethical bases of forensic psychology and prepares learners for the advanced practical training covered in PSY8350 and PSY8360. Learners focus on developing forensic assessment methodology skills and study psychology's role in the judicial system, the differences between clinical and forensic psychological practice, and parameters of ethical practice in forensic psychology. Other topics include basic functions of forensic practice in civil, criminal, juvenile, and family law contexts and basic principles of testimony. ***Prerequisite(s): PSY6210, PSY8230, PSY8240, PSY8330.***

PSY8350 - Techniques of Forensic Practice (5 quarter credits). The primary focus of PSY8350 is on the methodology and mechanics for performing different forensic activities including training in methodology. The course also focuses on practical applications and skill-building in different forensic practice areas. The course introduces forensic evaluation methodologies including competency to stand trial, insanity defense, child custody, fitness to parent, mitigating defenses, and recidivism. Evaluating 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, PSY8230, PSY8240, PSY8340, PSY8350.***

PSY8361 - Online Teaching in Psychology Practicum (5 quarter credits). Learners in this course develop a pedagogical orientation to online teaching in psychology, including an understanding of academic scholarship. Learners participate in a supervised online teaching experience during which they demonstrate pedagogical, instructional, and academic engagement skills, strategies, and best practices. This course provides learners with the opportunity to develop an assessment of their professional and instructional competencies and an accompanying career-path plan. ***Prerequisite(s): PSY8110; PSY8120 or PSY8170; and PSY8130. Cannot be fulfilled by transfer.***

PSY8371 - Strategies of Clinical Supervision and Consultation (5 quarter credits). This course provides an overview of the 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 learners only.***

PSY8377 - School Psychology Practicum I (3 quarter credits). This is the first course in a sequence of two practicum courses during which learners fulfill 350 required practicum hours in a supervised school setting during two academic quarters. Under the guidance of an experienced school psychologist supervisor, learners observe and participate in the daily life of a school setting. Learners apply the academic and clinical knowledge and skills gained during the program, analyze their experiences, and compare them to best practices in the field. Learners also identify their school setting's strengths and weaknesses, the challenges associated with meeting the needs of the students and families it serves, and ways in which their school setting ensures comprehensive service delivery. ***For Specialist Certificate learners in School Psychology only. Prerequisite(s): Approval of practicum application. All application materials must be received by the first day of the quarter preceding the quarter of the proposed start date. Refer to the current manual for further details. Cannot be fulfilled by transfer.***

PSY8378 - School Psychology Practicum II (2 quarter credits). This is the second course in a sequence of two practicum courses during which learners fulfill 350 required practicum hours in a supervised school setting during two academic quarters. Learners spend less time observing their supervisor and more time practicing their skills under close supervision and continue applying the academic and clinical skills gained during the program in their work with teachers, students, and parents. ***For Specialist Certificate learners in School Psychology only. Prerequisite(s): PSY8150, PSY8235, PSY8332, PSY8337, PSY8377. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

PSY8385 - School Psychology Internship I (5 quarter credits). This is the first course in a sequence of three internship courses during which learners fulfill 1,200 required internship hours in a supervised school setting during one academic year. Learners integrate and apply knowledge and skills that reflect professional field standards and participate in formative and summative performance-based evaluations of their work. Successful completion of the internship is contingent upon passing the final portfolio review that demonstrates proficiency of program competencies. ***For Specialist Certificate in School Psychology learners only. Prerequisite(s): Completion of all required course work and residency requirements. Approval of internship application. All application materials must be received by the first day of the quarter preceding the quarter of the proposed start date. Refer to the current manual for further details. Cannot be fulfilled by transfer.***

PSY8386 - School Psychology Internship II (5 quarter credits). This is the second course in a sequence of three internship courses during which learners fulfill 1,200 required internship hours in a supervised school setting during one academic year. Learners integrate and apply knowledge and skills that reflect professional field standards and participate in formative and summative performance-based evaluations of their work. Successful completion of the internship is contingent upon passing the final portfolio review that demonstrates proficiency of program competencies. ***For Specialist Certificate in School Psychology learners only. Prerequisite(s): PSY8385. Cannot be fulfilled by transfer.***

PSY8387 - School Psychology Internship III (5 quarter credits). This is the third course in a sequence of three internship courses during which learners fulfill 1,200 required internship hours in a supervised school setting during one academic year. Learners integrate and apply knowledge and skills that reflect professional field standards and participate in formative and summative performance-based evaluations of their work. Successful completion of the internship is contingent upon passing the final portfolio review that demonstrates proficiency of program competencies. ***For Specialist Certificate in School Psychology learners only. Prerequisite(s): PSY8386. Cannot be fulfilled by transfer.***

PSY8397 - Advanced Practicum (5 quarter credits). This course offers continued supervised training in professional psychology with particular emphasis on treatment and case presentations. Learners examine various psychopathological conditions, develop case presentations, and consult with colleagues on treatment issues. ***Cannot be fulfilled by transfer.***

PSY8401 - Internship I (5 quarter credits). This is the first course in a sequence of four internship courses during which learners fulfill 2,000 required internship hours. Learners work with a varied population of clients in a range of settings and focus on defining their academic psychology principles, strengthening their diagnostic and clinical skills, and clarifying their clinical strengths and limitations. ***For PsyD learners only. May be taken concurrently with PSY9921–PSY9950. Prerequisite(s): Completion of a minimum of two doctoral practicum series courses. Approval of internship application. All learners are required to participate in the APPIC match process for internship. Refer to the current manual for application deadline and further details. Cannot be fulfilled by transfer.***

PSY8402 - Internship II (5 quarter credits). This course is a continuation of the previous internship course, PSY8401, during which learners fulfill 2,000 required internship hours. ***For PsyD learners only. Prerequisite(s): PSY8401. Cannot be fulfilled by transfer.***

PSY8403 - Internship III (5 quarter credits). This course is a continuation of the previous internship course, PSY8402, during which learners fulfill 2,000 required internship hours. ***For PsyD learners only. Prerequisite(s): PSY8402. Cannot be fulfilled by transfer.***

PSY8404 - Internship IV (5 quarter credits). This course is a continuation of the previous internship course, PSY8403, during which learners fulfill 2,000 required internship hours. ***For PsyD learners only. Prerequisite(s): PSY8403. Cannot be fulfilled by transfer.***

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. Cannot be fulfilled by transfer.***

PSY8410 - Substance-Related Therapies (5 quarter credits). This course presents various approaches to substance-related treatment, including assessment and diagnostic issues. Learners study in- and out-patient treatment programming; self-help group therapy; and individual, group, and family-based treatments. Learners also examine ways the community and other resources can be used to treat substance-related behavior and analyze current trends and changes in service delivery. ***Prerequisite(s): 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 abuse 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): PSY8410. Cannot be fulfilled by transfer.***

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.

PSY8440 - Substance-Related Program Evaluation (5 quarter credits). This course covers various methods used to evaluate substance-related treatment programs. Learners examine quasi-experimental designs, study sampling procedures, and analyze program evaluation and ethical field research-related issues. ***Prerequisite(s): PSY7543; PSY7650 or PSY7656.***

PSY8445 - Addiction Research (5 quarter credits). In this course, learners review various methods used to conduct contemporary addiction research. In particular, learners examine the emerging research practices and perspectives that inform addiction psychology theory and common paradigms for evaluating substance-related treatment programs. Learners also discuss ethical issues unique to addictions research. ***Prerequisite(s): PSY7650. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

PSY8450 - Compulsive Behavior and the Disturbance of the Self (5 quarter credits). This course defines the nature of addictive and compulsive behavior problems; learners in the course discuss the development of the addiction model and its tenets and review the literature regarding the validity and efficacy of treatment approaches based on the addiction model. Alternatives to the addiction model are discussed, including cognitive behavior therapy. The course provides a detailed examination of the psychodynamically oriented Compulsive Behavior Model.

PSY8460 - Dual Diagnosis (5 quarter credits). This course addresses the complexities of comorbidity, diagnosis, and treatment of clients with various substance-related disorders and other mental illnesses, and emphasizes application of scientific research in clinical and programmatic settings. Learners review current research and theory on the etiology, psychodynamics, and treatment of individuals with comorbid disorders and examine specific methods of psychotherapy and the role of pharmacotherapy in their treatment. Learners also evaluate case studies to develop applications skills needed to work with individuals with comorbid features in research and other face-to-face settings. ***Prerequisite(s): PSY6210, PSY8410.***

PSY8465 - Addiction Programs for Complex Cases (5 quarter credits). This course addresses the theoretical and practical complexities associated with identifying, studying, and treating clients with combinations of substance-related disorders and other mental illnesses. Learners review various etiological models of complex cases and explore practical research and clinical applications used to study and treat such cases. ***Prerequisite(s): PSY8460. Cannot be fulfilled by transfer.***

PSY8475 - Systems Approaches to Addiction Prevention and Treatment (5 quarter credits). Learners in this course examine current theory and research on the systems that may affect the prevention and treatment of addictive behavior. Learners discuss family and social systems from etiological, prevention, and treatment perspectives and explore the ethical and legal issues associated with systems intervention.

PSY8485 - Behaviors with Addictive Features (5 quarter credits). This course presents contemporary examples of professionally recognized behaviors with addictive features, including those exemplifying process addictions, compulsions, and pathology. Learners examine the theories explaining these behaviors and their associated treatments and identify the ways in which behaviors with addictive features differ from classic addictions.

PSY8530 - Family Therapy (5 quarter credits). This course is an analysis and comparative study of the prominent schools of thought within the field of family psychology, their tenets, therapeutic strategies, and techniques. Structural, strategic, trans-generational, behavioral, communication, and analytical approaches to family therapy are discussed.

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.

PSY8570 - Family Systems Approach to Addictive Behavior Problems (5 quarter credits). Learners in this course examine current theory and research on family dynamics and treatment methods of addictive and compulsive behavior problems. The course covers a variety of theoretical approaches to treatment including the disease model, brief therapy, structural/strategic therapy, and psychoanalytically oriented treatment. Topics include the role of family in the etiology, maintenance, and treatment of various problems; emerging approaches to family interventions; the role of self-help groups in family intervention; and ethical issues related to family treatment of addictive and compulsive problems.

PSY8610 - Principles of Health Psychology (5 quarter credits). This course is a review of behavioral and biomedical theory and research with the objective of understanding the contributions of psychological factors to the prevention, diagnosis, and treatment of disease and illness. Topics include psychosocial factors contributing to health and disease, health promotion, mind-body relationships, and psychological approaches to the prevention and treatment of physical illness. Cognitive and behavioral interventions for health-related problems and the collaborative roles of medical specialists and psychologists are emphasized.

PSY8630 - Health Care Delivery (5 quarter credits). Learners in this course examine the role of the psychologist as a health care provider within managed health care. Consultative and collaborative roles for the psychologist are reviewed and learners explore working in an integrated and interdisciplinary team and alternative health care delivery models.

PSY8640 - Community Psychology (5 quarter credits). This course addresses the role of the psychologist as an agent of change in the community. Social change strategies that community-oriented psychologists can use in facilitating community improvements and alleviating adverse social conditions are given special attention. Legal, social policy, medical, familial, and psychological viewpoints are considered in the analysis of community problems and their prevention. Other topics include child abuse, delinquency, crime, poverty, powerlessness, inadequate social support, and forms of discrimination.

PSY8650 - Innovative Health Care Practices (5 quarter credits). This course is an examination of the emerging trends in health practices. Topics include integrating spiritual resources into treatment, "alternative" therapies, current issues in mind/body relationships, and the impact of managed care in the delivery of psychological services. Interdisciplinary practice and collaborative relationships are emphasized.

PSY8660 - Coping with Chronic Physical Illness (5 quarter credits). This course examines the psychological impact of a variety of medical conditions and their bio-psycho-social etiologies and treatments. Emphasis is placed on the role of the interdisciplinary team in treatment planning and implementation. Medical conditions addressed in the course include pain syndromes such as headaches, back pain, gastrointestinal disorders, auto-immune, and other chronic diseases.

PSY8670 - Cognitive/Affective Basis of Physical Illness (5 quarter credits). This course emphasizes the assessment and treatment of psychosomatic conditions from a cognitive/affective perspective. Learners explore the ways assessment and treatment interventions from this perspective are applied to patients with acute and chronic conditions housed both in medical care facilities and treated as out-patients. The use of self-instruction strategies, relaxation techniques, imagery, meditation, hypnosis, and other stress management strategies are reviewed.

PSY8711 - Principles of Industrial/Organizational Psychology (5 quarter credits). In this course, learners identify and confirm theories and research of industrial/organizational psychology. Learners examine the various psychological constructs affecting individuals, groups, teams, and organizations in the workplace. Learners also evaluate the differences between industrial and organizational psychology and explore various assessment methods, models, and interventions applicable across workplace settings.

PSY8720 - Psychology of Leadership (5 quarter credits). This course provides a comprehensive review of various leadership theories and models. Learners evaluate historic and current leadership theories; identify their applications to clinical, counseling, educational, organizational, and sports settings; and apply them to their professional practice. Learners also analyze the process of leader development and explore the influence of the leader, group, task, and context on the process of leadership. Course topics include team building and leading, leader development, leadership styles, and multicultural issues relevant to leadership in various settings.

Graduate Course Descriptions, *continued*

PSY8721 - Introduction to Business Practices for Psychologists (5 quarter credits). In this course, learners analyze business models and the effects of business structure and processes within specific settings on coaching performance. Learners also examine internal and external issues affecting business professions, including organizational change and transition. ***Prerequisite(s): PSY7650.***

PSY8730 - Consultation Psychology (5 quarter credits). Learners in this course explore the variety of roles and interventions that engage psychological consultants in an applied setting. Learners examine psychological consultants' contributions to clinical, educational, industrial, and organizational settings and demonstrate the competencies required to evaluate and conduct psychological consultative services through applied case work, practice, self-appraisal, feedback, and discussion. Other course topics include current consultation theories, consultation ethics, models of consultation research, and the dynamics of the consultant-client relationship.

PSY8740 - Psychology Practices in Personnel and Human Resource Management (5 quarter credits). This course provides a broad overview of psychologically based methods, tools, and practices used in personnel psychology and human resource management. Learners identify the underlying psychological theories and approaches applicable to personnel and HRM practice and synthesize these theories to develop enhanced application and scholarship. Course topics include needs assessment, personnel selection, job analysis, performance management and appraisal, organizational effectiveness, motivation, training and development, competency development, and quality management.

PSY8750 - Managing Psychological Services (5 quarter credits). This course addresses the current challenges of managing psychological services and is designed to assist learners with the business components and professional standards of establishing a practice. Learners examine the theories, models, and practices used in the consultation process and explore practical psychological services issues, such as marketing a practice, developing proposals, and managing risk. Learners also evaluate various psychological processes and services that can be applied in organizational, educational, and clinical settings and the cultural and ethical issues associated with developing psychological services.

PSY8760 - Vocational Psychology (5 quarter credits). This course is a comprehensive review of major theories and research in vocational psychology and implications for the work of the counseling and consulting psychologist. In this course, learners study an individual's occupational behavior, occupational choice, and motivational development surrounding work choice patterns. Industrial/organizational practitioners, psychologists, and career counselors are the primary audiences for this course, which combines industrial/organizational psychology with vocational counseling.

PSY8763 - Program Evaluation (5 quarter credits). This course provides an examination of the theories, techniques, methods, and processes of program evaluation. Learners synthesize the knowledge and skills gained from prior course work to design, implement, and communicate the results of a simulated program evaluation. ***Prerequisite(s): PSY7620.***

PSY8765 - Testing and Assessment in Workplace Psychology (5 quarter credits). Learners in this course review relevant theories and research methods of workplace psychology, coaching, and consultation assessment. Learners study the assessment process, identify assessment tools and their applications, and examine 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 effective coaching frameworks to apply in different contexts, including positive, humanistic, individual, group, multidimensional, behavioral, developmental, cognitive, psychoanalytic, and systems-based perspectives. Learners also identify ethical and multicultural issues related to evidence-based coaching. ***Prerequisite(s): PSY7610.***

PSY8770 - Psychology of Motivation and Performance (5 quarter credits). In this course, learners explore various psychological theories, concepts, and principles of motivation. Learners evaluate the factors of motivation that influence personal and professional performance, success, and satisfaction. Learners also synthesize research in order to identify, assess, and integrate motivational strategies and apply models of performance enhancement.

PSY8780 - Psychology of Organizational Ergonomics in the Workplace (5 quarter credits). Learners in this course explore ergonomics and its roots in engineering, psychology, and physiology. Learners investigate the impact of technology, the environment, and ergonomics of work on the various psychological processes that contribute to motivated, productive, and satisfied employees.

PSY8785 - Compensation and Benefits Planning Psychology (5 quarter credits). In this course, learners study the psychological theories and elements of compensation and benefits and use them to evaluate the efficacy of compensation and benefits systems. Learners also examine current trends in compensation and benefits and the ways compensation and benefits influence the psychological aspects and sustainability of an organization.

PSY8795 - Psychology of Health and Stress in Organizations (5 quarter credits). This course provides learners with an overview of the fundamental psychological elements that contribute to a healthy work environment and promote wellness. Learners examine the elements and impact of stress on the workplace; individuals' varying degrees of resistance to work stressors and the ways an individual's personality traits affect stress; and strategies organizations can employ to promote a more healthy working environment. Other course topics include the historical perspective of stress, sociocultural sources of stress, and the distinction between personal and professional job stress. Learners explore their own stress response mechanisms and develop methods for managing stress from personal and organizational perspectives.

PSY8840 - Principles of Sport Psychology (5 quarter credits). An overview of the field of sport psychology, this course covers a broad range of topics, including personality, attention, anxiety and arousal, arousal adjustment strategies, cognitive-behavioral intervention, causal attribution, motivation, self-confidence, psychology, and social issues of sport. Learners who complete this course gain a comprehensive understanding of sport psychology. ***Prerequisite(s): PSY7411.***

PSY8841 - Performance Enhancement in Sports (5 quarter credits). Learners in this course examine the mechanisms athletes use to exceed their perceived physical and mental limitations. Learners also begin to apply performance enhancement theories and techniques to help clients' improve athletic performance. Topics include strategies such as visualization, meditation, hypnosis, autogenic training, biofeedback, and progressive relaxation. ***Prerequisite(s): PSY8840.***

PSY8842 - Applied Sport Psychology (5 quarter credits). Learners in this course explore methods of applying fundamental sport psychology concepts to their chosen profession. Learners consider ethical issues, their personal approach to sport psychology practice, and ways to use research to inform their work. Learners also examine the significance of working with diverse populations and expanding their areas of expertise. ***Prerequisite(s): PSY8841.***

Graduate Course Descriptions, *continued*

PSY8845 - Current Issues in Sport Psychology (5 quarter credits). In this course, learners critically analyze the research, theories, and practices of sport psychology. Learners examine current issues in sports and explore ways to ethically and professionally apply sport psychology practices to educate sports participants and improve the performance of athletes. ***Prerequisite(s): PSY8842.***

PSY8990 - Independent Readings (5 quarter credits). This course allows learners to read about and critically analyze specific topics in psychology in greater depth under the guidance of the course instructor. ***May only be taken once.***

PSY8991 - Selected Topics in Psychology (1 quarter credit). This course is intended to be taken concurrently with one four-credit elective course outside of the Psychology program. Learners select a topic from the four-credit course and develop it for further study. Using theory, research, and professional literature, learners develop a project that demonstrates the relevance of the selected topic to their specialization. ***May be repeated for credit.***

PSY8992 - Selected Topics in Psychology (2 quarter credits). This course is intended to be taken concurrently with two four-credit elective courses outside of the Psychology program. Learners select a topic from each of the four-credit courses and develop it for further study. Using theory, research, and professional literature, learners develop projects that demonstrate the relevance of the selected topics to their specialization. ***May be repeated for credit.***

PSY8993 - Selected Topics in Psychology (3 quarter credits). This course is intended to be taken concurrently with three four-credit elective courses outside of the Psychology program. Learners select a topic from each of the four-credit courses and develop it for further study. Using theory, research, and professional literature, learners develop projects that demonstrate the relevance of the selected topics to their specialization. ***May be repeated for credit.***

PSY8951–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 self-evaluation; knowledge and application of evidence-based practice; competence to practice with diverse populations; and ethical and legal professional psychology standards. ***For PsyD learners only. Prerequisite(s): PSY8001, PSY7110, PSY7210, PSY7540, PSY8315, 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.***

PSY9919 - Doctoral Comprehensive Examination (5 quarter credits). This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to enroll in the first dissertation course. ***Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective course work with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.***

PSY9920 - Dissertation Courseroom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. ***Grading for this course is R/NS. Prerequisite(s): PSY9919. Cannot be fulfilled by transfer.***

PSY9921–PSY9950 - Dissertation Research 1–Dissertation Research 30 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. ***Grading for these courses is R/NS. Courses must be taken in sequence. PsyD learners may take PSY9921–PSY9950 concurrently with PSY8401–PSY8404. Prerequisite(s): PSY9919 and concurrent enrollment in PSY9920. Cannot be fulfilled by transfer.***

Harold Abel School of Social and Behavioral Sciences

Master's Studies in Human Behavior Courses

SHB5003 - Survey of Research in Human Development and Behavior (4 quarter credits). This course presents theories of human development and behavior throughout the lifecycle. Learners examine approaches for researching human development, including personality and moral development theory. Learners also focus on the developing person using the theoretical lenses of disciplines such as psychology, anthropology, and biology. ***Must be taken during the learner's first quarter. Learners may only earn credit for COUN5003 or HS5002 or SHB5003. Cannot be fulfilled by transfer.***

SHB5006 - Survey of Research Methodology (4 quarter credits). This course provides an overview of graduate-level approaches to research methodology. Learners study major research methodologies and quantitative and qualitative approaches to scholarly inquiry. ***Learners may only earn credit for COUN5006 or CST5006 or HS5006 or SHB5006.***

SHB5109 - Scope of Addictive Behaviors and Eating Disturbances (4 quarter credits). In this course, learners explore the theories, research, and social policies guiding the study of addictive behaviors and eating disturbances and use this knowledge to design informational and advocacy models that promote effective addictive behavior and eating disturbance services. Learners also examine historical and contemporary concepts of addictive behaviors and eating disturbances; analyze addictive behaviors and eating disturbances within the context of ethnic and cultural diversity; and identify ethical, legal, and social considerations associated with addictive behavior and eating disturbance services.

SHB5314 - Program Development and Evaluation (4 quarter credits). In this course, learners examine needs assessment, program development, and program evaluation as fundamental tools in institutional, public, or private organizations. In particular, learners explore ways of evaluating needs of specific populations, using research-based models and best practices to inform program development and evaluation, communicating effectively with internal and external stakeholders, and addressing ethical implications of various approaches to program development and evaluation.

Graduate Course Descriptions, *continued*

SHB5315 - Ethics and Leadership in Studies in Human Behavior (4 quarter credits). Learners in this course examine professional ethical roles and responsibilities in providing direct and indirect client and community services in public and private settings in the fields of education and social and behavioral sciences. Learners explore professional codes of ethics, identify their personal ethical standards, and assess their ability to lead ethically and apply ethical principles in research.

SHB5318 - Scope of Studies in Human Behavior (4 quarter credits). This course presents learners with an overview of topics in human behavior addressed by professionals in the field of social and behavioral sciences. In particular, learners examine human behavior theory and the impact of education, motivation, ethics, diversity, social structures, and community support systems on human behavior. Learners use the knowledge, skills, and methods acquired during the course to address a contemporary social issue through research.

SHB5334 - Ethnic and Cultural Awareness (4 quarter credits). This course is a survey of theories, research, and concepts that highlight the importance of race, culture, and ethnicity in individual and group experience. Learners consider the effects of gender, social class, religion, and disability on experience and evaluate the role of the human service and educational professional in addressing the multicultural needs of clients and colleagues in the workforce. Learners also examine cross-cultural issues and practice applying a variety of theoretical approaches and methodologies to real-life scenarios. ***Learners may only earn credit for COUN5334 or CST5334 or HS5334 or SHB5334.***

SHB5337 - Child and Adolescent Studies (4 quarter credits). Learners in this course examine and apply research-based best practices in advocating and providing services for children and adolescents. In particular, learners examine the significant issues and needs of diverse populations of children and adolescents, the ways communities and society respond to those issues and needs, and methods of using advocacy when working with children and adolescents in various professional settings. Learners also study biological, cultural, and social influences on children and adolescents and legal and ethical issues associated with working with these populations.

SHB5443 - Human Behavior and Diversity (4 quarter credits). This course is a survey of concepts, theories, and research that highlight the presence of diversity in human behavior. Learners investigate the relationship between human behavior and gender, social class, religion, and/or disability and evaluate the role of the social and behavioral sciences professional in meeting the needs of diverse populations. Learners also examine cross-cultural issues and practice applying a variety of theoretical approaches and methodologies to address them.

SHB5501 - Contemporary Issues in Studies in Human Behavior (4 quarter credits). In this course, learners analyze a range of contemporary social and behavioral issues and study the ways leadership and advocacy can be used to address them. Learners also explore professional development strategies for building interdisciplinary knowledge.

SHB5990 - Studies in Human Behavior Integrative Project (4 quarter credits). In this course, learners demonstrate proficiency in studies in human behavior by applying learning from required and elective courses to complete an analysis of a public or private setting in the field of education or social and behavioral sciences or to propose a new application in the field of education or social and behavioral sciences. ***Prerequisite(s): All required and elective course work. Cannot be fulfilled by transfer.***

Harold Abel School of Social and Behavioral Sciences

Doctoral Advanced Studies in Human Behavior Courses

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 in their first quarter. Learners may only earn credit for CES8002 or CST8002 or HS8002 or SHB8002. Cannot be fulfilled by transfer.***

SHB8100 - Fundamentals of Social Science Research (4 quarter credits). This course introduces learners to social science research, particularly in the context of human services. Learners focus on becoming educated consumers of research and examine major concepts and techniques of social science research, including problem formulation, identification of variables, literature review, research design, sampling, definition and measurement of study variables, instrument construction, and data collection and analysis. Learners also critically evaluate published research, apply research findings to professional practice, and practice designing research studies in their field of interest. ***Prerequisite(s): CES8106 or CST8106 or HS8106 or PSF8106 or SHB8106. 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.***

SHB8106 - 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. ***Learners may only earn credit for CES8106 or CST8106 or HS8106 or PSF8106 or SHB8106. Cannot be fulfilled by transfer.***

SHB8111 - Quantitative Research Methods in the Human Services (4 quarter credits). Learners in this course examine the research methods and designs human service professionals use to solve specific social problems. Topics include human subjects protection, measurement, development of instruments, data collection and management, and initial phases of data analysis. Learners also consider methodological adaptations when conducting research with vulnerable and diverse populations. ***Prerequisite(s): CES8100 or CST8100 or HS8100 or PSF8100 or SHB8100. Cannot be fulfilled by transfer.***

SHB8112 - Advanced Qualitative Research Methods (4 quarter credits). In this course, learners evaluate qualitative research methods and designs. Learners focus on developing the skills used to synthesize information related to qualitative research methodology and examine ethical issues associated with the qualitative research process. ***Prerequisite(s): CES8111 or CST8111 or HS8111 or PSF8111 or SHB8111. Cannot be fulfilled by transfer.***

SHB8113 - Advanced Study in Research Methods (4 quarter credits). Learners in this course analyze the relevance and appropriateness of specific research methodologies in preparation for the dissertation. Learners examine planning and sampling, measurement, statistical and qualitative analytic models, results analysis and interpretation, and ethical considerations. Learners also conceptualize, plan, and design a doctoral research proposal. ***Must be taken prior to the comprehensive examination. Prerequisite(s): CES8112 or CST8112 or HS8112 or PSF8112 or SHB8112. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

SHB8315 - Advanced Program Design (4 quarter credits). The focus of this course is program design in the fields of education and social and behavioral sciences. In particular, learners evaluate needs-based program design approaches and the models that inform those approaches. Learners also explore ways of effectively communicating with internal and external stakeholders and addressing ethical implications of various approaches to program design.

SHB8316 - Advanced Program Evaluation (4 quarter credits). Learners in this course examine needs assessment and program evaluation as fundamental tools in institutional, public, or private organizations. Learners assess the needs assessment strategies used to evaluate the needs of specific populations in various social and behavioral sciences settings. Learners also explore research-based program evaluation models and focus on developing skills in evaluating program effectiveness.

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.

SHB8478 - The Family in Social Context (4 quarter credits). Learners in this course examine families from a systems perspective and explore the dynamics and systems influencing family structures. Learners also identify the skills needed to work with diverse family groups and the challenges faced by human services professionals. ***Learners may only earn credit for CST8478 or HS8478 or SHB8478.***

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.

SHB8725 - Human Sexuality (4 quarter credits). In this course, doctoral learners study sexuality within the larger context of human experience. The course emphasizes physical and psychosexual development, frequency and significance of various types of sexual behavior, and health-related issues. Topics include treatment of sexual problems and concerns of special and diverse populations. ***Learners may earn credit for either CST8725 or SHB8725, but not both.***

SHB8775 - Issues in Aging, Grief, and Bereavement (4 quarter credits). This course is an examination of aging and loss as from biological, psychological, social, and cultural perspectives. 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. 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. Using evidence-based literature, learners evaluate historical and contemporary paradigms of addictive behaviors and their physical, psychological, and social effects. Learners also assess service delivery models and the cultural, ethnic, legal, and ethical considerations associated with working with diverse populations of people with addictive behaviors.

SHB9919 - Doctoral Comprehensive Examination (4 quarter credits). This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The courseroom mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to enroll in the first dissertation course. ***Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective course work with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.***

SHB9920 - Dissertation Courseroom (non-credit). This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. ***Grading for this course is R/NS. Prerequisite(s): SHB9919. Cannot be fulfilled by transfer.***

SHB9921–SHB9950 - Dissertation Research 1–Dissertation Research 30 (5 quarter credits each). Learners complete the required dissertation milestones and prepare their dissertation for publication. ***Grading for these courses is R/NS. Courses must be taken in sequence. Prerequisite(s): SHB9919 and concurrent enrollment in SHB9920. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

Harold Abel School of Social and Behavioral Sciences

Residency Courses

CES-R8921 - PhD Colloquium Track 1 (non-credit). The Track 1 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize assessment and practice of academic and intellectual skill sets essential to progressing through doctoral program course work. Learners also engage in self-reflection exercises and participate in learning experiences that address the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. ***PhD in Psychology learners should enroll in Track 1 before completing 36 credits. All other learners should enroll in Track 1 during their first quarter of enrollment or before completing 56 credits.***

CES-R8922 - PhD Colloquium Track 2 (non-credit). The Track 2 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize applying the research process to their chosen discipline. Learners also expand their intellectual applications and analysis skills and the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. ***PhD in Psychology learners should enroll in Track 2 while completing 37–60 credits. All other learners should enroll in Track 2 while completing 57–72 credits. Prerequisite(s): COL-R8921 or OM-R8921 or ED-R8921 or PSL-R8921 or CES-R8921 or CST-R8921 or PSY-R8921 or SHB-R8921.***

CES-R8923 - PhD Colloquium Track 3 (non-credit). The Track 3 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize expanding and applying doctoral competencies to the independent research phase of the program in preparation for the comprehensive examination and dissertation. Learners also continue to strengthen the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner and focus on using intellectual and academic skill sets to synthesize and analyze theory and research as leaders in the discipline. Following the residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. ***PhD in Psychology learners should enroll in Track 3 while completing 61–95 credits. All other learners should enroll in Track 3 while completing 73–96 credits. Prerequisite(s): COL-R8922 or OM-R8921 or ED-R8922 or PSL-R8922 or CES-R8922 or CST-R8922 or PSY-R8922 or SHB-R8922.***

COUN-R5910 - School Counseling Residential Colloquium I (non-credit). The first residential colloquium includes a preparatory online courseroom and a residency experience. Learners engage in preparatory online courseroom activities to prepare themselves for the residency experience and focus on developing clinical school counseling skills, including building therapeutic relationships, performing therapeutic assessments of P–12 children, consulting with teachers and parents, and applying ethical and legal standards of practice. Learners then engage in a face-to-face residency experience that guides them as they integrate school counseling theories and methods with clinical practice. ***COUN5910 must be taken the quarter immediately following COUN-R5910. Prerequisite(s): COUN5003 or COUN5004; COUN5215; COUN5280; COUN5334; COUN5338. Cannot be fulfilled by transfer.***

COUN-R5911 - School Counseling Residential Colloquium II (non-credit). The second residential colloquium includes a preparatory online courseroom and a residency experience. Learners engage in preparatory online courseroom activities to prepare themselves for the residency experience and focus on developing advanced clinical school counseling skills, including building a range of therapeutic relationships; applying theory-based individual and group therapy techniques to P–12 children, families, and communities; and performing substance abuse assessments. Learners then engage in a face-to-face residency experience that guides them as they integrate school counseling theories and methods with clinical practice. This residential colloquium provides 10 hours of group experience. ***COUN5911 must be taken the quarter immediately following COUN-R5911. Prerequisite(s): COUN-R5910, COUN5910, COUN5006, COUN5106, COUN5240, COUN5241, COUN5279, COUN5282. Cannot be fulfilled by transfer.***

COUN-R5920 - Marriage and Family Therapy Residential Colloquium I (non-credit). The first residential colloquium includes a preparatory online courseroom and a residency experience. Learners engage in preparatory online courseroom activities to prepare themselves for the residency experience and focus on developing clinical marriage and family therapy skills, including building therapeutic relationships, performing therapeutic assessments, and applying ethical and legal standards of practice. Learners then engage in a face-to-face residency experience that guides them as they integrate marriage and family therapy theories and methods with clinical practice. ***COUN5920 must be taken the quarter immediately following COUN-R5920. Prerequisite(s): COUN5003 or COUN5004; COUN5107; COUN5215 or COUN5222; COUN5220; COUN5239; COUN5270; COUN5271; COUN5334. Cannot be fulfilled by transfer.***

COUN-R5921 - Marriage and Family Therapy Residential Colloquium II (non-credit). The second residential colloquium includes a preparatory online courseroom and a residency experience. Learners engage in preparatory online courseroom activities to prepare themselves for the residency experience and focus on developing advanced clinical marriage and family therapy skills, including building a range of therapeutic relationships; applying theory-based therapy techniques to individuals, couples, and family groups; and individual and relational diagnosis and treatment planning. Learners then engage in a face-to-face residency experience that guides them as they integrate marriage and family therapy theories and methods with clinical practice. This residential colloquium provides 10 hours of group experience. ***COUN5921 must be taken the quarter immediately following COUN-R5921. Prerequisite(s): COUN-R5920; COUN5920; COUN5108; COUN5214; COUN5225 or COUN5275; COUN5241; COUN5273. Cannot be fulfilled by transfer.***

COUN-R5930 - Mental Health Counseling Residential Colloquium I (non-credit). The first residential colloquium includes a preparatory online courseroom and a residency experience. Learners engage in preparatory online courseroom activities to prepare themselves for the residency experience and focus on developing clinical mental health counseling skills, including building therapeutic relationships, performing therapeutic assessments, and applying ethical and legal standards of practice. Learners then engage in a face-to-face residency experience that guides them as they integrate mental health counseling theories and methods with clinical practice. ***COUN5930 must be taken the quarter immediately following COUN-R5930. Prerequisite(s): COUN5003 or COUN5004; COUN5214; COUN5215; COUN5221 or COUN5223; COUN5239; COUN5252; COUN5334. Cannot be fulfilled by transfer.***

Graduate Course Descriptions, *continued*

COUN-R5931 - Mental Health Counseling Residential Colloquium II (non-credit). The second residential colloquium includes a preparatory online courseroom and a residency experience. Learners engage in preparatory online courseroom activities to prepare themselves for the residency experience and focus on developing advanced clinical mental health counseling skills, including building a range of therapeutic relationships, applying theory-based individual and group therapy techniques, and performing crisis assessments. Learners then engage in a face-to-face residency experience that guides them as they integrate mental health counseling theories and methods with clinical practice. This residential colloquium provides 10 hours of group therapy experience. ***COUN5931 must be taken the quarter immediately following COUN-R5931. Prerequisite(s): COUN-R5930, COUN5930, COUN5006, COUN5106, COUN5107, COUN5108, COUN5241, COUN5271. Cannot be fulfilled by transfer.***

COUN-R5940 - Addiction Counseling Residential Colloquium I (non-credit). The first residential colloquium includes a preparatory online courseroom and a residency experience. Learners engage in preparatory online courseroom activities to prepare themselves for the residency experience and focus on developing clinical addiction counseling skills, including building therapeutic relationships, performing therapeutic assessments, and applying ethical and legal standards of practice. Learners then engage in a face-to-face residency experience that guides them as they integrate addiction counseling theories and methods with clinical practice. ***COUN5940 must be taken the quarter immediately following COUN-R5940. Prerequisite(s): COUN5003 or COUN5004; COUN5214; COUN5215; COUN5221 or COUN5223; COUN5239; COUN5334. Cannot be fulfilled by transfer.***

COUN-R5941 - Addiction Counseling Residential Colloquium II (non-credit). The second residential colloquium includes a preparatory online courseroom and a residency experience. Learners engage in preparatory online courseroom activities to prepare themselves for the residency experience and focus on developing advanced clinical addiction counseling skills, including building a range of therapeutic relationships, applying theory-based individual and group therapy techniques, and assessing and treating addictive and compulsive behaviors. Learners then engage in a face-to-face residency experience that guides them as they integrate addiction counseling theories and methods with clinical practice. This residential colloquium provides 10 hours of group therapy experience. ***COUN5941 must be taken the quarter immediately following COUN-R5941. Prerequisite(s): COUN-R5940, COUN5940, COUN5006, COUN5106, COUN5107, COUN5108, COUN5225, COUN5241. Cannot be fulfilled by transfer.***

COUN-R5950 - Career Counseling Residential Colloquium I (non-credit). The first residential colloquium includes a preparatory online courseroom and a residency experience. Learners engage in preparatory online courseroom activities to prepare themselves for the residency experience and focus on developing clinical career counseling skills, including building therapeutic relationships, performing therapeutic assessments, and applying ethical and legal standards of practice. Learners then engage in a face-to-face residency experience that guides them as they integrate career counseling theories and methods with career development practice. ***COUN5950 must be taken the quarter immediately following COUN-R5950. Prerequisite(s): COUN5003 or COUN5004; COUN5215; COUN5239; COUN5279; COUN5106; COUN5334. Cannot be fulfilled by transfer.***

COUN-R5951 - Career Counseling Residential Colloquium II (non-credit). The second residential colloquium includes a preparatory online courseroom and a residency experience. Learners engage in preparatory online courseroom activities to prepare themselves for the residency experience and focus on developing advanced clinical career counseling skills, including building a range of therapeutic relationships, applying career assessment instruments in an appropriate and effective manner, and developing career plans for a diverse client population. Learners then engage in a face-to-face residency experience that guides them as they integrate career counseling theories and methods with current labor and employment trends. This residential colloquium provides 10 hours of group therapy experience. ***COUN5951 must be taken the quarter immediately following COUN-R5951. Prerequisite(s):COUN-R5950, COUN5950, COUN5241, COUN5291, COUN5292. Cannot be fulfilled by transfer.***

CST-R8921 - PhD Colloquium Track 1 (non-credit). The Track 1 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize assessment and practice of academic and intellectual skill sets essential to progressing through doctoral program course work. Learners also engage in self-reflection exercises and participate in learning experiences that address the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. ***PhD in Psychology learners should enroll in Track 1 before completing 36 credits. All other learners should enroll in Track 1 during their first quarter of enrollment or before completing 56 credits.***

CST-R8922 - PhD Colloquium Track 2 (non-credit). The Track 2 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize applying the research process to their chosen discipline. Learners also expand their intellectual applications and analysis skills and the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. ***PhD in Psychology learners should enroll in Track 2 while completing 37–60 credits. All other learners should enroll in Track 2 while completing 57–72 credits. Prerequisite(s): COL-R8921 or OM-R8921 or ED-R8921 or PSL-R8921 or CES-R8921 or CST-R8921 or PSY-R8921 or SHB-R8921.***

CST-R8923 - PhD Colloquium Track 3 (non-credit). The Track 3 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize expanding and applying doctoral competencies to the independent research phase of the program in preparation for the comprehensive examination and dissertation. Learners also continue to strengthen the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner and focus on using intellectual and academic skill sets to synthesize and analyze theory and research as leaders in the discipline. Following the residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. ***PhD in Psychology learners should enroll in Track 3 while completing 61–95 credits. All other learners should enroll in Track 3 while completing 73–96 credits. Prerequisite(s): COL-R8922 or OM-R8921 or ED-R8922 or PSL-R8922 or CES-R8922 or CST-R8922 or PSY-R8922 or SHB-R8922.***

DW-R8000 - Dissertation Writer's Retreat (non-credit). This week-long, intensive writing experience supports doctoral learners in completing their dissertation. Learners focus on writing in an environment that provides them with the academic experts and writing resources they need to personalize their experience and further develop their dissertation.

Graduate Course Descriptions, *continued*

DW-R8001 - Professional Dissertation Writer's Retreat (non-credit). This week-long, intensive writing experience supports doctoral learners in completing their dissertation. Learners focus on writing in an environment that provides them with the academic experts and writing resources they need to personalize their experience and further develop their dissertation. ***For DHA, DrPH, and DSW learners only. Grading for this course is S/NS. Prerequisite(s): DHA8014 or DRPH8190 or DSW8150.***

PSY-R6171 - MS Clinical Psychology Colloquium Track 1 (non-credit). Through colloquia, learners gain a strong sense of academic and professional community by engaging in discussion, networking, and learning activities in a face-to-face setting with fellow learners and faculty. In the Track 1 colloquium, learners develop the knowledge, attitudes, and behaviors necessary for professional psychology practice and build competency in clinical relationship building, interviewing, and intervention. ***For MS Clinical Psychology learners only.***

PSY-R6172 - MS Clinical Psychology Colloquium Track 2 (non-credit). Through colloquia, learners gain a strong sense of academic and professional community by engaging in discussion, networking and learning activities in a face-to-face setting with fellow learners and faculty. In the Track 2 colloquium, learners continue to develop the knowledge, attitudes, and behaviors necessary for professional psychology practice and build competency in psychological assessment. ***For MS Clinical Psychology learners only.***

PSY-R6173 - MS Clinical Psychology Colloquium Track 3 (non-credit). Through colloquia, learners gain a strong sense of academic and professional community by engaging in discussion, networking, and learning activities in a face-to-face setting with fellow learners and faculty. In the Track 3 colloquium, learners continue to develop the knowledge, attitudes, and behaviors necessary for professional psychology practice and build competency in applying cultural competence and ethical principles to psychological interventions. ***For MS Clinical Psychology learners only.***

PSY-R6181 - MS Counseling Psychology Colloquium Track 1 (non-credit). Through colloquia, learners gain a strong sense of academic and professional community by engaging in discussion, networking, and learning activities in a face-to-face setting with fellow learners and faculty. In the Track 1 colloquium, learners develop the knowledge, attitudes, and behaviors necessary for professional psychology practice and build foundational competency in psychological assessment, psychological intervention, ethics and cultural diversity, research and theory integration, professional communication, and professional identity. ***For MS Counseling Psychology learners only.***

PSY-R6182 - MS Counseling Psychology Colloquium Track 2 (non-credit). Through colloquia, learners gain a strong sense of academic and professional community by engaging in discussion, networking, and learning activities in a face-to-face setting with fellow learners and faculty. In the Track 2 colloquium, learners continue to develop the knowledge, attitudes, and behaviors necessary for professional psychology practice and build intermediate competency in psychological assessment, psychological intervention, ethics and cultural diversity, research and theory integration, professional communication, and professional identity. ***For MS Counseling Psychology learners only.***

PSY-R6183 - MS Counseling Psychology Colloquium Track 3 (non-credit). Through colloquia, learners gain a strong sense of academic and professional community by engaging in discussion, networking, and learning activities in a face-to-face setting with fellow learners and faculty. In the Track 3 colloquium, learners continue to develop the knowledge, attitudes, and behaviors necessary for professional psychology practice and build advanced competency in psychological assessment, psychological intervention, ethics and cultural diversity, research and theory integration, professional communication, and professional identity. ***For MS Counseling Psychology learners only.***

PSY-R8921 - PhD Colloquium Track 1 (non-credit). The Track 1 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize assessment and practice of academic and intellectual skill sets essential to progressing through doctoral program course work. Learners also engage in self-reflection exercises and participate in learning experiences that address the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. ***PhD in Psychology learners should enroll in Track 1 before completing 36 credits. All other learners should enroll in Track 1 during their first quarter of enrollment or before completing 56 credits.***

PSY-R8922 - PhD Colloquium Track 2 (non-credit). The Track 2 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize applying the research process to their chosen discipline. Learners also expand their intellectual applications and analysis skills and the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. ***PhD in Psychology learners should enroll in Track 2 while completing 37–60 credits. All other learners should enroll in Track 2 while completing 57–72 credits. Prerequisite(s): COL-R8921 or OM-R8921 or ED-R8921 or PSL-R8921 or CES-R8921 or CST-R8921 or PSY-R8921 or SHB-R8921.***

PSY-R8923 - PhD Colloquium Track 3 (non-credit). The Track 3 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize expanding and applying doctoral competencies to the independent research phase of the program in preparation for the comprehensive examination and dissertation. Learners also continue to strengthen the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner and focus on using intellectual and academic skill sets to synthesize and analyze theory and research as leaders in the discipline. Following the residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. ***PhD in Psychology learners should enroll in Track 3 while completing 61–95 credits. All other learners should enroll in Track 3 while completing 73–96 credits. Prerequisite(s): COL-R8922 or OM-R8921 or ED-R8922 or PSL-R8922 or CES-R8922 or CST-R8922 or PSY-R8922 or SHB-R8922.***

SHB-R8921 - PhD Colloquium Track 1 (non-credit). The Track 1 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize assessment and practice of academic and intellectual skill sets essential to progressing through doctoral program course work. Learners also engage in self-reflection exercises and participate in learning experiences that address the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 1 learning outcomes. ***PhD in Psychology learners should enroll in Track 1 before completing 36 credits. All other learners should enroll in Track 1 during their first quarter of enrollment or before completing 56 credits.***

Graduate Course Descriptions, *continued*

SHB-R8922 - PhD Colloquium Track 2 (non-credit). The Track 2 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize applying the research process to their chosen discipline. Learners also expand their intellectual applications and analysis skills and the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner. Following the residency experience, learners complete a final assessment that demonstrates Track 2 learning outcomes. ***PhD in Psychology learners should enroll in Track 2 while completing 37–60 credits. All other learners should enroll in Track 2 while completing 57–72 credits. Prerequisite(s): COL-R8921 or OM-R8921 or ED-R8921 or PSL-R8921 or CES-R8921 or CST-R8921 or PSY-R8921 or SHB-R8921.***

SHB-R8923 - PhD Colloquium Track 3 (non-credit). The Track 3 colloquium includes an online courseroom, a residency experience, and a final assessment. Learners interact with peers and faculty as they participate in online courseroom and residency activities that emphasize expanding and applying doctoral competencies to the independent research phase of the program in preparation for the comprehensive examination and dissertation. Learners also continue to strengthen the doctoral research, critical-thinking, and professional communication competencies associated with becoming a scholar-practitioner and focus on using intellectual and academic skill sets to synthesize and analyze theory and research as leaders in the discipline. Following the residency experience, learners complete a final assessment that demonstrates Track 3 learning outcomes. ***PhD in Psychology learners should enroll in Track 3 while completing 61–95 credits. All other learners should enroll in Track 3 while completing 73–96 credits. Prerequisite(s): COL-R8922 or OM-R8921 or ED-R8922 or PSL-R8922 or CES-R8922 or CST-R8922 or PSY-R8922 or SHB-R8922.***

Harold Abel School of Social and Behavioral Sciences

School Psychology Year-in-Residence Courses

PSY-R6590 - Orientation and Professional Issues (non-credit). This residency is the opening weekend of the School Psychology year-in-residence. It initiates the process of cohort formation and group cohesion and orients learners to year-in-residence activities, requirements, and logistics. Learners study a variety of concepts and participate in activities aimed at developing their professional identity as psychologists and scholar-practitioners. ***For MS School Psychology learners only. Prerequisite(s): PSY7610, PSY8233. This prerequisite applies only to MS School Psychology learners who matriculated in July 2005 or later.***

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 MS School Psychology learners only. Prerequisite(s): PSY7610, PSY8233, PSY-R6590. This prerequisite applies only to MS School Psychology learners who matriculated in July 2005 or later.***

PSY-R6592 - Interventions and Response to Interventions (non-credit). In this residency, learners explore the skills school psychologists need to coordinate and consolidate school-wide efforts that ultimately help children progress behaviorally and academically. Learners gain skills in developing and implementing academic interventions with fidelity, using data-based decision making to monitor student progress, and applying the three-tier intervention model as outlined by federal guidelines. Learners also analyze ways teachers and parents can collaborate to provide support for students and ways to assist in developing behavior intervention strategies that reflect the response to intervention (RTI) model. ***For MS School Psychology learners only. Prerequisite(s): PSY-R6590, PSY-R6591.***

PSY-R6593 - Assessments: Nonverbal (non-credit). In this residency, learners review previously taught test batteries and report writing skills and engage in mock testing and supervised observation activities to develop skills in administering standardized assessment instruments. Learners demonstrate the ability to follow the administration procedures presented in each test manual, appropriately handle the test materials, maintain a neutral test environment, and encourage full "testee" cooperation during testing sessions. Learners also explore and practice the fundamental skills needed to interpret and communicate assessment results to teachers, parents, and other professionals and study the ethical principles associated with the practice of school psychology. ***For MS School Psychology learners only. Prerequisite(s): PSY7610, PSY8233, PSY-R6590, PSY-R6591, PSY-R6592.***

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 MS School Psychology learners only. Prerequisite(s): PSY-R6590, PSY-R6591, PSY-R6592, PSY-R6593.***

PSY-R6595 - Functional Behavioral Assessment and Assessment Reviews (non-credit). In this residency, learners examine the components of functional behavioral assessments (FBAs) and behavior intervention plans (BIPs) and identify the circumstances under which they are conducted. Learners review the standardized assessment measures administered to children and adolescents and work in pairs to complete FBA and BIP forms. Learners also develop skills in synthesizing, interpreting, integrating, summarizing, and presenting case study data to provide important feedback to school personnel about a student's behavior. This residency includes a review of administration and scoring procedures for the Wechsler Intelligence Scale for Children - Fourth Edition (WISC-IV), Woodcock-Johnson III Tests of Cognitive Abilities (WJ III COG), and Woodcock-Johnson III Tests of Achievement (WJ III ACH). ***For Specialist Certificate in School Psychology learners only. Prerequisite(s): PSY8235.***

Graduate Course Descriptions, *continued*

PSY-R6596 - Personality and Behavior Assessment (non-credit). In this residency, learners administer, score, and interpret individual measures of behavior, focusing on the Behavior Assessment System for Children - Second Edition (BASC-2); Achenbach System of Empirically Based Assessment (ASEBA), including the Child Behavior Checklist (CBCL) and the Teacher Report Form (TRF); Conners Third Edition (Conners 3); Kinetic Drawing System for Family and School (KDSFS); House-Tree-Person (H-T-P); Roberts-2; and sentence completion tests (SCTs). Learners work in pairs to administer, score and interpret measures of behavior and demonstrate the results in oral case study presentations and written interpretations. Learners also develop skills in synthesizing and interpreting data from teacher, parent, and self-report behavior rating scales and projective techniques as well as scoring, interpreting, integrating, summarizing, and presenting test results. ***For Specialist Certificate in School Psychology learners only. Prerequisite(s): PSY-R6595.***

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 write reports; and engage in report writing practice sessions, individually with the instructor and in small groups. Learners gain experience developing interventions for students with internalizing and externalizing disorders, social skills training programs for preschool and adolescent students, and a training curriculum designed to assist parents in managing their children's problem behavior. Learners also study the ethical principles associated with the practice of school psychology. ***For Specialist Certificate in School Psychology learners only. Prerequisite(s): PSY-R6595, PSY-R6596.***

PSY-R6598 - Comprehensive Learner Assessment (non-credit). This residency includes the portfolio review, an assessment demonstration of the Wechsler Intelligence Scale for Children - Fourth Edition (WISC-IV) and the Woodcock-Johnson Third Edition (WJ III), and the comprehensive examination of the National Association of School Psychologists (NASP) practice domains. ***For Specialist Certificate in School Psychology learners only. Prerequisite(s): PSY-R6595, PSY-R6596, PSY-R6597.***

PSY-R6599 - Treatment Planning and Recommendations (non-credit). In this residency, learners discuss treatment plan formats and case examples in groups and work on cases individually. Learners examine and practice school-appropriate supervision skills and develop the communication and assertiveness skills needed to facilitate efficient resolution of individual (i.e., student), group (i.e., class), and school challenges. Learners also explore Individualized Education Programs (IEPs) and 504 Plans and special education identifications. ***For Specialist Certificate in School Psychology learners only. Prerequisite(s): PSY-R6595, PSY-R6596, PSY-R6597, PSY-R6598.***

Harold Abel School of Social and Behavioral Sciences

Clinical Psychology Year-in-Residence Courses

PSY-R8301 - Professional Issues in Clinical Psychology (non-credit). This face-to-face residency course is the first in a series designed to complement online courses and provides learners with the knowledge, skills, and attitudes necessary to begin doctoral-level practicum training. Learners focus on the logistics and progression of the year-in-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.

PSY-R8302 - Intervention: Building Effective Relationships (non-credit). This face-to-face residency course is focused on the therapeutic relationship and methods of building trust and rapport with clients. Through case discussions, role-plays, and group exercises, learners examine skills associated with relationship building and practice establishing ongoing working alliances with clients. Learners also explore diversity and ethical principles as they relate to the foundational components of an effective clinical interview.

PSY-R8303 - Professional Development and Socialization (non-credit). This face-to-face residency course is focused on the learner's development as a psychologist-in-training and socialization into the profession of psychology. Learners develop 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.

PSY-R8304 - Assessment: Introduction to Psychological Testing (non-credit). This face-to-face residency course is the first in a series of assessment-focused courses. Learners explore test selection, psychometric properties such as reliability and validity, and target populations within the context of ethical and effective assessment procedures. Learners also practice administering and scoring commonly used psychological tests.

PSY-R8305 - Intervention: Diagnostic Interviewing (non-credit). This face-to-face residency course is focused on diagnostic interviewing and use of the DSM-IV-TR. Learners examine trust and relationship building as a foundation for gathering the information needed to formulate diagnostic impressions and identify differential diagnoses. Learners also engage in case discussions, role-plays, and group exercises with particular attention given to methods of gathering client information and communicating diagnostic conclusions.

PSY-R8306 - Intervention: Case Formulation (non-credit). This face-to-face residency course is focused on forming case conceptualizations using various theoretical approaches. Learners apply theory to better understand a client's current issues and identify how these issues developed and are sustained. Learners also discuss the strengths and limitations of the various theories when applied to a diverse set of clients and client issues.

PSY-R8307 - Intervention: Treatment Planning (non-credit). This face-to-face residency course builds on previous intervention courses, leading to the development of client treatment plans. Learners participate in case discussions, role-plays, and group exercises associated with effective treatment planning and develop treatment plans using empirically supported treatments, knowledge of treatment ethics, and respect for individual differences. Learners also practice presenting and supporting their treatment plans in small and large group settings.

PSY-R8308 - Intervention: Crisis Intervention and Risk Assessment (non-credit). This face-to-face residency course is focused on risk assessment and effective crisis intervention, with particular emphasis on single session treatment and evaluation approaches. Through case discussions, role-plays, and group exercises, learners develop the skills necessary to establish trust and rapport with clients in crisis and effectively gather the information necessary to assess a client's risk for dangerous behavior. Learners also identify common crisis situations, discuss and practice different approaches to crisis intervention, and incorporate diversity and ethics into their work with clients in crisis.

Graduate Course Descriptions, *continued*

PSY-R8309 - Assessment: Adult Cognitive, Achievement, and Adaptive Functioning (non-credit). This face-to-face residency course is focused on the administration, scoring, and interpretation of adult cognitive, achievement, and adaptive functioning tests in professional psychology, with particular emphasis on the use of the WAIS-IV. Learners identify commonly used assessments in adult cognitive, achievement, and adaptive functioning evaluations and explore the applicability, strengths, and limitations of each. Learners also administer several adult cognitive, achievement, and adaptive functioning assessments; demonstrate the ability to accurately score and interpret those assessments with respect for individual differences; and support their conclusions at a level appropriate for a beginning practicum student.

PSY-R8310 - Assessment: Child Cognitive, Achievement, and Adaptive Functioning (non-credit). This face-to-face residency course is focused on the administration, scoring, and interpretation of child cognitive, achievement, and adaptive functioning tests in professional psychology, with particular emphasis on the use of the WISC-IV. Learners identify commonly used assessments in child cognitive, achievement, and adaptive functioning evaluations and explore the applicability, strengths, and limitations of each. Learners also administer several child cognitive, achievement, and adaptive functioning assessments; demonstrate the ability to accurately score and interpret those assessments with respect for individual differences; and support their conclusions at a level appropriate for a beginning practicum student.

PSY-R8311 - Assessment: Personality (non-credit). This face-to-face residency course is focused on the administration, scoring, and interpretation of personality tests in professional psychology, with particular emphasis on the MMPI-2. Learners administer several personality assessments, demonstrate the ability to accurately score and interpret those assessments, and support their conclusions at a level appropriate for a beginning practicum student.

PSY-R8312 - Assessment: Integrated Report Writing and Case Discussion (non-credit). This face-to-face residency course is the culmination of previous residency courses and is focused on how information gathered through clinical activities is used to build an integrated psychological report. Learners incorporate client information, assessment results, theory, and research into written psychological reports; discuss their findings and support their conclusions with peers; and practice presenting in a group setting.

PSY-R8313 - Assessment: Measuring Treatment and Program Effectiveness (non-credit). This face-to-face residency course focuses on assessment planning for both individual clients and mental health programs. Learners review psychological tests covered during the residency year and explore additional assessment and evaluation methods. Through case discussions, role-plays, and group exercises, learners approach assessment as both an initial and an ongoing process for determining treatment needs, evaluating treatment progress, and assessing treatment outcome at the client and program level. Learners also explore ethical, legal, and diversity issues associated with developing the most appropriate methods of evaluation.

PSY-R8314 - Intervention: The Practice of Psychotherapy (non-credit). This face-to-face residency course synthesizes learners' intervention and assessment skills that provide the foundation for the practice of psychotherapy. Learners practice gathering information and assessing clients' treatment needs. In preparation for the practicum experience, learners also begin practicing psychotherapy techniques using various theoretical approaches and common treatment modalities, including individual, couples, family, and group.

PSY-R8315 - Practicum Readiness Evaluation (non-credit). This face-to-face residency experience marks the progression from pre-practicum training to practicum readiness and includes the Clinical Skills Demonstration, Clinical Knowledge Assessment, and Professional Portfolio Review. By passing all three parts of this evaluation, learners demonstrate the skills, knowledge, and attitudes necessary for beginning practicum training.

PSY-R8316 - Residency Capstone: Preparing for Practicum Training (non-credit). This capstone residency course is the culmination of previous online and residency courses and highlights the supporting skills and knowledge necessary for successful completion of practicum training. Learners participate in case discussions, role-plays, and group exercises related to supervision, client consultation, and client advocacy; develop a plan for incorporating ethical, legal, and culturally sensitive evidence-based practice into their work with clients; assess their individual strengths and weaknesses; and establish appropriate goals for the practicum experience.

Governance

Administration

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

Chief Executive Officer
Kevin Gilligan
BA, Boston College

Interim University President
Deborah Bushway
BA, Central University of Iowa
MS, Iowa State University
PhD, Iowa State University
Licensed Psychologist, State of Minnesota

Vice President of Academic Affairs and Provost
Charles Tiffin
BAS, Guilford College
MA, Duke University
PhD, Union Institute & University

Chancellor
Michael Offerman
BA, University of Iowa
MS, University of Wisconsin – Milwaukee
EdD, Northern Illinois University

Vice President of Enrollment and Learner Services
Leslie Bronk
BA, College of St. Catherine
MBA, University of Minnesota

Director of Financial Aid
Michael Nylund
BS, Michigan State University

Board of Directors

Capella University
The board of directors provides oversight and guidance regarding Capella University's policies and programs.

Marcia Ballinger, PhD (board chair)
Bertice Berry, PhD
Deborah Bushway, PhD
Russell Decker, CEM
Robert Fox, JD
Willie Garrett, EdD
Kevin Gilligan, BA
Elena Kays, PhD (faculty representative)

Kimberly Stephan, JD (board secretary)

Capella Education Company
Kevin Gilligan, BA (board chair)
Mark Greene, PhD
Mike Linton, MBA
Michael Lomax, PhD
Jody Miller, JD
Stephen Shank, JD
Andrew Slavitt, MBA
David Smith, MBA
Jeffrey Taylor, BS
Sandra Taylor, JD
Darrell Tukua, BS

Gregory Thom, JD (board secretary)

School Directories

School of Undergraduate Studies

Dean
Feranda Williamson, EdD

Associate Deans
Michael Miller, MBA
Lee Owens, MEd
Sue Talley, EdD

Faculty Chairs
Brian Barton, MBA
William Burkett, PhD
Eileen Dittmar, PhD
Genevieve Feliu, MA
Laina Molaski, PhD
Keith Morneau, EdD
Tina Stavredes, PhD
John Sullivan, PhD
Shailendra "Shaily" Verma, PhD

Core Faculty
Casey Armour-Price, PhD
Libby Barland, MS
Steven Brancazio, MS
Mary Brown, MS
James Chrisman, MBA
Sheryl Crelin, MA
John Devillier, MBA
Gregory Farfsing, PhD
Joseph Forte, MS
Sheila Fry, MBA
Paul Gold, MS
J. Dennis Hart, MBA
Jennifer Herrera, MBA
Jennifer Hurley-O'Hara, MS
Joseph Johnson, MBA
Julie Johnson, MS
Garth Kemerling, PhD
Kevin Krier, MBA
Julia Krummen, MS
Holly McCracken, MA
David Odett, PhD
John Padgett, MEd
Samuel Palmeri, MSM
Susan Perry, PhD
Laura Sankovich, MBA
Darcy Schultz, PhD
Mansour Sharha, MS
Philip Sherwood, EdD
Loran Walker, DMIT
Melissa Weaver, MA
Jan Wentz, MA
Melissa Zgola, MS, MA

Governance, *continued*

School of Business and Technology

Acting Dean
William Reed, PhD

Associate Dean
Michael Lavelle, PhD

Interim Colloquia Lead
Mary Whitman, DBA

Faculty Chairs
Sheila Fournier-Bonilla, PhD
Tsun Chow, PhD
Richard Livingood, PhD
Gary Robinson, PhD

Interim Faculty Chairs
Cheryl Bann, PhD
Garvey House, PhD
Shelley Robbins, PhD

Core Faculty
Robert Bigelow, JD
Steven Brown, DBA
Clifford Butler, DBA
Ervin Caraballo, DBA
Alan Chmura, PhD
Mary Evans Kasala, PhD
Richard Flor, PhD
Stephanie Fraser-Beekman, PhD
Edward Goldberg, DM
Jean Gordon, DBA
Adolfo Gorriaran, DBA
Werner "Don" Gottwald, PhD
Kenneth Granberry, DBA
Gregory Gull, PhD
Martha Hollis, PhD
Maudie Holm, PhD
William Huber, DBA
Kris Jamsa, PhD
Steven Jeddeloh, PhD
Forest Jourden, PhD, JD
George Kalidonis, PhD
Joseph LeVesque, DBA
William McKibbin, PhD
Gregory McLaughlin, DBA
Brett Miller, PhD
James Morgan, PhD
Marc Muchnick, PhD
Sara Orem, PhD
Suzanne Richins, DHA
Christopher Rose, DBA
Janet Salmons, PhD
Stephen Schneider, PhD
Bernard Sharum, PhD
Rebecca Snarski, PhD
Cyd Strickland, PhD
Linda Terry, PhD
Scott Yorkovich, DSL

School of Education

Dean
Barbara Butts Williams, PhD

Colloquia Lead/
Faculty Development Specialist
Vernon Czelusniak, PhD

Faculty Chairs
Jamie Barron, EdD
Kathryn Campbell, EdD
Christine Jax de Castillo, PhD
Adell Newman-Lee, EdD
Carolyn Rogers, PhD
Kim Spoor, PhD
Nan Thornton, PhD

Senior Faculty Emeritus
Mark Rossman, EdD

Distinguished Senior Faculty
Bruce Francis, PhD

Senior Faculty
Jerry Halverson, PhD
Elizabeth Bruch, PhD

Core Faculty
Judy Akin Palmer, PhD
Ann Armstrong, EdD
Jackson Beazley, EdD
Phil Corkill, EdD
Vernon Czelusniak, PhD
Douglas DeWitt, PhD
Cheryl Doran, PhD
Suzanne Dunn, PhD
Kevin Freer, PhD
Karla Gable, MA
Grace Gao, PhD
Katherine Green, PhD
Pamela Hanfelt, PhD
Paul Hardt, EdD
Cynthia Howell, EdD
Sonja Irlbeck, EdD
Barbara Keener, EdD
Molly Lane, PhD
Melissa McIntyre-Brandly, PhD
Phyllis Misite, PhD
Carmen Myers, PhD
Maria Orlando, EdD
Carol Pasanen, EdD
Catherine Pulkinen, EdD
Theodore Ray, EdD
Charlotte Redden, PhD
Larry Reynolds, PhD
Alma Rodriguez, PhD
Ann Rowland, PhD
Leone Snyder, PhD
Hongzhuan, Song, PhD
William Tetu, EdD
Stacy Tyler, PhD
Harry Walling, EdD
Rebecca Watts, EdD
Michael Worthington, PhD

School of Public Service Leadership

Dean
Suzanne Holmes, DPA

Colloquia Lead
Curtis Brant, PhD

Faculty Chairs
Steven Barthelmeus, EdD
Mary Bemker, DSN
Micheal Kemp, PhD
Charles Lorbeer, PhD

Senior Faculty
Christopher Malaeb, DSC

Interim Faculty Chairs
Yvonne Kochanowski, DPA
Lonnie Wederski, PhD

Core Faculty
Carolyn Allen, PhD
K. Candis Best, PhD
Ray Borges, DHSc
Ann Leslie Claesson, PhD
Janice Clarkson, EdD
Andrea Daines, PhD
Fabio D'Angelo, PhD
John Darland, PsyD
Peace Ezeogba-Odoemena, DM
Deborah Gangluff, DSc
Dana Gonzales, PhD
Charlyn Hilliman, PhD
Truc-Nhu Ho, PhD
Antonio Johnson, DBA
Joyce Johnson, PhD
Paige Krabill, PsyD
Mee-Gaik Lim, PhD
Edward Muldrow, PhD
Ayn O'Reilly, PhD
Joseph Pascarella, PhD
Nancy Pomeroy, PhD
Thomas Poulin, PhD
Mary Rockey, PhD
Barbara Schreiner, PhD
Stephen Verrill, PhD
Michael Webb, PhD
Robert Wright, DPA
Alice Yick Flanagan, PhD

Governance, *continued*

Harold Abel School of Social and Behavioral Sciences

Dean
William "Dave" Chapman, PsyD

Department of Counseling

Associate Dean and Department Head
Anna Hultquist, PhD

Faculty Chair
Mia Holland, EdD

Interim Faculty Chairs
Sherri McIntyre, PhD
Rosalyn Young, PhD

Core Faculty
Anderson Abbott, PhD
Sheila Addison, PhD
William Attridge, PhD
Roxanne Bamond, PhD
Angela Banks Johnson, PhD
Linda Beeler, PhD
Erin Berry, PhD
Michael Bishop, PhD
Stephanie Brooke, PhD
Andy Brown, EdD
Anne Cabanilla, PsyD
Joan Comeau, PhD
Barbara Cooper, PhD
Jeri Crowell, EdD
Christian Dean, PhD
Doreen Erickson, PhD
Rob Eubanks, PhD
Connie Fickenscher, PhD
Vicki Foster, PhD
Robert Graham, EdD
Doris Hann-Morrison, PhD
Melinda Heher, PhD
Deborah Hickey, PhD
Kimberly Homeniuk, PhD
Shelley Jackson, PhD
Sola Kippers, PhD
Leslie Korn, PhD
Kerri-Lynn Kriz, PhD
Serena Lambert, PhD
Melissa Lang, PhD
Christopher Lucies, EdD
Maureen Lutterman, PhD
Paul Maione, PhD
Amie Manis, PhD
Michele Mannion, PhD
Dinah Manns, EdD
Lisa McKenna, PhD
Carol Messmore, PhD
Katherine Miley, PsyD
Carla Morgan, PhD
Ron Muchnick, PhD
Sherri Muchnick, PhD
Mary Neal, PhD
Benjamin Noah, PhD
Eileen O'Mara, EdD
Tresvil Pack, PhD
George Pate, PhD
Susan Perry, EdD
James Ruby, PhD
AnnaLynn Schooley, PhD
Jocelyn Sherman, PhD
Lori Soli, PhD
Catherine Stower, PhD
LoriAnn Stretch, PhD
William Utesch, PhD
Kathryn van Asselt, PhD
Charles Walker, PhD
Alyssa Weiss-Quittner, PhD
Lucinda West, PhD
Jana Whiddon, PhD
Debra White, PhD
William Whittinghill, PhD
Bradley Willis, PhD
Todd Workman Jesness, PhD
Terilee Wunderman, PhD
Heather Zeng, PhD

Department of Psychology

Associate Dean and Department Head
Dean Ginther, PhD

Director of Residency Training
Catherine Crews, PhD

Interim Director of Clinical Training
Thyra Fossum, PhD

Colloquia Lead
Randy Johnson, EdD

Faculty Chairs
Kelley Chappell, PhD
Hilda Glazer, EdD
Elizabeth Harper, PhD
Chris Heffner, PsyD
Randy Johnson, EdD
Rebecca Loehrer, PhD
Seth Williams, PsyD
Laren Winter, EdD

Faculty Emeritus
Brian Austin, PhD

Core Faculty
Justin Anderson, PsyD
Victor Astacio, PhD, PsyD
Julie Baumberger, EdD
Angela Bruch, PhD
Alan Brue, PhD
William Cameron, PhD
Tsuey-Hwa Chen, PhD
Carlos Contreras, PhD
Theresa Crawford, PsyD
Catherine Crews, PhD
Laura Dupont-Jarrett, PhD
Chris Duva, PhD
Jessica Emick, PhD
Loren Faibisch, EdD
Bruce Fischer, PhD, LP, LMFT
Victoria Gamber, PhD
Cheryll Gilman, PhD
Malcolm Gray, PhD
April Harris-Britt, PhD
Davis Henderson, PhD
Robert Jacobs, PsyD
Louis Kavar, PhD
Richard Klein, PhD
Elizabeth Koman, PhD
Kim Kostere, PhD
Sandra Kostere, PhD
Adrienne Leslie-Toogood, PhD
Antanas Levinskas, PhD
Nancy Longo, PhD
Suzanne Manning, PhD
Marilyn Marks-Frey, PhD, ABPP
Elizabeth McEvoy-Rumbo, PhD
Irene Nicolet, PhD
Shana Pack, PhD
Bill Percy, PhD
Angelo Pimpinelli, PhD
Nancy Piotrowski, PhD, LP
Linda Reed, PhD
Rebecca Rodriguez, PhD
David Sarnoff, PhD, ABPP
Steven Schneider, PhD
Jacqueline St. Germaine, PhD
James Stacks, PhD
Barry Trunk, PhD
Fox Vernon, PhD
Deborah Vogele-Welch, PhD
Rodney Williamson, PhD
Christine Woolf, PhD
Karen Yasgoor, PhD, SPHR
Mark Zwingelberg, PsyD

Department of Social Work

Faculty Chair and Department Head
Charles Lorbeer, PhD

Faculty

School of Undergraduate Studies

Faculty

A

Abramowitz, Sharon, BA, Brandeis University; MA, Rutgers University; PhD, Harvard University

Adams, Katherine, BA, St. Olaf College; MS, Winona State University

Adams, Walter, BA, Princeton University; MPA, Yale University

Airapetian, Vladimir, BS, Yerevan State University – Armenia; MS, Yerevan State University – Armenia; PhD, Byurakan Astrophysical Observatory – Armenia

Ali, Azad, BBA, University of Baghdad; MPH, University of Pittsburgh; MBA, Indiana University of Pennsylvania; DSc, Robert Morris University

Alitto, Julianna, BA, Northern Illinois University; MA, Northern Illinois University; PhD, Northern Illinois University

Aloi, Susan, BS, Kean University; MPA, New York University

Andersen, Jill, BA, Augustana College; MS, Cardinal Stritch University

Andrus, Sonja, BA, Hardin Simmons University; MA, Hardin Simmons University; PhD, Texas A&M University

Ansoorian, Andrew, BS, James Madison University; MS, California State University, San Bernardino

Archbold, Nataly, BS, University of Florida; MFA, Savannah College of Art and Design

Armour-Price, Casey, BS, Grand Valley State University; MS, North Dakota State University; PhD, University of North Dakota

Armstrong, Antonia, BS, Empire State College – State University of New York; MBA, Regis University

Avant, Cheryl, BS, Lincoln University; MBA, Lincoln University; PhD, University of Missouri – Columbia

B

Barger, Stephanie, BA, University Of California, Riverside; MA, Claremont School of Theology

Barland, Libby, BA, Lynn University; MS, Lynn University

Barnes, Laurie, BS, Virginia Tech; MS, Old Dominion University; MBA, Saint Leo University

Barton, Brian, BSE, University of Michigan – Ann Arbor; MBA, University of Michigan – Ann Arbor

Basl, Barbara, BS, Virginia Commonwealth University; MBA, Virginia Commonwealth University

Basta, Alfred, BS, Alexandria University – Egypt; MS, Alexandria University – Egypt; PhD, Alexandria University – Egypt

Battle, Louis, BA, Saint Leo University; MPA, University of Miami; MS, Barry University

Beans, Richard, BA, Greenville College; MA, Eastern Illinois University; PhD, Kansas State University

Becker, John, BA, California State University, Stanislaus; MA, Boston University; MA, Emory University; LLM, University of Denver; JD, University of Denver; PhD, University of Denver

Benjamin, Doreen, BS, Illinois State University; MA, Argosy University; PsyD, Argosy University

Benson, John, BA, Augsburg College; BD, Luther Seminary; MA, Columbia University; PhD, Columbia University

Bjorkman, Stacy, BS, University of Illinois at Urbana-Champaign; MA, Northern Illinois University; PhD, Northern Illinois University

Blando, Judy, BS, Chadwick University; BS, University of Phoenix; MA, University of Phoenix; DM, University of Phoenix

Blanton, Bretta, BS, Spelman College; MS, University of Wisconsin – Madison; PhD, Howard University

Blessinger, Patrick, BS, Auburn University; MS, Georgia Institute of Technology

Bobowski, Kenneth, BFA, The School of the Art Institute of Chicago; MBA, University of St. Thomas

Bodor, Garon, BA, University of North Carolina at Wilmington; BS, University of North Carolina at Wilmington; MS, California State University, Long Beach

Bolton, Jeremy, BS, University of Florida; MEng, University of Florida; PhD, University of Florida

Boswell, Clinton, BA, University of North Carolina School of Arts; MA, Clemson University

Boyd, Michael, BA, Jacksonville University; MBA, University of North Florida

Brain, Hank, BS, Florida Southern College; MA, University of Phoenix

Brancazio, Steven, BS, Lynn University; MS, Kaplan University

Braun, Diana, BS, University of Iowa; MEd, American InterContinental University

Brewer, Jackie, BA, Ottawa University; MA, Ottawa University; PhD, Capella University

Breyer, David, BS, Pennsylvania State University; MBA, Pennsylvania State University; PhD, University of Pittsburgh

Briley, Josh, BS, Southwestern Oklahoma State University; MS, University of North Texas; PhD, University of North Texas

Brown, Carol, BS, Bowie State University; MA, Bowie State University

Brown, Curtis, BS, Arkansas Tech University; MS University of Missouri – Rolla

Brown, Harryette, BA, Southern Methodist University; MA, Southern Methodist University; PhD, Texas Woman's University

Brown, Mary, BS, Metropolitan State University; MS, Capella University

Buchholz, Robert, BS, State University of New York at Plattsburgh; MS, The Sage Colleges

Buffkin, Sally, BSBA, University of Wisconsin – Eau Claire; MBA, University of Central Florida

Buszta, Robert, BS, Central Michigan University; MS, University of Phoenix

Byrne, Cheryl, BS, Ohio State University; MBA, Pepperdine University; PhD, Claremont Graduate University

C

Cariaga, Lenore, BA, University of Hawaii at Manoa; ND, Bastyr University

Carlino, James, BA, Saint Leo University; MS, Saint Leo University

Carter, Beverly, BS, Chicago State University; MA, DePaul University

Carter, Stephen, BA, Oliv et Nazarene University; MA, DePaul University; PhD, DePaul University

Caruso, Pia, BA, University of Texas at Austin; MA, Pepperdine University; MS, Air Force Institute of Technology

Casey, Karen, BS, Niagara University; MA, State University of New York at Albany; PhD, State University of New York at Albany

Cattapan, Mary Catherine, BS, University of Illinois at Chicago; MBA, DePaul University

Champion, John, BS, Central Michigan University; MS, Walsh College

Chan, Lisa, BA, Loyola Marymount University; MA, University of California, Santa Barbara; PhD, University of California, Santa Barbara

Chrisman, James, BS, Eastern Kentucky University; MBA, University of Phoenix

Clearfield, Tammi, BA, Florida Atlantic University; MS, Florida International University; JD, University of Miami

Cohen, Reuven, BA, University of Michigan – Ann Arbor; MS, Nova Southeastern University; DO, Midwestern University

Coito, Deborah, BA, Humboldt State; MFA, California Institute of the Arts

Cooper, James, BBA, Loyola University – Chicago; MBA, DePaul University

Cox, Carol, BS, Northern Michigan University; MA, Northern Michigan University

Crelin, Sheryl, BS, Southern Connecticut State University; MA, University of Phoenix

Crozat, Elliott, BA, San Diego State University; MA, California State University, Dominguez Hills

D

Dale, Jennifer, BS, Northern Illinois University; MS, Northern Illinois University

Daniel, Elycia, BA, Auburn University; MA, Clark Atlanta University

Daniels, Melissa, BS, East Carolina University; MS, Colorado Technical University

Davis, Stephen, BS, Appalachian State University; MS, Appalachian State University

Davis, Tamra, BS, Oklahoma State University; MS, Oklahoma State University; PhD, Oklahoma State University

Davis, Tannon, BBA, Rochester College; MBA, Baker College

Day, Kristine, BA, University of California, Irvine; MA, Texas Tech University; PhD, Texas Tech University

Dervis, Jocelyn, BA, University of Central Florida; MBA, Southeastern University

Faculty, *continued*

School of Undergraduate Studies, continued

Devaney, John, BBA, Pace University; MS, Lynn University; MBA, Lynn University

Devillier, John, BS, Florida State University; MA, California State University, Dominguez Hills; MA, The George Washington University

DiCarlo, John, BA, Indiana University of Pennsylvania; MS, Lynn University

Diemer, Robert, BA, Saint Leo University; MEd, National Louis University; PhD, Union Institute & University

Dittmar, Eileen, BS, Western Michigan University; MA, Western Michigan University; PhD, Capella University

Dollens-Smith, Penny, BS, Ball State University; MA, Ball State University

Doss, Helen, BA, University of Minnesota; MA, University of California, Santa Cruz; PhD, University of California, Santa Cruz

Duca, Karen, BS, University of Massachusetts Boston; MS, Northeastern University; MBA, Capella University; PhD, Brandeis University

Dunaski, Mark, BS, Bellevue University; MA, Bellevue University

Duncan, Phillip, BS, University of Northern Colorado; MBA, Lindenwood University; MM, University of Dallas; DBA, University of Phoenix

Durr, James, BBA, Northwood University; MS, Lynn University

E

Edwards, Anne, BA, Wells College; MA, University of Oklahoma; PhD, University of Oklahoma

Elliott, Diana, BS, University of New Hampshire; MEd, University of Houston; MA, Biola University; PhD, Biola University

Evans, Desiree, BA, Bard College; MA, Seton Hall University

Exum-Calhoun, Robin, BA, Dartmouth College; MA, New York University; PsyD, New York University

F

Fahr, Alicia, BA, Pennsylvania State University; MEd, Pennsylvania State University; PhD, Western Michigan University

Farfsing, Gregory, BS, Xavier University; MBA, Xavier University; PhD, Union Institute & University

Feliu, Genevieve, BA, University of North Carolina at Asheville; MA, East Carolina University

Finch, Tina, BS, Georgia Institute of Technology; MBA, University of Pennsylvania

Fisher, Ray, BIT, American InterContinental University; MIT, American InterContinental University

Flanders, Gordon, BA, Augsburg College; MBA, University of Minnesota – Carlson School of Management

Fok, Matt, BS, California Polytechnic State University; MBA, University of San Francisco

Forest, Truman, BME, Eastern Michigan University; MPA, Western Michigan University; EdD, Western Michigan University

Forte, Anne, BS, Wayne State University; MS, Wayne State University

Forte, Joseph, BS, University of Detroit; MS, Walsh College

Fournier, Susan, BA, Northeastern Illinois University; PhD, University of Minnesota

Fox, Susan, BA, University of Wisconsin – Madison; MA, Binghamton University; PhD, Binghamton University

France, Paul, BA, University of Wisconsin – Madison; MA, Naval Postgraduate School

Franklin, Paul, BS, Rockhurst University; MS, University of Missouri – Kansas City; MBA, Keller Graduate School of Management

Franks, Valerie, BA, University of Arkansas at Little Rock; MA, The New School; PhD, State University of New York at Buffalo

Frantz, William, BS, Pennsylvania State University; MA, University of Wisconsin – Madison

Frost, Dean, BA, Reed College; MS, University of Washington; PhD, University of Washington

Fry, Sheila, BBA, Davenport University; MBA, Baker College of Flint

Fuszner, Michael, BS, University of Missouri – Columbia; MS, Capella University

G

Garcia, Patricia, BA, Tufts University; MEd, Harvard University; PhD, Stanford University

Gasaway, Richard, BS, West Virginia University; MBA, University of Dayton; PhD, Capella University

Gates, Ami, BA, Florida Atlantic University; MS, Nova Southeastern University; MS, University of Florida; PhD, University of Florida

Geppert, Cynthia, BS, Thomas Edison State College; MBA, University of Maryland

Gerber, Lisa, BA, University of New Mexico; MA, University of Montana; PhD, University of New Mexico

Gino, Colleen, MSc, Swinburne University of Technology – Australia

Gloag, Anne, BS, Old Dominion University; PhD, Northwestern University

Gold, Paul, BA, Metropolitan State University; MS, Saint Mary's University of Minnesota

Goldwasser, Robert, BA, University of North Carolina at Chapel Hill; MBA, University of Phoenix; DBA, Grenoble Ecole de Management – France

Goolgar-Barber, Janielle, BA, St. Thomas University; MS, Nova Southeastern University

Gotches, Gregory, BS, University of Illinois at Chicago; MA, University of Illinois at Chicago; MS, Benedictine University

Grant, Carissa, BS, Mount Olive College; MBA, Nova Southeastern University; MPH, Emory University

Gray-Singh, Danielle, BS, Xavier University of Louisiana; PhD, Tulane University

Green, Charlene, BA, Texas Woman's University; MA, Texas Woman's University

Grimes, Nancy, BS, Barry University; MPA, Troy State University

H

Hadley, Mari, BBA, Davenport University – Dearborn; MBA, Davenport University – Dearborn

Hagedorn, Rodney, BS, Minnesota State University, Mankato; MBA, Drake University; MS, Iowa State University

Halwani, Nasser, BS, University of Southern California; MS, California State University, Los Angeles

Harrington, Suzanne, BSN, Angelo State University; MS, California College for Health Sciences; DNP, Rush University

Harris, Robert, BA, The Ohio State University; MS, Roosevelt University

Hart, Dennis J., BS, The Ohio State University; MBA, Central Michigan University

Hashmi, Ali, BS, University of Maryland; MS, The George Washington University; MBA, Carnegie Mellon University

Hawes, John, BA, University of California, Santa Barbara; MIM, Thunderbird, The American Graduate School of International Management

Hegedus, Michael, BA, Indiana University – Bloomington; MA, The George Washington University

Helwig, Steven, BS, University of Phoenix; MS, Capella University; MBA, Salem International University

Hemby-Grubb, Kathy, BS, University of Southern Mississippi; MEd, University of Southern Mississippi; PhD, University of Southern Mississippi

Hemmer, Joseph, BS, Western Illinois University; MS, Murray State University

Herrera, Jennifer, BBS, Dallas Baptist University; MBA, Dallas Baptist University

Hilk, Caroline, BA, St. Olaf College; MA, University of Minnesota

Hill, Celeste, BA, University of Alabama; MA, University of Alabama; MS, University of Alabama; PhD, University of Alabama

Hines, Denise, BS, Albany State University; MS, Mercer University; DHA, University of Phoenix

Hoensch, Ulrich, BS, Technische Hochschule Darmstadt – Germany; MS, Technische Hochschule Darmstadt – Germany; PhD, Michigan State University

Hudson, Cathie, BS, Eastern Michigan University; MA, Michigan State University

Hudson, Sharon, BA, Governors State University; MA, Governors State University; EdD, Northern Illinois University

Huff, Gerald, BS, Chapman University; MA, University of Phoenix; MS, The George Washington University

Faculty, *continued*

School of Undergraduate Studies, continued

Hughes, Kathleen, BA, Rutgers University; MA, Fairleigh Dickinson University; PhD, Capella University

Hurley-O'Hara, Jennifer, BS, Saint Mary's University of Minnesota; MS, University of Northern Iowa

Hutchison, David, BS, United States Military Academy; MS, Massachusetts Institute of Technology; MS, The Johns Hopkins University; PhD, The Johns Hopkins University

J

Jackson, Eric, BS, Barber-Scotia College; MA, The Ohio State University; PhD, Capella University

Jalinous, Alidad, BA, University of Colorado at Boulder; MS, University of Colorado at Boulder

Jenkins, Neisa, BS, University of Illinois; MA, College of St. Scholastica

Jerome, Lawrence, BS, Florida State University; MS, Florida State University

Johnson, Joseph, BS, University of Wisconsin – Stevens Point; MBA, University of Minnesota

Johnson, Julie, BA, University of Minnesota; MS, Walden University

Johnson, Todd, BS, Cardinal Stritch University; MA, University of St. Thomas

K

Kemerling, Garth, BA, Milligan College; MA, University of Iowa; PhD, University of Iowa

Khan, Lorrinda, BA, The Ohio State University; MFA, Goddard College

Kingston, Peter, BA, Concordia University – Canada; MA University of Toronto; LLB, Osgoode Hall Law School

Kinzler, Carol, BA, Indiana University of Pennsylvania; MA, Indiana University of Pennsylvania; EdS, Nova Southeastern University

Knauf, Fred, BS, John Carroll University; MBA, Cleveland State University; MLRHR, Cleveland State University

Kozak, Andrew, BS, United States Naval Academy; MBA, Nichols College

Koziol, Brian, BA, Baker College; MBA, Baker College

Kraft, Theresa, BS, Polytechnic Institute of Brooklyn; MS, Rensselaer Polytechnic Institute; MBA, University of Detroit Mercy; DM, Lawrence Technological University

Kraus, Neil, BA, LeMoyne College; MA, State University of New York at Albany; PhD, State University of New York at Albany

Krause, Sharlen, BA, Mount Marty College; MA, University of South Dakota; MA, University of South Dakota (second); EdD, University of South Dakota

Krier, Kevin, BA, Marquette University; MBA, Cardinal Stritch University

Krummen, Julia, BA, University of Houston – Main Campus; MS, University of Tennessee, Knoxville

Kruse, Clemens, BS, United States Military Academy; MS, University of Texas at San Antonio; MBA, University of Texas at San Antonio; MHA, Baylor University

Kvam, David, BA, Bellevue University; MA, University of St. Thomas

L

Landoll, Richard, BSEd, Bowling Green State University; MA, Bowling Green State University; JD, Case Western Reserve University

Landry, Melvin, BS, Southern University at Baton Rouge; MS, University of Arkansas, Fayetteville; MBA, University of New Orleans

Langlois, Ricky, BS, Texas A&M University; MS, Lynn University

Lauer, David, BS, University of Illinois; MBA, DePaul University

LaVake, Jeff, BA, University of Wisconsin – Eau Claire; MBA, University of Minnesota – Twin Cities; PhD, Capella University

Leary, Margaret, BS, University of Phoenix; MBA, University of Phoenix; PhD, Capella University

Lefebre-McGevna, Jennifer, BS, College of Charleston; MA, University of Hartford; PsyD, University of Hartford

Lewis, Mileia, BSM, University of Houston; MS, Columbus State University

Lulejian, Jerry, BA, California State University, Long Beach; JD, Southwestern University School of Law

Lum, Jason, BA, Washington University in St. Louis; MPP, Harvard University; JD, University of California, Berkeley

Lynch, Debra, BSE, Central Michigan University; MAT, Central Michigan University

Lyons, David, BA, Loyola University – Chicago; MFA, University of Wisconsin – Madison

Lyons, Ian, BS, Australian National University; PhD, University of Melbourne

M

MacBeth, Lynn, BA, Chatham College; JD, University of Pittsburgh

Mark, Christine, BBA, University of Toledo; MBA, University of Toledo

Mark, Steven, BA, University of South Florida; MA, University of South Florida; PhD, Bowling Green State University

Martin, Donald, BS, Virginia Commonwealth University; MS, Virginia Commonwealth University

Martin, Gillian, BS, University of Phoenix; MM, University of Phoenix

Mast, Cheryl, BS, Ferris State University; MA, Michigan State University

Matheney, Annette, BA, College of New Rochelle; MS, Lynn University

Matias, Anthony, BA, Immaculate Conception College; MBA, Boston College Graduate School of Business; DBA, Nova Southeastern 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

McAndrew, Deborah, BA, State University of New York at Oswego; MS, State University of New York at Oswego

McBride, Daniel, BS, Kent State University; MS, University of Alabama at Birmingham

McCracken, Holly, BA, Illinois Wesleyan University; MA, University of Illinois at Springfield

McGann, William, BA, Shenandoah University; MA, American Public University System

McInnes, Nicole, BA, University of California, Santa Cruz; MA, Northern Arizona University

McIntyre, John, BA, Stetson University; MA, Stetson University

McNeal, Janet, BS, Tennessee State University; MS, Meharry Medical College

Medus, Paul, BS, McNeese State University; MA, University of Louisiana at Lafayette; PhD, University of Louisiana at Lafayette

Meekin, Robert, BA, Saint John's University; MA, University of Minnesota; MS, American University

Messina-Dysert, Gina, BA, Cleveland State University; MBA, University of Findlay; MA, John Carroll University

Midha, Sanjeev, BS, Delhi University; MBA, Xavier University; MS, Delhi University; PhD, University of Akron

Miller, Andrea, BA, University of Michigan – Ann Arbor; PhD, Texas Woman's University

Moha, Carla, BA, Western State College of Colorado; MBA, Regis University

Montes de Oca, Gloria, BA, University of Florida; BS, University of Florida; MSE, University of Miami; PhD, University of Florida

Moody, Marcia, BA, University of Michigan – Ann Arbor; MEd, University of Maryland; PhD, University of Wisconsin – Madison

Moore, Leslie, BS, Northern Illinois University; MS, DePaul University

Moreland, Charles, BBA, Edward Waters College; MPA, Nova Southeastern University; EdD, Nova Southeastern University

Morissette, Scott, BS, Palm Beach Atlantic College; MBA, Nova Southeastern University

Morneau, Keith, BS, Florida Institute of Technology; MS, George Mason University; EdD, Pepperdine University

Muchnick, Kim, BA, University of Colorado at Colorado Springs; MA, University of San Diego; PhD, Capella University

Mulberry, Greig, BA, Miami University; MA, Virginia Polytechnic Institute and State University; PhD, University of Kentucky

Murphy, John, BS, Metropolitan State University; MS, Touro University International

Faculty, *continued*

School of Undergraduate Studies, continued

N

Narjes, Shayne, BS, Mankato State University; MBA, University of St. Thomas

Neumann, Crystal, BBA, American InterContinental University; MBA, American InterContinental University

Newell, Susan, BA, Glenville State College; MS, University of Maryland

Noe, Nancy, BS, Portland State University; MEd, Oregon State University

Nugent, William, BA, University of Florida; MA, University of Florida

Nunez, Eloy, BA, Florida International University; MS, St. Thomas University; PhD, Lynn University

O

Odett, David, BA, Madonna University; MA, Central Michigan University; MBA, University of Notre Dame; PhD, Wayne State University

Odett, Nancy, BS, Walsh College; MBA, University of Notre Dame

Orgill, Ken, BA, Brigham Young University; MS, Brigham Young University

P

Padgett, John, BBA, Brenau University; MEd, Troy State University

Padula, Laura, BS, Barry University; MBA, Nova Southeastern University

Palmeri, Samuel, BA, Villanova University; MS, Eastern Michigan University

Paloski, Lynn, BS, University of Wisconsin – Oshkosh; MSEd, University of Wisconsin – Oshkosh

Parrell, Daniel, BS, Wayne State University; MS, University of Phoenix; PhD, Walden University

Paul, Sanjay, BA, Indiana University – Bloomington; MA, Golden Gate University

Pavel, Daniela, BBA, University of Bucharest; MBA, Fayetteville State University

Pepmiller, Elizabeth, BA, San Jose State University; MA, Lindenwood University

Perry, Susan, BA, Hastings College; MA, University of Nebraska – Kearney; PhD, Texas Woman's University

Phelps, Scot, BA, Columbia University; MPH, Yale University; JD, Brooklyn Law School

Phillips, Richard, BBA, Temple University; MS, Robert Morris University

Phillips, Tracy, BA, Temple University; MS, Chestnut Hill College; JD, University of Pittsburgh

Phronebarger, Andrea, BS, College of Charleston; MA, University of North Carolina at Charlotte

Pirnazar, Maryann, BA, University of California, Irvine; MPH, California State University, Long Beach

Polak, Rhonda, BS, Palm Beach Atlantic University; MBA, Nova Southeastern University; MEd, University of Phoenix; DBA, Nova Southeastern University

Pope, James, BS, Columbus State University; MS, Troy State University; MPA, Columbus State University

Post, Carl, BA, Long Island University; MA, University of Kentucky; PhD, University of Kentucky

Preble, Edward, BA, Wesleyan University; MBA, University of Pennsylvania

Preston, Robert, BA, University of Minnesota; MBA, University of Minnesota; JD, William Mitchell College of Law

Priestman, Ian, BA, Lincoln University – United Kingdom; MBA, Lincoln University – United Kingdom

R

Rabidoux, Greg, BA, University of Connecticut; MA, American University; PhD, University of Wisconsin – Milwaukee; JD, Marquette University

Ravenelle, Alexandrea, BA, University of Missouri – Columbia; MA, University of Missouri – Columbia

Reagle, Barbara, BS, Slippery Rock University; MEd, Slippery Rock University; PhD, University of Pittsburgh

Redlin, Jennifer, BS, North Dakota State University; MS, North Dakota State University

Ritter, Jeff, BBA, Baruch College – City University of New York; MBA, Long Island University; DBA, Nova Southeastern University

Robbins, Mary, BA, University of Dallas; MS, University of North Texas; MBA, University of Dallas; PhD, University of North Texas

Robinson, Bill "Willie," BBA, Cleveland State University; MBA, Baldwin-Wallace College

Rochester, Donna, BS, Central Michigan University; MS, Central Michigan University

Roehrich, Connie, BS, Bemidji State University; MS, Minnesota State University, Mankato

Roth-Davies, Mary, BS, Charter Oak State College; MA, American International University – United Kingdom

Rueda-de-Leon, Rolando, BS, California Polytechnic State University; MS, Nova Southeastern University; PhD, Nova Southeastern University

Runyon, Nicole, BA, The Ohio State University; MS, Central Michigan University; PhD, Walden University

S

Sahlin, Julie, BBA, Campbell University; MS, Central Michigan University

Sands, Richard, BS, Pepperdine University; MBA, Pepperdine University

Sankovich, Laura, BA, DePaul University; MBA, Webster University

Schmitz, Sheila, BA, George Williams College; MSW, University of Illinois at Chicago; PhD, Northcentral University

Schultz, Darcy, BS, Central Missouri State University; MA, University of Nebraska – Kearney; PhD, University of Nebraska – Lincoln

Schurino, Thomas, BBA, Western Michigan University; MS, California State University, Long Beach

Schwabe, Oliver, BSc, The New School for Social Research; MBA, Keller Graduate School of Management

Scott, Andrew, BA, Florida International University; MS, St. Thomas University

Scott, David, BA, University of Colorado; MA, University of Colorado; MBA, University of Colorado

Seay, Steven, BS, University of San Francisco; MBA, Stanford University; PhD, Walden University

Sharha, Mansour, BS, La Roche College; MS, University of Pittsburgh

Shelton, Doug, BS, Pennsylvania State University; MBA, University of Colorado at Boulder

Sherwood, Philip, BA, Lipscomb University; MBA, University of Hawaii at Manoa; PhD, Indiana University

Shoaf, Cathy, BA, University of Wisconsin – Milwaukee; MS, Indiana Wesleyan University

Sholtis, Leonard, BSE, University of Michigan – Ann Arbor; MBA, Eastern Michigan University

Simmons, Stephen, BS, Central Connecticut State University; MBA, Florida Metropolitan University; MS, Capella University

Singh, Chanpreet, BA, Queens College – City University of New York; MA, Queens College – City University of New York; MA, New York University; PhD, Capella University

Smith, Mark, BS, Purdue University; MA, Webster University

Smith, Melinda, BS, Oklahoma State University; MBA, Oklahoma State University

Snyder, Diane, BA, San Diego State University; MA, National University

Sobeske, Joseph, BBA, Central Michigan University; MA, Western Michigan University

Spedding, Ben, BA, Albright College; MA, Trenton State College

Stavredes, Tina, BS, University of Minnesota; MEd, University of Minnesota; PhD, University of Minnesota

Steinwall, Maureen, BS, University of Minnesota; MBA, University of Minnesota; OPM, Harvard University; PhD, Capella University

Stewart, Michael, BS, United States Coast Guard Academy; MBA, Florida International University; MS, University of Miami

Stone, Eric, BBA, Georgia Southwestern State University; MBA, Georgia Southern University

Stone, Sherri, BS, Georgia Southwestern State University; MEd, Troy State University

Straub, Jennifer, BS, Hofstra University; MS, University of Rochester; PhD, University of Rochester

Stringham, Carrie, BA, University of Sioux Falls; MS, University of South Dakota; DM, University of Phoenix

Sudbury, Lisa, BBA, Harding University; MSM, Walsh College

Sullivan, Laura, BA, Purdue University; MS, Butler University

Faculty, *continued*

School of Undergraduate Studies, continued

Suresh, Durga, BE, University of Madras; MS, Saint Joseph's University

Surprenant, Christopher, BA, Colby College; PhD, Boston University

Swain, Marni, BA, Florida State University; MA, University of South Florida; EdD, North Carolina State University

T

Talkington, Timothy, BA, University of California, Santa Barbara; JD, University of Colorado at Boulder

Tanner, Amanda, BS, Lake Superior State University; MBA, Lake Superior State University

Tanner, Gary, BS, Remington College – Mobile Campus; MS, Strayer University

Taylor, Sharon, BS, University of Colorado at Boulder; MBA, Regis University

Taylor, Timothy, BS, Michigan State University; MM, Aquinas College; DM, University of Phoenix

Teague, Corey, BS, Middle Tennessee State University; MA, Argosy University, Atlanta; PhD, Capella University

Teuber, Hollace, BS, University of Wisconsin – Superior; MA, University of Wisconsin – Superior; PhD, University of Pennsylvania

Therrian, Michael, BBA, Walsh College; MBA, Walsh College

Thomas, Jerry, BS, Mississippi College; MBA, Mississippi College

Tovbin, Paul, BS, Lvov University; MBA, Fordham University; PhD, Institute of World Economy

Tucker, Lewis, BS, Pennsylvania State University; MBA, Columbia University; PhD, Pennsylvania State University

U

Uldall, Brian, BA, University of California, Santa Barbara; MA, The Ohio State University; PhD, The Ohio State University

V

Verma, Shailendra "Shaily," BA, University of Delhi – India; MA, University of New Orleans; MBA, Northern Kentucky University; PhD, University of New Orleans

Vecchio, Daniel, BA, Assumption College; MA, Boston College

W

Walker, Loran, BA, University of Michigan; MA, Oakland University; MS, Lawrence Technological University; DMIT, Lawrence Technological University

Ward, Patrick, BS, University of Wisconsin – La Crosse; MA, University of Kentucky

Watson, Linda, BS, Indiana Wesleyan University; MS, Indiana Wesleyan University

Watson, Robert, BS, Brigham Young University; MBA, Indiana University

Wattenbarger, Jeremy, BS, Capella University; MSM, Colorado Technical University

Weaver, Melissa, BA, University of Tennessee, Knoxville; MA, University of Tennessee, Knoxville

Weaver, Zachary, BA, Rust College; MPA, Clark Atlanta University

Weik-Hanna, Melissa, BA, Temple University; JD, Widener University

Wentz, Jan, BA, Gettysburg College; MA, Northern Illinois 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

Wibbeke, Eileen, BA, Loyola Marymount University; MBA, American Graduate School of International Management; DM, University of Phoenix

Wickam, Molly, BA, Bethel University; MBA, Northern Illinois University

Wilkins, Nancy, BS, St. Cloud State University; MS, Mercy College

Williams, Edward, BS, LaGrange College; MPA, Columbus State University

Williams, Travis, BFA, California Institute of the Arts; MBA, University of Phoenix

Wilson, Gloria, BS, Southern Illinois University Edwardsville; MSE, Southern Illinois University Edwardsville; PhD, Walden University

Winter, Mary L., BA, University of Denver; MA, University of Northern Colorado

Wojciehowski, Adam, BS, Bemidji State University; MA, University of St. Thomas

Worley, Jennifer, BA, The Ohio State University; MA, University of Cincinnati

Worster, Kenneth, BS, Suffolk University; MBA, Suffolk University

Y

Young, Martha, BA, University of Michigan; MBA, University of Michigan; JD, University of Michigan

Z

Zanders, Carley, BS, California State University, San Marcos; MS, San Diego State University; MA, California School of Professional Psychology; PsyD, Alliant International University

Zeidan, Henry, BSc, Cairo University; MSc, Fairleigh Dickinson University; PhD, University of Hawaii

Zgola, Melissa, BA, West Virginia University; MA, West Virginia University; MS, University of Pittsburgh

Ziola-Pardell, Kristine, BBA, Baker College; MBA, Baker College; DBA, University of Phoenix

School of Business and Technology

Senior Faculty

House, Garvey, BS, Texas Christian University; MS, Texas A&M University – Commerce; PhD, Texas A&M University – Commerce

Robbins, Shelley, BS, University of Illinois at Urbana-Champaign; MBA, University of Chicago; PhD, Northwestern University

Core and Adjunct Faculty

A

Achilles, Wendy, BS, East Carolina University; MS, East Carolina University; PhD, Virginia Commonwealth University

Akins, William, BA, San Francisco State University; MS, Kansas State University

Allen, Robert, BS, State University of New York at Buffalo; MBA, State University of New York at Buffalo; PhD, State University of New York at Buffalo

Anderson, Lois, BS, Indiana State University; MBA, Indiana Wesleyan University; MS, Indiana State University; PhD, Indiana State University

Andrews, Margaret, BA, Ambassador College; MA, Saint Mary's University of Minnesota; PhD, University of Minnesota

Atkinson, James, BA, University of Washington; MS, University of Phoenix; MS, Johnson & Wales University; MBA, Johnson & Wales University; DBA, University of Phoenix

Avella, Joseph, BS, Rensselaer Polytechnic Institute; MA, The Catholic University of America; MBA, Capella University; PhD, The Catholic University of America

B

Babb, Danielle, BS, University of California, Riverside; MBA, University of Redlands; PhD, Capella University

Bailey, Barbara, BBA, Georgia State University; MS, Georgia State University; PhD, Georgia State University

Baker, Keith, BS, Purdue University; MBA, University of Iowa; MS, Benedictine University; PhD, Benedictine University

Bammel, Karen, BS, University of South Florida; MBA, University of South Florida; PhD, Walden University

Banescu, Chris B., BS, New York University; JD, Southwestern University School of Law

Bann, Cheryl, BA, University of Minnesota; BS, University of Minnesota; MBA, University of St. Thomas; MS, Capella University; PhD, Capella University

Barker, Gwen, BS, University of Wisconsin – River Falls; MBA, University of Minnesota

Barnes, Barry F., BBA, University of Missouri – Kansas City; MBA, University of Missouri – Kansas City; PhD, University of Kansas

Faculty, *continued*

School of Business and Technology, continued

Barrow, Lisa, BA, Capital University; MS, State University of New York at Buffalo; DM, University of Phoenix

Bellamy, Alphonso, BA, Case Western Reserve University; MS, Purdue University; PhD, Purdue University

Benson, Ronald, BS, University of Iowa; MA, University of Iowa; PhD, University of Iowa

Biehl, Richard, BA, State University of New York at Binghamton; MS, Walden University; PhD, Walden University

Bigelow, Robert, BA, University of New Mexico; JD, Georgetown University

Blagg, Michael, BS, Eastern Illinois University; MBA, Eastern Illinois University

Bolland, Eric, BA, University of Wisconsin – Madison; MA, University of Wisconsin – Madison; DBA, Nova Southeastern University

Borda. Owen, BFA, Long Island University; MMus, Kent State University; PhD, Union Institute & University

Borkowski, Nancy, BBA, Florida Atlantic University; MS, Nova Southeastern University; DBA, Nova Southeastern University

Born, Apiwan, BS, Chulalongkorn University – Bangkok, Thailand; MS, Mississippi State University; MBA, Mississippi State University; PhD, Southern Illinois University

Boudreau, Brock, BA, University of Texas at San Antonio; MS, Texas A&M University; PhD, Texas A&M University

Braxton-Lieber, Sherri, BS, Wake Forest University; MS, North Carolina State University; ScD, The George Washington University

Braye, Rubye, BA, Hollins University; MS, Boston University; PhD, Walden University

Brown, Steven, BS, The City College of New York; MBA, Pace University; DBA, Nova Southeastern University

Brugger, Terry S., BS, Purdue University; PhD, University of California, Davis

Bryant, James, BS, The Citadel; MBA, Golden Gate University; MS, St. Mary's University; PhD, Union Institute & University

Buchen, Irving, BA, New York University; MA, New York University; PhD, The Johns Hopkins University

Buck, Douglas, BS, Wright State University; MS, American University; DPA, Nova Southeastern University

Burnham, Terry, BA, University of Utah; MA, University of Utah; PhD, University of Minnesota

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

Caraballo, Ervin, BA, Inter American University of Puerto Rico; MBA, Webster University; DBA, Nova Southeastern University

Cauley, Natasha, BS, University of Alabama at Birmingham; MPH, University of Alabama at Birmingham

Chmura, Alan, BA, College of Wooster; MS, Case Western Reserve University; PhD, University of Southern California

Chow, Tsun, BS, University of California, Los Angeles; PhD, University of California, Berkeley

Cornwell, Peter, BA, University of Newcastle Upon Tyne – United Kingdom; MS, Bournemouth University – United Kingdom; PhD, University of York – United Kingdom

Costello, Richard, BS, North Carolina State University – Raleigh; MA, North Carolina State University – Raleigh

Coxon, Valerie, BSN, University of Washington; MNur, University of Washington; PhD, University of Washington

Cunat, Patricia, BA, University of Wisconsin – Eau Claire; MBA, University of St. Thomas

D

Dalelio, Corinne, BA, Rutgers University – New Brunswick; MCIS, Rutgers University – New Brunswick; PhD, Rutgers University – New Brunswick

Danet, Theon, BS, University of Maryland; MBA, Florida Institute of Technology; PhD, Nova Southeastern University

Daniels, Richard, BA, The City College of New York; MA, New York University; MPS, New York University; MA, Fielding Graduate University; PhD, Fielding Graduate University

Davis, Letitia, BS, Roosevelt University; MEd, National Louis University

Davis, Phillip, BS, Texas A&M University – Corpus Christi; MS, Texas A&M University – Corpus Christi; EdD, Nova Southeastern University

DeCaro, Frank, BBA, St. Francis College; MBA, Long Island University; PhD, New York University

DeFazio, Vincent, BS, The Ohio State University; MBA, Jacksonville State University; DM, University of Phoenix

DeNigris III, John, BS, Indiana University; MBA, Florida Metropolitan University; PhD, Walden University

Dew, Katherine, BA, Colby College; MBA, Babson College; PhD, Walden University

Dinson, Alphonso, BS, Chicago State University; BS, University of Central Florida; MS, Florida Institute of Technology; DBA, Nova Southeastern University

Duff, Susan, BFA, Illinois Institute of Arts; MA, University of Phoenix

Dunfee, Charlene, BS, William Jewell College; MBA, Baker University; DM, University of Phoenix; PhD, Capella University

E

Eggersman, Denise, BS, Kennesaw State University; MS, University of Phoenix; MS, Capella University; PhD, Capella University

Eichorn, Frank, BS, University of Maryland University College; MS, University of Maryland University College; DM, University of Maryland University College

Erickson, Robert, BS, Embry-Riddle Aeronautical University; MBA, Baker College; PhD, Regent University

Evans Kasala, Mary, BA, University of Connecticut; MBA, Syracuse University; PhD, Syracuse University

F

Flor, Richard, BS, University of Wisconsin; PhD, University of Minnesota

Forbes, Judith, BA, California State University, Fullerton; MS, California State University, Fullerton; MBA, University of Southern California; PhD, Claremont Graduate University

Fournier-Bonilla, Sheila, BS, Rensselaer Polytechnic Institute; MS, Rensselaer Polytechnic Institute; PhD, Texas A&M University

Framan, Ted, BS, University of Southern California; MBA, University of Texas at Austin

Fraser-Beekman, Stephanie, BS, Indiana University; MA, Fielding Graduate University; PhD, Fielding Graduate University

G

Gagnon, Sharon, BS, University of Maryland; MS, University of Maryland; PhD, Capella University

Gandolfi, Franco, BCM, University of St. Gallen – Switzerland; MAC, University of St. Gallen – Switzerland; MEd, University of Sydney; DBA, Southern Cross University

Garsombke, Perrin H., BS, California State University, Los Angeles; MBA, University of California, Los Angeles; PhD, University of California, Los Angeles

Gaze, John, BBA, Tampa College; BS, Excelsior College; MBA, City University of Seattle; MEd, Pennsylvania State University; MS, Boston University; PhD, Touro University International

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

Gold, Stuart, BS, Northeastern Illinois University; MBA, Loyola University; PhD, Northcentral University

Faculty, *continued*

School of Business and Technology, continued

Goldberg, Edward, BS, University of New Haven; MBA, University of New Haven; DM, University of Phoenix

Gordon, Jean, BS, University of Miami; MS, Nova Southeastern University; DBA, Nova Southeastern University

Gorriaran, Adolfo, BA, California State University, Chico; MBA, Webster University; MPA, Troy State University; MS, Keller Graduate School of Management; DBA, Nova Southeastern University

Gottwald, Werner "Don," BBA, Northwood University; MS, Central Michigan University; PhD, Wayne State University

Granberry, Kenneth, BS, Florida State University; MS, University of Miami; DBA, Nova Southeastern University

Grant, Keith, BS, Davenport University; MA, Central Michigan University; PhD, Union Institute & University

Green, Kerry, BS, Central Washington University; MA, University of Phoenix

Green, Tiffany, BBA, University of Michigan; MS, Northwestern University; PhD, Northwestern University

Greif, Toni, BA, Fairfield University; MBA, University of Connecticut; MA, Fielding Graduate University; PhD, Fielding Graduate University

Gremillion, Lee, BA, Louisiana State University; MBA, Columbus State University; DBA, Harvard Business School

Grillo, John, BS, Troy State University; MA, Webster University; DBA, Northcentral University

Gull, Gregory, BS, West Chester University; MS, Pennsylvania State University; PhD, Union Institute & University

H

Haan, Perry, BS, The Ohio State University; MBA, Xavier University; DBA, University of Sarasota

Hannon, John, BIE, University of Dayton; MBA, University of Dayton; DBA, Nova Southeastern University

Hargiss, Kathleen, BS, University of Illinois at Chicago; MA, Northwestern University; MBA, University of Miami; PhD, University of South Florida

Harris, Marilyn, BA, University of Michigan; MA, University of Michigan; PhD, University of Michigan

Hartman, Melissa, BBA, Wichita State University; MS, Wichita State University; DBA, Argosy University, Sarasota

Haynes, Keith, BA, Hofstra University; MS, Golden Gate University; MS, Naval Postgraduate School; PhD, Florida State University

Henry, Kathleen, BS, Southern Illinois University Carbondale; MA, Fielding Graduate University; PhD, Fielding Graduate University

Herr, John, BS, Elizabethtown College; MS, American University; MA, Fielding Graduate University; PhD, Fielding Graduate University

Hinrichs, Virginia M., BA, Miami University – Ohio; BS, St. Ambrose University; MM, Northwestern University; MS, Benedictine University; PhD, Benedictine University

Hockin, Robert, BA, Moravian College; MA, University of Minnesota; PhD, University of Minnesota

Hoehn, Lilburn, BSE, University of Missouri – Columbia; MEd, University of Missouri – Columbia; PhD, Michigan State University

Hoekstra, Perry, BS, Minnesota State University, Mankato; MS, University of St. Thomas

Hollis, Leah, BA, Rutgers University; MA, University of Pittsburgh; EdD, Boston University

Hollis, Martha, BA, The College of William & Mary; MS, The George Washington University; MS, Capella University; PhD, Arizona State University

Holm, Maudie, BA, Cleveland State University; MEd, Cleveland State University; PhD, Cleveland State University

Howard, Anita, BA, Boston University; PhD, Case Western University

Howard, Caroline, BA, Fairliegh Dickenson University; MBA, The Wharton School of the University of Pennsylvania; PhD, University of California, Irvine

Huang, Zhimin, BS, The Beijing University of Aeronautics and Astronautics; MS, Renmin University of China; PhD, University of Texas at Austin

Huber, Dennis, BA, State University of New York at Buffalo; BS, State University of New York at Buffalo; JD, State University of New York at Buffalo; MBA, State University of New York at Buffalo; MA, State University of New York at Buffalo; MS, State University of New York at Buffalo; MEd, State University of New York at Buffalo; DBA, University of Sarasota

I

Igein, Godwin, BBA, University of Texas at El Paso; MBA, City University of Seattle; MA, Union Institute & University; PhD, Union Institute & University

J

Jamsa, Kris, BS, United States Air Force Academy; MEd, Aspen University; MS, University of Nevada, Las Vegas; MBA, San Diego State University; PhD, Arizona State University; PhD, Capella University

Jeddeloh, Steven, BS, Minnesota State University, Mankato; MEd, University of Minnesota – St. Paul; MA, Fielding Graduate University; PhD, Fielding Graduate University

Jin, Zhenhu, BA, Shanghai Teachers University; MA, University of Houston; MBA, University of Houston; PhD, University of Houston

Jourden, Forest, BA, San Jose State University; JD, Stanford Law School; PhD, Stanford University

Judson, Thomas G., BA, Lafayette College; MA, Lehigh University

K

Kakish, Jamal, BS, Georgia Institute of Technology; MS, Georgia Institute of Technology; DM, Lawrence Technological University

Kalidonis, George, BS, Wayne State University; MBA, Wayne State University; MA, University of Illinois at Chicago; PhD, University of Illinois at Chicago

Kariotis, Theodore, BA, University of Calgary – Canada; MA, American University; PhD, University of Athens – Greece

Kenagy, John, BS, Stanford University; MHA, University of Southern California; PhD, Capella University

Kieu, Hung, BA, Trinity Christian College; MS, Wichita State University; DM, University of Phoenix

King-Metters, Kathleen, BS, East Stroudsburg State College; MA, The Ohio State University; MBA, University of North Carolina at Chapel Hill; PhD, Capella University

Klingaman, Stephen, BA, Syracuse University; MS; Syracuse University; MS, State University of New York at Morrisville

Klocinski, John, BBA, University of Toledo; MEd, University of Toledo; EdS, University of Toledo; PhD, University of Toledo

Krolik, James, BS, Eastern Michigan University; MA, Eastern Michigan University; PhD, University of Michigan

Krout, Jill, BSB, University of Minnesota; MBA, University of Minnesota

L

Lacey, Kent, BS, University of Maryland University College Europe; MBA, Metropolitan State University; EdD, University of St. Thomas

Laendner, Geoffrey, BS, New York University; MA, The New School; PhD, New York University

Lahoud, Hilmi, BS, Campbell University; MS, Capella University; PhD, Capella University

Lasley, Martha, BS, Mansfield University; MBA, Syracuse University

Latham, John, BS, Wayland Baptist University; MBA, Chapman University; PhD, Walden University

Lathan, Calvin, BS, State University of New York at Albany; MA, Webster University; EdD, University of Southern California

Lavelle, Michael, BS, North Dakota State University; MM, University of Mary; PhD, Capella University

Lees, Martin, BS, McMaster University; MS, Central Michigan University; MD, University of Ottawa; PhD, Walden University

Leinaweaver, Jeff, BA, University of Arizona; MA, University of Surrey – United Kingdom; MA, Fielding Graduate University; PhD, Fielding Graduate University

Lennox, Susan, BA, Douglass College at Rutgers University; JD, Harvard Law School; MA, Fielding Graduate University; PhD, Fielding Graduate University

Lepervanche, Jose, BS, Venezuelan Naval Academy; MS, Massachusetts Institute of Technology; PhD, Capella University

LeVesque, Joseph, BA, Our Lady of the Lake University; MBA, University of Dallas; DBA, University of Sarasota

Li, Susan, BS, Renmin University of China; PhD, University of Texas at Austin

Faculty, *continued*

School of Business and Technology, continued

Lind, Mary, BS, Duke University; MBA, North Carolina State University; PhD, University of North Carolina at Chapel Hill

Livingood, Richard, BS, Bob Jones University; MA, Liberty University; PhD, Capella University

Lokkesmoe, Karen, BA, Augsburg College; MPAF, University of Minnesota; PhD, University of Minnesota

Lucarelli, Christopher, BS, University of Wisconsin – Madison; MBA, Russell Sage College; MS, Rensselaer Polytechnic Institute; PhD, Rensselaer Polytechnic Institute

M

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

Markos, Laura, BA, North Central College; MBA, Northern Illinois University; MA, Fielding Graduate University; PhD, Fielding Graduate University

Maronick, Thomas, BA, Saint Thomas Seminary; MS, University of Denver; DBA, University of Kentucky; JD, University of Baltimore School of Law

Martin-Lewis, Betty, BA, University of South Florida; MPA, Southeastern University; MA, Fielding Graduate University; PhD, Fielding Graduate University

Massey, Joseph "Eric," BA, University of Oklahoma; MA, University of Arizona; PhD, University of Arizona

Masullo, Miriam, BA, City University of New York; MPhil, City University of New York Graduate Center; MS, City University of New York Graduate Center; PhD, City University of New York Graduate Center

Matias, Haziel, BA, Stella Maris College – Manila, Philippines; MBA, University of St. Thomas

McClain, Charles, BS, California State University, Fresno; MSAD, California State University, Bakersfield; PhD, Capella University

McConnaughey, Cheryl, BA, Rollins College; MS, University of Central Florida; EdD, University of Central Florida

McGaughey, Nick, BS, University of Chattanooga; MS, University of Tennessee; MBA, Western Kentucky University; PhD, Walden University; DBA, Nova Southeastern University

McGivern, Michael, BS, Central Connecticut State University; MS, Ransselaer Polytechnic Institute; PhD, Walden University

McGrath, Robert, BS, United States Air Force Academy; MA, University of Northern Colorado; MBA, Xavier University; PhD, Louisiana State University

McKibbin, William, BA, Temple University; MA, Georgetown University; PhD, Capella University

McLaughlin, Gregory, BS, Florida State University; MS, Florida State University; DBA, Nova Southeastern University

McNamara, Michael, BA, The John Hopkins University; MBA, Boston University; LLM, Fordham University; JD, Boston University

McNaughton, Robert "Drumm," BS, United States Naval Academy; MA, Fielding Graduate University; PhD, Fielding Graduate University

Mendonca, John, BA, University of California, Irvine; MLS, University of California, Berkeley; MBA, Saint Mary's College of California

Menon, Shanker, BA, Delhi University – India; MA, Delhi University – India; MBA, University of Mysore – India; PhD, University of South Florida

Mikell, Ted, BS, Mississippi State University; MBA, Amber University; MM, University of Dallas; PhD, Nova Southeastern University

Miller, Brett, BS, Park University; MS, The George Washington University; MS, Capitol College; MS, United States Army War College; PhD, Northcentral University

Mirabella, James, BS, United States Air Force Academy; MBA, Auburn University; DBA, Nova Southeastern 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

Muchnick, Marc, BA, University of Texas at Austin; MA, California School of Professional Psychology; PhD, California School of Professional Psychology

N

Natale, Samuel, BA, LaSalle University; MA, University of Maryland; MDiv, Weston Jesuit School of Theology; PhD, University of Oxford – United Kingdom

Ness, Lawrence, BS, California State University, Dominguez Hills; MBA, California State University, Dominguez Hills; PhD, Northcentral University

Neuhauser, Charlotte, BA, DePauw University; MEd, Wayne State University; PhD, Wayne State University

Nieves, Jose, BS, Cornell University; MEA, The George Washington University; PhD, George Mason University

Nnolim, Anene, BS, State University of New York at Buffalo; MBA, Stephen F. Austin State University; DM, Lawrence Technological 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

Oomen-Early, Jody, BA, Brigham Young University; MS, Brigham Young University; PhD, Texas Woman's University

Orem, Sara, BA, University of Minnesota; MA, United Theological Seminary of the Twin Cities; MA, Fielding Graduate University; PhD, Fielding Graduate University

P

Pal-Freeman, William, BA, Park University; MBA, University of North Dakota

Pandya, Shardul, BE, Bangalore University – India; MS, Colorado State University – Fort Collins; PhD, Old Dominion University

Parry, Robin, BA, University of California, Santa Barbara; MBA, Simmons College; PhD, Claremont Graduate University

Pavone, Theresa, BS, Eastern Michigan University; MA, University of Phoenix; PhD, Capella University

Petkovich, Michael, BS, University of Pittsburgh; MA, Michigan State University; MS, University of Nevada; PhD, University of Minnesota

Petrick, Jane, BA, Barnard College; MA, Columbia University; MS, State University of New York at Albany; PhD, Saybrook Institute

Pizur, Tony, BA, Canisius College; MA, Brown University; PhD, International University of Kyrgyzstan

Polakoff, Michael, BA, State University of New York at Binghamton; MBA, State University of New York at Binghamton; PhD, State University of New York at Binghamton

Pollack, Bary, BS, Massachusetts Institute of Technology; MS, Stanford University; PhD, Stanford University

Pratt, Keith, BS, Wayland Baptist University; MS, Chapman University; MA, Fielding Graduate University; PhD, Fielding Graduate University

Price, Tim, BS, Pennsylvania State University; MBA, University of South Florida; PhD, University of South Florida

Purcell, Claribel, BS, University of Texas at El Paso; MBA, Arizona State University; PhD, Texas A&M University

R

Rabin, Bonnie, BA, New York University; MS, Cornell University; PhD, Cornell University

Raghavan, Gayathri, BE, University of Madras; MS, Capella University

Rahman, Syed, BS, Bangladesh University – Dhaka; MS, North Dakota State University; PhD, North Dakota State University

Randall, Phillip, BS, Youngstown State University; MS, University of Michigan; PhD, University of Akron

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

Richards, Thomas, BA, San Jose State University; MA, San Jose State University; PhD, University of Massachusetts

Richins, Suzanne, BS, St. Joseph's College; MBA, Utah State University; DHA, Medical University of South Carolina

Ring, Monique, BS, Southern New Hampshire University; MBA, Southern New Hampshire University; DBA, Argosy University, Sarasota

Faculty, *continued*

School of Business and Technology, continued

Rivera, Luis, BA, St John's University; MA, The New School for Social Research; PhD, The New School for Social Research

Robbani, Mohammad G., BS, University of Dhaka – Bangladesh; MS, University of Dhaka – Bangladesh; MBA, University of Massachusetts Amherst; PhD, Florida International University

Robinson, Gary, BA, Southern Illinois University; PhD, Case Western Reserve University

Rone-Adams, Shari, BS, University of Miami; MS, Nova Southeastern University; DBA, Nova Southeastern University

Rose, Christopher, BS, Florida International University; MS, Nova Southeastern University; MBA, Nova Southeastern University; DBA, Nova Southeastern University

Rovira, Margarita, BS, Georgia Institute of Technology; MS, Georgia Institute of Technology; MS, Rensselaer Polytechnic Institute; PhD, Rensselaer Polytechnic Institute

Rowden, Robert, BS, Thomas Edison State College; MBA, Brenau University; PhD, Georgia State University

Rusnak, John, BS, Massachusetts Institute of Technology; MEng, Massachusetts Institute of Technology; MS, Harvard University; PhD, Harvard University

S

Salameh, Hanadi, BS, Yarmouk University – Jordan; MS, California State University; PhD, Argosy University

Salinas, Alberto, BS, New Mexico State University; MBA, Harvard University

Salmons, Janet, BS, Cornell University; MA, Empire State College; PhD, Union Institute & University

Schneider, Stephen, BA, University of Maryland; BS, University of Maryland; BS, Rollins College; MBA, University of Maryland; MA, Webster University; PhD, Northcentral University

Scott, Jennifer, BS, Park University; MA, University of Phoenix; PhD, Capella University

Sharum, Bernard, BS, University of Arkansas; MS, University of Arkansas; PhD, George Mason University

Shelton, James, BS, University of Maryland; MACC, Virginia Polytechnic Institute and State University; PhD, Virginia Commonwealth University

Singh, Raj, BS, University of Allahabad – India; MEng, Asian Institute of Technology – Thailand; ESE, University of Southern California; MS, University of Southern California; PhD, University of Southern California

Skenes, Robert, BA, University of South Carolina – Columbia; PhD, University of Iowa

Smith, Douglas E., BBA, Western Michigan University; MBA, Nova Southeastern University; DBA, Nova Southeastern University

Snarski, Rebecca, BA, University of Alaska; MS, Capella University; PhD, Capella University

Solberg-Tapper, Pamela, BS, University of Wisconsin – Superior; MS, University of St. Francis

Spangenburg, Janice, BA, Saint Leo College; MS, Troy State University; MA, Fielding Graduate University; PhD, Regent University

Spector, Kathleen, BS, Charter Oak State College; PhD, Union Institute & University

Stanford, Naomi, BA, University of Sheffield – United Kingdom; MEd, University of Newcastle – United Kingdom; MSc, South Bank University – United Kingdom; PhD, University of Warwick – United Kingdom

Stauber, Randy, MS, Capitol College; DC, Palmer College of Chiropractic

Steiner, Thomas, BA, University of St. Thomas; MS, University of Arizona; PhD, University of Arizona

Steinhagen, Thomas, BS, University of Cincinnati; MBA, Nova Southeastern University; MDE, Athabasca University – Canada; DBA, Nova Southeastern University

Stottlemyer, Diane, BGS, Indiana University; MS, California State University, Dominguez Hills; MBA, Northcentral University; PhD, Northcentral University

Strickland, Cyd, BA, Antioch University; MA, Fielding Graduate Institute; PhD, Fielding Graduate Institute

Szostek, Lynn, BA, Missouri Valley College; MA, Antioch University; PhD, Union Institute & University

T

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

Terry, Linda, BA, Goddard College; MA, Goddard College; MA, Fielding Graduate University; PhD, Fielding Graduate University

Thomas, Carlos, BS, Vanderbilt University; MA, University of Memphis; MS, Louisiana State University; PhD, Tennessee State University; PhD, Louisiana State University

Tidwell, Steven, BBA, Northwood University; MBA, Amberton University; DBA, Argosy University, Sarasota

Tousignant, Steven, BS, University of St. Thomas; MS, University of St. Thomas

Tran, Vincent, BS, Florida Atlantic University; MS, Florida Atlantic University

Tvorik, Stephen, BS, Ohio University; BFA, Ohio University; MA, New Mexico State University; MBA, University of La Verne; PhD, Walden University

V

Vucetic, Jelena, BS, University of Belgrade; MS, University of Belgrade; MBA, University of Phoenix; PhD, University of Belgrade

W

Wall, April Boyington, BA, Queen's University – Ontario; MSW, University of Toronto; PhD, Union Institute & University

Wallace, Craig J., BS, University of Tennessee; MA, University of West Florida; PhD, Georgia Institute of Technology

Walsh, Vicky, BS, Iowa State University; MA, University of Minnesota; PhD, University of Minnesota

Waters, Rhonda, MEd, Cambridge College; PhD, Union Institute & University

Watkins, Charles, BS, University of Maryland University College; MAS, The Johns Hopkins University; PhD, The George Washington University

Whitlock, John, BA, St. Mary's University; MA, Ball State University; PhD, Bowling Green State University

Whitman, Mary, BA, University of Minnesota Duluth; MSW, University of Minnesota Duluth; DBA, University of Sarasota

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

Y

Yellen, Richard, BS, San Jose State University; MBA, University of California, Los Angeles; PhD, University of Arizona

Yorkovich, Scott, BS, North Dakota State University; MA, Regent University; DSL, Regent University

MBA Coaches

Alexander, Cheryl, BA, University of Minnesota

Augspurger, Richard, BS, The Ohio State University; MDiv, Garrett-Evangelical Theological Seminary; PhD, Northwestern University

Brown, Sharon, BA, Swarthmore College; MS, Rutgers University

Cerchio, Patrick, BS, Fairleigh Dickinson University; MBA, Fairleigh Dickinson University; Certified Coach Program, Coach Training Alliance

Henningson, Jeanne, BA, University of Central Florida; MS, University of Central Florida; Certified Professional Coach, International Coach Academy

Kuentz, Mary, BS, Southern Illinois University Edwardsville; Certified Professional Co-Active Coach, The Coaches Training Institute

Logan, Melissa, BS, University of Minnesota; MBA, University of Minnesota

Lundeen, Stephen, BA, University of Minnesota; Certified Professional Co-Active Coach, Coaches Training Institute

McCall, Craig, BA, Boston College; PsyD, Illinois School of Professional Psychology

Miller, Barbara, BA, Vanderbilt University; MA, University of Minnesota; Professional Certificate in Individual and Organizational Coaching, Hudson Institute

Faculty, *continued*

School of Business and Technology, continued

Miner, Louise, BA, Bryn Mawr College; MEd, Antioch New England; Advanced Coaching Training, The Coaches Training Institute

Nelson-Garrison, Marcy, BA, University of Iowa; MA, Saint Mary's University of Minnesota

Rudner, Mal, BS, United States Air Force Academy; MS, North Carolina State University; MBA, Harvard Business School; Certified Professional Co-Active Coach, The Coaches Training Institute

Schnichels, Barbara, BA, Concordia College; MS, University of Wisconsin – Madison

Sumner, Jennifer, BA, Chatham College; MEd, University of Pittsburgh; PhD, International College

Toth, Judith "Judy," BA, Allegheny College; MS, University of Central Florida; Certified Personal and Executive Coach, College of Executive Coaching; Associate Certified Coach, International Coach Federation

School of Education

Senior Faculty Emeritus

Rossman, Mark H., BA, New York University; MS, University of Bridgeport; MHL, Ottawa University; EdD, University of Massachusetts Amherst

Distinguished Senior Faculty

Francis, Bruce J., BA, University of Detroit; MA, University of Detroit; PhD, University of Michigan – Ann Arbor

Senior Faculty

Bruch, Elizabeth, BA, Elmhurst College; MS, Indiana University – Fort Wayne; PhD, University of Wisconsin – Madison

Halverson, Jerome, BA, Saint Mary's University of Minnesota; MA, Saint Louis University; MEd, Saint Mary's University of Minnesota; PhD, Michigan State University

Core and Adjunct Faculty

A

Aaroe, Lisa, BA, University of Iowa; MEd, Arizona State University; PhD, Arizona State University

Adams, Candace, BA, Arizona State University; MEd, Arizona State University; EdD, Arizona State University

Adkins, Mac, BA, Heritage Christian University; MA, Regions University; MDiv, Regions University; EdD, Auburn University

Akin, Judy Palmer, BS, California State University, Dominguez Hills; MS, California State University, Dominguez Hills; PhD, Capella University

Alred, Jill, BS, Michigan State University; MSAD, Central Michigan University; PhD, Walden University

Armstrong, Ann, BA, Randolph-Macon Woman's College; MA, University of Cincinnati; MA, Fairfield University; MEd, Columbia University; EdD, Columbia University

Ashley, Christopher, BA, Swarthmore College; JD, University of Wisconsin – Madison

Augustus, Mary, BS, McNeese State University; MEd, McNeese State University; PhD, Union Institute & University

Auten, Anne, BA, Michigan State University; MEd, University of Illinois at Urbana-Champaign; PhD, University of Minnesota – Twin Cities

B

Balch, David, BS, California State University, Los Angeles; MBA, Pepperdine University; PhD, Alliant International University

Barron, Jamie, BS, University of Pittsburgh; MEd, Indiana University of Pennsylvania; EdD, Indiana University of Pennsylvania

Bartelme, Lois, BA, Mt. Holyoke College; MA, University of Alabama; PhD, University of Iowa

Bartleson, Eric, BS, Mankato State University; MS, Mankato State University; PhD, University of Minnesota

Bartlett, Cheryl, BA, University of Arizona; MA, University of Arizona; PhD, University of Arizona

Bassett, Caroline, BA, Tufts University; MA, University of Vermont; PhD, University of Iowa

Baworowsky, John, BS, Loyola University – Chicago; MS, University of Miami

Beazley, Jackson, BS, University of Maryland; MA, Chapman University; EdD, Arizona State University

Bedford, Laurie, BA, University of South Dakota; MS, University of South Dakota; PhD, University of Wyoming

Beinner, Michelle Moudry, BS, Drake University; MEd, University of Minnesota

Benson, Ella, BA, Norfolk State University; MS, Old Dominion University; EdD, University of Virginia

Berg-O'Toole, Carol, BS, North Dakota State University; MA, University of Minnesota – Twin Cities; PhD, University of Minnesota – Twin Cities; JD, University of Minnesota – Twin Cities

Bickford-Jordan, Nancy, BA, Florida State University; MS, University of Southern Maine; PhD, Florida State University

Bourque, Thomas, BA, Salem State College; MA, Villanova University; MST, Regis College; MDiv, University of Saint Michael's College; EdD, University of San Francisco

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

Brady, JaneEllen, BS, University of Georgia; MEd, University of Washington; PhD, Washington State University

Bronner, Julia, BSN, College of St. Teresa; MS, Winona State University; PhD, Capella University

Brown, William R., BBA, Eastern Kentucky University; BA, University of Kentucky – Lexington; MA, Eastern Kentucky University; EdD, Nova Southeastern University

Bruch, Elizabeth, BA, Elmhurst College; MS, Indiana University-Purdue University Indianapolis; 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

Burnworth, Carole, BEd, University of Toledo; MEd, Bowling Green State University; PhD, University of Toledo

Butts Williams, Barbara, BA, Morgan State University; MA, Hamline University; MA, Fielding Graduate University; PhD, Fielding Graduate University

Faculty, *continued*

School of Education, continued

C

Cage, Cheryl, BA, Coe College, MSE, DePaul University; EdD, Illinois State University

Calvin, Chris, BS, University of Louisiana at Lafayette; MEd, Texas A&M University; PhD, Texas A&M University

Campbell, Kathryn, BA, University of California, Los Angeles; MS, Dominican University of California; EdD, University of the Pacific

Chase, Charlotte, BS, Oakland University; MA, Oakland University; PhD, Wayne State University

Christensen, Jennifer, BA, Angelo State University; MEd, University of North Texas; PhD, University of North Texas

Cisewski, Shannon, BS, Winona State University; MBA, University of Wisconsin – La Crosse; EdD, Saint Mary's University of Minnesota

Claflin, Vickie, BFA, Louisiana State University; MA, Louisiana State University; EdD, University of Arkansas, Fayetteville

Clawson, Stacey, BA, Arizona State University; MEd, Arizona State University; PhD, Capella University

Clayton, Phyllis, BS, Pittsburg State University; MS, Pittsburg State University; EdS, Pittsburg State University; EdD, University of Arkansas

Cleghorn, Dana, BS, University of North Alabama; MS, Syracuse University; PhD, University of Alabama

Conner, Lisa, BS, University of Tennessee, Knoxville; MSA, Florida International University; EdD, University of Phoenix

Cook, James H., BS, Henderson State University; MBA, Henderson State University; EdD, University of Arkansas at Little Rock

Corkill, Phil, BA, Wesleyan University; MAEd, Northern Illinois University; EdD, Northern Illinois University

Corman, Laura, BS, Vanderbilt University; MEd, University of Texas at Austin; PhD, University of Texas at Austin

Covington, Marsha, BA, California State University, Sacramento; MEd, Montana State University – Bozeman; EdD, Montana State University – Bozeman

Crawford, Linda, BA, Emmanuel College; PhD, University of Minnesota – Minneapolis

Crooks, Steven, BA, Brigham Young University; MHA, Brigham Young University; PhD, Arizona State University

Czelusniak, Vernon, BA, St. Leo College; MS, Florida International University; PhD, Nova Southeastern University

Czerkawski, Betul, BA, Ankara University – Turkey; MA, Hacettepe University – Turkey; PhD, Hacettepe University – Turkey

D

De Gagne, Jennie, BS, Ewha Womans University – Korea; MS, Capella University; PhD, Northcentral University

de la Cruz, Rey, BA, University of the Philippines; MA, University of Illinois at Chicago; MEd, University of Illinois at Chicago; EdD, Illinois State University

Delpish, Ayesha, BS, Mount St. Mary's University; MS, Florida State University; PhD, Florida State University

Dereshiwsky, Mary, BS, Southern Connecticut State University; MS, University of New Haven; PhD, University of Massachusetts Amherst

DeWalt, Delores, BA, Savannah State University; MEd, Georgia State University; EdS, Troy State University; EdD, University of Sarasota

DeWitt, Douglas, BA, University of Redlands; MA, University of Redlands; PhD, Claremont Graduate University

Dickey, Corinne, BA, University of Minnesota; MA, University of Minnesota; PhD, University of Minnesota

Doherty, John, BS, University of Massachusetts Lowell; MEd, University of Massachusetts Lowell; EdD, Seton Hall University

Donaldson, Joe, BS, University of Tennessee, Knoxville; MS, University of Tennessee, Knoxville; PhD, University of Wisconsin – Madison

Doran, Cheryl, BA, Sonoma State University; BBA, Boise State University; MS, Capella University; PhD, Capella University

Dougall, Ron, BA, San Diego State University; MA, Indiana University – Bloomington; EdD, Northern Arizona University

Dunlap, David, BS, Appalachian State University; MA, Appalachian State University; EdD, University of Alabama

Dunn, Suzanne, BA, Texas Tech University; MS, University of North Texas; PhD, University of North Texas

Dusseau, Ray, BS, Martin Luther College; MS, University of Wisconsin – Milwaukee; PhD, Marquette University

E

Eller, John, BS, Iowa State University; MS, University of Nebraska – Omaha; PhD, Loyola University – Chicago

Elmore, Robert, BM, Eastern Illinois University; MS, University of Illinois at Urbana-Champaign; PhD, University of Minnesota – Twin Cities

Emmons, Katherine, BA, University of California, Santa Cruz; MA, University of California, Santa Barbara; PhD, University of California, Santa Barbara

Enns, Beverly, BA, Bemidji State University; MS, Bemidji State University; EdS, University of St. Thomas; EdD, University of St. Thomas

F

Felix, Dionne D., BA, Oakwood College; MA, University of Alabama in Huntsville; PhD, Capella University

Fischer, Joshua T., BA, Oral Roberts University; MA, Oral Roberts University; PhD, Oklahoma State University

Fitzgerald, Shawn, BA Lebanon Valley College; MEd, University of Toledo; PhD, University of Toledo

Flood, Dennis, BS, University of Nebraska – Omaha; MS, University of Nebraska – Omaha; PhD, University of Nebraska – Lincoln

Flood, Donna, BS, Concordia Teacher's College; MEd, Concordia Teacher's College; PhD, University of Nebraska – Lincoln

Flores, Paul, BA, Brown University; MS, Nova Southeastern University; MS, University of Central Florida; EdD, University of Central Florida; PhD, University of Central Florida

Follins, Craig, BA, Brooklyn College – City University of New York; MA, Texas Southern University; PhD, University of Texas at Austin

Ford, Thomas, BS, Widener University; MBA, Widener University; EdD, Widener University

Fortney, Kathleen, BBA, Loyola University – Chicago; MBA, University of Chicago; EdD, Northern Illinois University

Freer, Kevin, BA, Le Moyne College; MS, Syracuse University; PhD, Florida State University

G

Gable, Karla, BA, Arizona State University; MEd, Arizona State University; MC, Arizona State University

Gao, Grace, BA, Beijing Commerce University – China; MSA, Ohio University; MAIA, Ohio University; PhD, Ohio University

Garrity, Collette, BA, College of St. Catherine; MBA, University of St. Thomas; EdD, University of St. Thomas

Gaskins, Amy, BS, Texas Tech University; MEd, East Central University; EdD, University of Nevada, Las Vegas

Gibbs, Johnie, BS, University of Alabama; MS, University of Alabama; PhD, University of Alabama

Gibson, Adrienne, BA, Rutgers University; MSN, Arizona State University; ScEdD, Curtin University – Australia

Gilbert, Deborah, BA, State University of New York at Oswego; MA, University of Phoenix; EdD, Nova Southeastern University

Giraud, Gerald, BS, Regents College; MA, University of Nebraska – Lincoln; PhD, University of Nebraska – Lincoln

Girdley, Angela, BME, University of Louisville; MA, University of Louisville; MDiv, Southern Baptist Theological Seminary; PhD, University of Louisville

Gomila, Michael, BA, University of Louisiana at Monroe; MEd, University of Louisiana at Monroe; PhD, University of North Carolina at Greensboro

Faculty, *continued*

School of Education, continued

Graham, Gordon, BEd, University of Calgary; BA, Ambassador University; MCE, University of Calgary; PhD, University of Calgary

Green, Katherine E., BA, State University of New York at Albany; MS, Troy State University; PhD, University of Tennessee

Griffin, Mel, BS, Stephen F. Austin State University; MS, Stephen F. Austin State University; EdD, Texas Tech University

Guerrazzi, Elaine R., BS, Illinois State University; MA, The Ohio State University; PhD, The Ohio State University

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

Hadley, Thomas, BA, Indiana University of Pennsylvania; MEd, University of South Carolina – Columbia; PhD, Southern Illinois University Carbondale

Halverson, Taylor, BA, Brigham Young University; MA, Yale University; MSE, Indiana University; PhD, Indiana University

Hanfelt, Pamela, BA, Ottawa University – Phoenix; MA, Ottawa University – Phoenix; PhD, Capella University

Hardt, Paul O., BS, University of Minnesota; EdD, University of Minnesota

Hartman, Rita, BA, University of Arizona; MAEd, University of Arizona; EdD, Northern Arizona University

Hartshorn, Jeannette, BA, University of Illinois at Chicago; BSN, Medical University of South Carolina; MNur, University of South Carolina – Columbia; PhD, University of Texas at Austin

Hauger, Donna, BS, Minnesota State University – Moorhead; MA, Saint Mary's University of Minnesota

Hinshaw, Steven, BA, Indiana University – Bloomington; MS, Central Michigan University; PhD, University of Dayton

Hoagland, Steve, BA, Old Dominion University; MA, Old Dominion University; MURB, Old Dominion University; PhD, Old Dominion University

Hobbs, Stephen, BA, Lakehead University; HBOR, Lakehead University; MS, University of Calgary; EdD, Nova Southeastern University

Hollinger, Jay, BA, The Ohio State University; BS, The Ohio State University; MA, The Ohio State University; EdD, University of Texas – Pan American

Holzberg, Carol S., BA, McGill University; MA, University of Iowa; PhD, Boston University

Hooper, Herbert, BS, Tarleton State University; MS, Tarleton State University; EdD, Texas A&M University

Horgen, Jerold, BS, Minnesota State University, Mankato; BS, Minnesota State University, Mankato (second); MS, Minnesota State University, Mankato; EdS, Minnesota State University, Mankato; EdD, University of North Dakota

Howell, Cynthia, BA, The College of William & Mary; MA, Western Washington University; EdD, Northern Arizona University

Hruskocy, Carole, BA, Purdue University; MS, Purdue University; PhD, Purdue University

Hughes, Gail, BS, University of Minnesota – Twin Cities; MA, University of Minnesota – Twin Cities; PhD, University of Minnesota – Twin Cities

Humphreys, Richard, BA, Cleveland State University; JD, Cleveland State University

Hurst, David, BS, University of Tennessee at Martin; MMus, Arkansas State University; EdD, Vanderbilt University

I

Ibarra, David, BS, Bowling Green State University; MA, The Ohio State University; JD, University of Toledo

Ingman, Ann, BA, California State University, Long Beach; MA, Alliant International University – Irvine; EdD, Alliant International University – San Diego

Irlbeck, Sonja, BS, Montana State University – Bozeman; MA, University of Minnesota – Twin Cities; EdD, University of Minnesota – Twin Cities

J

Jackson, Sherion, BS, University of Central Florida; MA, University of Central Florida; EdD, Arizona State University

Jacobs, Howard R., BA, Fairleigh Dickinson University; MA, Montclair State University; PhD, Walden University

Jax de Castillo, Christine, BA, University of Minnesota; MA, Hamline University; PhD, University of Minnesota

Jazzar, Michael, BA, Western Michigan University; MA, Western Michigan University; EdS, Michigan State University; PhD, Michigan State University

Jeizan, Salha Salim, 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

Johansen, Keith, BS, University of Minnesota; MS, Queens College – City University of New York; MA, The New School; PhD, University of Minnesota

Johnson, Diane, BA, Mercer University; MS, Nova Southeastern University; MEd, Nova Southeastern University

K

Kaczmarek, Eve, BS, University of Missouri – St. Louis; MS, Cardinal Stritch University; PhD, University of Wisconsin – Madison

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

Keener, Barbara, BA, Colorado College; MS, Miami University – Ohio; MA, University of Wyoming; EdD, University of Florida

Kelley, Lisa, BS, Spalding University; MEd, University of Nevada, Las Vegas; EdS, University of Georgia

Kijas, Johanna, BA, University of Adelaide; MA, University of Melbourne; PhD, University of Technology – Sydney

King, Tiffany, BA, Concordia University; MHSc, Governors State University; PhD, Loyola University – Chicago

Klein, David, BA, Colorado State University; MA, Colorado State University; PhD, University of Iowa

Klimoski, Victor J., BA, Saint John's University; MA, Saint John's University; MS, St. Cloud State University; PhD, University of Minnesota

Koelln, Rebecca, BA, Augsburg College; MA, Augsburg College; PhD, University of Minnesota

Korth, Sharon, BS, Miami University – Oxford; MEd, Miami University – Oxford; EdD, University of Cincinnati

Kozoll, Charles, BS, University of Michigan; MA, Boston University; EdD, Columbia University

Krebs, Tyler, BA, University of St. Thomas; MA, College of St. Scholastica; PhD, Capella University

Kuhne, Gary, BS, Pennsylvania State University; EdD, Pennsylvania State University

Kuo-Newhouse, Amy M., BA, National Kaohsung Normal University; ME-PD, University of Wisconsin – River Falls; PhD, University of Minnesota – Twin Cities

L

Lacey, Tracey, BS, University of Georgia; MS, Southern Polytechnic State University; PhD, Capella University

Lane, Carla, BS, Washington University; MA, Webster University; EdD, University of Missouri – St. Louis

Lane, Molly M., BA, Purdue University; MS, Purdue University; PhD, Purdue University

Larson, Mark, BA, St. Cloud State University; MS, St. Cloud State University; PhD, University of Minnesota

Lawrence, Dennis, BA, Rockhurst University; MA, University of Kansas; EdD, University of Kansas

Lee, Tyjaun, BSS, Ohio University; MEd, Ohio University; PhD, Ohio University

Lehman, James, BA, Pacific Union College; MS, California State University, Long Beach; PhD, University of California, Los Angeles

Leialoha-Hartstack, BS, Northwest Missouri State University; MEd, Graceland University; PhD, Walden University

Lessner, Janet E., BA, University of Michigan; MA, University of Iowa; PhD, University of Iowa

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

Linberg, Kurt, BS, University of Wisconsin – Stout; MS, University of St. Thomas; PhD, Walden University

Faculty, *continued*

School of Education, continued

Lopez-Molina, Generosa, BA, Northeastern Illinois University; MA, Northeastern Illinois University; PhD, Capella University

Loring, Ruth, BA, Baylor University; MEd, University of North Texas; PhD, University of North Texas

M

MacIntyre, Donald J., BA, University of Detroit; MA, University of Iowa; PhD, University of Iowa

Marin, Patricia, BEd, University of British Columbia; BS, University of Toronto; MA University of British Columbia; EdD, University of British Columbia

Marrapodi, Michael, BSM, Northeastern Bible College; MEd, The College of New Jersey; EdD, Johnson & Wales University

Matthews-Somerville, Rochelle, BS, Bowie State University; MS, University of Kansas; PhD, University of Nebraska – Lincoln

Mayberry, Ed, BS, Northern Illinois University; MA, Northern Illinois University; EdD, Northern Illinois University

McBride, Lisa, BA, McNeese State University; MEd, McNeese State University; PhD, Louisiana State University

McClendon, Cristie, BS, Texas Tech University; MA, University of Texas at San Antonio; PhD, University of Texas at Austin

McCoy, Douglas, BS, Illinois State University; MS, Illinois State University; EdD, Northern Illinois University

McDaniel, Gary, BS, Florida Southern College; MEd, Rollins College; EdS, Nova Southeastern University; EdD, Nova Southeastern University

McDaniel, Heather, BS, Florida Southern College; MS, Nova Southeastern University; EdD, Nova Southeastern University

McDermott, James, BS, North Dakota State University; MS, University of Texas at Tyler; EdD, Texas A&M University

McGlynn, Maureen, BA, Immaculate Heart College; MA, Pacific Oaks College; PhD, Capella University

McIntyre-Brandly, Melissa, BS, University of Central Texas; MA, University of Phoenix; MAEd, University of Phoenix; MAOM, University of Phoenix; PhD, Capella University

McLenighan, Harry, BA, University of Minnesota – Twin Cities; MA, University of St. Thomas; EdD, University of St. Thomas

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

Merrill, Herbert, BA, State University of New York at Buffalo; MEd, State University of New York at Buffalo; MS, State University of New York at Buffalo; EdD, Columbia University

Michael-Chadwell, Sharon, BA, University of Texas at San Antonio; MA, Webster University; MBA, Webster University; EdD, University of Phoenix

Miller, Heather, BS, Washington State University; MS, Oregon State University; PhD, University of Northern Colorado

Mills, Dennis W., BA, Western Washington University; MEd, Western Washington University; EdD, Seattle University; PhD, University of Minnesota – Twin Cities

Minchella, Karen, BS, Mercy College of Detroit; MEd, Wayne State University; PhD, Wayne State University

Misite, Phyllis, BS, Framingham State College; MA, Boston College; PhD, Boston College

Moller, Leslie, BA, Loyola University – Chicago; MS, Loyola University – Chicago; PhD, Purdue University

Mondell, Kathleen, BS, Ohio University; MEd, University of Toledo; PhD, University of Toledo

Monroe, Lee, BA, Shaw University; MEd, University of Cincinnati; EdD, Virginia Polytechnic Institute and State University

Morgan, Debra, BA, Southwest State University, MS, Bemidji State University, PhD, Capella University

Morse, Gwen, BSN, California State University, Dominguez Hills; MSN, California State University, Dominguez Hills; PhD, University of Arizona

Mosley-Jenkins, Shirlan, BA, Arizona State University; MEd, University of Southwestern Louisiana; EdS, South Carolina State University; EdD, South Carolina State University

Mottaz, Carole, BA, University of Lancaster – 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

Myers, Carmen, BA, University of South Florida; MEd, North Carolina State University; PhD, Florida State University

N

Nelson, Mary Ann, BS, University of Minnesota; MS, Minnesota State University, Mankato; PhD, University of Minnesota

Newman-Lee, Adell, BA, Western Illinois University; MA, Western Illinois University; EdD, Northern Illinois University

Newton, Janet, Teaching certificate, Durham University – United Kingdom; BS, Regents College; MA, California State University, San Bernardino; PhD, Walden University

Nies, John, BA, Hastings College; MA, University of Nebraska – Lincoln; PhD, University of Nebraska – Lincoln

O

O'Brien, Stephen, BA, St. Mary's Seminary and University; MEd, University of Virginia; MEd, Virginia Commonwealth University; EdD, Virginia Tech

O'Day, Shannon, BA, University of California, Berkeley; MS, California State University, Fullerton; PhD, Georgia State University

Onderdonk, James C., BA, The College of William & Mary; MS, Old Dominion University; PhD, Old Dominion University

Ordu, Sharon, BA, Georgia State University; MEd, University of West Georgia; EdS, University of West Georgia; EdD, South Carolina State University

Orizondo-Harding, Yolanda, BA, University of Central Florida; MS, Nova Southeastern University; EdD, Nova Southeastern University

Orlando, Maria, BA, Lindenwood University; MA, Lindenwood University; EdD, Maryville University of St. Louis

Owens-Kristenson, Jodi, BS, University of Minnesota; ELM, Mankato State University; MS, Mankato State University

P

Parks, Eric, BA, University of California, Los Angeles; MS, University of Southern California; PhD, University of Southern California

Pasanen, Carol J., BS, Bemidji State University; MA, University of St. Thomas; EdD, University of St. Thomas

Pearlstein, Richard, BA, University of Virginia; PhD, Alliant International University – San Diego

Perez, Carolina, BA, University of Texas – Pan American; MEd, University of Texas – Pan American; EdD, Texas A&M University – Kingsville

Perkins, Valerie, BA, Chicago State University; MA, Governors State University; EdD, Northern Illinois University

Persky, Barry, BA, Brooklyn College – City University of New York; MS, Brooklyn College – City University of New York; MS, Bank Street College; PhD, New York University

Phillips, Elaine, BS, Southern Illinois University; MA, Indiana University; MA, University of St. Thomas; EdS, University of Minnesota

Pilcher, Jobeth, BSN, Baylor University; MS, California College for Health; EdD, Northcentral University

Pohl, Robert, BA, University of Notre Dame; MEd, University of Southern California; EdD, Boston University

Pride, Sheldon, BS, North Carolina State University; MS, University of Virginia; PhD, University of Virginia

Pulkinen, Catherine, BS, University of Wisconsin – Stout; MSE, University of Wisconsin – Superior; EdD, University of Minnesota – Twin Cities

Faculty, *continued*

School of Education, continued

R

Rasmussen, Chris, BA, Gustavus Adolphus College; MS, Minnesota State University, Mankato; PhD, University of Michigan – Ann Arbor

Ray, Theodore, BS, University of North Carolina at Pembroke; MA, University of North Carolina at Pembroke; EdD, Nova Southeastern University

Reason, Lisa, BEd, University of Toledo; MEd, Bowling Green State University; PhD, Capella University

Redden, Charlotte, BA, Indiana State University; MA, University of Denver; MA, University of Colorado; PhD, University of Denver

Redditt, Charisse, BS, Georgia Southern University; MPA, Savannah State University; PhD, Capella University

Reynolds, Larry, BS, Washington University in St. Louis; MA, Washington University in St. Louis; PhD, University of Oregon – Eugene

Rice-Crenshaw, Mary, BA, Voorhees College; MAT, University of South Carolina; EdS, South Carolina State University; EdD, South Carolina State University

Rimmerman, Stacey, BA, University of West Florida; MEd, University of West Florida; EdD, University of West Florida

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

Rogers, Carolyn B., BS, Morgan State University; MEd, University of South Carolina – Columbia; PhD, Capella University

Ronneberg, Jeffrey, BA, Augsburg College; MS, Minnesota State University, Mankato; EdD, University of Minnesota – Twin Cities

Rossman, 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

Rowland, Ann, BS, University of Iowa; MEd, Colorado State University; PhD, University of Arizona

Rozendal, Mary, BA, Calvin College; MA, Michigan State University; PhD, Michigan State University

Ruff, William, BS, Colorado State University; MA, Webster University; MA, University of Texas at San Antonio; EdD, University of Texas at San Antonio

Ryan, Patricia, BA, University of Pittsburgh; MPA, University of Pittsburgh; PhD, Pennsylvania State University

Rynearson, Kimberly, BA, University of Texas at Austin; MEd, University of Phoenix; MA, Texas Tech University; PhD, Texas Tech 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

Sampson, Randall G., BS, The Ohio State University; MEd, The Ohio State University; PhD, Capella University

Scaramella, Gene, BS, Western Illinois University; MA, Western Illinois University; EdD, Northern Illinois University

Schreiner, Debbie, BS, University of Wisconsin – Stevens Point; MEd, University of Arizona; EdD, University of Arizona

Sharpe, La Tanya, BS, Rochester Institute of Technology; MS, City University; MEd, Georgia State University; PhD, Georgia State University

Shepherd, Glenn, BS, University of North Carolina at Greensboro; BS, Appalachian State University; MEd, Elon College; EdD, North Carolina State University – Raleigh

Silber, Kenneth, BA, University of Rochester; MA, University of Southern California; PhD, University of Southern California

Silvers, Esther, BA, Roosevelt University; MA, Northeastern Illinois University; MEd, University of Wisconsin – La Crosse; PhD, University of Wisconsin – Madison

Sims, Roderick, BA, Macquarie University; Diploma of Education, Sydney Teacher's College; MA, Macquarie University; PhD, University of Wollongong

Singletary, Irene, BA, Voorhees College, MEd, South Carolina State University; EdS, South Carolina State University; EdD, South Carolina State University

Sisserson, Kendra, BA, University South Florida; MA, University South Florida; PhD, University of Chicago

Slater, Susan, BS, Gustavus Adolphus College; MEd, University of Minnesota – Twin Cities; EdD, University of St. Thomas

Smith, Robert, BS, Baptist College at Charleston; MA, Webster University; MS, Troy State University; EdS, University of West Florida; EdD, University of West Florida

Smith, Traci, BSEd, Clarion University of Pennsylvania; MEd, Shippensburg University; EdD, Wilmington University

Snyder, Leonard, BA, Metropolitan State University; MA, University of Minnesota – Twin Cities

Snyder, Leone, BS, University of Minnesota – Twin Cities; MEd, University of Minnesota – Twin Cities; PhD, Capella University

Song, Hongzhuan, BA, Anqing Teachers College – China; MA, Fresno Pacific University; PhD, University of Minnesota – Twin Cities

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

Stroud, Kathleen, BS, University of Missouri – St. Louis; MEd, University of Missouri – St. Louis; EdD, Maryville University of St. Louis

Stubrud, Genella, BA, University of Wisconsin – Madison; MA, Lewis & Clark College; PhD, University of Wisconsin – Madison

Swenk, Jean, BA, Pitzer College; MA, University of California, Davis; MA, Stanford University; PhD, Stanford University

T

Taylor, Susan, BS, University of Minnesota; MS, Florida State University; PhD, Florida State University

Tetu, William, BS, United States Military Academy; MMA, School of Advanced Military Studies; MBA, Boston University; MS, University of Kansas, Lawrence; EdD, Argosy University

Thomas, Mary Norris, BS, Texas Christian University; MS, University of Georgia; PhD, University of Georgia

Thornton, Nan, BA, College of St. Catherine; MS, Washington University; PhD, Arizona State University

Trujillo-Jenks, Laura, BS, University of Texas at Austin; MA, Austin Peay State University; PhD, University of Texas at Austin

Tyler, Stacy, BA, University of Kentucky; MA, Western Kentucky University; PhD, Kansas State University

V

Van Rekom, Petti, BA, University of California, Los Angeles; MA, California State University; EdD, University of Southern California

Van Tiem, Darlene, BA, Albion College; MSAD, Central Michigan University; MEd, Marygrove College; MA, Michigan State University; PhD, Wayne State University

W

Wait, Dan, BS, Western Carolina University; MAEd, East Carolina University; EdS, East Carolina University; EdD, University of Wyoming

Walling, Griffin, BS, Hobart College; MS, State University of New York at Albany; EdD, State University of New York at Albany

Wang, Chunxue, BA, Dalian Foreign Language Institute – China; MS, Pittsburg State University; EdS, Pittsburg State University; EdD, University of Arkansas; MEd, University of Arkansas

Ward, Jason, BA, Florida State University; MA, University of Phoenix; EdD, Nova Southeastern University

Warren, Elizabeth, BA, University of South Carolina – Columbia; MLIS, University of South Carolina – Columbia; JD, University of South Carolina – Columbia; PhD, University of South Carolina – Columbia

Watson, Ora, BS, Ball State University; MS, Purdue University; PhD, Purdue University

Faculty, *continued*

School of Education, continued

Watts, Rebecca, BS, Louisiana Tech University; MEd, University of Louisiana at Monroe; EdD, University of Louisiana at Monroe

Weiss, Sally, BS, American University; MS, University of Miami; EdD, Florida International University

Wellington, Eric R., BA, Youngstown State University; MA, West Chester University; PhD, Capella University

Welstead, Callie, BA, Fordham University; MEd, Beaver College; PhD, Walden University

Wencel, Janice, BA, Elmira College; MS, Florida State University; PhD, Florida State University

White, Mary, BA, Purdue University; MA, Purdue University Calumet; MEd, University of Phoenix; EdD, Texas Southern University

White, Ronald, BA University of Georgia, MEd, University of Georgia; EdD, University of Georgia

White-Johnson, Adair, BA, Daemen College; MEd, State University of New York at Buffalo; PhD, State University of New York at Buffalo

Wilcox, Bonita, BS, Edinboro State College; MEd, Edinboro University of Pennsylvania; PhD, University of Pittsburgh

Wiley, Susan, MA, University of California, Santa Barbara; MA, University of California, Santa Barbara (second); PhD, University of California, Santa Barbara

Wilkins, Sheri, BS, University of Utah; MA, California State University, San Bernardino; PhD, University of California, Riverside

Willett, Benjamin, BA, University of Wisconsin – Madison; MA, University of Iowa; PhD, University of Iowa

Williams, Cindy, BS, State University of New York at Cortland; MS, State University of New York at Cortland; EdD, Nova Southeastern University

Williams, Donna, BSN, Wayne State University; MSN, Drexel University; MEd, Wayne State University; PhD, Walden University

Williamson, Amy, BA, Valdosta State University; MEd, American InterContinental University; EdD, Baylor University

Wilson, Phyllis, BS, Southern Illinois University Carbondale; MA, Roosevelt University, Chicago; PhD, The Ohio State University

Wold, James, BA, Saint Mary's University of Minnesota; MA, University of St. Thomas; PhD, Peabody College at Vanderbilt University

Wold, William F., BA, Saint Mary's College; MA, College of St. Thomas; MA, Saint Mary's University of Minnesota; EdD, Saint Mary's University of Minnesota

Wordell, Jennifer, BA, Bridgewater State College; MAT, Bridgewater State College; EdD, University of Massachusetts Lowell

Worthington, Michael, BS, Campbell University; MSE, University of Wisconsin – Superior; PhD, Capella University

Z

Zender, Wendy, BA, York University – Canada; BEd, University of Toronto; MEd, Arizona State University; PhD, University of Southern California

Zerwekh, JoAnn, BSN, University of Arizona; MSN, University of Texas at Arlington; EdD, Texas A&M University – Commerce

Zuba, Marge, BS, Saint Mary-of-the-Woods College; MSW, University of Illinois at Chicago; EdD, Northern Illinois University

School of Public Service Leadership

Core and Adjunct Faculty

A

Aagard, Magdeline, BA, Augustana College; MBA, University of St. Thomas; EdD, University of St. Thomas

Allen, Carolyn, BA, Pennsylvania State University; MSS, Bryn Mawr College; MA, Temple University; PhD, Temple University

Allen, Craig, BS, Brigham Young University; MS, Brigham Young University; PhD, University of New Hampshire

Allen, Rhonda, BA, University of Southern California; MPA, California State University, Fullerton; PhD, State University of New York at Albany

Allis, Donna, BSN, University of Arizona; MSN, Indiana University-Purdue University Indianapolis; PhD, University of Arizona

Anderson, Cheryl, BAPT, College of St. Scholastica; MBA, University of St. Thomas; PhD, Walden University

Andrews, Courtney, BA, University of Missouri – St. Louis; MPA, University of Missouri – St. Louis; PhD, University of Missouri – St. Louis

Antunez, Hector, MPH, Tulane University; DPH, Tulane University

Arnason, Phyllis, BS, Virginia Commonwealth University; MS, University of North Carolina at Chapel Hill; EdD, The George Washington University

B

Baker, Edward, BS, University of Texas at Arlington; MA, Texas Woman's University; PhD, University of Texas Southwestern Medical Center

Balke, Janet, BSN, University of Kansas Medical Center; MBA, University of Houston; MHA, University of Houston; PhD, Capella University

Barnard, Darleen, BS, University of Maryland University College; MBA, University of Phoenix; DHA, University of Phoenix

Barthelmeus, Steven, BS, Mercy College; EdD, University of Sarasota

Bauch, Patricia, BS, Ithaca College; MPH, University of Rochester; PhD, University of Rochester

Beaumaster, Suzanne, BBA, Ohio University; MPA, Northern Kentucky University; PhD, Virginia Polytechnic Institute and State University

Beauvais, Bradley, BS, Colorado State University; MA, University of Oklahoma; MBA, Colorado State University; PhD, Pennsylvania State University

Beaver, Kevin, BA, The Ohio State University; MS, University of Cincinnati; PhD, University of Cincinnati

Becker, Carol, BA, University of Minnesota; MPA, University of Minnesota; DPA, Hamline University

Belkin, Janet, BA, Vassar College; MS, Hunter College; JD, Hofstra University; LLM, New York Law School; PhD, St. John's University

Faculty, *continued*

School of Public Service Leadership, continued

Bemker, Mary, BS, Indiana University; BSN, Spalding University; MS, Indiana University; MSN, University of Alabama at Birmingham; PsyS, Spalding University; DSN, University of Alabama at Birmingham

Berkas, Thomas, BCE, University of Minnesota; MS, University of Minnesota; PhD, University of Minnesota

Best, Candis, BS, St. John's University; MBA, Adelphi University; MS, Capella University; JD, Villanova University; PhD, State University of New York at Stony Brook

Biggs, Rashida, BS, Florida International University; MPH, Florida International University; DHSc, Nova Southeastern University

Bivens, Nicola Davis, BS, South Carolina State University; MS, University of North Carolina at Charlotte; EdD, Nova Southeastern University

Bold, Mary, BA, Syracuse University; MS, Texas Woman's University; PhD, Texas Woman's University

Bordner, Bruce, BA, Claremont McKenna College; MA, Claremont Graduate University; PhD, University of Virginia

Borges, Ray, BS, Wayland Baptist University; MA, Texas Tech University; MBA, Wayland Baptist University; DHSc, Nova Southeastern University

Boyd-Seale, Debra, BS, University of Texas at Arlington; MHA, Governors State University; MS, Governors State University; PhD, Capella University

Brant, Curtis, BA, Kent State University; MA, Bowling Green State University; PhD, Bowling Green State University

Brehm, William, BA, State University of New York at Albany; MS, Springfield College; PhD, Walden University

Brezinski, Paul, BS, United States Air Force Academy; MBA, Arizona State University; MHA, Arizona State University; PhD, University of Iowa

Brooks, Matthew, BS, Kennesaw State University; MPH, Virginia Commonwealth University; PhD, University of South Carolina – Columbia

Brown, Gina, BS, Oakwood College; MSA, Central Michigan University; PhD, George Mason University

Brown, Terrence, BS, Ohio University; MHSA, Ohio University; PhD, Ohio University

Bryan, Herbert Leon, BS, James Madison University; MA, University of The District of Columbia; EdD, The George Washington University

Bundy, Ruth, BSN, California State University, Chico; MPA, California State University, Long Beach; PhD, Claremont Graduate University

Burcin, Michelle, BS, University of Cincinnati; MPH, University of South Carolina; PhD, University of South Carolina

Burke, Darrell, BS, Auburn University; MS, State University of New York at Stony Brook; PhD, Virginia Commonwealth University

Byous, Rosslynn, BA, University of California, Santa Barbara; MS, University of La Verne; DPA, University of La Verne

C

Caldwell, Cassandra, BA, University of North Carolina at Chapel Hill; MPA, North Carolina Central University; PhD, The Ohio State University

Carter, Harry, BA, Thomas Edison State College; BS, Jersey City State College; MA, Rutgers University; PhD, Western States University; PhD, Capella University

Carter, Hellen, BA, Arizona State University; MBA, Northern Arizona University; MS, Northern Arizona University; PhD, Walden University

Carter, Kay, BA, Wichita State University; MS, Case Western Reserve University; PhD, University of Idaho

Cauthen, Delores, BS, University of South Carolina; MEd, University of South Carolina; PhD, Walden University

Chavez, R. Scott, BA, University of Nevada, Las Vegas; MPA, University of Nebraska – Omaha; PhD, Walden University

Chenoweth, Lillian, BS, University of Southwestern Louisiana; MS, University of Tennessee; PhD, Texas A&M University

Christen, Henry, BS, University of Florida; MPA, Troy State University; EdD, University of West Florida

Circo, Deborah, BS, University of Nebraska – Omaha; MSW, University of Nebraska – Omaha; MA, University of Nebraska – Lincoln; PhD, University of Nebraska – Lincoln

Claesson, Ann Leslie, BFA, Syracuse University; MA, Fielding Graduate University; PhD, Fielding Graduate University

Clarkson Janice, BS, University of New Hampshire; MEd, Salem State College; EdD, Salem State College

Coaston-Shelton, Audrey, BA, University of Cincinnati; MEd, University of Cincinnati; MS, Xavier University; PhD, University of Cincinnati

Cohen, Harold, BS, Towson University; MS, University of Maryland; PhD, Walden University

Conis, Peter, BS, Iowa State University; MS, Iowa State University; PhD, Iowa State University

Conley, Enid, BS, Palm Beach Atlantic University; MS, Palm Beach Atlantic University; EdS, Florida Atlantic University; PhD, Florida Atlantic University

Coppola, Nicholas, BSc, University of Liverpool – United Kingdom; BA, State University of New York at Potsdam; MSA, Central Michigan University; MHA, Baylor University; PhD, Virginia Commonwealth University

Cummins, Linda, BES, Thomas More College; MSW, The Ohio State University; PhD, The Ohio State University

D

Daines, Andrea, BA, Utah State University; MS, Utah State University; PhD, Utah State University

D'Angelo, Fabio, BS, University of Hawaii; PhD, Union Institute & University

Darland, John, BA, Hamline University; MPP, University of Minnesota; PsyD, Argosy University

Darnell, Jolee, BA, University of Wisconsin – Madison; MSW, University of Wisconsin – Milwaukee; PhD, University of Minnesota – Twin Cities

Davidson, Christy, BSN, University of Mobile; MSN, University of Mobile; DNP, University of South Alabama

Dawson, Beverly, BA, Hunter College; MSW, University of Michigan – Ann Arbor; PhD, University of Michigan – Ann Arbor

Dayson, Diane, BA, State University of New York at Cortland; MS, New York University; PhD, Walden University

Deaton, John, BA, San Diego State University; MPS, Loyola University; MA, San Diego State University; PhD, The Catholic University of America

delCarmen, Alejandro, BS, Florida International University; MS, Florida State University; PhD, Florida State University

DeLisi, Matthew, BA, Syracuse University; PhD, University of Colorado at Boulder

De Paris, Richard, BPA, National University; MPA, National University; MBA, National University; DPA, University of LaVerne

Dial, Kelly, BS, Youngstown State University; MA, Sam Houston State University; PhD, Sam Houston State University

DiGiovanni, Michelle, BSN, University of Louisville; MS, Arizona State University; PhD, University of Wisconsin – Milwaukee

Disch, William, BA, California State University, San Marcos; MA, University of Rhode Island; PhD, University of Rhode Island

Dobbert, Duane, BA, Albion College; MA, Michigan State University; PhD, Capella University

Driver, Thomas, BS, Park College; MPA, Golden Gate University; MA, Liberty University; DMin, Trinity Theological University; PhD, Walden University

Durante, Joan, BA, Florida Atlantic University; MSW, Barry University; PhD, Barry University

E

Edwards, Sherry, BA, Arkansas State University; MSW, Florida State University; PhD, University of South Carolina – Columbia

Elmore, Diane, BS, Graceland University; MSN, University of Nevada, Las Vegas; PhD, University of Nevada, Las Vegas

Esmail, Ashraf, BA, Louisiana State University – Baton Rouge; MA, Georgia State University; EdD, Union Institute & University

Ezeogba-Odoemena, Peace, BS, Texas Woman's University; MA, Texas Christian University; DM, University of Phoenix

F

Fairley, JoAnna, BS, University of Southern Mississippi; MS, University of Southern Mississippi; PhD, Walden University

Fandl, Kevin, BA, Lock Haven University of Pennsylvania; MA, American University; JD, American University

Faculty, *continued*

School of Public Service Leadership, continued

Forbes, Laura, BS, Ball State University; MS, University of Central Florida; PhD, University of South Carolina – Columbia

Ford, Niles, BS, Athens State University; MS, Faulkner University; PhD, Capella University

Fox, Jeffrey, BLS, University of Mary Washington; MBA, Northcentral University; PhD, Northcentral University

Franks, George, BA, University of Alabama; MPA, University of Arkansas at Little Rock; PhD, Texas A&M University

G

Gaffrey, Arthur, BS, California Polytechnic State University; MS, Oregon State University; DPA, University of La Verne

Gambone, James, BA, Duquesne University; MA, University of New Mexico; PhD, University of New Mexico

Gangl, Amy, BA, University of Wisconsin – Madison; PhD, University of Minnesota – Twin Cities

Gangluff, Deborah, BS, University of Central Arkansas; MS, University of Central Arkansas; DSc, Tulane University

Giardino, Angelo, BA, Temple University; MSE, University of Pennsylvania; MD, University of Pennsylvania; MPH, University of Massachusetts Amherst; PhD, University of Pennsylvania

Gill, Shelly, BS, Illinois State University; MS, Spertus College of Judaica; PhD, Union Institute & University

Godwin, Grover, BS, Trevecca Nazarene University; MS, Indiana State University; PhD, University of Liverpool – United Kingdom

Gonzales, Dana, BS, University of Central Arkansas; MS, University of Arkansas at Little Rock; PhD, University of Arkansas

Gonzales, Rachel, BSN, Westminster College; MSN, University of Phoenix; DM, University of Phoenix

Green, Jeff, BS, Virginia Commonwealth University; MS, Virginia Commonwealth University; PhD, Capella University

Gulish Beckham, Laurel, BA, University of California, Davis; MA, Syracuse University; PhD, University of Georgia

H

Hackstaff, Lynn, BS, Adelphi University; MS, Columbia University; PhD, Capella University

Hale, Christopher, BS, Sacred Heart University; BA, Charter Oak State College; MS, University of New Haven; MS, Southern Connecticut State University; EdD, University of Bridgeport

Hamlett, Tiffany, BA, University of Texas at Austin; MS, Texas Woman's University; PhD, Texas Woman's University

Hancock, Lisa, BS, McNeese State University; MS, University of Alabama; PhD, Walden University

Hanser, Robert, BS, Sam Houston State University; MA, Sam Houston State University; PhD, Sam Houston State University

Hardesty, Rachel, BA, Cambridge University; MEd, University of Minnesota; MA, Cambridge University; PhD, University of Arizona

Hatcher, Cynthia, BS, Chicago State University; BSN, University of the Incarnate Word; MSN; University of the Incarnate Word

Hawkins, John, MA, University of Dundee; MBA, Edinburgh Napier University; DBA, Brunel University

Hawkins, Stephanie, BA, Pennsylvania State University; MA, Goucher College; PhD, Union Institute & University

Hayden, Arthur, BA, Kentucky State University; MSW, University of Kentucky; MS, Eastern Kentucky University; PhD, University of Louisville

Hayhurst, Janet, BS, Molloy College; MS, Adelphi University; EdD, St. John's University

Heisler, Jackie, BS, Indiana University of Pennsylvania; MPH, University of Pittsburgh; PhD, Capella University

Henderson, Howard, BS, Middle Tennessee State University; MCJ, Tennessee State University; PhD, Sam Houston State University

Hertenstein, Matt, BA, Luther College; MA, University of California, Berkeley; PhD, University of California, Berkeley

Hill, Charles, BA, Whitworth College; MSE, Western Oregon University; MSW, Our Lady of the Lake University; EdD, Washington State University

Hilliman, Charlyn A., BS, John Jay College of Criminal Justice – City University of New York; MPA, John Jay College of Criminal Justice – City University of New York; MPhil, The Graduate School and University Center – City University of New York; PhD, The Graduate School and University Center – City University of New York

Ho, Truc-Nhu, BA, University of Michigan – Ann Arbor; MA, California State University, Sacramento; PhD, Rutgers University

Holmes, Suzanne, BA, University of California; MA, The George Washington University; DPA, University of La Verne

Hope Kearns, Ellen, BS, New York Institute of Technology; MS, State University of New York at Stony Brook; PhD, University of Central Lancashire

Huang, Wei, BA, Guangxi Institute for Nationalities; MA, Bradford University; MEd, Millersville University; PhD, Kent State University

Hunt, Jean, BA, University of Tennessee; PhD, University of Tennessee

Hurd, Debra, BA, University of Arkansas; MPA, University of Arkansas; PhD, University of Arkansas

J

Jackson, Carlenia, BA, Hampton University; MA, Hampton University; PhD, Capella University

James, Susan, BA, Sarah Lawrence University; PhD, New York University

Jasmine, Tayray, BSN, University of Phoenix; MSN, University of Phoenix; PhD, Capella University

Johll, Michael, BA, University of Wisconsin – Madison; PhD, State University of New York at Buffalo

Johnson, Antonio, BBA, University of Louisiana at Monroe; MS, Chicago State University; MBA, Saint Xavier University; DBA, Argosy University

Johnson, Joyce, BA, University of Memphis; MS, University of Memphis; PhD, Andrews University

Johnson, Kit, BA, College of New Rochelle; MAT, Manhattanville College; MEd, Florida Atlantic University; PhD, Barry University

Jones, Lynn K., BA, Drew University; MSW, Yeshiva University; DSW, Yeshiva University

K

Kalill, Paul, BA, Norwich University; MEd, Springfield College; JD, Suffolk University; PhD, Union Institute & University

Karjalainen, Terry, BS, University of Michigan – Flint; MPA, University of Michigan – Flint; PhD, Capella University

Katzenstein, James, BS, City University of New York; MBA, University of Bridgeport; MA, The Fielding Institute; PhD, The Fielding Institute

Kavanaugh, Frank, BA, Lake Forest University; PhD, Union Institute & University

Keefer, Autumn, BA, Pennsylvania State University; MS, Indiana State University; PhD, Indiana State University

Kennedy, Bernice, BSN, University of South Carolina; MS, University of South Carolina; PhD, Walden University

Kerwood, Scott, BS, Oklahoma State University; MPA, University of Oklahoma; PhD, Walden University

Kilroy, Lisa, BA, Ottawa University; MS, Capella University; PhD, Capella University

Kisner, James, BA, Webster University; MA, Webster University; PhD, Union Institute & University

Kladopoulos, Toni, BA, Queens College – City University of New York; MA, The Graduate School and University Center – City University of New York; MPhil, The Graduate School and University Center – City University of New York; PhD, The Graduate School and University Center – City University of New York

Klein, Steven, BA, Yale University; MA, University of North Carolina at Chapel Hill; LLM, Temple University; JD, University of North Carolina at Chapel Hill; PhD, University of North Carolina at Chapel Hill; PhD, University of North Carolina at Chapel Hill (second)

Faculty, *continued*

School of Public Service Leadership, continued

Klem, Pamela, BA, Eastern Washington University; BS, Eastern Washington University; MEd, Washington State University; EdD, Nova Southeastern University

Klemp-North, Michael, BA, University of Wisconsin – Madison; MS, University of Wisconsin – Platteville; PhD, Western Michigan University

Kochanowski, Yvonne, BA, Mundelein College; MBA, Loyola University – Chicago; MPA, University of Southern California; DPA, University of Southern California

Krabill, Paige, BA, Central Connecticut State University; MS, Miami Institute of Psychology; PsyD, Miami Institute of Psychology

L

Lafferty, Sue, BA, Franklin University; MA, Indiana University Bloomington; PhD, The Ohio State University

Laverdure-McDougall, Betsy, BS, University of North Dakota; MS, University of North Dakota; PhD, University of North Dakota

Lazar, Bruce, BA, Arizona State University; MBA, University of Phoenix; DM, University of Phoenix

Lee, Nani, BA, Chaminade University; MSW, University of Hawaii; JD, William S. Richardson School of Law; PhD, University of Southern California

Leech, Linda, BA, Union Institute & University; MEd, The Ohio State University; PhD, The Ohio State University

Leerburger, Marian, BA, Colby College; MA, American University; MS, Georgetown University; PhD, University of Maryland

Leibold, Nancyruth, BS, Nebraska Wesleyan University; MS, Creighton University; EdD, College of Saint Mary

Lester, Cherri, BS, University of Wyoming; MS, University of Wyoming; PhD, University of Wyoming

Lexandra, Dolores, BA, Barry University; MSW, Barry University; PhD, Nova Southeastern University

Lim, Mee-Gaik, BS, University of Montevallo; MA, Southwestern Baptist Seminary; PhD, Texas Woman's University

London, Ray, BS, Weber State College; MSW, University of Southern California; MBA, University of Southern California; PhD, University of Southern California

Lorbeer, Charles, BA, Florida State University; MSW, Florida State University; PhD, Walden University

Love, Ashley, BA, Barnard College; MS, Columbia University; MPH, Columbia University; DPH, Columbia University

M

Macari, Daniel, BA, State University of New York; MSW, University of Nevada; PhD, University of Nevada

Malaeb, Christopher, BA, Rutgers University; MPH, Yale University; DSc, The Johns Hopkins University

Marbury, Ja'Nitta, BA, Bowling Green State University; BS, Bowling Green State University; MA, Bowling Green State University; PhD, Kent State University

Martin, Magy, BS, Colorado State University; MEd, Colorado State University; MEd, Colorado State University; EdD, University of Tulsa

Mathur, Neil, BA, Carleton University; MEd, Cambridge College; PhD, Union Institute & University

Matoesian, Gregory, BS, Southern Illinois University Edwardsville; MA, University of Missouri – Columbia; PhD, University of Missouri – Columbia

McCabe, James, BA, Queens College – City University of New York; MA, Empire State College – State University of New York; MA, John Jay College of Criminal Justice – City University of New York; MPhil, The Graduate School and University Center – City University of New York; PhD, The Graduate School and University Center – City University of New York

McCready, Douglas Jackson, BA, University of Windsor; MS, University of London; PhD, University of Alberta

McKoy, Kathy, BA, Sojourner-Douglass College; MA, Sojourner-Douglass College; PhD, Capella University

McNamara, Robert, BS, Western Connecticut State University; MS, Southern Connecticut State University; MA, Yale University; MPhil, Yale University; PhD, Yale University

McNicholas, Camille, BS, University of Connecticut; MS, Southern Connecticut State University; PhD, Walden University

Meek, Ann, BS, University of Southern Mississippi; MS, University of Southern Mississippi; PhD, University of Southern Mississippi

Mentor, Kenneth, BAA, Central Michigan University; MA, Central Michigan University; JD, Syracuse University College of Law; PhD, Syracuse University

Meyer, Allen, BA, Bob Jones University; MA, Bob Jones University; MA, Indiana University; PhD, Indiana University

Meyers, Ann, BME, Wittenberg University; MA, Ball State University; PhD, Walden University

Miller, Christopher, BS, Barry University; MS, St. Thomas University; DHS, Nova Southeastern University

Minelli, Mark, BS, Central Michigan University; MA, Central Michigan University; MPA, Western Michigan University; PhD, Union Institute & University

Mire, Scott, BA, University of Louisiana at Monroe; MA, University of Louisiana at Monroe; PhD, Sam Houston State University

Mitchell-White, Kathleen, BS, Colorado State University – Fort Collins; MS, Lynn University; MEd, University of Virginia; PhD, Walden University

Monell, Jack, BA, Towson University; MSW, Howard University; PhD, Walden University

Moore, Julia, BS, University of Houston; MS, University of Houston; MS, University of Houston (second); PhD, Mississippi State University

Moran, Nathan, BS, Midwestern State University; MA, Sam Houston State University; PhD, Sam Houston State University

Moretz, Chad, BS, Appalachian State University; MS, United States Sports Academy; ScD, Tulane University

Morgan-Gardner, Inglish, BS, Morgan State University; MS, Capella University; PhD, Capella University

Morton, Roger, BA, Claremont McKenna College; MPA, California State University, Fullerton; PhD, University of California, Irvine

Mosser, Marian, BA, Thiel College; MS, Youngstown State University; MS, Command and General Staff College; PhD, Walden University

Mueller, Dale, BA, University of California, Los Angeles; MS, California State University, Long Beach; MSN, Saint Joseph's College of Maine; EdD, Pepperdine University

Muldrow, Edward, BA, Philander Smith College; MHA, Governors State University; MSW, University of Houston; PhD, University of Houston

N

Neal, Crystal, BA, Grambling State University; MA, Argosy University; PhD, Walden University

O

O'Connor, Michael, BBA, Ohio University; MBA, Ohio University; EdD, University of Akron

O'Hare, Marion, BA, St Joseph's College; BS, State University of New York at Stony Brook; MS, Long Island University; MSN, Sacred Heart University; PhD, Adelphi University

Ojo, David, BS, Ahmadu Bello University – Nigeria; MBA, National University; MS, Indiana State University; PhD, Union Institute & University

O'Malley, Angie, BS, Purdue University; MA, Montclair State University; PhD, Oklahoma State University

Oppel, Wayne, BS, State University of New York at Albany; MA, Webster University; DSL, Regent University

O'Reilly, Ayn, BS, University of Pittsburgh; BA, University of Pittsburgh; MA, Edinboro University of Pennsylvania; PhD, Indiana University of Pennsylvania

Orleans, Myron, BA, City College of New York; MA, The New School; PhD, The New School

Owens, David, BA, West Virginia University; MS, West Virginia University; PhD, University of Pittsburgh

P

Palloff, Rena, BA, University of Wisconsin – Madison; MSW, University of Wisconsin – Milwaukee; MA, Fielding Graduate University; PhD, Fielding Graduate University

Pascarella, Joseph, BA, Rowan University; MA, John Jay College of Criminal Justice – City University of New York; MPhil, City University of New York; PhD, City University of New York

Patton, Carol, BSN, Pennsylvania State University; MSN, West Virginia University; DrPH, University of Pittsburgh

Pelletier, Rosemarie, BA, George Mason University; MPA, George Mason University; DPA, University of Baltimore

Faculty, *continued*

School of Public Service Leadership, continued

Peterson, Ellen, BA, State University of New York College at Oneonta; PhD, University at Buffalo

Piccolino, Adam, BA, University of Minnesota – Twin Cities; MA, Minnesota School of Professional Psychology; PsyD, Minnesota School of Professional Psychology

Pionke, Joseph, BS, Calumet College of St. Joseph; MS, Lewis University; EdD, Argosy University, Chicago

Pomeroy, Nancy, BA, University of Minnesota – Twin Cities; MS, University of Houston; PhD, University of Texas at Houston

Poulin, Thomas, BA, Saint Leo University; MS, Troy State University; PhD, Old Dominion University

Putterman, Ilene, BA, Emory University; MSW, University of Houston; EdD, University of Houston

Q

Quick, Deborah, BA, University of North Carolina at Charlotte; MA, Vanderbilt University; PhD, Vanderbilt University

R

Raiche, Bernard, BS, Springfield College; MA, Assumption College; MSW, University of Wisconsin – Milwaukee; MBA, Marquette University; JD, The Catholic University of America; EdD, University of Maine

Rasmus, Scott, BS, Eastern Connecticut State University; MS, Stetson University; PhD, University of Central Florida

Raymer, Mary, BS, University of Nebraska – Lincoln; MA, Chadron State College; PhD, Capella University

Rice, Stephen, BA, Rollins College; MA, University of Illinois at Urbana Champaign; PhD, University of Illinois at Urbana-Champaign

Ring, Robyn, BA, University of Houston – Clear Lake; MA, University of Houston – Clear Lake; PhD, University of Southern Mississippi

Riolo, John, BA, Fordham University; MSW, Fordham University; PhD, Fordham University

Rockey, Mary, BS, Edinboro University of Pennsylvania; MEd, Edinboro University of Pennsylvania; PhD, Walden University

Roquemore, Robert, BA, Chapman University; MA, Pepperdine University; EdD, University of Memphis

Roseburr, Linda, BS, California State Polytechnic University, Pomona; MPA, California State University, Northridge; EdD, Nova Southeastern University

Ross, William, BA, Luther College; MA, Northern Arizona University; EdD, Texas Southern University

Rounds-Bryant, Jennifer, BS, Northern Illinois University; MA, University of North Carolina; PhD, University of North Carolina

Rullo, Diane, BA, Montclair State University; MA, Montclair State University; MSW, Fordham University; PhD, Fordham University

Rush, Jeffrey, BS, University of Alabama at Birmingham; MA, University of Alabama at Birmingham; MS, University of Alabama at Birmingham; DPA, University of Alabama

Russ-Trent, Lana, BA, Florida Atlantic University; MS, Nova Southeastern University; PhD, Nova Southeastern University

Ryser, Rudolph, BA, Washington State University; PhD, Union Institute & University

S

Samuel, Linda, BS, South Carolina State University; MSW, University of South Carolina – Columbia; PhD, Clark Atlantic University

Saye, Lisa, BA, McNeese State University; MS, Troy State University; DPA, University of Alabama

Schneider, Jeffrey, BA, Gannon University; MS, Mercyhurst College; EdD, University of Pittsburgh

Schreiner, Barbara, BS, University of South Florida; MNur, University of Florida; PhD, Capella University

Scott, Todd, BS, Grand Valley State University; MPA, Eastern Michigan University; PhD, Walden University

Sessoms, Isaiah, BA, Kentucky State University; MA, California Lutheran College; PhD, Cornell University

Shaffer, Ellen, MPH, University of California, Berkeley; PhD, John Hopkins University

Shearer, William, BS, East Carolina University; MA, Kean University; MBA, Pepperdine University; MPH, Loma Linda University; EdD, University of Tennessee; PhD, Columbia Pacific University

Shreve, Barry, BA, Millersville University; MA, Appalachian State University; PhD, University of Tennessee

Silvestro, Kenneth, BS, University of Rhode Island; MS, University of Rhode Island; PhD, University of Connecticut

Smith, Mary-Katherine, BA, Texas A&M University; MPH, Texas A&M University; PhD, University of North Texas

Stika, Nita, BA, Concordia University; MS, Cardinal Stritch University; PhD, Capella University

St. John, Lee, BS, Lesley University; MA, Fielding Graduate University; PhD, Fielding Graduate University

Stork-Shooer, Elizabeth, BA, Louisiana State University; MA, University of Pittsburgh; MSW, University of Pittsburgh; PhD, University of Pittsburgh

Suarez, Zulema, BA, Herbert H. Lehman College – City University of New York; MSW, New York University; PhD, University of Chicago

Sundstrom, Linda-Marie, BS, California State Polytechnic University Pomona; MPA, California State University, San Bernardino; DPA, University of LaVerne

Suttle, Catherine, BS, University of South Florida; MSN, Belmont University; PhD, Capella University

Szymkowiak, Ken, BA, Temple University; MA, University of Hawaii; PhD, University of Hawaii

T

Tiburcio, Nelson, BS, Fordham University; MPhil, John Jay College of Criminal Justice – City University of New York; PhD, The Graduate School and University Center – City University of New York

Tiffin, Charles M., BAS, Guilford College; MA, Duke University; PhD, Union Institute & University

Tirrito, Terry, BA, Queens College – City University of New York; MSW, Adelphi University; PhD, Fordham University

Tyler, Indira, BA, University of Notre Dame; BS, University of South Carolina – Columbia; MS, Hampton University; PhD, Hampton University

U

Umeh, Ogwo, BBA, Fort Valley State University; MBA, Jackson State University; PhD, Texas Tech University

V

Vaillancourt, Kourtney, BS, New Mexico State University; MS, New Mexico State University; PhD, Virginia Tech

Van Putten-Gardner, Kimberly, BA, Oakwood College; MA, Bowie State University; PhD, University of Maryland

Verrecchia, Philip, BS, West Chester University; MS, Shippensburg University; PhD, Marywood University

Verrill, Stephen, BS, University of Southern Maine; BS, Florida Gulf Coast University; MS, University of South Florida; PhD, University of South Florida

Vriesman, Leah, BA, Luther College; MBA, University of Minnesota; MHA, University of Minnesota; PhD, University of California, Los Angeles

W

Walker, Moneque, BA, University of Miami; JD, University of Florida; PhD, University of Miami

Walton, Janice, BSEd, University of Toledo; MA, Santa Clara University; PhD, Northcentral University

Ward-Murray, Eudeen, BSN, Medgar Evers College – City University of New York; MA, Columbia University; MEd, Columbia University; EdD, Columbia University

Ward, Roger, BA, John Jay College of Criminal Justice – City University of New York; MPA, John Jay College of Criminal Justice – City University of New York; JD, New York Law School; EdD, University of Pennsylvania

Ware, Mixon, BFA, Southern Methodist University; MLA, Southern Methodist University; MS, Florida International University; PhD, University of Tennessee, Knoxville

Washington, Kevin, BA, Grambling State University; MS, Texas A&M University; PhD, Texas A&M University

Washington, Tracee, BA, University of Michigan – Ann Arbor; MA, The College of William & Mary; MA, University of Michigan – Ann Arbor; PhD, University of Michigan – Ann Arbor

Faculty, *continued*

School of Public Service Leadership, continued

Waugh, Catherine, BS, Old Dominion University; MS, Georgia State University; PhD, University of Maryland

Weaver, Ann, BA, University of Minnesota; MS, San Diego State University; PhD, Emory University

Webb, Michael, BA, Bellevue University; MS, Mercy College; PhD, Walden University

Wederski, Lonnie, BA, Ottawa University; MBA, University of Phoenix; PhD, Walden University

White, JanVinita, BS, Fort Hays State University; MLibS, Fort Hays State University; PhD, Capella University

Widener, Murray, BS, Columbus State University; MPA, Columbus State University; DPA, University of Alabama

Williams, Sheara, BS, Southern University A&M; MSW, Louisiana State University; PhD, University of North Carolina at Chapel Hill

Williams, Yolanda, BA, The Claremont Colleges – Pomona; MPH, University of California, Los Angeles; EdD, Argosy University

Williamson, Clarence, BS, Saint Augustine's College; MPA, North Carolina Central University; PhD, North Carolina Agricultural and Technical State University

Wilson, Dawn, BS, Central Michigan University; MA, Central Michigan University; DHA, Central Michigan University

Wilson, Franklin, BA, The Ohio State University; MS, Eastern Kentucky University; PhD, Sam Houston State University

Wilson, Jeannette, BS, Manchester College; MS, The Ohio State University; PhD, University of Tennessee

Witt, David, BS, Missouri Southern State College; MA, Central Michigan University; PhD, Capella University

Witty, Cathie, BA, University of California, Berkeley; MS, Nova Southeastern University; MPA, Harvard University; MA, University of California, Berkeley; PhD, University of California, Berkeley

Woods, Manuel, BA, University of Minnesota; MEd, University of Hartford; PhD, University of Minnesota

Wright, Robert, BA, University of Chicago; MPA, Suffolk University; DPA, University of LaVerne

Y

Yeager, Bonnie, BS, Fairleigh Dickinson University; MADS, Fairleigh Dickinson University; DM, University of Phoenix

Yick Flanagan, Alice, BA, Williams College; MSW, Columbia University; PhD, University of California, Los Angeles

Z

Zakrajsek, Rebecca, BS, Baldwin-Wallace College; MS, West Virginia University; MA, West Virginia University; PhD, West Virginia University

Zerwekh, Jason, BA, Texas Tech University; MPH, University of Texas Health Science Center; DPH, University of Texas Health Science Center

Zimmerman, Reid, BA, Concordia Seminary; MDiv, Luther Seminary; BS, St. Cloud State University; PhD, Union Institute & University

Harold Abel School of Social and Behavioral Sciences

Department of Counseling Core and Adjunct Faculty

A

Abbott, Samuel Anderson, BA, Arizona State University; MEd, Northern Arizona University; PhD, Walden University

Addison, Sheila, BA, Indiana State University; MA, University of Colorado at Boulder; MA, Syracuse University; PhD, Syracuse University

Adkins, Donna, BA, Drake University; MS, Iowa State University; EdD, Drake University

Armenioux, Leslie, BA, Clemson University; MCAT, Hahnemann Medical College; PhD, University of North Carolina at Greensboro

Astramovich, Randall, BA, University of North Texas; MEd, University of North Texas; PhD, University of North Texas

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

Auxier, C.R., BA, Graceland College; MS, Central Missouri State University; MA, Adams State College; PhD, Idaho State University

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

Beeler, Linda, BS, Colorado State University; MEd, Colorado State University; PhD, University of Northern Colorado

Berry, Erin, BA, George Mason University; MEd, Virginia Commonwealth University; PhD, University of Virginia

Biles, Kathy, BS, Charleston Southern University; MS, Oregon State University; PhD, Oregon State 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

Borda, Charmaine, BS, Nova Southeastern University; MS, Nova Southeastern University; PhD, Nova Southeastern University

Brooke, Stephanie, BA, Moravian College; MS, North Carolina State University; PhD, Walden University

Brown, Andy, BA, Campbell University; BS, Campbell University; MS, United States Sports Academy; EdD, Argosy University

Bryant, Rhonda, BA, University of Virginia; MEd, University of Virginia; PhD, University of Virginia

C

Cabanilla, Anne, BS, University of California, Davis; MS, Chaminade University; PsyD, University of Northern Colorado

Carey, Veronica, BA, University of Delaware; MHS, Lincoln University; PhD, Capella University

Chance, Gary, BS, Abilene Christian University; MS, Texas Tech University; EdD, Texas A&M University – Commerce

Chandler, Janice, BS, Jacksonville State University; MEd, University of South Carolina; EdS, University of Alabama; PhD, University of Alabama

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

Costin, Amanda, BA, University of Vermont; MEd, University of Virginia; PhD, Kent State University

Crowell, Jeri, BA, Wesleyan College; MA, University of Cincinnati; EdD, University of Cincinnati

Cunningham, Wayne, BSN, Salem State College; MA, Antioch University New England; PhD, Union Institute & University

D

Daneker, Darlene, BA, Eastern Washington University; MS, Eastern Washington University; PhD, University of North Carolina at Greensboro

Dean, Christian, BA, University of New Orleans; MEd, University of New Orleans; PhD, University of New Orleans

Dickens, Angelia, BA, Christopher Newport University; MA, Regent University; PhD, Regent University

Dozier-Madison, Norma, BA, Wayne State University; MA, Wayne State University; PsyD, Michigan School of Professional Psychology

Duchac, Neil, BS, University of Dayton; MSEd, University of Dayton; PhD, University of Toledo

Duffy, Jean, BA, Mercyhurst College; MA, Edinboro University of Pennsylvania; EdD, Pennsylvania State University

E

Eakin, Gene, BS, Oregon State University; MA, University of Northern Colorado; PhD, University of Oregon

Eckstein, Daniel, BA, Presbyterian College; MA, University of South Carolina; PhD, University of South Carolina

Erickson, Doreen, BS, University of Phoenix; MEd, Colorado State University; PhD, Colorado State University

Eubanks, Rob, BA, University of Mobile; MA, University of Mobile; PhD, Nova Southeastern University

Faculty, *continued*

Harold Abel School of Social and Behavioral Sciences, continued

F

Fickenscher, Connie, BA, University of Nebraska; BA, University of Nebraska (second); MS, University of Nebraska; PhD, Texas Woman's University

Flora, Amanda, BS, James Madison University; MS, Radford University; PhD, University of Virginia

Forrest, Sandy, BSN, Florida International University; MS, Florida International University; MS, University of Texas at Austin; PhD, University of Texas

Foster, Vicki, BA, California State University, Long Beach; MA, John F. Kennedy University; PhD, Walden University

Freville, Michael, BS, Western Kentucky University; MS, U.S. Army War College; MA, Western Kentucky University; EdD, University of Kentucky

G

Garris, Bill, BS, Wofford College; MA, Reformed Theological Seminary; PhD, Iowa State University

Graham, Robert, BS, Buffalo State College; MS, Canisius College; EdD, University of Sarasota

Gray, Dovie, BA, University of Arkansas at Pine Bluff; MA, Clark Atlanta University; MA, Georgia State University; EdS, University of West Georgia; EdD, University of Sarasota

Gray, Jonathan, BA, Lehman College; MS, Bank Street College; PhD, Walden University

Guditis, Leslie, BBA, University of Houston – Clear Lake; MS, Texas Woman's University; PhD, Texas Woman's University

Gulbro, Courtney, BS, University of Maryland University College; MEd, University of Maryland; EdD, Argosy University, Sarasota

H

Hale, David, BS, University of Southern Mississippi; MS, Nova University; PhD, Nova University

Hamilton, Charlotte Redden, BA, Appalachian State University; MA, Appalachian State University; PhD, University of Virginia

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

Heher, Melinda, BA, Kent State University; MA, Indiana University of Pennsylvania; PhD, Duquesne University

Henfield, Malik, BS, Francis Marion University; MEd, University of South Carolina; EdS, University of South Carolina; PhD, The Ohio State University

Herndon, James, BS, Old Dominion University, MA, Pepperdine University; PhD, Old Dominion University; EdD, Argosy University, Sarasota

Herweck, Diana, BA, University of Redlands; MA, Pepperdine University; PsyD, United States International University

Hickey, Deborah, BA, Chapman University; MA, Chapman University; MA, Chapman University (second); PhD, Alliant International University

Holland, Mia, BA, University of Massachusetts Dartmouth; MEd, Bridgewater State College; EdD, Nova Southeastern University

Homeniuk, Kimberly, BA, Minot State University; MS, Eastern Washington University; PhD, University of Northern Colorado

Hotaling, Marjorie, BA, Allegheny College; MEd, Kuntztown University; EdS, Ball State University; EdD, Ball State University

Howard, Ronald, MA, Florida A&M University; PhD, Florida State University

Hultquist, Anna, BS, Framingham State College; MS, University of Rhode Island; PhD, University of Connecticut

J

Jeanty, Guy, BA, Baptist Bible College; MTh, Dallas Theological Seminary; MS, Florida International University; PhD, Nova Southeastern University

Judice, Andre, BA, Loyola University; MEd, University of New Orleans; PhD, University of New Orleans

K

Kelledy, Lisa, BS, Nova Southeastern University; MS, Nova Southeastern University; PhD, Nova Southeastern University

Killam, Wendy, BA, Baylor University; MS, Texas A&M University – Commerce; MBA, University of Phoenix; PhD, University of Arkansas

King, Rosalyn, BS, Howard University; MA, Howard University; PhD, Harvard 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

Korn, Leslie, MA, Lesley University; MPH, Harvard University; PhD, Union Institute & University

Kornegay, Donna, BA, University of North Carolina at Wilmington; MA, North Carolina Central University; PhD, North Carolina State University

Krell, Raina, BA, University of California, Los Angeles; MS, University of Southern California; PhD, University of Southern California

Kriz, Kerri-Lynn, BA, Brown University; MEd, The College of William & Mary; EdS, The College of William & Mary; PhD, Virginia Polytechnic Institute and State University

Kushner, Jason, BA, University of South Florida; MA, University of South Florida; PhD, University of Arkansas

L

Lambert, Serena, BA, Linfield College; MA, University of Montana; PhD, Idaho State University

Lang, Melissa, BA, Boston College, MEd, University of Massachusetts Boston; PhD, Nova Southeastern University

Lange, Amber, BA, University of Toledo; MA, Spring Arbor University; PhD, University of Toledo

Leggett, Maria Elsa, BS, Texas Southern University; MS, Texas A&M University – Corpus Christi; PhD, Texas A&M University – Corpus Christi

Loos, Michael, BA, Parsons College; MEd, Springfield College; PhD, University of Arkansas, Fayetteville

Lucies, Christopher, BS, Lesley College; MS, Lesley College; EdD, University of Sarasota

Lutterman, Maureen, BS, South Dakota State University; MEd, South Dakota State University; PhD, University of Wyoming

M

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

Manis, Amie, BA, Harvard University; MA, Virginia Polytechnic Institute and State University; PhD, University of Virginia

Mannion, Michele, BA, Boston College; MEd, Harvard University; PhD, Pennsylvania State University

Manns, Dinah, BA, The College of William & Mary; MA, Oral Roberts University; EdD, Oklahoma State University

McCurtis Witherspoon, Karen, BA, Marquette University; MA, Loyola University – Chicago; PhD, Loyola University – Chicago

McGreevy, Mary Helen, BA, McKendree College; MA, University of Illinois at Springfield; MA, Adler School of Professional Psychology; PsyD, Adler School of Professional Psychology

McIntyre, Sherri, BA, University of West Florida; MA, University of West Florida; PhD, University of Florida

McKenna, Lisa, BA, Florida International University; MS, Florida International University; PhD, Florida International University

Messmore, Carol, BA, Florida Atlantic University; MS, Nova Southeastern University; PhD, Nova Southeastern University

Miley, Kathrine, 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

Faculty, *continued*

Harold Abel School of Social and Behavioral Sciences, continued

Moore, Deborah, BA, York College; MSEd, Fordham University; PhD, Capella University

Morgan, Carla, BSEd, Indiana University – Bloomington; MSE, Indiana University – Bloomington; PhD, Indiana University – Bloomington

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

Mullen, Michael, BA, University of West Florida; MA, Pepperdine University; PhD, Alliant International University

N

Neal, Mary, BA, University of North Carolina at Charlotte; MA, Lenoir-Rhyne College; PhD, Nova Southeastern University

Nguyen, Trent, BS, University of Texas at Arlington; MA, Catholic Theological Union; MA, Dallas Baptist University; PhD, University of Texas at Arlington

Noah, Benjamin, BS, State University of New York at Albany; MS, Eastern Washington University; PhD, Walden University

O

O'Mara, Eileen, BS, New York University; MS, California State University, Los Angeles; EdD, Fairleigh Dickinson University

Omer, Barbara, BA, University of Kentucky; MSW, University of South Carolina – Columbia; PhD, Capella University

Onafowora, Laura, BA, Rutgers University; MPA, New York University; PhD, University of North Carolina at Greensboro

P

Pack, Tresvil, BA, Arkansas Tech University; MS, University of Arkansas; PhD, University of Arkansas

Page, Thomas, BA, Thomas Edison State College; MSM, Thomas Edison State College; PhD, Capella University

Paone, Tina, BA, University of Tampa; MA, University of Nevada, Reno; PhD, University of Nevada, Reno

Pate, George, BA, Stephen F. Austin State University; MA, Stephen F. Austin State University; PhD, Texas Woman's University

Pennington, Lawrence, BA, Indiana University of Pennsylvania; BA, Indiana University of Pennsylvania (second); MA, St. Francis University; MEd, Indiana University of Pennsylvania; EdD, Indiana University of Pennsylvania

Perry, Susan, BA, Washington College; MS, Southern Illinois University; EdD, Texas A&M University

Pietrzak, Dale, BS, Minnesota Bible College; MA, University of South Dakota; EdD, University of South Dakota

Pilkington, Cyndra, BS, Armstrong Atlantic State University; MS, Georgia Southern University; MHSc, Armstrong Atlantic State University; MA, Fielding Graduate University; PhD, Fielding Graduate University

Popcak, Gregory, BA, Franciscan University; MSW, University of Pittsburgh; PhD, Capella University

Portela, Heloisa, BS, Universidade Federal do Rio de Janeiro; MA, Universidade Federal do Rio de Janeiro; MA, North Carolina State University; PhD, North Carolina State University

R

Rogers-Larke, Christie, BA, Converse College; MA, Webster University; EdD, Argosy University, Sarasota

Ruby, James, BA, Western Kentucky University; MDiv, Southern Baptist Theological Seminary; MA, Northeastern Illinois University; PhD, Loyola University

S

Sadik, Sue, 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, Ken, BA, Clark Atlanta University; MEd, University of West Georgia; EdS, University of West Georgia; PhD, Auburn University

Schoen, Eva, BA, University of Regensburg; MA, University of Northern Iowa; MA, University of Northern Iowa (second); PhD, Ball State University

Schooley, AnnaLynn, BA, Western Illinois University; MS, Nova Southeastern University; PhD, Nova Southeastern University

Shelton, Dawn, BA, Gordon College; MS, Nova Southeastern University; PhD, Nova Southeastern University

Sherman, Jocelyn, BS, Slippery Rock University; MS, Shippensburg University; PhD, Capella University

Shilts, Lee, BS, University of Wisconsin – Eau Claire; MSEd, University of Wisconsin – Stout; PhD, Virginia Polytechnic Institute and State University

Shortridge, Jack, BA, Indiana University – Bloomington; MS, Butler University; EdD, Indiana University – Bloomington

Silitsky, Cindy, BA, Florida Atlantic University; MSW, Barry University; PhD, Nova Southeastern University

Smith, Albert, BA, Baylor University; MA, Southwestern Baptist Theological Seminary; EdD, Southwestern Baptist Theological Seminary

Smith, Rita, BA, Morgan State University; MA, University of Maryland; PhD, University of Maryland

Sneed, Katti, BS, Purdue University; MSW, Indiana University; PhD, Capella University

Soli, Lori, BA, University of Washington; MS, Oregon State University; PhD, Oregon State University

Sparks, Cathy, BS, Wofford College; MEd, University of South Carolina – Columbia; EdS, University of South Carolina – Columbia; EdS, Converse College; EdD, Liberty University

Stalling, Janice, BS, Wayne State College; MS, Wayne State College; EdD, University of South Dakota

Sternberg, Martina, BS, Park University; MEd, Northern Arizona University; PhD, University of Texas at San Antonio

Stower, Catherine, BA, Louisiana Tech University; MA, Louisiana Tech University; PhD, Virginia Polytechnic Institute and State University

Stretch, LoriAnn, BA, Longwood University; MS, Longwood University; PhD, North Carolina State University

Sturm-Mexic, Jannette, BFA, Tulane University; MEd, University of New Orleans; PhD, University of New Orleans

Swickert, Mary Lee, BA, Aurora University; MEd, National-Louis University; EdS, Northern Illinois University; EdD, Northern Illinois University

Szirony, Gary, BA, Ottawa University; MEd, Kent State University; PhD, Kent State University

T

Thauberger, Gerald, BA, University of California, Berkeley; MS, California State University, Hayward; DM, University of Phoenix

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

Vela, Robert, BA, Texas A&M University; MS, Texas A&M University; EdD, Texas A&M University

W

Walker, Charles, BA, California State University, Northridge; MA, Phillips Graduate Institute; PhD, Pacifica Graduate Institute

Walsh, Susan, BA, St. Cloud State University; MA, Southwestern Baptist Theological Seminary; MA, Southwestern Baptist Theological Seminary (second); PhD, Walden University

Wayman, Dale, BS, Southern Nazarene University; MS, Western Washington University; PhD, Ohio University

Wehrman, Joseph, BS, Montana State University; MS, St. Cloud State University; PhD, University of South Dakota

Weiss-Quittner, Alyssa, BA, Brandeis University; MS, University of Miami; PhD, Nova Southeastern University

Welty, Mark, BA, Bowling Green State University; MA, University of Akron; PhD, Walden University

West, Lucinda, BA, Warner Southern College; MA, East Tennessee State University; PhD, Regent University

Whiddon, Jana, BS, Florida Southern College; MS, Troy State University – Florida; 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

Faculty, *continued*

Harold Abel School of Social and Behavioral Sciences, continued

Whittinghill, William, BFA, Western Kentucky University; MAEd, Western Kentucky University; PhD, University of Florida

Williams, Derick, BS, University of North Carolina at Chapel Hill; MA, Gardner-Webb University; PhD, University of North Carolina at Greensboro

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, Nona, BA, Ohio University; MEd, Ohio University; PhD, Ohio University

Workman Jesness, Todd, BA, University of Wisconsin – Stout; MS, University of Wisconsin – Stout; PhD, Syracuse University

Wunderman, Terilee, BA, University of Florida; MS, University of Miami; PhD, University of Miami

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

Department of Psychology

Faculty Emeritus

Austin, Brian, BA, Monmouth College; MSEd, Southern Illinois University; PhD, Southern Illinois University; Post-Doctoral Certificate in Clinical Psychology, University of North Carolina at Greensboro

Core and Adjunct Faculty

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

Akiba, Daisuke, BA, Boston University; MS, Tufts University; MA, Brown University; PhD, Brown University

Anderson, Justin, BA, University of Minnesota Duluth; MEd, Boston University; PhD, University of St. Thomas

Aragon, Nancy, BA, University of Michigan – Ann Arbor; MA, George Mason University; PhD, George Mason University

Astacio, Victor, BA, Central Bible College; MS, Miami Institute of Psychology; PsyD; Carlos Albizu University; PhD, Carlos Albizu University

B

Bangert, Arthur, BA, Kent State University; MS, Youngstown State University; EdD, University of South Dakota; EdS, University of Nebraska – Kearney

Bar-Navon, Donna, BS, Purdue University; MS, Nova Southeastern University; MS, Florida Institute of Technology; MBA, Regis University; PsyD, Florida Institute of Technology

Baumberger, Julie, BS, Dakota State University; MEd, South Dakota State University; EdD, University of South Dakota

Benton, Frances, BS, University of Texas at Dallas; MA, University of Houston – Clear Lake; PhD, Texas A&M University

Bertrand, Art, BS, Westfield State College; MA, American International College; PhD, University of Connecticut

Bieger, George, BS, United States Naval Academy; MA, University of West Florida; MA, University of West Florida (second); MS, Cornell University; PhD, Cornell University

Blackman-Siddall, BA, The Johns Hopkins University; PhD, Northwestern University

Boatright, Margaret, BA, The Ohio State University; MA, Northern Arizona University; PhD, Northern Arizona University

Boglarsky, Cheryl, BA, University of Michigan – Dearborn; MA, Wayne State University; PhD, Wayne State University

Bolme-Lake, Tawnyea, BA, University of Minnesota Duluth; MSE, University of Wisconsin – Superior; EdS, University of Wisconsin – Superior; PhD, Capella University

Borkan, Theodore, BA, Oberlin College; MA, The Ohio State University; PhD, The Ohio State University

Bostain, Nancy, BA, University of Cincinnati; MS, New Mexico Highlands University; PhD, Walden University

Boyer, Elizabeth, BS, University of Washington; MEd, Boston University; PhD, University of North Texas

Brashears, Michael, BA, Azusa Pacific University; MA, Azusa Pacific University; PsyD, Azusa Pacific University

Brown, James, BA, University of Arkansas at Little Rock; MA, University of Tulsa; PhD, Benedictine University

Brown Bryant, Jean, BA, West Virginia University; MA, Hampton University; PhD, Walden 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

C

Cable, Lynda, BA, University of Virginia; MA, Kent State University; PhD, Kent State University

Caffaro, John, BA, Long Island University; MA, United States International University; PhD, Fielding Graduate University

Cameron, William, BA, California State University, Sacramento; MA, California State University, Sacramento; PhD, Texas Christian University

Carter-McWoodson, Charletta, BA, Trinity College; MA, Towson State University; PhD, Union Institute & University

Chapman, David, AB, University of Missouri; MA, Luther Theological Seminary; MA, University of St. Thomas; PsyD, University of St. Thomas

Chappell, Kelley, BA, University of South Carolina; MA, University of South Carolina; PhD, University of South Carolina

Chen, Tsuey-Hwa, BA, National Taiwan University; PhD, University of Minnesota

Cheney, Alan, BA, University of North Texas; PhD, University of North Texas

Chrishon, Paula, BA, University of Oklahoma; MEd, Howard University; PhD, Michigan State University

Ciani, Keith, BS, Northwest Missouri State University; MEd, Park University; PhD, University of Missouri – Columbia

Collier, Cherry, BA, Spelman College; MS, University of Georgia; PhD, University of Georgia

Collins, Brian, BA, University of Wisconsin – Madison; MA, Michigan State University; PhD, Michigan State University

Contreras, Carlos, BA, University of Texas at Austin; MA, University of Texas at Austin; PhD, University of Texas at Austin

Cooke, Phyliss, BA, Baldwin Wallace College; MA, Cleveland State University; PhD, Kent State University

Cooper, Mark, BS, Youngstown State University; MA, Towson State University; PhD, Kent State University

Craig, Jeanne Anne, BS, Ball State University; MEd, University of Washington; PhD, Fielding Graduate University

Crawford, Theresa, BS, The Ohio State University; MS, The Ohio State University; PsyD, University of Denver

Cree, Lisa, BA, Southern Illinois University; MA, Roosevelt University; PhD, California School of Professional Psychology

Crews, Catherine, BA, Tulane University; MA, University of Kentucky; PhD, University of Kentucky

Faculty, *continued*

Harold Abel School of Social and Behavioral Sciences, continued

D

Damiani, Joseph, BA, Ohio Northern University; MSW, University of Michigan; PsyS, Center for Humanistic Studies; PhD, Union Institute & University

Dill, Jody, BS, University of Alabama at Birmingham; MA, University of Missouri – Columbia; PhD, University of Missouri – Columbia

DiMatteo, Donna, BA, University of San Diego; MS, California School of Professional Psychology – San Diego; MS, California School of Professional Psychology – San Diego (second); PhD, California School of Professional Psychology – San Diego

Drogosz, Lisa, BA, Ohio University; MA, University of Akron; PhD, University of Akron

Dupont-Jarrett, Laura, BA, University of Missouri – Columbia; MA, University of Minnesota – Twin Cities; PhD, University of Minnesota – Twin Cities

Duva, Chris, BA, California State University; MA, California State University; PhD, University of British Columbia

E

Eckstein, Donna, BS, Presbyterian College; MEd, Georgia State University; PhD, Alliant International University – San Diego

Eiter, Brianna, BA, Lehigh University; MA, State University of New York at Binghamton; PhD, State University of New York at Binghamton

Emick, 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

F

Faibisch, Loren, BA, Barnard College; MEd, Harvard University; EdD, Harvard University

Favero-Puckett, Domenica, BS, The College of William & Mary; PsyD, Old Dominion University

Feldman, Jeffrey, BA, University of California, Berkeley; MA, University of Michigan – Ann Arbor; PhD, University of Michigan – Ann Arbor

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

Fisher, Deborah, BA, Boise State University; MA, Idaho State University; PsyD, University of Northern Colorado

Fisher, Gloria, BA, California State University; MEd, Mississippi State University; MS, Mississippi State University; PhD, University of Mississippi

Flynn, John, BS, State University of New York at Cortland; MS, Indiana University; EdD, Indiana University

Fossum, Thyra, BS, Gustavus Adolphus College; MS, Pennsylvania State University; PhD, Pennsylvania State University

Frederick, Christina, BS, University of California, Davis; MA, University of California, Berkeley; PhD, University of California, Berkeley

Fremont, Paula, BA, University of Miami; MA, University of Missouri – Kansas City; PhD, Walden University

Fulmer, Russell, BA, Fort Hays State University; MS, Fort Hays State University; PhD, Kansas State University

G

Gamber, Victoria, BA, University of Oklahoma; PhD, University of Pittsburgh

Gibson, William, BA, Gannon University; MA, The New School for Social Research; PhD, St. John's University

Gillies, Bruce, BS, State University of New York at Albany; MA, United States International University – San Diego; MS, United States International University – San Diego; PsyD, Alliant International University – San Diego

Gilman, Cheryll, BA, Macalester College; MA, The Ohio State University; EdS, University of Minnesota; PhD, University of Minnesota

Ginther, Dean, BA, DePauw University; MA, University of Illinois at Urbana-Champaign; PhD, University of Illinois at Urbana-Champaign

Glazer, Hilda, BA, Beaver College; MS, University of North Texas; EdM, Rutgers University; EdD, Rutgers University

Glidewell, Reba, BA, Arkansas Tech University; MS, University of Southern Mississippi; PhD, University of Southern Mississippi

Golin, Daniel, BA, Vassar College; MS, Colorado State University; PhD, Colorado State University

Gontarz, Michael, BA, University of Dallas; MSEd, University of Wisconsin – La Crosse; EdD, Indiana University of Pennsylvania

Gonzalez, Cesar, BA, University of Arizona; MA, Alliant International University; PhD, Alliant International University

Goodwin, Beverly, BA, Pitzer College; MS, University of Pittsburgh; PhD, University of Pittsburgh

Gore, Paul, BS, Saint Louis University; MS, University of New Orleans; MA, Northeastern Illinois University; PhD, Loyola University

Gray, Malcolm, BA, Oklahoma State University; MS, Oklahoma State University; MA, University of Colorado at Boulder; PhD, University of Colorado at Boulder

Greenstone, James, BA, University of Oklahoma; BS, Northwestern California University School of Law; MS, North Texas State University; EdD, University of North Texas – Denton; JD, Northwestern California University School of Law

H

Harper, Elizabeth, BA, Chapman University; MA, Southern Methodist University; PhD, Southern Methodist University

Harris, Sandra, BA, California State University; MEd, Auburn University; MA, California State University; PhD, Auburn University

Harris-Britt, April, BA, University of North Carolina at Chapel Hill; MA, University of North Carolina at Chapel Hill; PhD, University of North Carolina at Chapel Hill

Heffner, Chris, BA, Malone College; MS, Nova Southeastern University; PsyD, Nova Southeastern University

Heller, Karen, BA, University of Michigan – Flint; MA, New York University; EdD, Nova Southeastern University

Henderson, Davis, BA, University of Georgia; MSW, University of South Carolina – Columbia; PhD, University of Memphis

Hinton, Patricia, BA, University of Tennessee, Knoxville; PhD, University of Tennessee, Knoxville

Hoffman, Bobby, BA, Fairleigh Dickinson University; MA, Fairleigh Dickinson University; PhD, University of Nevada, Las Vegas

Huang, Jiafen, MEd, Shanghai Teachers University; PhD, University of Iowa

Huenefeld, Nancy, BA, University of Arizona; MSEd, University of Kentucky – Lexington; PhD, Pennsylvania State University

Huitt, William, BS, University of South Alabama; MEd, University of Florida; PhD, University of Florida

Husenits, Kimberely, BA, Indiana University of Pennsylvania; MA, Indiana University of Pennsylvania; PsyD, Indiana University of Pennsylvania

I

Inserto, Fathiah, Diploma, University of Singapore; MA, Fielding Graduate University; PhD, Fielding Graduate University

Isenhart, Carl, BA, DePauw University; MS, Indiana State University; MBA, University of St. Thomas; PsyD, University of Denver

J

Jacobs, Robert, BA, William Paterson College; MA, University of Southern California; MA, United States International University; PsyD, United States International University

Jacobson, Rebecca, BS, Auburn University at Montgomery; MS, Auburn University at Montgomery; PhD, Auburn University

James, Catherine, BA, Metropolitan State College; MA, University of Colorado; PhD, Walden University

Jarvis, Sara, BA, University of Florida; MEd, University of Florida; EdS, University of Florida; PhD, Union Institute & University

Jean, Rojeanne, BA, Florida International University; MS, Florida International University; EdS, Florida International University; PhD, Union Institute & University

Faculty, *continued*

Harold Abel School of Social and Behavioral Sciences, continued

Jiang, Mei, BA, Sichuan Normal University – China; MPAcc, Texas A&M University; MS, Texas A&M University; PhD, Texas A&M University

Johnson, Randy, BA, Valdosta State University; MHSc, University of Florida; EdD, Argosy University

Jones, Lynn, BA, University of Michigan – Ann Arbor; BA, University of Michigan – Flint; MA, Oakland University; PhD, Temple University

Jordan, Caren, BS, Boston College; BA, Boston College; MA, New York University; PhD, University of Florida

K

Kavar, Louis, BA, Dusquesne University; MA, Dusquesne University; PhD, University of Pittsburgh

King, Carolyn, BA, Southern State College; MA, University of Michigan; PhD, University of Michigan

Klein, Richard, BA, The Ohio State University; MA, Kent State University; PhD, Kent State University

Kody, Carli, BA, St. Olaf College; MA, University of Minnesota; PhD, University of Minnesota

Koman, Elizabeth, BA, California State Polytechnic University, Pomona; MA, Claremont Graduate University; PhD, Case Western Reserve University

Kostere, Kim, BA, Mercy College; MA, Center for Humanistic Studies; PsyS, Center for Humanistic Studies; PhD, Union Institute & University

Kostere, Sandra, BA, Madonna College; MA, Center for Humanistic Studies; PsyS, Center for Humanistic Studies; PhD, Union Institute & University

Kramer, Thomas, BS, University of Massachusetts; MA, Long Island University C.W. Post Campus; MPhil, The Graduate School and University Center – City University of New York; MPH, Columbia University; PhD, The Graduate School and University Center – City University of New York

Krebs, Krista, BA, University of Nebraska; MS, Iowa State University; PhD, Iowa State University

L

Leslie-Toogood, Adrienne, BA, University of Manitoba; MA, University of Manitoba; PhD, University of Manitoba

Levinskas, Antanas, BA, Governors State University; MA, Arizona State University; PhD, Arizona State University

Lifrak, Stephen, BA, University of Rhode Island; MS, University of Rhode Island; PhD, University of Rhode Island

Loehrer, Rebecca, BA, Baylor University; MS, Radford University; PhD, Texas A&M University

Longo, Nancy, BA, University of Southern California; MEd, University of Southern California; PhD, University of Southern California

M

Makatura, Tim, BA, Youngstown State University; MS, Youngstown State University; PhD, Illinois Institute of Technology

Malpass, Diane, BA, California State University; MA, Pepperdine University; PhD, Pepperdine University

Malpass, John, BS, United States Military Academy; MS, Indiana University; MA, Central Michigan University; MS, West Coast University; MBA, Pepperdine University; PhD, University of Southern California

Mankoff, Robert, BA, Wesleyan University; MA, Georgia State University; PhD, Georgia State University

Manning, Suzanne, BS, University of Texas at Arlington; MA, Southern Methodist University; MS, University of North Texas; PhD, University of North Texas

Marks-Frey, Marilyn, BA, Roosevelt University; MS, Illinois Institute of Technology; PhD, Illinois Institute of Technology

McCartney, Catherine, BS, Mankato State University; MS, St. Cloud State University; PhD, University of Idaho

McEvoy-Rumbo, Elizabeth, BS, Arizona State University; MEd, Northern Arizona University; PhD, Walden University

Mehrotra, Chandra, BSc, Agra University; MEd, Gorakhpur University; PhD, The Ohio State University

Mends-Cole, Saydee Jonathan, BA, Southern Illinois University; MEd, Southern Illinois University; EdD, Wayne State University

Metz, Amy, BS, University of Wisconsin – Milwaukee; MS, University of Wisconsin – Milwaukee; PhD, University of Wisconsin – Milwaukee

Moore, John, BS, Columbia Southern University; MA, Northcentral University; PhD, Northcentral University

Myers, Susan, BA, Lindenwood University; MS, Saint Louis University; PhD, University of Missouri – St. Louis

N

Nassif, Carrie, BA, University of South Dakota; MA, University of South Dakota; PhD, University of South Dakota

Neuman-Aamlie, Jody, BS, Grand Valley State University; PhD, University of Minnesota – Twin Cities

Nguyen, Trent, BS, University of Texas at Arlington; MA, Catholic Theological Union; MA, Dallas Baptist University; PhD, University of Texas at Arlington

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

Ottomanelli, Gennaro, BS, Manhattan College; MS, Fordham University; PhD, New York University

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

Percy, Bill, BA, St. John's College; MA, Goddard College; PhD, Union Institute & University

Pimpinelli, Angelo, BA, University of South Florida; MS, Nova Southeastern University; PhD, Union Institute & University

Pinnow, Eleni, BA, St. Olaf College; MA, State University of New York at Binghamton; PhD, State University of New York at Binghamton

Piotrowski, Nancy A., BA, Rice University; MA, University of Houston – University Park; PhD, University of Houston – University Park

Preussler, Donald, BA, Pillsbury College; BA, University of Minnesota; MS, University of Texas at Dallas; PhD, University of North Dakota

R

Raphael, Michael, BA, University of Massachusetts Amherst; MA, Western Michigan University; PhD, University of Akron

Reddout, Jeffrey, BS, Cornell University; MS, Syracuse University; PhD, Syracuse University

Reed, Linda, BS, Wright State University; MS, Wright State University; PhD, Walden 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; MS, Alliant International University – Alameda; PhD, Alliant International University – Alameda

Rodriguez, Rebecca, BA, Gustavus Adolphus College; MDiv, Moravian Theological Seminary; MSE, University of Wisconsin; PhD, Walden University

S

Sailor, Joanni, BA, Midwestern State University; MA, Midwestern State University; PhD, Capella University

Santonastasi, Antonio, BS, University of Maryland; MHR, University of Oklahoma; PhD, Walden University

Sarnoff, David, BA, Harvard University; MS, University of Kentucky; PhD, University of Kentucky

Schatzman, Bard, BA, Westminster College; MS, Central Missouri State University; PhD, University of Missouri – Columbia

Faculty, *continued*

Harold Abel School of Social and Behavioral Sciences, continued

Schnedler, Robert, BA, Florida State University; MS, Washington State University; PhD, Washington State University

Schneider, Steven, BA, Southern Illinois University; MS, Southern Illinois University; PhD, University of Wisconsin – Madison

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

Shen, Jeff, BS, Soochow University – China; MS, St. John's University; PhD, St. John's University

Small, Linwood, BA, Wesleyan University; MA, University of Florida; PhD, University of Florida

Spielmans, Glen, BS, Westminster College; MS, University of Utah; PhD, Utah State University

St. Germaine, Jacquelyn, BS, Old Dominion University; MSEd, Old Dominion University; MA, Pepperdine University; PhD, University of Arizona

Stacks, James, BS, East Texas State University; MS, Texas A&M University; PhD, Texas A&M University

Starrett, Dawn, BS, University of Nevada – Las Vegas; MS, University of Nevada – Las Vegas; PhD, United States International University

Straub, Evan, BS, Bowling Green State University; MA, The Ohio State University; PhD, The Ohio State University

Styles, Deborah, BFA, Emerson College; MFA, University of San Diego; MA, California Institute of Integral Studies; PsyD, California School of Professional Psychology

Styles, Douglas, BA, University of California, Santa Cruz; MA, California Institute of Integral Studies; PsyD, California School of Professional Psychology – Alameda

T

Terlizzi, Charlene, BA, Mundelein College; MA, Adler School of Professional Psychology; PsyD, Adler School of Professional Psychology

Trunk, Barry, BA, University of California, Los Angeles; MA, California State University, Long Beach; PhD, The Ohio State University

V

Vail, Thomas, BS, Florida State University; MTh, Harding Graduate School of Theology; MSST, United States Army War College; PhD, Saybrook Institute

Van Haveren, Richard, BS, Carroll College; MSEd, University of Miami; PhD, Oklahoma State University

Vernon, Fox, BA, Stanford University; PhD, University of Southern California

Vogele-Welch, Deborah, BA, Hawaii Pacific University; MA, Professional School of Psychological Studies; PhD, Union Institute & University

W

Wallis, Steven, BA, Sonoma State University; MA, Sonoma State University; MA, Fielding Graduate University; PhD, Fielding Graduate University

Warren, Stephanie, BA, Duke University; MS, University of Pittsburgh; PhD, University of Pittsburgh

Weber, Barbara, BA, California State University, Los Angeles; MA, California State University, Los Angeles; PhD, University of Southern California

Westlake, Laurie, BA, University of Arizona; MA, University of Arizona; PhD, University of Arizona

Wicks, Keisha, BS, Louisiana State University; MS, University of Tennessee at Chattanooga; PhD, University of Central Florida

Widzer, Joel, BS, Pepperdine University; PsyD, Alliant International University – San Diego

Wilkinson, Lee, BA, Syracuse University; MS, State University of New York; EdS, Nova Southeastern University; EdD, University of Sarasota; PhD, University of Newcastle Upon Tyne – United Kingdom

Williams, Seth, BA, University of Virginia; MA, Minnesota School of Professional Psychology; PsyD, Minnesota School of Professional Psychology

Williamson, Gordon, BA, University of Portland; MS, Portland State University; PhD, University of Maryland

Wilmshurst, Linda, BA, University of Windsor; BA, University of Windsor (second); MA, University of Windsor; MA, University of Windsor (second); PhD, University of Toronto

Winter, Laren, BS, Kansas State University; MS, Kansas State University; MDiv, University of South Sewanee; EdD, University of Northern Colorado

Woolf, Christine, BA, Oglethorpe University; MA, University of South Florida; EdS, University of South Florida; PhD, University of South Florida

Wowra, Scott, BA, North Carolina State University; MA, Wake Forest University; PhD, University of Florida

Y

Yasgoor, Karen, BA, University of Cincinnati; MA, Pepperdine University; PhD, Walden University

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

Zwingelberg, Mark, BS, University of Minnesota – Twin Cities; MS, University of Wisconsin – Madison; PsyD, Florida Institute of Technology

Department of Social Work Core and Adjunct Faculty

A

Alleyne Green, Binta, BA, Clark Atlanta University; MA, Clark Atlanta University; PhD, University of Tennessee, Knoxville

C

Casali, Michael, BA, DePaul University; MS, University of Wisconsin – Madison; PhD, Institute for Clinical Social Work

F

Frederick-Holton, Sara, BA, Longwood University; MSW, University of Connecticut; PhD, Walden University

L

Lorbeer, Charles, BA, Florida State University; MSW, Florida State University; PhD, Walden University

M

McChesney, Kay, MA, Brigham Young University; MSW, Washington University in St. Louis; PhD, University of Southern California

Mills, Frances, BA, Limestone College; MSW, University of South Carolina – Columbia; PhD, University of South Carolina – Columbia

S

Salimbeni, Marie, BS, Long Island University C.W. Post Campus; MSW, Adelphi University; PhD, Yeshiva University

Speight, Carol, BS, Pennsylvania State University; MSW, Rutgers University; DSW, University of Pennsylvania

T

Tirrito, Terry, BA, Queens College – City University of New York; MSW, Adelphi University; PhD, Fordham University

V

VanCleave, Diane, BA, University of Evansville; MS, University of Louisville; PhD, Capella University

State Regulatory Information

Capella University is licensed, registered, authorized, or certified in the following states:

Alabama Commission on Higher Education
100 N. Union St.
P.O. Box 302000
Montgomery, AL 36130-2000
334.242.1998
http://www.ache.state.al.us

Alabama Department of Postsecondary Education
P.O. Box 302101
Montgomery, AL 36130-2101
334.242.2900

Arizona Department of Education
1535 W. Jefferson St.
Phoenix, AZ 85007
602.542.4391
http://www.ade.az.gov

The Master of Science in School Counseling degree program and the Leadership in Educational Administration and School Psychology specializations are approved by the Arizona Department of Education.

Arizona State Board for Private Postsecondary Education
1400 W. Washington St., Room 260
Phoenix, AZ 85007
602.542.5709
http://azppse.state.az.us

Arkansas Higher Education Coordinating Board
114 E. Capitol
Little Rock, AR 72201-3918
501.371.2065
http://www.adhe.edu

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain minimum standards have been met under the rules and regulations implementing institutional certification as defined in Arkansas Code §6-61-301. The Doctor of Philosophy in Organization and Management does not meet requirements for teacher or administrator licensure in Arkansas.

Florida Commission for Independent Education
325 W. Gaines St., Suite 1414
Tallahassee, FL 32399
888.224.6684
License #2809
http://www.fldoe.org/cie

Georgia Nonpublic Postsecondary Education Commission
2082 E. Exchange Place, Suite 220
Tucker, GA 30084-4113
770.414.3235
http://www.gnpec.org

Kansas Board of Regents Private Postsecondary Education
1000 SW Jackson, Suite 520
Topeka, KS 66612-1368
785.296.3421

Kentucky Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601-8204
502.573.1555
http://cpe.ky.gov

The School of Education specializations for P–12 teachers may not be recognized by the Kentucky Education Professional Standards Board.

Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
651.642.0533
http://www.ohe.state.mn.us

Capella University is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Nevada Commission on Postsecondary Education
1820 E. Sahara Ave., Suite 111
Las Vegas, NV 89104
702.486.7330
http://www.cpe.state.nv.us

University of North Carolina Board of Governors
University of North Carolina
Office of the President
910 Raleigh Road
Chapel Hill, NC 27515
919.962.1000
http://www.northcarolina.edu/bog/index.htm

The following degree programs are licensed by the North Carolina Board of Governors: Master of Science in Education, Master of Science in Human Services, and Master of Science in Psychology. Capella University is authorized to conduct postsecondary activity in North Carolina for these programs based on approval from the Board of Governors under North Carolina general statute § 116-15.

Prior to enrollment, North Carolina learners are advised to contact their local school administrative offices and the North Carolina Department of Public Instruction for specific advanced licensure and payment requirements in their program areas. The North Carolina Department of Public Instruction is located at http://www.dpi.state.nc.us.

Master's learners in North Carolina are encouraged to use the online database NC Live, located at http://www.nclive.org.

North Dakota Department of Career and Technical Education
State Capitol 15th Floor
600 E. Blvd. Ave., Dept. 270
Bismarck, ND 58505-0610
701.328.3180
http://www.nd.gov/cte

Ohio Board of Regents
30 E. Broad St., 36th Floor
Columbus, OH 43215-3414
614.466.6000
http://regents.ohio.gov

The following degree programs are authorized by the Ohio Board of Regents: Bachelor of Science in Business, Bachelor of Science in Information Technology, Master of Science in Information Technology, Master of Business Administration, Master of Science in Education, and the Clinical Psychology, Counseling Psychology, and General Psychology specializations in the Master of Science in Psychology degree program.

Ohio State Board of Career Colleges and Schools
35 E. Gay St., Suite 403
Columbus, OH 43215-3138
614.466.2752
http://scr.ohio.gov

Capella University is registered with the Ohio State Board of Career Colleges and Schools, and three graduate certificate programs have program authorization under the provisions of Chapter 3332 of the Ohio Revised Code and the standards, rules and regulations of the Ohio State Board of Career Colleges and Schools. Registration No. 04-03-1709T.

Pennsylvania Department of Education
333 Market St.
Harrisburg, PA 17126-0333
717.787.5820
http://www.education.state.pa.us

Capella University has been granted a Certificate of Authority for marketing and recruitment purposes only in Pennsylvania. In addition, practica and internships are permitted in this state.

South Carolina Commission on Higher Education
1333 Main St., Suite 200
Columbia, SC 29201
803.737.2260
http://www.che.sc.gov

Licensure indicates only that minimum standards have been met; it is not an endorsement or guarantee of quality. Licensure is not equivalent to or synonymous with accreditation by an accrediting agency recognized by the U.S. Department of Education.

Tennessee Higher Education Commission
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243-0830
615.253.6287
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.

State Regulatory Information, *continued*

Washington Higher Education Coordinating Board
P.O. Box 43430
Olympia, WA 98504-3430
360.753.7800
http://www.hecb.wa.gov

Capella University is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Capella University to advertise and recruit for the following degree programs: Bachelor of Science in Business, Bachelor of Science in Information Technology, Bachelor of Science in Psychology, Bachelor of Science in Public Safety, Bachelor of Science in Nursing, Bachelor of Public Administration, Master of Science in Human Resource Management, Master of Science in Leadership, Master of Science in Organization and Management (in teach-out), Master of Science in Organizational Development, Master of Science in Information Technology, Master of Business Administration, Master of Science in Education, Master of Science in Homeland Security, Master of Science in Human Services, Master of Science in Public Safety, Master of Science in Nursing, Master of Health Administration, Master of Nonprofit Management and Leadership, Master of Public Administration, Master of Public Health, Master of Public Administration and Master of Science in Public Safety joint degree program, Master of Science in Counseling Studies (in teach-out), Master of Science in Addiction Counseling, Master of Science in Career Counseling, Master of Science in Marriage and Family Therapy, Master of Science in Mental Health Counseling, Master of Science in School Counseling, Master of Science in Studies in Human Behavior, Master of Science in Psychology, Education Specialist, Doctor of Philosophy in Business, Doctor of Philosophy in Organization and Management, Doctor of Philosophy in Information Technology, Doctor of Business Administration, Doctor of Philosophy in Education, Doctor of Education, Doctor of Philosophy in Human Services, Doctor of Philosophy in Public Safety, Doctor of Health Administration, Doctor of Nursing Practice, Doctor of Public Administration, Doctor of Public Health, Doctor of Philosophy in Advanced Studies in Human Behavior, Doctor of Philosophy in Counseling Studies (in teach-out), Doctor of Philosophy in Counselor Education and Supervision, Doctor of Philosophy in Psychology, Doctor of Psychology, Doctor of Social Work. Authorization by the HECB does not carry with it an endorsement by the board of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the HECB at P.O. Box 43430, Olympia, WA 98504-3430.

Wisconsin Educational Approval Board
30 W. Mifflin St., Ninth Floor
Madison, WI 53707-8696
608.266.1354
http://www.eab.state.wi.us

Wyoming Department of Education
Hathaway Building, Second Floor
2300 Capitol Ave.
Cheyenne, WY 82002-0050
307.777.5712
http://www.edu.wyoming.gov

Capella University

telephone 612.977.5100 • *toll-free* 1.888.CAPELLA • *fax* 612.977.5060
email info@capella.edu • *web* www.capella.edu
Capella Tower • 225 South Sixth Street, Ninth Floor • Minneapolis, MN 55402

2011–2012 University Catalog, Volume 11–12, No. 1

Catalog Addendum

Effective October 10, 2011

Page 17 - University Policies

The following university policies have been updated to reflect the retirement of the Bachelor of Public Administration (BPA) degree program. Capella University policies apply to all Capella learners. Since some policies may be updated after publication, learners, faculty, and staff should refer to iGuide for current policies and procedures. Learners are responsible for understanding and following the most current version of all Capella University policies.

2.01.01 Admission
4.01.01 FERPA and Learner Directory Information

Pages 98–111 - School Undergraduate Studies Academic Offerings

Effective July 14, 2011, learners will no longer be able to enroll in the Bachelor of Public Administration degree program. This degree program is being retired and will no longer be offered.

The following new concentrations have been added in the School of Undergraduate Studies.

Concentrations

Finance

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

Four Required Courses		**24 quarter credits**
BUS3060	Fundamentals of Finance and Accounting	
BUS4070 *	Foundations in Finance	
BUS4072 *	Analysis for Financial Management	
BUS4073 *	Investments and Portfolio Management	
Total		**24 quarter credits**

Marketing

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

Four Required Courses		**24 quarter credits**
BUS3030	Fundamentals of Marketing and Sales	
BUS4031 *	Marketing, Sales, and Channel Management	
BUS4033 *	Brand Identity and Marketing Communications	
BUS4036 *	Marketing Research	
Total		**24 quarter credits**

Project Management

The Project Management concentration presents the fundamentals of project management, including the skills, tools, and techniques used to initiate, plan, execute, control, and close projects; negotiate and collaborate with stakeholders; and manage projects in organizational and personal settings. The concentration is designed to prepare learners to understand and apply globally recognized project management best practices and methodologies to professional and personal projects.

Three Required Courses		**18 quarter credits**
BUS4090	Introduction to Project Management	
BUS4091 *	Project Management I	
BUS4092 *	Project Management II	
Total		**18 quarter credits**

Pages 112–127 - Undergraduate Course Descriptions

The following new and revised course descriptions have been added.

Bachelor's Business Courses

BUS3030 - Fundamentals of Marketing and Sales (6 quarter credits). In this course, learners examine the fundamentals of marketing and sales, including market research and planning, product differentiation and positioning, marketing communications, consumer and business market differentiation, and relational marketing and sales strategy. Learners prepare and present a marketing and sales plan and a corresponding marketing and sales strategy for a simple product offering.

BUS3060 - Fundamentals of Finance and Accounting (6 quarter credits). Learners in this course develop an understanding of the standard financial statements of simple enterprises and the ways financial ratios and metrics are used to evaluate the financial condition of simple enterprises from various perspectives. Learners also read annual reports of complex publicly traded enterprises and practice interpreting explanatory footnotes and relating financial statements to an enterprise's overall business performance.

BUS4031 - Marketing, Sales, and Channel Management (6 quarter credits). In this course, learners develop an understanding of marketing, sales, and channel management as an integrated and interrelated process. Learners examine case studies illustrating the mutual interdependencies of marketing, sales, and channel management to gain an understanding of their strategic and operational functions and the ways in which they contribute to a successful new product launch. Learners also prepare and present a marketing, sales, and channel management plan for a new product offering. ***Prerequisite(s): BUS3030.***

All courses are 6 quarter credits except as noted.

*** Denotes courses that have prerequisites. Refer to the descriptions for further details.**

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.***

BUS4070 - Foundations in Finance (6 quarter credits). In this course, learners evaluate the principles of financial decision making and examine the ways global economic conditions affect financial theory and decision-making processes. Learners also evaluate finance principles using financial tools. ***Prerequisite(s): BUS3060.***

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.***

BUS4090 - Introduction to Project Management (6 quarter credits). This course is an introduction to the project management field and its role within organizations. Learners examine the responsibilities associated with managing and leading business and organizational projects. Learners also study examples of project successes and failures and investigate the reasons for both.

BUS4091 - Project Management I (6 quarter credits). Learners in this course examine the first three phases of project development and execution: initiating, planning, and executing a project. Learners focus on gaining the knowledge and skills needed to gather, assess, and integrate budget resources and schedules; identify and negotiate with stakeholders; define appropriate team performance measures; identify key cultural opportunities and constraints; and prepare a cost and resource estimate of a project. ***Prerequisite(s): BUS4090.***

BUS4092 - Project Management II (6 quarter credits). Learners in this course examine the last two phases of project development and execution: controlling and closing a project. Learners focus on gaining the knowledge and skills needed to apply data collection techniques, apply risk management tools and techniques, lead the project inspection process, record project results, prepare closing documents, and develop project implementation procedures. Learners also explore other related project management responsibilities, including developing interpersonal skills, making continuous improvements, and fostering diversity and ethics. ***Prerequisite(s): BUS4091.***

Pages 135–155 - School of Business and Technology Academic Offerings

Effective August 22, 2011, Capella is launching a revised MBA program. New learners starting the MBA program in October will take the revised MBA program requirements for their chosen specialization (see pages 150–154 of the July 2011 University Catalog). Existing Capella MBA learners may choose to transition to the revised program in October.

Pages 183–199 - School of Public Service Leadership Academic Offerings

Effective September 15, 2011, learners will no longer be able to enroll in the General Human Services specialization in either the PhD or MS in Human Services degree programs. These offerings are being retired in conjunction with the addition of the new Multidisciplinary Human Services specializations in the PhD and MS in Human Services degree programs and will no longer be offered.

The following new specializations have been added in the School of Public Service Leadership.

Doctor of Philosophy (PhD) in Human Services Specializations

Multidisciplinary Human Services

The doctoral Multidisciplinary Human Services specialization is designed to help learners develop as human services leaders that use a multidisciplinary approach to solve complex social problems, create innovative solutions, and facilitate change that incorporates research and practice. Learners engage in a curriculum that focuses on leading change, program development and management, strategic planning, research, and ethics. Learners also have the opportunity to choose their elective curriculum, providing them with the flexibility to develop a program of study that reflects their professional goals and interests. Successful graduates of this specialization are prepared to apply multidisciplinary knowledge and skills in a variety of leadership roles and settings.

Residency Requirement(s):

Three four-day colloquia (PSL-R8921, PSL-R8922, PSL-R8923). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Fifteen Required Courses		**64 quarter credits**
HS8003	Leading Change in Human Services (4 quarter credits)	
HS8106	Epistemology of Practice Knowledge (4 quarter credits)	
HS8113 *	Advanced Study in Research Methods (4 quarter credits)	
HS8119 *	Quantitative and Qualitative Research Methods (4 quarter credits)	
HS8126 *	Action Research Methodology (4 quarter credits)	
HS8204	Public Service Leadership (4 quarter credits)	
HS8213	Program Development and Management (4 quarter credits)	
HS8216	Strategic Planning and Organizational Effectiveness (4 quarter credits)	
HS8515	Ethics and Decision Making in Human Services (4 quarter credits)	
HS8604 *	Advanced Communication Skills for the Human Services Leader (4 quarter credits)	
HS9919 *	Doctoral Comprehensive Examination (4 quarter credits)	
HS9920 *	Dissertation Courseroom (non-credit)	
HS9921 *	Dissertation Research 1 (5 quarter credits)	
HS9922 *	Dissertation Research 2 (5 quarter credits)	
HS9923 *	Dissertation Research 3 (5 quarter credits)	
HS9924 *	Dissertation Research 4 (5 quarter credits)	
Fourteen Elective Courses		**56 quarter credits**
Choose any graduate courses from the School of Public Service Leadership.		
Total		**120 quarter credits**

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

Master of Science (MS) in Human Services Specializations

Multidisciplinary Human Services

The master's Multidisciplinary Human Services specialization is designed to help learners apply a multidisciplinary approach for solving complex social problems. Learners engage in a curriculum that focuses on multidisciplinary human services theory, research, practice, skills, 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 personal and professional interests and goals. Successful graduates of this specialization are prepared to apply a multidisciplinary knowledge and skills in their work serving individuals, communities, and agencies.

Seven Required Courses **28 quarter credits**

HS5002	Survey of Research in Human Development and Behavior (4 quarter credits)
HS5006	Survey of Research Methodology (4 quarter credits)
HS5204	Human Services Theory and Application (4 quarter credits)
HS5320	Professional Ethics in Human Services (4 quarter credits)
HS5330 *	Introduction to Multidisciplinary Practice (4 quarter credits)
HS5390 *	Skills for Human Services Professionals (4 quarter credits)
HS5993 *	Human Services Integrative Project (4 quarter credits)

Five Elective Courses **20 quarter credits**

Choose any graduate courses from the School of Public Service Leadership.

Total **48 quarter credits**

Pages 207–230 - Harold Abel School of Social and Behavioral Sciences Academic Offerings

Effective October 10, 2011, COUN5238 will become a required course for the General Mental Health Counseling specialization in the MS in Mental Health Counseling degree program (formerly an elective course). As a result of this change, the number of required credits for this specialization will increase by four and the four elective credits will no longer apply.

Master of Science (MS) in Mental Health Counseling Specialization

General Mental Health Counseling

The CACREP-accredited master's General Mental Health Counseling specialization is designed to prepare learners to assume positions as mental health counselors serving individuals and groups in institutional, public, or private practice settings. Built on CACREP counseling standards, the curriculum emphasizes assessment, diagnosis, and treatment; intervention; and systemic perspectives of working with children and adolescents, couples, and families. Learners engage in academic study and clinical training during which they demonstrate the established standards and ethics of professional counseling practice, including awareness and sensitivity to the complex mental health needs of a multicultural society. This specialization requires course work and clinical experience.

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the American Counseling Association (ACA) related to professional counseling programs in that the faculty, training staff, supervisors, and administrators within the General Mental Health Counseling specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; 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 six-day residential colloquia (COUN-R5930, COUN-R5931). See university policy 3.04.05 Attendance at Residencies and the Residencies page on iGuide for more information. Also see each graduate school's residency courses.

Clinical Experience Requirement(s):

Minimum of 100 practicum hours and 600 internship hours. See the following section, Clinical Experience, for more information.

Twenty-Three Required Courses **92 quarter credits**

Core courses:

COUN5004	Survey of Research in Human Development for Professional Counselors (4 quarter credits)
COUN5006	Survey of Research Methodology (4 quarter credits)
COUN5106	Assessment, Tests, and Measures (4 quarter credits)
COUN5107 *	Principles of Psychopathology: Diagnosis and Treatment (4 quarter credits)
COUN5214	Theories of Personality (4 quarter credits)
COUN5215	Professional and Scientific Ethics for Counselors/Therapists (4 quarter credits)
COUN5223	Introduction to Mental Health Counseling (4 quarter credits)
COUN5238	Crisis Assessment and Intervention (4 quarter credits)
COUN5239	Theories of Psychotherapy (4 quarter credits)
COUN5241 *	Group Counseling and Psychotherapy (4 quarter credits)
COUN5252	Introspective and Personal Growth Seminar (4 quarter credits)
COUN5279	Life Planning and Career Development (4 quarter credits)
COUN5334	Ethnic and Cultural Awareness (4 quarter credits)

All academic courses listed below are 10-week online courses. Each includes specific residential colloquia or clinical experiences. Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

COUN5930 *	Mental Health Counseling Pre-Practicum Course I (4 quarter credits) ***AND***
COUN-R5930 *	Mental Health Counseling Residential Colloquium I (non-credit)
COUN5931 *	Mental Health Counseling Pre-Practicum Course II (4 quarter credits) ***AND***
COUN-R5931 *	Mental Health Counseling Residential Colloquium II (non-credit)
COUN6302 *	Mental Health Counseling Clinical Practicum (4 quarter credits)
COUN6331 *	Mental Health Counseling Clinical Internship I (4 quarter credits)
COUN6332 *	Mental Health Counseling Clinical Internship II (4 quarter credits)

Specialization courses:

COUN5108 *	Foundations of Addictive and Compulsive Behavior (4 quarter credits)
COUN5225	Human Sexuality (4 quarter credits)
COUN5254 *	Child and Adolescent Counseling (4 quarter credits)
COUN5271	Marriage and Family Systems (4 quarter credits)
COUN6935 *	Mental Health Counseling Integrative Project (4 quarter credits)

Total **92 quarter credits**

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

Pages 231–330 - Graduate Course Descriptions

The following new and revised course descriptions have been added.

School of Business and Technology

Master of Business Administration Courses

MBA6112 - Market Research (3 quarter credits). This course addresses survey research techniques, research design, secondary/primary data collection, data analysis, and ethical implications of marketing research activities. Learners examine methods for gathering and analyzing data and learn how to apply techniques to contemporary marketing problems, market research projects, and effective decision making. ***Prerequisite(s): MBA6012; MBA6018 or MBA6140.***

MBA6114 - Consumer Behavior (3 quarter credits). Learners in this course explore critical contemporary issues related to consumer buying behavior and perceptions, consumer motivation, market behavior and product reaction, and sociocultural influences that affect consumer behavior and the consumer decision process. Learners discuss the ethical implications of decisions related to consumer behavior and decisions and examine how economic, psychological, and sociocultural influences affect managerial decisions. ***Prerequisite(s): MBA6012, MBA6112.***

MBA6116 - New Product Design and Development (3 quarter credits). This course provides a framework for product planning, implementation, and evaluation and for new product introductions. The course addresses the new product development process from idea generation to commercialization. Learners are introduced to basic concepts and tools to help them understand this process from a managerial perspective. The course emphasizes the process as it relates to the manager in his or her role as a product manager. ***Prerequisite(s): MBA6012.***

MBA6118 - International Marketing (3 quarter credits). This course addresses the marketing challenges related to selling products or services in foreign markets. Topics include the impact of cultural differences; variations in market structure; methods of distribution; and issues related to the adaptation of products, pricing, and communications strategy. Learners examine the ethical implications of decisions, identify and synthesize the forces that shape the global business/marketing environment, examine the unique challenges of marketing products and services internationally, and identify issues in their own organization or industry. ***Prerequisite(s): MBA6012.***

MBA6152 - Advanced Accounting (3 quarter credits). In this course, learners examine accounting applications with respect to the nature and scope of business operations. Topics include parent and subsidiary accounting in multinational operations, partnership accounting, accounting for mergers and acquisitions, and accounting for branches and agencies of business entities. ***Prerequisite(s): MBA6014.***

MBA6161 - Financial Markets and Institutions (3 quarter credits). This course provides learners with a theoretical foundation for examining the nature and role, structure, and management of financial institutions in financial markets. Learners in the course examine the effects of the U.S. financial system on financial intermediaries and markets. Learners also study the reactions of banks to a change in interest rates, money supply, and open-market operations. They develop an understanding of the performance of financial participants in money market and bond market, and capital markets. Other topics include financial derivatives and ethics in the financial service industry. This course bridges the gap between financial theory and market practice, reflecting the relationship between the conceptual framework and the management behavior of practitioners. ***Prerequisite(s): MBA6016.***

MBA6162 - Advanced Finance (3 quarter credits). This course extends the competencies developed in MBA6160: basic theories and techniques related to acquisition of, accounting for, and allocation of an organization's financial resources. Learners in this course examine existing theories and emerging topics in the field in more depth and gain additional insights and techniques for examining financial risk, return, and the capital asset pricing model; dividend policy; financing flexibility; valuation of securities; derivatives and risk management; and capital structure. Learners apply their knowledge to real-world business concerns and issues within their work environment. ***Prerequisite(s): MBA6016.***

MBA6163 - Bank Management (3 quarter credits). This course begins with an overview of the commercial banking and financial services industries. Topics include bank evaluation and performance; asset and liability management; organizational structure; loan services to businesses and consumers; financial derivatives and tools; capital, profitability, and bank market structure; and regulations, hedging, interest rate risk, and credit risk management. The course covers a growth trend in commercial banking that includes financial services such as investment banking and security underwriting services, e-banking, and e-commerce. Course topics also include ethical behavior. ***Prerequisite(s): MBA6016.***

MBA6164 - International Financial Management (3 quarter credits). In this course, learners are exposed to international financial management and reporting techniques. The course emphasizes international financial statement analysis (an overview) and detailed case analysis and interpretation. Learners examine a multinational capital budgeting process and review cost of capital and long-term financing strategies including assessment of financial markets used by international firms. Other topics include exchange rate systems, methods of government intervention, direct foreign investment, country risk analysis, and global strategy in the context of international finance. Learners apply their knowledge in realistic business situations and synthesize relevant techniques into sound recommendations and conclusions. ***Prerequisite(s): 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. ***Prerequisite(s): MBA6016.***

MBA6167 - Risk Management (3 quarter credits). This course exposes learners to practical and theoretical aspects of managing risks in the insurance service industry. Learners study a range of industry risks: insurance risk, market risk, liquidity risk, and asset and liability management risks. The course provides learners with sophisticated tools and analytical techniques to minimize these risks and learn how management of these risks can create shareholder value. ***Prerequisite(s): MBA6016.***

MBA6168 - Corporate Finance Analysis and Decisions (3 quarter credits). Learners in this course examine the principles of financial administration with applications to problems of financial analysis and control, and planning by firms under changing economic conditions. Learners conduct financial analyses, evaluate a corporation's financial planning and control functions, and assess the ability of corporations to create wealth. Learners discuss the impact of financing decisions on real asset valuation; managerial incentives; and corporate strategy including mergers/acquisitions, corporate restructuring, real options, and the use of derivatives and other financing tools on deal structure. ***Prerequisite(s): MBA6016.***

MBA6182 - Impact of Advances in Information Technology (3 quarter credits). Learners in this course examine emerging advances in information technology. Learners select a technological advance to investigate for possible incorporation into an organization to solve a business-related problem, build a formal case for justifying introduction of the advance into the organization, and present the case to the organization's management.

MBA6184 - Techniques for Managing Information Technology Professionals (3 quarter credits). Learners in this course explore the issues associated with managing information technology professionals (e.g., analysts, developers, technical specialists, project managers, and infrastructure support personnel) responsible for various IT functions, including planning, delivery, and maintenance. Learners also examine contemporary management practices and techniques for IT staff acquisition, development, motivation, retention, and assessment and identify the challenges of organizing effective virtual IT work teams within a global economy.

MBA6186 - Strategic Information System Planning (3 quarter credits). Learners in this course choose an organization and identify opportunities to improve the alignment of its business strategies with its IT strategies. Learners then create a plan for improving alignment to systematically support the effectiveness of overall business performance in rapidly changing, increasingly complex environments. Learners also examine ways to build IT capabilities that support and enable business strategies and corresponding IT strategies and other topics, including environmental scanning, strategic alignment, and governance models. ***Prerequisite(s): Completion of or concurrent enrollment 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 planning, time management, and risk management activities that assist them throughout their program and professional careers. ***Prerequisite(s): MBA6016.***

MBA6241 - Human Resource Management in 21st Century Knowledge (3 quarter credits). This course provides a global perspective to the human resource management field. Learners examine traditional HRM functions such as human capital recruitment, development, and retention. Learners compare strategic and tactical approaches to human resource management and evaluate communication, influence, and strategic practices in global organizations. ***Prerequisite(s): MBA6010 and MBA6020 or MBA6004 and MBA6006.***

MBA6271 - Strategic Management of Health Care Systems (3 quarter credits). This course provides in-depth examination and analysis of strategic management in the health care industry. Learners use strategic management frameworks to analyze the mission, vision, core values, and goals of the industry and make recommendations based on their analysis. Learners identify the operational and financial components of the strategic planning process in health care and assess its impact on the internal and external health care environment. Learners also explore the impact of interdependent actors within the health care system, the consequences of various health care decisions, and decision-making strategies that maximize revenues while providing quality patient care. ***Prerequisite(s): MBA6016.***

School of Public Service Leadership

Master's and Doctoral Human Services Courses

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.

HS5320 - Professional Ethics in Human Services (4 quarter credits). Learners in this course analyze the ethical standards and expectations required of human services professionals in research and practice. Learners apply an ethical problem-solving framework to solve a variety of ethical dilemmas and issues relevant to the human services field.

HS5330 - Introduction to Multidisciplinary Practice (4 quarter credits). Learners in this course explore a multidisciplinary approach to human services practice and the ways it can be used to address contemporary social problems. Learners consider their understanding of the people and settings associated with effective multidisciplinary teams and focus on developing the skills needed to collaborate with multiple stakeholders in a variety of settings to solve problems and make decisions. ***Prerequisite(s): HS5204. Cannot be fulfilled by transfer.***

HS5390 - Skills for Human Services Professionals (4 quarter credits). In this course, learners focus on developing the fundamental professional communication, collaboration, and problem-solving skills necessary for working with individuals, communities, and agencies. Learners also explore techniques for gathering information about client needs, helping clients develop goals, and recommending strategies to assist clients in achieving those goals. ***Prerequisite(s): HS5204, HS5320. Cannot be fulfilled by transfer.***

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 course work. Cannot be fulfilled by transfer.***

HS8003 - Leading Change in Human Services (4 quarter credits). Learners in this course examine the roles, responsibilities, and professional skills of human services leaders. Learners explore the multidisciplinary approach to solving complex social problems, identify their professional strengths and weaknesses, and establish a professional development plan for improving them throughout their studies. ***For PhD in Human Services learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.***

HS8113 - Advanced Study in Research Methods (4 quarter credits). Learners in this course analyze the relevance and appropriateness of specific research methodologies in preparation for 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. ***Must be taken prior to the comprehensive examination. Prerequisite(s): CES8112 or CST8112 or HS8112 or HS8119 or PSF8112 or SHB8112. Cannot be fulfilled by transfer.***

HS8119 - Quantitative and Qualitative Research Methods (4 quarter credits). In this course, learners evaluate quantitative and qualitative research methods and models. Learners focus on developing the skills needed to conduct quantitative and qualitative research and analyze the resulting information. Learners also explore the ethical considerations associated with conducting qualitative and quantitative research. ***Prerequisite(s): HS8106. Cannot be fulfilled by transfer.***

HS8126 - Action Research Methodology (4 quarter credits). This course focuses on the principles, practices, and applications of action research in the field of human services. Learners evaluate action research literature and identify ways action research can be used to address a variety of human services needs and problems. ***Must be taken prior to the comprehensive examination. Prerequisite(s): HS8113. Cannot be fulfilled by transfer.***

HS8204 - Public Service Leadership (4 quarter credits). In this course, learners analyze public service leadership theory and best practice and apply this knowledge in the field. Learners also examine the ways leaders use the multidisciplinary approach to solve complex social problems; assess their individual leadership styles; and identify leadership opportunities in the field.

HS8213 - Program Development and Management (4 quarter credits). This course presents research-based evaluation protocols used to improve performance within organizations. Learners focus on developing the skills needed to collect and evaluate information and use it to make data-driven decisions that guide program development. Learners also identify funding opportunities that support organizational goals and initiatives.

HS8216 - Strategic Planning and Organizational Effectiveness (4 quarter credits). The focus of this course is increasing organizational effectiveness through strategic planning. Learners study the ways an organization's effectiveness is evaluated and use this knowledge to guide strategic planning efforts in such organizational areas as advocacy, fund development, and policy development. Learners also develop an understanding of strategic planning from a leadership perspective. ***Cannot be fulfilled by transfer.***

HS8515 - Ethics and Decision Making in Human Services (4 quarter credits). Learners in this course analyze ethical practices and procedures relevant to the human services field and the ways they guide decision making. Learners also develop an ethical decision-making framework to assist them in addressing complex human services issues and dilemmas.

HS8604 - Advanced Communication Skills for the Human Services Leader (4 quarter credits). In this course, learners analyze the ways communication promotes human services practice and the importance of effective oral, written, and presentation skills to the role of human services leader. Learners focus on developing and strengthening these communication skills and demonstrate their ability to communicate to multiple audiences using a variety of methods. ***Prerequisite(s): HS8204, HS8515.***

Harold Abel School of Social and Behavioral Sciences

Master's Mental Health Counseling Courses

COUN5930 - Mental Health Counseling Pre-Practicum Course I (4 quarter credits). This online course reinforces the clinical mental health counseling skills developed in COUN-R5930, including building therapeutic relationships, performing therapeutic assessments, and applying ethical and legal standards of practice. Learners continue to integrate mental health counseling theories and methods with clinical practice. ***This course includes synchronous and asynchronous web conferencing activities that require a headset and webcam. Learners who require assistive technology or alternative communication methods to participate in the synchronous activities should contact Disability Services to request accommodations. COUN5930 must be taken the quarter immediately following COUN-R5930. Prerequisite(s): COUN-R5930; COUN5003 or COUN5004; COUN5214; COUN5215; COUN5221 or COUN5223; COUN5238; COUN5239; COUN5252; COUN5334. Cannot be fulfilled by transfer.***

COUN-R5930 - Mental Health Counseling Residential Colloquium I (non-credit). The first residential colloquium includes a preparatory online courseroom and a residency experience. Learners engage in preparatory online courseroom activities to prepare themselves for the residency experience and focus on developing clinical mental health counseling skills, including building therapeutic relationships, performing therapeutic assessments, and applying ethical and legal standards of practice. Learners then engage in a face-to-face residency experience that guides them as they integrate mental health counseling theories and methods with clinical practice. ***COUN5930 must be taken the quarter immediately following COUN-R5930. Prerequisite(s): COUN5003 or COUN5004; COUN5214; COUN5215; COUN5221 or COUN5223; COUN5238; COUN5239; COUN5252; COUN5334. Cannot be fulfilled by transfer.***

Correction

Pages 76–79 - Tuition and Fees

The tuition for the Master of Public Administration (MPA) and Master of Public Health (MPH) degree programs was published incorrectly in the July 2011 *University Catalog*. Tuition per 4-credit course in the MPA program is $1,828, not $1,760. Tuition per 4-credit course in the MPH program is $1,752, not $1,828.