

2 0 0 4 - 2 0 0 5

UNIVERSITY CATALOG

Volume 04-05, No. 2 • January 2005



CAPELLA UNIVERSITY

2004-2005 University Catalog

Volume 04-05, No. 2

January 2005

School of Business

School of Education

School of Human Services

Harold Abel School of Psychology

School of Technology

Graduate and Undergraduate Programs



CAPELLA UNIVERSITY

225 South Sixth Street

Ninth Floor

Minneapolis, Minnesota 55402

TOLL-FREE 1-888-CAPELLA (227-3552)

FAX 612-659-5055

www.capella.edu

© 2005 Capella University. All rights reserved.

Table of Contents

Welcome to Capella University	5	Contact Information for Learners	19
About Capella University	6	Course Drop	19
Mission Statement	6	Course Formats	19
Educational Philosophy	6	<i>Online Courses</i>	
University History	6	<i>Directed Study Courses</i>	
Affirmative Action	6	Course Load	19
Ownership of University	6	Description of Credit Awarded	19
Institutional Accreditations	6	Disability Accommodation	20
General Overview	7	Discrimination, Harassment, and Assault	20
Academic Program Options	7	Dismissal from the University	20
Course Formats	7	Dissertation Publishing	21
Academic Residencies	7	Drug and Alcohol Policy	21
Capella's Commitment to Learner Success	7	Grading	21
Learner Support Services	7	<i>Grades in Repeated Courses</i>	
Computer Requirements	9	<i>Grade Appeal</i>	
Admissions Policies	10	<i>Grade Value Summary</i>	
Admissions Requirements	10	Graduation and Commencement Requirements	24
Admissions Components	11	<i>Undergraduate Honors</i>	
Admissions Decisions	11	<i>Application to Graduate</i>	
<i>Offer of Admission</i>		<i>Application to Receive Certificate</i>	
<i>Full Admission</i>		<i>Commencement</i>	
<i>Pending Admission</i>		Intellectual Property	24
<i>Denial of Admission</i>		Learner Code of Conduct	25
International Applicants	11	<i>Illegal Activities</i>	
Readiness Assessment	12	<i>Theft</i>	
Equal Opportunity and Nondiscrimination	12	<i>Disrespect</i>	
Credit for Prior Learning	12	<i>Interfering with University Activities</i>	
<i>Nationally Recognized Examination</i>		<i>Dishonesty</i>	
<i>Programs</i>		Learner Grievance	25
<i>ACE Recommended Credits</i>		<i>For Arizona Learners</i>	
<i>Petition for Credit</i>		<i>For Arkansas Learners</i>	
Transfer of Credit	13	<i>For Georgia Learners</i>	
<i>Credit Earned at Other Institutions</i>		<i>For Wisconsin Learners</i>	
<i>Maximum Transfer Credit</i>		Leave of Absence	25
<i>Undergraduate Credit</i>		Limitations of Registrations with a Single Faculty Member	26
<i>Graduate Credit</i>		Multiple Degree Program Enrollments	26
<i>Appeal of Transfer Credit Evaluation</i>		Professional Licensure and Certification	26
<i>Transfer Credit Exceptions</i>		Research at Capella University	26
Application of Capella Credits	14	Residential Colloquia	26
Truth in Information	14	<i>Psychology Year-in-Residence</i>	
Academic and Other		<i>School of Human Services Master's</i>	
University Policies	15	<i>Residency Requirement</i>	
Academic Calendar	15	<i>Attendance Requirements and</i>	
Academic Freedom	16	<i>Cancellation Fees</i>	
Academic Honesty	16	Satisfactory Academic Progress	27
Academic or Education Records (Privacy and Record Retention)	16	<i>Undergraduate Programs</i>	
<i>Definition of an Education Record</i>		<i>Graduate Programs</i>	
<i>Right to Inspect and Review</i>		<i>Registration in Continuation Courses</i>	
<i>Right to Request Amendment</i>		Maximum Time to Completion	29
<i>Disclosure of Personally Identifiable</i>		Transferability of Capella Credits	29
<i>Information</i>		Financial Aid	30
<i>External Requests</i>		Satisfactory Academic Progress	
<i>Retention of Education Records</i>		Policy for Financial Aid	30
<i>Complaints Regarding FERPA</i>		Scholarships	30
<i>Official Transcripts</i>		Veterans' Educational Benefits	30
Change of Program	18	Tuition and Fees	31
<i>Change of Degree Program</i>		<i>BS, MBA, MS, and Certificate Tuition</i>	
<i>Change of Specialization</i>		<i>PhD Tuition</i>	
<i>Change of Certificate Program</i>		<i>HASOP PhD and PsyD Tuition</i>	
Consensual Relationships	18	<i>Tuition for Continuation Courses</i>	

Table of Contents,

continued

<i>Reduced Tuition for Advanced Doctoral Learners</i>	
<i>Employer Reimbursement</i>	
<i>Special Business Office Hold</i>	
Tuition Refunds	32
Tuition Refund Schedule	33
<i>Georgia Residents Refund Policy</i>	
<i>Wisconsin Residents Refund Policy</i>	
<i>Refund Procedure for Financial Aid Recipients</i>	
Residency Tuition and Fees	34
<i>Residency Cancellation Fee</i>	
Other Fees	34
<i>Application Fees</i>	
<i>Official Transcript Fee</i>	
<i>Petition for Credit Fee</i>	
<i>Graduation Fee</i>	
School of Business	35
About the School of Business	36
Mission Statement	36
Degree Programs	36
<i>Doctor of Philosophy (PhD)</i>	
<i>Master of Science (MS)</i>	
<i>Master of Business Administration (MBA)</i>	
<i>Bachelor of Science (BS)</i>	
<i>General Education in the Bachelor of Science Degree</i>	
<i>Certificates</i>	
School of Business Degree Programs	38
<i>Doctor of Philosophy (PhD) in Organization and Management</i>	
Specializations	38
<i>Human Resource Management</i>	
<i>Information Technology Management</i>	
<i>Leadership</i>	
<i>General</i>	
<i>Master of Science (MS) in Organization and Management</i>	
Specializations	40
<i>Human Resource Management</i>	
<i>Information Technology Management</i>	
<i>Leadership</i>	
<i>General</i>	
<i>Master of Business Administration (MBA) Specializations</i>	<i>41</i>
<i>General Business</i>	
<i>Finance</i>	
<i>Marketing</i>	
<i>Bachelor of Science (BS) in Business Specializations</i>	<i>42</i>
<i>Business Administration</i>	
<i>Finance</i>	
<i>Human Resource Management</i>	
<i>Management and Leadership</i>	
<i>Marketing</i>	
Graduate Certificates	44
<i>Human Resource Management</i>	
<i>Information Technology Management</i>	
<i>Leadership</i>	
School of Education	45
About the School of Education	46
Mission Statement	46
Degree Programs	46
<i>Doctor of Philosophy (PhD)</i>	
<i>Master of Science (MS)</i>	
<i>Certificates</i>	
Professional Licensure and Certification	46
School of Education Degree Programs	47
<i>Doctor of Philosophy (PhD)</i>	
Specializations	47
<i>Leadership in Educational Administration</i>	
<i>Leadership for Higher Education</i>	
<i>Advanced Classroom Teaching</i>	
<i>Postsecondary and Adult Education</i>	
<i>Professional Studies in Education</i>	
<i>Instructional Design for Online Learning</i>	
<i>Training and Performance Improvement</i>	
<i>Master of Science (MS)</i>	
Specializations	50
<i>Leadership in Educational Administration</i>	
<i>Leadership for Higher Education</i>	
<i>Advanced Classroom Instruction</i>	
<i>Postsecondary and Adult Education</i>	
<i>Professional Studies in Education</i>	
<i>Instructional Design for Online Learning</i>	
<i>Curriculum and Instruction</i>	
<i>Training and Performance Improvement</i>	
Certificate	53
<i>Leadership in Educational Administration</i>	
<i>Post-master's Certificate</i>	
School of Human Services	55
About the School of Human Services	56
Mission Statement	56
Degree Programs	56
<i>Doctor of Philosophy (PhD)</i>	
<i>Master of Science (MS)</i>	
<i>Certificates</i>	
Professional Licensure and Certification	56
School of Human Services Degree Programs	57
<i>Doctor of Philosophy (PhD)</i>	
Specializations	57
<i>General Human Services</i>	
<i>Criminal Justice</i>	
<i>Counseling Studies</i>	
<i>Health Care Administration</i>	
<i>Management of Nonprofit Agencies</i>	
<i>Social Work and Community Services</i>	
<i>Master of Science (MS)</i>	
Specializations	58
<i>General Human Services</i>	
<i>Criminal Justice</i>	
<i>Counseling Studies</i>	
<i>Health Care Administration</i>	
<i>Management of Nonprofit Agencies</i>	
<i>Social Work and Community Services</i>	
<i>Marital, Couple, and Family Counseling/Therapy</i>	
<i>Mental Health Counseling</i>	
Certificates	62
<i>Addictions Counseling</i>	
<i>Criminal Justice</i>	
<i>Diversity Studies</i>	
<i>Health Care Administration</i>	
<i>Management of Nonprofit Agencies</i>	
<i>Marriage and Family Services</i>	
<i>Professional Counseling</i>	
<i>Social and Community Services</i>	

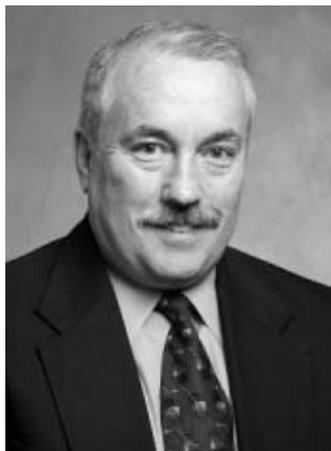
Table of Contents,

continued

Harold Abel School of Psychology . . . . .	.63	School of Technology	
About the Harold Abel School		Degree Programs . . . . .	.76
of Psychology . . . . .	.64	Master of Science (MS)	
Mission Statement . . . . .	.64	Specializations . . . . .	.76
Harold Abel School of Psychology		<i>General Information Technology</i>	
Degree Programs . . . . .	.64	<i>Information Security</i>	
<i>Doctor of Psychology (PsyD)</i>		<i>Network Architecture and Design</i>	
<i>Doctor of Philosophy (PhD)</i>		<i>Project Management and Leadership</i>	
<i>Master of Science (MS)</i>		<i>System Design and Programming</i>	
<i>Certificates</i>		Graduate Certificates . . . . .	.78
Professional Licensure and		<i>Professional Project Management</i>	
Certification . . . . .	.64	<i>Information Security Professional</i>	
Harold Abel School of Psychology		Bachelor of Science (BS)	
Degree Programs . . . . .	.65	in Technology Specializations . . . . .	.78
Doctor of Psychology (PsyD)		<i>General</i>	
Specializations . . . . .	.65	<i>Graphics and Multimedia</i>	
<i>Clinical Psychology</i>		<i>Network Technology</i>	
<i>Counseling Psychology</i>		<i>Project Management</i>	
Doctor of Philosophy (PhD)		<i>Web Application Development</i>	
Specializations . . . . .	.66	Undergraduate Certificates . . . . .	.81
<i>General Psychology</i>		<i>Foundations in Information Security</i>	
<i>Industrial/Organizational Psychology</i>		<i>Foundations in Information Technology</i>	
<i>Educational Psychology</i>		<i>Foundations in Network Technology</i>	
Master of Science (MS)		<i>Foundations in Project Management</i>	
Specializations . . . . .	.67	Undergraduate Course Descriptions . . . . .	.82
<i>Clinical Psychology</i>		General Education Courses . . . . .	.82
<i>Counseling Psychology</i>		School of Business Courses . . . . .	.82
<i>School Psychology</i>		School of Technology Courses . . . . .	.85
<i>Specialist Certificate in School</i>		Graduate Course Descriptions . . . . .	.90
<i>Psychology</i>		School of Education Courses . . . . .	.90
<i>General Psychology</i>		School of Human Services Courses . . . . .	.97
<i>Industrial/Organizational Psychology</i>		School of Human Services	
<i>Educational Psychology</i>		Residency Courses . . . . .	.107
<i>Sport Psychology</i>		School of Business – MBA Courses . . . . .	.108
Certificates . . . . .	.69	School of Business – Organization	
<i>Specialist Certificate in School</i>		and Management Courses . . . . .	.110
<i>Psychology</i>		Harold Abel School of	
<i>Industrial/Organizational Psychology</i>		Psychology Courses . . . . .	.115
<i>Executive Human Resource Management</i>		Harold Abel School of Psychology	
<i>and Consultation</i>		Academic Residencies . . . . .	.124
<i>Organizational Testing and Assessment</i>		Harold Abel School of Psychology	
<i>Executive Development</i>		Weekends-in-Residence Courses . . . . .	.125
<i>Sport Psychology</i>		School of Technology Courses . . . . .	.126
Academic Residencies . . . . .	.70	Colloquia and Residencies . . . . .	.131
<i>MS and PhD Residential Colloquia</i>		Governance . . . . .	.132
<i>Clinical and Counseling</i>		Administration . . . . .	.132
<i>Year-in-Residence</i>		Board of Directors . . . . .	.132
<i>School Psychology Year-in-Residence</i>		School Directories . . . . .	.132
Field Training . . . . .	.72	<i>School of Business</i>	
<i>Introduction to Field Training</i>		<i>School of Education</i>	
<i>Overview of Practicum</i>		<i>School of Human Services</i>	
<i>Overview of Internship</i>		<i>Harold Abel School of Psychology</i>	
<i>Field Training Requirements</i>		<i>School of Technology</i>	
School of Technology . . . . .	.73	Faculty . . . . .	.134
About the School of Technology . . . . .	.73	Senior Faculty . . . . .	.134
Mission Statement . . . . .	.73	Core and Adjunct Faculty . . . . .	.134
Degree Programs . . . . .	.73	Advising and Academic Support . . . . .	.144
<i>Master of Science (MS) in</i>		MBA Coaches . . . . .	.145
<i>Information Technology</i>		State Regulatory Information . . . . .	.147
<i>Bachelor of Science (BS) in</i>		Rights to Change Requirements . . . . .	.147
<i>Information Technology</i>			
<i>General Education in the</i>			
<i>Bachelor of Science Degree</i>			
<i>Certificates</i>			
Professional/National Affiliations			
and Accreditations . . . . .	.75		

A Message from the President

Welcome to Capella University



Michael J. Offerman, EdD
President, Capella University

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

But after one course, their reasons for attending Capella University change. Our learners talk about the quality and energy of the learning experience at Capella. What they find in the courserooms is an active and engaging learning community that invites them to include their own knowledge and experience and to profit from the knowledge of others. They tell us that interaction with faculty and professional peers from around the world has increased the breadth and depth of their knowledge and enhanced their critical thinking skills. At Capella, learners discover academic content that relates specifically to their own professions and professional goals, and knowledge that has immediate application in their work.

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

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

Michael J. Offerman, EdD
President

About Capella University

Mission Statement

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

Educational Philosophy

Capella University has a passionate commitment to providing learners with a profound learning experience. This commitment is the foundation for the Capella Way of Learning. The Capella Way involves the delivery of relevant and practical knowledge, the use of varied learning approaches to allow for different learning styles and strengths, inclusion of learners' knowledge and experiences in the learning exchange, and limited demands on learners to come together at the same time and place. The Capella Way is characterized by active learning involving teamwork and collaboration, creation of learning communities, and the provision of excellent learner support services. The goal of the Capella Way is to provide learners with knowledge and skills that have immediate impact, that are an efficient path to improving their professional value, and that lead to an intimate and profound learning experience.

University History

In 1992, Stephen Shank, former CEO of Tonka Corporation, provided the vision, leadership, and a portion of the initial funding for the incorporation of a distance-learning institution. Mr. Shank observed that adults were underserved by traditional universities for several reasons. Most significantly, attending classes is difficult or impossible for

working adults due to employment and family obligations, and traditional curriculum often does not correspond with the professional goals of mature adults. He envisioned a barrier-free university that people could attend from remote locations — like their own homes — at their convenience.

In 1993, Dr. Harold Abel, an experienced leader in higher education and a former president of three universities, joined Mr. Shank to serve as founding president and academic leader of Capella. Dr. Abel assembled a premier faculty, built graduate curricula, and guided the university toward academic accreditation. In 1997, during the presidency of Dr. Bruce Francis, Capella achieved accreditation by The Higher Learning Commission and became a member of the North Central Association.

Capella University, initially named The Graduate School of America (TGSA), offered master's and doctoral degree programs in management, education, and human services. Two years after accreditation, TGSA became Capella University and within three years had established Schools of Business, Education, Human Services, Psychology, and Technology. Today, Capella University offers certificates, bachelor's, master's, and doctoral degrees across five schools.

In 2001, Dr. Michael Offerman, formerly a leader within the University of Wisconsin system, became president of Capella University. During Dr. Offerman's tenure, Capella has made learner success the strategic initiative for the university by emphasizing academic program quality as well as academic advising and learner support services. A major milestone achieved during his presidency occurred in 2003, when The Higher Learning Commission of the North Central Association granted Capella permission to offer a full four-year bachelor's program.

Affirmative Action

Capella University is an affirmative action employer.

Ownership of University

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

Institutional Accreditations

Capella University is accredited by The Higher Learning Commission and a member of the North Central Association of Colleges and Schools (NCA), 30 N. LaSalle Street, Suite 2400, Chicago, IL 60602-5204, (312) 263-0456, www.ncahigherlearningcommission.org.

General Overview

Academic Program Options

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

Course Formats

Courses are offered online and in directed study formats. Online courses are typically twelve weeks in length. Designated directed study courses are available only to doctoral learners in the Schools of Business, Education, and Human Services. Directed study courses are offered quarterly, and learners work one-on-one with a faculty tutor. Additional details and requirements related to each of these course formats can be found in the [Academic and Other University Policies](#) section of this catalog, or on iGuide.

Academic Residencies

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

It is through these face-to-face encounters that learners further participate in Capella's learning community by networking and discussing course work, projects, and research issues with other learners and faculty. Capella hopes that the sense of community developed during residential colloquia will endure throughout the program and become an essential part of a successful learner experience. Additional details regarding [colloquia](#) content and requirements can be found on iGuide.

Capella's Commitment to Learner Success

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

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

Capella's academic advisors and faculty strive to provide the environment and support necessary for a successful learning experience.

Learner Support Services

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

- **iGuide** – iGuide makes it easy for learners to access Capella's services in one convenient place. It's an individualized, instant interface where learners can register for classes, apply for financial assistance, view an unofficial transcript, and access a variety of other convenient services

including the university *Learner Handbook*. [iGuide](#) can be found at www.capella.edu.

- **University Services** – If questions concerning registration, courses, access, financial aid, billing, or technical problems are not answered in iGuide, University Services staff are available to assist at **1-888-CAPELLA (227-3552), option 2**, or by e-mailing [University Services](mailto:universitieservices@capella.edu) at universitieservices@capella.edu.
- **Academic Advisors** – Academic advisors work with learners to orient them to Capella so they feel comfortable in their new learning environment. Advisors guide learners as they create a degree completion plan (DCP) and provide assistance while enrolled at Capella. Academic advisor contact information can be found on iGuide's [Advising and Resources](#) section.
- **Academic Records** – Academic Records maintains the records of learners as they progress through their courses and degree programs at Capella University. Its mission is to provide confidential, accurate academic records. Learners may request official transcripts and view and print their unofficial transcripts any time through the [Records and Transcripts](#) section on iGuide.
- **Alumni Center** – Alumni benefit from networking opportunities, professional employment information and career services, an alumni newsletter, alumni grants, discounted courses, selected use of library resources, and the opportunity for free attendance at education industry trade shows where Capella is exhibiting. Further information on the [Alumni Center](#) can be found on iGuide.
- **Bookstore** – Textbooks and software may be purchased through the [bookstore](#), accessible through iGuide.

General Overview, *continued*

- **Career Center** – Career Center services are designed to help learners successfully navigate the career planning and development process as they pursue and complete their degrees. While the Career Center does not guarantee employment upon degree completion, it does provide career counseling, job search advising, and career management support to all learners. The Career Center staff interacts with learners via e-mail and telephone to assist with career-related activities such as resume and cover letter development, interview preparation, effective job search implementation, and career advancement efforts. iGuide Career Center resources are helpful to learners in gathering occupational information and trends, accessing job postings, and networking with learners and alumni in their field. For more information about resources and services, visit the [Career Center](#) on iGuide and use the “Ask a Career Counselor” e-mail service to connect with a counselor.
- **Disability Services** – Capella University recognizes and fulfills its obligations under the Americans with Disabilities Act (ADA) of 1990, the Rehabilitation Act of 1973, and similar state laws. Capella University is committed to providing reasonable accommodations to qualified disabled learners in university programs and activities. Learners can get more information by e-mailing [Disability Services](#) at disabilityservices@capella.edu.
- **Enrollment Services** – Enrollment directors guide applicants step-by-step through the admissions and enrollment processes. Call **1-888-CAPELLA (227-3552), option 3** for assistance.
- **Faculty Mentor** – Doctoral learners work with a faculty mentor who assists them in the development and completion of the comprehensive examination and dissertation. The faculty mentor also advises learners on course selection, success strategies, and professional issues. [Faculty mentor](#) information can be found through iGuide’s Advising and Resources section.
- **Financial Aid** – Financial aid counselors help learners explore all options for financing their education. The Capella online financial aid center is the best source of information for federal loans, veteran’s benefits, special aid programs, and employer tuition reimbursement. See the [Finances](#) section on iGuide for more information, or call University Services at **1-888-CAPELLA (227-3552), option 2**, or e-mail [University Services](#) at universityservices@capella.edu.
- **Learner Accounts** – The learner accounts team is responsible for ensuring accurate, timely billing of learner accounts for tuition, employer reimbursement, and financial aid disbursements. For questions about statements or billing, call University Services at **1-888-CAPELLA (227-3552), option 2**, or e-mail [University Services](#) at universityservices@capella.edu.
- **Learner Ambassadors** – Learner ambassadors are selected Capella University learners who have agreed to help other learners succeed at Capella. Learn more about making contact with a [learner ambassador](#) through iGuide.
- **Library** – Capella University has partnered with the Sheridan Library System at Johns Hopkins University to provide a full range of academic library resources and services in an online environment. The [Capella library](#) Web site provides access to thousands of full-text articles, citations, abstracts, technical reports, and electronic books (e-books). Learners may also request books, copies of articles, and other resources held by university libraries nationwide. In addition, Capella reference librarians are available to assist learners and faculty with research questions, to help learners use library databases effectively, and to teach learners to successfully navigate the library Web site. The [library](#) is accessible through iGuide’s Advising and Resources section. Learners may contact a [reference librarian](#) by sending an e-mail to capella@jhpersonallibrarian.org or by calling 1-888-375-8221.
- **Writing Program** – To help learners improve their written communication skills, Capella offers a variety of writing resources. These include writing courses, online tutoring, and an array of guidelines and references in the [Writing Support](#) section of the Academic Success Center on iGuide. The Writing Program also offers face-to-face writing instruction at colloquia in writing-focused sessions and one-on-one consultations with writing faculty in the Mobile Writing Center.

Computer Requirements

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

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

All Learners	Minimum	Recommended
Internet Connection	56K modem	Broadband (cable or DSL)
E-mail Capabilities	E-mail client Unique e-mail address (not shared by others in a family or company)	Microsoft (MS) Outlook or Outlook Express 5+ MB of e-mail storage HTML e-mail capabilities
Software*	Macintosh: MS Word 98 or higher PC: MS Word 2000 or higher Anti-virus software	Macintosh: MS Office 98 or higher PC: MS Office 2000 or higher Symantec Norton Anti-Virus Software
Plug-ins** (free downloads)	Windows Media Player 8 Adobe Acrobat Reader 6 Flash Player 7 Java 1.4.2	Windows Media Player 9
Peripherals	Video card and monitor display capable of 800x600 pixel resolution Speakers Sound card	Video card and monitor display capable of 1024x768 pixel resolution

* Specific courses or programs may have additional requirements.

* Pop-up blockers will impede the ability to use Capella's online resources.

** Capella University provides [Computer Check-up](#), a learner tool for verifying and correcting browser settings, including plug-ins.

PC+	Minimum	Recommended
Processor	1GHz	2 GHz
Operating System	Windows 98/Windows ME	Windows XP
RAM	256 MB	512 MB
Browser ++ (only 1 needed)	Microsoft Internet Explorer 6.0 Netscape 6.2	Microsoft Internet Explorer 6.0.2 Netscape 7.1
Macintosh+	Minimum	Recommended
Processor	G3 800 MHz	G4 1.25 GHz
Operating System	OS 9.2.2 (Classic) or OSX (10.2)	OS X (10.3)
RAM	256 MB	512 MB
Browser ++ (only 1 needed)	Microsoft Internet Explorer 5.1 (OS 9) and 5.2 (OS X 10.2)	Microsoft Internet Explorer 5.1 (OS 9) and 5.2 (OS X 10.3)

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

++ While other browsers and platforms may perform adequately, Capella cannot provide technical support for browsers other than those listed above.

The School of Technology also requires:

- Backup storage, such as a zip drive or a writeable CD-ROM.
- 3 GB of hard disk space.

Admissions Policies

Admissions Requirements

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

Capella degree	Minimum cumulative grade point average (on a 4.0 scale) across all previous college or university course work	Minimum level of education completed	Admissions requirements
Undergraduate Certificate	2.00 College/University	High school diploma or equivalent and completion of 45 quarter credits of undergraduate course work from a regionally accredited institution OR institutions or programs with alternate national, professional, or specialized accreditation OR an internationally recognized institution.	
BS	2.75 High school	High school diploma or equivalent.	Applicants must be at least 25 (twenty-five) years of age, have at least three (3) years of work experience, and have completed two (2) years of high school math and three (3) years of high school English. (Applicants not meeting the high school math and English requirement must submit ACT or SAT scores earned in the last five (5) years. A minimum ACT composite score of 21 or a minimum SAT composite score of 1020 will be accepted in lieu of high school math and English course work.)
	2.75 High school and College/University	High school diploma or equivalent and 1–44 quarter credits of prior college/university course work from a regionally accredited institution OR institutions or programs with alternate national, professional, or specialized accreditation OR an internationally recognized institution.	Applicants must be at least 25 (twenty-five) years of age, have at least three (3) years of work experience, and have completed two (2) years of high school math and three (3) years of high school English. (Applicants not meeting the high school math and English requirement must submit ACT or SAT scores earned in the last five (5) years. A minimum ACT composite score of 21 or a minimum SAT composite score of 1020 will be accepted in lieu of high school math and English course work.)
	2.50 College/University	High school diploma and 45–89 quarter credits of prior college or university course work from a regionally accredited institution OR institutions or programs with alternate national, professional, or specialized accreditation OR an internationally recognized institution.	Applicants must be at least 25 (twenty-five) years of age and have at least three (3) years of work experience.
	2.00 College/University	High school diploma and 90 or more quarter credits of prior college or university course work from a regionally accredited institution OR institutions or programs with alternate national, professional, or specialized accreditation OR an internationally recognized institution.	School of Technology applicants must have two to three (2-3) years work experience in a business or information technology field requiring written communications.
Post-baccalaureate Graduate Certificate	2.70 College/University	Bachelor's degree from a regionally accredited institution OR institutions or programs with alternate national, professional, or specialized accreditation OR an internationally recognized institution.	
MS	2.70 College/University	Bachelor's degree from a regionally accredited institution OR an internationally recognized institution. For learners in the the Schools of Business, Education, Human Services, or Technology a bachelor's degree from a national, specialized, or professional accredited institution or program may also qualify.	Applicants to the School of Education MS in leadership in educational administration must have three (3) years of licensed teaching experience.
MBA	2.70 College/University	Bachelor's degree from a regionally accredited institution OR institutions or programs with alternate national, professional, or specialized accreditation OR an internationally recognized institution.	
Post-master's Certificate	3.00 College/University	Master's degree from a regionally accredited institution OR institutions or programs with alternate national, professional, or specialized accreditation OR an internationally recognized institution.	Applicants to the School of Education post-master's certificate in leadership in educational administration must have three (3) years of licensed teaching experience. Applicants to the School of Psychology post-master's certificate programs must have a master's degree in psychology. Applicants to the School of Psychology post-master's certificate in school psychology must have a master's degree in school psychology.
PhD	3.00 College/University	Master's degree from a regionally accredited institution OR an internationally recognized institution. For learners in the Schools of Business, Education, or Human Services a master's degree from a national, specialized, or professional accredited institution or program may also qualify.	Applicants to the School of Education PhD in leadership for for K-12 programs must have three (3) years of licensed teaching experience.
PsyD	3.00 College/University	Master's degree from a regionally accredited institution OR an internationally recognized institution.	Applicants to the Harold Abel School of Psychology PsyD clinical and counseling specializations must have a master's degree in psychology or a master's degree in a related field with a bachelor's degree in psychology and have a minimum of three (3) years of paid or volunteer work experience in a mental health-related setting.

Exceptions to these requirements may be granted by the Office of Admissions upon recommendation from a school executive director.

Admissions Components

Applicants to Capella University use the online application tool, [eAdmissions](#). Through eAdmissions, applicants pay the application fee(s) and provide demographic information, professional history, academic history, and a goal statement. Additional materials are required as outlined below.

School	eAdmissions Application Components	Acknowledgement Agreement	Official Transcript from Previous Institution	Letters of Recommendation	Understanding of Curriculum Form	Teaching Experience Form	Teacher Licensure Form	Faculty Interview	International Applicants: Proof of English Equivalency
Business	✓	✓	✓						✓
Technology	✓	✓	✓						✓
Education	✓	✓	✓		✓	Leadership in Educational Administration 3 years licensed teaching experience required	Advanced Classroom Instruction; Curriculum and Instruction		✓
Human Services	✓	✓	✓	Mental Health Counseling and Marital, Couple, and Family Counseling/Therapy specializations only	✓			Mental Health Counseling and Marital, Couple and Family Counseling/Therapy specializations only	✓
Psychology	✓	✓	✓	✓	✓			PsyD applicants for Clinical Psychology and Counseling Psychology; Certificate applicants for Specialist Certificate in School Psychology only	✓

Admissions Decisions

Offer of Admission

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

Full Admission

The applicant is offered admission to the school. All admission requirements have been met at time of decision. This offer of admission is valid for 90 days. Failure to start the program within that period may result in rescinding the offer of admission.

Pending Admission

Applicants who have not submitted all required admission materials may be granted pending admission. In order

for pending admission to be granted, however, there must be some evidence that the academic requirements have been met. For example, pending admission may be granted on the strength of a learner's copy of a transcript or a letter from an institutional registrar indicating that a degree has been earned. Learners admitted in this category have 60 days from their program start date to submit all required documentation and are allowed to register for their second quarter only upon completion of their application. Failure to complete the application will result in the learner being disenrolled from the university.

Denial of Admission

The Admissions Committee has the authority to recommend to a school's executive director that an applicant be denied admission to the school. In the event of denial of admission, the

applicant has the right to appeal this decision to the executive director or school designee.

International Applicants

International applicants must have attended an internationally recognized institution. Applicants for whom English is not a first language must provide evidence of English proficiency. To demonstrate English proficiency, applicants are required to submit a Test of English as a Foreign Language (TOEFL) score. A TOEFL score of 550 or higher on the written exam or a score of 213 on the computerized exam, with a score of 4.0 or higher on the Test of Written English (TWE), is required for admission.

International applicants residing outside the United States, Canada, Guam, Puerto Rico, or the Virgin Islands are not eligible for acceptance

Admissions Policies, *continued*

into programs requiring supervised clinical internships or practica within the Schools of Human Services and Psychology.

Readiness Assessment

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

Equal Opportunity and Nondiscrimination

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

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

Credit for Prior Learning

Capella University recognizes the fact that significant and meaningful learning occurs throughout a learner's life and in a variety of contexts. When that learning is relevant to the knowledge, skills, and competencies to be developed in a degree program, learners have the opportunity to document that learning and be awarded appropriate credit toward the completion of their degree program.

The university awards credit for learning that has been achieved outside of the university classroom through the following three processes: nationally recognized examination programs; American Council on Education (ACE) recommended credits for military training, corporate training, and business related certifications; and petition for credit.

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

Nationally Recognized Examination Programs

1. Advanced Placement (AP) Exams:

Scores of three (3) or above on AP exams are awarded six (6) quarter credits. When applicable, these credits will be counted toward the completion of general education requirements and lower-division electives.

2. International Baccalaureate (IB) Exams:

Learners who have earned an IB diploma with composite scores of 30 (thirty) or higher will be awarded 12 (twelve) quarter credits for each higher level exam, and three (3) quarter credit hours for each standard

level exam. Learners who participated in an IB program but did not receive an IB diploma, or received a composite score lower than 30 (thirty), will be awarded 12 (twelve) quarter credits for each higher level exam on which they scored five (5) or higher. When applicable, these credits will be counted toward the completion of general education requirements.

3. College-Level Examination Program

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

4. Defense Activity for Non-Traditional Education Support (DANTES) Exams:

Credit will be awarded for the successful completion of DANTES exams as outlined by ACE recommendations. When applicable, these credits will be counted toward the completion of general education requirements.

A maximum of 45 (forty-five) examination credits may be applied toward a Capella bachelor's degree.

ACE Recommended Credits

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

Petition for Credit

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

successfully demonstrated, learners are granted credit for the Capella course(s).

Petition for Credit for Undergraduates

Bachelor's learners may fulfill no more than 30 (thirty) lower-division credits and 48 (forty-eight) upper-division credits through the petition process. Petitioned credits may not be used to fulfill the 60 (sixty) credit general education requirements.

Capella provides bachelor's learners an opportunity to petition for credit for evidence of previous learning using the following guidelines:

1. The combination of transferred credits and petitioned credits cannot exceed 30 (thirty) lower-division credits and 48 (forty-eight) upper-division credits in total.
2. Learners must prepare a separate petition document for each course they are petitioning for credit.
3. The petition for credit processing fee of \$300 per course is non-refundable.

Petition for Credit for Graduate Studies

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

1. The combination of transferred credits and petitioned credits cannot exceed 20 (twenty) credits in total.
2. Learners must prepare a separate petition document for each course they are petitioning for credit.
3. The petition for credit processing fee of \$300 per course is non-refundable.

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

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

Transfer of Credit

Credit Earned at Other Institutions

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

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

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

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

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

Maximum Transfer Credit

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

Undergraduate Credit

Applicants with previous undergraduate course work from institutions meeting Capella's qualifications for transfer credit as defined above may only be awarded transfer credit for course work completed with a grade of "C" (or equivalent) or better.

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

Only three (3) quarter credit hours of physical education will be accepted for transfer credit.

Graduate Credit

Schools of Business, Education, Human Services, and Technology

Applicants with previous graduate course work from institutions meeting Capella's qualifications for transfer credit as defined above may transfer up to a maximum of 12 (twelve) quarter credits toward a master's degree or MBA degree and up to a maximum of 48 (forty-eight) quarter credits toward a PhD. Only course work completed with a grade of "B" (or equivalent) or better will be evaluated for transfer credit.

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

Admissions Policies, *continued*

Harold Abel School of Psychology

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

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

Appeal of Transfer Credit Evaluation

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

Transfer Credit Exceptions

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

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

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

In order to maintain currency and quality in Capella's academic programs, courses that were completed prior to ten (10) years from the date of application will not be accepted for transfer credit to the Harold Abel School of Psychology.

Application of Capella Credits

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

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

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

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

Applying credits earned at Capella as a master's learner: Master's degree learners changing their specialization may apply previously earned Capella graduate course credits to their new specialization provided that the courses fulfill specific requirements for the new specialization. Learners who have completed a Capella

master's degree may not apply any of the course credits earned toward that degree toward a second master's degree, even if they meet requirements for the second master's degree. Course credits earned toward a Capella master's degree may be applied to a subsequent doctoral degree provided that the courses fulfill specific requirements for the doctoral degree.

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

Truth in Information

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

Academic and Other University Policies

Academic Calendar

ACADEMIC DEADLINES	WINTER QUARTER 2005			SPRING QUARTER 2005			SUMMER QUARTER 2005			FALL QUARTER 2005		
	January	February	March	April	May	June	July	August	September	October	November	December
Course Registration Starts (1 AM CST)	10/7/04	10/7/04	10/7/04	1/6/05	1/6/05	1/6/05	4/7/05	4/7/05	4/7/05	7/8/05	7/8/05	7/8/05
Quarter and Monthly Start Courses Begin (8 AM CST)	1/3/05	2/7/05	3/7/05	4/4/05	5/2/05	6/6/05	7/5/05	8/1/05	9/6/05	10/3/05	11/7/05	12/5/05
Quarter and Monthly Start Course Registration Ends (11:59 PM CST)	1/5/05	2/9/05	3/9/05	4/6/05	5/4/05	6/8/05	7/7/05	8/3/05	9/8/05	10/5/05	11/9/05	12/7/05
Last Day to Drop Course Without "W"	1/14/05	2/18/05	3/18/05	4/15/05	5/13/05	6/17/05	7/16/05	8/12/05	9/17/05	10/14/05	11/18/05	12/16/05
Midquarter Courses Begin		2/14/05			5/16/05			8/15/05			11/14/05	
Midquarter Course Registration Ends		2/16/05			5/18/05			8/17/05			11/16/05	
Last Date to Drop Midquarter Course Without "W"		2/25/05			5/27/05			8/26/05			11/25/05	
Last Date to Drop a Course	60th calendar day for 12-week courses 30th calendar day for 6-week courses 19th calendar day for 4-week courses											

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

Last Day to Drop Quarter and Monthly Start Course with 100% Refund (by 11:59 PM CST)	1/7/05	2/11/05	3/11/05	4/8/05	5/6/05	6/10/05	7/9/05	8/5/05	9/10/05	10/7/05	11/11/05	12/9/05
Last Day to Drop Quarter and Monthly Start Course with 80% Refund (by 11:59 PM CST)	1/14/05	2/18/05	3/18/05	4/15/05	5/13/05	6/17/05	7/16/05	8/12/05	9/17/05	10/14/05	11/18/05	12/16/05
Last Day to Drop Quarter and Monthly Start Course with 60% Refund (by 11:59 PM CST)	1/21/05	2/25/05	3/25/05	4/22/05	5/20/05	6/24/05	7/23/05	8/19/05	9/24/05	10/21/05	11/25/05	12/23/05
Last Day to Drop Midquarter Course with 100% Refund		2/18/05			5/20/05			8/19/05			11/18/05	
Last Day to Drop Midquarter Course with 80% Refund		2/25/05			5/27/05			8/26/05			11/25/05	
Last Day to Drop Midquarter Course with 60% Refund		3/4/05			6/3/05			9/2/05			12/2/05	

NOTE: All courses starting on dates other than the quarter start, monthly start, or midquarter start dates are not directly represented in this chart. For such courses, the following deadlines apply: 1) The last date to drop without a "W" for all courses is on the 12th calendar day of the course. 2) The last date to drop with a 100% refund for all courses is on the 5th calendar day of the course.

Academic and Other University Policies, *continued*

Academic Freedom

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

Academic Honesty

Learners are expected to be the sole authors of their work. Use of another's ideas must be accompanied by specific citation and reference. In addition, learners may not submit the same work for credit in more than one course. The disciplinary consequences of plagiarism and other forms of academic dishonesty include one or more of the following: non-acceptance of work submitted, a failing grade in the course, written reprimands or other disciplinary action, and possible dismissal. Similarly, due to the ease of accessing information via the Internet and the integration of learning concepts with practical application, Capella extends the concept of academic integrity to include issues of copyright and trademark violation as well as misuse or misappropriation of company-owned and protected materials.

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

purchased from a term paper company or downloaded from the Internet.

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

Academic or Education Records (Privacy and Record Retention)

Capella University grants learners full rights as provided by the Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA protects learners' privacy and provides learners with the right to inspect and review their education records. Disclosure of rights provided by [FERPA](#) at Capella University can also be found on iGuide. Questions regarding FERPA should be addressed to the [registrar](#).

Definition of an Education Record

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

At Capella University, education records include the following:

- a) Documents collected or created during the application process including but not limited to the university application, professional history, and transcripts.
- b) Documents collected or created during the course of an academic program including but not limited to transcripts, test scores, grades, university advising records, or financial aid education services provided to the learner.

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

Education records do not include the following:

- a) Records relating to a learner that are (1) created or maintained by a physician, psychiatrist, psychologist, or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; (2) used solely in connection with providing treatment to learners; and (3) not disclosed to anyone other than individuals providing such treatment, so long as the records can be personally reviewed by a physician or other appropriate professional of the learner's choice. "Treatment" in this context does not include remedial educational activities or activities that are part of the program of instruction at the institution.
- b) Institutional records that contain only information related to a learner after he or she is no longer a learner at the institution, (e.g., information gathered on the accomplishments of alumni).
- c) Records relating to individuals who are employed by the institution that are made and maintained in the normal course of business, that are related exclusively to individuals in their capacity as employees, and that are not used for any other purpose.
- d) Records and notes of instructional, supervisory, administrative, and certain educational personnel that are the sole possession of the maker and are not accessible or revealed to any other individual except a substitute who performs the duties of the individual who makes the records and/or notes on a temporary basis.

Right to Inspect and Review

Learners have the right to inspect and review their education records within 45 days of the day the university receives a request for review. Learners should submit written requests that identify the record(s) they wish to inspect. The registrar will make arrangements for access and notify the learners how the records may be inspected. If learners have an overdue financial obligation to the university or are subject to disciplinary action, they may inspect and review their education records, but not receive a copy of any records or direct that a copy of their transcript be sent to another person.

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

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

Right to Request Amendment

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

regarding the hearing procedures will be provided to learners when notification is provided of the decision to deny the request for an amendment of the learners' education records.

Disclosure of Personally Identifiable Information

The university shall obtain the learner's written consent before disclosing personally identifiable information from a learner's education records except for:

- a) Disclosure to school officials with legitimate educational interests;
- b) Directory information.

School officials are persons employed by the university in administrative, supervisory, academic or research, or support staff positions, academic advisors, mentors, tutors, persons or companies with whom the university has contracted, persons serving on the board of directors, learners serving on an official committee (such as a disciplinary or grievance committee), or persons assisting other school officials in performing their tasks. School officials have a legitimate educational interest when they need to review education records in order to fulfill their professional responsibility. Upon request, the university discloses education records without consent to officials of other schools in which learners seek or intend to enroll.

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

- Learner name.
- State or country of residence.
- E-mail address.
- Major field of study (specialization or concentration).

- Degree program (BS, MS, MBA, Certificate, PhD, PsyD).
- Certificates or degrees received.
- Dates of attendance.
- School affiliation.
- Class level (freshman, sophomore, junior, senior, graduate, or year in program).
- Enrollment status (full-time or part-time).

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

Learners wishing to restrict the disclosure of their directory information must complete and submit the [Withholding Disclosure of Directory Information](#) form on Learner iGuide. Capella University annually advises learners of this option, and its repercussions, as part of its annual FERPA notification.

External Requests

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

Retention of Education Records

Education records may not be destroyed or otherwise disposed of without authorization from the university's approved records retention schedule under the supervision of the registrar. The retention schedule provides

Academic and Other University Policies, *continued*

authorized retention periods for the records they describe and grants authorization to dispose of education records upon the expiration of the applicable retention period.

For the purposes of records retention, information about prospective learners, matriculated learners, withdrawn learners, withdrawn prospective learners, and denied applicants will be considered education records and will be handled accordingly.

Complaints Regarding FERPA

Learners have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Capella University to comply with the requirements of the Family Education Rights and Privacy Act (FERPA) of 1974.

The name and address of the office that administers the Family Educational Rights and Privacy Act is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, S.W.
Washington, DC 20202-4605

Official Transcripts

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

Change of Program

Change of Degree Program

Learners may apply to change their degree program at Capella at any point in their program studies. A degree program change relates to any change in degree or school (internal transfer within Capella). Learners may not pursue more than one Capella degree program concurrently. The change, if accepted, becomes effective at the start of the next academic quarter. Learners will remain enrolled in any current courses unless they initiate a course drop process. That process is governed by the [Course Drop](#) policy.

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

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

Change of Specialization

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

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

A change in specialization will warrant a new course and credit evaluation (CCE) and may necessitate a reassignment of mentor and/or advisor. Learners will need to update their degree completion plan (DCP) based on degree completion requirements for the new specialization.

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

Change of Certificate Program

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

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

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

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

Consensual Relationships

Capella University seeks to maintain a professional educational environment. Actions of faculty members, staff, and academic administrators that are unprofessional or appear to be unprofessional are inconsistent with the university's educational mission. It is essential that those in a position of

authority or power not abuse, or appear to abuse, the authority or power with which they are entrusted.

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

A violation of this policy will result in disciplinary action. Should a consensual relationship develop, or appear likely to develop, while the faculty member, staff person, or administrator is in a position of authority, the individual shall terminate the position of authority and disclose the matter to his or her supervisor.

Learners who feel that they are being invited or expected to participate in a relationship in violation of this policy should immediately report that matter to the executive director of their school. All reports will be promptly investigated and appropriate action will be taken. No learners making a good faith report will be subject to retaliation. Additional information regarding the policy on [consensual relationships](#) can be found on iGuide.

Contact Information for Learners

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

Course Drop

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

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

- The last day to drop a six (6) week course is the 30th (thirtieth) calendar day of the course.
- The last day to drop a 12 (twelve) week course is the 60th (sixtieth) calendar day of the course.

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

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

Learners may not drop a course after 11:59 pm Central Time on the 60th (sixtieth) calendar day of a 12 (twelve) week course or after 11:59 pm Central Time on the 30th (thirtieth) calendar day of a six (6) week course.

Course Formats

Online Courses

Capella University is committed to offering high-quality academic programs. Essential to high quality is the necessity of fostering an interactive teaching and learning environment. High quality online courses are constructed around an interactive model of communication

in which faculty and learners actively contribute to one another’s learning through critical dialogue, integrative learning, collaborative learning, and regular faculty feedback regarding learners’ knowledge acquisition, skill building, and attainment of the intended course outcomes. Successful participation in an online course requires active, not passive, participation by learners.

Directed Study Courses

Learners in the doctoral degree programs in the Schools of Business, Education, and Human Services may take a limited number of courses in the directed study format. Directed study courses allow learners to complete courses independently with support and direction from a faculty member.

Each school’s academic curriculum lists program and course requirements, including courses that have been designated as appropriate for directed study. A list of approved courses and other school-specific information can be found on each school’s directed study page on iGuide.

Learners matriculating after July 1, 2003 are allowed to take up to 25% of their Capella course work in the directed study format.

Course Load

Learners may not register for more than three concurrent courses. Exceptions may be granted by the academic advisor or executive director.

Description of Credit Awarded

Capella University operates on the quarter system so all courses, including transfer courses, are awarded credit based on quarter equivalency. Learners are awarded credit for successful completion of courses at Capella and by transferring course work from some accredited institutions and programs. Transfer credit is assessed from an official transcript from the transfer

Academic and Other University Policies, *continued*

institution; if the transfer institution operates on a semester system, the credits will be converted by the university to quarter credits. There are a maximum number of credits that will be accepted in transfer by the university; this number varies by school and degree. Transfer courses assessed to fill requirements must meet the criteria established by the provost. See [Transfer of Credit](#) policy for more information.

Disability Accommodation

Capella University is committed to extending access to adult learners and acknowledges that some adult learners have special accommodation needs. Capella University recognizes and fulfills its obligation to provide reasonable accommodations under the Americans with Disabilities Act (ADA) of 1990, the Rehabilitation Act of 1973, and similar state laws.

Documentation of the disability is required from an appropriate professional, and learners must make a written request for accommodations. The university’s ADA coordinator will review this information, will seek

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

Discrimination, Harassment, and Assault

Capella University prohibits and will not tolerate discriminatory practices or the harassment or assault of any members of the university community and prohibits all forms of discrimination in its activities and programs. Capella University supports federal and state laws which prohibit discrimination against any person because of race, color, religion, national origin, age, sex, disability, sexual orientation, marital status, or status with regard to public assistance. Harassment is a type of discrimination. Sexual harassment of learners is prohibited under Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act.

Procedures for addressing [discrimination, harassment, and assault](#) can be found on iGuide.

Discrimination – Discrimination is the segregation or separation of individuals based on race, gender, age, ethnicity, religion, national origin, disability, sexual orientation, marital status, status with regard to public assistance, or any other characteristic protected under applicable federal, state, or local law. Discriminatory practices include any instances of differential treatment or behavior that interferes with learners’ full participation in this university community.

Harassment – Harassment encompasses any behavior that is unwanted resulting in a hostile environment including conduct that has the purpose or effect of interfering with the individual’s academic performance, or of causing one to feel intimidated from expressing their perspectives.

Sexual Harassment – Sexual harassment is a form of unlawful discrimination and is defined as unwelcome sexual advances, requests for sexual favors, and other

DISMISSAL FROM THE UNIVERSITY

Learners may be disenrolled, suspended, or expelled as outlined in the specific policies or procedures referenced in the table below. Learners who are disenrolled or suspended are eligible to return when stated conditions have been met. Learners who are expelled are not eligible for readmission.

Status	Related Policy or Procedure	Conditions for Return	Contact
Disenrolled	Satisfactory Academic Progress	Eligible to apply for readmission one year after dismissal.	Enrollment Services
	Non-registration (for four consecutive quarters)	Eligible to apply for readmission.	Enrollment Services
	Special Business Office Hold	If four or fewer consecutive quarters of non-registration, eligible to return when account paid in full.	University Services
		If more than four consecutive quarters of non-registration, eligible to apply for readmission when account paid in full.	Enrollment Services
	Pending Admission	Eligible to apply for readmission when all required documents are submitted.	Enrollment Services
Suspended	Academic Honesty; Learner Code of Conduct; Discrimination and Harassment; Drug and Alcohol	Dependent on stated conditions specified at the time of the suspension by the university official(s) assigning the suspension.	University Services
Expelled	Academic Honesty; Learner Code; of Conduct; Discrimination and Harassment; Drug and Alcohol	Not eligible for readmission.	Not applicable

verbal or physical conduct of a sexual nature that unreasonably interferes with learners' academic performance.

Assault – Assault is the commission of an act with the intent to cause fear in another of immediate bodily harm or death, or the intentional infliction or attempt to inflict bodily harm upon another. Sexual assault is forced sexual activity without the expressed consent of both parties.

Dissertation Publishing

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

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

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

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

- Make copies and distribute the dissertations as part of Capella University's normal dissertation review process.
- Place copies of the dissertations on Capella University's Web site or archived Proquest/UMI.
- Make any other use with respect to the dissertations that is required by law, regulation, or accreditors.
- Subject to the learner's advance approval, which shall not be unreasonably withheld or delayed, Capella University shall have the right to publish dissertations.

Capella University strongly encourages learners to include a copyright notice on their dissertations and to register their dissertations with the United States Copyright Office.

Drug and Alcohol Policy

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

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

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

Additional [drug and alcohol policy](#) information can be found on iGuide.

Grading

Grades are awarded for all courses taken at Capella University. Letter grades are the default grading option for most courses. Learners registered for courses offered by the Schools of Business, Education, and Human Services may request the Satisfactory/Not Satisfactory grading option within 12 (twelve) calendar days from the course start as an alternative to the letter grading scale.

Grading scales for each course are predetermined by the school's administration. The Schools of Psychology and Technology do not use Satisfactory/Not Satisfactory grades except in Learner Success Labs and for the School of Psychology, in practicum and internship courses and in comprehensive examination and dissertation courses.

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

- **A grade of "A"** is awarded for course work that exceeds the instructor's expectations as defined in the course syllabus or course guide. A grade of "A" earns four (4) quality points toward the learner's GPA.
- **A grade of "B"** is awarded for course work that meets the instructor's expectations as defined in the course syllabus or course guide. A grade of "B" earns three (3) quality points toward the learner's GPA.
- **A grade of "C"** is awarded for course work that minimally meets the instructor's expectations as defined in the course syllabus or course guide. A grade of "C" earns two (2) quality points toward the learner's GPA.
- **A grade of "D"** is awarded for undergraduate course work that marginally meets the instructor's expectations as defined in the course syllabus. A grade of "D" earns one (1) quality point toward the learner's GPA. The grade of "D" is for undergraduate level courses only and may not be awarded for graduate level course work.

Academic and Other University Policies, *continued*

- **A grade of “I”** (Incomplete) may be granted by the instructor. Final work must be completed by the end of the following quarter or earlier, if so directed by the instructor. A grade of “I” is not awarded quality points and is not included in a learner’s GPA. Incompletes are included as attempted credits but not as earned credits. When a learner completes the final paper or project prior to the stated deadline, the grade will be changed to the appropriate letter grade (“A”, “B”, etc.) and will earn the corresponding quality points. If the final paper or project is not completed prior to the stated deadline, a learner will be awarded a final grade of “F.”
- **A grade of “F”** is awarded for course work that does not meet the instructor’s expectations as described in the course syllabus or course guide. It is also used for learners who had been assigned an “I” but did not meet all of the course requirements by the end of the following quarter. A grade of “F” earns zero (0) quality points and affects the learner’s GPA. It counts toward attempted credits but not earned credits.
- **A grade of “S”** (Satisfactory) is awarded for course work that meets the instructor’s expectations as defined in the course syllabus or course guide for those courses in which the learner has received approval to be graded on the S/NS scale. The “S” grade is equivalent to a letter grade of “B” or better. It does not earn quality points and is not included in the learner’s GPA. It counts toward attempted and earned credits.
- **A grade of “IS”** (Incomplete – S/NS scale) may be granted by the instructor if the learner has received approval to be graded on the S/NS scale. Final work must be completed by the end of the following quarter or earlier, if so directed by the instructor. A grade of “IS” does not earn quality points and is not included in the learner’s GPA. It counts toward attempted credits but not earned credits.
- **A grade of “NS”** (Not Satisfactory) is awarded for course work that does not meet the instructor’s expectations as defined in the syllabus or course guide for those courses in which the learner has received approval to be graded on the S/NS scale. It is also used for learners who had been assigned an “IS” but did not meet all the course requirements by the end of the following quarter. A grade of “NS” does not earn quality points and is not included in the learner’s GPA. It counts toward attempted credits but not earned credits.
- **A grade of “IP”** (In Progress) is awarded for doctoral comprehensive examination, dissertation, and select internship and practicum courses when learners require additional quarters in which to complete all components of the course. A grade of “IP” does not earn quality points and is not included in the learner’s GPA. “IP” grades do not count toward attempted credits or earned credits. When learners complete all course components, the grade will be changed to either “S” or “NS” or the appropriate letter grade.
- **A grade of “NG”** (No Grade) is assigned to doctoral comprehensive examination, dissertation, and select internship and practicum courses for all continuing course registrations (subsequent to the initial registration). A grade of “NG” does not earn quality points and is not included in the learner’s GPA. It does not count toward attempted or earned credits and does not affect the total credits on the transcript.
- **A grade of “W”** (Withdrawal) is awarded when a learner drops a course prior to the final date at which learners may drop courses without academic consequences as defined in the [Course Drop](#) policy. A grade of “W” is not awarded quality points and is not included in the learner’s GPA. It counts toward attempted credits but not earned credits.
- **A grade of “HM”** (Military Hold) is awarded when a learner is called to active military duty and serves as a placeholder for the learner until he or she returns to the course. A grade of “HM” is not awarded quality points and is not included in the learner’s GPA. It does not count toward attempted or earned credits.
- **A grade of “PC”** (Petition for Credit) is awarded when a learner successfully petitions a school for credit for learning and competencies gained from previous work or educational experiences. A grade of “PC” does not earn quality points and is not included in the learner’s GPA. It does not count toward attempted or earned credits and only affects the total credits on the transcript.
- **A grade of “T”** (Transfer) is awarded for courses that are taken at another institution and are accepted for credit at Capella. A grade of “T” does not earn quality points and is not included in the learner’s GPA. It does not count toward attempted or earned credits and only affects the total credits on the transcript.
- **A grade of “VR”** (Verified Residency) is awarded for residency courses for which learners have met attendance and all other residency requirements. A grade of “VR” does not earn quality points and is not included in the learner’s GPA. A grade of “VR” does not count toward attempted or earned credits.

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

Grades are submitted by the faculty within seven (7) calendar days after the final day of the course. Notification of grades is sent to learners from University Services via e-mail within seven (7) calendar days after they are submitted to the university by the instructor.

In order to be graded on the S/NS scale in a course in which such grading is permitted, learners must complete the appropriate form available on iGuide within the first 12 (twelve) calendar days of the course. Approval for the alternate grading option is granted by school administrators.

Grades in Repeated Courses

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

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

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

Grade Appeal

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

Learners at Capella University may appeal a grade, no later than 60 days after receipt of the grade that the

learner believes is in error as a result of instructor capriciousness.

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

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

Learners who feel that a grade has been assigned capriciously should first confer with the faculty member. If the problem cannot be resolved, learners may petition the school. The complete procedure for [grade appeal](#) can be found on iGuide.

GRADE VALUE SUMMARY

Grading scale	Quality points	Counts as attempted credits	Counts as earned credits	Included in total credits	Included in GPA	Defaults to
A	4	YES	YES	YES	YES	
B	3	YES	YES	YES	YES	
C	2	YES	YES	YES	YES	
D	1	YES	YES	YES	YES	
F	0	YES	NO	NO	YES	
I		YES	NO	NO	NO	F
S		YES	YES	YES	NO	
IS		YES	NO	NO	NO	NS
NS		YES	NO	NO	NO	
IP		NO	NO	NO	NO	
NG		NO	NO	NO	NO	
W		YES	NO	NO	NO	
HM		NO	NO	NO	NO	
PC		NO	NO	YES	NO	
T		NO	NO	YES	NO	
VR		NO	NO	NO	NO	

Academic and Other University Policies, *continued*

Graduation and Commencement Requirements

Graduation requirements are specified in the catalog in effect at the time learners matriculate to their degree programs. The degree completion plan (DCP) is completed by learners in the first course and outlines the specific courses learners plan to take to complete their degree requirements as well as the quarter in which they plan to take each course. Upon completion of all academic requirements, learners are eligible for graduation. Academic requirements include successful completion of all course(s) and residency requirements stated in the catalog with a cumulative Capella GPA of 3.0 for graduate learners and 2.0 for undergraduate learners.

Undergraduate Honors

Capella University seeks to recognize the superior accomplishments of its learners. Learners at the bachelor's level are eligible to graduate with honors based on attaining the following grade point averages:

Graduation with Honor:

Cum Laude: 3.500-3.749

Graduation with High Honor:

Magna Cum Laude: 3.750-3.849

Graduation with Highest Honor:

Summa Cum Laude: 3.850 or better

This distinction will be noted on the learner's transcript and diploma. Honors will be determined at the time of graduation and will be based solely on academic work done at Capella. In order to qualify for these honors, the following requirements must be met:

- No class taken under "S/NS" option.
- No incompletes.
- No grade lower than a "C."
- No course may be repeated.

Application to Graduate

Undergraduate or master's learners enrolled in their final term's courses or doctoral learners approved to register for Dissertation Research IV are eligible

to apply for graduation. The [application for graduation](#) is completed online via iGuide. A graduation audit is completed at the time learners apply to graduate. If a learner has completed all academic requirements for graduation, the degree will be conferred. Learners graduate at the time their degree is conferred, and this conferral date appears on their transcripts. *Note: Capella reserves the right to withhold the official transcript of learners who are not in good financial standing with the institution.*

Application to Receive Certificate

Certificate learners are eligible to apply for their certificates once they are enrolled in the final course(s) required for their program. The [application for receipt of the certificate](#) is completed online via iGuide. Certificate recipients are not eligible to participate in the commencement ceremony.

Commencement

Commencement is the ceremony that celebrates the awarding of the degree. Participation in the commencement ceremony is optional for those who are eligible to participate. Learners who plan to participate must complete the [commencement application](#) and order academic regalia to wear during the ceremony.

Intellectual Property

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

- Learners will generally continue to own all of their intellectual property from their course work. This includes, for example, copyrights of written work and patents for inventions. There may, however, be exceptions to this general

principle, which will be addressed on a case-by-case basis (e.g., when learners are working on faculty sponsored research where participation is contingent upon the learners assigning certain of their intellectual property rights and/or maintaining certain information as a trade secret of Capella University or of the faculty member). Further, as is set forth in the [Dissertation Publishing](#) section learners must grant Capella University limited rights to dissertations.

- In accordance with Capella University's [Academic Honesty](#) policy, learners may not violate other parties' rights in connection with their course work. For example, plagiarism or other forms of copyright infringement are forbidden, as is the disclosure of another party's confidential information or trade secrets.
- To ensure that Capella University continues to respect learners' rights, as a matter of policy, Capella University and faculty members may not and will not accept information from learners under an obligation of confidentiality. Types of information that could be subject to confidentiality requirements include information obtained from an employer, unpatented inventions, and information obtained pursuant to a nondisclosure agreement. Information that is subject to an obligation of confidentiality may not be used in any part of the Capella University learning process, including but not limited to Web postings, materials prepared for a course, dissertation work, and comprehensive exams.
- Of course, to the degree that applicable laws or regulations provide for confidentiality, such as in connection with certain learner records and financial aid, Capella University will abide by such laws or regulations.
- Faculty members do not have authority to modify this policy. Capella University

therefore recommends that prior to disclosing any information to faculty members, learners ensure that the information being disclosed is not the confidential information of a third party. Learners should apply for patent protection for any patentable inventions and advise the faculty member to whom information is disclosed of the patent application and the scope thereof.

Learner Code of Conduct

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

Prohibited learner conduct includes, but is not limited to the following:

Illegal Activities

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

Theft

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

Disrespect

Learners may not harass, threaten, or embarrass others. Learners may not post, transmit, promote, or distribute content that is racially, religiously, or ethnically offensive, or that is harmful,

abusive, vulgar, sexually explicit, or otherwise potentially offensive. Learners must refrain from behavior that may be perceived as inappropriate, offensive, and unfair and must treat all other university learners, faculty, staff, and administrators as colleagues who deserve respect and dignity.

Interfering with University Activities

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

Dishonesty

Learners may not intentionally provide false information, forge, alter, or falsify university documents. Learners may not misrepresent their academic record. Learners may not represent the academic work of others as their own. (Guidelines for [academic honesty](#) and [harassment](#) are addressed in separate university policies.)

Learner Grievance

Capella University supports the right of faculty, staff, and learners to a review of decisions made or actions taken that they consider unfair or an impediment to working and/or learning at the university.

Capella University does not discriminate in its educational or employment programs, policies, practices, or procedures on the basis of race, gender, sexual orientation, color, creed, age, ethnic or national origin, disability, or veteran status. In addition, harassment related to any of these areas is prohibited. Learner claims of harassment and/or discrimination are appropriate grounds for initiating a university grievance.

Capella University will not subject learners to unfair or retaliatory action as a result of initiating a grievance.

See iGuide for [learner grievance](#) procedures.

For Arizona Learners

If a complaint cannot be resolved after exhausting the institution's learner grievance procedure, the learner may file a complaint with the Arizona State Board for Private Postsecondary Education, 1400 W. Washington, Room 260, Phoenix, AZ 85007, (602) 542-5709; <http://azpse.state.az.us>. Learners must contact the state board for further details.

For Arkansas Learners

If a complaint cannot be resolved after exhausting the institution's learner grievance procedure, the learner may file a complaint with the Arkansas Higher Education Coordinating Board, 114 E. Capitol, Little Rock, AR, 72201-3918, (501) 371-2065.

For Georgia Learners

If a complaint cannot be resolved after exhausting the institution's learner grievance procedure, the learner may file a complaint with the Georgia Nonpublic Postsecondary Education Commission, 2189 Northlake Parkway, Building 10, Suite 100, Tucker, GA 30084-4113, (770) 414-3235. Learners must contact the Commission for further details.

For Wisconsin Learners

If a complaint cannot be resolved after exhausting the institution's learner grievance procedure, the learner may file a complaint with the Wisconsin Educational Approval Board, 30 W. Mifflin St., 9th Floor, Madison, WI, 53707-8896, (608) 266-1354.

Leave of Absence

At Capella University, we understand that learners need flexibility as they pursue education. We have developed an enrollment policy to allow for that flexibility while ensuring that learners have the greatest possible success in their programs.

Academic and Other University Policies, *continued*

Learners have three options for taking time off from course work:

1. Learners who are on jury duty, have been relocated, or whose circumstances qualify them for time off under the Family Medical Leave Act (FMLA) may request a leave of absence, which will be in effect for the full quarter.
2. Learners who are in the military and are being deployed or called to active duty may request a [military leave of absence](#).
3. Learners may request a quarter of inactivity. A [quarter of inactivity](#) should be requested before the close of registration for the quarter and will be in effect for the entire quarter.

For further information on [leave of absence](#) see iGuide.

Limitations of Registrations with a Single Faculty Member

To maximize doctoral learners' exposure to faculty diversity in theory, practice, ideas, and values, doctoral learners must select at least five different course instructors and may utilize one course instructor for no more than five courses.

Multiple Degree Program Enrollments

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

Professional Licensure and Certification

Capella University offers academic programs leading to advanced degrees in a number of fields for which professional practice requires licensure or certification by state, local, or professional boards.

However, because the licensing or certification standards vary, Capella University makes no representation, warranty, or guarantees that successful

completion of the course of study will permit the learner to obtain licensure or certification. Learners who enroll in a Capella University degree program, in a field for which professional practice requires any type of licensure or certification, are solely responsible for determining and complying with state, local, or professional licensure and certification requirements. These learners are also responsible for taking the steps necessary to satisfy those requirements. Capella University requires all learners in these programs to sign the Understanding of the Curriculum form, as part of the admission process, in which the learners agree it is their responsibility to understand and to comply with licensing and certification laws and regulations. Additional information on [professional licensure and certification](#) can be found on iGuide.

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

Research at Capella University

Capella University recognizes its institutional responsibility to respect and protect the rights of individuals involved as human participants/subjects in research. All learners, faculty, and staff who undertake research studies that grow out of their affiliation with the university are required to obtain institutional approval prior to undertaking the research. Persons who propose research designed to develop or contribute to generalizable knowledge are expected to submit applications to their respective schools to determine if they involve the use of human participants/subjects without potential harm.

The university's Institutional Review Board (IRB) is responsible for assessing all research proposals involving human participants/subjects or records about

them and preventing human participants/subjects from the risk of psychological, social, or physical harm. To that end, it delegates to each school the authority and responsibility to conduct the first review to determine whether the application involves the risk of harm. The IRB process is intended to safeguard the welfare of the participants/subjects without causing undue obstruction to the research. In addition, the university's IRB reviews all requests to use Capella's learners, faculty, or staff as participants in proposed research studies.

Additional information on the [IRB](#) can be found on iGuide.

Residential Colloquia

Capella University requires academic residency experiences called [residential colloquia](#) for all non-clinical doctoral programs, clinically-focused master's programs, and some post-master's certificate programs. Taken by most doctoral and clinically-focused master's learners, the residential colloquia are outcomes-based, sequenced, and aligned with the developmental needs of the learners. The colloquia foster community building and provide knowledge and skill development that will support success in learners' programs.

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

In general, colloquia should be coordinated with the learner's length of time in the program and (for doctoral learners) credit completion. Learners are responsible for managing their

schedules and obligations so they can participate in a timely and appropriate manner.

School of Education learners in the leadership in educational administration post-master's certificate are only required to attend Track I.

In the Harold Abel School of Psychology (HASOP), master's learners in the clinically-focused programs take three one-week [master's colloquia](#) (identified as "MS Colloquia"), typically offered simultaneously with the colloquia for doctoral learners.

Track I (the first colloquium) is taken prior to transferring in and/or completing 56 credits. However, all learners are strongly encouraged to complete Track I within the first quarter of enrollment because this track focuses on critical success skills and provides an introduction to Capella-specific resources, policies, and procedures. HASOP master's learners receive specific clinically-focused skills training at these residencies.

Track II (the second colloquium) is taken within 57-72 doctoral credits, while learners are immersed in their required course work. This colloquium provides learners with the opportunity to apply the theories, techniques, and skills they've developed to address problems in their fields of study and to prepare for the comprehensive examination. HASOP master's learners take the second MS colloquium around the midpoint of their programs and practice more advanced clinically-focused skills. For doctoral learners, the principles associated with intermediate and advanced research methodologies are equally important at this stage of learning.

Track III (the final colloquium) is taken by doctoral learners prior to completing 96 credits (95 for HASOP learners) of course work. HASOP master's learners should complete this colloquium prior

to supervised field training (practicum) or the final integrative project. Since the final 24 credits (30 in the Harold Abel School of Psychology) earned in the doctoral program are tied to the completion of the comprehensive examination and dissertation, Track III prepares learners for their comprehensive examination questions and for completing the dissertation.

Psychology Year-in-Residence

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

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

School of Human Services Master's Degree — Mental Health Counseling and Marital, Couple, and Family Counseling/Therapy

Master's learners in the counselor education programs in the School of Human Services take two 10-day [residencies](#), typically offered simultaneously with the colloquia and residencies for doctoral learners in June and December only.

Attendance Requirements and Cancellation Fees

Learners are required to attend an entire residency in order to be considered to have successfully completed the residency. Exceptions to the attendance requirement may be granted in cases of emergency, subject to approval by the school's executive director or designee.

If an exception is approved, the learner will be required to complete additional assignments.

Learners canceling their residency registration may be charged a cancellation fee or the full tuition of the residency, depending on when the cancellation is made. For more information about residency cancellation fees, see the [Residency Tuition and Fees](#) section.

Satisfactory Academic Progress

Capella University requires all learners to make satisfactory progress in their academic programs. [Satisfactory academic progress](#) is determined through two measures — grade point average (GPA) and course completion rate. In order to maintain satisfactory academic progress, learners must meet minimum requirements for both measures.

Undergraduate Programs

Undergraduate learners are required to maintain a cumulative grade point average of 2.0 or better and complete a minimum of two (2) out of every three (3) total attempted credits (67% of cumulative attempted credits). Additionally, undergraduate learners will not be eligible for federal financial aid for any courses that exceed 150% of the undergraduate program requirements as described in their catalog.

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

Graduate Programs

Graduate learners are required to maintain a cumulative grade point average of 3.0 or better and complete a minimum of one (1) out of every two (2) total attempted credits (50% of cumulative attempted credits).

Academic and Other University Policies, continued

Additionally, graduate learners will not be eligible for federal financial aid for any courses that exceed 200% of the graduate program requirements as described in their catalog.

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

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

With the exception of learners who are disenrolled for failing to meet the standard for the first quarter of attendance, learners who do not meet satisfactory academic progress requirements in any subsequent quarter will be placed on academic probation. There are five (5) stages of probation, each accumulating additional restrictions (*see chart*).

Although a learner may be removed from academic probation during any standard review period, a learner progresses to the next stage of academic probation only after one quarter of academic activity. The learner’s current

probation stage remains on record until there is academic activity for evaluation. When evaluation during one of the standard review periods shows that a learner on academic probation meets the satisfactory academic progress requirements, all restrictions are removed and financial aid will be reinstated, if applicable.

Capella reserves the right to withhold financial aid and/or dismiss from the university learners who register for courses and make no progress for three (3) consecutive complete terms.

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

Learners who are disenrolled for reaching stage 5 of academic probation are not permitted to register for courses at Capella for one full year. These learners are eligible to reapply for admission following the full year away. Upon re-admission and following initial evaluation, a learner will be reinstated at

the first stage of probation. Procedures and additional information regarding [satisfactory academic progress](#) can be found on iGuide.

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

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

FIVE STAGES OF ACADEMIC PROBATION

Stage	Impact
Stage 1	Eligible for financial aid, subject to possible financial aid restrictions. Must meet satisfactory academic progress requirements or be moved to stage 2.
Stage 2	Eligible for financial aid, subject to possible financial aid restrictions, which include pending financial aid disbursements on hold until academic progress review is completed. Must meet satisfactory academic progress requirements or be moved to stage 3.
Stage 3	Not eligible for financial aid. May appeal to have aid reinstated. Must meet satisfactory academic progress requirements or be moved to stage 4.
Stage 4	Not eligible for financial aid. May appeal to have aid reinstated. Must meet satisfactory academic progress requirements or be moved to stage 5.
Stage 5	Not eligible for financial aid. Disenrolled from the university. May appeal to stop disenrollment and to have aid reinstated, if applicable.

Maximum Time to Completion

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

Award	Maximum Time to Completion
Doctoral Degree	7 years (28 quarters)
Graduate Certificate	3 years (12 quarters)
MBA	4 years (16 quarters)
MS Degree*	4 years (16 quarters)
BS Degree	8 years (32 quarters)
Undergraduate Certificate	2 years (8 quarters)

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

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

Transferability of Capella Credits

Capella University is accredited by The Higher Learning Commission and a member of the North Central Association of Colleges and Schools (NCA), 30 N. LaSalle Street, Suite 2400, Chicago, IL 60602-5204, (312) 263-0456, www.ncahigherlearningcommission.org.

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

Financial Aid

Capella University offers assistance to learners who would like to secure educational funding to help finance their academic program. Learners can find out more about financial aid by calling 1-888-CAPELLA (227-3552), **option 2**, or on iGuide under [Finances](#).

Satisfactory Academic Progress Policy for Financial Aid

Federal and state laws require learners to make satisfactory academic progress during their period of enrollment to remain eligible for financial aid. In compliance with federal and state regulations, Capella University has established policies for all learners regarding satisfactory academic progress, academic probation, academic progress review, and the appeals process. These policies are described in detail in the [University Policies](#) section found on iGuide.

Scholarships

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

Veterans' Educational Benefits

Capella University is approved by the Minnesota State Approving Agency for veterans' educational benefits. Eligible learners may apply for benefits by calling the Veterans Administration (VA) Office for assistance at 1-800-827-1000. The original application should be mailed to Capella University's Office of Financial Aid. With respect to these benefits, payments are made only after completion of individual courses, as reported to the

VA by the Office of Financial Aid at the end of each academic quarter.

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

Bachelor's learners must complete a minimum of 12 (twelve) quarter credits in that quarter. The date of course completion is determined by the last day of the quarter. Those who do not complete at least 12 (twelve) credits per quarter will not be entitled to receive full-time benefits for that quarter.

Master's learners must complete a minimum of eight (8) quarter credits in that quarter.

MBA learners must complete a minimum of six (6) quarter credits in that quarter. Those who do not complete the required credits per quarter will not be entitled to receive full-time benefits for that quarter.

Doctoral learners must complete a minimum of eight (8) quarter credits in that quarter to qualify for full-time benefits. The date of course completion is determined by the last day of the quarter. Doctoral learners enrolled in the Harold Abel School of Psychology must complete a minimum of ten (10) quarter credits in that quarter to qualify for full-time benefits. Doctoral learners who are in the comprehensive examination and dissertation phases of their program will be certified as full time.

Graduate certificate learners must complete a minimum of eight (8) quarter credits in that quarter to qualify for full-time benefits. The date of course completion is determined by the last day of the quarter.

In order to receive veterans' education benefits, all post-high school transcripts must be submitted to the Admissions

Office prior to enrollment. Learners who fail to satisfy the requirements for veterans' educational benefits are personally responsible for tuition payments. Additional information for [veterans](#) can be found on the Capella University Web site visitor section under the U.S. Armed Forces tab.

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

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

Undergraduate certificate learners are currently not eligible for veterans' educational benefits.

Tuition and Fees

TUITION AND FEES

The following charges are in effect as of the date this catalog was printed and are subject to change. For current pricing visit the Capella University Web site at www.capella.edu. See applicable schools' degree programs.

ALL PROGRAMS	BUSINESS	TECHNOLOGY	EDUCATION	HUMAN SERVICES	PSYCHOLOGY
Application Fee (non-refundable)	\$50	\$50	\$50	\$50	\$50
International Application Fee – includes international transcript evaluation (non-refundable)	\$150	\$150	\$150	\$150	\$150
BACHELOR OF SCIENCE (BS) PROGRAM					
Petition for Credit Per Course (non-refundable)	\$300	\$300			
Tuition Per 6-Credit Course	\$1,575	\$1,575			
Tuition Per 3-Credit Course		\$788			
BS Graduation Fee	\$250	\$250			
MASTER OF BUSINESS ADMINISTRATION (MBA) PROGRAM					
Tuition Per 3-Credit Course	\$1,625				
MBA Graduation Fee	\$350				
MASTER OF SCIENCE (MS) PROGRAM					
Petition for Credit Per Course (non-refundable)	\$300	\$300			
Tuition Per 6-Credit Course			\$2,025		
Tuition Per 5-Credit Course					\$1,525
Tuition Per 4-Credit Course	\$1,750	\$1,750	\$1,350	\$1,350	
Tuition Per 2-Credit Course		\$875			
Residential Colloquium Per Week*				\$1,350	\$1,350
School of Psychology Year-in-Residence — Weekends-in-Residence (4)*					\$756
School of Psychology Year-in-Residence — Extended Seminar (1)*					\$2,700
MS Graduation Fee	\$350	\$350	\$350	\$350	\$350
DOCTOR OF PHILOSOPHY (PHD) PROGRAM					
Quarterly Tuition	\$3,750		\$3,750	\$3,750	
Tuition Per 5-Credit Course					\$1,825
Residential Colloquium Per Week*	\$1,350		\$1,350	\$1,350	\$1,350
PhD Graduation Fee	\$450		\$450	\$450	\$450
Tuition Per 3-Credit Course					\$370
DOCTOR OF PSYCHOLOGY (PSYD) PROGRAM					
Tuition Per 5-Credit Course					\$1,825
Year-in-Residence — Weekends-in-Residence (9)*					\$1,700
Year-in-Residence — Extended Seminars (2)*					\$5,400
PsyD Graduation Fee					\$450
CERTIFICATE PROGRAM					
Tuition Per Undergraduate Course		\$1,575			
Tuition Per Graduate Course	\$1,750	\$1,750	\$1,350	\$1,350	\$1,525
Residential Colloquium Per Week (Track I)*			\$1,350		
School of Psychology Year-in-Residence — Weekends-in-Residence (3)*					\$567
School of Psychology Year-in-Residence — Extended Seminar (1)*					\$2,700

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

Tuition and Fees, *continued*

Tuition

Bachelor's, MBA, Master's, and Certificate Tuition

Learners in bachelor's, MBA, master's, and certificate programs pay tuition on a course-by-course basis. Payment is due at the time of course registration. American Express, Discover, MasterCard, Visa, wire transfer, and paper check payments are accepted. For information related to financial aid, please refer to the Financial Aid section.

PhD Tuition

For doctoral learners in the Schools of Business, Human Services, and Education, tuition is charged quarterly on a flat rate, not on a per course basis. New doctoral learners who enter the program after the beginning of a quarter pay 100% tuition for that quarter and receive a prorated tuition charge for the following quarter if registered for a course. Doctoral learners may choose a yearly prepayment option. Learners who want more information on yearly prepayment should contact University Services at **1-888-CAPELLA (227-3552), option 2**. Payment is due prior to the start of the quarter or course for mid-quarter starts. American Express, Discover, MasterCard, Visa, wire transfer, and paper check payments are accepted. For information related to financial aid, please refer to the Financial Aid section.

Harold Abel School of Psychology PhD and PsyD Tuition

Psychology PhD and PsyD learners pay tuition on a course-by-course basis. Payment is due at the time of course registration. American Express, Discover, MasterCard, Visa, wire transfer, and paper check payments are accepted. For information related to financial aid, please refer to the Financial Aid section.

Note: Harold Abel School of Psychology learners should check iGuide for the most current internship course prices.

Tuition for Continuation Courses

Learners who require additional quarter(s) to complete all required components of comprehensive examination and dissertation courses, practicum courses, and internship courses should enroll in continuation courses (sometimes called dash C courses). Learners in continuation courses do not earn additional credit. To maintain active learner status, and access to university activities, academic personnel and services (including advisors, mentors, courses, and library), learners must register and pay for continuation courses based on their school's regular registration, tuition, and payment schedules.

Reduced Tuition for Advanced Doctoral Learners

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

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

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

Quarters enrolled as a certificate or master's learner, and time-off taken via administrative, medical, or family leave shall not count toward the minimum active enrollment period.

Employer Reimbursement

Learners receiving tuition assistance from their employers must arrange for payment of their tuition to Capella prior to the start of their course(s). This policy does not currently affect learners receiving veterans assistance, active armed forces learners, vocational rehabilitation assistance, or learners whose employers arrange for a direct invoice from Capella. Direct bill invoicing must be completed prior to the start of the course and is only an option when no specific grade is required by the employer as a condition of reimbursement.

Special Business Office Hold

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

Tuition Refunds

Learners who completely [withdraw from Capella University](#) or an individual course will have their tuition refunded according to the refund schedule in this section.

Doctoral learners in the Schools of Business, Human Services, and Education will have their tuition refunded according to the refund schedule in this section based on the last [course dropped](#) during a given term.

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

Tuition Refund Schedule

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

Withdrawal or Drop Date From the Class Start Date	Tuition Refund
Through fifth calendar day	100%
6-12 calendar days	80%
13-19 calendar days	60%
Remainder of the term	No refund

Georgia Residents Refund Policy

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

Prior to beginning classes, the Georgia applicant receives a full refund of all monies if he or she requests it within three (3) business days after making a payment to Capella University.

A Georgia learner who withdraws or is disenrolled after the start date of a course, but before 50% of the course term has passed, is entitled to a pro rata refund as follows. (All percentages are based on the total number of calendar days in the course.)

% 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.

Georgia learners should notify Capella if they wish to [withdraw from a program or drop a course](#). Refunds are calculated by using the date notification is received from the learner, unless the learner

immediately contacts Capella requesting an earlier withdrawal date and provides acceptable verification that no academically significant interaction occurred after the requested date. Capella University issues the appropriate refund in full to the learner within a maximum of thirty (30) days of notification. All or a portion of the refund will be used to pay grants, loans, scholarships or other financial aid in conformity with federal and state laws.

Wisconsin Residents Refund Policy

Regulations in the State of Wisconsin 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 days 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 forty (40) days of the withdrawal date.

The policy is as follows:

Learners residing in Wisconsin will receive a full refund of all tuition money paid if they withdraw from a course within a three-business-day cancellation period from the course start date.

Learners who withdraw or are disenrolled after the start date of a course, but before 60% of the course term has passed, are entitled to a pro rata refund as follows. (All percentages are based on the total number of calendar days in the course.)

% 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 days of withdrawal date.

Learners must notify the institution by phone **1-888-CAPELLA (227-3552)**, **option 2**, or in writing of their intention to withdraw from courses. The effective date of the withdrawals will be the date notifications are received by the institution. All or a portion of refunds will be used to pay grants, loans, scholarships, or other financial aid in conformity with federal and state law.

Refund Procedure for Financial Aid Recipients

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

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

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans

The amount of the refund is in direct correlation to the learners' approved withdrawal date as determined by the Office of Academic Records. If learners withdraw from Capella and have received financial aid, specific requirements will be followed. These can be found on the Capella University Web site at [Tuition Refund policy](#).

Tuition and Fees, *continued*

Learners who utilize non-federal student loans like the Minnesota SELF Loan will be subject to the Capella Refund Policy.

Residency Tuition and Fees

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

Residency Cancellation Fee

As of January 2005, learners canceling their residency registration may be charged a cancellation fee or may be ineligible for a tuition refund, depending on when the cancellation is made. Visit the residency registration pages in iGuide for the exact dates and times of cancellation deadlines.

Timing of Cancellation	Cancellation Fee	Tuition Refund
30 or more days in advance of the residency	\$0	100%
8 through 29 days in advance of the residency	\$50	100%
3 through 7 days in advance of the residency	\$150	100%
2 days or less in advance of the residency	\$0	No refund

Other Fees

Application Fees

Applicants must complete the online payment section of the application. Credit card or U.S. bank account (e-check) payment is required with the online application.

The amount of the application fee will be automatically determined based on information provided. The fee for domestic U.S. applicants is \$50. The fee for international applicants is \$150, which includes \$100 for international academic review. **All application fees are non-refundable.**

Official Transcript Fee

Learners in good standing may request up to 25 (twenty-five) copies of an [official transcript](#) at no charge. A \$25 fee will be assessed for each subsequent request. Requests can be made via iGuide or learners may contact University Services at **1-888-CAPELLA (227-3552), option 2**. Capella University reserves the right to withhold the official transcripts of learners who are not in good financial standing with the institution.

Petition for Credit Fee

The petition process requires learners seeking credit for prior learning to pay a \$300 evaluation fee for each petition. See the [Credit for Prior Learning](#) policy in this catalog for details and restrictions. **Petition for credit fees are non-refundable.**

Graduation Fee

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

School of Business



Kurt R. Linberg, PhD
Executive Director

From the Executive Director

Welcome to the School of Business. We prepare learners to reach their professional goals by delivering high quality, current, and relevant business education. The competitive environment for business is continually and rapidly changing, and so are the skills necessary for career success. Our degree programs, curriculum, and courses are designed to enable learners to upgrade their skills and build their knowledge. School of Business programs have an immediate impact on learners' professional lives, no matter where they might be in their careers.

The School of Business has created an innovative set of programs that support an integrated approach to solving important business problems. We prepare reflective, ethical, and responsible leaders who can thrive in and shape the changing global, multicultural, and complex organizational environments in which we work.

The bachelor's degree program is designed for working adult learners who gain relevant and current skills in a wide variety of business fields. The MBA program offers a high-impact curriculum that focuses on the development of both leadership skills and business skills. The master's degree in organization and management with specializations in information technology management, leadership, and human resource management is designed to provide learners with deep knowledge in these subject areas and strong professional preparation in their fields. The PhD program is designed to develop scholar-practitioners who have the ability to teach, lead, and conduct research in organization and management.

School of Business faculty are scholar-practitioners who have both academic and business experience. With deep knowledge and passion for their subject areas; an ability to link theory, research, and practice; and experience working with business professionals, Capella University faculty support learners as they work to achieve personal goals and transform their lives and careers. The School of Business aims to create a rewarding learning experience with measurable results, immediate impact, and increased professional value for learners.

Kurt R. Linberg, PhD
Executive Director

About the School of Business

Mission Statement

The mission of the Capella University School of Business is to provide cutting-edge management and leadership education that transforms the personal and professional effectiveness of adult working professionals, enabling them to achieve their career goals. Our competency-based, online degree programs help learners to make both an immediate and a long-term impact in their workplaces. We provide learners with the framework and skills to identify solutions and to resolve complex organizational problems using an ethical and socially responsible approach.

Degree Programs

Doctor of Philosophy (PhD)

The organization and management PhD program prepares informed scholar-practitioners to lead and manage in the fast-paced, competitive, global enterprise system. Learners may pursue specializations in human resource management, information technology management, or leadership. Mid-level and executive managers and leaders learn to investigate existing practices, research new management and leadership techniques, and create the conditions for informed action.

Master of Science (MS)

The Master of Science in organization and management program is intended for working adults who wish to develop deep subject matter knowledge in specific areas of organizational practice. Learners may pursue a specialization in human resource management, information technology management, or leadership. This highly relevant and contemporary graduate program challenges and prepares learners to become effective professionals at middle and upper levels of organizational management in a variety of industries. The goal of the program is to develop graduates who can utilize appropriate

theory to make responsible and effective business decisions and foster inclusive work environments.

Master of Business Administration (MBA)

The Master of Business Administration program is designed to meet the needs of working professionals seeking to advance their careers in management and to turn experienced managers into effective leaders. The MBA degree focus is on practical content, relevant skills, and job-related behaviors that are critical for success in today's competitive environment. Additionally, the learning experience blends a supportive coaching process, individualized assessments, and self-reflection with a challenging curriculum and a deep commitment to adult-centered learning. The faculty and coaches who support the curriculum are experienced scholar-practitioners who are committed to learner success. Learners receive broad exposure to core business disciplines and have the opportunity to increase the depth of their competency in either the finance or marketing specializations.

Bachelor of Science (BS)

The School of Business bachelor's degree program integrates the mastery of business fundamentals with practical application in a rich, interactive learning environment that will enhance learners' personal and organizational effectiveness in their chosen field of study.

Our bachelor's degree in business curriculum focuses not only on providing a sound grounding in business administration, management and leadership, human resource management, finance, and marketing, but also provides an integrated approach to enterprise, preparing learners to work in collaboration with diverse work groups and functional areas.

General Education in the Bachelor of Science Degree

The philosophy supporting Capella University's general education program flows directly from the institution's mission, educational philosophy, and learning model. As an institution providing high quality degree programs for adults who seek to maximize their personal and professional potential, Capella University believes that adult learners need active, engaging, challenging, and relevant learning in order to experience the immediate impact of their learning on their personal and professional lives. The Capella Way of Learning is embodied within the general education curriculum through an emphasis on developing the measurable knowledge, skills, and abilities that serve as the foundation of success within all programs of study and throughout life, that have immediate impact, and that provide an effective and efficient path to the improvement of learners' personal and professional lives. In concert with the course work in a learner's field of study, this curriculum further aims to develop reflective practitioners at the bachelor's level — learners who use analytical and relational skills to continuously improve their practice through action, reflection, and adaptation.

At Capella University, the general education program is structured around the development of knowledge and skills within seven core areas.

- 1. Communication:** Capella learners develop the communication skills necessary to effectively use the English language to communicate both verbally and in written form. In addition, they learn to read, write, speak, and listen critically.
- 2. Critical Thinking:** Capella learners develop the thinking skills necessary to critically evaluate information, integrate differing points of view, and

establish a reasoned course of action for effectively solving problems. These critical thinking skills are reinforced throughout the program.

3. Ethical and Social Responsibility:

Capella learners develop an understanding of the ethical dimensions of their personal and professional lives. Through reflection on their own values and positions, as well as those of others, they learn what it means to be a socially responsible citizen in today's world and develop the ability to appropriately exercise that citizenship.

4. Fine Arts and Humanities:

Capella learners develop an understanding of the arts and humanities as an expression of human culture, and through the critical analysis of works of art, literature, and philosophy, they develop the ability to form their own aesthetic judgments.

5. Mathematical and Logical Reasoning:

Capella learners develop an understanding of mathematical and logical reasoning and the ability to use mathematics and logic to address problems in their personal and professional lives.

6. Natural Science:

Capella learners develop an understanding of the scientific methods used to study phenomena in the natural sciences and an appreciation of the role scientific inquiry plays in addressing the critical issues facing today's world.

7. Social Science:

Capella learners develop an understanding of the scientific methods used to study human behavior and interaction, and knowledge of the predominant theories resulting from this study.

Certificates

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

SPECIALIZATIONS OFFERED IN THE SCHOOL OF BUSINESS

Specializations	Degrees and Certificates
Business Administration	BS
Finance	MBA, BS
Human Resource Management	PhD, MS, BS, Certificate
Information Technology Management	PhD, MS, Certificate
Leadership	PhD, MS, Certificate
Management and Leadership	BS
Marketing	MBA, BS
General	PhD, MS, MBA

School of Business Degree Programs

Doctor of Philosophy (PhD) in Organization and Management Specializations

Human Resource Management

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

Residency Requirement(s):

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

Twenty-two Required

Courses + Lab 88 quarter credits

Core courses:

- OM8004 Managing and Organizing People
- OM8005 Doctoral Learner Success Lab (non-credit)
- OM8010 Principles of Organization Theory and Practice
- OM8012 Strategy
- OM7020 Marketing Strategy and Practice
- OM7040 Accounting and Financial Management
- OM7050 Ethics and Social Responsibility **OR**
- OM7060 Strategic Information Technology Management
- OM7080 Statistical Research Techniques
- OM8021 * Management Theory Creation
- OM8022 * Survey of Applied Research Methods
- OM8025 * Advanced Qualitative Research **OR**
- OM8026 * Applied Multivariate Modeling
- OM8910 * Teaching Practice Seminar **OR**
- OM8920 * Leadership Practice Seminar **OR**
- OM8930 * Consulting Practice Seminar

Specialization courses:

Choose five from the following courses:

- OM8201 Theories of Executive Human Resource Management
- OM8202 The HR Executive as Strategic Partner
- OM8203 Perspectives and Practices in Global HRM
- OM8204 Legal Systems, Labor Relations, and Regulatory Practices
- OM8205 Knowledge Management, Human Resource Information Systems, and Internet Technologies
- OM8206 Human Capital Management, Acquisition, Development, and Retention

Upon completion of all required course work:

- OM9984 * Doctoral Comprehensive Examination I
- OM9985 * Doctoral Comprehensive Examination II
- OM9996 * Dissertation Research I
- OM9997 * Dissertation Research II
- OM9998 * Dissertation Research III
- OM9999 * Dissertation Research IV

Eight Elective Courses 32 quarter credits

Choose at least five courses from the 8000-level organization and management courses listed in the graduate course descriptions. In addition, the following three courses are recommended:

- OM7120 Diversity and Culture in the Workplace
- OM7125 Systems Change and Transformative Practice
- OM7130 Conflict Management and Negotiation
- Total 120 quarter credits**

Information Technology Management

The information technology (IT) management specialization investigates the contemporary theories and practices that today's organizations are using to gain a strategic advantage through the deployment of information technology. Learners develop the process skills and subject matter knowledge needed to excel as 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 information technology in the fast-moving environment of modern organizations. Completing the PhD in this specialization prepares learners to lead, consult, or teach in the field of IT management from an informed, strategic viewpoint, creating practical solutions to real-world problems emerging as organizations compete in the global enterprise system.

Residency Requirement(s):

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

Twenty-two Required

Courses + Lab 88 quarter credits

Core courses:

- OM8004 Managing and Organizing People
- OM8005 Doctoral Learner Success Lab (non-credit)
- OM8010 Principles of Organization Theory and Practice
- OM8012 Strategy
- OM7020 Marketing Strategy and Practice
- OM7040 Accounting and Financial Management
- OM7050 Ethics and Social Responsibility
- OM7080 Statistical Research Techniques
- OM8021 * Management Theory Creation
- OM8022 * Survey of Applied Research Methods

- OM8025 * Advanced Qualitative Research **OR**
- OM8026 * Applied Multivariate Modeling
- OM8910 * Teaching Practice Seminar **OR**
- OM8920 * Leadership Practice Seminar **OR**
- OM8930 * Consulting Practice Seminar

Specialization courses:

- OM8301 Survey of Research Literature in Information Technology Infrastructure
- OM8302 Survey of Research Literature in Information Technology Planning and Delivery
- OM8303 IT Technical Foundations
- OM8304 IT Delivery
- OM8305 IT Strategy and Management

Upon completion of all required course work:

- OM9984 * Doctoral Comprehensive Examination I
- OM9985 * Doctoral Comprehensive Examination II
- OM9996 * Dissertation Research I
- OM9997 * Dissertation Research II
- OM9998 * Dissertation Research III
- OM9999 * Dissertation Research IV

Eight Elective Courses 32 quarter credits

Choose at least five courses from the 8000-level organization and management courses listed in the graduate course descriptions. In addition, the following three courses are recommended:

- OM7120 Diversity and Culture in the Workplace
- OM7125 Systems Change and Transformative Practice
- OM7130 Conflict Management and Negotiation
- Total 120 quarter credits**

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

PhD Specializations, continued

Leadership

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

Residency Requirement(s):

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

Twenty-two Required

Courses + Lab 88 quarter credits

Core courses:

OM8004	Managing and Organizing People
OM8005	Doctoral Learner Success Lab (non-credit)
OM8010	Principles of Organization Theory and Practice
OM8012	Strategy
OM7020	Marketing Strategy and Practice
OM7040	Accounting and Financial Management
OM7050	Ethics and Social Responsibility OR
OM7060	Strategic Information Technology Management
OM7080	Statistical Research Techniques
OM8021 *	Management Theory Creation
OM8022 *	Survey of Applied Research Methods
OM8025 *	Advanced Qualitative Research OR
OM8026 *	Applied Multivariate Modeling
OM8910 *	Teaching Practice Seminar OR
OM8920 *	Leadership Practice Seminar OR
OM8930 *	Consulting Practice Seminar

Specialization courses:

Choose five from the following courses:

OM8101	Theories of Leadership
OM8102	Leading at the Top: The Upper Echelon
OM8103	Global Executive/Manager Development
OM8104	Leadership: The Dark Side
OM8105	Issues on the Frontier of the Global Economy
OM8106	Leading the Global Enterprise System
OM8107	Entrepreneurial Leader as Pioneer

Upon completion of all required course work:

OM9984 *	Doctoral Comprehensive Examination I
OM9985 *	Doctoral Comprehensive Examination II
OM9996 *	Dissertation Research I
OM9997 *	Dissertation Research II
OM9998 *	Dissertation Research III
OM9999 *	Dissertation Research IV

Eight Elective Courses 32 quarter credits

Choose at least five courses from the 8000-level organization and management courses listed in the graduate course descriptions. In addition, the following three courses are recommended:

OM7120	Diversity and Culture in the Workplace
OM7125	Systems Change and Transformative Practice
OM7130	Conflict Management and Negotiation

Total 120 quarter credits

General

Learners in the general organization and management specialization may select courses and electives from one or more specializations, provided that they meet the general requirements for the program and any prerequisites for the courses. It is expected that learners choose electives that provide a coherent foundation for research in an organizational and management topic of their choosing.

General management electives are offered in areas such as finance, marketing, and operations to provide a context for further study and research beyond the areas of human resource management, information technology management, and leadership. Completing the PhD with a specialization in general organization and management prepares learners to lead, consult, or teach in the field of management from an informed, strategic viewpoint, creating practical solutions to real-world problems.

Residency Requirement(s):

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

Seventeen Required

Courses + Lab 68 quarter credits

OM8004	Managing and Organizing People
OM8005	Doctoral Learner Success Lab (non-credit)
OM8010	Principles of Organization Theory and Practice
OM8012	Strategy
OM7020	Marketing Strategy and Practice
OM7040	Accounting and Financial Management
OM7050	Ethics and Social Responsibility OR
OM7060	Strategic Information Technology Management
OM7080	Statistical Research Techniques

OM8021 *	Management Theory Creation
OM8022 *	Survey of Applied Research Methods
OM8025 *	Advanced Qualitative Research OR
OM8026 *	Applied Multivariate Modeling
OM8910 *	Teaching Practice Seminar OR
OM8920 *	Leadership Practice Seminar OR
OM8930 *	Consulting Practice Seminar

Upon completion of all required course work:

OM9984 *	Doctoral Comprehensive Examination I
OM9985 *	Doctoral Comprehensive Examination II
OM9996 *	Dissertation Research I
OM9997 *	Dissertation Research II
OM9998 *	Dissertation Research III
OM9999 *	Dissertation Research IV

Thirteen Elective Courses 52 quarter credits

Choose at least ten courses from the 8000-level organization and management courses listed in the graduate course descriptions. In addition, the following three courses are recommended:

OM7120	Diversity and Culture in the Workplace
OM7125	Systems Change and Transformative Practice
OM7130	Conflict Management and Negotiation

Total 120 quarter credits

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

School of Business Degree Programs, *continued*

Master of Science (MS) in Organization and Management Specializations

Human Resource Management

The human resource management specialization targets mid-level managers who aspire to HR executive leadership roles in the organization. The course work prepares leaders to solve real-world human resource challenges from a strategic perspective. Throughout the curriculum learners enhance their human resource management knowledge and acquire the skills needed to become strategic business partners in their organizations.

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

Core Courses:

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

Specialization courses:

OM5210	Human Resource Management
<i>Choose four from the following courses AND the Integrative Project course:</i>	
OM5212 *	Managing Diversity and Inclusion in Organizations
OM5214 *	Employment Law: Legal Structures, Compliance, and Reporting
OM5216 *	Conflict Management and Employee Dispute Resolution
OM5218 *	Managing Compensation, Benefits, and Reward Systems
OM5220 *	Recruitment, Selection, and Assessment
OM5222 *	Training, Development, and Succession Planning
OM5299 *	Special Topics in Human Resource Management

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

OM5990 * Integrative Project: Organizational Leadership and Change Management

Total **48 quarter credits**

Information Technology Management

The information technology management specialization targets individuals interested in moving into middle and senior management positions in IT organizations. In preparation for this expanded responsibility, individuals acquire the strategic business perspective required to interact effectively with their peers in the broader organization and with senior management. The course work in the information technology management specialization helps individuals

round out their knowledge of information technology, master the fundamental processes through which organizations effectively deploy information systems, and prepare for the particular challenges involved in managing IT functions and staff.

The information technology management specialization assumes that learners come to the program with a fundamental understanding of IT. The program of study in this specialization equips learners with the additional skills they need to manage complex IT organizations.

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

Core courses:

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

Specialization courses:

OM5310	Strategic Information Technology Management
<i>Choose four from the following courses AND the Integrative Project course:</i>	
OM5312 *	Advances in Information Technology
OM5314 *	System Planning and Delivery
OM5316 *	Project Planning, Management, and Financial Control
OM5318 *	Managing IT Professionals
OM5320 *	Software Engineering Management
OM5399 *	Special Topics in IT Management

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

OM5990 * Integrative Project: Organizational Leadership and Change Management

Total **48 quarter credits**

Leadership

The leadership specialization introduces learners to diverse techniques that successful leaders deploy in leading and managing today's complex global organizations. Course content directly impacts mid-career professionals interested in leading in government, for-profit, and not-for-profit organizations through assessment, skill-building and the review of applicable theories available to them as managers. Completing this specialization prepares learners to take on leadership or management roles within a variety of businesses and organizations.

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

Core courses:

OM5004	People at Work
OM5005	Master's Learner Success Lab (non-credit)
OM5015	Marketing

OM5025	Accounting and Finance in Organizations
OM5030	Corporate Social Responsibility and Managerial Ethics
OM5035	Data Analysis and Decision Making for Managers
OM5040	Strategic Planning

Specialization courses:

OM5112	Leadership
<i>Choose four from the following courses AND the Integrative Project course:</i>	
OM5114 *	Organization Structure and Design
OM5116 *	Personal Leadership Development
OM5118 *	Leading Organizational Change
OM5120 *	Leading and Building Teams
OM5122 *	Leading and Coaching Others
OM5199 *	Special Topics in Leadership
<i>The Integrative Project course should be taken during the learner's final quarter.</i>	
OM5990 *	Integrative Project: Organizational Leadership and Change Management

Total **48 quarter credits**

General

Because of unique career circumstances or objectives, some learners in organization and management may choose not to pursue a specialization. These learners may opt for a program comprised of required and elective courses from more than one area of specialization within the organization and management MS program. While not providing learners with the deep subject matter expertise that is the hallmark of the MS degree, the general MS specialization does provide a much more in-depth examination of the fields of human resource management, information technology management, and/or leadership than would be possible in a more general degree program.

Seven Required Courses + Lab **28 quarter credits**

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

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

OM5990 * Integrative Project: Organizational Leadership and Change Management

Five Elective Courses **20 quarter credits**

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

Total **48 quarter credits**

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

Master of Business Administration (MBA) Specializations

Capella University's MBA program responds directly to the needs of the marketplace with an integrated curriculum focusing on core business knowledge and professional effectiveness competencies. The program builds essential skills required to achieve long-term business results. MBA learners are challenged to stretch beyond what is expected and are given impact assignments that can be immediately applied in the workplace. Learners create and develop a blueprint and portfolio of skills for being an effective leader. Because of the transformative nature of this MBA curriculum, learners are better prepared to reposition themselves for success in their careers.

Professional Effectiveness Coaching SM

Capella University's MBA Professional Effectiveness Coaching process helps learners focus on the areas where they need to stretch to become more effective managers, apply what they've learned to impact their current job, and reposition themselves to advance toward future goals. Learners have the option to establish a relationship with a professional coach who helps facilitate this growth process through quarterly one-on-one coaching sessions.

General Business

Sixteen Required Courses 48 quarter credits

First two courses taken first and in sequence:

MBA9010	Professional Effectiveness: Stretch, Impact, Reposition
MBA9020	Leading for Results
MBA9110	Marketing and Brand Management
MBA9120	Sales and Customer Relationship Management
MBA9130	Operations and Process Management
MBA9140	Financial Management
MBA9150	Strategy
MBA9160	Managing Information Assets and Technology
MBA9170	Regulatory and Ethical Environment of Business
MBA9210	Building Relationships
MBA9220	Developing and Coaching Others
MBA9230	Leading Teams
MBA9240	Facilitating Change
MBA9250	Leveraging Workplace Diversity
MBA9260	Negotiating for Results

The MBA Capstone course should be taken during the learner's final quarter.

MBA9300 * MBA Capstone: Judgment, Planning, and Action

Total 48 quarter credits

Finance

Learners in the finance specialization are interested in moving into middle and senior financial management positions in their organizations. In preparation for this expanded responsibility learners acquire the strategic perspective required to interact effectively with their peers in the broader organization and senior management. The course work in this specialization helps learners round out their knowledge of financial management and enhances skills and business acumen.

Sixteen Required Courses 48 quarter credits

Core courses:

First two courses taken first and in sequence:

MBA9010	Professional Effectiveness: Stretch, Impact, Reposition
MBA9020	Leading for Results
MBA9110	Marketing and Brand Management
MBA9130	Operations and Process Management
MBA9140	Financial Management
MBA9150	Strategy
MBA9160	Managing Information Assets and Technology
MBA9210	Building Relationships
MBA9230	Leading Teams
MBA9240	Facilitating Change
MBA9260	Negotiating for Results

Specialization courses:

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

The Finance Capstone course should be taken during the learner's final quarter.

MBA9340 * Finance Capstone: Judgment, Planning, and Action

Total 48 quarter credits

Marketing

Learners in the marketing specialization are interested in moving into middle and senior marketing management positions in their organizations. In preparation for this expanded responsibility learners acquire the strategic perspective required to interact effectively with their peers in the broader organization and senior management. The course work in this specialization helps learners round out their knowledge of marketing management and enhances skills and business acumen.

Sixteen Required Courses 48 quarter credits

Core courses:

First two courses taken first and in sequence:

MBA9010	Professional Effectiveness: Stretch, Impact, Reposition
MBA9020	Leading for Results
MBA9110	Marketing and Brand Management
MBA9130	Operations and Process Management
MBA9140	Financial Management
MBA9150	Strategy
MBA9160	Managing Information Assets and Technology
MBA9210	Building Relationships
MBA9230	Leading Teams
MBA9240	Facilitating Change
MBA9260	Negotiating for Results

Specialization courses:

Choose four from the following courses:

MBA9112 *	Market Research
MBA9114 *	Consumer Behavior
MBA9116 *	New Product Design and Development
MBA9118 *	International Marketing
MBA9120	Sales and Customer Relationship Management

The Marketing Capstone course should be taken during the learner's final quarter.

MBA9310 * Marketing Capstone: Judgment, Planning, and Action

Total 48 quarter credits

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

School of Business Degree Programs, *continued*

Bachelor of Science (BS) in Business Specializations

Business Administration

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.

Nine Required Courses + Lab 54 quarter credits

Core courses:

BUS3004	Developing Your Business Perspective
BUS3005	Undergraduate Learner Success Lab (non-credit)
BUS3010	Fundamentals of Management and Leadership
BUS3020	Fundamentals of E-Business
BUS3030	Fundamentals of Marketing and Sales
BUS3040	Fundamentals of Human Resource Management
BUS3050	Fundamentals of Organizational Communication
BUS3060	Fundamentals of Finance and Accounting

Specialization course:

BUS4801 Ethics and Enterprise

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

BUS4993 * Business Capstone Project

Twelve Elective Courses 72 quarter credits

Choose any 12 additional undergraduate courses, at least seven of which must be undergraduate business (BUS) courses.

Ten General Education Courses 60 quarter credits

Select ten courses as indicated from among the categories listed below:

Communication
(two courses)

Ethical and Social Responsibility
(one course)

Fine Arts and Humanities
(two courses)

Mathematical and Logical Reasoning
(one course)

Recommended: MAT2000 - Introductory Statistics

Natural Science
(two courses)

Social Science
(two courses)

Recommended: ECO1000 - Principles of Economics

Recommended: PSY1000 - Introduction to Psychology

Total 186 quarter credits

Finance

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

Sixteen Required Courses + Lab 96 quarter credits

Core courses:

BUS3004	Developing Your Business Perspective
BUS3005	Undergraduate Learner Success Lab (non-credit)
BUS3010	Fundamentals of Management and Leadership
BUS3020	Fundamentals of E-Business
BUS3030	Fundamentals of Marketing and Sales
BUS3040	Fundamentals of Human Resource Management
BUS3050	Fundamentals of Organizational Communication
BUS3060	Fundamentals of Finance and Accounting

Specialization courses:

BUS4070 * Foundations in Finance

BUS4071 * Financial Markets and Institutions

BUS4072 * Analysis for Financial Management

BUS4073 * Investments and Portfolio Management

BUS4801 Ethics and Enterprise

Choose three 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

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

BUS4993 * Business Capstone Project

Five Elective Courses 30 quarter credits

Choose five additional undergraduate courses.

Ten General Education Courses 60 quarter credits

Select ten courses as indicated from among the categories listed below:

Communication
(two courses)

Ethical and Social Responsibility
(one course)

Fine Arts and Humanities
(two courses)

Mathematical and Logical Reasoning
(one course)

Recommended: MAT2000 - Introductory Statistics

Natural Science
(two courses)

Social Science
(two courses)

Recommended: ECO1000 - Principles of Economics

Recommended: PSY1000 - Introduction to Psychology

Total 186 quarter credits

Human Resource Management

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

Sixteen Required Courses + Lab 96 quarter credits

Core courses:

BUS3004 Developing Your Business Perspective

BUS3005 Undergraduate Learner Success Lab (non-credit)

BUS3010 Fundamentals of Management and Leadership

BUS3020 Fundamentals of E-Business

BUS3030 Fundamentals of Marketing and Sales

BUS3040 Fundamentals of Human Resource Management

BUS3050 Fundamentals of Organizational Communication

BUS3060 Fundamentals of Finance and Accounting

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

Bachelor's Specializations, continued

Specialization courses:

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

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

- BUS4993 * Business Capstone Project

Five Elective Courses 30 quarter credits

Choose five additional undergraduate courses.

Ten General

Education Courses 60 quarter credits

Select ten courses as indicated from among the categories listed below:

- Communication (two courses)
- Ethical and Social Responsibility (one course)
- Fine Arts and Humanities (two courses)
- Mathematical and Logical Reasoning (one course)

Recommended: MAT2000 - Introductory Statistics

Natural Science (two courses)

Social Science (two courses)

Recommended: ECO1000 - Principles of Economics

Recommended: PSY1000 - Introduction to Psychology

Total 186 quarter credits

Management and Leadership

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

Sixteen Required Courses + Lab 96 quarter credits

Core courses:

- BUS3004 Developing Your Business Perspective
- BUS3005 Undergraduate Learner Success Lab (non-credit)
- BUS3010 Fundamentals of Management and Leadership
- BUS3020 Fundamentals of E-Business

- BUS3030 Fundamentals of Marketing and Sales
- BUS3040 Fundamentals of Human Resource Management
- BUS3050 Fundamentals of Organizational Communication
- BUS3060 Fundamentals of Finance and Accounting

Specialization courses:

- 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

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

- BUS4993 * Business Capstone Project

Five Elective Courses 30 quarter credits

Choose five additional undergraduate courses.

Ten General

Education Courses 60 quarter credits

Select ten courses as indicated from among the categories listed below:

- Communication (two courses)
- Ethical and Social Responsibility (one course)
- Fine Arts and Humanities (two courses)
- Mathematical and Logical Reasoning (one course)

Recommended: MAT2000 - Introductory Statistics

Natural Science (two courses)

Social Science (two courses)

Recommended: ECO1000 - Principles of Economics

Recommended: PSY1000 - Introduction to Psychology

Total 186 quarter credits

Marketing

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

learners demonstrate the management, interpersonal, and professional thinking skills needed to impact organizational effectiveness at all levels of their organizations.

Sixteen Required Courses + Lab 96 quarter credits

Core courses:

- BUS3004 Developing Your Business Perspective
- BUS3005 Undergraduate Learner Success Lab (non-credit)
- BUS3010 Fundamentals of Management and Leadership
- BUS3020 Fundamentals of E-Business
- BUS3030 Fundamentals of Marketing and Sales
- BUS3040 Fundamentals of Human Resource Management
- BUS3050 Fundamentals of Organizational Communication
- BUS3060 Fundamentals of Finance and Accounting

Specialization courses:

- BUS4022 * E-Business Sourcing, Marketing, and Sales
- BUS4031 * Marketing, Sales, and Channel Management
- BUS4032 * Customer Psychology and Marketing Research
- BUS4033 * Brand Identity and Marketing Communication
- BUS4801 Ethics and Enterprise
- BUS4802 Change Management

Choose two from the following courses:

- BUS4021 * E-Business Technology Infrastructure
- BUS4023 * E-Business Project Implementation
- BUS4034 * Marketing Strategy
- BUS4035 * Marketing Across Borders

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

- BUS4993 * Business Capstone Project

Five Elective Courses 30 quarter credits

Choose five additional undergraduate courses.

Ten General

Education Courses 60 quarter credits

Select ten courses as indicated from among the categories listed below:

- Communication (two courses)
- Ethical and Social Responsibility (one course)
- Fine Arts and Humanities (two courses)
- Mathematical and Logical Reasoning (one course)

Recommended: MAT2000 - Introductory Statistics

Natural Science (two courses)

Social Science (two courses)

Recommended: ECO1000 - Principles of Economics

Recommended: PSY1000 - Introduction to Psychology

Total 186 quarter credits

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

School of Business Degree Programs, *continued*

Graduate Certificates

Certificates are an ideal approach to updating existing knowledge, gaining new knowledge, and furthering study at the graduate level. Course work completed in a certificate program may be transferable into the Master of Science in organization and management program.

Note: Certification and Certificates — There is an important distinction between the two. The School of Business offers a variety of certificates. University-sponsored certificates represent an advanced course of study in a specific discipline which is intended to enhance knowledge. However, obtaining a university-awarded certificate is not equivalent to “certification.” The term certification refers to the official mandate awarded by a state regulatory board or professional organization to an individual for a specific professional practice.

Human Resource Management

The certificate in human resource management helps professionals increase their expertise in the principles and practices of the human resource function. The certificate provides the opportunity to enhance skills, knowledge, and abilities through the development of human resources competencies. By providing learners a better understanding of various human resource disciplines, the certificate prepares participants for the challenges and demands faced by human resource professionals.

Four Required Courses 16 quarter credits

OM5210 Human Resource Management

Choose three from the following courses:

OM5212 * Managing Diversity and Inclusion in Organizations

OM5214 * Employment Law: Legal Structures, Compliance, and Reporting

OM5216 * Conflict Management and Employee Dispute Resolution

OM5218 * Managing Compensation, Benefits, and Reward Systems

OM5220 * Recruitment, Selection, and Assessment

OM5222 * Training, Development, and Succession Planning

Total 16 quarter credits

Information Technology Management

The certificate in information technology management prepares managers to plan, develop, and manage information technology systems and skilled technology professionals in today's complex business environment. Business and technical professionals alike gain new insight into managing technology priorities and overseeing the optimization of information systems. Learners also develop skills to assist in transforming narrow technical initiatives into tangible, enterprise-wide goals.

Four Required Courses 16 quarter credits

OM5310 Strategic Information Technology Management

Choose three from the following courses:

OM5312 * Advances in Information Technology

OM5314 * System Planning and Delivery

OM5316 * Project Planning, Management, and Financial Control

OM5318 * Managing IT Professionals

OM5320 * Software Engineering Management

Total 16 quarter credits

Leadership

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

Four Required Courses 16 quarter credits

OM5112 Leadership

Choose three from the following courses:

OM5114 * Organization Structure and Design

OM5116 * Personal Leadership Development

OM5118 * Leading Organizational Change

OM5120 * Leading and Building Teams

OM5122 * Leading and Coaching Others

Total 16 quarter credits

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

School of Education



James Wold, PhD
Executive Director

From the Executive Director

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

Capella's K-12 education specializations (advanced classroom instruction, educational leadership, and curriculum and instruction) prepare individuals to assume vital roles in schools, districts, and other organizations serving children and adolescents. The competency-based programs are aligned with nationally recognized external standards and are specifically designed for dedicated, licensed K-12 teachers whose futures require recognized credentials but whose lives demand convenience. Our programs in K-12 education deliver the practical skills needed to be more successful in today's diverse schools. Capella's leadership in educational administration specialization has received unconditional approval to endorse learners for Minnesota principal and superintendent licensure by meeting the rigorous standards set forth by the Minnesota Board of School Administrators.

Our professional studies in education specialization offers learners the opportunity to customize their program to meet specific career needs beyond the bachelor's degree and serves the needs of learners in both the K-12 and higher education worlds.

Capella's specializations in higher education (leadership, postsecondary and adult teaching, and instructional design for online learning) concentrate on the needs of educators working as leaders and teachers in adult learning environments. The competencies learners gain in the courses are based on current adult learning theory and are designed for professionals in community colleges, four-year colleges, and other organizations serving adult learners. The specialization in instructional design for online learning prepares professionals to lead and to manage instructional challenges and places equal importance on design and delivery of adult instruction.

The Capella Promise proclaims "a passionate commitment to a profound learning experience." If you are passionate about your learning and want to make a difference in the learning and growth of others, we have a place for you at Capella. Your future is in your hands, and we want to be part of that future.

James Wold, PhD
Executive Director

About the School of Education

Mission Statement

The mission of the School of Education is to provide relevant, competency-based, innovative learning experiences that have immediate, profound, professional impact, empowering learners to distinguish themselves by their contributions to the thinking and development of the organizations they serve. School of Education learners prepare for the challenges, opportunities, and demands of contemporary education by engaging in programs both rigorous and relevant, programs in which learner progress is constantly assessed against recognized, respected professional standards.

Degree Programs

Doctor of Philosophy (PhD)

The School of Education's doctor of philosophy degree expands previous learning and fosters the critical thinking, research, and problem solving skills practicing professionals need to excel as reflective scholar-practitioners and bold, innovative, ethical leaders in a global society.

Master of Science (MS)

The School of Education's master's degree integrates current recognized theory and best practices with practical application in a collaborative environment where support and mutual achievement enhance learners' abilities to excel as practitioners in their chosen specializations.

Certificates

The School of Education's certificate program provides learners with recognized, relevant competencies that have an immediate positive impact on their professional lives.

Professional Licensure and Certification

Capella University offers academic programs leading to advanced degrees in a number of fields for which professional practice requires licensure or certification by state, local, or professional boards. However, because the licensing or certification standards vary, Capella University makes no representation, warranty, or guarantees that successful completion of the course of study will permit the learner to obtain licensure or certification. Learners who enroll in a Capella University degree program, in a field for which professional practice requires any type of licensure or certification, are solely responsible for determining and complying with state, local, or professional licensure and certification requirements. These learners are also responsible for taking the steps necessary to satisfy those requirements.

As part of the admission process, Capella University requires all learners in these programs to sign an Understanding of the Curriculum form in which the learners agree that it is their responsibility to understand and to comply with licensing and certification laws and regulations. Additional information on [professional licensure and certification](#) can be found on iGuide.

SPECIALIZATIONS OFFERED IN THE SCHOOL OF EDUCATION

Specializations	Degrees and Certificates
Leadership in Educational Administration	PhD, MS, Certificate
Advanced Classroom Instruction	PhD, MS
Curriculum and Instruction	MS
Professional Studies in Education	PhD, MS
Leadership for Higher Education	PhD, MS
Postsecondary and Adult Education	PhD, MS
Instructional Design for Online Learning	PhD, MS
Training and Performance Improvement	PhD, MS

School of Education Degree Programs

Doctor of Philosophy (PhD) Specializations

Leadership in Educational Administration

(formerly Leadership for K-12 Programs)

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

Residency Requirement(s):

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

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

Eighteen Required

Courses + Lab

72 quarter credits

Core courses:

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

Specialization courses:

ED7541	Teacher Supervision and Evaluation
ED8111	The Historical and Social Foundations of Education
ED814	Evaluating the Effectiveness of the Educational Process
ED820	Principles of Educational Administration
ED822	The Funding of Educational Institutions
ED823	Education and the Law
ED825	Curriculum Development
ED853	Elementary School Administration OR
ED854	Secondary School Administration OR
ED8911	The Minnesota K-12 Principalship
ED9984 *	Doctoral Comprehensive Examination I
ED9985 *	Doctoral Comprehensive Examination II
ED9996 *	Dissertation Research I
ED9997 *	Dissertation Research II
ED9998 *	Dissertation Research III
ED9999 *	Dissertation Research IV

Choose one internship sequence:

ED7901	Internship for Educational Administration I AND
ED7902 *	Internship for Educational Administration II OR
ED7903	Internship for the Superintendency I AND
ED7904 *	Internship for the Superintendency II OR

ED8921 Internship in Minnesota Educational Administration I AND

ED8922 * Internship in Minnesota Educational Administration II OR

ED8923 Internship in the Minnesota

Superintendency I AND

ED8924 * Internship in the Minnesota Superintendency II

Twelve Elective Courses 48 quarter credits

Recommended elective courses:

ED7543 The Superintendency (required for those seeking superintendent license)

ED8910 The Minnesota Superintendency

ED7542 The Politics of K-12 Education

ED7545 Special Education Administration

ED7560 Innovative Leadership

ED7692 Strategies for Building Online Learning Communities

ED7819 Grantsmanship

ED815 The Future of Educational Institutions: Topics and Trends

ED853 Elementary School Administration OR

ED854 Secondary School Administration

ED7901 Internship for Educational

Administration I AND

ED7902 * Internship for Educational

Administration II OR

ED7903 Internship for the

Superintendency I AND

ED7904 * Internship for the Superintendency II OR

ED8921 Internship in Minnesota Educational

Administration I AND

ED8922 * Internship in Minnesota Educational

Administration II OR

ED8923 Internship in the Minnesota

Superintendency I AND

ED8924 * Internship in the Minnesota Superintendency II

HS8400 School-Community Relations

PSY8710 Principles of Organizational

Psychology

Choose any graduate-level course(s).

Total 120 quarter credits

Learners seeking endorsement for Minnesota superintendency must take ED8910.

Learners seeking licensure in states not requiring an internship, or who already have an administrative license, may petition the school for permission to replace the internship with two courses from the elective options.

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

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

Leadership for Higher Education

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

Residency Requirement(s):

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

Eighteen Required

Courses + Lab

72 quarter credits

Core courses:

ED8004 Societal and Cultural Change

ED8005 Doctoral Learner Success Lab (non-credit)

ED8113 Advanced Study in Research Methods

Specialization courses:

ED7212 Administration and Leadership of Distance Education Programs

ED7540 Leadership in Higher Education

ED814 Evaluating the Effectiveness of the Educational Process OR

ED815 The Future of Educational Institutions: Topics and Trends

ED825 Curriculum Development

ED834 Higher Ed and the Law

ED837 Funding and Managing Education Enterprises

ED840 The Politics of Higher Education

ED841 The History of Higher Education

ED855 Higher Education Administration

ED857 Personnel Administration

ED9984 * Doctoral Comprehensive Examination I

ED9985 * Doctoral Comprehensive Examination II

ED9996 * Dissertation Research I

ED9997 * Dissertation Research II

ED9998 * Dissertation Research III

ED9999 * Dissertation Research IV

ED9996 * Dissertation Research I

ED9997 * Dissertation Research II

ED9998 * Dissertation Research III

ED9999 * Dissertation Research IV

Twelve Elective Courses 48 quarter credits

Recommended elective courses:

ED7541 Teacher Supervision and Evaluation

ED7692 Strategies for Building Online Learning Communities

ED7713 Student Advising and Retention

ED7819 Grantsmanship

ED8111 The Historical and Social Foundations of Education

ED812 The Governance of Educational Institutions

HS834 Ethnic and Cultural Awareness

PSY8710 Principles of Organizational Psychology

Choose any graduate-level course(s).

Total 120 quarter credits

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

School of Education Degree Programs, *continued*

PhD Specializations, continued

Advanced Classroom Instruction (formerly Advanced K-12 Teaching)

The specialization in advanced classroom instruction provides experienced teachers with the tools needed to understand and effectively address complex issues and to conduct research in K-12 classrooms. The integration of teaching theory and application with problem-solving skills positions experienced teachers to excel as scholar-practitioners and leaders.

Residency Requirement(s):

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

Fourteen Required Courses + Lab **56 quarter credits**

Core courses:

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

Specialization courses:

ED7701	Educational Philosophy and Change
ED815	The Future of Educational Institutions: Topics and Trends
ED7542	The Politics of K-12 Education
ED7700	Learning Theory and the Educational Process
ED7712	Classroom Assessment in Education
ED838	Teaching and Learning with Diverse Populations
ED9984 *	Doctoral Comprehensive Examination I
ED9985 *	Doctoral Comprehensive Examination II
ED9996 *	Dissertation Research I
ED9997 *	Dissertation Research II
ED9998 *	Dissertation Research III
ED9999 *	Dissertation Research IV

Sixteen Elective Courses **64 quarter credits**

Recommended elective courses:

ED7580	Theory and Development of Multiple Intelligences
ED7711	Course Design and Development
ED8111	The Historical and Social Foundations of Education
ED825	Curriculum Development
HS8402	Teacher-Student Behavior Management
HS8403	Social Skills for At-Risk Students

Choose any graduate-level course(s).

Total **120 quarter credits**

Postsecondary and Adult Education

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

Residency Requirement(s):

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

Fourteen Required Courses + Lab **56 quarter credits**

Core courses:

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

Specialization courses:

ED7701	Educational Philosophy and Change
ED815	The Future of Educational Institutions: Topics and Trends
ED7590	Critical Thinking in Adult Education
ED814	Evaluating the Effectiveness of the Educational Process
ED829	Theory and Methods of Educating Adults
ED838	Teaching and Learning with Diverse Populations
ED9984 *	Doctoral Comprehensive Examination I
ED9985 *	Doctoral Comprehensive Examination II
ED9996 *	Dissertation Research I
ED9997 *	Dissertation Research II
ED9998 *	Dissertation Research III
ED9999 *	Dissertation Research IV

Sixteen Elective Courses **64 quarter credits**

Recommended elective courses:

ED7580	Theory and Development of Multiple Intelligences
ED7690	Critical Skills for Facilitating Online Learning
ED7692	Strategies for Building Online Learning
ED7700	Learning Theory and the Educational Process
ED7703	Student Development, Challenges and Successes
ED7711	Course Design and Development
ED7712	Classroom Assessment in Education
ED7713	Student Advising and Retention
ED7716	Faculty Leadership
ED8111	The Historical and Social Foundations of Education
ED7819	Grantsmanship
ED828	Intellectual Development and Learning Styles Across the Lifespan
ED836	The Collaborative Nature of Adult Education

Choose any graduate-level course(s).

Total **120 quarter credits**

Professional Studies in Education

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

Residency Requirement(s):

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

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

Core courses:

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

Specialization courses:

ED7701	Educational Philosophy and Change
ED815	The Future of Educational Institutions: Topics and Trends
ED7700	Learning Theory and the Educational Process OR
ED829	Theory and Methods of Educating Adults
ED7712	Classroom Assessment in Education OR
ED814	Evaluating the Effectiveness of the Educational Process
ED9984 *	Doctoral Comprehensive Examination I
ED9985 *	Doctoral Comprehensive Examination II
ED9996 *	Dissertation Research I
ED9997 *	Dissertation Research II
ED9998 *	Dissertation Research III
ED9999 *	Dissertation Research IV

Eighteen Elective Courses **72 quarter credits**

Choose any graduate-level course(s).

Total **120 quarter credits**

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

*PhD Specializations, continued***Instructional Design for Online Learning**

The PhD specialization in instructional design for online learning prepares professionals to lead and manage instructional challenges in a variety of online settings in educational institutions, corporations, the military, health care, and government agencies. This comprehensive course of study gives equal importance to design and delivery of adult instruction. This specialization prepares learners to practice the application of instructional design theory to real-world problems.

Residency Requirement(s):

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

Eighteen Required**Courses + Lab** **72 quarter credits***Core courses:*

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

Specialization courses:

- ED815 The Future of Educational Institutions: Topics and Trends **OR**
 ED8111 The Historical and Social Foundations of Education
 ED851 Principles of Learning and Instructional Design
 ED7620 Theoretical Basis of Instructional Design
 ED852 Ethics and Social Responsibility in Distance Education
 ED7504 Leadership for Instructional Design
 ED9984 * Doctoral Comprehensive Examination I
 ED9985 * Doctoral Comprehensive Examination II
 ED9996 * Dissertation Research I
 ED9997 * Dissertation Research II
 ED9998 * Dissertation Research III
 ED9999 * Dissertation Research IV

Choose five from the following courses:

- ED7210 The Delivery of Distance Education
 ED7211 * Designing Online Instruction
 ED722 Interface Design
 ED7503 Instructional Media Tools
 ED846 * Instructional Design for Distance Learning
 ED724 Project Management for Multimedia Development
 ED7505 Evaluation and Assessment of Instructional Design

Twelve Elective Courses **48 quarter credits***Recommended elective courses:*

- ED7212 Administration and Leadership of Distance Education Programs
 ED7580 Theory and Development of Multiple Intelligences
 ED7692 Strategies for Building Online Learning Communities
 ED7641 Needs Assessment: Model and Procedures

The following electives are available for PhD learners as directed studies:

- ED7495 Research Strategies and Methodologies for Online Learning
 ED7497 * Storyboarding for Instructional Design
 ED7499 * Needs Analysis for Instructional Design
 ED7693 Curriculum Development for Online Learning
 ED7493 Internship for Instructional Design for Online Learning
 ED7496 * Advanced Instructional Design
 ED9058 Special Topics for Instructional Design for Online Learning

Choose any graduate-level course(s).

Total **120 quarter credits****Training and Performance Improvement**

The PhD in education with a specialization in training and performance improvement is designed for experienced career professionals who wish to advance to leadership roles such as chief learning officer, training director, professor, or manager of learning and performance improvement. Required courses like Managing Training and Performance Improvement will broaden and deepen the learner's understanding of both strategic and tactical issues that are important to the success of any performance improvement intervention. The entire doctoral experience is designed to help create reflective scholar-practitioners and innovative thinkers with advanced skills in critical thinking, research, and problem solving. The curriculum is based on ASTD's Human Performance Improvement model.

Residency Requirement(s):

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

Eighteen Required**Courses + Lab** **72 quarter credits***Core courses:*

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

Specialization courses (suggested sequence as follows):

- ED7631 Introduction to Training and Performance Systems
 ED7641 Needs Assessment: Models and Procedures
 ED7652 Evaluating Training and Performance Improvement Systems
 ED7662 Designing Training and Performance Solutions
 ED7672 Delivery Systems for Training and Performance Improvement
 ED7674 Managing Training and Performance Improvement

- ED502 Survey of Human Resource Development Research
 ED9984 * Doctoral Comprehensive Examination I
 ED9985 * Doctoral Comprehensive Examination II
 ED9996 * Dissertation Research I
 ED9997 * Dissertation Research II
 ED9998 * Dissertation Research III
 ED9999 * Dissertation Research IV

Choose four from the following courses:

- ED830 Coaching for High Performance
 ED839 International Aspects of Adult Education
 ED851 Principles of Learning and Instructional Design
 ED7210 The Delivery of Distance Education
 ED7673 The Future of Corporate and Technical Training: Topics and Trends
 ED8111 The Historical and Social Foundations of Education

Elective Courses **48 quarter credits**

Choose any graduate-level course. Internship courses may be selected to fulfill up to eight quarter credits of the elective requirement.

Total **120 quarter credits**

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

School of Education Degree Programs, *continued*

Master of Science (MS) Specializations

Leadership in Educational Administration

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

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

Eleven Required Courses + Lab 48 quarter credits

Core courses:

ED5007	Foundations of Educational Leadership (6 quarter credits)
ED5005	Master's Learner Success Lab (non-credit)
ED5501	Assessment and Improvement of Instruction
ED5500	Standards-Based Curriculum, Instruction, and Assessment
ED5503	Classroom Management Strategies
ED5504	Strategies for Eliminating the Achievement Gap

Specialization courses:

ED822	The Funding of Educational Institutions
ED823	Education and the Law
ED820	Principles of Educational Administration
ED5006	Survey of Research Methodology
ED853	Elementary School Administration
ED854	Secondary School Administration
ED5900 *	Master's Internship in Educational Administration (6 quarter credits)

Total 48 quarter credits

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

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

Leadership for Higher Education

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

Eleven Required Courses + Lab 44 quarter credits

Core courses:

ED5004	Societal and Cultural Change
ED5005	Master's Learner Success Lab (non-credit)
ED5006	Survey of Research Methodology

Specialization courses:

ED7212	Administration and Leadership of Distance Education Programs
ED7540	Leadership in Higher Education
ED834	Higher Ed and the Law
ED837	Funding and Managing Education Enterprises
ED840	The Politics of Higher Education
ED841	The History of Higher Education
ED855	Higher Education Administration
ED857	Personnel Administration
ED5990 *	Integrative Project

One Elective Course 4 quarter credits

Recommended elective courses:

ED7541	Teacher Supervision and Evaluation
ED7692	Strategies for Building Online Learning Communities
ED7713	Student Advising and Retention
ED7819	Grantsmanship
ED8111	The Historical and Social Foundations of Education
ED814	Evaluating the Effectiveness of the Educational Process
ED815	The Future of Educational Institutions: Topics and Trends
ED825	Curriculum Development

Choose any graduate-level course(s).

Total 48 quarter credits

Advanced Classroom Instruction

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

Ten Required Courses + Lab 44 quarter credits

Core courses:

ED5007	Foundations of Educational Leadership (6 quarter credits)
ED5005	Master's Learner Success Lab (non-credit)
ED5501	Assessment and Improvement of Instruction
ED5500	Standards-Based Curriculum, Instruction, and Assessment
ED5503	Classroom Management Strategies
ED5504	Strategies for Eliminating the Achievement Gap

Specialization courses:

ED5541 *	Master's Practicum in Advanced Classroom Instruction (6 quarter credits)
----------	--

In addition, choose at least four specialization courses from the list below:

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

ED5515	Action Research for Teacher-Leaders
ED5502	Learning Theory and Instructional Practice
ED5516	Adult Learning and Professional Development
ED5523	Inquiry-Based Curriculum and Resources for Elementary Science Teachers
ED5508	Research and Best Practices in Mathematics Instruction

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

ED5515	Action Research for Teacher-Leaders
ED5513	Middle-Level Issues
ED5528	Technology Skills for the Virtual School Teacher
ED5511	Teaching Algebra for Understanding
ED5516	Adult Learning and Professional Development

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

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

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

Master's Specializations, continued

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

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

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

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

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

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

One Elective Course 4 quarter credits

Choose any graduate-level course.

ED5533	Curriculum Mapping: Reflection and Practice (recommended elective for all K-12 teachers.)
--------	---

Total 48 quarter credits

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

Postsecondary and Adult Education

The master's specialization in postsecondary and adult education is designed for mid-career professionals in community college, college, university, corporate, and other adult education environments who wish to enhance their teaching skills by integrating current theory and reflective practice within adult educational settings.

Ten Required Courses + Lab 40 quarter credits

Core courses:

ED5004	Societal and Cultural Change
ED5005	Master's Learner Success Lab (non-credit)
ED5006	Survey of Research Methodology

Specialization courses:

ED7701	Educational Philosophy and Change
ED8111	The Historical and Social Foundations of Education
ED7700	Learning Theory and the Educational Process
ED829	Theory and Methods of Educating Adults
ED5990 *	Integrative Project

Choose three from the following courses:

ED7590	Critical Thinking in Adult Education
ED814	Evaluating the Effectiveness of the Educational Process
ED828	Intellectual Development and Learning Styles across the Lifespan
ED836	The Collaborative Nature of Adult Education
ED838	Teaching and Learning with Diverse Populations

Two Elective Courses 8 quarter credits

Recommended elective courses:

ED7580	Theory and Development of Multiple Intelligences
ED7690	Critical Skills for Facilitating Online Learning
ED7692	Strategies for Building Online Learning
ED7703	Student Development, Challenges and Successes
ED7711	Course Design and Development
ED7713	Student Advising and Retention
ED7716	Faculty Leadership
ED815	The Future of Educational Institutions: Topics and Trends

Choose any graduate-level course(s).

Total 48 quarter credits

Professional Studies in Education

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

Seven Required

Courses + Lab 28 quarter credits

Core courses:

ED5004	Societal and Cultural Change
ED5005	Master's Learner Success Lab (non-credit)
ED5006	Survey of Research Methodology

Specialization courses:

ED7701	Educational Philosophy and Change
ED8111	The Historical and Social Foundations of Education
ED814	Evaluating the Effectiveness of the Educational Process OR
ED7712	Classroom Assessment in Education
ED7700	Learning Theory and the Educational Process OR
ED829	Theory and Methods for Educating Adults
ED5990 *	Integrative Project

Five Elective Courses 20 quarter credits

Choose any graduate-level course(s).

Total 48 quarter credits

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

School of Education Degree Programs, *continued*

Master's Specializations, continued

Instructional Design for Online Learning

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

Ten Required Courses + Lab 40 quarter credits

Core courses:

ED5004	Societal and Cultural Change
ED5005	Master's Learner Success Lab (non-credit)
ED5006	Survey of Research Methodology

Specialization courses:

ED851	Principles of Learning and Instructional Design
ED815	The Future of Educational Institutions: Topics and Trends OR
ED8111	The Historical and Social Foundations of Education
ED5990 *	Integrative Project
<i>Choose five from the following courses:</i>	
ED7210	The Delivery of Distance Education
ED7211 *	Designing Online Instruction
ED722	Interface Design
ED7503	Instructional Media Tools
ED724	Project Management for Multimedia Development
ED7505 *	Evaluation and Assessment of Instructional Design
ED846 *	Instructional Design for Distance Learning

Two Elective Courses 8 quarter credits

Choose any graduate-level course(s).

Total 48 quarter credits

Curriculum and Instruction

Learners in the master's-level specialization in curriculum and instruction will develop and demonstrate the research-based knowledge, skills, and attitudes necessary for effective classroom, building, and district-level leadership in curriculum and instruction. The specialization is designed for teachers interested in teaching improvement initiatives supported by current theory and research in curriculum design and instructional models, and assessment strategies focused on increasing student achievement. Teachers will participate in course discussions and activities that provide practical experiences and projects that demonstrate innovative and timely theory, research, and practice.

Ten Required Courses + Lab 44 quarter credits

Core courses:

ED5007	Foundations of Educational Leadership (6 quarter credits)
ED5005	Master's Learner Success Lab (non-credit)
ED5501	Assessment and Improvement of Instruction
ED5500	Standards-Based Curriculum, Instruction, and Assessment
ED5503	Classroom Management Strategies
ED5504	Strategies for Eliminating the Achievement Gap

Specialization courses:

ED5533	Curriculum Mapping: Reflection and Practice
ED5534	Instruction and Assessment: Theory and Practice
ED5535	Collaboration for the Improvement of Curriculum and Instruction
ED5536	Applying Research to the Improvement of Curriculum and Instruction
ED5540 *	Master's Practicum in Curriculum and Instruction (6 quarter credits)

One Elective Course 4 quarter credits

Recommended elective courses:

ED5537	Emerging Technology and Multimedia for Curriculum and Instruction
ED5538	Curriculum and Instruction: Program Evaluation
OR	

Choose any graduate-level course.

Total 48 quarter credits

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

Training and Performance Improvement

The master's specialization in training and performance improvement is intended for professionals in roles that include training specialists, career counselors, instructional designers, sales trainers, adult educators, and performance improvement consultants. Through courses such as Needs Assessment: Models and Procedures, learners will obtain an in-depth understanding of and ability to apply human performance technology in order to improve organizational productivity. The curriculum will also help learners to clarify and define their career purpose and professional strengths. Frequent interactions with experienced faculty and peer professionals will deepen the learner's grasp of recognized theory and best practices while preparing them for more challenging job responsibilities. The curriculum is based on ASTD's Human Performance Improvement model.

Ten Required Courses + Lab 40 quarter credits

Core courses:

ED5004	Societal and Cultural Change
ED5005	Master's Learner Success Lab (non-credit)
ED5006	Survey of Research Methodology

Specialization courses (suggested sequence):

ED7631	Introduction to Training and Performance Systems (prerequisite for specialization)
ED7641	Needs Assessment: Models and Procedures
ED7652	Evaluating Training and Performance Improvement Systems
ED7662	Designing Training and Performance Solutions
ED7672	Delivery Systems for Training and Performance Improvement
ED7674	Managing Training and Performance Improvement
ED5990 *	Integrative Project
<i>Choose one from the following:</i>	
ED502	Survey of Human Resource Development Research
ED7210	The Delivery of Distance Education
ED7673	The Future of Corporate and Technical Training: Issues and Trends
ED828	Intellectual Development and Learning Styles Across the Lifespan
ED830	Coaching for High Performance

Two Elective Courses 8 quarter credits

Choose any graduate-level course(s).

Total 48 quarter credits

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

Certificate

Leadership in Educational Administration Post-master's Certificate

This post-master's certificate is designed exclusively for learners with three years licensed teaching experience seeking principal and/or superintendent licensure in Minnesota. The state's requirements for licensure are the most rigorous in the nation. The course work, internship, and residential colloquia deliver Minnesota's 21 principal and eight superintendent competencies to prepare learners to qualify for licensure and to succeed in K-12 administration.

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

Residency Requirement(s):

One one-week colloquium session (Track I).

Twelve Required

Courses + Lab **48 quarter credits**

ED8004	Societal and Cultural Change
ED8005	Doctoral Learner Success Lab (non-credit)
ED8113	Advanced Study in Research Methods OR
ED814	Evaluating the Effectiveness of the Educational Process
ED820	The Principles of Educational Administration
ED822	The Funding of Educational Institutions
ED823	Education and the Law
ED825	Curriculum Development
ED8910	The Minnesota Superintendency
ED8911	The Minnesota K-12 Principalship
ED8111	The Historical and Social Foundations of Education
ED7541	Teacher Supervision and Evaluation
<i>Choose one internship sequence:</i>	
ED8921	Internship in Minnesota Educational Administration I AND
ED8922 *	Internship in Minnesota Educational Administration II OR
ED8923	Internship in the Minnesota Superintendency I AND
ED8924 *	Internship in the Minnesota Superintendency II

Total 48 quarter credits

Learners who have completed this post-master's certificate may transfer up to 48 master's degree credits and 48 post-master's certificate credits into the Capella doctoral program in leadership in educational leadership. Learners who transfer the maximum 96 credits will be required to complete, at a minimum, two additional residential colloquia and all comprehensive examination and dissertation courses. Learners who elected ED814 in their certificate program will also be required to take ED8113 to complete the doctoral program.

Learners who wish to add endorsements to an existing license must do additional field work. To expand an elementary or secondary license to K-12, learners need to complete a second 200-hour internship. To add a principal endorsement to a superintendent endorsement (or vice versa), the internship is 320 hours (MR, 3512.0200, Subp. 3.).

For principalship licensure, learners completing ED8921 and ED8922 must include 320 hours of supervised field experience.

For superintendency licensure, learners completing ED8923 and ED8924 must include 320 hours of supervised field experience.

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

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

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

School of Human Services



Pamela Patrick, PhD
Executive Director

From the Executive Director

As one of the founding schools at Capella University, the School of Human Services continues to design and offer advanced programs of academic study and real-world experience needed by today's professionals.

The school provides graduate study in eight areas of specialization including study in a CACREP-approved mental health counseling master's degree specialization. Our leading-edge programs are designed to prepare professionals to make an impact on the social problems and issues that confront contemporary society. The challenges faced by our social institutions, communities, organizations, and families are complex; they demand attention and require increased human resource commitment for workable solutions to be found.

To be effective agents of social change, professionals confronting these problems need advanced education that deliberately and constructively prepares them for this role.

Acquisition of graduate education is part of a personal and professional change process that directly impacts society. Adults who seek advanced education have a vision that guides them to push beyond personal limits and to pursue goals that, at times, seem unattainable. Individual goals for graduate education can be achieved in Capella University's distance education learning environment, which is supportive, stimulating, and sensitive to diversity and multiculturalism. Such an environment makes dreams come true, visions for a better society a possibility, and individual academic accomplishments a reality.

I welcome you to Capella University and to the School of Human Services. We are committed to the mission of guiding you through your educational journey and making your dream of earning a graduate degree a reality.

Pamela Patrick, PhD
Executive Director

About the School of Human Services

Mission Statement

The Capella University School of Human Services mission is to impact social change within specific professional areas of practice as well as within American social systems. To accomplish this mission, the school provides highly relevant graduate education to adult learners in counselor education and contemporary areas of professional human service delivery. Graduates of the School of Human Services degree programs implement this mission by applying academic knowledge and expertise in a variety of institutional, agency, community, and educational settings.

Degree Programs

Doctor of Philosophy (PhD)

The Capella University School of Human Services Doctor of Philosophy degree program mission is based on the scholar-practitioner model that guides graduates in the acquisition and application of advanced theory, research, critical thinking, and leadership competencies necessary to affect social change.

Master of Science (MS)

The Capella University School of Human Services Master of Science degree program mission is to prepare graduates to assume positions as agents of social change and leadership as they enter the profession or discipline.

Certificates

The Capella University School of Human Services certificate program mission is to provide concentrated, discipline-specific knowledge that is directly applicable to human services professionals.

Professional Licensure and Certification

Capella University offers academic programs leading to advanced degrees in a number of fields for which professional practice requires licensure or certification by state, local, or professional boards. However, because the licensing or certification standards vary, Capella University makes no representation, warranty, or guarantees that successful completion of the course of study will permit the learner to obtain licensure or certification. Learners who enroll in a Capella University degree program in a field for which professional practice requires any type of licensure or certification, are solely responsible for determining and complying with state, local or professional licensure and certification requirements. These learners are also responsible for taking the steps necessary to satisfy those requirements.

As part of the admission process, Capella University requires all learners in these programs to sign an Understanding of the Curriculum form in which the learners agree that it is their responsibility to understand and to comply with licensing and certification laws and regulations. Additional information on [professional licensure and certification](#) can be found on iGuide.

SPECIALIZATIONS OFFERED IN THE SCHOOL OF HUMAN SERVICES

Specializations	Degrees and Certificates
General Human Services	PhD, MS
Criminal Justice	PhD, MS, Certificate
Counseling Studies	PhD, MS
Health Care Administration	PhD, MS, Certificate
Management of Nonprofit Agencies	PhD, MS, Certificate
Marital, Couple, and Family Counseling/Therapy	MS
Mental Health Counseling	MS
Social Work and Community Services	PhD, MS
Addictions Counseling	Certificate
Diversity Studies	Certificate
Marriage and Family Services	Certificate
Professional Counseling	Certificate
Social and Community Services	Certificate

School of Human Services Degree Programs

Doctor of Philosophy (PhD) Specializations

General Human Services

The specialization in general human services provides optimal opportunity to construct a program of study that meets the needs of the human services professional. Included in this specialization is required course work that provides a foundation upon which a distinctive program of study can be positioned. Emphasis is on the acquisition of advanced academic skill sets and competencies that prepare the graduate to teach, consult, and contribute to diverse professions and disciplines.

Residency Requirement(s):

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

Sixteen Required

Courses + Lab 64 quarter credits

HS8004	Advanced Research in Adult Development and Behavior
HS8005	Doctoral Learner Success Lab (non-credit)
HS815	Professional and Scientific Ethics
HS817	Social Systems
HS818	Scope of Human Services
HS8300	Diversity in the Workplace
HS8106	Epistemology of Practice Knowledge
HS8100 *	Fundamentals of Social Science Research
HS8111 *	Quantitative Research Methods in the Human Services
HS8112 *	Advanced Qualitative Research Methods
HS8113 *	Advanced Study in Research Methods
HS9984 *	Doctoral Comprehensive Examination I
HS9985 *	Doctoral Comprehensive Examination II
HS9996 *	Dissertation Research I
HS9997 *	Dissertation Research II
HS9998 *	Dissertation Research III
HS9999 *	Dissertation Research IV

Fourteen Elective Courses 56 quarter credits

Choose any graduate-level course(s).

Total 120 quarter credits

Criminal Justice

The specialization in criminal justice prepares professionals to understand and effectively address the complex issues surrounding criminal behavior, prevention, intervention programming, and development of public policy strategies at the community, state, and national levels. Designed for professionals with a master's degree in human services, psychology, or a related social sciences field, the PhD with a specialization in criminal justice is ideal for learners who desire advanced study and research in the field and wish to advance their careers to academic, supervisory, or administrative levels. Graduates are prepared for leadership, research, and consulting positions that will impact systems of criminal justice.

Residency Requirement(s):

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

Twenty-three Required

Courses + Lab 92 quarter credits

Core courses:

HS8004	Advanced Research in Adult Development and Behavior
HS8005	Doctoral Learner Success Lab (non-credit)
HS864	Contemporary Issues in Compulsive and Addictive Behavior Treatment
HS8106	Epistemology of Practice Knowledge
HS8100 *	Fundamentals of Social Science Research
HS8111 *	Quantitative Research Methods in the Human Services
HS8112 *	Advanced Qualitative Research Methods
HS8113 *	Advanced Study in Research Methods

Specialization courses:

HS8210	Issues in Police-Community Relations
HS8370	The Criminal Mind
HS8371	Race/Culture in Criminal Justice
HS8372	Criminal Behavior: A Sociological Primus
HS8373	Understanding Criminology
HS8374	Current Research on Violent Behavior
HS8375	Deviance: The Interactionist Perspective
HS8376	Correlates of Crime
HS8377	The Penal System: Its Role in the U.S. Society
HS847	Applied/Clinical Sociology Services
HS9984 *	Doctoral Comprehensive Examination I
HS9985 *	Doctoral Comprehensive Examination II
HS9996 *	Dissertation Research I
HS9997 *	Dissertation Research II
HS9998 *	Dissertation Research III
HS9999 *	Dissertation Research IV

Seven Elective Courses 28 quarter credits

Choose any graduate-level course(s).

Total 120 quarter credits

Counseling Studies

The specialization in counseling studies offers doctoral preparation for human services professionals who seek career advancement within the counseling professions. The counseling studies specialization is ideal for licensed counseling professionals and those who seek positions in educational, consultative, and leadership roles in agency, institutional, public, or private human services settings. This specialization is not designed to meet licensure requirements for the counseling professions.

Residency Requirement(s):

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

Twenty-three Required

Courses + Lab 92 quarter credits

Core courses:

HS8004	Advanced Research in Adult Development and Behavior
HS8005	Doctoral Learner Success Lab (non-credit)
HS831	Psychopathology: Assessment and Treatment
HS839	Theories of Psychotherapy
HS879	Life Planning and Career Development
HS8106	Epistemology of Practice Knowledge
HS8100 *	Fundamentals of Social Science Research
HS8111 *	Quantitative Research Methods in the Human Services
HS8112 *	Advanced Qualitative Research Methods
HS8113 *	Advanced Study in Research Methods

Specialization courses:

HS825	Human Sexuality
HS841	Group Counseling and Psychotherapy
HS845	Grief and Bereavement Counseling
HS854	Child and Adolescent Counseling
HS864	Contemporary Issues in Compulsive and Addictive Behaviors
HS878	Family in the Social Context
HS8500	Advanced Theory and Research in Counseling Studies
HS8501	Contemporary Issues in Counseling Studies
HS9984 *	Doctoral Comprehensive Examination I
HS9985 *	Doctoral Comprehensive Examination II
HS9996 *	Dissertation Research I
HS9997 *	Dissertation Research II
HS9998 *	Dissertation Research III
HS9999 *	Dissertation Research IV

Seven Elective Courses 28 quarter credits

Choose any graduate-level course(s).

Total 120 quarter credits

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

School of Human Services Degree Programs, *continued*

PhD Specializations, continued

Health Care Administration

The specialization in health care administration includes advanced course work and research that is based on the scholar-practitioner model emphasizing critical analysis of theory, research, and practice within the health care field. Designed for experienced professionals with a master's degree in health care services, business, public administration, or a related field, this PhD specialization is ideal for learners who seek doctoral preparation for roles as researchers, educators, administrators, or consultants.

Residency Requirement(s):

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

Twenty-three Required Courses + Lab **92 quarter credits**

Core courses:

HS8004	Advanced Research in Adult Development and Behavior
HS8005	Doctoral Learner Success Lab (non-credit)
HS8106	Epistemology of Practice Knowledge
HS8100 *	Fundamentals of Social Science Research
HS8111*	Quantitative Research Methods in the Human Services
HS8112 *	Advanced Qualitative Research Methods
HS8113 *	Advanced Study in Research Methods

Specialization courses:

HS8114	Operations in Health Care Systems
HS8115	Managing Human Capital in Health Care Environments
HS8116	Financial Analysis in Health Care Systems
HS8117	Strategic Management of Health Care Reimbursement Systems
HS8118	Health Policies Analysis and Strategy
HS8502	Health Care Strategic Planning and Management
HS8503	Health Systems Analysis and Evaluation
HS8504	Law and Health Care Administration
HS8505	Ethics and Decision Making in Health Care
HS8506	Leading Organizational Change in Health Care Systems
HS7500	Quality Improvement and Organizational Performance in Health Care
HS9984 *	Doctoral Comprehensive Examination I
HS9985 *	Doctoral Comprehensive Examination II
HS9996 *	Dissertation Research I
HS9997 *	Dissertation Research II
HS9998 *	Dissertation Research III
HS9999 *	Dissertation Research IV

Seven Elective Courses **28 quarter credits**

Choose any graduate-level course(s).

Total **120 quarter credits**

Management of Nonprofit Agencies

The specialization in management of nonprofit agencies is designed for professionals with a master's degree in human services, counseling, business, administration, or related fields. This specialization offers advanced study and research learning experiences necessary to effectively lead nonprofit agencies. Included in this specialization is course work that addresses contemporary issues impacting the nonprofit agency such as financial management, marketing, public policy, advocacy, and human resource management. Graduates of this program are prepared to assume leadership positions within nonprofit agencies, serve as consultants, and fulfill roles as educators.

Residency Requirement(s):

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

Twenty-three Required Courses + Lab **92 quarter credits**

Core courses:

HS8004	Advanced Research in Adult Development and Behavior
HS8005	Doctoral Learner Success Lab (non-credit)
HS8106	Epistemology of Practice Knowledge
HS8100 *	Fundamentals of Social Science Research
HS8111 *	Quantitative Research Methods in the Human Services
HS8112 *	Advanced Qualitative Research Methods
HS8113 *	Advanced Study in Research Methods

Specialization courses:

HS893	Management of Human Service Agencies
HS889	Role and Function of Boards and CEOs
HS8107	Marketing and Public Relations for Non-Profits
HS8108	Financial Analysis and Reporting for Nonprofit Executives
HS8109	Nonprofit Public Policy and Advocacy
HS7501	Fundraising Strategies for Nonprofit Organizations
HS7502	Grant Proposal Development and Administration
HS8508	Ethics for Nonprofit Executives
HS8509	Law and Nonprofit Organizations
HS8511	Resource Management in Nonprofit Organizations
HS8512	Organizational Assessment and Program Evaluation in Nonprofit Organizations
HS9984 *	Doctoral Comprehensive Examination I
HS9985 *	Doctoral Comprehensive Examination II
HS9996 *	Dissertation Research I
HS9997 *	Dissertation Research II
HS9998 *	Dissertation Research III
HS9999 *	Dissertation Research IV

Seven Elective Courses **28 quarter credits**

Choose any graduate-level course(s).

Total **120 quarter credits**

Social Work and Community Services

The specialization in social work and community services is designed for individuals who have a master's degree in sociology, social work, or a related field. Learners may be licensed clinical social workers or licensed professional counselors who wish to teach, pursue advanced research, administer programs, or supervise clinicians. This specialization provides advanced study of contemporary issues impacting social work and community services as well as preparation to assume leadership roles as social change agents at community, state, and national levels. Additionally, graduates are prepared to teach, engage in research, and provide consultation services within the field. This specialization is not designed to meet licensure requirements for the social work professions.

Residency Requirement(s):

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

Twenty-two Required Courses + Lab **88 quarter credits**

Core courses:

HS8004	Advanced Research in Adult Development and Behavior
HS8005	Doctoral Learner Success Lab (non-credit)
HS815	Professional and Scientific Ethics
HS8300	Diversity in the Workplace
HS8106	Epistemology of Practice Knowledge
HS8100 *	Fundamentals of Social Science Research
HS8111 *	Quantitative Research Methods in the Human Services
HS8112 *	Advanced Qualitative Research Methods
HS8113 *	Advanced Study in Research Methods

Specialization courses:

HS8101	Social Change and Public Policy
HS813	Social Influences of Behavior
HS845	Grief and Bereavement
HS847	Applied/Clinical Sociology Services
HS853	Prevention and Causes of Child Abuse
HS876	Methods of Family Research
HS8102	History of Social Welfare
HS8103	Principles and Practice of Social Work
HS9984 *	Doctoral Comprehensive Examination I
HS9985 *	Doctoral Comprehensive Examination II
HS9996 *	Dissertation Research I
HS9997 *	Dissertation Research II
HS9998 *	Dissertation Research III
HS9999 *	Dissertation Research IV

Eight Elective Courses **32 quarter credits**

Choose any graduate-level course(s).

Total **120 quarter credits**

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

Master of Science (MS) Specializations

General Human Services

The specialization in general human services is designed for professionals seeking advanced graduate education in a flexible, inclusive academic curriculum. Included in this specialization is required course work that provides a foundation upon which a distinctive program of study can be positioned. Learners are provided the maximum level of elective courses so that course selection may be based on personal areas of interest, unique professional areas of concentration, and traditional as well as contemporary areas of study and research within the human services field.

Seven Required

Courses + Lab 28 quarter credits

HS5004	Survey of Research in Human Development and Behavior
HS5005	Master's Learner Success Lab (non-credit)
HS5006	Survey of Research Methodology
HS5990 *	Integrative Project
HS815	Professional and Scientific Ethics
HS817	Social Systems
HS818	Scope of Human Services
HS834	Ethnic and Cultural Awareness

Five Elective Courses 20 quarter credits

Choose any graduate-level course(s).

Total 48 quarter credits

Criminal Justice

The specialization in criminal justice prepares professionals to understand and effectively address the complex issues surrounding criminal behavior. This specialization is designed for caseworkers, probation and parole officers, juvenile specialists, law enforcement professionals, and federal government agents who wish to advance their careers in corrections, criminal justice or the judicial system. The criminal justice course work emphasizes acquisition of knowledge, leadership, and research that prepares professionals to impact social change.

Nine Required

Courses + Lab 36 quarter credits

Core courses:

HS5004	Survey of Research in Human Development and Behavior
HS5005	Master's Learner Success Lab (non-credit)
HS834	Ethnic and Cultural Awareness
HS5006	Survey of Research Methodology

Specialization courses:

HS5990 *	Integrative Project
HS8101	Social Change and Public Policy
HS8211	Practice of Probation, Parole and Community Corrections

HS8212 History of the Juvenile Criminal Justice System

HS827 Juvenile Delinquency

HS883 Adult Criminal Justice System

Three Elective Courses 12 quarter credits

Choose any graduate-level course(s).

Total 48 quarter credits

Counseling Studies

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

Ten Required Courses + Lab 40 quarter credits

Core courses:

HS5004	Survey of Research in Human Development and Behavior
HS5005	Master's Learner Success Lab (non-credit)
HS815	Professional and Scientific Ethics
HS818	Scope of Human Services
HS834	Ethnic and Cultural Awareness
HS5006	Survey of Research Methodology

Specialization courses:

HS814	Theories of Personality
HS821	Mental Health Counseling
HS837	Counseling and Guidance with Diverse Populations
HS838	Counselor as Scientist-Practitioner
HS5990 *	Integrative Project

Two Elective Courses 8 quarter credits

Choose any graduate-level course(s).

Total 48 quarter credits

Health Care Administration

The specialization in health care administration prepares health care professionals including administrators, nurses, analysts, care givers, and researchers to successfully manage and lead health care organizations. The health care administration specialization focuses on the mastery of fundamental health care knowledge needed to serve as change agents and to strengthen the delivery of services to consumers.

Nine Required Courses + Lab 36 quarter credits

Core courses:

HS5004	Survey of Research in Human Development and Behavior
HS5005	Master's Learner Success Lab (non-credit)
HS5006	Survey of Research Methodology

Specialization courses:

HS880	Contexts and Models of Health
HS885	Managed Care and Health Services
HS886	Health Care Communication: Providers and Receivers
HS8801	Health Care and the Law
HS5100	Health Care Management
HS5101	Health Care Finance
HS5990 *	Integrative Project

Three Elective Courses 12 quarter credits

Choose any graduate-level course(s).

Total 48 quarter credits

Management of Nonprofit Agencies

The specialization in management of nonprofit agencies is designed for professionals including mental health workers, social service workers, health care professionals, employment specialists, and case workers who wish to move into administrative or supervisory positions. Included in this specialization is course work that addresses contemporary issues impacting the nonprofit agency such as financial management, grant writing, advocacy, and human resource management. This specialization prepares graduates to assume leadership roles in nonprofit agencies.

Nine Required Courses + Lab 36 quarter credits

Core courses:

HS5004	Survey of Research in Human Development and Behavior
HS5005	Master's Learner Success Lab (non-credit)
HS817	Social Systems
HS8300	Diversity in the Workplace
HS5006	Survey of Research Methodology

Specialization courses:

HS5102	Nonprofit Organization and Management
HS5103	Strategic Planning for Nonprofit Organizations
HS5104	Accounting and Economics for Nonprofit Management
HS5105	Human Resources and Volunteer Management in Nonprofits
HS5990 *	Integrative Project

Three Elective Courses 12 quarter credits

Choose any graduate-level course(s).

Total 48 quarter credits

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

School of Human Services Degree Programs, *continued*

Master's Specializations, continued

Social Work and Community Services

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

Nine Required Courses + Lab **36 quarter credits**

Core courses:

HS5004	Survey of Research in Human Development and Behavior
HS5005	Master's Learner Success Lab (non-credit)
HS818	Scope of Human Services
HS834	Ethnic and Cultural Awareness
HS5006	Survey of Research Methodology

Specialization courses:

HS8101	Social Change and Public Policy
HS8102	History of Social Welfare
HS823	Philosophy of Social Work
HS836	Utilization of Community Resources
HS5990 *	Integrative Project

Three Elective Courses **12 quarter credits**

Choose any graduate-level course(s).

Total **48 quarter credits**

Marital, Couple, and Family Counseling/Therapy

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

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

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

Residency Requirement(s):

Two 10-day residencies (HS-R5900, HS-R5901).

Twenty-two Required Courses + Lab **88 quarter credits**

Core courses:

HS5004	Survey of Research in Human Development and Behavior
HS5005	Master's Learner Success Lab (non-credit)
HS5006	Survey of Research Methodology
HS5107	Principles of Psychopathology: Diagnosis and Treatment
HS5106	Assessment, Tests, and Measures
HS814	Theories of Personality
HS815	Professional and Scientific Ethics
HS821	Mental Health Counseling
HS834	Ethnic and Cultural Awareness
HS839	Theories of Psychotherapy
HS841	Group Counseling and Psychotherapy
HS852	Personal Growth Seminar

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

HS5900 *	Counselor Education Pre-Practicum Course I
HS-R5900 *	Counselor Education Pre-Practicum Laboratory I
HS5901 *	Counselor Education Pre-Practicum Course II
HS-R5901 *	Counselor Education Pre-Practicum Laboratory II
HS9002 *	Clinical Practicum (4 quarter credits plus 100 hours field experience)
HS9031 *	Clinical Internship (4 quarter credits plus 300 hours field experience)
HS9032 *	Clinical Internship (4 quarter credits plus 300 hours field experience)
HS9033 *	Clinical Internship (4 quarter credits plus 300 hours field experience)

Specialization courses:

HS879	Life Planning and Career Development
HS854	Child and Adolescent Counseling
HS872	Marriage and Marital Therapy
HS877	Family Therapy Theory and Methods
HS5990 *	Integrative Project

One Elective Course **4 quarter credits**

Choose one from the following courses:

HS876	Methods of Family Research
HS869	Families, Systems, and Health Care
HS871	Marriage and Family Systems
HS825	Human Sexuality
HS5108	Foundations of Addictive and Compulsive Behavior
HS849	Health Advocacy and the Community
HS883	Adult Criminal Justice System
HS8212	History of the Juvenile Criminal Justice System
HS881	Health in the Workplace
HS8300	Diversity in the Workplace
PSY8420	Multicultural Issues in Addiction
PSY7230	Adolescent Psychology

Total **92 quarter credits**

Capella University does not, and cannot, guarantee licensure. These programs are intended to prepare learners to sit for their state's licensure exam. Attainment of state license is the learner's responsibility. Each learner must determine the requirements of each state in which the learner seeks to be licensed and is responsible for compliance with those requirements.

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

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

Master's Specializations, continued

Mental Health Counseling

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

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

Residency Requirement(s):

Two 10-day residencies (HS-R5900, HS-R5901).

Twenty-two Required

Courses + Lab

88 quarter credits

Core Courses:

HS5004	Survey of Research in Human Development and Behavior
HS5005	Master's Learner Success Lab (non-credit)
HS5006	Survey of Research Methodology
HS5107	Principles of Psychopathology: Diagnosis and Treatment
HS5106	Assessment, Tests, and Measures
HS814	Theories of Personality
HS815	Professional and Scientific Ethics
HS821	Mental Health Counseling
HS834	Ethnic and Cultural Awareness
HS839	Theories of Psychotherapy
HS841	Group Counseling and Psychotherapy
HS852	Personal Growth Seminar

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

HS5900 *	Counselor Education Pre-Practicum Course I
HS-R5900 *	Counselor Education Pre-Practicum Laboratory I
HS5901 *	Counselor Education Pre-Practicum Course II
HS-R5901 *	Counselor Education Pre-Practicum Laboratory II
HS9002 *	Clinical Practicum (4 quarter credits plus 100 hours field experience)
HS9031 *	Clinical Internship (4 quarter credits plus 300 hours field experience)
HS9032 *	Clinical Internship (4 quarter credits plus 300 hours field experience)
HS9033 *	Clinical Internship (4 quarter credits plus 300 hours field experience)

Specialization courses:

HS879	Life Planning and Career Development
HS5108	Foundations of Addictive and Compulsive Behavior
HS849	Health Advocacy in the Community
HS871	Marriage and Family Systems
HS5990 *	Integrative Project

One Elective Course

4 quarter credits

Choose one from the following courses:

HS876	Methods of Family Research
HS877	Family Therapy Theory and Methods
HS869	Families, Systems, and Health Care
HS854	Child and Adolescent Counseling
HS872	Marriage and Marital Therapy
HS825	Human Sexuality
HS883	Adult Criminal Justice System
HS8212	History of the Juvenile Criminal Justice System
HS881	Health in the Workplace
HS8300	Diversity in the Workplace
PSY8420	Multicultural Issues in Addiction
PSY7230	Adolescent Psychology

Total

92 quarter credits

Capella University does not, and cannot, guarantee licensure. These programs are intended to prepare learners to sit for their state's licensure exam. Attainment of state license is the learner's responsibility. Each learner must determine the requirements of each state in which the learner seeks to be licensed and is responsible for compliance with those requirements.

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

Clinical Experience

Master of Science learners enrolled in the mental health counseling and marital, couple, and family counseling/therapy specializations complete clinical courses as a requirement of their specialization. The clinical experience consists of online courses and supervised laboratory practice/client interactions as follows:

The **Clinical Laboratories** are online courses combined with corresponding two 10-day pre-practicum residencies (60 contact hours each). The residencies provide clinical skills development coordinated with an online course.

The **Practicum (HS9002)** is an online course and 100-hour clinical experience. Skills learned and practiced in the clinical residencies are applied in a mental health setting where the practicum is completed.

The **Clinical Internship (HS9031, HS9032, and HS9033)** consists of three online courses that accompany the internship. Each internship experience has a 300-hour hands-on learning experience at an agency/program that provides agreed-upon clinical learning experiences as an intensive field experience. The internship represents a significant time of learning and applying clinical proficiencies that is critical to the provision of mental health counseling, and marital, couple, and family counseling/therapy services.

Learners should consult the School of Human Services clinical manual for details about the clinical experience.

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

Harold Abel School of Psychology



Bruce Weiss, PhD
Executive Director

From the Executive Director

Welcome to the Harold Abel School of Psychology at Capella University. We have designed programs in psychology to provide you with the educational experience that you want while meeting national standards within the field of organized psychology.

Learners may choose to study in the professional track areas of clinical, counseling, or school psychology. Master's specializations are offered in each of these areas. The school psychology specialization and specialist certificate are both designed to meet the standards of the National Association of School Psychologists (NASP). Learners can also study for the Doctor of Psychology (PsyD) degree in the areas of clinical psychology or counseling psychology. Capella's doctoral curriculum has been designed so that the academic areas required of APA-accredited programs are covered and so that award of the PsyD represents a clear recognition that we are committed to training practitioner psychologists within a scholar-practitioner model. While no school of psychology can guarantee that its graduates will become licensed psychologists, these programs are intended to prepare learners for that opportunity.

Alternatively, learners may choose to study in the academic track specializations of educational, industrial/organizational, sport, and general psychology. Master's specializations are offered in each of these areas. Learners may also study for the Doctor of Philosophy (PhD) degree with specializations in educational, industrial/organizational, and general psychology. Capella's psychology degree programs are designed to provide an outstanding education in fields of psychology that play increasingly important roles in our society. The workplace and the classroom are crucial settings in our culture that can benefit greatly from the participation of persons highly educated in psychological principles. These academic track specializations are not intended to provide the necessary educational requirements for a graduate to become licensed as a practitioner psychologist, but will provide the background for individuals to apply psychological principles in many different environments. We at the Harold Abel School of Psychology believe that there is no limit to the range of psychosocial arenas that can benefit from the application of psychological principles and the raising of psychological consciousness.

Capella's flexible online format and supportive learning community are designed to help the learner acquire new skills and competencies while maintaining other commitments. It is a model that is proving to be effective, often resulting in more interaction between faculty and learners and among learners than usually occurs in the traditional classroom. This educational model is designed to prepare you to think critically, to achieve your professional goals, and to help you make an immediate impact in your world.

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

Bruce Weiss, PhD
Executive Director

About the Harold Abel School of Psychology

Mission Statement

The mission of the Harold Abel School of Psychology is to educate and train adult learners to apply psychological principles to improve the quality of life. Psychology practitioners provide assistance to individuals, groups, and families. In addition, graduates in all areas of study can apply psychological principles to a wide range of psychosocial environments such as the workplace, school systems, organizations, and communities. The school subscribes to a scholar-practitioner model of educating psychologists that requires learners to apply theoretical and research knowledge to practice. The competency-based educational model is taught by skilled psychology professionals who are qualified to teach at the graduate level and are experienced in the application of their knowledge.

Harold Abel School of Psychology Degree Programs

Doctor of Psychology (PsyD)

The Harold Abel School of Psychology provides a Doctor of Psychology (PsyD) degree to learners in clinical psychology and counseling psychology. Graduates from these two professional tracks will be prepared to apply proficiencies in assessment, intervention, consultation, supervision, and evaluation. These areas are designed for individuals interested in becoming practitioner psychologists.

The Doctor of Psychology (PsyD) degree represents the recognition of advanced preparation for professional practice. Professional practice requires the incorporation of scientific knowledge and use of methods of scientific inquiry in the application of psychological interventions. These professional activities include a broad range of services such as psychotherapy, psychological assessment, consultation, and supervision. A familiar parallel example is a medical doctor who holds the Doctor of Medicine (MD) degree and practices medicine.

Doctor of Philosophy (PhD)

The Harold Abel School of Psychology provides a Doctor of Philosophy (PhD) degree to learners in educational,

industrial/organizational, and general psychology. Graduates from these three academic tracks will be able to apply psychological principles in areas such as teaching, administration, research, consultation, coaching, management, and leadership.

The Doctor of Philosophy (PhD) degree represents recognition for advanced academic preparation focusing on research and scholarship in a particular discipline of study. The research and scholarship can be used in the practical application of psychological principles and knowledge in a broad range of areas such as education, business, public policy, sports, and social issues. A familiar parallel example is a microbiologist who holds a PhD in microbiology and does medical research exploring cures for cancer.

Master of Science (MS)

The master's degree program in the Harold Abel School of Psychology is designed for individuals seeking an introduction to the field of psychology. Master's learners begin their socialization to the profession through basic foundation courses in psychology and contact with faculty who are also seasoned professionals in the field. Some master's specializations require residency and field experiences that provide opportunities to apply knowledge and skills learned in online courses. Those specializations without residency requirements focus more heavily on the academic aspect of psychology. The master's program prepares learners in several areas of study to enter a doctoral program.

Certificates

The Harold Abel School of Psychology offers certificate programs that are designed to assist professionals in developing additional knowledge in psychology. However, obtaining one of these certificates is not equivalent to certification. The term certification refers to the official mandate awarded by a state regulatory board or professional organization to an individual for a specific professional practice.

Professional Licensure and Certification

Capella University offers advanced degrees in a number of fields for which professional practice requires licensure or certification by state, local, or professional boards. However, because licensing or certification standards vary, Capella University makes no representation, warranty, or guarantees that successful completion of the course of study will permit the learner to obtain licensure or certification. Learners who enroll in a Capella University degree program, in a field for which professional practice requires any type of licensure or certification, are solely responsible for determining and complying with state, local, or professional licensure and certification requirements. These learners are also responsible for taking the steps necessary to satisfy those requirements. Capella University requires all learners in these programs to sign an Understanding of the Curriculum form as part of the admission process in which the learners agree it is their responsibility to understand and to comply with licensing and certification laws and regulations. Additional information on [professional licensure and certification](#) can be found on iGuide.

SPECIALIZATIONS OFFERED IN THE HAROLD ABEL SCHOOL OF PSYCHOLOGY

Professional Track	Degrees and Certificates
Clinical Psychology	PsyD, MS
Counseling Psychology	PsyD, MS
School Psychology	MS, Specialist Certificate
Academic Track	
General Psychology	PhD, MS
Industrial/Organizational Psychology	PhD, MS, Certificates
Educational Psychology	PhD, MS
Sport Psychology	MS, Certificate

Harold Abel School of Psychology Degree Programs

Doctor of Psychology (PsyD) Specializations

Clinical Psychology

Doctoral learners in clinical psychology typically plan to seek licensure as professional psychologists in their states and therefore need to be familiar with the license requirements of their state psychology boards. Some graduates pursue careers in teaching, research, program administration, or consulting.

Degree Requirement(s):

- Clinical PsyD learners start their program only in the first month of the quarter and complete PSY7021 and PSY7022 before other courses.
- Up to 15 quarter credits (three courses) may be transferred to the PsyD program.
- Three academic years of full-time enrollment (at least nine quarters with 10 or more credits, exclusive of the internship), of which two academic years must be in the Harold Abel School of Psychology at Capella University.
- Complete 30 credits before starting the year-in-residence.
- Full-time enrollment during year-in-residence (at least 30 credits).

Residency Requirement(s):

A year-in-residence; see the following section, Academic Residencies, for more details.

Field Training Requirement(s):

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

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

Twenty-eight Required

Courses + Lab 140 quarter credits

Core courses:

PSY7021	Foundations of Psychology – Doctoral Learners
PSY7022	Doctoral Learner Success Lab (non-credit)
PSY7110	History and Systems of Psychology
PSY7210	Lifespan Development
PSY7421	Cognitive/Affective Psychology
PSY7520	Social Psychology
PSY7540	Multicultural Perspectives in Human Behavior
PSY7625 *	Advanced Inferential Statistics
PSY7656 *	Advanced Research Methods
PSY8220 *	Advanced Psychopathology
PSY8230 *	Psychological Testing
PSY8240 *	Advanced Psychological Testing
PSY8371	Strategies of Clinical Supervision and Consultation

Specialization courses:

PSY7320 *	Advanced Biological Psychology
PSY8310	Theories of Psychotherapy
PSY8315	Research in Psychotherapy and Empirically Supported Treatments
PSY8330	Ethics and Standards of Professional Practice
PSY8392 *	Doctoral Practicum I
PSY8394 *	Doctoral Practicum II
PSY8401 *	Internship I
PSY8402 *	Internship II
PSY8403 *	Internship III
PSY8404 *	Internship IV
PSY9984 *	Doctoral Comprehensive Examination I
PSY9985 *	Doctoral Comprehensive Examination II
PSY9301 *	Dissertation Research I
PSY9302 *	Dissertation Research II
PSY9303 *	Dissertation Research III
PSY9304 *	Dissertation Research IV

One Elective Course 5 quarter credits

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

Total 145 quarter credits

Counseling Psychology

Doctoral learners in counseling psychology typically intend to seek a license to practice professional psychology and must be familiar with the licensure requirements of their state psychology boards. Some graduates of this program choose to apply for licensure as a professional counselor and therefore need to be familiar with the separate licensure requirements in their states. In addition to providing counseling services to individuals and groups, graduates will be prepared to work with nonprofit organizations or government agencies, to teach at the undergraduate or graduate level, to conduct program evaluations, to offer consulting services, and to provide supervision of other mental health professionals.

Degree Requirement(s):

- Counseling PsyD learners start their program only in the first month of the quarter and complete PSY7021 and PSY7022 before other courses.
- Up to 15 quarter credits (three courses) may be transferred to the PsyD.
- Three academic years of full-time enrollment (at least nine quarters with 10 or more credits, exclusive of the internship), of which two academic years must be in the Harold Abel School of Psychology at Capella University.
- Complete 30 credits before starting the year-in-residence.
- Full-time enrollment during year-in-residence (at least 30 credits).

Residency Requirement(s):

A year-in-residence; see the following section, Academic Residencies, for more details.

Field Training Requirement(s):

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

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

Twenty-eight Required

Courses + Lab 140 quarter credits

Core courses:

PSY7021	Foundations of Psychology – Doctoral Learners
PSY7022	Doctoral Learner Success Lab (non-credit)
PSY7110	History and Systems of Psychology
PSY7210	Lifespan Development
PSY7421	Cognitive/Affective Psychology
PSY7520	Social Psychology
PSY7540	Multicultural Perspectives in Human Behavior
PSY7625 *	Advanced Inferential Statistics
PSY7656 *	Advanced Research Methods
PSY8220 *	Advanced Psychopathology
PSY8230 *	Psychological Testing
PSY8240 *	Advanced Psychological Testing
PSY8371	Strategies of Clinical Supervision and Consultation

Specialization courses:

PSY7310	Biological Basis of Behavior
PSY8090	Counseling Theories
PSY8093	Professional Standards and Ethics of Counseling
PSY8160	Strategies for Career and Life Planning
PSY8392 *	Doctoral Practicum I
PSY8394 *	Doctoral Practicum II
PSY8401 *	Internship I
PSY8402 *	Internship II
PSY8403 *	Internship III
PSY8404 *	Internship IV
PSY9984 *	Doctoral Comprehensive Examination I
PSY9985 *	Doctoral Comprehensive Examination II
PSY9301 *	Dissertation Research I
PSY9302 *	Dissertation Research II
PSY9303 *	Dissertation Research III
PSY9304 *	Dissertation Research IV

One Elective Course 5 quarter credits

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

Total 145 quarter credits

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

Harold Abel School of Psychology Degree Programs, *continued*

Doctor of Philosophy (PhD) Specializations

General Psychology

General psychology is offered to those learners who want a great deal of flexibility in designing and individualizing their education by selecting from a wide range of course offerings. These degree requirements are not designed for licensure as a professional psychologist. Learners in general psychology can concentrate their course work in areas such as addictions, family, health, and sport psychology or can use their electives to form an individualized program of studies.

Residency Requirement(s):

Three one-week residential colloquia; see the following section, Academic Residencies, for more details.

Eighteen Required

Courses + Lab **90 quarter credits**

Core courses:

PSY7021	Foundations of Psychology – Doctoral Learners
PSY7022	Doctoral Learner Success Lab (non-credit)
PSY7210	Lifespan Development
PSY7421	Cognitive/Affective Psychology
PSY7520	Social Psychology
PSY7540	Multicultural Perspectives in Human Behavior
PSY7610	Tests and Measurements
PSY7625 *	Advanced Inferential Statistics
PSY7630	Qualitative Analysis
PSY7656 *	Advanced Research Methods
PSY8330	Ethics and Standards of Professional Practice

Specialization courses:

PSY7110	History and Systems of Psychology
PSY7510	Psychology of Personality
PSY9984 *	Doctoral Comprehensive Examination I
PSY9985 *	Doctoral Comprehensive Examination II
PSY9301 *	Dissertation Research I
PSY9302 *	Dissertation Research II
PSY9303 *	Dissertation Research III
PSY9304 *	Dissertation Research IV

Six Elective Courses 30 quarter credits

Choose from graduate-level courses, excluding 8000-level psychology testing courses, practicum, and internship.

Total 120 quarter credits

Industrial/Organizational Psychology

The specialization in industrial/organizational psychology is designed for learners interested in behavior in the workplace and other organizational settings. Learners in this specialization are interested in leadership issues, group development, organizational change strategies, motivational and performance enhancement concerns, and human resource management (including employee support services). Doctoral graduates typically pursue positions as consultants in business, government, and higher education. These degree requirements are not designed for licensure as a professional psychologist.

Residency Requirement(s):

Three one-week residential colloquia; see the following section, Academic Residencies, for more details.

Twenty-two Required

Courses + Lab **110 quarter credits**

Core courses:

PSY7021	Foundations of Psychology – Doctoral Learners
PSY7022	Doctoral Learner Success Lab (non-credit)
PSY7240	Adult Psychology
PSY7421	Cognitive/Affective Psychology
PSY7520	Social Psychology
PSY7610	Tests and Measurements
PSY7656 *	Advanced Research Methods
PSY8330	Ethics and Standards of Professional Practice

Specialization courses:

PSY7310	Biological Basis of Behavior
PSY7530	Group Psychology
PSY7625 *	Advanced Inferential Statistics
PSY8710	Principles of Organizational Psychology
PSY8720	Psychology of Leadership
PSY8730	Consultation Psychology
PSY8740	Personnel Psychology
PSY8750	Managing Psychological Services
PSY8765 *	Testing and Assessment in Workplace Psychology
PSY9984 *	Doctoral Comprehensive Examination I
PSY9985 *	Doctoral Comprehensive Examination II
PSY9301 *	Dissertation Research I
PSY9302 *	Dissertation Research II
PSY9303 *	Dissertation Research III
PSY9304 *	Dissertation Research IV

Two Elective Courses 10 quarter credits

Choose from graduate-level courses in the Harold Abel School of Psychology, excluding 8000-level testing courses, practicum, and internship.

(However, learners in the Industrial/Organizational specialization are required to take PSY8765.)

Total 120 quarter credits

Educational Psychology

Doctoral learners will acquire a broad base of knowledge about teaching, learning, research methods, and data analysis. Course content includes development, cognition, multicultural, and social perspectives in human behavior as well as testing and ethical standards of professional practice. Learners frequently pursue careers in higher education, corporate learning, administration, the military, research, and consulting. These degree requirements are not designed for licensure as a professional psychologist.

Residency Requirement(s):

Three one-week residential colloquia; see the following section, Academic Residencies, for more details.

Twenty Required

Courses + Lab **100 quarter credits**

Core courses:

PSY7021	Foundations of Psychology – Doctoral Learners
PSY7022	Doctoral Learner Success Lab (non-credit)
PSY7210	Lifespan Development
PSY7240	Adult Psychology
PSY7421	Cognitive/Affective Psychology
PSY7520	Social Psychology
PSY7540	Multicultural Perspectives in Human Behavior
PSY7610	Tests and Measurements
PSY7625 *	Advanced Inferential Statistics
PSY7630	Qualitative Analysis
PSY7656 *	Advanced Research Methods
PSY8330	Ethics and Standards of Professional Practice

Specialization courses:

PSY7410	Psychology of Learning
PSY8110	Teaching Psychology
PSY8140	Mentoring Psychological Research
PSY9984 *	Doctoral Comprehensive Examination I
PSY9985 *	Doctoral Comprehensive Examination II
PSY9301 *	Dissertation Research I
PSY9302 *	Dissertation Research II
PSY9303 *	Dissertation Research III
PSY9304 *	Dissertation Research IV

Four Elective Courses 20 quarter credits

Choose from the graduate-level courses in the Harold Abel School of Psychology, excluding 8000-level testing courses, practicum, and internship.

Total 120 quarter credits

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

Master of Science (MS) Specializations

Clinical Psychology

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

Residency Requirement(s):

Three one-week master's residential colloquia; see the following section, Academic Residencies, for more details.

Field Training Requirement(s):

Minimum of 600 total practicum hours; see the following section, Field Training, for more details.

Thirteen Required

Courses + Lab **65 quarter credits**

Core courses:

PSY7011	Foundations of Psychology – Master's Learners
PSY7012	Master's Learner Success Lab (non-credit)
PSY7210	Lifespan Development
PSY7542	Ethics and Multicultural Issues
PSY7610	Tests and Measurements
PSY7620	Inferential Statistics
PSY7650	Research Methods
PSY8210	Principles of Psychopathology
PSY8230 *	Psychological Testing

Specialization courses:

PSY7310	Biological Basis of Behavior
PSY8312	Clinical Interventions
PSY8391 *	Master's Practicum I
PSY8393 *	Master's Practicum II
PSY9150 *	Master's Final Project

Total **65 quarter credits**

Counseling Psychology

Master's learners admitted to counseling psychology typically intend to pursue a doctoral degree. Some master's graduates may pursue licenses as psychology assistants or technicians, and therefore need to be familiar with these licensure requirements of their state psychology boards. However, these learners will not be eligible for the independent practice of psychology or counseling, and these degree requirements do not prepare graduates for licensure as professional counselors or psychologists.

Residency Requirement(s):

Three one-week master's residential colloquia; see the following section, Academic Residencies, for more details.

Field Training Requirement(s):

Minimum of 600 total practicum hours; see the following section, Field Training, for more details.

Fourteen Required

Courses + Lab **70 quarter credits**

Core courses:

PSY7011	Foundations of Psychology – Master's Learners
PSY7012	Master's Learner Success Lab (non-credit)
PSY7210	Lifespan Development
PSY7542	Ethics and Multicultural Issues
PSY7610	Tests and Measurements
PSY7620	Inferential Statistics
PSY7650	Research Methods
PSY8210	Principles of Psychopathology
PSY8230 *	Psychological Testing

Specialization courses:

PSY8090	Counseling Theories
PSY8091	Group Counseling
PSY8092	Counseling Skills and Procedures
PSY8391 *	Master's Practicum I
PSY8393 *	Master's Practicum II
PSY9150 *	Master's Final Project

Total **70 quarter credits**

School Psychology

Master's learners are typically interested in practicing as school psychologists in public and private settings. Learners who are interested in preparing to apply for state or national certification as a school psychologist will need to enroll in both the school psychology master's specialization and the specialist certificate in school psychology. Completion of the master's degree alone does not adequately prepare learners to be eligible to sit for a licensure or certification exam as a school psychologist. Learners also need to know their specific state requirements to ensure these programs meet those requirements.

Residency Requirement(s):

School Psychology Year-in-Residence, Part I; see the following section, Academic Residencies, for more details.

Fourteen Required

Courses + Lab **70 quarter credits**

Core courses:

PSY7011	Foundations of Psychology – Master's Learners
PSY7012	Master's Learner Success Lab (non-credit)
PSY7210	Lifespan Development
PSY7610	Tests and Measurements
PSY7620	Inferential Statistics
PSY7650	Research Methods

Specialization courses:

PSY7225	Child and Adolescent Psychology
PSY7421	Cognitive/Affective Psychology
PSY7540	Multicultural Perspectives in Human Behavior
PSY7612 *	Functional Based Assessment
PSY8231 *	Psychological Assessments for School Psychologists I
PSY8331	Principles of School Psychology
PSY8335	Consultation and Collaboration in the Schools
PSY8337	Legal and Ethical Issues in the School
PSY9150 *	Master's Final Project

Total **70 quarter credits**

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

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

Harold Abel School of Psychology Degree Programs, *continued*

Master's Specializations, continued

Specialist Certificate in School Psychology

This certificate is designed for master's degree graduates with a specialization in school psychology. Those who earn the specialist certificate typically are preparing to apply for a license or a certificate to practice as a school psychologist. The 50 quarter credits required for the specialist certificate are intended to complement the master's specialization in school psychology. Therefore, learners who complete both the master's degree and the specialist certificate in school psychology will have completed 120 quarter credits of study.

Residency Requirement(s):

School Psychology Year-in-Residence, Part II; see the following section, Academic Residencies, for more details.

Field Training Requirement(s):

Minimum of 350 practicum contact hours and 1,200 internship hours; see the following section, Field Training, for more details.

Eleven Required Courses 50 quarter credits

PSY7310	Biological Basis of Behavior
PSY8150	Learning Disabilities in the Classroom
PSY8210	Principles of Psychopathology
PSY8232 *	Psychological Assessments for School Psychologists II
PSY8332	Advanced Methods in School Psychology
PSY8336	Organization and Operation of the School
PSY8377 *	School Psychology Practicum I (3 quarter credits)
PSY8378 *	School Psychology Practicum II (2 quarter credits)
PSY8385 *	School Psychology Internship I
PSY8386 *	School Psychology Internship II
PSY8387 *	School Psychology Internship III

Total 50 quarter credits

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

General Psychology

This area offers learners a great deal of flexibility in designing and personalizing their education since some individuals enter graduate school uncertain about their professional and occupational plans. Learners can choose this course of study as an opportunity to explore the curriculum in psychology. These degree requirements are not intended to prepare graduates for licensure as a professional counselor or psychologist.

Residency Requirement(s): None

Ten Required Courses + Lab 50 quarter credits

PSY7011	Foundations of Psychology – Master's Learners
PSY7012	Master's Learner Success Lab (non-credit)
PSY7210	Lifespan Development
PSY7410	Psychology of Learning
PSY7421	Cognitive/Affective Psychology
PSY7520	Social Psychology
PSY7540	Multicultural Perspectives in Human Behavior
PSY7610	Tests and Measurements
PSY7620	Inferential Statistics
PSY7650	Research Methods
PSY9101 *	Master's Integrative Project

Three Elective Courses 15 quarter credits
Choose from graduate-level courses, excluding 8000-level psychology testing courses, practicum, and internship.

Total 65 quarter credits

Industrial/Organizational Psychology

Learners interested in the application of organizational behavior principles and research findings to the workplace and other organizational settings will choose this course of study. Learners use the application of leadership theories, group development, conflict management, and organizational change strategies in pursuit of entry-level management positions in human resources, business services, and industry. These degree requirements are not intended to prepare graduates for licensure as a professional counselor or psychologist.

Residency Requirement(s): None

Twelve Required Courses + Lab 60 quarter credits

Core courses:

PSY7011	Foundations of Psychology – Master's Learners
PSY7012	Master's Learner Success Lab (non-credit)
PSY7210	Lifespan Development
PSY7410	Psychology of Learning
PSY7610	Tests and Measurements
PSY7650	Research Methods
PSY7620	Inferential Statistics

Specialization courses:

PSY7110	History and Systems of Psychology
PSY8710	Principles of Organizational Psychology
PSY8720	Psychology of Leadership
PSY8730	Consultation Psychology
PSY8740	Personnel Psychology
PSY9101 *	Master's Integrative Project

One Elective Course 5 quarter credits

Choose from graduate-level courses in the Harold Abel School of Psychology, excluding 8000-level testing courses, practicum, and internship. (However, learners in the industrial/organizational specialization may take PSY8765.)

Total 65 quarter credits

Educational Psychology

Learners pursuing this master's specialization frequently are planning to teach at the community college level or work with people in various levels of lifespan development from early childhood through aging adults. Learners might be interested in understanding the role of computer mediated instructional strategies in the educational process, adult learning in general, instructional design, or the stages of development at different ages. These degree requirements are not intended to prepare graduates for licensure as a professional counselor or psychologist.

Residency Requirement(s): None

Eleven Required Courses + Lab 55 quarter credits

Core courses:

PSY7011	Foundations of Psychology – Master's Learners
PSY7012	Master's Learner Success Lab (non-credit)
PSY7210	Lifespan Development
PSY7410	Psychology of Learning
PSY7421	Cognitive/Affective Psychology
PSY7520	Social Psychology
PSY7540	Multicultural Perspectives in Human Behavior
PSY7610	Tests and Measurements
PSY7620	Inferential Statistics
PSY7650	Research Methods

Specialization courses:

PSY7630	Qualitative Analysis
PSY9101 *	Master's Integrative Project

Two Elective Courses 10 quarter credits

Choose from graduate-level courses in the Harold Abel School of Psychology, excluding 8000-level testing courses, practicum, and internship.

Total 65 quarter credits

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

Master's Specializations, continued

Sport Psychology

Master's learners in this specialization are frequently school-based coaches, physical education teachers, or individuals working in parks and recreation departments who wish to gain current theory and research knowledge associated with performance enhancement, individual and team motivation, injury recovery, and stress management as it applies to amateur athletes. Some of these learners are interested in the application of these principles to settings such as fitness/health clubs, sports camps, and resort-based wellness programs. These degree requirements are not intended to prepare graduates for licensure as a professional counselor or psychologist.

Residency Requirement(s): None

Twelve Required

Courses + Lab **60 quarter credits**

Core courses:

PSY7011 Foundations of Psychology –
Master's Learners

PSY7012 Master's Learner Success Lab
(non-credit)

PSY7210 Lifespan Development

PSY7410 Psychology of Learning

PSY7540 Multicultural Perspectives in
Human Behavior

PSY7610 Tests and Measurements

PSY7620 Inferential Statistics

PSY7650 Research Methods

Specialization courses:

PSY7310 Biological Basis of Behavior

PSY8840 Principles of Sport Psychology

PSY8841 Performance Enhancement in Sport

PSY8842 Applied Sport Psychology

PSY9101 * Master's Integrative Project

One Elective Course **5 quarter credits**

Choose from graduate-level courses in the Harold Abel School of Psychology, excluding 8000-level testing courses, practicum, and internship.

Total **65 quarter credits**

Certificates

Specialist Certificate in School Psychology

This certificate is designed for graduates of the master's specialization in school psychology. 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 the master's degree and specialist certificate in school psychology will have completed 120 quarter credits of study.

Minimum Educational Requirement(s):

Master's degree in School Psychology.

Residency Requirement(s):

School Psychology Year-in-Residence, Part II; see the following section, Academic Residencies, for more details.

Field Training Requirement(s):

Minimum of 350 practicum contact hours and 1,200 internship hours; see the following section, Field Training, for more details.

Eleven Required Courses **50 quarter credits**

PSY7310 Biological Basis of Behavior

PSY8150 Learning Disabilities in the Classroom

PSY8210 Principles of Psychopathology

PSY8232 * Psychological Assessments for School
Psychologists II

PSY8332 Advanced Methods in School Psychology

PSY8336 Organization and Operation of the
School

PSY8377 * School Psychology Practicum I
(3 quarter credits)

PSY8378 * School Psychology Practicum II
(2 quarter credits)

PSY8385 * School Psychology Internship I

PSY8386 * School Psychology Internship II

PSY8387 * School Psychology Internship III

Total **50 quarter credits**

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

Industrial/Organizational Psychology (Three certificates)

Industrial/organizational psychology offers three certificates. Each certificate provides a foundation in industrial/organizational psychology plus emphasis in a specialized area within that field. These certificates provide an opportunity for learners to develop and expand their skills to work in the area of I/O consulting. It is important to choose the appropriate certificate to meet one's professional needs. Because the certificates share some of the same course work, only one certificate can be awarded per individual. These certificates are not designed to prepare learners for licensure to practice as professional counselors or psychologists.

Minimum Educational Requirement(s):

Master's degree in psychology or a related field.

Executive Human Resource Management and Consultation

Six Required Courses **30 quarter credits**

PSY7210 Lifespan Development **OR**

PSY7240 Adult Psychology

PSY7530 Group Psychology **OR**

PSY8720 Psychology of Leadership **OR**

PSY8730 Consultation Psychology

PSY8160 Strategies for Career and
Life Planning **OR**

PSY8780 Psychology of Organizational
Ergonomics in the Workplace **OR**

PSY8790 Workplace Safety and Health
Psychology

PSY8710 Principles of Organizational Psychology

PSY8740 Personnel Psychology

PSY8765 * Testing and Assessment in Workplace
Psychology **OR**

PSY8785 Compensation and Benefits Planning
Psychology

Total **30 quarter credits**

Organizational Testing and Assessment

Five Required Courses **25 quarter credits**

PSY7210 Lifespan Development **OR**

PSY7240 Adult Psychology

PSY7530 Group Psychology **OR**

PSY8720 Psychology of Leadership **OR**

PSY8730 Consultation Psychology

PSY7650 Research Methods

PSY8710 Principles of Organizational Psychology

PSY8765 * Testing and Assessment in Workplace
Psychology

One Elective Course **5 quarter credits**

Choose from graduate-level courses in the Harold Abel School of Psychology, excluding other 8000-level testing courses, practicum, and internship.

Total **30 quarter credits**

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

Harold Abel School of Psychology Degree Programs, *continued*

Certificates, *continued*

Executive Development

Six Required Courses 30 quarter credits

PSY7240	Adult Psychology	OR
PSY8160	Strategies for Career and Life Planning	
PSY7530	Group Psychology	OR
PSY8770	Performance Enhancement and Motivation	
PSY8710	Principles of Organizational Psychology	
PSY8720	Psychology of Leadership	
PSY8730	Consultation Psychology	
PSY8765 *	Testing and Assessment in Workplace Psychology	

Total 30 quarter credits

Sport Psychology

The majority of individuals pursuing this certificate currently work in the field and expect to enhance their understanding of the application of psychological principles to work with high school, college, amateur, and/or professional athletes. This certificate is not designed to prepare learners for licensure to practice as professional counselors or psychologists.

Minimum Educational Requirement(s):

Bachelor's degree.

Four Required Courses 20 quarter credits

PSY8840	Principles of Sport Psychology
PSY8841	Performance Enhancement in Sport
PSY8842	Applied Sport Psychology
PSY8843	Exercise Psychology

Two Elective Courses 10 quarter credits

Choose from graduate-level courses in the Harold Abel School of Psychology, excluding 8000-level testing courses, practicum, and internship.

Total 30 quarter credits

Academic Residencies

The Harold Abel School of Psychology (HASOP) offers residencies that supplement course work and help learners to develop their professional identities as professionals in the field of psychology. **Residency** is an essential component of a graduate degree in psychology at Capella University. Residencies are required in both doctoral programs and in the clinically oriented master's degree areas including clinical psychology, counseling psychology, and school psychology. A residency is also required for the specialist certificate in school psychology. The Harold Abel School of Psychology has two types of residency requirements: the master's and PhD residential colloquia and the year-in-residence for all PsyD learners and learners in the master's degree/specialist certificate in school psychology.

MS and PhD Residential Colloquia

This is a requirement for:

- PhD specializations in educational psychology, industrial/organizational psychology, and general psychology.
- MS specializations in clinical psychology and counseling psychology.

The residency requirement for these programs is satisfied by attendance at three one-week colloquia (called Track I, Track II, and Track III). PhD learners are required to attend one week each year for the first three years of their programs, and master's learners take all three tracks prior to starting their master's final projects. We recommend that all learners attend the first colloquium (Track I) within the first two quarters of enrollment.

Through the residential colloquia, Capella learners gain a stronger sense of academic community by networking and discussing course work, projects, and research issues face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of critical thinking and integrated knowledge to professional and research issues.

The following content areas will be covered at each of the PhD colloquia:

- Area 1:** Developing the scholar-practitioner
- Area 2:** Critical analysis skills
- Area 3:** Research skills
- Area 4:** Professional communication skills
- Area 5:** Development of learning communities
- Area 6:** Psychology-specific content and offerings

For the doctoral learners in the academic track, these content areas will offer graded workshops — with Track I offering foundational workshops in the six areas, Track II offering intermediate workshops in the six areas, and Track III offering advanced workshops in the six areas. School-specific topics including issues in psychology; ethics, diversity, and multicultural issues; trends in psychology; and others will be covered at the colloquia.

Master's learners at colloquia address skills training and practice in areas of counseling skills (individual and group), assessment, ethics, diversity, and culture-specific issues and interventions. These workshops or labs function as the “practice labs” associated with specialization course work in learners' respective specializations. The three tracks are cumulative rather than sequential — learners will typically repeat the same learning and practice activities over the course of the three tracks, achieving approximately 60 hours of training and practice in each skill set required for success in the practicum.

At all colloquia, in addition to formal instruction and practice, learners will have the opportunity to experience keynote addresses by Capella faculty and other experts, group sessions that allow faculty and learners to interact as a community of scholars, and individualized advising sessions with faculty to support their individual learning plans and assess academic progress.

Clinical and Counseling Year-in-Residence

This is a requirement for the PsyD—clinical and counseling specializations.

The **clinical and counseling year-in-residence** requires the following:

- Complete at least 30 quarter credits (including transferred credits) prior to starting year-in-residence.
- Enroll full time during the year (be enrolled each quarter, and take no fewer than 30 quarter credits during the year).
- Demonstrate readiness for internship as defined in the *Residencies Manual*, published each year.
- Complete no fewer than 1,250 hours of psychological study, training, and interaction with faculty and other graduate psychology learners during the year. These hours will be broken down as follows:
 - At least 500 hours of formally scheduled face-to-face instruction with clinical or counseling psychology faculty and learners, demonstrating proficiency in assessment, intervention, efficacy evaluation, ethics and diversity, professional practice, and other competencies of the year-in-residence.
 - At least 100 additional hours of informal face-to-face meetings with other psychologists and psychology learners (both inside and outside of HASOP), engaging in discussion, study, research, or other scholarly activities commonly associated with doctoral training in professional psychology. These additional hours, which must be documented in a way approved by the director of residence and the executive director of the Harold Abel School of Psychology, should include:
 - At least 25 hours of informal face-to-face scholarly activities with fellow learners in HASOP that should take place outside the formally scheduled events and meetings of the residency year.

Academic Residencies, continued

- At least 25 hours of face-to-face scholarly activities with other faculty members or practicing psychologists (who do not need to be affiliated with the Harold Abel School of Psychology), outside the formally scheduled events and meetings of the residency year.
- At least 50 hours of direct engagement in professional societies or organizations dedicated to the promotion of the profession and practice of psychology.
- At least 650 hours during the residency year of direct engagement in the scholarly study of Clinical Psychology and Counseling Psychology. "Direct engagement in scholarly study" is defined as participation in the classroom; course-required or course-related reading, writing, research, or skills practice; and any other activities approved by an instructor in a psychology course in HASOP.
- Successfully complete the portfolio review.
- Apply for internship through the Association of Psychology Postdoctoral and Internship Centers (APPIC) process, and complete the comprehensive examination before or in the same quarter that the APPIC application is made. (Learners must receive approval from the director of training to apply for a non-APPIC internship.)

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 Clinical or Counseling Year-in-Residence Extended Seminar I in the beginning of the second year of the program (Psy-R 6300 for Clinical; Psy-R 6320 for Counseling) typically in June, followed by:
- Nine consecutive weekends-in-residence (Psy-R 6301 through Psy-R 6309 for Clinical; Psy-R 6321 through Psy-R 6329 for Counseling) typically August through March, followed by:
- The Clinical or Counseling Year-in-Residence Extended Seminar II at the end of second year (Psy-R 6310 for Clinical; Psy-R 6330 for Counseling) typically in June.
- Completion of the portfolio review and approval of the director of residence, the chair of the program, and the mentor.

The year-in-residence should not be confused with either the practicum or the internship requirements. In addition to the year-in-residence, PsyD learners in clinical psychology or counseling psychology will complete a practicum (a period of supervised field training separate and distinct from the year-in-residence), and the internship (a full year of supervised field experience taken after the year-in-residence). These requirements are described in the Field Training section (following).

The clinical and counseling year-in-residence has three fundamental objectives:

1. To provide face-to-face training and practice opportunities in those clinical practice proficiencies identified as core competencies necessary to demonstrate readiness for internship and for independent practice. These skills are associated with the courses in individual, group, and family therapy; risk assessment and crisis intervention; advanced diagnostics and treatment planning; cognitive, achievement, adaptation, personality, and neuro-psychological testing and assessment; supervision and consultation; efficacy and outcome evaluation; and ethical applications and diversity. Proficiency is developed in the areas of relationship issues, assessment abilities, intervention abilities, elements of practice, roles of the psychologist, systematic evaluation abilities (outcome and evaluation-related research), consultation and supervision, ethical applications, diversity-specific interventions, and reflective practice skills. The demonstration of practice proficiencies is a significant part in determining the learner's readiness for the internship, which is evaluated throughout the year-in-residence and summarized in the portfolio review.
2. To develop the network of relationships within the community of psychologists that promotes the learner's identification with the profession of psychology and development of an attitude of lifelong learning and reflective practice. By preparing and giving presentations, participating in workshop activities and informal social and intellectual discussions with other learners and faculty, and creating advising and mentoring opportunities with resident faculty members, learners will participate in the range of academic and intellectual activities common to departmental life in all programs in psychology.
3. To demonstrate the behaviors, attributes, and ethical characteristics congruent with the role and identity of the professional psychologist.

School Psychology Year-in-Residence (for master's degree and specialist certificate learners in school psychology)

School psychology learners complete either Part I (for school psychology master's learners) or Part II (for school psychology specialist certificate learners) of the full school psychology year-in-residence. Each group of learners takes about half of this full year of residency. Learners seeking licensure as school psychologists will typically take both the master's degree and the specialist certificate, which means they will take both portions of the school psychology year-in-residence.

The [school psychology year-in-residence](#), like that of the clinical psychology and counseling psychology specializations, has two, two-week extended seminars (at the beginning of Part I and at the end of Part II), and seven weekends-in-residence in between. However, as currently

designed, the full school psychology year-in-residence is divided into two parts, the first part for the master's learners, the second for the specialist certificate learners. The breakdown is as follows:

A. Master's learners in school psychology complete the School Psychology Year-in-Residence, Part I. The requirements of Part I include:

- No fewer than 240 hours of face-to-face contact with faculty and learners in school psychology over a period not to exceed six months (typically June through December), including attendance at:
 - The School Psychology Year-in-Residence Extended Seminar I, a two-week residency (Psy-R 6340), typically in June of the year, followed by:
 - The first four of the weekends-in-residence (Psy-R 6341 – 6344, typically offered August through November).
- Completion of a portfolio review, which will be conducted by the learner's faculty chair, mentor, and at least one other faculty member in school psychology. The portfolio for the master's learner will be considered an integral part of the learner's demonstration of readiness for graduation from the master's program.
- In addition, master's learners must complete all outcome documentation and obtain approval from the director of residence, the chair of the school psychology specialization, and their mentors.

B. Specialist certificate learners complete the Year-in-Residence, Part II. The requirements of Part II include:

- No fewer than 210 hours of contact over a six-month period, typically between January and June, including attendance at:
 - Three school psychology weekends-in-residence (Psy-R 6345 – 6347, typically offered during spring quarter);
 - The School Psychology Year-in-Residence Extended Seminar II (Psy-R 6350, typically offered in June).
- Complete the certificate portfolio review at Extended Seminar II.
- Certificate learners must complete all outcome documentation and obtain approval from the director of residence, the chair of the school psychology specialization, and their mentors.

The School Psychology Year-in-Residence Parts I and II should not be confused with either the practicum or the internship requirements. Learners in the specialist certificate in school psychology will complete both the school psychology practicum and an internship. These are entirely distinct from the year-in-residence. Typically, the school psychology internship is taken after the year-in-residence is completed.

Harold Abel School of Psychology Degree Programs, *continued*

Academic Residencies, continued

The school psychology year-in-residence has three fundamental objectives:

1. To provide face-to-face training and practice opportunities in those school psychology practice proficiencies identified as core competencies necessary to demonstrate readiness for internship and for practice. These skills are associated with the courses required in the school psychology specialization. Proficiency is developed in the areas of relationship issues, assessment abilities, intervention abilities, elements of practice, roles of the psychologist, systematic evaluation abilities (outcome and evaluation-related research), consultation and supervision, ethical applications, diversity-specific interventions, and reflective practice skills. The demonstration of practice proficiencies is oriented to a determination of the learner's readiness for internship, which is evaluated throughout the year-in-residence and summarized in the portfolio review.
2. To develop the network of relationships within the community of psychologists that promotes the learners' 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 will participate in the range of academic and intellectual activities common to departmental life in all programs in psychology.
3. To demonstrate the behaviors, attributes, and ethical characteristics congruent with the role and identity of the professional psychologist.

Schedules for Year-in-Residence

The schedules for the next year's year-in-residence will be published as early as possible by the director of residence. As currently planned, the year-in-residence begins in late June each year with the Extended Seminar I and continues through the various weekends-in-residence from August through May, concluding in the following June with the Extended Seminar II.

Field Training

Introduction to Field Training

Field training is one of the most important parts of the educational experience for HASOP learners. Learners apply the theory and skills learned in the course work and residencies in a professional setting under supervision. Given the level of importance associated with field training experiences, learners will benefit greatly from planning ahead to search for appropriate training experiences.

To assist learners, the Field Training Office has developed the *Field Training Manual*, which describes basic requirements and the application process. The director of training reviews all applications and will approve applications which meet the standards set by Capella University.

Overview of Practicum

A practicum learner is at a site to learn a new competency in the degree program. In general, a practicum is a training experience which occurs in the second or third year of the program; learners should plan on being at a site part time for approximately six months while enrolled in the accompanying course(s). The first step for learners with regard to practicum is to review the *Field Training Manual*. Learners must follow the guidelines and the application process stated in the most current *Field Training Manual*.

Overview of Internship

Doctoral degree

The pre-doctoral internship occurs in the final years of the doctoral program and is the last opportunity for practical training prior to the granting of the degree. Internship is a full-time, onsite commitment which takes place over a calendar year and includes enrollment in the accompanying course(s). The pre-doctoral internship is viewed critically by licensing boards and future employers. All learners apply for an internship through the Association of Psychology Postdoctoral and Internship Centers (APPIC) process. APPIC is a matching service which requires minimum standards such as a commitment to training, a didactic component, and at least two interns. Internships developed outside of the APPIC process must be considered equivalent when compared to the criteria listed for APPIC. This equivalency is determined by the director of training when considering the approval of the non-APPIC internship site. Additional information about the [APPIC process](http://www.APPIC.org) can be found at www.APPIC.org.

Specialist Certificate in School Psychology

The internship occurs after all course work for the certificate has been completed and is the last opportunity for practical training prior to the granting of the specialist certificate. Internship is a full-time, onsite commitment which takes place

over one academic year and also includes enrollment in the accompanying course(s).

The first step for all learners with regard to internship is to review the *Field Training Manual*. Learners must follow the guidelines and the application process stated in the most current *Field Training Manual*. Learners are required to locate and arrange internship sites which must be approved by the director of training using the application in the *Field Training Manual*.

Field Training Requirements

PsyD—clinical psychology and counseling psychology

Practicum

- Approved practicum application.
- A minimum of 1,000 contact hours plus the online course work in PSY8392 and PSY8394.

Internship

- Learner demonstrates readiness for internship.
- Approved internship application.
- Full-time site placement with a minimum of 2,000 contact hours and the online course work in PSY8401, PSY8402, PSY8403, and PSY8404. These must be completed sequentially over a one-year period.
- Learner enrolled full time.

Master's—clinical psychology and counseling psychology

Practicum

- Approved practicum application.
- A minimum of 600 contact hours and the course work in PSY8391 and PSY8393.

Internship

- Internship not available.

Specialist Certificate in School Psychology

Practicum

- Approved practicum application.
- Part-time site placement with a minimum of 350 contact hours and the course work in PSY8377 and PSY8378.

Internship

- Learner demonstrates readiness for internship.
- Approved internship application.
- Full-time site placement with a minimum of 1,200 contact hours and the online course work in PSY8385, PSY8386, and PSY8387. These courses must be completed sequentially during the internship.

NOTE: Field training hours and supervisor credential requirements vary across states and Canadian provinces. Learners are responsible for determining the specific licensing requirements for any state or province in which they plan to seek licensure.

School of Technology



Kurt R. Linberg, PhD
Executive Director

From the Executive Director

The relationship between business and technology has evolved significantly over the past decade. Information technology is now considered an integral function of today's organizations, essential to improving workplace productivity, managing customer relationships, facilitating electronic commerce, and developing new business models. Demand for highly skilled information technology professionals who can contribute at all levels of the organization and apply their technology knowledge to solve organization-wide problems continues to be strong. As a result, IT has become a popular and competitive field.

To advance your IT career and keep your skills on the cutting edge, you need more than technical certifications or a two-year degree. You need a bachelor's or master's degree that equips you with solid IT skills and a strong foundation in business strategy and management. As a learner in Capella University's School of Technology, you will benefit from a curriculum that addresses today's essential IT concerns: project management, information security, enterprise systems integration, application development, network architecture and design, systems design and programming, and graphics and multimedia. Your online learning experience is further enhanced by our experienced faculty, who actively work in the IT areas you will be studying, and by our virtual lab environment, which offers hands-on, real-world experience working with leading technologies and applications.

I am excited to welcome you to Capella University's School of Technology. We are committed to providing you with a rich and rewarding learning experience, and we look forward to helping you celebrate the successful completion of your program.

Kurt R. Linberg, PhD
Executive Director

About the School of Technology

Mission Statement

In keeping with Capella University's mission to provide adult learners with access to high quality bachelor's, master's, and certificate programs, the School of Technology carefully integrates theory with practical skills to help professionals learn the latest IT technologies as well as the techniques they need to make a positive impact professionally and within greater society. The goal is to provide professionals with the skills they need to conquer both the technical and business challenges they encounter on a daily basis.

Our curriculum is regularly evaluated by corporate technology practitioners to ensure that its technologies and concepts are relevant to the marketplace.

The School of Technology is one of five schools within Capella University that provide working professionals with relevant, competency-based, innovative learning experiences. The School of Technology offers specializations in the following areas:

- Systems design and integration.
- Application development.
- Project management.
- Network technology.
- Graphics and multimedia.
- Information security.

Degree Programs

Master of Science (MS) in Information Technology

The Capella University Master of Science (MS) in information technology is specifically designed to help learners acquire the skills and knowledge needed to advance their careers and make significant contributions through mastery of enterprise architecture, applications, strategies, and concepts.

The Master of Science degree program allows learners to efficiently complete their studies and focus on courses that teach the skills they need. Learners may submit a portfolio that addresses their professional knowledge, background, and certifications as relevant to course competencies. School of Technology faculty evaluate these portfolios to

determine whether they document mastery of course competencies and merit the award of academic credit.

For the IT professional who wants to lead in the design and deployment of secure enterprise applications and network technologies, Capella University offers a Master of Science in information technology with specializations in system design and programming, network architecture and design, or information security. In addition, the Master of Science in information technology with a specialization in project management gives learners a broad understanding of technology used in enterprise-wide systems projects and the methods and mastery skills of a disciplined project management professional. Capella University is a Registered Education Provider with the Project Management Institute. The program teaches the higher-level managerial skills learners would typically learn at a business school while keeping them up to speed with the newest applications being used by leading corporations. Courses are taught by faculty who are leaders in the development and operation of enterprise systems. Guided by their academic advisors and faculty, learners will craft a sequence of courses building to a final project that applies their learning to a real-world challenge.

Meanwhile, interactions with fellow IT learners will expand learners' perspectives, both within their fields and around the globe. Learners will also apply their course work to work-related systems challenges in the virtual lab, immediately increasing their credibility and effectiveness in their jobs. By the end of the master's program, learners will have a Master of Science degree in IT that reflects advanced technical skills and expertise in such high demand areas as software engineering, project management, information security, Web applications development, database development, and network infrastructure.

School of Technology applicants who need to enhance their skills in the area

of Web application development, database systems, software design, and/or network systems are strongly encouraged to enroll in TS5590 Web Development and Networks and/or TS5591 Programming and Database Systems. Additionally, the admissions committee may request that the applicant enroll in one or both of these courses. These courses must be taken in addition to the course requirements within each specialization.

Bachelor of Science (BS) in Information Technology

The School of Technology has designed a Bachelor of Science degree program that allows learners to efficiently complete their studies for a degree and focus on courses that teach the skills that will prepare them for technology careers. Learners may submit a portfolio that addresses their professional knowledge, background, and certifications as relevant to course competencies. School of Technology faculty evaluate these portfolios to determine whether they document mastery of course competencies and merit the award of academic credit.

The courses in information technology will help learners build a deep knowledge of current IT tools and practices while preparing them to earn new certifications they may need. During the program, learners will gain hands-on access to the applications they are learning and have the opportunity to demonstrate their new skills. When they are finished, learners will have a bachelor's degree that validates their professional status and a portfolio of course work that demonstrates their mastery of the latest software, Web tools, and other applications.

General Education in the Bachelor of Science Degree

The philosophy supporting Capella University's general education program flows directly from the institution's mission, educational philosophy, and learning model. As an institution providing high quality degree programs for adults who seek to maximize their

personal and professional potential, Capella University believes that adult learners need active, engaging, challenging, and relevant learning in order to experience the immediate impact of their learning on their personal and professional lives. The Capella Way of Learning is embodied within the general education curriculum through an emphasis on developing the measurable knowledge, skills, and abilities that serve as the foundation of success within all programs of study and throughout life. In concert with the course work in a learner's field of study, this curriculum further aims to develop reflective practitioners at the bachelor's level — learners who use analytical and relational skills to continuously improve their practice through action, reflection, and adaptation.

At Capella University, the general education program is structured around the development of knowledge and skills within seven core areas:

- 1. Communication:** Capella learners develop the communication skills necessary to effectively use the English language to communicate both verbally and in written form. In addition, they learn to read, write, speak, and listen critically.
- 2. Critical Thinking:** Capella learners develop the thinking skills necessary to critically evaluate information, integrate differing points of view, and establish a reasoned course of action for effectively solving problems. These critical thinking skills are reinforced throughout the program.
- 3. Ethical and Social Responsibility:** Capella learners develop an understanding of the ethical dimensions of their personal and professional lives. Through reflection on their own values and positions, as well as those of others, they learn what it means to be a socially responsible citizen in today's world and develop the ability to appropriately exercise that citizenship.

4. Fine Arts and Humanities: Capella learners develop an understanding of the arts and humanities as an expression of human culture. Through the critical analysis of works of art, literature, and philosophy, they develop the ability to form their own aesthetic judgments.

5. Mathematical and Logical Reasoning: Capella learners develop an understanding of mathematical and logical reasoning and the ability to use mathematics and logic to address problems in their personal and professional lives.

6. Natural Science: Capella learners develop an understanding of the scientific methods used to study phenomena in the natural sciences and an appreciation of the role scientific inquiry plays in addressing the critical issues facing today's world.

7. Social Science: Capella learners develop an understanding of the scientific methods used to study human behavior and interaction and knowledge of the predominant theories resulting from this study.

Certificates

The School of Technology offers undergraduate and graduate-level certificates for professionals who seek

to enhance their skills and knowledge. Online certificate courses can be taken on a part- or full-time basis. Undergraduate certificates require 30 quarter credits, which may be transferred to the Bachelor of Science in Information Technology. Graduate certificates require 20 quarter credits, which may be transferred into the Master of Science in Information Technology program. Learners with previous work experience in the field of IT can request course substitutions. Once the executive director of the School of Technology has reviewed the request, it may be approved as a course substitution within specific certificates.

Professional/National Affiliations and Accreditations

Capella University is a charter member of the Special Interest Group on Information Technology Education (SIGITE). This national organization, under the guidance of Association of Computing Machinery (ACM), and the Accreditation Board for Engineering and Technology (ABET), develops accreditation guidelines and sample curriculum for IT degree programs.

SPECIALIZATIONS OFFERED IN THE SCHOOL OF TECHNOLOGY

Specializations	Degrees and Certificates
General Information Technology	MS, BS
Information Security	MS
Network Architecture and Design	MS
Project Management and Leadership	MS
Professional Project Management	Graduate Certificate
Information Security Professional	Graduate Certificate
System Design and Programming	MS
Graphics and Multimedia	BS
Network Technology	BS
Project Management	BS
Web Application Development	BS
Foundations in Information Security	Undergraduate Certificate
Foundations in Information Technology	Undergraduate Certificate
Foundations in Network Technology	Undergraduate Certificate
Foundations in Project Management	Undergraduate Certificate

School of Technology Degree Programs

Master of Science (MS) Specializations

General Information Technology

Capella University's Master of Science (MS) program in Information Technology helps working IT professionals acquire the intellectual capital and technical skills to make significant, far-reaching contributions to their organizations. It is also ideal for those with bachelor's degrees in other fields looking to enter the IT industry at a senior contributor or managerial level.

Learners can select a specialization in information security, network architecture and design, project management and leadership, or system design and programming. Learners may choose to obtain greater breadth in understanding IT topics by selecting the following general program.

Twelve Required Courses + Lab: 48 quarter credits

Core courses:

TS5004	Technical Communications
TS5005	Master's Learner Success Lab (non-credit)
TS5110	Enterprise System and Application Development OR
TS5111	Overview of Enterprise Applications
TS5120	Project Management for Technology Professionals
TS5130	System Development Theory and Practice
TS5140	System Usability Analysis and Design OR
TS5150	Enterprise Application Testing OR
TS5151	Quality Assurance
TS5160	Business Foundations

Specialization courses:

Choose five from the following courses AND the Integrative Project course:

TS5500	Systems Analysis and Design
TS5501	Database Analysis and Design
TS5502 *	Programming Strategies
TS5503 *	Advanced Enterprise System Development
TS5504	Wireless Web Design and Development
TS5505	Object-oriented Design and Development
TS5506 *	Graphics and Multimedia
TS5507	Network Technology
TS5508	Enterprise System Security
TS5511	Organizational Impacts to Technology Adoption
TS5512	Enterprise System Integration
TS5513 *	Advanced Programming Strategies
TS5514 *	Advanced Graphics and Multimedia
TS5515 *	Advanced Wireless and Mobile Development
TS5516	Client Server Architecture and Design
TS5517	Network Enterprise Architecture and Design
TS5518	Advanced Network Technology - Routing

TS5520	Operation System Theory and Application
TS5521 *	Advanced Network Technology - Switching
TS5522 *	Advanced Network Technology - Remote Access
TS5523 *	Advanced Network Technology - Troubleshooting
TS5524	Advanced Project Management
TS5525	Project Risk Management
TS5526	Leadership and Human Resource Management
TS5527	Procurement Management
TS5528	Project Integration Management
TS5529 *	Component Development - Java Framework
TS5530 *	Component Development - Microsoft Framework
TS5531	Security Management Practices
TS5532 *	Secure System Development and Cryptology
TS5536	Ethical and Legal Considerations in Information Technology
TS5537	Project Portfolio Management
TS5538 *	Programming Strategies – Microsoft Environment
TS5540 *	Introduction to XML and Web Services
TS5899	Special Topics in Technology OR

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

TS5230	Evolving Legal Issues for IT Professionals
TS5250	Overview of the eXtensible Markup Language (XML)
TS5270	Cyber Threats to Enterprise Security
TS5271 *	Network Security Solutions for the Enterprise
TS5281 *	Java Programmer Practicum
TS5282 *	Java Developer Practicum

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

TS5990	Integrative Project
--------	---------------------

Total 48 quarter credits

Information Security

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

Twelve Required Courses + Lab: 48 quarter credits

Core courses:

TS5004	Technical Communications
TS5005	Master's Learner Success Lab (non-credit)
TS5110	Enterprise System and Application Development OR
TS5111	Overview of Enterprise Applications
TS5120	Project Management for Technology Professionals
TS5130	System Development Theory and Practice
TS5140	System Usability Analysis and Design OR
TS5150	Enterprise Application Testing OR
TS5151	Quality Assurance
TS5160	Business Foundations

Specialization courses:

Choose five of the following courses AND the Integrative Project course:

TS5507	Network Technology
TS5508	Enterprise System Security
TS5520	Operating System Theory and Application
TS5525	Project Risk Management
TS5531	Security Management Practices
TS5532	Secure System Development and Cryptology
TS5536	Ethical and Legal Considerations in Information Technology
TS5899	Special Topics in Technology OR

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

TS5270	Cyber Threats to Enterprise Security
TS5271 *	Network Security Solutions for the Enterprise

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

TS5990	Integrative Project
--------	---------------------

Total 48 quarter credits

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

Master's Specializations, continued

Network Architecture and Design

Organizations need systems design and programming personnel, but without a secure and high performing network infrastructure, a business cannot be successful. Network professionals ensure that networks are designed and maintained to support the success of an organization. They are responsible for making the right connections for the Internet, intranets, and extranets, including designing and maintaining local area networks, and wide area networks. They are also responsible for developing and implementing the organization's information security and disaster recovery plans. The network architecture and design specialization helps provide technology leaders with the skills necessary to design and implement high quality networks that meet the needs of business.

Twelve Required**Courses + Lab: 48 quarter credits***Core courses:*

TS5004	Technical Communications
TS5005	Master's Learner Success Lab (non-credit)
TS5110	Enterprise System and Application Development OR
TS5111	Overview of Enterprise Applications
TS5120	Project Management for Technology Professionals
TS5130	System Development Theory and Practice
TS5140	System Usability Analysis and Design OR
TS5150	Enterprise Application Testing OR
TS5151	Quality Assurance
TS5160	Business Foundations

Specialization courses:

Choose five of the following courses AND the Integrative Project course:

TS5507	Network Technology
TS5508	Enterprise System Security
TS5516	Client Server Architecture and Design
TS5517	Network Enterprise Architecture and Design
TS5518	Advanced Network Technology - Routing
TS5521	Advanced Network Technology - Switching
TS5522	Advanced Network Technology - Remote Access
TS5523	Advanced Network Technology - Troubleshooting
TS5536	Ethical and Legal Considerations in Information Technology
TS5899	Special Topics in Technology OR

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

TS5270	Cyber Threats to Enterprise Security
TS5271 *	Network Security Solutions for the Enterprise

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

TS5990	Integrative Project
--------	---------------------

Total 48 quarter credits

Project Management and Leadership

Information technology professionals who will be in high demand by global enterprises and entrepreneurial start-ups must be able to master project management and risk management skills. These professionals need to understand the current state of technology, the key organizational and societal issues affecting technology, and how to effectively motivate individuals and teams. The project management and leadership specialization helps prepare technical leaders and managers with the skills necessary to successfully lead multiple technology projects that span dispersed geographical areas.

Twelve Required**Courses + Lab: 48 quarter credits***Core courses:*

TS5004	Technical Communications
TS5005	Master's Learner Success Lab (non-credit)
TS5110	Enterprise System and Application Development OR
TS5111	Overview of Enterprise Applications
TS5120	Project Management for Technology Professionals
TS5130	System Development Theory and Practice
TS5140	System Usability Analysis and Design OR
TS5150	Enterprise Application Testing OR
TS5151	Quality Assurance
TS5160	Business Foundations

Specialization courses:

Choose five of the following courses AND the Integrative Project course:

TS5500	Systems Analysis and Design
TS5508	Enterprise System Security
TS5511	Organizational Impacts to Technology Adoption
TS5512	Enterprise System Integration
TS5524	Advanced Project Management
TS5525	Project Risk Management
TS5526	Leadership and Human Resource Management
TS5527	Procurement Management
TS5528	Project Integration Management
TS5536	Ethical and Legal Considerations in Information Technology
TS5537	Project Portfolio Management
TS5899	Special Topics in Technology OR

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

TS5270	Cyber Threats to Enterprise Security
TS5230	Evolving Legal Issues for IT Professionals

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

TS5990	Integrative Project
--------	---------------------

Total 48 quarter credits

System Design and Programming

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

Twelve Required**Courses + Lab: 48 quarter credits***Core courses:*

TS5004	Technical Communications
TS5005	Master's Learner Success Lab (non-credit)
TS5110	Enterprise System and Application Development
TS5120	Project Management for Technology Professionals
TS5130	System Development Theory and Practice
TS5140	System Usability Analysis and Design OR
TS5150	Enterprise Application Testing OR
TS5151	Quality Assurance
TS5160	Business Foundations

Specialization courses:

Choose five of the following courses AND the Integrative Project course:

TS5500	Systems Analysis and Design
TS5501	Database Analysis and Design
TS5502 *	Programming Strategies
TS5503 *	Advanced Enterprise System Development
TS5504	Wireless Web Design and Development
TS5505	Object-oriented Design and Development
TS5506 *	Graphics and Multimedia
TS5512	Enterprise System Integration
TS5513 *	Advanced Programming Strategies
TS5514 *	Advanced Graphics and Multimedia
TS5515 *	Advanced Wireless and Mobile Development
TS5520	Operating System Theory and Application
TS5529 *	Component Development - Java Framework
TS5530 *	Component Development - Microsoft Framework
TS5538	Programming Strategies - Microsoft Environment
TS5540 *	Introduction to XML and Web Services

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

School of Technology Degree Programs, *continued*

Master's Specializations, *continued*

TS5899	Special Topics in Technology OR
<i>Choose two, two-credit intensive study courses in place of one four-credit specialization course:</i>	
TS5250	Overview of the eXtensible Markup Language (XML)
TS5281 *	Java Programmer Practicum
TS5282 *	Java Developer Practicum
<i>The Integrative Project course should be taken during the learner's final quarter.</i>	
TS5990	Integrative Project
Total	48 quarter credits

Graduate Certificates

Professional Project Management

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

Five Courses	20 quarter credits
TS5524	Advanced Project Management
TS5525	Project Risk Management
TS5526	Leadership and Human Resource Management
TS5527	Procurement Management
TS5528	Project Integration Management
Total	20 quarter credits

Information Security Professional

Technology professionals with a background in both information security technology and policy level management are in high demand in today's organizations and corporations. This program prepares learners who have previously earned a bachelor's degree to manage larger 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. The program moves beyond the certification by providing an opportunity to master information security principles through practice and interaction. This graduate certificate will expand learners' critical thinking skills and develop the competencies associated with the CISSP certification from (ISC)².

Five Courses	20 quarter credits
TS5507	Network Technology
TS5508	Enterprise System Security
TS5531	Security Management Practices
TS5532	Secure System Development and Cryptology
TS5536	Ethical and Legal Considerations in Information Technology
Total	20 quarter credits

Bachelor of Science (BS) in Technology Specializations

General

The information technology curriculum emphasizes applied uses of information technology. Learners can select a specialization in graphics and multimedia, network technology, project management, or Web application development. Learners may choose to obtain greater breadth in understanding IT topics by selecting the following general program.

Sixteen Required Courses + Lab **96 quarter credits**

Core courses:

TS3004	Communicating in New Media
TS3005	Undergraduate Learner Success Lab (non-credit)
TS3100	Fundamentals of Web Application Development
TS3110	Fundamentals of E-Business
TS3120	Fundamentals of Project Management
TS3130	Fundamentals of Database Systems
TS3140	Fundamentals of Software Development
TS3150	Fundamentals of Network Systems
TS3160	Ethical and Human Side of Information Technology

Specialization courses:

Choose six of the following courses AND both Integrated Action Learning courses:

TS4010 *	Presentation Layer: Client Side Programming
TS4012	Advanced Server Side Programming
TS4030	Project Estimation and Budgeting
TS4031	Risk Management in Information System Development
TS4032	Motivating IT Professionals
TS4040 *	Network Administration
TS4041 *	Advanced Network Administration
TS4042 *	Network Design
TS4050 *	Vector Graphics Animation
TS4051 *	Web Graphics Animation
TS4052 *	Image Processing
TS4060	Managing the Project I
TS4061 *	Managing the Project II
TS4801	Information Systems Analysis and Design
TS4802	System Assurance Quality and Testing
TS4803	System Assurance Security
TS4805	Programming Concepts and Practices
TS4806	Future of Information Technology
TS4807	Legal Issues in Information Technology
TS4808 *	Object-oriented Analysis, Design and Programming
TS4809	Data Warehousing and Data Mining
TS4810 *	Web Design
TS4811 *	Object-oriented Programming in Java
TS4812 *	Advanced Java Programming
TS4813	Operating Systems
TS4814 *	Wireless Web Programming

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

Bachelor's Specializations, continued

TS4815	Introduction to Telecommunications
TS4816 *	Mobile Device Programming
TS4817	Security Management Practices
TS4819	Application Layer: Server Side Programming
TS4820 *	Server Side Programming ASP.NET
TS4899	Special Topics in Information Technology (special interest alternate)

To be taken in sequence during the learner's final two quarters:

TS4991	Integrated Action Learning I – Project Planning and Action Learning Plan
TS4992 *	Integrated Action Learning II – Project Completion and Final Report

Ten General Education Courses 60 quarter credits

Select ten courses as indicated from among the categories listed below:

Communication
(two courses)

Ethical and Social Responsibility
(one course)

Fine Arts and Humanities
(two courses)

Mathematical and Logical Reasoning
(one course)

Natural Science
(two courses)

Social Science
(two courses)

Five Elective Courses 30 quarter credits

Choose elective courses that total a minimum of 30 credits. The School of Technology recommends that 18 of these credits be earned through undergraduate technology courses.

Total 186 quarter credits

Note: Where transfer courses do not add up to 36 credits a special topics course may be granted.

Graphics and Multimedia

As Web-enabled applications become more common, significant demand exists for technically proficient professionals who can design high quality, aesthetically pleasing graphic and multimedia content. Our specialization in Graphics and Multimedia can help learners build the skills necessary to develop graphic-intensive content that enhances the appeal and navigability of Web sites.

While pursuing this specialization, learners will be led by trained graphic artists and experts in Web-based design. Learners will engage in a collaborative, online community that lets them receive real-time feedback on their work from a variety of learner and instructor perspectives. The specialization will leave learners with a sound knowledge of the latest professional tools used for vector graphics, vector graphics animation, and image processing.

Sixteen Required Courses + Lab 96 quarter credits

Core courses:

TS3004	Communicating in New Media
TS3005	Undergraduate Learner Success Lab (non-credit)

TS3100	Fundamentals of Web Application Development
TS3110	Fundamentals of E-Business
TS3120	Fundamentals of Project Management
TS3130	Fundamentals of Database Systems
TS3140	Fundamentals of Software Development
TS3150	Fundamentals of Network Systems
TS3160	Ethical and Human Side of Information Technology

Specialization courses:

Six courses AND both Integrated Action Learning courses.

TS4050 *	Vector Graphics Animation
TS4051 *	Web Graphics Production
TS4052 *	Image Processing
TS4801	Information Systems Analysis and Design
TS4802	System Assurance Quality and Testing
TS4810 *	Web Design

To be taken in sequence during the learner's final two quarters:

TS4991	Integrated Action Learning I – Project Planning and Action Learning Plan
TS4992 *	Integrated Action Learning II – Project Completion and Final Report

Ten General Education Courses 60 quarter credits

Select ten courses as indicated from the categories listed below:

Communication
(two courses)

Ethical and Social Responsibility
(one course)

Fine Arts and Humanities
(two courses)

Mathematical and Logical Reasoning
(one course)

Natural Science
(two courses)

Social Science
(two courses)

Five Elective Courses 30 quarter credits

Choose elective courses that total a minimum of 30 credits. The School of Technology recommends that 18 of these credits be earned through undergraduate technology courses.

Total 186 quarter credits

Note: Where transfer courses do not add up to 36 credits a special topics course may be granted.

Network Technology

The specialization in Network Technology provides learners with the skills they need to take certification tests in the areas of network administration, network design, and network security from Microsoft, Cisco, CompTIA, and other leading technology organizations. Some key technologies will be introduced, including local and wide area networking, directory services, network security, authentication schemes, and various operating systems. Innovative software tools and Capella's advanced IT infrastructure enable simulated hands-on learning in a flexible, online environment.

Equally important, as learners work toward various in-demand certifications, they continue acquiring the broader critical thinking, strategic, and managerial skills that last a lifetime — and make the IT professional a valuable asset to every department within an organization.

Sixteen Required Courses + Lab 96 quarter credits

Core courses:

TS3004	Communicating in New Media
TS3005	Undergraduate Learner Success Lab (non-credit)
TS3100	Fundamentals of Web Application Development
TS3110	Fundamentals of E-Business
TS3120	Fundamentals of Project Management
TS3130	Fundamentals of Database Systems
TS3140	Fundamentals of Software Development
TS3150	Fundamentals of Network Systems
TS3160	Ethical and Human Side of Information Technology

Specialization courses:

Six courses AND both Integrated Action Learning courses.

TS4040 *	Network Administration
TS4041 *	Advanced Network Administration
TS4042 *	Network Design
TS4803	System Assurance Security
TS4813	Operating Systems
TS4815	Introduction to Telecommunications

To be taken in sequence during the learner's final two quarters:

TS4991	Integrated Action Learning I – Project Planning and Action Learning Plan
TS4992 *	Integrated Action Learning II – Project Completion and Final Report

Ten General Education Courses 60 quarter credits

Select ten courses as indicated from among the categories listed below:

Communication
(two courses)

Ethical and Social Responsibility
(one course)

Fine Arts and Humanities
(two courses)

Mathematical and Logical Reasoning
(one course)

Natural Science
(two courses)

Social Science
(two courses)

Five Elective Courses 30 quarter credits

Choose elective courses that total a minimum of 30 credits. The School of Technology recommends that 18 of these credits be earned through undergraduate technology courses.

Total 186 quarter credits

Note: Where transfer courses do not add up to 36 credits a special topics course may be granted.

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

School of Technology Degree Programs, *continued*

Bachelor's Specializations, continued

Project Management

The project management specialization focuses on developing skills that are required to effectively lead and manage a complex IT project. This specialization also allows learners to integrate information technologies, business, and human interaction skills.

Learners will also be introduced to a variety of topics including assessing product requirements; establishing configuration management; understanding the impact of evolving legal and regulatory issues on a project; understanding team dynamics; and using tools for project planning, estimation, budgeting, and risk management. Learners will ultimately integrate IT fundamentals, professional practice, and project management specialization course work in an integrated action learning project.

Sixteen Required Courses + Lab **96 quarter credits**

Core courses:

TS3004	Communicating in New Media
TS3005	Undergraduate Learner Success Lab (non-credit)
TS3100	Fundamentals of Web Application Development
TS3110	Fundamentals of E-Business
TS3120	Fundamentals of Project Management
TS3130	Fundamentals of Database Systems
TS3140	Fundamentals of Software Development
TS3150	Fundamentals of Network Systems
TS3160	Ethical and Human Side of Information Technology

Specialization courses:

Six courses AND both Integrated Action Learning courses.

TS4030	Project Estimating and Budgeting
TS4031	Risk Management in Information Systems
TS4060	Managing the Project I
TS4061 *	Managing the Project II
TS4802	Systems Assurance Quality and Testing

Choose one from the following:

TS4032	Motivating IT Professionals
TS4807	Legal Issues in IT

To be taken in sequence during the learner's final two quarters:

TS4991	Integrated Action Learning I – Project Planning and Action Learning Plan
TS4992 *	Integrated Action Learning II – Project Completion and Final Report

Ten General Education Courses **60 quarter credits**

Choose ten courses as indicated from among the categories listed below:

Communication	(two courses)
Ethical and Social Responsibility	(one course)
Fine Arts and Humanities	(two courses)
Mathematical and Logical Reasoning	(one course)
Natural Science	(two courses)
Social Science	(two courses)

Five Elective Courses **30 quarter credits**

Choose elective courses that total a minimum of 30 credits. The School of Technology recommends that 18 of these credits be earned through undergraduate technology courses.

Total **186 quarter credits**

Note: Where transfer courses do not add up to 36 credits a special topics course may be granted.

Web Application Development

The Web Application Development specialization is appropriate for those whose goal is to create professional, high-quality Web-based applications. This specialization focuses on the enabling technologies, but also integrates an awareness of business and human realities. The key concepts of Web application development are emphasized to prepare learners for the variety of development environments. Some key technologies will be introduced using the Virtual Lab Environment (VLE) including Enterprise Java-Beans, Common Object Request Broker Architecture (CORBA), Extensible Markup Language (XML), and Open Database Connectivity (ODBC)/Java Database Connectivity (JDBC), and Application Programming Interfaces (APIs). Learners will ultimately integrate IT fundamentals, professional practice, and Web application development specialization course work in an integrated action learning project.

Sixteen Required Courses + Lab **96 quarter credits**

Core courses:

TS3004	Communicating in New Media
TS3005	Undergraduate Learner Success Lab (non-credit)
TS3100	Fundamentals of Web Application Development
TS3110	Fundamentals of E-Business
TS3120	Fundamentals of Project Management
TS3130	Fundamentals of Database Systems
TS3140	Fundamentals of Software Development
TS3150	Fundamentals of Network Systems
TS3160	Ethical and Human Side of Information Technology

Specialization courses:

Six courses AND both Integrated Action Learning courses.

TS4010 *	Presentation Layer: Client Side Programming
TS4012	Advanced Server Side Programming
TS4802	System Assurance Quality and Testing
TS4811 *	Object-oriented Programming in Java
TS4819	Application Layer: Server Side Programming
TS4820 *	Server Side Programming ASP.NET

To be taken in sequence during the learner's final two quarters:

TS4991	Integrated Action Learning I – Project Planning and Action Learning Plan
TS4992 *	Integrated Action Learning II – Project Completion and Final Report

Ten General Education Courses **60 quarter credits**

Choose ten courses as indicated from among the categories listed below:

Communication	(two courses)
Ethical and Social Responsibility	(one course)
Fine Arts and Humanities	(two courses)
Mathematical and Logical Reasoning	(one course)
Natural Science	(two courses)
Social Science	(two courses)

Five Elective Courses **30 quarter credits**

Choose elective courses that total a minimum of 30 credits. The School of Technology recommends that 18 of these credits be earned through undergraduate technology courses.

Total **186 quarter credits**

Note: Where transfer courses do not add up to 36 credits a special topics course may be granted.

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

Undergraduate Certificates

Foundations in Information Security

There is a tremendous need for information technology professionals who can understand and effectively apply security mechanisms within their organization's information systems and Web-based applications. These professionals will be especially valuable to the success of e-business initiatives when guarding against hackers and forms of viruses is paramount. These professionals must understand network systems, firewalls and gateways, authentication and encryption techniques, Web application development, and programming and analysis. This certificate work will develop the competencies associated with the CompTIA Security+ Certification and System Security Certified Practitioner (SSCP).

Five Courses + Lab		30 quarter credits
TS3004	Communicating in New Media	
TS3005	Undergraduate Learner Success Lab (non-credit)	
TS3150	Fundamentals of Network Systems	
TS4801	Information Systems Analysis and Design	
TS4803	Fundamentals in Network Security	
TS4817	Security Management Practices	
Total		30 quarter credits

Foundations in Information Technology

There is a growing need for many professionals in education, business, and government to become more knowledgeable about information technology. These professionals desire an understanding of the latest communication tools and techniques, Web site development, database development, Internet architecture, programming and system lifecycle development strategies, and basic network design and information security.

Five Courses + Lab		30 quarter credits
TS3004	Communicating in New Media	
TS3005	Undergraduate Learner Success Lab (non-credit)	
TS3100	Fundamentals of Web Application Development	
TS3130	Fundamentals of Database Systems	
TS3140	Fundamentals of Software Development	
TS3150	Fundamentals of Network Systems	
Total		30 quarter credits

Foundations in Network Technology

Organizations must continue to administer and upgrade their network infrastructure to ensure continued profitability. These upgrades and ongoing technical support require the expertise of numerous information technology professionals who understand how to design and administer networks. The certificate in network technology provides the technology professional with immediate skills in network administration, network design, and network security.

Five Courses + Lab		30 quarter credits
TS3004	Communicating in New Media	
TS3005	Undergraduate Learner Success Lab (non-credit)	
TS3150	Fundamentals of Network Systems	
TS4040	Network Administration	
TS4041	Advanced Network Administration	OR
TS4042	Network Design	
TS4803	System Assurance Security	
Total		30 quarter credits

Foundations in Project Management

The success of an IT project can be an important career-builder for an IT professional. The growth of information technology projects has created opportunities for managers and leaders who understand the technology as well as business and human considerations. The certificate is designed to familiarize learners with the skills to manage and lead complicated projects, manage risk, establish outsourcing requirements, and understand the latest tools and techniques. Learners will study incremental and iterative development skills necessary for effectively motivating IT professionals including strategies for improving recruiting and retention outcomes.

Five Courses + Lab		30 quarter credits
TS3004	Communicating in New Media	
TS3005	Undergraduate Learner Success Lab (non-credit)	
TS3120	Fundamentals of Project Management	
TS3160	Ethics and Human Side of Information Technology	OR
TS4032	Motivating IT Professionals	
TS4030	Project Estimation and Budgeting	
TS4031	Risk Management in Information System	
Total		30 quarter credits

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

Undergraduate Course Descriptions

in Numerical Order by School 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). This course provides an introduction to writing with an emphasis on exposition, including learning research techniques and writing in a variety of forms. Particular attention is given to increasing learners' effectiveness in organizing and developing topics, thinking critically, and revising for clarity of purpose, readability, and style.

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

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

ETHICAL AND SOCIAL RESPONSIBILITY

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

FINE ARTS AND HUMANITIES

ART2000 - Art History Survey (6 quarter credits). This course provides a survey of art of the Western world from prehistoric to modern times. Activities include exploration of museums or galleries, analysis of art and buildings, and examination of art in everyday life.

HUM1000 - Introduction to the Humanities (6 quarter credits). This course provides a broad-based introduction to the humanities, including topics within the various arts, philosophy, and religion. Emphasis will be placed on developing an understanding of the uniqueness as well as the interrelatedness of these fields how they significantly shape the cultures in which they are

found; and how they reflect their culture's values and vision of the human condition.

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

MATHEMATICAL AND LOGICAL REASONING

MAT1050 - College Algebra (6 quarter credits). This course introduces the study of mathematical functions, including linear, exponential, logarithmic, and other functions with their graphical, algebraic, numerical and other properties. Emphasis is placed on applying the learned concepts to applications in the social and natural sciences, business, and everyday life.

MAT2000 - Introductory Statistics (6 quarter credits). This course covers the basic concepts of elementary statistics, including descriptive statistics, methods of counting, probability distributions, approximations, estimation, and hypothesis testing. Emphasis will be placed on the application of these methods to real world problems.

NATURAL SCIENCE

BIO1000 - Human Biology (6 quarter credits). This course provides an introduction to basic biological principles with a human perspective. Areas addressed include the molecular and cellular basis of life, genetics, organ systems, and human impact on the environment.

CHM1000 - Chemistry for Changing Times (6 quarter credits). This course provides a broad introduction to basic chemistry and basic risk analysis. These concepts are applied to ecological, environmental, health, nuclear, and medical concerns, with an emphasis on understanding the impact of chemistry in society. There is no lab associated with the course.

PHY1000 - Introduction to Astronomy (6 quarter credits). This course provides an overview of our solar system, stars, and galaxies. The development of scientific thought is traced from early civilization to the present day.

SOCIAL SCIENCE

ECO1000 - Principles of Economics (6 quarter credits). This course uses tools for thinking and decision making to consider the logic behind economizing behaviors (choice), production, and human interactions (exchange). The focus is on understanding how the actions of diverse individuals are coordinated through the market process, and the consequences of those actions. Microeconomic topics include trade, the demand and supply model of markets, competition and market power, the effects of public policy in markets, and externalities. Macroeconomic topics include the effects of money on economic systems, monetary and fiscal policy, the price level, employment, growth, and international exchange.

PSY1000 - Introduction to Psychology (6 quarter credits). This course provides an introduction to the basic principles of psychology and the scientific methods that psychologists employ. A variety of topics, including the brain, learning and memory, personality, social influence, child and lifespan development, and psychopathology will be addressed. The application of psychological concepts to everyday situations is emphasized.

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

School of Business Courses

BUS3004 - Developing a Business Perspective (6 quarter credits). Learners gain a business perspective of what higher education can do to prepare them for careers in a constantly changing workplace. In addition, learners investigate and practice thinking habits, the new business realities that business professionals must deal with in the 21st century, and develop the research and writing skills needed for success in the undergraduate program. Throughout the course, learners analyze, synthesize, and evaluate business concepts and current topics in light of their personal and professional experiences. This course encourages all learners to broaden their perspective, participate in building a learning community, and tap into the talents and resources of the class. BUS3004 and BUS3005 must be taken concurrently by bachelor's learners in their first quarter. **Cannot be fulfilled by transfer.**

BUS3005 - Undergraduate Learner Success Lab (non-credit). This lab is designed to provide new undergraduate learners with the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. Learners build skills in

the selection and use of methods, techniques, and library resources. Working with an academic advisor, learners will develop a degree completion plan. BUS3005 is an advisor-led course taken in the first quarter, in conjunction with BUS3004. **Cannot be fulfilled by transfer.**

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

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

BUS3030 - Fundamentals of Marketing and Sales (6 quarter credits). This course examines the fundamentals of marketing and sales: market research and planning, product differentiation and positioning, marketing communications, differences between consumer and business markets, and relational marketing and sales strategy. Learners prepare a marketing and sales plan for a simple product offering and a corresponding marketing and sales strategy.

BUS3040 - Fundamentals of Human Resource Management (6 quarter credits). This course is designed to help learners develop an understanding of the fundamentals of human resource management, explore the human capital perspective of employees as the principal economic asset of the enterprise, examine human capital development, study how the human resource management function is evolving in different types of organizations and underscore the implications for human resource professionals. A case study to identify and understand the evolving talents, motivations, and needs of different types of employees from different generations, backgrounds, and personality types is assigned to learners.

BUS3050 - Fundamentals of Organizational Communication (6 quarter credits). This course assists learners to develop an understanding of the fundamentals of organizational communication, explore the interrelationship of organizational communication, symbols, culture, and performance, learn effective communications practices in relationships internal and external to the enterprise, and realize how they contribute to

successful organizational performance. Through participation in a case study, learners experience how the interrelated organizational communication factors function in an enterprise.

BUS3060 - Fundamentals of Finance and Accounting (6 quarter credits). This course content enables learners to gain knowledge of the fundamentals of finance and accounting, understand and create the standard financial statements of a simple enterprise, and evaluate the financial condition of this simple enterprise, from the different perspectives of various financial institutions, using typical financial ratios and metrics. Learners practice reading and deciphering annual reports of more complex publicly traded enterprises to interpret explanatory footnotes, and to relate financial statements to the business performance of the enterprise.

BUS4011 - Virtual Team Collaboration (6 quarter credits). Practical communication and collaboration skills for effective participation in and leadership of teams in a virtual networked context are examined. Various forms of collaborative leadership will be examined and learners participate in collaborative leadership experiences in a virtual networked organizational setting. **Prerequisite(s): BUS3010.**

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

BUS4013 - Organizational Structure, Learning, and Performance (6 quarter credits). Various types of organizational structures that influence organizational intelligence, learning ability, and practical performance of an enterprise are presented and studied. Special attention will focus on the adaptive and responsive organization and its relationship to enterprise stakeholders and environment. A collaborative case study to illustrate the interrelationship of organizational structure, learning, and performance is presented. **Prerequisite(s): BUS3010.**

BUS4014 - Operations Management for Competitive Advantage (6 quarter credits). This course surveys the field of operations management in both the service and manufacturing environments. Coverage flows from the overall strategic issues of designing products and services and making major capacity and location decisions, through the operating processes and control systems. Case studies are liberally used to demonstrate important concepts and decision-making tools. **Prerequisite(s): BUS3010.**

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

BUS4016 - Global Business Relationships (6 quarter credits). In this course learners develop a broad understanding of international business by participation in selected case studies, complemented by a theory and research framework on international business. Multiple dimensions of international business will be addressed, including: cultural; business structure; finance and trade; technology and communications; political; economic; and legal. **Prerequisite(s): BUS3010.**

BUS4021 - E-Business Technology Infrastructure (6 quarter credits). Key characteristics of the Internet and related technologies are explored for their implications to development of successful e-business enterprise models. The history and future possibilities of e-business technology to provide a context for management in an evolving field are examined. An e-business technology plan for an enterprise, including scenarios on the plausible future of e-business driven by technological change, is developed. **Prerequisite(s): BUS3020.**

BUS4022 - E-Business Sourcing, Marketing, and Sales (6 quarter credits). Through participation in a case study learners examine the integrated and interrelated factors involved in e-business sourcing, marketing, and sales for a new e-business initiative creating a new e-business enterprise model. E-business-enabled supply chain and logistics, marketing operations and strategy, and sales cycle and management are addressed. Learners prepare an e-business sourcing, marketing, and sales plan for an enterprise. **Prerequisite(s): BUS3020.**

BUS4023 - E-Business Project Implementation (6 quarter credits). This course will help learners identify the key factors for success in the implementation of e-business projects. Learners participate in a case study to illustrate the nature of the e-business technology development process, risk management issues, and the uncertainty and surprise-filled potential of the rapidly evolving field. Special attention is given to nurturing effective working relationships with diverse stakeholders and the e-business initiative. **Prerequisite(s): BUS3020.**

BUS4031 - Marketing, Sales, and Channel Management (6 quarter credits). An understanding of marketing, sales, and channel management as an integrated and interrelated process is

Undergraduate Course Descriptions, *continued*

developed. A case study that illustrates the mutual interdependencies of marketing, sales, and channel management for success in a new product launch helps learners explore both the strategic and operational aspects of marketing, sales, and channel functions. Learners prepare and present a plan for marketing, sales and channel management. **Prerequisite(s): BUS3030.**

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

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

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

BUS4035 - Marketing Across Borders (6 quarter credits). This course presents an accurate picture of what is happening in the global marketplace without overreacting to events, including coverage of the dark side of global business, especially relevant to recent events in the world. The course progresses from how to market an existing product outside of the domestic market to how to develop a new product for specific local markets and then broadens the scope to discuss marketing and management topics from a global managerial perspective. Legal, regulatory, political, and cultural issues are discussed as appropriate throughout the course. **Prerequisite(s): BUS3030.**

BUS4043 - Compensation and Benefits Management (6 quarter credits). This course content addresses the trends and evolution of compensation and benefits at both the strategic

and operational dimensions. Evaluation of costs associated with various approaches to compensation and benefits is explored. Learners participate in a case study involving selected compensation and benefit issues and integrate their learning by preparing and presenting a compensation and benefits plan for an enterprise. **Prerequisite(s): BUS3040.**

BUS4044 - Legal Issues in Human Resource Management (6 quarter credits). The primary orientation of the course is to enable learners to recognize the spirit and purpose of the legal framework of enterprise so that they can embrace compatible strategies and avoid cutting corners in the short-run, which can ultimately result in major disasters. Case studies illustrating how a minor legal issue can either be managed well or spiral into an unmanageable legal, financial, and public relations mess are studied. **Prerequisite(s): BUS3040.**

BUS4045 - Recruiting, Retention, and Development (6 quarter credits). The primary focus of this course is on the characteristics and motivations of people of different backgrounds and the match between their needs and aspirations and the relevant characteristic of the employing enterprise. The practical operations of recruiting, retention, and development of employees are examined. Special attention is paid to effective performance review processes and its relationship to coaching and mentoring. **Prerequisite(s): BUS3040.**

BUS4046 - Employee and Labor Relations (6 quarter credits). This course presents employee and labor relations as a system for striking a balance between the employment relationship goals of efficiency, equity, and voice, and between the rights of labor and management. The course places the discussion of contemporary U.S. processes into the context of underlying themes — what are the goals of labor relations, are those goals being fulfilled, and are reforms needed. The course replaces the tired paradigm of "labor relations equals detailed work rules" with the dynamic paradigm of "employee and labor relations equals balancing workplace goals and rights." Labor law, union organizing, bargaining, dispute resolution, and contract administration are central topics, but these processes are not presented as self-evidently good. These topics are placed in the broader context of the goals of the employment relationship, conflicting rights, and the environment of the 21st Century. **Prerequisite(s): BUS3040.**

BUS4047 - Employee Training and Development (6 quarter credits). This course covers the most up-to-date developments in training and research and in practice, including the strategic role of training and the use of new technologies in training. The course presents a real balance between research and real company practices.

The course provides learners with a solid background in the fundamentals of training and development — needs assessment, transfer of training, designing a learning environment, methods, and evaluation. In addition, the role of training is broadening due to its strategic nature, the changing nature of the workplace, and availability of technology. Current topics such as strategic training and development process, e-learning, blended learning, learning management systems, knowledge management, older workers, issues in work life balance and work life balance programs, and protean careers are discussed. **Prerequisite(s): BUS3040.**

BUS4048 - International HR Management Issues (6 quarter credits). This course provides a broad guide on how to manage the process of internationalization, with a particular focus on the transnational firm. This course will discuss the "people implications" of traditional strategies for internationalization and how such strategies get executed through human resource management (HRM). They discuss such important topics as: how to manage expatriates from the parent country; how to go about adapting management practices to circumstances abroad; how to localize management; how to recognize and ultimately avoid obstacles in joint ventures; how to expand across borders through acquisitions; how to respond to the contradictory pressures of the transnational firm where HRM has a critical role to play in enabling managers to resolve these paradoxes in innovative ways; and how global competition is changing the nature of management and organization even for firms operating in domestic markets. The course draws on practical examples from companies that have experienced the real challenges of international HRM. **Prerequisite(s): BUS3040.**

BUS4070 - Foundations in Finance (6 quarter credits). This course provides learners with an intuitive and conceptual understanding of the financial decision-making process rather than just introducing soon-forgotten formulas and calculations of finance. Course content explores the "big picture" and actual practice — i.e., financial decision-making rooted in current financial theory and in the current state of world economic conditions. **Prerequisite(s): BUS3060.**

BUS4071 - Financial Markets and Institutions (6 quarter credits). This course describes financial markets and institutions by providing a conceptual framework to understand why markets exist and what their role is in the financial environment. Each type of financial market is described with a focus on its utilization by financial institutions, its internationalization, and recent events that have affected it. Each type of financial institution is described with a focus on its regulatory aspects, management, use of financial markets, and performance. **Prerequisite(s): BUS4070.**

BUS4072 - Analysis for Financial Management (6 quarter credits). Because financial statements are the basis for a wide range of business analysis, managers, securities analysts, bankers, and consultants all use them to make business decisions. This course provides learners with an excellent framework for using financial statement data in a variety of business analysis and valuation contexts. **Prerequisite(s): BUS4070.**

BUS4073 - Investments and Portfolio Management (6 quarter credits). The course provides learners with a survey of the important areas of investments: valuation, the marketplace, fixed income instruments and markets, equity instruments and markets, derivative instruments, and a cross-section of special topics such as international markets and mutual funds. The course establishes the appropriate theoretical base of investments, while at the same time applying this theory to real-world examples. **Prerequisite(s): BUS4070.**

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

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

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

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

BUS4078 - Financial Institution Management (6 quarter credits). This course focuses on managing return and risk in modern financial institutions. The central theme is that the risks faced by financial institution managers and the methods and markets through which these risks are managed are becoming increasingly similar whether an institution is chartered as a commercial bank, a savings bank, an investment bank, or an insurance company. **Prerequisite(s): BUS4070.**

BUS4079 - Real Estate Finance (6 quarter credits). This course includes a complete treatment of real estate partnerships, secondary mortgage markets, fixed and adjustable rate mortgages, and real estate construction and land development. Coverage of corporate real estate, including lease-versus-own analysis, sale and leaseback decisions, and the role of real estate in corporate restructuring is also presented. The course also covers the importance of understanding the underlying economic factors that ultimately affect the value of properties. **Prerequisite(s): BUS4070.**

BUS4801 - Ethics and Enterprise (6 quarter credits). Learners develop the ability to recognize and exercise leadership in significant enterprise-wide ethical and human matters. Case examples and projects highlight the ethical and human dimensions of enterprise. Special attention is given to studying how commitment to social and environmental ethical responsibility can be compatible and complementary with the economic success of the enterprise and satisfaction of enterprise stakeholders.

BUS4802 - Change Management (6 quarter credits). In this course, learners gain an understanding of the knowledge and skills required to lead, facilitate, and support change management. Case studies to gain an understanding of the unfolding dynamics of planned and unplanned change in organizations are presented. Networked many-to-many communications and language change are addressed as primary resources for effective change management. Trust building, fear-containment, and broad participation in the change process receive special attention.

BUS4993 - Business Capstone Project (6 quarter credits). The capstone project is the culminating experience of the bachelor's program. It allows each learner to demonstrate the technical and applied business knowledge gained in their field, as well as the critical thinking, diverse perspectives, and communication skills to help make them successful in their profession. The project demonstrates the learner's ability to identify an idea for a new product or service, create a vision, and develop a strategic plan to describe how the concept would be implemented. To be taken during final quarter. **Cannot be fulfilled by transfer.**

School of Technology Courses

TS3004 - Communicating in New Media (6 quarter credits). Learners gain an IT perspective of what higher education can do to prepare them for careers in a constantly changing workplace. In addition, learners investigate and practice thinking habits, research various IT perspectives or specializations, and practice writing skills needed for success in their program. A number of new media types are explored in this course, including collaborative and communication tools and techniques. Throughout the course, learners analyze, synthesize, and evaluate concepts and current topics in light of their personal and professional experiences. This course encourages all learners to broaden their perspective, participate in building a learning community, and tap into the talents and resources of the class. TS3004 and TS3005 must be taken concurrently by bachelor's and certificate learners in their first quarter. **Cannot be fulfilled by transfer or petition.**

TS3005 - Undergraduate Learner Success Lab (non-credit). This lab is designed to provide new undergraduate learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a Degree Completion Plan or a Certificate Completion Plan. TS3005 is an advisor-led course taken in the first quarter, in conjunction with TS3004, and carries no credit. **Cannot be fulfilled by transfer or petition.**

TS3100 - Fundamentals of Web Application Development (6 quarter credits). This course emphasizes Web application development fundamentals and engages the learner with the intellectual and software tools necessary for developing professional Web applications. The learner gains experience with the professional process of planning and developing prototype

Undergraduate Course Descriptions, *continued*

Web applications. The learner develops a personal Web site that serves as an e-portfolio and resume of the learning performance at Capella University.

TS3110 - Fundamentals of E-Business (6 quarter credits). This course provides an understanding of e-business strategies and technologies. Through readings, class discussions, and exercises, learners gain an understanding of the factors needed to launch and succeed in business in the electronic marketplace. Learners are introduced to the following topics: creating an online business concept; assessing markets, competition and customers; assessing technical infrastructure requirements; understanding security and data privacy risks; and understanding the importance of legal and regulatory issues. Learners apply this understanding when they develop an e-business plan.

TS3120 - Fundamentals of Project Management (6 quarter credits). This course emphasizes the critical activities associated with managing and leading information technology projects. It includes vendor management, configuration management, project estimation, risk management, and managing cross-functional and multi-national teams. Case studies of information technology project successes and failures are explored. Learners build and apply a project plan during this course. Learners are also introduced to software management practices within the Software Engineering Institute's Capability Maturity Model.

TS3130 - Fundamentals of Database Systems (6 quarter credits). This course introduces database analysis, database design, and N-tiered client-server database systems. Topics include database structures, data dictionaries, data analysis, and common database applications. Learners develop an application in a popular database system. Advanced discussion topics include database scripting (SQL), API interfaces, database connectivity technologies (ODBC/JDBC), and data warehousing multidimensional databases and data mining methods that extract useful information from the data warehousing. A problem-based approach using SQL is used in this course.

TS3140 - Fundamentals of Software Development (6 quarter credits). This course covers the software engineering fundamentals necessary for good programming practice. Current techniques used in large-scale information system software development are introduced, including requirements analysis, functional specification, system design, implementation, testing, and maintenance. A problem-based approach using practical examples is used. Learners are also introduced to software engineering practices within the Software Engineering Institute's Capability Maturity Model.

TS3150 - Fundamentals of Network Systems (6 quarter credits). This course provides an introduction to computer networks, protocols, TCP/IP and the Internet. The course also introduces network performance analysis, security issues, firewalls, SSL, digital certificates, encryption techniques, and types of authentication (strong and weak). The learners apply their knowledge in a project that is designed to give them first-hand experience in building a networked application and/or analyzing and evaluating the performance of protocols and applications.

TS3160 - Ethical and Human Side of Information Technology (6 quarter credits). This course uses specific case examples and projects to explore the ethical and human dimensions of information technology within organizations and in relationships with customers, partners, and society. Learners develop the ability to recognize, to take seriously, and to exercise leadership in significant ethical and human matters related to information technology. **Cannot be fulfilled by transfer.**

TS3210 – Fundamental Database Concepts Using MS Access (3 quarter credits). This course is designed for learners with limited or no previous database experience. Course outcomes include a solid understanding of fundamental database terms and concepts such as tables, queries, forms, and reports and their application using MS Access

TS3211 – Intermediate Database Concepts Using MS Access (3 quarter credits). This course builds on the fundamental concepts from TS3210. Learners become familiar with more advanced concepts such as appropriate design considerations, normalization, data validation techniques, and customization of forms and reports. Course outcomes include the ability to design a basic database, identify and resolve problems associated with poor database design, and apply these concepts using MS Access.

TS3220 – Fundamental Spreadsheet Concepts Using MS Excel (3 quarter credits). This course is designed for learners with limited or no previous spreadsheet experience. Learners become familiar with spreadsheet terms and concepts and their application using MS Excel. Course outcomes include a solid understanding of fundamental spreadsheet concepts such as entering data, modifying a workbook, moving and copying data, formatting a worksheet, and creating Excel Web pages.

TS3221 - Intermediate Spreadsheet Concepts Using MS Excel (3 quarter credits). This course builds on the knowledge and skills from TS3220. Learners become familiar with more advanced spreadsheet concepts such as creating, formatting, editing, sorting, and filtering electronic chart items and graphics in Excel. Course outcomes include the ability to build and manage complex spreadsheet applications, to

identify when a database would be more appropriate than a spreadsheet, and to apply these concepts using MS Excel.

TS4010 - Presentation Layer: Client Side Programming (6 quarter credits). This course focuses on advanced client side programming with a basic introduction to server side programming. It is an extension of TS3100 Fundamentals of Web Application Development. Topics include dynamic HTML, JavaScript, Java Applets, cascading style sheets, design templates, and principles of user-centered design. Learners are also introduced to multimedia and plug-in functionalities. The course includes a basic introduction to CGI programming and Server Side Includes (SSI). Learners apply their knowledge of client side programming as they enhance their personal e-portfolio Web site and construct a rudimentary e-business site. **Prerequisite(s): TS3100 and TS4805 or equivalent knowledge upon school approval.**

TS4012 - Advanced Server Side Programming (6 quarter credits). This course introduces the learner to non-Microsoft Web server technologies. In particular it focuses on JSP and XML/XSL as these are used in the term project. The course investigates how Extensible Markup Language (XML) is utilized by Internet agents to share information between diverse business units. It also introduces distributed object technology such as CORBA and Enterprise Java Beans (EJBs). Other topics include Perl/CGI, ODBC/JDBC, EDI, SOAP, and J2EE versus .NET. Learners are required to take TS4811 prior to taking this course, or have comparable job experience with Java. Learners are also required to take TS4011 prior to taking this course, or have comparable job experience with basic Web server programming using SQL select statements. **Prerequisite(s): TS4811 or equivalent experience upon school approval and TS4819 or equivalent experience upon school approval.**

TS4030 - Project Estimation and Budgeting (6 quarter credits). This course focuses on the critical aspects of planning an information technology project including estimating the effort, schedule, cost, and required quality level of the resulting IT product. Using readings, online discussions, practical exercises, and computer-based tools, learners develop skills to systematically estimate the projects in which they are involved. **Prerequisite(s): TS3120 or equivalent experience upon school approval.**

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

skills to systematically manage project risks.

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

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

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

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

Prerequisite(s): TS3150 or equivalent experience upon school approval.

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

Prerequisite(s): TS4040 or equivalent experience upon school approval.

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

Prerequisite(s): TS3150 or equivalent experience upon school approval.

TS4050 - Vector Graphics Animation (6 quarter credits). The course will cover the basic functionality of Web animation and interactivity. Learners will learn to illustrate with Flash, using animation techniques and special effects. Flash files produce resizable compact full-screen navigation interfaces, technical illustrations, long-

form animations, and other dazzling site effects. Flash enables Web designers to import artwork from their favorite bitmap or illustration programs, apply transparency, create morphing effects, add interactivity and sound, and animate them over time. Unlike bitmapped images that are optimized for a single resolution, vector images can adapt to multiple display sizes and resolutions. This is ideal for displaying Web sites uniformly on set-top boxes, hand-held computers, or PCs. You will learn how to embed exported Flash movies into HTML documents for play in a browser. **Prerequisite(s): TS3100 or equivalent experience upon school approval.**

TS4051 - Web Graphics Production (6 quarter credits). This course covers creating, editing, and animating Web graphics using bitmap and vector tools. Learners use export controls to optimize images, with advanced interactivity, and export them into Macromedia Dreamweaver and other HTML editors. Learners will be able to launch and edit Fireworks graphics from inside Dreamweaver or Macromedia Flash. Learners use tools to help them efficiently manage graphic layers, behaviors, and colors and improve Web page loading.

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

TS4052 - Image Processing (6 quarter credits). This course is for Web designers who wish to create and have optimum control over the images used in a Web site. Learners will use Photoshop, the industry-standard program for image editing, Web site design, digital photography, collage, prepress production, and fine art. Learners will be able to use the traditional bitmap image editing features combined with a new vector feature which provides control when compositing photographic pixel-based images and crisp, resolution-independent type. While the bigger focus in this course is image processing for the Web, learners will be able to use the same image for high DPI print media, such as brochures and catalogs. It is suggested that learners have access to a scanner or digital camera. **Prerequisite(s): TS3100 or equivalent experience upon school approval.**

TS4060 – Managing the Project I (6 quarter credits). This course focuses on the critical aspects of initiating, planning, and executing the project. These typically relate to the first three phases associated with project development and execution. This course will prepare learners to gather, assess, and integrate budget resources, schedules, and other related resources in the project planning process. Upon completion, learners will be able to identify and negotiate with stakeholders, assist the team in defining appropriate performance measure, identify key cultural opportunities and constraints, and prepare a cost and resource estimate of the project. Process and knowledge areas covered include work breakdown structure.

TS4061 – Managing the Project II (6 quarter credits). This course focuses on the critical aspects of controlling and closing a project. These typically relate to the last two phases associated with the operational activities and project closure. Additionally, this course covers the important professional responsibilities associated with a project such as diversity, ethics, continuous improvements, interpersonal skills, philosophical reflection, and training opportunities. This course will prepare learners to 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.

Prerequisite(s): TS4060.

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

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

TS4803 - System Assurance Security (6 quarter credits). This course provides additional detail on network security and information systems. This course is geared for the network administrator who must implement security strategies to protect their organization from exposure to the Internet. It also helps network designers incorporate security-conscious designs. The course presents strategies to guard against hackers and forms of viruses, describes firewalls and gateways, and explores authentication and encryption techniques. The course also covers a list of the most often used methods for attacking a network system and ways to defend against them.

TS4805 - Programming Concepts and Practices (6 quarter credits). This course is designed to introduce the fundamental concepts and practices of computer programming to those with minimum previous programming experience. Microsoft's Visual Basic is the tool used to explore these programming concepts. Topics covered will include the programming development cycle, objects, events, numbers, strings, constants,

Undergraduate Course Descriptions, *continued*

variables, loops, input/output, functions, methods, procedures, and data types. Learners will also be exposed to SQL query language as they work to connect an application to a database. Learners will produce a course project using Visual Basic that demonstrates their competencies in fundamental programming concepts and practices.

TS4806 - Future of Information Technology (6 quarter credits). This course is intended to acquaint learners with the potential that information technology has to affect our lives in the future. The course will explore both positive and negative aspects of the future. Learners study the historical development of information technology to obtain a perspective for understanding legacy systems, for assessment of current trends, and for anticipating future possibilities. This course develops strategic skills to help learners anticipate and participate in the next wave of information technology.

TS4807 - Legal Issues in Information Technology (6 quarter credits). This course provides an analysis of rapidly evolving legal issues associated with information technology and e-business. Topics include intellectual property, privacy rules, encryption regulations, and current legislative activities. This course emphasizes the technical aspects associated with these legal issues so learners can prepare for the upcoming changes in their profession. New laws may impact the design of Web applications, e-business strategies, and many other IT activities.

TS4808 - Object Oriented Analysis, Design, and Programming (6 quarter credits). This course introduces object-oriented analysis and design concepts using the universal modeling language (UML) and the Java programming language. Sound practices for the design, construction, testing and debugging of object-oriented software applications are emphasized. This course also introduces patterns. A problem-based approach to object-oriented analysis and design concepts is used in this course. **Prerequisite(s): TS3140 or programming knowledge.**

TS4809 - Data Warehousing and Data Mining (6 quarter credits). This course introduces data warehousing and data mining concepts. Learners develop an understanding of the principles and techniques associated with storing large amounts of organizational data and using automatic data retrieval methods. This course also emphasizes the statistical techniques involved in data extraction.

TS4810 - Web Design (6 quarter credits). This course is for learners who already know the basic techniques of creating a Web page and want to improve the aesthetics, design, and usability of a Web site. This course specifically covers general design elements of page layout and typography as it relates to Web pages. It will be assumed that the learner knows something about optimum file size for graphics, safe colors, screen size resolution as it

relates to page size, system platform differences, and browser differences. **Prerequisite(s): TS3100 or equivalent experience upon school approval.**

TS4811 - Object-Oriented Programming in Java (6 quarter credits). This is an intermediate level object-oriented programming course using Java. Focus of the course will be on developing applications using the Java Software Development Kit (SDK), with numerous example programs and a course project. The course will also explore how Java relates to various features of C, C++ and C#. **Prerequisite(s): TS4805 or equivalent knowledge upon school approval.**

TS4812 - Advanced Java Programming (6 quarter credits). This course extends the topics covered in TS4811 by covering several advanced features of Java programming. It is intended for learners who understand the fundamental Java programming concepts and who now want to explore some of the advanced Java programming topics. The primary focus of this course is on the advanced features and libraries of the Java2 platform. **Prerequisite(s): TS4811 or equivalent programming knowledge/ experience of either C or C++, Visual Basic, Smalltalk, or COBOL etc., upon school approval.**

TS4813 - Operating Systems (6 quarter credits). This course is an introduction to fundamental concepts in operating systems. Topics include main memory management, virtual memory, I/O and device drivers, and secondary storage management and file systems. Practical examples using the Unix operating system will be explored, including study of process, file structures, and inter-process communication. The course will explore how key concepts are implemented in Unix compared to other leading operating systems including Windows-based and Linux.

TS4814 - Wireless Web Programming (6 quarter credits). This course provides an overview of the evolving wireless technologies and the Wireless Application Protocol (WAP). WAP is the de facto worldwide standard for providing Internet communications and advanced telephony services on digital mobile phones, personal digital assistants, and other wireless terminals. Learners will use simulation software to design and debug wireless Web applications using Wireless Markup Language (WML) for Internet-enabled phones. This course focuses on the Wireless Application Protocol (WAP), the standard currently prevalent in North America and Europe but also touches on protocols and services used in other parts of the world.

TS4815 - Introduction to Telecommunications (6 quarter credits). This course introduces basic concepts and structural components of the telephony and voice telecommunications industry. It will introduce and explore a telecommunications platform that includes switching, wiring, and networking, as well as facilities that provide and

support telecommunications. PBX switching and telecommunications are covered. In addition, the course surveys the state of convergence of communications technologies.

TS4816 - Mobile Device Programming (6 quarter credits). This course provides an overview of the tools and languages used to program native applications for mobile devices such as Personal Digital Assistants and mobile phones. Unlike wireless Web applications, native applications run directly on the device hardware and do not require wireless connectivity to operate. Examples include productivity applications such as digital forms, collaboration applications such as instant messaging and database synchronization, and entertainment applications such as games and audio/video players. While the tools used for native applications are based on the tools used for traditional programming, the differences in technical architecture and user interface design are significant. This course will cover the fundamentals of designing and building applications for mobile devices.

TS4817 - Security Management Practices (6 quarter credits). This course covers hands-on security management practices through the study of access controls; administration, audit, and monitoring; risk, response, and recovery; cryptography; data communications; and malicious code. The focus of the course is built around the SSCP seven domains. After completing this course, a learner will be prepared to take the System Security Certified Practitioner (SSCP) certification exam.

TS4819 - Application Layer: Server Side Programming (6 quarter credits). This course provides the learner with the skills to build a Web application, which interfaces to an existing database. It builds upon the knowledge gained from TS3100, TS3130, TS4805, and TS4010. In this course learners will install a basic Web server on a PC and create simple Web pages that display data from a small database residing on their PCs. Learners will learn how to upload those pages to a remote Web server, and run them using a remote SQL server database. Throughout the course learners will refresh and reinforce their SQL skills and become proficient connecting a Web page to a database and using SQL SELECT statements to create dynamic Web pages. Learners will also learn how to use a tool on the PC to manage a remote SQL database. The final course project will expand the business Web site created in TS4010 by interfacing it to a SQL server database. The project will result in a Web store that can display data from existing customer and product and order tables. This course is intended for learners who have little or no previous experience with Web server programming, or who are weak in database skills. It uses ASP.NET, VB.NET and ADO.NET as the technology. **Prerequisite(s): TS4010, TS4805, and TS3130 or equivalent experience upon school approval.**

TS4820 - Server Side Programming ASP.NET (6 quarter credits). This course provides the learner with advanced skills to build a professional Web application using .NET technology. It builds upon the knowledge and skills gained from TS4819. Learners will learn how to develop administrative Web pages that can add/delete/update records in a remote database table. Learners will refresh their knowledge of SQL JOINS, and use it to create more complicated Web pages. They will extend their Web store to allow customers to register and create their own accounts and to accept customer orders and implement a full check-out sequence. Learners will learn more advanced ASP.NET techniques including session state and two different kinds of authentication. Learners must have taken TS4819, or have equivalent job experience with ASP.NET, VB.NET and ADO.NET and SQL. **Prerequisite(s): TS4819 or equivalent experience upon school approval.**

TS4899 - Special Topics in Information Technology (special interest alternate) (6 quarter credits). This course enables learners to propose and conduct a study of special topics of interest related to information technology. Appropriate course topics address an area of study that complements the learner's past experience and learning objectives. The course typically involves learners, working on individual learning plans, in the context of a learning community. **Special permission is required for registration.**

TS4991 - Integrated Action Learning I – Project Planning and Action Learning Plan (6 quarter credits). This course initiates the integrated action learning project proposed by learners. Learners prepare a project plan that includes details of their project, deliverables, dates when they will be completed, and the associated learning that will be exhibited. **Note: Learners should not plan to take this course until their second to last quarter. Cannot be fulfilled by transfer.**

TS4992 - Integrated Action Learning II – Project Completion and Final Report (6 quarter credits). This course completes the integrated action learning project proposed by learners. Learners implement their plan and record weekly status on their Web sites of their progress, issues, decisions, and learning. At the conclusion of the course, learners complete their projects and summarize their results in a final report. **Prerequisite(s): TS4991. Cannot be fulfilled by transfer.**

Graduate Course Descriptions

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

School of Education Courses

ED502 - Survey of Human Resource Development Research (4 quarter credits). In this course, learners explore the values, purposes, methods, and processes of human resource development (HRD) research. The focus is on identifying how theory and research can be practical tools to solve HRD challenges that practitioners face on a daily basis. This course is only applicable to learners enrolled in the School of Education training and development specialization.

ED722 - Interface Design (4 quarter credits). Almost all communication in online learning is visual. For this communication to be effective, the instructional designer must consider both functionality and appeal. In addition, this course addresses topics such as screen layout, color, navigation, and the use of graphics and video. The course also deals with the non-visual interfaces of sound and user input via keyboard, mouse, voice, and touch. Learners will receive practical guidance for designing all interfaces to be effective and attractive.

ED724 - Project Management for Multimedia Development (4 quarter credits). The design and development of online multimedia courses require the coordination of a variety of people doing very different tasks. Each member of the project team has to produce what is required in a timely fashion within a prescribed budget. This course deals with a wide range of issues in project management, including budgeting and final roll out. The course provides insights and tools that will help the new instructional designer effectively manage a project.

ED812 - The Governance of Educational Institutions (4 quarter credits). This course examines models of the governance of educational institutions, including formal and informal settings as well as traditional and non-traditional models.

ED814 - Evaluating the Effectiveness of the Educational Process (4 quarter credits). This course presents common terms, issues, and approaches in evaluation and provides a historical context in which to better understand the evolution of program evaluation. Six major evaluation approaches are compared, as are both qualitative and quantitative evaluation methodologies. Additionally, learners apply established standards to both the process and product of program evaluation.

ED815 - The Future of Educational Institutions: Topics and Trends (4 quarter credits). Based on an examination of the formative ideas which have shaped educational institutions, this course explores both the theory and practice of changing educational institutions to meet future needs. An understanding of the philosophy of American education, as well as a knowledge of institutional change, will be necessary in this course.

ED818 - The Future of Teaching and Learning: Issues for the Educational Leader (4 quarter credits). To develop and exercise stewardship of a vision that will lead an educational institution into the future, the school leader must be aware of the rapidly increasing body of research about teaching and learning. Recent technological advances have made possible new research about the brain and how people learn. This course examines current brain research and implications for instruction, the use of technology in the classroom, and new thinking about educational reform.

ED820 - Principles of Educational Administration (4 quarter credits). This course offers an examination of the basic principles of administrative theory and practice. Models of administration from business and public administration, as well as theoretical constructs from various disciplines are explored.

ED822 - The Funding of Educational Institutions (4 quarter credits). This course examines the many issues surrounding the funding of public education. The focus is on present and future funding patterns.

ED823 - Education and the Law (4 quarter credits). This course explores constitutional, statutory, and case law as related to primary and secondary school settings. Both federal and state legislation are examined.

ED825 - Curriculum Development (4 quarter credits). This course explores implementation and assessment of curricula based on historical and theoretical perspectives. Learners may examine curricula from any educational setting.

ED828 - Intellectual Development and Learning Styles across the Lifespan (4 quarter credits). This course provides learners with a general overview of recent and selected research on adult learning and related teaching methods. Special emphasis is placed on a unique phenomenon the unique needs of adult learners, transformational learning, and in-depth study of learning styles and strategies. Each of these is important in order for educators to understand and to successfully facilitate adult learning in the 21st century. A major premise of this course is that each educator's own learning style and learning history influences the way that he/she presents material to and works with adult learners. Therefore, the course begins with an examination of individual learning styles and preferences as a first step in helping learners to become better instructors and facilitators.

ED829 - Theory and Methods of Educating Adults (4 quarter credits). The purpose of this course is to apply adult learning theory in order to enhance understanding of the roles of the instructor and the learner in adult education and to become skillful in the selection and use of appropriate methods, techniques, and materials for achieving particular learning objectives. This course explores adult development and learning from both a theoretical and a personal perspective.

ED830 - Coaching for High Performance (4 quarter credits). In this course, participants learn to effectively guide individuals to improved learning, decision making, and performance. Topics to be covered include the role of coaching in organizational performance systems; several theoretical approaches and models for coaching individuals; essential knowledge, skills, and attitudes for effective coaching; assessment of client needs; and communication skills and techniques for supporting the client through personal and professional change. Through extensive work on both theory and practice, participants become confident and effective mediators of people seeking to improve the quality of their personal or professional lives.

ED834 - Higher Education and the Law (4 quarter credits). This course explores constitutional, statutory, and case law as related to higher education school settings. Both federal and state legislation are reviewed, along with implications for both public and private higher education institutions.

ED836 - The Collaborative Nature of Adult Education (4 quarter credits). This project-based course examines the collaborative nature of adult education through a variety of approaches linked to individual learner needs and the development of individualized projects. This course emphasizes the theoretical support for adult collaboration, changing authority and power relationships in collaborative learning, best practices in designing collaborative processes, assessing collaborative projects and collaborative learning, the experiential aspect of collaboration, and the integration of collaboration in professional practice. Each learner, in consultation with the instructor, develops an action plan for collaboration that combines theory, best practices, and specific applicable strategies for designing collaboration. The final project serves as a plan or design manual for integrating collaboration or collaborative learning within a learner's practice, professional setting, or community.

ED837 - Funding and Managing Education Enterprises (4 quarter credits). Private and public funding patterns are examined and learners explore practical fund-raising plans. Also considered is the management function which includes personnel matters as well as marketing and evaluation. Evaluation methods to assure quality and accountability are also explored.

ED838 - Teaching and Learning with Diverse Populations (4 quarter credits). This course explores teaching and learning principles and practices as applied to diverse, multicultural populations.

ED839 - International Aspects of Adult Education (4 quarter credits). This course explores adult education from an international perspective. Emphasis is on the comparative analysis of adult educational systems in terms of individual philosophy, goals and methods.

ED840 - The Politics of Higher Education (4 quarter credits). This course involves an examination of the differing and changing perceptions of the role of higher education in America. The politics of competition for resources, the expectations of consumers and providers, and the role of state and local government are examined.

ED841 - The History of Higher Education (4 quarter credits). This course examines the history of colleges, universities, and other postsecondary institutions from colonial times to the present. The focus is on the major trends in postsecondary education which reflect the needs and provide leadership in the social structure.

ED846 - Instructional Design for Distance Education (4 quarter credits). This course introduces learners to the increasing societal demands to deliver education in new and innovative ways. The course enables learners to design instructional applications in a distance education setting. **Prerequisite(s): ED851.**

ED851 - Principles of Learning and Instructional Design (4 quarter credits). This course provides an introduction to instructional design from a theory-based treatment of the instructional design process, including the design of instructional strategies.

ED852 - Ethics and Social Responsibility in Distance Education (4 quarter credits). This course analyzes, from both conceptual and applied points of views, the interaction between education and society. Through an examination of basic assumptions, attitudes, and values, learners build an ethical foundation for understanding the issues and policies related to distance education.

ED853 - Elementary School Administration (4 quarter credits). This standards-based introductory course in elementary school administration considers current theories, principles, and practices needed for effective elementary and middle school administration. The key role of the administrator in the success of all students and the continuous improvement of staff and programs will be a central focus of the course. Standards for school leaders form a framework for the course, which examines relevant issues including governance, leadership, curriculum and instruction, staff development, community engagement, technology, use of data, and school improvement.

ED854 - Secondary School Administration (4 quarter credits). This standards-based introductory course in secondary school administration considers current theories, competencies, skills, and practices needed for the effective administration of secondary schools. The key role of the administrator in the success of all students and the continuous improvement of staff and programs are a central focus of the course. In addition to literature specific to high school reform, issues of governance, shared leadership, organizational structures, curriculum, planning, scheduling, school improvement, use of data, staff development, technology, and community engagement are examined and discussed.

ED855 - Higher Education Administration (4 quarter credits). This course includes analysis of theory, policies, and procedures involved in administering institutions of higher education.

ED857 - Personnel Administration (4 quarter credits). This course addresses staffing assignment, policy making, salary negotiation, grievance procedures, records, supervision, and evaluation of professional and non-professional employees.

ED5004 - Societal and Cultural Change (4 quarter credits). Understanding the impact of social and cultural differences, diversity, and change is a fundamental competency of educators. This is a foundation course for master's learners that introduces themes that persist throughout the degree program. Societal and Cultural Change prepares learners to lead in the field of education by addressing theories of change and strategies of the change agent. A broad array of theories and readings will cover the spectrum of social change and its effect on education. As a result, learners understand the complexity of a diverse classroom population and the impact of social movements. Assessment of learning will consist of evaluation of the ability to analyze and synthesize course materials and demonstrate critical thinking. **Cannot be fulfilled by transfer.**

ED5005 - Master's Learner Success Lab (non-credit). This lab is designed to provide new master's learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a degree completion plan (DCP). ED5005 is an advisor-led course taken in the first quarter, in conjunction with ED5004, and carries no credit. **Cannot be fulfilled by transfer.**

ED5006 - Survey of Research Methodology (4 quarter credits). This course presents an overview of the general approaches to research methodology at the graduate level. It deals with

the quantitative and qualitative approaches to rigorous scholarly inquiry and the major research methodologies. This course is aimed primarily at master's-level learners, although PhD learners may take it as an elective.

ED5007 - Foundations of Educational Leadership (6 quarter credits). This introductory course focuses on the competencies essential to Capella learners who as teachers and administrators assume leadership roles in the improvement of student achievement. Learners are introduced to concepts fundamental to, and integrated throughout, their entire program including reflective practice, the role of the practitioner-scholar, critical thinking, data-driven decision making, educational leadership, and the role of instructional technology in twenty-first century education. In addition, learners are introduced to the process of building their Capella University portfolio.

ED5110 - Child and Adolescent Development (4 quarter credits). This course provides an exploration of child and adolescent development based on research findings, theory, and applications. The physical, cognitive, social, and emotional aspects of development are critically examined, as are issues surrounding individual differences and diversity. Learners apply course content to research and practice roles in education, framed around the activities of schools, agencies, and other settings that are directly related to the daily lives of children.

ED5500 - Standards-Based Curriculum, Instruction, and Assessment (4 quarter credits). This course examines the impact of state learning performance standards on the planning of curriculum, assessment, and instruction. Learners design instruction using research-based curriculum planning and instructional models. Emphasis is placed on the connections between assessment and planning of instruction and on basic testing and measurement concepts such as validity and reliability.

ED5501 - Assessment and Improvement of Instruction (4 quarter credits). This course develops skills in planning, analyzing, and reflecting on teaching that lead to improvement in instruction. The course focuses on research-based professional teaching standards and on strategies to improve instruction, including collaborative feedback processes. Learners practice observing and assessing classroom instruction, including their own.

ED5502 - Learning Theory and Instructional Practice (4 quarter credits). This course focuses on current research in cognition, emotion, and the brain and the implications for instructional practice. Learners apply theory by implementing strategies for recognizing differences among learners, including giftedness and meeting learner needs through differentiated instruction.

Graduate Course Descriptions, *continued*

ED5503 - Classroom Management Strategies (4 quarter credits). This course focuses on skills for creating classroom environments that maximize the opportunity for each student to learn. Learners apply current strategies for managing a wide range of diverse and challenging behaviors. Special emphasis is placed on the roles and responsibilities of teachers under the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), and Section 504 legislation, including knowledge of the rights and responsibilities of students, parents, and teachers regarding success for all learners.

ED5504 - Strategies for Eliminating the Achievement Gap (4 quarter credits). This course addresses differences in student achievement due to racial, cultural, gender, and language differences. The course examines current research and best practices with a focus on identifying those practices and instructional strategies most likely to eliminate achievement disparities.

ED5506 - Standards and the K-12 Mathematics Curriculum (4 quarter credits). This course examines the national, state, and local standards that shape mathematics curriculum and instruction in the K-12 classroom. Capella 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 apply knowledge of students' mathematical thinking, misconceptions about math, and developmental levels to the planning and implementation of instruction. The role of parents and community in student learning and the importance of crossdisciplinary connections in math instruction are examined.

ED5508 - Research and Best Practices in Mathematics Instruction (4 quarter credits). Learners investigate ways to improve mathematics instruction through best practices searches, video analysis of instructional strategies, and reflection on their own teaching practice and knowledge of content. Learners gain skills in teaching key mathematics concepts in multiple ways.

ED5511 - Teaching Algebra for Understanding (4 quarter credits). Learners 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 skill in planning instruction, assessments, and rubrics.

ED5513 - Middle Level Issues (4 quarter credits). This course focuses on an examination of current research and best practices regarding middle-level organization, curriculum, and instruction. Specifically, learners address the tension between the need to balance middle-level students' developmental and social needs with new and increasingly demanding state achievement standards.

ED5514 - Educational Leadership for Teacher-Leaders (4 quarter credits). This course provides an overview of 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 the development of skills that inspire others to higher levels of performance.

ED5515 - Action Research for Teacher-Leaders (4 quarter credits). This course provides in-depth knowledge of action research as a means to classroom and school improvement. Learners acquire the skills to define and resolve problems that are barriers to student learning and engage in individual and collaborative research as a means of continuously improving learning outcomes for students.

ED5516 - Adult Learning and Professional Development (4 quarter credits). This course focuses on the development of skills needed to design and implement effective professional development for teachers. Learners use their skills as practitioner-scholars to integrate adult learning theory and current research-based best practices in order to plan professional development for their schools.

ED5522 - The Art of Planning Science Instruction: Creating the Engaged Science Student (4 quarter credits). Learners examine the key components in planning science learning experiences that are informed by deep knowledge of students and content-related pedagogy. Lesson study, a system for examining teaching, is introduced as a research-based model for learners as they co-plan and document classroom science lessons.

ED5523 - Inquiry-Based Curriculum and Resources for Elementary Science Teachers (4 quarter credits). This course explores the many facets of inquiry in elementary science education, the relationship of inquiry and content standards, and the collaborative nature of science, math, and technology. Learners critique current elementary texts and programs using National Science Foundation guidelines and explore the array of resources available to the educator-scientist.

ED5524 - Inquiry-Based Curriculum and Resources for Secondary Science Teachers (4 quarter credits). This course explores the many facets of inquiry in secondary science education, the relationship of inquiry and content standards, and the collaborative nature of science, math, and technology. Learners critique current secondary texts and programs using National Science Foundation guidelines and explore the array of resources available to the educator-scientist.

ED5526 - Student Assessment and Work Analysis in Science Instruction (4 quarter credits). In this course learners develop multiple types of science assessments with appropriate, accompanying rubrics. Learners also 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). This course focuses on identifying and providing background in the technology skills necessary for effective online K-12 teaching. The course includes descriptions and examination of troubleshooting, software, Internet, and student reporting and evaluating resources identified by experts at the Florida Virtual School as keys to online instructional success.

ED5529 - Instructional Strategies for the Virtual School Teacher (4 quarter credits). This course focuses on the identification, examination, and application of the instructional strategies of particular interest to virtual school teachers. The course includes strategies to personalize the student experience, to motivate, to create community, to teach higher order thinking and to 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). This course addresses the assessment challenges the virtual school teacher faces in today's performance-based K-12 environment. The course focuses on the use of rubrics and alternative assessment strategies and the importance of designing instructional activities that allow student choices, that provide feedback, and that provide re-submission opportunities.

ED5533 - Curriculum Mapping: Reflection and Practice (4 quarter credits). By examining and reflecting on a research-based professional vision for curriculum design, learners engage in curriculum development for specific content and grade-level applications. Computer-based curriculum mapping applications are presented.

ED5534 - Instruction and Assessment: Theory and Practice (4 quarter credits). The design of instructional models and assessment strategies to meet the diverse needs of K-12 students is the focus of this course. Learners examine the theory and research supporting innovative instructional models and assessment strategies and develop specific content-area and grade-level applications. Course discussions on issues and trends related to new and emerging instructional models and assessment strategies may include presentations by leading professionals in the field.

ED5535 - Collaboration for the Improvement of Curriculum and Instruction (4 quarter credits). Learners in this course engage in collaboration for curriculum improvement. Collaborative skill development includes coaching and mentoring skills, team building, and communities of practice. Simulated case studies complement the practical experiences in this course.

ED5536 - Applying Research to the Improvement of Curriculum and Instruction (4 quarter credits).

This course encourages learners to examine current research as a basis for data-driven decision making. Learners prepare research designs within specific content and grade-level curriculum and instructional areas that, if implemented, may contribute to data-driven decision making at the school or district level.

ED5537 - Emerging Technology and Multimedia for Curriculum and Instruction (4 quarter credits).

Through an examination of research and literature, learners explore and discuss current trends and issues related to the impact of technology and multimedia on K-12 student learning. Based on their review of the literature, learners develop course projects that include the design of curriculum, instruction, and assessments that are enhanced through innovative technology and multimedia applications. This elective is recommended for learners in the curriculum and instruction specialization who have a particular interest in the integration of instructional technology in C&I.

ED5538 - Curriculum and Instruction: Program Evaluation (4 quarter credits).

This course focuses on skills that encourage learners to engage in critical components of the program evaluation process. Learners engage in processes of critical reflection and practical application that demonstrate the integral role program evaluation plays in the improvement of curriculum, instruction, and assessment at the classroom, school, and district levels. This elective is recommended for learners in the master's-level curriculum and instruction and advanced classroom instruction specializations who wish to focus on building-level, grade-level, or district-level C&I leadership.

ED5540 - Master's Practicum in Curriculum and Instruction (6 quarter credits).

The practicum is the capstone course for all learners in the curriculum and instruction specialization. The learner selects a school and a site supervisor with experience and expertise in the learner's academic interest area. The site supervisor, a Capella University faculty member, and the learner develop a plan to provide the learner with the substantive experiences necessary to complete and present a professional portfolio, the culminating activity in this 150-175 hour practicum. **Prerequisite(s): Learners must complete 38 credits, or nine (9) core and specialization courses including ED5007, before enrolling in ED5540.**

ED5541 - Master's Practicum in Advanced Classroom Instruction (6 quarter credits).

The practicum is the capstone course for all learners in the advanced classroom instruction specialization. The learner selects a school and a site supervisor with experience and expertise in the learner's academic interest area. The site supervisor, a

Capella University faculty member, and the learner develop a plan to provide the learner with the substantive experiences necessary to complete and present a professional portfolio, the culminating activity in this 150-175 hour practicum.

Prerequisite(s): Learners must complete 38 credits, or nine (9) core and specialization courses including ED5007 before enrolling in ED5541.

ED5900 - Master's Internship in Leadership in Educational Administration (6 quarter credits).

This course is the culminating experience for learners in the master's specialization in leadership in educational administration. Learners receive six credits for completion and presentation of their portfolio based on the specialization's 16 program outcomes and for a documented 150-175 hour internship. This field work experience is supervised by a Capella faculty member and a licensed principal at the school site. The learner selects the site supervisor and site, and working with the Capella University faculty member, designs a set of experiences that will strengthen the learner's readiness to meet the challenges of twenty-first century principalship. **Prerequisite(s): Learners must complete 38 credits, or nine (9) core and specialization courses including ED5007 before enrolling in ED5900.**

ED5990 - Integrative Project (4 quarter credits).

Master's learners demonstrate proficiency in integrating learning from required, specialization, and elective courses by completing an analysis of an organization or system, or the design of a new application in their professional field. This course is intended for School of Education learners. The integrative project is taken following completion of required course work.

ED5991 - Integrative Project (2 quarter credits).

MS learners demonstrate proficiency in integrating learning from required, specialization, and elective courses by completing an analysis of an organization or system, or the design of a new application in their professional field.

ED7002 - Advanced Writing Concepts (4 quarter credits).

The four distinguishing characteristics that define quality writing are organization, readability, effectiveness, and elegance. This course concentrates on the last two. Effectiveness refers to the tone of the language: passionate, but not emotional. How strongly the writer makes the argument is important. Elegance implies writing with simplicity and grace, eliminating wordiness and meaningless words, with clear and concise expression as the goal. Through discussion and written exercises, learners develop skills in these two areas.

ED7004 - Graduate Writing for ESL/EFL Learners (4 quarter credits).

This course introduces non-native speakers of English to graduate-level academic writing. Learners develop an understanding of the assumptions and intentions

that underlie advanced academic writing as it is practiced in the United States. Learners develop skills in producing effective advanced academic writing including skills in combining facts and opinions from multiple sources. Learners develop linguistic and content editing skills so that they can continue to improve their own academic writing after they leave the course.

ED7006 - Research and Writing for Graduate Learners (4 quarter credits).

This course is designed to prepare graduate learners for the rigors of academic writing. Academic writing requires a series of related critical thinking and writing skills, including: understanding the nature of academic research; developing strong arguments based on primary and secondary research; evaluating, summarizing, paraphrasing, and citing sources; drafting, revising, and editing multiple drafts of major projects; and producing clear, accurate, and error-free prose. Because this is a writing course, learners should expect to write a lot: the course includes weekly writing assignments, several short writing projects, and a research plan for a longer project. Learners submit a final portfolio at the end of the course.

ED7210 - The Delivery of Distance Education (4 quarter credits).

This course provides discussions and experiences leading to an understanding of current delivery systems for distance education including interactive television, satellite dissemination, and wireless networking.

ED7211 - Designing Online Instruction.

(4 quarter credits). This course teaches the learner how to create instructorless (or self-paced) programs which are often multimedia courses or segments, usually found on CD-ROM or on Web sites. This course focuses on four areas: design, factors affecting learning, communication, and project management. In addition, the course provides a detailed examination of common instructional methodologies such as tutorials and simulations. **Prerequisite(s): ED851.**

ED7212 - Administration and Leadership of Distance Education Programs (4 quarter credits).

This course provides an overview of the skills and competencies needed for the administration, management, and leadership of distance education programs. Discussions include the management of existing distance education programs, the design and implementation of new distance education programs, and the transformation of existing distance education programs for more efficient and effective delivery.

ED7400 - Technology Strategies for Brain-Based Learning (4 quarter credits).

This course focuses research on brain-based learning and provides applications for a technology-based curriculum. Course activities are presented in a project-based learning model that provides authentic experiences in brain-based learning with a discussion on specific applications for grade-level

Graduate Course Descriptions, *continued*

and content-specific curriculum development. Course activities include a study of assessment strategies to meet the needs of diverse learners and technology-resource planning for the design and development of a brain-based learning environment.

ED7491 - Instructional Design for Health Care Programs (4 quarter credits). This course explores various instructional design methods that can be used in health care programs. Theoretical frameworks upon which the instructional design methods are based are addressed. **Directed study, PhD only.**

ED7493 - Internships for Instructional Design for Online Learning (4 quarter credits). Internships offer experiential opportunities for learners in the area of instructional design for online learners. A plan of action, field supervision, and written documentation are required components of the internship. **Directed study, PhD only.**

ED7495 - Research Strategies and Methodologies for Online Learning (4 quarter credits). This course provides opportunities for dissertational research in the practice and delivery of online learning. Through discussion and analysis of current research studies, learners formulate models and methodologies that may guide their own study. Quantitative and qualitative studies are included for discussion and analysis. **Directed study, PhD only.**

ED7496 - Advanced Instructional Design (4 quarter credits). Through discussion and analysis of current practice and theory, this course examines emerging advancements in instructional design with specific adaptations for online learning. **Prerequisite(s): ED851 or ED7211.** **Directed study, PhD only.**

ED7497 - Storyboarding for Instructional Design (4 quarter credits). This course provides an opportunity for detailed examination and practice with storyboarding, a mechanism for capturing plans for the media, and methods for content delivery typically used in instructorless settings. **Prerequisite(s): ED7211.** **Directed study, PhD only.**

ED7499 - Needs Analysis for Instructional Design (4 quarter credits). This course provides practice with approaches to needs analysis, setting the requirements and boundaries for a set of instruction, especially as it relates to instructorless settings. **Prerequisite(s): ED851 or ED7211.** **Directed study, PhD only.**

ED7503 - Instructional Media Tools (4 quarter credits). Many software programs now offer instructional designers opportunities to create innovative Web-based courses. This course provides hands-on experiences in the preview of current software with direct application of instructional media to instructional design.

ED7504 - Leadership for Instructional Design (4 quarter credits). This course provides opportunities for instructional designers to

examine the leadership and management skills necessary for the effective design and delivery of Web-based instruction. Through the development of a professional portfolio, instructional designers participate in assessments that evaluate collaborative team planning, decision making, problem-solving, and change management.

ED7505 - Evaluation and Assessment of Instructional Design (4 quarter credits). This course provides specific guidelines and formats for the evaluation and assessment of learning environments in a Web-based format. Course activities also provide instruction in creating effective assessment for online learning programs. **Prerequisite(s): ED851 or ED7211.**

ED7540 - Leadership in Higher Education (4 quarter credits). This course provides an overview of leadership philosophies and theories as related to higher education administration with the overall goal of preparing professionals to develop decision-making structures.

ED7541 - Teacher Supervision and Evaluation (4 quarter credits). The call for higher standards and greater accountability demands a framework for teacher supervision and evaluation system that focuses on professional development and student outcomes, while ensuring quality instruction. The development of effective systems of teacher supervision and evaluation should follow a process that includes the perspectives of all stakeholders, and provides differentiated paths for evaluation.

ED7542 - The Politics of K-12 Education (4 quarter credits). The Politics of Education is an introduction to the basic analytical categories of political science as they apply to education, including the influence of federal, state, and local governments in school policy-making, school and community relations, decentralization, school finance, desegregation, affirmative action, bilingual education, technology, privatization and choice, as well as teacher empowerment.

ED7543 - The Superintendency (4 quarter credits). School superintendents have complex leadership responsibilities. Those who hold the position must be among our best and brightest. Their vision and performance must focus on creating quality schools that inspire our children to become successful, caring Americans, capable of becoming contributing citizens of the world. The superintendency requires courage, creativity, energy, vision, and adaptability to a myriad of issues ranging from social change, diverse student populations, demands for equity, and new technologies.

ED7544 - Introduction to School Business Administration (4 quarter credits). The course provides an introduction to school business administration, providing an overview of accounting, budgeting, information technology, facilities planning and construction, purchasing and warehousing, risk management, nutrition

services, maintenance/operations and transportation. Legal requirements, organization, and staffing for each area are addressed.

ED7545 - Special Education Administration (4 quarter credits). This course is intended for personnel administering special educational services; responsibilities of superintendents, principals, supervisors, and directors for special education, student personnel, and other special programs.

ED7560 - Innovative Leadership (4 quarter credits). To successfully improve school performance, the K-12 leader must engage in a continuous process of change and transformation. Understanding the processes of change and its impact on faculty, parents, students, and community is a challenge. Through study of change and behavioral theories, leadership principles, and case studies, school leaders build skills as effective change agents.

ED7580 - Theory and Development of Multiple Intelligences (4 quarter credits). This course uses Howard Gardner's theory of multiple intelligences as a framework to better understand creative thinking and to explore and develop teaching strategies and techniques to teach to all of the intelligences. Teachers and administrators learn how to be more effective in working with the differences and potentials in learners.

ED7590 - Critical Thinking in Adult Education (4 quarter credits). This course provides a framework for practicing critical inquiry and reflection on issues that come up in personal and professional life and in the field of adult education. Educators of adults, and indeed all adults, need to think and act critically to resolve conflicts, negotiate multiple solutions, and understand the many ideas, theories, and proposals that enter our lives on a daily basis. Three distinct models are presented that can aid adult educators in thinking, reading, and acting critically. These models represent the best practices of leaders in critical thinking in adult education today.

ED7620 - Theoretical Basis of Instructional Design (4 quarter credits). This course surveys the major instructional design theories that are applicable to training and education, delivered in a variety of ways. This provides a solid foundation for the rest of the technology-related curriculum.

ED7631 - Introduction to Training and Performance Systems (4 quarter credits). This course provides learners with an overview of the history and evolution of training and performance improvement systems in business and industry. Learners develop an understanding of the important role played by the Human Performance Improvement (HPI) process and other supporting and critical services such as performance management, coaching, and career and organizational development. The course takes a macro or systems view of developing people and

organizations. Included are numerous structured learning exercises, application activities, discussions, and a final project.

ED7641 - Needs Assessment: Models and Procedures (4 quarter credits). This course surveys a variety of needs assessment models and procedures that practitioners may use to diagnose the causes of workplace performance problems. As key outcomes, learners are able to design and develop needs assessment instruments, collect, and then diagnose data in order to differentiate between a workplace performance issue that requires training solutions as opposed to one that requires another, more appropriate, non-training intervention.

ED7652 - Evaluating Training and Performance Improvement Systems (4 quarter credits). As an often neglected process, evaluation is essential for two reasons: 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). 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.

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. A variety of tools and strategies are utilized to address these critical issues.

ED7673 - The Future of Corporate and Technical Training: Issues and Trends (4 quarter credits). With the continuing rapid changes in technology, global competition, and business strategies, the field of training and performance improvement must also respond in a nimble and timely manner. This course explores those forces that are most dramatically shaping the evolution of corporate and technical training, including the recent transition to greater emphasis on performance improvement methodologies.

ED7674 - Managing Training and Performance Improvement (4 quarter credits). Internet-based learning and the emergence of performance management in the field of human resource development have added importance, complexity, and increased accountability to the training manager role. Participants in this course become more prepared to meet these challenges by learning to determine priorities, assess needs, create a mission and goals, develop a budget and a marketing strategy, plan programs and performance interventions, conduct evaluations, hire and manage personnel, and provide leadership.

ED7690 - Critical Skills for Facilitating Online Learning (4 quarter credits). The educator's/trainer's role in online learning differs markedly from the traditional classroom or corporate training room, yet many of the same hallmarks of success still apply. Participants examine online learning from a variety of perspectives to enhance technical skills, improve success, and facilitate learning.

ED7692 - Strategies for Building Online Learning Communities (4 quarter credits). The virtual classroom benefits from interaction among learners. In this course, learners develop facilitation strategies and tactics designed to nurture interaction and collaboration among online learners and guide learners in the development of effective personal learning strategies.

ED7693 - Curriculum Development for Online Learning (4 quarter credits). This course is designed for instructors and those who develop curriculum for online instructor-led and hybrid courses. Course study includes contemporary models of curriculum design, teaching models, and learning theory. As a project-based course, curriculum development activities include the development of a course syllabus, content, assignments, and activities.

ED7699 - Practical Applications for Online Teaching and Training (4 quarter credits). Participants apply skills, strategies, and tactics from earlier courses, and create a collaborative learning environment. This course is the final requirement. It is recommended that learners complete all specialization courses prior to enrolling in this course.

ED7700 - Learning Theory and the Educational Process (4 quarter credits). This course explores major learning theories (behaviorism, social learning theory, and constructivism) as well as associated concepts, including memory and motivation. Applications of these theories and concepts focus on the educational setting.

ED7701 - Educational Philosophy and Change (4 quarter credits). This course examines the philosophical foundations, ideologies, and theories that have influenced the development of American educational philosophy and practices. Learners examine, articulate, clarify, and refine

their basic assumptions, and beliefs underlying their personal educational philosophy and practice.

ED7703 - Student Development, Challenges, and Successes (4 quarter credits). This course offers a comprehensive examination of the theoretical and research literature related to successful student development, developmental issues, and challenges facing U.S. college students. This course also explores the constructive-developmental theoretical claim that the epistemological, intrapersonal, and interpersonal aspects of student development are interrelated, and therefore, all three aspects should be primary goals of a college education.

ED7711 - Course Design and Development (4 quarter credits). This course explores elements of course design as applicable to the comprehensive community college. Various models of course (instructional) design and guides for design are included. Course preparation material, instructional techniques, and forms of evaluation constitute the final units of the course.

ED7712 - Classroom Assessment in Education (4 quarter credits). The primary focus of the course is classroom assessment of individual student achievement, including alternative assessment techniques. This topic is treated as a key component of student-centered education, identifying the importance of initial and ongoing assessment of student needs, skills, and progress. A secondary focus of this course is that of classroom assessment techniques designed to collect ongoing, formative feedback for instructors to better facilitate the learning environment in their classroom.

ED7713 - Student Advising and Retention (4 quarter credits). This course examines the process of advising and retaining students including faculty role and institutional support. Various advising models, screening methods, and approaches to orientation are explored to assist with retention and success of students.

ED7716 - Faculty Leadership (4 quarter credits). This course explores the role of educator as leader from both a personal and organizational perspective. In addition, concepts of effective leadership and followership are reviewed and discussed. The focus is on educational leadership as it applies to teaching and learning in any educational setting in higher education.

ED7819 - Grantsmanship (4 quarter credits). This course focuses on methods and practices of obtaining funding from governments, research and philanthropic institutions, and other private sources.

ED7901 - Internship in Educational Administration I (4 quarter credits). Internship in Educational Administration I is the first of two consecutive courses that provide learners with the academic and field experiences that are prerequisites for principal or administrative licensure in most states.

Graduate Course Descriptions, *continued*

During the first of the two internship courses, learners create, sign, and begin to fulfill a contract with the site supervisor based on Capella's leadership in educational administration outcomes and competencies. To be endorsed for principal or administrative licensure by Capella, learners must successfully complete ED7901 and ED7902 in two consecutive quarters. For purposes of licensure endorsement, the two courses constitute a single 320-hour internship experience.

ED7902 - Internship in Educational Administration II (4 quarter credits). Internship in Educational Administration II is the concluding course of the two-quarter principal or administrative internship. Learners complete a log of hours, a portfolio, and a competency-based internship contract. Learners must have taken ED7901 the quarter immediately before they enroll in ED7902 if they plan to apply for Capella's endorsement for principal or administrative licensure. For purposes of licensure endorsement, the two courses constitute a single 320-hour internship experience. **Prerequisite(s): ED7901.**

ED7903 - Internship in the Superintendency I (4 quarter credits). Internship in the Superintendency I is the first of two consecutive courses that provide the academic and field experiences that are prerequisites for superintendent licensure in most states. In this internship, learners create, sign, and begin to fulfill a contract with the site supervisor based on Capella's leadership in educational administration outcomes and competencies. To be endorsed for superintendent licensure by Capella, learners must successfully complete ED7903 and ED7904 in two consecutive quarters. For purposes of licensure endorsement, the two courses constitute a single 320-hour internship experience taken over two quarters.

ED7904 - Internship in the Superintendency II (4 quarter credits). Internship in the Superintendency II is the conclusion of the two-quarter superintendent internship. Learners complete a log of hours, a portfolio, and a competency-based internship contract. Learners must have taken ED7903 the quarter immediately before they enroll in ED7904 if they plan to apply for Capella's endorsement for superintendent licensure. For purposes of licensure endorsement, the two courses constitute a single 320-hour internship experience. **Prerequisite(s): ED7903.**

ED8004 - Societal and Cultural Change (4 quarter credits). Understanding the impact of social and cultural differences, diversity, and change is a fundamental competency of educators. This is a foundation course for doctoral learners that introduces themes that persist throughout the degree program. Societal and Cultural Change prepares learners to lead in the field of education by addressing theories of change and strategies of the change agent. A broad array of theories and

readings cover the spectrum of social change and its effect on education. As a result, learners understand the complexity of a diverse classroom population and the impact of social movements. Assessment of learning consists of the evaluation of the depth of learners' ability to analyze, synthesize, and think critically in relation to course content and interpretation of research material. Learners also demonstrate the ability to conceptualize original thought in relation to course content. ED8004 and ED8005 must be taken concurrently by PhD learners in their first quarter. **Cannot be fulfilled by transfer.**

ED8005 - Doctoral Learner Success Lab (non-credit). This lab is designed to provide new doctoral learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. It is specifically designed to provide doctoral learners the tools they need to successfully complete their program and dissertation. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners develop a degree completion plan (DCP). ED8005 is an advisor-led course taken in the first quarter in conjunction with ED8004.

Available online only. Cannot be fulfilled by transfer.

ED8111 - The Historical and Social Foundations of Education (4 quarter credits). This course explores the ways in which educational institutions have emerged and developed, particularly in relation to societal functions and expectations. The study of the historical and social foundations of education provides us with an awareness of and context for the evolving practices of education. This course helps learners develop specific knowledge, skills, and attitudes necessary for looking at education historically and for understanding the socio-cultural forces that have made American education what it is today.

ED8113 - Advanced Study in Research Methods (4 quarter credits). This course focuses on research methods applicable to disciplines relevant to the School of Education and to professional development. Learners analyze the relevance and appropriateness of specific research methodologies in preparation for use in the dissertation. **Cannot be fulfilled by transfer.**

ED8910 - The Minnesota Superintendency (4 quarter credits). This course prepares learners aspiring to licensure as Minnesota superintendents. Minnesota's superintendents are licensed on the basis of eight competencies spelled out in statute, and the course touches on each. In addition, the course addresses issues such as law and finance that are unique to Minnesota superintendents. **Cannot be fulfilled by transfer.**

ED8911 - The Minnesota K-12 Principalship (4 quarter credits). This course prepares learners aspiring to licensure as Minnesota principals. Minnesota's licensure is K-12, thus the course touches on the critical aspects of the principalship at the elementary, middle and senior high levels. The course addresses the state's 21 principal competencies, especially those (such as law and finance) that are unique to Minnesota. **Cannot be fulfilled by transfer.**

ED8921 - Internship in Minnesota Educational Administration I (4 quarter credits). Internship in Minnesota Educational Administration I is the first of two consecutive courses that provide learners with the academic and field experiences that are prerequisites to Minnesota principal licensure. The competencies addressed in the course are specified by Minnesota law. Learners must have taken ED8921 the quarter immediately before they enroll in ED8922 if they plan to apply for Capella's endorsement for Minnesota licensure. Minnesota requires a 320-hour internship, a portfolio of the entire internship experience, and a site supervisor's evaluation of the learner's entire internship experience.

ED8922 - Internship in Minnesota Educational Administration II (4 quarter credits). Internship in Minnesota Educational Administration II is the concluding course of the two-quarter Minnesota principal or administrative internship. Learners complete a log of hours, a portfolio, and a competency-based internship contract. Learners must have taken ED8921 the quarter immediately before they enroll in ED8922 if they plan to apply for Capella's endorsement for principal licensure. For purposes of Minnesota licensure endorsement, the two courses constitute a single 320-hour internship experience. **Prerequisite(s): ED8921.**

ED8923 - Internship in the Minnesota Superintendency I (4 quarter credits). Internship in the Minnesota Superintendency I is the first of two consecutive courses that provide learners with the academic and field experiences that are prerequisites to Minnesota superintendent licensure. The competencies addressed in the course are specified by Minnesota law. Learners must have taken ED8923 the quarter immediately before they enroll in ED8924 if they plan to apply for Capella's endorsement for Minnesota licensure. Minnesota requires a 320-hour internship, a portfolio of the entire internship experience, and a site supervisor's evaluation of the learner's entire internship experience.

ED8924 - Internship in the Minnesota Superintendency II (4 quarter credits). Internship in the Minnesota Superintendency II is the concluding course of the two-quarter Minnesota superintendent internship. Learners complete a log of hours, a portfolio, and a competency-based

internship contract. Learners must have taken ED8923 the quarter immediately before they enroll in ED8924 if they plan to apply for Capella's endorsement for superintendent licensure. For purposes of Minnesota licensure approval, the two courses constitute a single 320-hour internship experience. **Prerequisite(s): ED8923.**

ED9050 - Special Topics in Leadership in Educational Administration (4 quarter credits).

This course provides learners an opportunity to study specific or innovative areas of interest within the leadership in educational administration specialization. Learners propose, then develop, appropriate course topics not covered in the specialization's elective offerings. **Directed Study, PhD only.**

ED9051 - Special Topics in Leadership for Higher Education (4 quarter credits).

This course provides learners an opportunity to study specific or innovative areas of interest within the leadership in higher education specialization. Learners propose then develop appropriate topics not covered in the specialization's elective offerings. **Directed Study, PhD only.**

ED9052 - Special Topics in Professional Studies in Education (4 quarter credits).

This course provides learners an opportunity to study specific or innovative areas of interest within the professional studies in education specialization. **Directed Study, PhD only.**

ED9053 - Special Topics in Advanced Classroom Instruction (4 quarter credits).

This course provides learners an opportunity to study specific or innovative areas of interest within the advanced classroom instruction specialization. **Directed Study, PhD only.**

ED9054 - Special Topics in Postsecondary and Adult Education (4 quarter credits).

This course provides learners an opportunity to study specific or innovative areas of interest within the postsecondary and adult education specialization. **Directed Study, PhD only.**

ED9056 - Special Topics in Training and Performance Improvement (4 quarter credits).

This course provides learners an opportunity to study specific or innovative areas of interest within the area of training and performance improvement. Learners propose appropriate course topics that are not covered in any of the electives. **Directed Study, PhD only.**

ED9058 - Special Topics in Instructional Design for Online Learning (4 quarter credits).

This course provides learners an opportunity to study specific or innovative areas of interest within the area of instructional design for online learning. Learners propose appropriate course topics that are not covered in any of the electives. **Directed Study, PhD only.**

ED9984 – Doctoral Comprehensive Examination I (4 quarter credits).

In the first course of the comprehensive examination and dissertation sequence, learners examine the key components in the comprehensive examination. The course includes an overview of the comprehensive examination process and the university's expectations of academic honesty and integrity and introduces the four core themes of the examination and the evaluation criteria. Structured study groups are established and resources on the core themes are provided. Course requirements include completion of the overview and a preliminary conference call with the comprehensive examination committee and development of a schedule for the final oral examination. Grading for this course is S/NS. **Prerequisite(s): All required and elective course work completed with a GPA of 3.0 or better. Cannot be fulfilled by transfer.**

ED9985 - Doctoral Comprehensive Examination II (4 quarter credits).

Learners and their comprehensive examination committee members each develop one comprehensive examination question to address one of the four core themes. Learners write answers to the comprehensive examination questions, which are evaluated by the committee using analytical point-scale scoring rubrics. Upon passing the written examination, learners complete the comprehensive examination final oral defense conference call and are eligible for enrolling in the first dissertation course upon passing their defense. Grading for this course is S/NS. **Prerequisite(s): ED9984. Cannot be fulfilled by transfer.**

ED9996 - Dissertation Research I (4 quarter credits).

This course is intended for learners who have completed all required and elective courses and the comprehensive examination. This course is the first of a series of four courses designed to assist learners in the development and successful completion of the dissertation. The purpose of this first course is to support learners in gaining approval of the dissertation committee and to create a preliminary draft of the dissertation proposal that can be approved by the learner's faculty mentor, who also serves as the chair of the learner's dissertation committee. **Prerequisite(s): ED9985 or ED9995. Cannot be fulfilled by transfer.**

ED9997 - Dissertation Research II (4 quarter credits).

This course is intended for learners who have completed a preliminary draft of their dissertation proposal. It will support them as they prepare and submit the IRB application, conduct field tests as required and approved by the committee, and complete development of the final proposal. To complete this course learners will schedule and pass the proposal completion conference with the mentor and committee. **Prerequisite(s): ED9996. Cannot be fulfilled by transfer.**

ED9998 - Dissertation Research III (4 quarter credits).

This course is intended for learners who have successfully passed their proposal completion conference. It will provide support as they conduct a research project that is consistent with the terms and conditions of the approved proposal. To complete this course, learners will complete the collection and analysis of data and be ready to start the final writing of their dissertation chapters. **Prerequisite(s): ED9997. Cannot be fulfilled by transfer.**

ED9999 - Dissertation Research IV (4 quarter credits).

Once learners have completed their research project, this course will provide support as they revise earlier chapters of the dissertation (chapters 1-3) and prepare chapters 4 and 5 for review and approval by the committee. A required milestone of this course will be the successful completion of the dissertation completion conference with the mentor and committee. Once the dissertation completion conference is successfully passed, this course guides learners through the final stages of preparing the dissertation for publication. Through a step-by-step process, learners work with a facilitator to produce a professional-looking final manuscript that reflects the quality of the research effort expended and presents the learner, the committee, the school, and Capella University in the best possible light to the scholarly community. **Prerequisite(s): ED9998. Cannot be fulfilled by transfer.**

School of Human Services Courses

HS812 - Cognitive-Affective Bases of Behavior (4 quarter credits).

This course is an introduction to the normal and psychopathological factors of cognitive and emotional functions on behavior. These include learning, perception, imagining, language, memory, reasoning, and judging. The course examines the organization of the perceptual world into a unified and hierarchical pattern of belief, attitudes, and expectancies. These dynamics will be applied to contemporary issues and problems within human services.

HS813 - Social Influences of Behavior (4 quarter credits).

This course is an overview of behavior that is influenced by the presence of others, or behavior that is under the control of society. Culture and society, large and small group behavior, cross-cultural factors, and interpersonal relationships will be considered. The social psychology of decision making, attitude formation, and social attribution will be reviewed and applied to contemporary issues.

HS814 - Theories of Personality (4 quarter credits).

This course is an examination of the assumptions, constructs, and processes of personality as these are expressed in the major

Graduate Course Descriptions, *continued*

theoretical writings. Reviewed are the psychodynamic, behavioral, structuralist, humanistic, existential, social, feminist, and cognitive theories of personality. Research on normal and abnormal constructs of personality is reviewed. Contemporary issues and problems in personality theory and types are addressed.

HS815 - Professional and Scientific Ethics (4 quarter credits). This course examines the historical origins of professional ethics, including issues affecting education, psychotherapy, law, and institutional guidelines for protecting human subjects in research. Attention is given to identifying effective methods for addressing ethical dilemmas and to current ethical issues in the human services.

HS817 - Social Systems (4 quarter credits). This course is designed to review basic features and factors of social systems theory as it applies to groups, families, agencies, institutions or corporations, and government entities. It addresses problems inherent in the operation of these systems, as well as suggesting resolution of these problems from a systemic viewpoint. Additionally, the course covers issues of social policy-making and decision-making that will affect conditions of social change.

HS818 - Scope of Human Services (4 quarter credits). The human services movement is in its fourth decade of development and emphasis has been on educating learners and professionals to serve a wide variety of client populations with a wide array of services. Problems encountered by human services professionals include crime and delinquency, chemical abuse and addiction, poverty, education, job training and employment, aging, mental illness, health care, physical and sexual abuse, homelessness, and issues involving marriage and the family. This course addresses problem analysis and problem-solving strategies for many of these issues.

HS821 - Mental Health Counseling (4 quarter credits). This course reviews the basic skills, methods, and practices related to mental health counseling. Topics included are basic counseling skills, treatment planning, special issues in working with diverse populations, and various methods of therapeutic interventions. The course applies current theory and research to clinical practice.

HS823 - Philosophy of Social Work (4 quarter credits). This course reviews the history and development, philosophical tenets, and intervention methods of contemporary social work. Learners examine issues related to community development, social policy analysis, intermediate care systems, and improvement of social conditions.

HS825 - Human Sexuality (4 quarter credits). This course provides investigation of sexuality within the larger context of human experience. Emphasis is placed on physical and psychosexual development, frequency and significance of

various types of sexual behavior, and health related issues. Issues addressed are treatment of sexual problems and concerns of special and diverse populations.

HS827 - Juvenile Delinquency (4 quarter credits). This course presents investigation into the etiology, nature and extent, and treatment of juvenile delinquency in contemporary society. Various theories are reviewed, and current theory and research are applied to understanding the dynamics of juvenile delinquency and current methods of intervention.

HS831 - Psychopathology: Assessment and Treatment (4 quarter credits). This course examines the assessment and treatment of various forms of psychopathology, current methods of psychological assessment, research on psychodynamics, and existing treatment methods. The politics of mental disorders, emerging diagnoses, and other contemporary issues are addressed.

HS834 - Ethnic and Cultural Awareness (4 quarter credits). This course involves examination of ethnic and cultural issues that influence the etiology, perception, and treatment of mental illness. Topics reviewed are: needs for specialized training, needs of various special populations, the impact of racial identity on self-perception, and specialized methods of treatment.

HS836 - Utilization of Community Resources (4 quarter credits). This course investigates influences of larger social systems on human behavior and the various methods of organizing and utilizing community resources to address a variety of human service needs. Specific topics addressed are theories of social organization, community organizing, self-help organizations, use of volunteers and the use of social policy to influence human behavior.

HS837 - Counseling and Guidance in Diverse Populations (4 quarter credits). This course examines substantive and theoretical issues concerning guidance and counseling in a variety of culturally diverse populations. Issues addressed are: the role of culture-specific programming, special issues and needs of cultural subgroups, and therapeutic approaches to working with culture-specific issues. Current theory and research are applied to specific clinical issues.

HS838 - The Counselor as Scientist-Practitioner (4 quarter credits). This course presents a theoretical and practical review of ways in which counselors can demonstrate accountability in a broad range of settings. The application of scientific methods to problems of human behavior is demonstrated. Topics considered are methods of field research, program evaluation, the role of empirical validation of treatment methods, the efficacy of psychotherapeutic methods and the strengths and limitations of various methods of inquiry.

HS839 - Theories of Psychotherapy (4 quarter credits). This course provides an examination of major psychotherapy theories, procedures, and techniques. The course reviews various schools of therapeutic intervention, their philosophical tenets, and therapeutic skills. Emphasis is placed on applying current theory, research and techniques to a variety of clinical problems.

HS840 - Counseling and Guidance with Children (4 quarter credits). This course presents a review of current theories, research and methods of counseling and guidance of children. Special attention is given to addressing the family relationships and their impact on the child, childhood abuse and trauma, methods of parent education, and specialized techniques for working with challenging children.

HS841 - Group Counseling and Psychotherapy (4 quarter credits). This course reviews the historical development, major theories, current research and clinical procedures of group counseling and psychotherapy. Course content also includes the role of the leader and leadership styles, mechanics of co-therapy, designing special function groups, and handling of critical incidents within groups.

HS845 - Grief and Bereavement Counseling (4 quarter credits). This course investigates research on death and dying. Students examine psychological stages of dying common to all losses, symptomatology of grief, death trajectory, hospice model of treatment, and dealing with death in the family. Case consultations with dying children and parents are featured utilizing techniques of drawing therapy and storytelling which elicit, respectively, psychological material in the form of unfinished business and techniques for coping with losses of all types.

HS847 - Applied/Clinical Sociology (4 quarter credits). Clinical Sociology provides a solid grounding in sociological practice, including the application of sociological knowledge, research, and theory to intentional intervention. Whether the sociological practitioner or clinician is working with individuals or families, designing and executing interventions to improve productivity and performance of public and private organizations, or helping to design and implement policy which could affect an entire nation, the focus in clinical sociology is important to the overall field of human services.

HS849 - Health Advocacy in the Community (4 quarter credits). A major goal in human services is to develop effective change agents in communities. Health care is an extremely important issue for communities in our society. Issues such as the purity of drinking water, waste disposal, clean air, health education and public safety, public and private health care plans, effects of HMOs and managed care, and Medicare and Medicaid are all issues which involve health advocacy. This course addresses many of these issues.

HS850 - Mind/Body Healing Practices (4 quarter credits). This course describes the crucial role the mind plays in health and healing. It analyzes the mind/body connection in illness and wellness, investigates the concept of holistic healing, and explores alternative approaches to the promotion of a healthy mind and body. The commonly used word “holistic” refers to that approach which attempts to heal the whole person, acknowledging the importance of subjective as well as objective elements in health care. Consequently, holistic practitioners often bring many treatment strategies to bear, from the traditional to the alternative, on the health problems of their patients or clients.

HS852 - Introspective and Personal Growth Seminar (4 quarter credits). This experiential course is intended to elucidate various aspects of the learner’s history and personality which are relevant to professional clinical work. The course employs a variety of methods to assist the introspective process including journaling, personal psychotherapy, self-expressive artwork, dream work, and specialized readings. Emphasis is placed on identifying personal strengths and limitations and how they may influence clinical effectiveness.

HS853 - Prevention and Causes of Child Abuse (4 quarter credits). This course explores the recognition of child abuse as a sociological problem in the United States. The social, psychological and familial causes are considered and the current prevention approaches and treatment programs are reviewed.

HS854 - Child and Adolescent Counseling (4 quarter credits). This course presents an overview of major theories and current research in the area of adolescent and child development. Biological and psychosocial factors are examined. Topics considered are normal development, the influence of trauma on development, family factors, and the influence of community and societal factors on development.

HS858 - Mental Health and Aging (4 quarter credits). The dramatic increase in the population of older persons has focused attention on the well-being of older persons — their mental and physical health. This course examines mental health and aging as major psychosocial phenomena integrating biological, psychological, social and environmental perspectives and factors. Contemporary research in these areas of the mental health of the older population is explored as a function of many aspects of modern society: family life, caregivers, community and institutional care, ethnic and sociocultural differences, and urbanization.

HS862 - Clinical Supervision (4 quarter credits). This course provides an overview of the theory, basic functions, and methods of clinical supervision. Some of the topics covered are the supervisory contract and relationship, the various styles of supervision, the legal and ethical issues related to

clinical supervision, methods of supervision including case consultation, video supervision, live supervision and co-therapy as supervision.

HS864 - Contemporary Issues in Compulsive and Addictive Behavior Treatment (4 quarter credits). This course reviews current development, research and trends within the addiction field. Emphasis is placed on gaining a current understanding of substantive issues in the field. Possible topics considered include developments in psychopharmacologic treatment of addictions, the influences of managed care on treatment, ethics and managed care, the use of Internet resources in the field, the changing role of the counselor, emerging treatment approaches, and the development of new treatments.

HS865 - Group Therapy and Compulsive and Addictive Behavior (4 quarter credits). Students in this course review a variety of theoretical orientations, relevant research findings and develop and practice a number of practical clinical skills based on a thorough understanding of group process. Topics include group development, styles of leadership, and critical incidents in group therapy including member “acting out” (e.g., relapsing to some form of addictive or compulsive behaviors) inter-group conflict, group transference with leaders and premature exit from the group by a member.

HS866 - Compulsive Behavior and the Disturbance of the Self: Alternatives to the Addiction Model (4 quarter credits). This course defines the nature of addictive and compulsive behavior problems, discusses the development of the addiction model and its tenets, and reviews the literature on the validity and efficacy of treatment approaches based on the addiction model. Alternatives to the addiction model are discussed, including cognitive behavior therapy. An understanding of the compulsive behavior model, a psycho-dynamically oriented model, is developed and covered in detail.

HS867 - Intervention with Compulsive and Addictive Behaviors (4 quarter credits). This course reviews traditional and nontraditional approaches to treatment. Topics covered are in- and out-patient treatment programming, self-help groups, utilization of community resources and alternative treatment approaches, and the use of individual, group, and family psychotherapy. Current trends in service delivery are considered, particularly in light of ongoing changes in the health care delivery system.

HS869 - Families, Systems, and Health Care (4 quarter credits). This course examines consequences of adequate or inadequate health care upon the family system in America. Today’s families, composed of parents, grandparents, and children as well as extended family members who live in or out of the home, all operate as subsystems of families where each member affects and is

affected by every other family member. When health crises occur in families, then the health care system becomes a subsystem of those families which affects each and every part of the family. This course explores information on functional and dysfunctional features of public and private health care and how they contribute to family health or dysfunction.

HS870 - Transpersonal Counseling and Psychotherapy (4 quarter credits). This course covers material that emanates from the growth of humanism to spirituality, and the impact that this movement has on therapeutic change. Topics included are the role of spirituality in counseling, and the use of yoga, meditation, and prayer in counseling. Emphasis is placed upon how these theories and practices may be used to help the growing population of spiritually-oriented clients.

HS871 - Marriage and Family Systems (4 quarter credits). Families are studied as systems from a theoretical, clinical and research perspective. Emphasis is placed on family development, transitions, assessment and intervention. Systems-oriented assessment models are explored. Strategies for initial interviews, hypothesis formulation, designing a strategy for intervention, and the process of termination are covered.

HS872 - Marriage and Marital Therapy (4 quarter credits). This course is an overview of theory and research on marriage and the couple relationship in contemporary society. Topics covered include relationship development, maintenance, and termination; conflict-resolution skills; communication styles and skills; marital adjustment and assessment of interpersonal relationships; cultural variations; and issues related to gender. Major approaches to marital therapy are reviewed.

HS876 - Methods of Family Research (4 quarter credits). This course provides an introduction to measurement of family variables, complexities of family research design, data collection and analysis. Topics include scales of measurement, validity, and reliability, experimental and non-experimental designs, and approaches to integrating clinical research and practice. Special attention is given to the unique factors in family research.

HS877 - Family Therapy Theory and Methods (4 quarter credits). This course provides a comparative study of the prominent schools of thought within the field of marriage and family therapy, their tenets, therapeutic strategies, and techniques. Structural, strategic, transgenerational, behavioral, communication, and analytical approaches to marriage and family therapy are discussed.

HS878 - The Family in Social Context (4 quarter credits). An exploration of the dynamics within families and the systems that influence the family such as the larger society, church, school, and other societal organizations. Topics include family development, cross cultural perspectives on the

Graduate Course Descriptions, *continued*

family, roles and functions of the family, alternative forms of the family, and influences of social policy on the family.

HS879 - Life Planning and Career Developments (4 quarter credits). This course provides theory, research, and opportunities for application appropriate for counselors working with individuals responding to life transitions. Included are theory and research related to career and life development, improvement, and transition.

HS880 - Contexts and Models of Health (4 quarter credits). This course explores the models of health and their contexts as utilized in the contemporary health industry. This is an extraordinary time in health care from aspects of policy with the devolution of power from the federal level to the states and private sectors. Learners examine the impact of changes in the new era on models of health care within the context of health delivery systems. Implications for health service administration are also addressed.

HS881 - Health in the Workplace (4 quarter credits). This course explores emerging problems and issues facing employees in government service or private business who are burdened by increasing demands for productivity coupled with decreasing health and welfare in the workplace. The current downturn in federal employment, downsizing in industry, and rightsizing of corporations have led to increased employee complaints of discrimination, disenfranchisement, and disgruntled feelings which cause alcohol and drug usage at work, marital problems, and violence in the workplace. This course reviews the growth of employee assistance programs (EAP) as a method to solve these types of problems.

HS883 - Adult Criminal Justice System (4 quarter credits). This course examines the adult criminal justice system, its processes and methods. Current research and theory on criminality and its treatment are reviewed. Issues such as the assessment of criminal behavior, alcohol and drug use and their relationship to criminal behavior, incarceration of the "psychopathic personality," and the treatment of the chronic, violent offender are included.

HS884 - Stress Management in Organizations (4 quarter credits). This course studies the role and management of stress in the workplace. Emphasis is placed on the management of distress and the utilization of stress management techniques to enhance performance, particularly in high stress situations. Topics covered include the psychological and physical effects of stress, methods of stress reduction and individual and organizational strategies for preventing high levels of stress.

HS885 - Managed Care and Health Services (4 quarter credits). This course provides a broad overview of managed care and is designed to examine the variety of techniques employed by this new main-stream health system in its attempt

to provide quality care in an efficient and affordable manner. The learner focuses on the various delivery systems and utilization and quality management practices employed by a wide variety of organizations. Regulatory, legal, and ethical issues are also explored. The course also allows the learner to consider the future of our health care system and how the world of providers, receivers, and payors may continue to change in the evolution of American medicine.

HS886 - Health Care Communication: Providers and Receivers (4 quarter credits). Effective communication is central to every aspect of the health care delivery process. This course provides a broad overview of health communication and is designed to examine current theoretical models. The material presented allows the learner to develop strategies to enhance communication between professionals, allied health personnel, patients and their families in both interpersonal and group settings, and to enable the communication process to be more functional and therapeutic.

HS889 - Role and Function of Boards and CEOs (4 quarter credits). This course addresses the roles of boards of directors in public and private sectors, including policy-making, representing the public, and promoting the organization. It reviews functions of boards as they establish contracts and hire executives and general managers. The course also reviews the roles and functions of CEOs, who are commissioned to represent the organization and implement board policy while carrying out administrative decisions and policies. Boards of public and private companies are represented in the analysis, which includes legal liabilities and responsibilities.

HS893 - Management of Human Services Agencies (4 quarter credits). This course integrates the principles of management practice in nonprofit agencies. A metatheoretical model of organizational managerial effectiveness is presented as a basis for comparisons between the for-profit, public, and nonprofit sectors. Special emphasis is given to fundraising and government resources (acquisition of support) for nonprofit and charitable agencies as well as to budgeting (spending).

HS899 - Special Topics in Human Services (4 quarter credits). This course allows the learner to designate an area of study within Human Services and work with a faculty member to study that area in depth.

HS901 - Practicum: Short-Term Supervised Field Experience (4 quarter credits). This is an intensely supervised, hands-on experience during which the learner practices specific and clearly agreed upon organizational or counseling skills in interviewing, assessment, intervention, documentation and consultation in a specific setting(s) relevant to the learner's chosen professional role. Includes readings, monthly reports, final evaluation from site

supervisor, and a reflective paper. The four (4) quarter credits include up to 600 hours of experience, including, but not limited to, 12 hours of face-to-face site supervisor feedback for the learner. **Prerequisite(s): HS815 and faculty approval. Contact the School of Human Services six months prior to registration for application materials.**

HS5004 - Survey of Research in Human Development and Behavior (4 quarter credits). This course reviews the major theories of human development and behavior across the entire lifecycle. The developing person is the focus of inquiry and connects such areas of study as psychology, anthropology, and biology. Some of the research will approach human development from the point of view of personality theory, developmental tasks, or moral development. HS5004 and HS5005 must be taken concurrently by master's learners in their first quarter. **Cannot be fulfilled by transfer.**

HS5005 - Master's Learner Success Lab (non-credit). This lab is designed to provide new master's learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a degree completion plan. HS5005 is an advisor-led course taken in the first quarter in conjunction with HS5004. **Cannot be fulfilled by transfer.**

HS5006 - Survey of Research Methodology (4 quarter credits). This course presents an overview of the general approaches to research methodology at the graduate level. It deals with the quantitative and qualitative approaches to rigorous scholarly inquiry and the major research methodologies. This course is aimed primarily at master's-level learners although PhD learners may take it as an elective.

HS5100 - Health Care Management (4 quarter credits). This course presents the foundation principles and dynamics of health care management, the health care system, and basic concepts and skills in administration. The institutional, social, and political forces in the field of health care are analyzed. Topics include fundamentals of management in health care, trends in health care financing, and contemporary issues.

HS5101 - Health Care Finance (4 quarter credits). This course addresses financial management concepts and practices and the basic economic models in health care organizations through principles of accounting and finance that have particular relevance to the health care manager. Topics include basic accounting, financial statements and ratios, evaluation of project investment decisions, break-even analysis,

budgeting, cost allocation, and reimbursement methodologies. Health care specific topics are reimbursement mechanisms, managed care, capitation, per-case or per-diagnosis payment, how these are packaged by third-party payors, and the effects reimbursement types have on health care provider organizations. 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 are discussed.

HS5102 - Nonprofit Organization and Management (4 quarter credits). This course examines the origins, history, and societal role of nonprofit organizations in the United States, including their social, political, economic, cultural, and ideological importance in American society. The magnitude, scope, and functions of the nonprofit sector and its relationships with business and government are presented. Theories, general concepts and principles of organization management, governance and leadership in nonprofit organizations are explored. A wide range of external forces and internal dynamics that affect nonprofit organizations are presented. The life and growth cycles of organizations are applied to nonprofits. Current trends in non-profits and projections for the future are analyzed.

HS5103 - Strategic Planning for Nonprofit Organizations (4 quarter credits). Nonprofit operations are viewed from a strategic perspective. The role of strategic thinking and planning in enhancing organizational effectiveness in the context of increased competition for scarce resources and the wide range of challenging issues requiring solutions is examined. Organizational missions and goals, governance, program development and structure, operational and fiscal controls, information systems and monitoring, and evaluation are analyzed.

HS5104 - Accounting and Economics for the Nonprofit Manager (4 quarter credits). This course introduces the basic language, underlying concepts, and reporting methods of accounting and financial analysis which pertain to nonprofit organizations. The underlying foundation is the comprehension, analysis, and interpretation of nonprofit organizational financial statements, rather than producing them. Topics include basic accounting principles, financial statements composition, cost accounting concepts, budgeting, discounted cash flow analysis, and ratio analysis. Additionally, economic thinking and the economist's tools, elasticity, public goods and the role of nonprofit organizations in a market economy, cross-subsidization and competition, and cost-benefit analysis are presented.

HS5105 - Human Resources and Volunteer Management in Non-Profits (4 quarter credits).

This course addresses the theories, concepts, practices, and strategies of human resource management in the nonprofit organization. Basic human resource management issues such as strategic workforce planning, hiring, training, personnel evaluation, and compensation are examined from the perspective of the nonprofit organizations with their mix of paid staff and volunteers. Additionally, the impact of human resource management on the board, executive director, staff interface, volunteerism, and productivity is evaluated. Particular attention is paid to the legal responsibilities of the organization in human resource management and to the role of the board.

HS5106 - Assessment, Tests, and Measures (4 quarter credits). This course examines the assessment process and the use of tests and measures to engage in assessment activities. Theory and content of assessment, testing and measurement applicable to the counselor role are provided including history of assessment methods, principles of test construction and standardization, interpretation of assessment measures, and strategies for use of assessment measures.

HS5107 - Principles of Psychopathology: Diagnosis and Treatment (4 quarter credits). This course examines the theory, research, and application of principles of psychopathology. Included in the course are etiology of psychopathology, current methods of assessment, use of the DSM-IV-TR to diagnose mental disorders, application of psychopathology assessment to individuals, couples, families, and groups, and intervention strategies. Contemporary issues associated with assessment and treatment of mental disorders are incorporated into the course.

HS5108 - Foundations of Addictive and Compulsive Behavior (4 quarter credits). This course examines theory and research that guide treatment for addictive and compulsive behavior disorders. Traditional and non-traditional interventions are reviewed as applied to inpatient, outpatient, and community-based treatment methods for individuals, families, and groups. Assessment, diagnosis, treatment planning and evaluation, as well as emerging issues in the field, are considered.

HS5500 - Multicultural Issues in Health Care (4 quarter credits). The course explores culture-specific variations as they affect health care administration and the health care delivery system. Strategies sensitive to cultural diversity and the respective positions of professional associations, regulatory agencies, and health care systems are explored and analyzed. Additionally, the processes by which culturally sensitive and linguistically specific information are incorporated into administrative policies and health outreach programs are examined.

HS5501 - Health Informatics (4 quarter credits).

This course provides a management perspective of information technology and how health care administrators can use information technology to maximize organizational performance. Topics include fundamental principles of information technology and data management and their implications for health care administrators. The use of technology, data bases, and other analytical tools to structure, analyze, and present information related to health care management and problem solving are explored. Strategic information systems planning, systems analysis, system design, evaluation, and selection are also explored. Current applications, such as patient care, administrative and strategic decision support, managed health, health information networks, and the Internet will be examined to determine how they may be used to meet the challenges facing health care administrators today and in the future. The course also focuses on the regulatory and legal requirements for acquiring and managing health information; related technology; patient rights and the release of health information under state law, federal law, and the Health Insurance Portability and Accountability Act.

HS5502 - Nonprofit Entrepreneurship (4 quarter credits). Entrepreneurship lies at the foundation of the nonprofit sector. This course provides an introduction to the theory and practice of entrepreneurship in the nonprofit sector. The course focuses both on the creation of an innovative mission-based organization and the establishment of an innovative program or activity within an existing organization to meet a societal need. Areas of social innovation as diverse as business, environment, education, human services, and government are explored. Topics include practical information about how to identify potential opportunities, necessary skills development, and competencies for creating, developing, and implementing entrepreneurship ideas and ways of measuring the success of the entrepreneurial activity.

HS5900 - Counselor Education Pre-practicum Course I (4 quarter credits). This online course should be taken with HS-R5900 - Counselor Education Pre-practicum Laboratory I. The twelve-week online course reinforces laboratory skills development including academic assignments and online discussion. This course emphasizes therapeutic relationship skills, therapeutic assessment, therapeutic intervention, and ethical and legal standards. It integrates effective theories and practices of individual and family systems counseling methods relevant to mental health counselors and marital, couple, and family counselors/therapists. **Prerequisite(s): Mental Health and Marital, Couple, and Family Counseling/ Therapy learners must have completed or be progressing in the following**

Graduate Course Descriptions, *continued*

courses: HS5004, HS5005, HS834, HS814, HS815, HS5107, HS5106, HS821, HS841, (HS871 for MHC), (HS877 for MCFC/T). **Cannot be fulfilled by transfer.**

HS5901 - Counselor Education Pre-practicum Course II (4 quarter credits). This online course should be taken with HS-R5901 - Counselor Education Pre-practicum Laboratory II. The twelve-week online course reinforces laboratory skills development including academic assignments and online discussion. The course focuses on advanced therapeutic relationships and special applications of individual psychotherapy for Axis-I behaviorally disordered clients, techniques for group psychotherapy for unrelated individuals, and systemically oriented therapies for couples and family groups. It integrates effective theories and practices of individual and family systems counseling relevant to mental health counselors and marital, couple, and family counselors/therapists. **Prerequisite(s): HS-R5900 and HS5900. Cannot be fulfilled by transfer.**

HS5990 - Integrative Project for Human Services Learners (4 quarter credits). Master's learners demonstrate proficiency in integrating learning from required, specialization, and elective courses by completing an analysis of an organization or system, or the design of a new application in their professional field. This course is intended for School of Human Services learners.

HS5992 - Integrative Project for Human Services Learners (2 quarter credits). The integrative project represents the culminating academic activity for the online master's degree learner. The project incorporates elements of knowledge mastery, the ability to critique literature and/or research, synthesis of a diverse body of information, and application to an area or topic of particular interest to the learner. The integrative project is taken following completion of required course work.

HS7002 - Advanced Writing Concepts (4 quarter credits). The four distinguishing characteristics that define quality writing are organization, readability, effectiveness, and elegance. This course concentrates on the last two. Effectiveness refers to the tone of the language: passionate, but not emotional. How strongly the writer makes the argument is important. Elegance implies writing with simplicity and grace, eliminating wordiness and meaningless words, with clear and concise expression as the goal. Through discussion and written exercises, learners will develop skills in these two areas.

HS7004 - Graduate Writing for ESL/EFL Learners (4 quarter credits). This course introduces non-native speakers of English to graduate-level academic writing. Learners will develop an understanding of the assumptions and intentions that underlie advanced academic writing as it is done in the United States. Learners will develop skills in producing effective advanced academic writing including skills in combining facts and

opinions from multiple sources. Learners will develop linguistic and content editing skills so that they will be able to continue to improve their own academic writing after they complete the course.

HS7006 - Research and Writing for Graduate Learners (4 quarter credits). This course is designed to prepare graduate learners for the rigors of academic writing. Academic writing requires a series of related critical thinking and writing skills, including: understanding the nature of academic research; developing strong arguments based on primary and secondary research; evaluating, summarizing, paraphrasing, and citing sources; drafting, revising, and editing multiple drafts of major projects; and producing clear, accurate, and error-free prose. Because this is a writing course, learners should expect to write a lot: the course includes weekly writing assignments, several short writing projects, and a research plan for a longer project. Learners will submit a final portfolio at the end of the course.

HS7500 - Quality Improvement and Organizational Performance in Health Care (4 quarter credits). This course analyzes the concept of quality and its application in a variety of health care arenas. Methods for measuring, benchmarking, and assessing organizational performance along dimensions such as financial results, clinical services, utilization, productivity, and the health of the community are examined. Additionally, public and private quality review mechanisms, including the joint Commission on Accreditation of Health Care Organizations, Professional Review Organizations, and Accreditation Council for Graduate Medical Education, and quality control mechanisms in managed care plans, including the National Committee for Quality Assurance and others are evaluated.

HS7501 - Fundraising Strategies for Nonprofit Organizations (4 quarter credits). This course examines 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. The key practices, principles, and processes of fundraising are also analyzed 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 one of the major keys to the financial survival of nonprofit organizations. This course provides insights into the success strategies for grant-seeking such as effective research, compelling prose, and constructive relationships, and for grant-making perspectives such as effective writing and proposal preparation. A comprehensive overview of private and corporate philanthropies is examined along with other research resources including the Internet.

HS8004 - Advanced Research in Adult Human Development and Behavior (4 quarter credits). This course critically analyzes theory and research in adult development and behavior with an emphasis on contemporary research and application issues. Adult development is studied from the biological, psychological, social, and multicultural perspectives. Application to the human services professions of principles of adult development is central to this course. HS8004 and HS8005 must be taken concurrently by PhD learners in their first quarter. **Cannot be fulfilled by transfer.**

HS8005 - Doctoral Learner Success Lab (non-credit). This lab is designed to provide new doctoral learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. It is specifically designed to provide doctoral learners the tools they will need to successfully complete their program and dissertation. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a Degree Completion Plan. HS8005 is an advisor-led course taken in the first quarter, in conjunction with HS8004, and carries no credit. **Cannot be fulfilled by transfer. Available online only.**

HS8100 - Fundamentals of Social Science Research (4 quarter credits). This course introduces learners to social science research, particularly in the context of human services. The overall goals of the course are two-fold. First, the course will assist learners in becoming educated consumers of research; that is, to be able to critically evaluate published research and utilize research findings in practice. Second, the course will also prepare learners to design research studies in their fields of interest. Therefore, major concepts and techniques of social science research will be examined, including problem formulation, identification of variables, literature review, research design, sampling, definition and measurement of study variables, instrument construction, and data collection and analysis. **Prerequisite(s): HS8106. Cannot be fulfilled by transfer.**

HS8101 - Social Change and Public Policy (4 quarter credits). This course provides an introduction to social welfare policies and programs that are designed to improve the well-being and the quality of people's lives. The process of development and implementation of programs targeted to poverty, mental illness, children and families, elderly, ethnic minorities, HIV/AIDS, and other social problems and groups will be examined. Learners will also begin to acquire policy and program formation, change, and evaluation skills. Finally, the course will set the stage for how 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 will be explored.

HS8102 - History of Social Welfare (4 quarter credits). This course is an advanced historical survey of social services, public policies, social welfare, and the profession of social work in the United States from the colonial era to the present. The course follows a general chronological approach of the emergence of the American welfare state and professional social services. It provides learners with a broad understanding of the historical evolution of America's response to social need, as well as an understanding of the historical emergence of social work as a helping profession. The course explores the historical social welfare experience of different groups, including women, Asian-Americans, African-Americans, Native Americans, Hispanics, citizens with disabilities, gays or lesbians, and others in the United States. Comparisons will be made to some other social welfare systems, particularly those of England, which greatly influenced early U.S. "poor laws." However, the bulk of the course emphasizes social welfare issues in the United States.

HS8103 - Principles and Practices of Social Work (4 quarter credits). This course provides learners an overview of principles, methods, and practice models for intervention and social change through work with groups and communities. It examines theoretical perspectives of group and community organizing as well as advocacy models, grassroots participation, and the empowerment of disadvantaged groups. Learners will also explore theories and methods of present-day social work practices with individuals, families, and organizations.

HS8106 - Epistemology of Practice Knowledge (4 quarter credits). This course examines theories that guide the acquisition of knowledge within the human services professions. The methods used to develop theory within the social sciences are critically analyzed and evaluated as precursors to understanding and using the scientific method. Included in the course is the study of how theory is derived, how research methods are linked to theory, and finally, how scholar-practitioners apply scientific method. **Cannot be fulfilled by transfer.**

HS8107 - Marketing and Public Relations for Nonprofits (4 quarter credits). The importance of establishing an integrated marketing system and the specialized aspects of marketing strategies in nonprofit organizations are examined. Topics include segmentation, complementary positioning, membership recruitment, products and services, the supply chain, and promoting intangible products whose benefits are often indirect. The roles of public relations, advertising and persuasive communication with target markets are also explored. Disciplines such as fundraising, volunteer management, and media relations are viewed from a marketing

perspective, with attention given to the integration of their various techniques into compelling marketing positioning strategies for the organization.

HS8108 - Financial Analysis and Reporting for Nonprofit Executives (4 quarter credits). 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 organization are presented. Current economic thinking about the role of nonprofit organizations in a market economy, cross-subsidization and competition, and cost-benefit analysis are also considered. Additionally, timely financial issues, transactions, and trends in nonprofit finance are analyzed. These 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, finance, and familiarity with financial statements is expected.

HS8109 - Nonprofit Public Policy and Advocacy (4 quarter credits). This course provides 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. Emphasis is also placed on the ways nonprofit advocates can advance their goals in the public policy process.

HS8111 - Quantitative Research Methods in the Human Services (4 quarter credits). This course emphasizes the application of research methods and designs to specific social problems encountered in human service disciplines. Topics include human subjects protection, and issues associated with measurement, development of instruments, data collection, data management, and initial phases of data analysis. SPSS (Statistical Package for the Social Sciences) will be introduced, and learners will learn how to set up an SPSS database, create variables, enter data, and perform basic descriptive statistical analysis. Methodological adaptations are considered when conducting research with special populations and in diverse human service contexts. **Prerequisite(s): HS8100. Cannot be fulfilled by transfer.**

HS8112 - Advanced Qualitative Research Methods (4 quarter credits). This course examines qualitative designs used in research, including in-depth interviewing, case studies, participant-observations, focus groups, ethnographies, and document analysis. Specific attention will focus on the development of skills in question development, interviewing, observation, selection of sampling

strategy, verification of data, and recording of data. Learners will examine the philosophical assumptions, the political and ethical issues involved in qualitative research. Qualitative software programs will be introduced, and learners will gain experience in entering data and extracting themes. Scholarly presentation and writing of qualitative findings will also be reviewed. **Prerequisite(s): HS8111. Cannot be fulfilled by transfer.**

HS8113 - Advanced Study in Research Methods (4 quarter credits). This course focuses on research methods applicable to disciplines relevant to the School of Human Services. Learners analyze the relevance and appropriateness of specific research methodologies in preparation for use in the dissertation. **Cannot be fulfilled by transfer.**

HS8114 - Operations in Health Care Systems (4 quarter credits). This course applies principles from the field of operations management science to the complex health care industry. Topics examined include formulating a competitive strategy and key management science decision area, including strategic planning, process design, quality control, and service delivery. Organizational technology and structure as well as operations and various models for organizing work, such as the matrix structure, are examined and assessed. Tools of Continuous Quality Improvement (CQI) and selected quantitative techniques used in the efficient management of health care delivery such as forecasting, queuing, inventory analysis, and linear programming are explored.

HS8115 - Managing Human Capital in Health Care Environments (4 quarter credits). This course addresses the complex theories, concepts, practices, and strategies in the management of human resources in health care organizations. Strategic workforce planning, hiring, training, personnel evaluation, and compensation are examined from the perspective of health care management as carried out from the unit level through the executive level. Topics include recruitment, interviewing and selection; retention (including compensation and benefits); diversity; performance management; and career development. Also examined are the laws and regulations that frame human resource management 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 are examined. High-uncertainty, high-impact trends and events of importance to health care organizations are analyzed. Current issues in fraud and abuse in the

Graduate Course Descriptions, *continued*

health care environment are addressed. Frameworks for conducting advanced strategic financial analyses and making innovative organizational recommendations on the basis of these are presented. Scenarios of possible futures, assessing different outcomes of trends and events and identifying possible management responses are examined.

HS8117 - Strategic Management of Health Care Reimbursement Systems (4 quarter credits). This course is an in-depth examination and analysis of the current health care reimbursement policies including the full spectrum of insurances, from conventional catastrophic insurance (with or without a medical savings account), through PPOS, to strictly managed health maintenance organizations, and post retirement health benefits are examined. Proposed legislative changes in these reimbursement policies such as tax financing for public insurance are also explored. Strategic issues are considered for meeting government regulations for Medicare and managed care. Contracting and policy decisions are examined with regard to revenue impact. Decision making strategies are explored which maximize revenues while providing excellent quality care to patients.

HS8118 - Health Policies Analysis and Strategy (4 quarter credits). This course analyzes selected existing and proposed health policies from the perspectives of economic, sociological, and political theory, methodology, and models. Health care executives must be able to participate effectively in the development and analysis of policy and in the political processes within which they take place. Health care issues, strategies, and programs that are the subject of comparative analysis for public and quasi public sector decision making are evaluated. Alternative methods of policy analysis including matrix analysis, decision trees, and cost-benefit analysis are examined. Additionally, the ethical dilemmas that arise in policy making and analysis are included.

HS8210 - Issues in Police-Community Relations (4 quarter credits). This course is a study of issues in police communication and their impact on society in the context of police-community relations. The course will cover a variety of law enforcement structures in large and small communities, urban and rural areas, and suburban districts. Learners will examine resident expectations of police, sheriff, and legal systems in their local communities, particularly focusing upon disparities between relationships with the police in mainstream versus racial minority resident areas.

HS8211 - Practices of Probation, Parole, and Community Corrections (4 quarter credits). This course is an investigation of the historical and current practices of non-institutional correctional practices. The course will cover education and training requirements for the community correctional officials, caseload assignments, the ratio of correction officers to released offenders,

as well as policies that govern release from institutional custody to the community. It will focus upon an examination of the release of sexual offenders to local communities.

HS8212 - History of the Juvenile Criminal Justice System (4 quarter credits). This course offers an intensive study of the juvenile criminal justice system and process. Theories of causation and innovative intervention approaches, such as "drug courts," will be examined. The course will review the dramatic increase of juvenile violence and crime in American culture over the last quarter century. It will focus upon the debate between "root causes" for juvenile violence and crime versus the survivability of the children's court system.

HS8300 - Diversity in the Workplace (4 quarter credits). All CEOs, managers, supervisors, training professionals, and educators must be able to effectively recruit, train, manage, and promote a culturally diverse workforce. Unfortunately, too few managers and directors have been adequately trained to accomplish these tasks. The Hudson Institute's demographic study called WORKFORCE 2000 determined that due to increased U.S. immigration quotas and increased birthrates among minorities, workplace diversity will be an inevitable fact in twenty-first century America. While the demographics make an appreciation of workforce diversity a requirement, its effective management is seen as good business. It takes communication, conflict resolution, and the creation of an inclusive organizational structure for diversity in the workplace to succeed. This course helps administrators to better understand the problems to be faced and the solutions to be planned.

HS8370 - The Criminal Mind (4 quarter credits). Lifestyles, practices, and motivations of serial killers, robbers, and those who assault citizens in our communities are examined continually in the media, television, and cinema. Virtually a new sub-culture has arisen to follow the lives and habits of these perpetrators of harm and violence. This course is a review of psychosocial theories that analyze and evaluate deviant human behavior and the environment that precipitates repetitive criminal conduct. The course also is an introduction into profiling criminals and predicting criminal behavior.

HS8371 - Race/Culture in Criminal Justice (4 quarter credits). As our communities become more diverse, there is a heightened need to understand and address racial and cultural pluralism in human behavior. The criminal justice system, like the larger society, must reflect such a change in social attitudes. Law enforcement agents, in particular, are being monitored for their relationships with those who come from diverse backgrounds. Similarly, disproportionate rates and lengths of incarceration between racial and ethnic groups are being evaluated. This course will

examine these and other issues in correctional practice and the criminal justice system.

HS8372 - Criminal Behavior: A Sociological Primus (4 quarter credits). It has become increasingly apparent in the twenty-first century that the traditional "get tough" policy of the past century toward crime remains less than completely effective in finding a way to deal with those who continue criminal behavior. One reason for this failure is that all too often little attention is paid to the social causes of crime. Crime rates differ both geographically and sociographically. Race, gender, social class, and age contribute to the pattern of criminal behavior and victimization. Society's response to crime is often reflected in public opinion via the news media, stronger policing, prosecution, and finally, punishment. However, in order to reduce the crime rate, crime must not only be addressed as a problem manifested in the behavior of the individual, but also as a problem of society, since it is also social structure and process that impacts this outcome. Succinctly, the root causes of criminal behavior in the U.S. may lie with the way society itself is organized. Therefore, a different strategy must be imposed to understand such a seemingly intransigent problem.

HS8373 - Understanding Criminology (4 quarter credits). This course is for learners who are interested in understanding crime as it relates to the field of criminology. It focuses on the central issue of defining crime. While many people would be content to accept a clinical definition of crime, that is, "behavior that violates the law," such a definition would only necessitate changing the individual's crime calculus in reducing such behavior. Modern criminologists have come to believe that crime is a more complex enterprise, since they are acutely aware that what is considered a crime may also be a product outside of the individual's control. Yet, both issues are important factors in developing a better understanding of (1) why people break the law; (2) how society responds to offenders; and (3) how criminologists define crime and conceptualize these affects relative to that of the criminal. Therefore, it is important for learners in those fields of study dealing with crime to have a better understanding to the how and why or "root cause" of such a trenchant issue as criminal behavior. This course is designed for learners in the fields of criminology, criminal justice, and sociology.

HS8374 - Current Research on Violent Behavior (4 quarter credits). The course has been designed to help learners develop a thorough understanding and extensive accounting in explaining "violent" behavior. It draws upon sociological and psychological perspectives as part of a coherent approach relating to those violent acts which have caused public concern. The course also focuses on the ways in which violence is defined by the criminal justice system. Definitions of the main violent offenses, including violent sexual offenses,

are discussed and an indication of the levels of sentencing in particular cases is provided. Finally, the course focuses on techniques used to confront offenders of violent behavior within the criminal justice system. This course is designed for learners in the fields of criminology, criminal justice, sociology, and psychology.

HS8375 - Deviance: The Interactionist Perspective (4 quarter credits). This course advances a new sociology of deviance by focusing on the issues that relate to how people stereotype one another with regard to their interest in crime. Relationships between individuals based on such stereotypes identify an important link between “crime in the streets” and “crime in the suites” and the differences between the two in eluding punishment and its consequences. Use of this perspective helps the learner to understand the interactionist approach to the course and distinctions between deviance and crime by examining deviance as a social phenomenon that consists of a set of interpretations and social reactions. This course is designed for learners in the fields of criminology, criminal justice, and sociology.

HS8376 - Correlates of Crime (4 quarter credits). One of the most perplexing problems faced by any person with a basic knowledge of statistics is the confusion of correlation with cause. Criminologists often speculate that correlation does not equal a deeper examination but requires the crucial step of observing correlates and interpreting them with the help of methodological theory. It is only by building and testing theories that criminologists can begin to make sense of such correlates. This course examines social class, race, sex, and gender as correlates of crime to determine if any patterns exist for understanding their development. This course is designed for learners in the fields of criminology, criminal justice, and sociology.

HS8377 - The Penal System: Its Role in the U.S. Society (4 quarter credits). This course provides an in-depth examination of the social and historical foundation of the American correctional institution. Issues relating to structure and social processes of institutions of confinement in relation to problems of treatment and rehabilitation are its primary focus. The course includes a systemic evaluation of recidivism, general and specific deterrence, rehabilitation, incapacitation, and retribution in relation to the American correctional system. Emphasis will be placed on philosophies of punishment, sentencing strategies, the prison community, alternatives to incarceration, and various reform efforts. Critical issues facing corrections will be examined. This course is designed for learners in the fields of criminology, criminal justice, and sociology.

HS8402 - Teacher-Student Behavior Management (4 quarter credits). “Discipline is a double-edged sword” was an axiom examined twenty years ago in a course on classroom discipline for teachers of problem students. True then as it is today, most

educators and parents still believe that in order to discipline a child the adult must possess and practice good discipline skills. This course reviews a general overall model of disciplinary philosophies, from the behavioral to the humanistic, as well as in-depth evaluations of the effectiveness of several classroom discipline techniques.

HS8403 - Social Skills for At-Risk Students (4 quarter credits). This course is designed for educators, parents, and those in the helping professions. It reviews theories from various schools of thought on the applicability of social-skills education as well as an evaluation of specific techniques for social-skills instruction. Some major issues discussed in this course could involve mainstreaming and inclusion strategies, disabled and culturally diverse students, and curriculum adaptations for special students. Learners may expect a broad philosophical inquiry coupled with case-by-case applications and techniques.

HS8500 - Advanced Theory and Research in Counseling Studies (4 quarter credits). Theory and research in the counseling professions reflects standards of practice, advances made in the social sciences, and emerging trends in identified needs of consumers. This course analyzes research methods applicable to building theory in the counseling professions, explores theory building and application, and provides opportunity for in-depth critical examination of emerging research needs. Development of critical research analytic skills, as well as research design methods, are integral elements of this advanced theory and research course.

HS8501 - Contemporary Issues in Counseling Studies (4 quarter credits). The counseling professions are increasingly faced with the need to advance understanding of the role of the counselor in contemporary society and to devise research-based methods of practice that can meet existing and emerging consumer needs. This course analyzes and evaluates contemporary issues that are impacting the counseling professions such as ethical issues, compassion fatigue and burnout, the impaired professional, Internet counseling applications, multiculturalism and diversity challenges, and the role of the biological sciences on counselor role development.

HS8502 - Health Care Strategic Planning and Management (4 quarter credits). This course strategically analyzes the mission and goals of the institution, its governance, services, operational and fiscal components, market, and clients. These elements are evaluated within a strategic management framework that links planning to operations. The role of strategic thinking and planning in enhancing organizational effectiveness in the context of increased competition for health care dollars and the wide range of challenging issues requiring solutions is examined.

HS8503 - Health Systems Analysis and Evaluation (4 quarter credits). This course analyzes the structure, function, financing, and management of health care systems in the United States at both micro and macro levels. It focuses on the critical issues facing the United States with emphasis on the relationships among providers, payors, and patients. The course is designed to evaluate the impact of the myriad of interdependent actors within the health care systems and the widespread consequences of decisions in the clinical, policy, and management arenas. Related evaluation measurement issues are addressed and evaluative research on health care systems and services are analyzed.

HS8504 - Law and Health Care Administration (4 quarter credits). The course analyzes the impact of law on the way health care is delivered in the U.S. The major legal principles and issues relevant to health care administration are examined such as those that affect the operational decisions of health care providers, payors, and managers, and others that impact development of markets for health care products and services. Topics addressed include legal and regulatory constraints imposed on the health care industry, the liability of health care providers, the rights of patients, labor relations, and administrative law for health care organizations. Legal issues relating to admission and discharge, emergency treatment, medical records and mental health treatment are also covered.

HS8505 - Ethics and Decision Making in Health Care (4 quarter credits). This course discusses substantive ethical principles and procedural methodologies by which managers can understand, analyze, and resolve ethical problems. Issues in medical ethics are explored with an emphasis on their impact on administrative policies in health care delivery organizations, including the personal and moral dilemmas they may raise for administrators. Topics include business ethics versus health care ethics, organizational philosophy and mission statements, professional codes of ethics, conflicts of interest, ethical committees, the allocation of scarce resources, informed consent, confidentiality, human experimentation, determination of death, euthanasia, suicide, abortion, the ethics of managed care, and HIV disease.

HS8506 - Leading Organizational Change in Health Care Systems (4 quarter credits). This course presents a comprehensive examination of the complex, dynamic, rapidly changing health care system in the United States. The health care system’s major components and their characteristics are identified with an emphasis on current policy issues, performance challenges, and program solutions. Social, economic, and political forces that have shaped and continue to influence the health care system are traced. Policy innovations designed to address performance gaps are

Graduate Course Descriptions, *continued*

analyzed for federal, state, and private sector programs. Potential lessons from international health care systems are explored. Prospects for the future of U.S. health care are also discussed.

HS8507 - Management of Marketing in Health Care (4 quarter credits). This course focuses on strategic and tactical marketing issues facing health care systems, physicians, and other providers. Topics include marketing tools (such as pricing, promotion channels, consumer behavior, brand equity, and segmentation) and how to use them. Emphasis is placed on understanding branding, service line marketing, measuring marketing effectiveness, patient retention, patient satisfaction, fraud and abuse restrictions, Internet marketing, and marketing tactics. Additional topics considered are market failures in health insurance; the market power of health professionals; horizontal and vertical integration of providers; tax policy, and medical savings accounts; myths and realities regarding the behavior of for-profit and not-for-profit organizations; and the theory and practice of managed competition.

HS8508 - Ethics for Nonprofit Executives (4 quarter credits). This course examines the ethical principles and methodologies by which nonprofit executives can understand, analyze, and resolve ethical issues. Both conceptual and practical ethical questions and value dilemmas encountered by executives in various types of contemporary nonprofit organizations are examined. Topics include personal codes of ethics, organizational philosophy and goals, conflicts of interest, ethics committees of the board, and allocation of scarce resources.

HS8509 - Law and Nonprofit Organizations (4 quarter credits). This course provides an overview of the laws and regulations governing the establishment and operations of nonprofit organizations. Specifically, the laws governing incorporation and tax-exempt status of nonprofit organizations, and the implications of laws and statutes are explored. Additionally, the efforts of nonprofit organizations to influence legislative and rule-making processes are examined.

HS8510 - Integration of Community Outreach and Nonprofit Programming (4 quarter credits). This course examines the complexities between the internal and external environments of nonprofit organizations and their services. Interrelationships such as alliances, joint ventures, and mergers are becoming more frequent among nonprofit organizations as well as with public and for-profit organizations. The course focuses on these interactions within nonprofit coalitions and the business and government sectors.

HS8511 - Resource Management in Nonprofit Organizations (4 quarter credits). The theoretical and conceptual economic models fundamental to all nonprofit organizations are analyzed. Topics include resource allocation, price formation, production and costs, and economic impact

analysis. Trade-offs faced by non-profits and methods for evaluating them are explored. The economic impact of nonprofit organizations on the people and communities that they serve is critically analyzed.

HS8512 - Organizational Assessment and Program Evaluation in Nonprofit Organizations (4 quarter credits). This course critically analyzes the principles and techniques that nonprofit managers use to assess and measure organizational effectiveness. The need for accountability is intensified for funders, major stakeholders, and the public at large. Activities that provide justification for the use of the financial and human resources is evaluated to ensure that non-profits gain sophistication in assessment and program evaluation techniques. The course examines how nonprofit managers can use the results of assessment processes to enhance the organization's mission.

HS8800 - Long Term Care (4 quarter credits). In this course learners will examine how their profession relates to long-term care and the management of personal, social, and medical services needed by people who can no longer care for themselves due to a physical or mental chronic illness or disability. While areas of home care and assisted living facilities will be explored the primary focus of the course will be on skilled nursing facilities and the crisis facing this industry today. Subjects to be explored will include the changing long-term care scene, institutional vs. non-institutional care, system financing, public reimbursement, balancing cost and quality, staffing, licensure, certification, inspection and review, and the levels of care through the role of hospice. The learner will acquire a basic understanding of both the social and medical models along this continuum of care.

HS8801 - Health Care and the Law (4 quarter credits). In this course learners will examine how their profession relates to American health care law regulating financial, bioethical, patient care, and informational access issues. At the level of the patient-physician relationship, subjects such as malpractice, informed consent, duty to treat and right to die will be explored. Within the patient-state relationship, public health laws, reproductive rights, bioethics, and genetics will be examined. At the level of provider institutions and the state, areas of managed care, individual and institutional licensure, anti-trust, cost containment, staffing, fraud, mental health law, Medicare, Medicaid, and health care reform will be reviewed. The learner will acquire a basic understanding of how health care law and regulation applies to the world of providers, receivers, and payors.

HS8900 - Nonprofit Program Development and Implementation (4 quarter credits). This course examines the theories and issues of planning, developing and implementing programs consistent with the mission and goals of the nonprofit

organization. Topics include conducting and interpreting needs assessments, evaluating the organization and its programs, and making operational the organization's philosophy and goals.

HS9002 - Clinical Practicum (100 hours) (4 quarter credits). This clinical practicum is required for all learners specializing in mental health counseling and marital, couple, and family counseling/therapy who seek licensure as a part of their academic program. This is an online-directed and intensely supervised, one-quarter field experience during which the learner receives supervised practice in specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to the learner's chosen field of counseling or marriage and family therapy. Field supervision contracts are negotiated, agreed upon, and monitored by the online instructor of record. Actual field supervision is conducted and evaluated by university assigned licensed supervisors in specific locations throughout the country. Learners are expected to meet face-to-face with field supervisors in monthly scheduled meetings during this one-quarter course that includes 100 hours of clinical field experience and no less than 15 hours of face-to-face contact with field supervisors.

Prerequisite(s): Learners must complete or be progressing in the following courses: HS5900, HS5901.

HS9031 - Clinical Internship I (4 quarter credits). This is the first course in a sequence of three clinical internship courses in the mental health counseling and marital, couple, and family counseling/therapy specializations in the School of Human Services. This 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. This course provides 300 contact hours.

Prerequisite(s): HS5900 and HS5901 and all degree course work.

HS9032 - Clinical Internship II (4 quarter credits). This is the second course in a sequence of the three clinical internship courses. It provides 300 additional hours of clinical field experience.

Prerequisite(s): HS9031.

HS9033 - Clinical Internship III (4 quarter credits). This is the third course in the sequence of three clinical internship courses. It provides 300 additional hours of clinical field experience. **Prerequisite(s): HS9032.**

HS9050 - Special Topics in Criminal Justice (4 quarter credits). This course provides an opportunity to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the criminal justice curriculum. Using the special topics course format, each element of a directed study course focuses on the specific subject matter identified by the learner and approved by the course tutor. The

course guide template is used to construct the course.

HS9051 - Special Topics in Health Care Administration (4 quarter credits). This course provides an opportunity to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the health care administration curriculum. Using the special topics course format, each element of a directed study course focuses on specific subject matter identified by the learner and approved by the course tutor. The course guide template is used to construct the course.

HS9052 - Special Topics in General Human Services (4 quarter credits). This course provides an opportunity to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the general human services curriculum. Using the special topics course format, each element of a directed study course focuses on the specific subject matter identified by the learner and approved by the course tutor. The course guide template is used to construct the course.

HS9053 - Special Topics in Counseling Studies (4 quarter credits). This course provides an opportunity to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the counseling studies curriculum. Using the special topics course format, each element of a directed study course focuses on specific subject matter identified by the learner and approved by the course tutor. The course guide template is used to construct the course.

HS9054 - Special Topics in Management of Nonprofit Agencies (4 quarter credits). This course provides an opportunity to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the management of nonprofit agencies curriculum. Using the special topics course format, each element of a directed study course focuses on specific subject matter identified by the learner and approved by the course tutor. The course guide template is used to construct the course.

HS9055 - Special Topics in Social Work and Community Services (4 quarter credits). This course provides an opportunity to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the social work and community services curriculum. Using the special topics course format, each element of a directed study course focuses on specific subject matter identified by the learner and approved by the course tutor. The course guide template is used to construct the course.

HS9984 - Doctoral Comprehensive Examination I (4 quarter credits). In the first course of the comprehensive examination and dissertation sequence, learners examine the key components in the comprehensive examination. The course

includes an overview of the comprehensive examination process and the university's expectations of academic honesty and integrity and introduces the four core themes of the examination and the evaluation criteria. Structured study groups are established and resources on the core themes are provided. Course requirements include completion of the overview and a preliminary conference call with the comprehensive examination committee and development of a schedule for the final oral examination. Grading for this course is S/NS. **Prerequisite(s): All required and elective course work completed with a GPA of 3.0 or better. Cannot be fulfilled by transfer.**

HS9985 - Doctoral Comprehensive Examination II (4 quarter credits). Learners and their comprehensive examination committee members each develop one comprehensive examination question to address one of the four core themes. Learners write answers to the comprehensive examination questions, which are evaluated by the committee using analytical point-scale scoring rubrics. Upon passing the written examination, learners complete the comprehensive examination final oral defense conference call and are eligible for enrolling in the first dissertation course upon passing their defense. Grading for this course is S/NS. **Prerequisite(s): HS9984. Cannot be fulfilled by transfer.**

HS9996 - Dissertation Research I (4 quarter credits). This course is intended for learners who have completed all required and elective courses and the comprehensive examination. This course is the first of a series of four courses designed to assist learners in the development and successful completion of the dissertation. The purpose of this first course is to support learners in gaining approval of the dissertation committee and to create a preliminary draft of the dissertation proposal that can be approved by the learner's faculty mentor, who also serves as the chair of the learner's dissertation committee. **Prerequisite(s): HS9985 or HS9995. Cannot be fulfilled by transfer.**

HS9997 - Dissertation Research II (4 quarter credits). This course is intended for learners who have completed a preliminary draft of their dissertation proposal. It will support them as they prepare and submit the IRB application, conduct field tests as required and approved by the committee, and complete development of the final proposal. To complete this course learners will schedule and pass the proposal completion conference with the mentor and committee. **Prerequisite(s): HS9996. Cannot be fulfilled by transfer.**

HS9998 - Dissertation Research III (4 quarter credits). This course is intended for learners who have successfully passed their proposal completion conference. It will provide support as

they conduct a research project that is consistent with the terms and conditions of the approved proposal. To complete this course, learners will complete the collection and analysis of data and be ready to start the final writing of their dissertation chapters. **Prerequisite(s): HS9997. Cannot be fulfilled by transfer.**

HS9999 - Dissertation Research IV (4 quarter credits). Once learners have completed their research project, this course will provide support as they revise earlier chapters of the dissertation (chapters 1-3) and prepare chapters 4 and 5 for review and approval by the committee. A required milestone of this course will be the successful completion of the dissertation completion conference with the mentor and committee. Once the dissertation completion conference is successfully passed, this course guides learners through the final stages of preparing the dissertation for publication. Through a step-by-step process, learners work with a facilitator to produce a professional-looking final manuscript that reflects the quality of the research effort expended and presents the learner, the committee, the school, and Capella University in the best possible light to the scholarly community. **Prerequisite(s): HS9998. Cannot be fulfilled by transfer.**

School of Human Services Residency Courses

HS-R5900 - Counselor Education Pre-practicum Laboratory. This first pre-practicum residency focuses on initial development of counselor education clinical proficiencies: therapeutic relationship skills, therapeutic assessment, therapeutic intervention, and ethical and legal standards. It integrates effective theories and practices of individual and family systems counseling methods relevant to mental health counselors and marital, couple, and family counselors/therapists. **Prerequisite(s): HS5004 and HS5005, HS834, HS814, HS815, HS5107, HS5106, HS821, HS841, (HS871 for MHC), (HS877 for MCFC/T). The pre-practicum residency has a companion academic online course, HS5900.**

HS-R5901 - Counselor Education Pre-practicum Laboratory II. This residency focuses on advanced development of counselor education clinical proficiencies: therapeutic relationship skills, therapeutic assessment, therapeutic intervention, ethical and legal standards, and program evaluation and supervision. It integrates effective theories and practices of individual and family systems counseling relevant to mental health counselors, and marital, couple, and family counselors/therapists. **Prerequisite(s): HS5900 - Counselor Education Pre-practicum Course I. The pre-practicum residency has a companion academic online course, HS5901.**

Graduate Course Descriptions, *continued*

School of Business - MBA Courses

MBA9010 - Professional Effectiveness: Stretch, Impact, Reposition (3 quarter credits). In this course learners identify and prioritize their professional development goals. In turn this will help learners strategize about how to effectively manage their MBA experience so that they can stretch themselves, have a positive impact on their job, and reposition themselves for greater responsibility and influence within their organization. This course is the first component of the Professional Effectiveness CoachingSM process.

The course offers various assessments that can help learners identify and articulate their management skills, values, purpose, and vision. With this information in hand, learners will be in a better position to establish the goals that may help them achieve their vision. More specifically, learners will use the experiences in the course to clarify what is truly essential in their life (values), what they want their life to be about (purpose), and what they want to achieve in their life (vision). When values, purpose, and vision are aligned, it is easier to make decisions and set goals that are congruent. **Prerequisite for all other 15 MBA required courses. Cannot be fulfilled by transfer.**

MBA9020 - Leading for Results (3 quarter credits). In this course learners gain knowledge of and apply the practices of leadership effectiveness to analyze and understand their personal leadership style, as well as the different styles of leadership in their organization. The focus of this course is how leaders mobilize others in their organizations to get extraordinary things done. Learners analyze their own leadership skills in terms of current strengths and areas for improvement. Learners develop measurable goals and plans for applying new behaviors in the context of a "personal best project" within their organization. Learners will also be assessing their organization's context for leadership.

The framework for leadership effectiveness established in this course forms a foundation for the business core and the professional effectiveness core courses. **Prerequisite for the remaining 14 required courses. Cannot be fulfilled by transfer.**

MBA9110 - Marketing and Brand Management (3 quarter credits). This course presents a comprehensive approach to marketing and brand management including: marketing strategy and competitive differentiation; segmentation and targeting; the positioning levers of product, price, promotion, and distribution; and creation and management of brand.

In this course learners analyze the major decisions that marketers must make in their efforts to effectively use company resources to meet marketplace needs. Learners use commonly

accepted criteria to evaluate those decisions in making sound, productive judgments. Learners are asked to analyze how the environmental variables with their unique attributes impact marketing, and how marketers must anticipate and respond to evolving changes in these variables. The course assignments and discussions are designed to challenge the learner to think strategically about the marketing process, determine how to evaluate the success or failure of the overall marketing strategy, and how to leverage learning from the course to their work environment.

MBA9112 - Market Research (3 quarter credits). This course addresses survey research techniques, research design, secondary/primary data collection, data analysis, and ethical implications of marketing research activities. Learners examine methods for gathering and analyzing data and learn how to apply techniques to contemporary marketing problems, market research projects, and effective decision making. **Prerequisite(s): MBA9110.**

MBA9114 - Consumer Behavior (3 quarter credits). This course explores critical contemporary issues related to consumer buying behavior and perceptions, consumer motivation, market behavior and product reaction, and socio-cultural influences that affect consumer behavior and the consumer decision process. Learners discuss the ethical implications of decisions related to consumer behavior and decisions and examine how economic, psychological, and socio-cultural influences impact managerial decisions. **Prerequisite(s): MBA9110 and MBA9112.**

MBA9116 - New Product Design and Development (3 quarter credits). This course presents a framework for product planning, implementation and evaluation, and new product introductions. The course addresses the new product development process — from idea generation to commercialization. Learners are introduced to basic concepts and tools to help them understand this process from a managerial perspective. Emphasis is placed on the process as it relates to the manager in his or her role as a product manager. **Prerequisite(s): MBA9110.**

MBA9118 - International Marketing (3 quarter credits). This course addresses the marketing challenges related to selling products or services in foreign markets. Topics include the impact of cultural differences; variations in market structure; methods of distribution; and issues related to the adaptation of products, pricing, and communications strategy. Learners examine the ethical implications of decisions, identify and synthesize the forces that shape the global business/marketing environment, examine the unique challenges of marketing products and services internationally, and identify issues in their own organization or industry. **Prerequisite(s): MBA9110.**

MBA9120 - Sales and Customer Relationship Management (3 quarter credits). This course covers the theory and practice of strategic consultative selling, including relationship selling, solution selling, and strategic account management. Learners explore topics in sales force management, including alignment of the field organization, the use of 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 will explore various customer relationship management software applications and topics. Various roles in the selling process, such as the buyer, the sales manager, and of course the salesperson, will be investigated.

MBA9130 - Operations and Process Management (3 quarter credits). This course presents tools and techniques for effective process and supply chain selection, design, planning, and control. Today's organizations are constantly challenged by ever changing strategic issues and directions. Competitive organizations look for ways to succeed in the 21st century by using new technologies to improve products and services. Effective operations and process management systems are essential to achieving continuity and success. This course helps learners apply the principles and techniques of process-based management as a foundation for continuous improvement. Learners explore how to design, develop and manage effective operations management tools that are required to detect and fix problems quickly. Learners identify, discuss and practice how to apply measures of operational performance that support organizational growth, innovation, and market leadership. As a result, learners are better prepared to respond to changes in market demand.

MBA9140 - Financial Management (3 quarter credits). This course will provide basic theories and techniques related to the acquisition of, accounting for, and allocation of an organization's financial resources. Financial management represents a critical business function within all organizations. In today's fast-paced global environment, employees need to recognize and understand key financial and risk-management systems to ensure alignment with long-term strategic directions. Along with a comprehensive overview of these processes, learners identify and apply basic financial management theories and techniques to support the effective acquisition and allocation of their organization's financial resources, and how to apply their knowledge of finance management practices to real-world business concerns and issues within their work environment.

MBA9142 - Advanced Finance (3 quarter credits). This course extends the competencies developed in MBA9140, which focuses on the basic theories and techniques related to the acquisition of, accounting for, and allocation of an organization's financial resources. This course takes a deeper look at existing theories and emerging topics in the field. Learners gain 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): MBA9140.**

MBA9144 - International Financial Management (3 quarter credits). This course exposes learners to international financial management and reporting techniques. It emphasizes international financial statement analysis (an overview) and detailed case analysis and interpretation. Learners examine a multinational capital budgeting process and review cost of capital and long-term financing strategies, including an assessment of financial markets used by international firms. Topics covered include exchange rate systems, methods of government interventions, direct foreign investment, country risk analysis, and global strategy in the context of international finance. Learners apply their knowledge in realistic business situations and synthesize relevant techniques into sound recommendations and conclusions. **Prerequisite(s): MBA9140.**

MBA9146 - Investment and Portfolio Management (3 quarter credits). This course examines the securities market, the various types of investment securities, and the risk-return characteristic of each. Emphasis is on tools used by professional money managers for managing investment alternatives, including global opportunities. Learners apply investment theories to the management of corporate portfolios; evaluate corporate investment and portfolio management strategies; analyze and evaluate methods of portfolio construction; and analyze current theories, strategies, and methods for their application to global opportunities. **Prerequisite(s): MBA9140.**

MBA9148 - Corporate Finance Analysis and Decisions (3 quarter credits). This course examines the principles of financial administration, with applications to problems of financial analysis and control, and planning by firms under changing economic conditions. Learners conduct financial analyses, evaluate a corporation's financial planning and control functions, and assess the ability of corporations to create wealth. Learners discuss the impact of financing decisions on real asset valuation; managerial incentives; and corporate strategy including mergers/acquisitions, corporate restructuring, real options, and the use of derivatives and other financing tools, on deal structure. **Prerequisite(s): MBA9140.**

MBA9150 - Strategy (3 quarter credits). This course will cover tools and techniques for competitive analysis, strategic planning, and strategy implementation. Organizations that thrive in today's competitive environment are led by managers who develop a strategy that shapes how their companies conduct business and generate profits. A company's strategy provides a roadmap for competitive advantage by outlining how the organization will establish a market position, allocate resources and conduct business, and generate and serve customers. A carefully developed business strategy guides decisions and actions that take place throughout a company and build it into a cohesive unit that competes successfully. In this course learners gain knowledge of the tools and concepts needed to develop a business strategy, including macro environmental scanning, industry and competitive analysis, value chain analysis, SWOT analysis, identification of critical success factors and driving forces, and development of strategic alternatives and recommendations. Throughout the course learners apply these tools and concepts as they develop a strategic profile for a company that is described in a detailed case study.

MBA9160 - Managing Information Assets and Technology (3 quarter credits). This course will address the use of information, knowledge, and technology as a strategic asset. In today's competitive business environment an organization's strategic adeptness and responsiveness are strengthened by its ability to effectively manage information assets and leading edge technology. Conducting business effectively is increasingly intertwined with current and emerging communication technologies. In this course, learners gain knowledge in how to proactively manage information as a strategic asset, and recognize how to use appropriate technologies by applying new skills and knowledge. Learners will understand the importance of monitoring and adjusting their organization's communication processes and principles. Overall, this course is about learning how to leverage available information technology and communication assets to the realization of an organization's business goals.

MBA9170 - Regulatory and Ethical Environment of Business (3 quarter credits). In this course, learners examine the key components of the business environment, and about ethical choices with regard to corporate decisions. In today's business world, legal and regulatory environments directly impact an organization's strategic operation and performance. Environmental controls reflect a series of ever changing issues that are frequently reviewed, revised or eliminated. Successful leaders understand the need to regularly monitor these issues and their business implications. The emphasis in this course is on current regulatory environments and their

impact on organizational directions. Learners analyze and discuss how current trends in business ethics can help them make socially responsible and strategically sound decisions.

MBA9210 - Building Relationships (3 quarter credits). This course presents tools and techniques to help the learner influence others, build relationships, inspire trust, and manage conflict. We are more persuasive when people trust our credibility. In addition to using business and technical skills, one of the most effective ways to achieve personal and organizational goals is by understanding how to work effectively with others. By building positive relationships, leaders develop and sustain strategic alignments within the organization. In this course, learners examine various tools and techniques to motivate and inspire others. They will gain knowledge in how to recognize and use important interpersonal skills to expand their circle of influence and manage conflict.

MBA9220 - Developing and Coaching Others (3 quarter credits). In this course learners examine how to effectively match people's talents to jobs and coach, develop, and grow strengths of others. A critical part of the leader's role is to ensure that an organization is capitalizing on the collective capacity of its intellectual capital. To that end, the leader must coach and develop talent to ensure that followers are aligned with the vision, values, and strategy of the organization. From an organizational perspective, coaching and developing is about mobilizing talent. The effective leader is able to articulate vision, establish and communicate strategic objectives, and identify the individual and collective capabilities needed to drive toward results. To mobilize talent effectively, the leader uses coaching and development skills to obtain and retain the right employees, recognize the strengths and developmental needs of others, and provide development opportunities, while encouraging responsibility for self-development.

MBA9230 - Leading Teams (3 quarter credits). In this course learners gain knowledge of techniques and models for building and leading effective teams. Through reading, discussion, participation, research, and analysis, learners develop a consistent conceptual grounding in team dynamics theory and application and examine what makes teams effective at the individual, group, and organizational levels. The development of team collaboration skills is a critical aspect of this course. Learners are asked to synthesize their understanding of team theory and practice by completing assigned readings and discussion questions. Learners apply their understanding of teams by assessing their organization's use of teams and the overall effectiveness of team support systems. Learners are asked to accept the personal challenge to research and recommend strategies and best practices to better align a critical

Graduate Course Descriptions, *continued*

team organizational support system in their organization. Learners practice important team processes of problem-solving, decision-making, project management, and conflict management in a virtual environment by completing specific course assignments.

MBA9240 - Facilitating Change (3 quarter credits). This course presents theories and models for leading and facilitating organizational change. Maintaining a competitive advantage in today's global economy requires an ongoing commitment to change and innovation. New demands accelerate the need to assume different roles, responsibilities, and attitudes to achieve organizational goals. In this course, learners recognize how to translate theory into practice by identifying and applying effective change management techniques. Learners develop collaborative processes that support forward movement within their work environment. By using these processes, learners will help themselves and their employees make important transitions more effectively for the organization.

MBA9250 - Leveraging Workplace Diversity (3 quarter credits). In this course, learners explore the models and tools for creating an effective and respectful work environment. Different perspectives increase an organization's ability to respond creatively. Individual and cultural diversity within today's workplace ensures a continuing source of fresh ideas and insights. A diverse workforce represents multiple opportunities to leverage differences into strengths. This course emphasizes the importance of encouraging the expression of diverse people and their ideas. Learners gain knowledge in how 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.

MBA9260 - Negotiating for Results (3 quarter credits). In this course learners gain insight into how to create effective negotiations with employees, customers, and partners. The purpose of this course is to help learners understand the theories and processes of negotiation so that they can negotiate successfully in a variety of settings. The course offers a practical exploration of the major concepts and theories of bargaining and negotiation and examines 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 will have a chance to understand more about their own negotiating preferences and the consequences of the choices they make. In addition, learners will be asked to accept and offer feedback on the negotiation behavior that they demonstrate and observe. Equally important will be opportunities for learners to formulate their own perspectives about negotiation and extract insights from their own experiences to guide them in future negotiations.

MBA9300 - MBA Capstone: Judgment, Planning, and Action (3 quarter credits). This course is a capstone MBA impact project. It will focus 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 courses. Cannot be fulfilled by transfer.**

MBA9310 - 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 the learning experiences acquired in marketing and to evaluate the research and current topics relative to this specialization. It will focus 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 MBA required courses and Marketing specialization electives. Cannot be fulfilled by transfer.**

MBA9340 - 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. It will focus 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 MBA required courses and Finance specialization electives. Cannot be fulfilled by transfer.**

School of Business - Organization and Management Courses

OM5004 - People at Work (4 quarter credits). This course covers a broad array of topics relating to managing and organizing "people at work." Learners will evaluate and discuss classic theories of organizational behavior, including theories of power and politics, leadership and power, interpersonal behavior, group and team dynamics, as well as touch on the implications of diversity and multiculturalism. OM5004 and OM5005 must be taken concurrently by master's learners in their first quarter. **Cannot be fulfilled by transfer.**

OM5005 - Master's Learner Success Lab (non-credit). This lab is designed to provide new master's learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a degree completion plan. OM5005 is an advisor-led course taken in the first quarter in conjunction with OM5004. **Cannot be fulfilled by transfer.**

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 is a survey of the elements of financial accounting and how the activities of organizations are influenced by accounting measurement. The emphasis of the course is on becoming good consumers, rather than producers, of financial information. Current events will be used to reinforce and demonstrate the implications of accounting choices.

OM5030 - Corporate Social Responsibility and Managerial Ethics (4 quarter credits). This course investigates 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). This course examines a variety of quantitative tools that are useful in making organizational decisions. Rather than requiring learners to complete complex calculations, this course focuses on identifying problem solving situations, selecting appropriate quantitative tools, and interpreting analytical results.

OM5040 - Strategic Planning (4 quarter credits). This course examines practices, methodology and theories of business strategy. It reviews theoretical models and the development of plans for assessing strategic capabilities.

OM5112 - Leadership (4 quarter credits). This course provides a broad overview of leadership strategies and practices in a variety of organizational settings. Leadership theories, processes, and best practices are analyzed and applied.

OM5114 - Organization Structure and Design (4 quarter credits). This course focuses on developing skills in analyzing, designing, maintaining, and changing organizational structures. A variety of organizations are evaluated with respect to vision, strategy, efficiency, impact on culture, financial health, competitive advantage, and other factors. **Prerequisite(s): OM5112.**

OM5116 - Personal Leadership Development (4 quarter credits). This course examines the learners' personal leadership attributes, characteristics, and behaviors. Personal leadership skills are examined in the context of the type and level of the organization. A variety of leadership practices and their applications are evaluated. **Prerequisite(s): OM5112.**

OM5118 - Leading Organizational Change (4 quarter credits). This course provides an overview of the theory and practice of leading effective organizational change. Organizational strategies for motivating change and effective communication, and establishing commitment are examined in depth. Leaders' behaviors in the context of their responsiveness to environmental complexity and change are also analyzed. **Prerequisite(s): OM5112.**

OM5120 - Leading and Building Teams (4 quarter credits). This course focuses on the theory and practice of building and leading effective teams. The emphasis in this course is on building and maintaining high-performance teams and the processes necessary to support them. **Prerequisite(s): OM5112.**

OM5122 - Leading and Coaching Others (4 quarter credits). This course analyzes the leader's role as coach in the organization. The focus is on providing the theory and models for helping leaders build relationships and develop talent in others. **Prerequisite(s): OM5112.**

OM5199 - Special Topics in Leadership (4 quarter credits). This course provides MS learners an opportunity to pursue in-depth study within specific areas of leadership. Alternative course delivery approaches may be utilized. Course may be repeated for credit. **Prerequisite(s): OM5112**

OM5210 - Human Resource Management (4 quarter credits). This course provides a broad overview of human resource management strategies and processes. Topics include the strategic and operational aspects of human resource management functions, roles, and practices.

OM5212 - Managing Diversity and Inclusion in Organizations (4 quarter credits). This course explores the issues of corporate culture and inclusion and how these affect the understanding and appreciation of diversity practices within an organization. The course will include an analysis of prejudices and discrimination as they exist in contemporary organizations. Interventions are formulated and implemented to champion diversity in the workplace and in the community. **Prerequisite(s): OM5210.**

OM5214 - Employment Law: Legal Structures, Compliance, and Reporting (4 quarter credits). This course provides a basic knowledge of the legal environment in which organizations operate. Learners review legal considerations and how employment law affects management/employee relations and demonstrates the legal ramifications of human resource decisions. **Prerequisite(s): OM5210.**

OM5216 - Conflict Management and Employee Dispute Resolution (4 quarter credits). This course explores current theories and techniques for conflict management and resolution. Learners evaluate interpersonal, group, and systems conflict and negotiation theories appropriate to the workplace. The course critically evaluates alternative dispute resolution processes and procedures that help parties to a business dispute participate in a non-adversarial, collaborative search for mutually beneficial outcomes. The focus is on litigation avoidance and the alternative methods utilized in common disputes in a variety of industries. **Prerequisite(s): OM5210.**

OM5218 - Managing Compensation, Benefits, and Reward Systems (4 quarter credits). This course examines the goals of the organization in its employment of human resources and its use of compensation, benefits, and reward systems in the motivation of goal-oriented behavior. This course focuses on the complex variety of pay structures within an organization and the relationship of those pay structures to organizational performance. Theory and practice relating organizational characteristics to compensation-system strategy, design, and administration are covered. **Prerequisite(s): OM5210.**

OM5220 - Recruitment, Selection, and Assessment (4 quarter credits). This course provides an in-depth examination of the talent acquisition process from workforce planning through recruitment to final selection in both the public and private sectors. This course also provides an overview of the theory and practice of assessment of job applicants and how to conduct proper analysis of skills, abilities, interests, and aptitudes. **Prerequisite(s): OM5210.**

OM5222 - Training, Development, and Succession Planning (4 quarter credits). This course provides an intensive study of employee training and development within organizations.

Emphasis is placed on the identification of training needs, program design, choice of development methods, and evaluation of results. This course also addresses effective succession planning processes. **Prerequisite(s): OM5210.**

OM5299 - Special Topics in Human Resource Management (4 quarter credits). This course provides MS learners an opportunity to pursue in-depth study within specific areas of human resource management. Alternative course delivery approaches may be utilized. Course may be repeated for credit. **Prerequisite(s): OM5210.**

OM5310 - Strategic Information Technology Management (4 quarter credits). This course investigates competitive alignment, core competencies, and information systems from a strategic perspective. Factors and processes that affect the successful use of information technology to support the organization's strategy are examined.

OM5312 - Advances in Information Technology (4 quarter credits). This course examines emerging information technologies, their potential impact on the organization, and strategies for planning and managing them. Topics include new programming paradigms, universal networking, advanced computer architectures, new generation database management systems, and self-repairing systems. **Prerequisite(s): OM5310.**

OM5314 - System Planning and Delivery (4 quarter credits). This course addresses the management of the end-to-end process of aligning IT with organizational goals, planning IT initiatives, and delivering infrastructure and application systems to support those goals. Topics may include strategic information system planning, development of programs to implement the strategic plan, and specific approaches to delivering system integration programs. **Prerequisite(s): OM5310.**

OM5316 - Project Planning, Management, and Financial Control (4 quarter credits). This course covers the skills needed to manage large, complex IT projects and programs. It addresses stakeholder analysis; building partnerships with user constituencies; project and program organization; planning, estimation, and budgeting; monitoring, control, and problem resolution; change management; and financial analysis and reporting. **Prerequisite(s): OM5310.**

OM5318 - Managing IT Professionals (4 quarter credits). This course examines the particular issues of managing information technology professionals including analysts, developers, technical specialists, and infrastructure support personnel. This course covers contemporary management practices and techniques regarding IT staff acquisition, development, motivation, retention, and assessment. It examines the challenges of organizing effective virtual work teams. **Prerequisite(s): OM5310.**

Graduate Course Descriptions, *continued*

OM5320 - Software Engineering Management (4 quarter credits). The course covers methods and models for managing the development process of software systems. Topics include quantitative models of the software lifecycle; cost effectiveness; uncertainty and risk analysis; planning and modeling a software project; software cost estimation; software engineering metrics; and software project documentation. The course prepares learners to operate as a strategic thought-leader in today's complex, global business environment. **Prerequisite(s): OM5310.**

OM5399 - Special Topics in IT Management (4 quarter credits). This course provides MS learners an opportunity to pursue in-depth study within specific areas of information technology management. Alternative course delivery approaches may be utilized. Course may be repeated for credit. **Prerequisite(s): OM5310.**

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 a comprehensive integrative project in their field of study. **Prerequisite(s): Completion of all required master's course work. Cannot be fulfilled by transfer.**

OM7002 - Advanced Writing Concepts (4 quarter credits). The four distinguishing characteristics that define quality writing are organization, readability, effectiveness, and elegance. This course concentrates on the last two. Effectiveness refers to the tone of the language: passionate, but not emotional. How strongly the writer makes the argument is important. Elegance implies writing with simplicity and grace, eliminating wordiness and meaningless words, with clear and concise expression as the goal. Through discussion and written exercises, learners will develop skills in these two areas.

OM7004 - Graduate Writing for ESL/EFL Learners (4 quarter credits). This course introduces non-native speakers of English to graduate-level academic writing. Learners will develop an understanding of the assumptions and intentions that underlie advanced academic writing as it is done in the United States. Learners will develop skills in producing effective advanced academic writing including skills in combining facts and opinions from multiple sources. Learners will develop linguistic and content editing skills so that they will be able to continue to improve their own academic writing after they leave the course.

OM7006 - Research and Writing for Graduate Learners (4 quarter credits). This course is designed to prepare graduate learners for the rigors of academic writing. Academic writing requires a series of related critical thinking and writing skills, including: understanding the nature

of academic research; developing strong arguments based on primary and secondary research; evaluating, summarizing, paraphrasing, and citing sources; drafting, revising, and editing multiple drafts of major projects; and producing clear, accurate, and error-free prose. Because this is a writing course, learners should expect to write a lot: the course includes weekly writing assignments, several short writing projects, and a research plan for a longer project. Learners will submit a final portfolio at the end of the course.

OM7020 - Marketing Strategy and Practice (4 quarter credits). This course presents a systematic analysis of the factors that influence marketing strategy. Marketing theory is used to evaluate opportunities, identify market segments, and to formulate appropriate strategies. While this course has a theoretical focus, attention is also given to the development of good marketing practices.

OM7021 - Advanced Marketing Management (4 quarter credits). This course examines the application of the marketing concept in the development of a product or service from conception to launch. **Prerequisite(s): OM7020.**

OM7030 - Global Business Issues and Strategies (4 quarter credits). This course provides an overview of the key issues in leading and managing the global enterprise.

OM7035 - Applied Business Economics (4 quarter credits). This course is a survey of macroeconomics and microeconomics. Current developments in the economy, inflation, unemployment, resource allocation, market structures and competition, and the relationship of economic policy to business may be examined.

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 develops an understanding of financial concepts and major decision areas related to the financial management of business. **Prerequisite(s): OM7040.**

OM7050 - Ethics and Social Responsibility (4 quarter credits). This course examines ethical behavior in organizations and the role of business in society.

OM7055 - Operations Management (4 quarter credits). This course addresses concepts and methods to support the management of operations in both service and manufacturing environments.

OM7060 - Strategic Information Technology Management (4 quarter credits). This course covers the strategic perspective for aligning competitive strategy, core competencies, and information systems. It examines both factors and

processes that affect the successful use of information technology to support the organization's strategy.

OM7065 - E-Business Strategy and Management (4 quarter credits). This course is designed to create an understanding of the interactive forces of technology, society and change that influence ways people live, work, and meet their needs for products, services and community. **Prerequisite(s): OM7020.**

OM7070 - Entrepreneurship (4 quarter credits). This course provides an overview of fundamental management and marketing practices essential to successful entrepreneurial development.

OM7080 - Statistical Research Techniques (4 quarter credits). This course addresses fundamental data skills and analytical capabilities needed for graduate-level research. The focus is on reviewing published research using basic statistical techniques, applying SPSS to conduct similar analyses, and determining the appropriate techniques for a given situation. It covers data exploration and analysis, sampling, t-tests, analysis of variance, correlation and regression, and selected nonparametric tests. **Available online only.**

OM7120 - Diversity and Culture in the Workplace (4 quarter credits). This course focuses on diversity and issues of the multicultural workforce. Learners evaluate categories of difference, compare and contrast how culture and diversity each impact the individual, organization, and society and evaluate how similarities and differences affect human development and potential.

OM7125 - Systems Change and Transformative Practice (4 quarter credits). This course examines systems theory and its relation to individual and organizational change and transformation. Emphasis is placed on learners gaining an integrated perspective of systems theory and developing capabilities enabling strategic planning, architecting, leading, and sustaining transformation initiatives and practices within organizations.

OM7130 - Conflict Management and Negotiation (4 quarter credits). This course explores current theories and techniques for conflict management and negotiation for today's complex, global and multi-cultural organizations. Learners evaluate interpersonal, group, and system conflict and negotiation theories appropriate to the workplace.

OM8004 - Managing and Organizing People (4 quarter credits). This course explores the theoretical assumptions of a wide array of organizational behavior issues and challenges which arise when managing and leading in organizations. The course prepares PhD learners for doctoral research related to organization behavior literature and theory. **Available online only. Cannot be fulfilled by transfer.**

OM8005 - Doctoral Learner Success Lab (non-credit). This lab is designed to provide new doctoral learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. It is specifically designed to provide doctoral learners the tools they will need to successfully complete their program and dissertation. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a Degree Completion Plan. OM8005 is an advisor-led course taken in the first quarter, in conjunction with OM8004. **Available online only. Cannot be fulfilled by transfer.**

OM8010 - Principles of Organization Theory and Practice (4 quarter credits). This course examines developments in organization theory, exploring organizations as rational, natural and open systems. The course prepares PhD learners to synthesize and integrate organizational theory. **Available online only. Cannot be fulfilled by transfer.**

OM8012 - Strategy (4 quarter credits). This course examines the theories which are relevant to effective strategy development and implementation, preparing the learner to operate as a strategic thought-leader in today's complex, global business environment. **Available online only. Cannot be fulfilled by transfer.**

OM8021 - Management Theory Creation (4 quarter credits). This course examines the philosophical and methodological approaches to advancing theory in organization and management. Topics include both the researcher's ontological and epistemological views and the fundamental constructs of theory building. **Prerequisite(s): OM7080 or equivalent. Available online only.**

OM8022 - Survey of Applied Research Methods (4 quarter credits). This course presents an overview of the general approaches to research methodology for doctoral-level research. Learners investigate the quantitative, qualitative and mixed methodology approaches to rigorous scholarly inquiry in their field. Emphasis is placed on reliability, validity, dependability and ethical considerations for developing dissertation designs. Learners analyze the relevance and appropriateness of specific research methodologies for use in their dissertation. **Prerequisite(s): OM7080 and OM8021. Available online only. Cannot be fulfilled by transfer.**

OM8025 - Advanced Qualitative Research (4 quarter credits). This course covers qualitative inquiry and methods appropriate for organization research designs and data analysis. Topics include data collection and bounding, data analysis and coding, and drawing and verifying conclusions from data. **Prerequisite(s): OM7080, OM8021 and OM8022. Available online only. Cannot be fulfilled by transfer.**

OM8026 - Applied Multivariate Modeling (4 quarter credits). This course will review, critique, and apply models appropriate to organizational research designs with topics such as General Linear Model (multiple regression, ANOVA, MANOVA, ANCOVA); canonical correlations; principle components; factor analysis; and multi-dimensional scaling. Nonparametric alternatives to statistical tests will be examined. Data analysis and interpretation software for quantitative data will be explored. **Prerequisite(s): OM7080, OM8021 and OM8022. Available online only. Cannot be fulfilled by transfer.**

OM8099 - Topics in Applied Quantitative and Qualitative Research (4 quarter credits). A rotating selection of advanced topics will be offered. Potential topics include systems and case study designs; experimental and quasi-experimental designs; survey sampling designs and instrumentation validation; nonparametric inferential models; advanced general linear modeling; grounded theory. Course may be repeated for credit. **Prerequisite(s): OM7080, OM8021, OM8022, OM8025 or OM8026. Available online only.**

OM8101 - Theories of Leadership (4 quarter credits). This doctoral seminar course explores the numerous theories of leadership which inform research and practice. Research articles explore foundational tenants of leadership theory, creating a compare and contrast of the theories for their impact on organizations, leaders and followers. **Available online only. Cannot be fulfilled by transfer.**

OM8102 - Leading at the Top: The Upper Echelon (4 quarter credits). This doctoral seminar course explores the dynamic environment of leading at the top of the organization. The relationship of the leader to the executive board, the market, communication techniques and tools of communication, as well as knowledge management are among the topics addressed. **Available online only. Cannot be fulfilled by transfer.**

OM8103 - Global Executive/Manager Development (4 quarter credits). This doctoral seminar course examines the current and relevant theories of global leader and manager development. While learning about the productive theories for developing people for the global enterprise system, learners evaluate and prepare a plan for their own leadership and management portfolio of skills and assets against the models discussed. **Available online only. Cannot be fulfilled by transfer.**

OM8104 - Leadership: The Dark Side (4 quarter credits). In this innovative doctoral seminar course, learners explore what constitutes the dark side of leadership, how these characteristics are evaluated, and the psychology of dark leader development. The learning experience culminates in the development of original approaches and

strategies for the management of the dark side of leadership in contemporary organizations. **Available online only. Cannot be fulfilled by transfer.**

OM8105 - Issues on the Frontier of the Global Economy (4 quarter credits). This doctoral seminar course examines the economic landscape of the competitive global economy. Issues and trends will be identified, compared, and contrasted for their impact on markets, organizations, and leadership practice. **Available online only. Cannot be fulfilled by transfer.**

OM8106 - Leading in the Global Enterprise System (4 quarter credits). In this doctoral seminar course, leadership theory for the global enterprise organization will be compared and contrasted. Learners evaluate theories pertinent to their own operational environment, creating a framework for successful leading and managing for their operational contexts. **Available online only. Cannot be fulfilled by transfer.**

OM8107 - Entrepreneurial Leader as Pioneer (4 quarter credits). In this doctoral seminar course, entrepreneurial leadership theories will be compared and contrasted to inform the scholar/practitioner of the options, opportunities, and benefits of entrepreneurial leadership in the developing global enterprise system. **Available online only. Cannot be fulfilled by transfer.**

OM8201 - Theories of Executive Human Resource Management (4 quarter credits). This doctoral seminar course explores 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. **Available online only. Cannot be fulfilled by transfer.**

OM8202 - The HR Executive as Strategic Partner (4 quarter credits). This doctoral seminar course explores the linkage between the strategic architecture of human asset management and organizational strategy. Learners investigate how the careful crafting of human resource policy and practice create optimum resource utilization for exceptional organizational effectiveness. **Available online only. Cannot be fulfilled by transfer.**

OM8203 - Perspectives and Practices in Global HRM (4 quarter credits). This doctoral seminar course examines innovative human resource management theories and best practices being used in domestic and international knowledge-oriented organizations. Emphasis is placed on preparing learners to operate as HRM thought leaders within complex and dynamic 21st century business environments. **Available online only. Cannot be fulfilled by transfer.**

OM8204 - Legal Systems, Labor Relations, and Regulatory Practices (4 quarter credits). This doctoral seminar course examines key components of domestic and international legal systems, labor relations, and regulatory practices

Graduate Course Descriptions, *continued*

as they relate to organizational structure, business activities, and human capital management. Topics include law making, enforcement agencies, labor relations, legal processes, and litigation reduction and management. **Available online only. Cannot be fulfilled by transfer.**

OM8205 - Knowledge Management, Human Resource Information Systems, and Internet Technologies (4 quarter credits). This doctoral seminar course examines the relationship between knowledge management, human resource information systems, and internet technologies as they relate to maximize human capital and organizational productivity. Emphasis is placed on providing learners with an integrated understanding, strategic orientation, and innovative perspective of how these systems working collectively, can enable HRM business-oriented solutions for 21st century global organizations. **Available online only. Cannot be fulfilled by transfer.**

OM8206 - Human Capital Management, Acquisition, Development, and Retention (4 quarter credits). This doctoral seminar course examines human capital acquisition, development, and retention from theoretical, best practices, and business results perspectives. Topics include establishing high performance cultures, systems dynamics models, innovative compensation and reward strategies, and return-on-investment metrics. **Available online only. Cannot be fulfilled by transfer.**

OM8301 - Survey of Research Literature in Information Technology Management Infrastructure (4 quarter credits). This doctoral seminar course reviews the IT Management research literature focusing on research related to managing the process of selecting, deploying, and operating information technology within organizations. This focus includes both components of information technology and the human resources that support them. **Available online only. Cannot be fulfilled by transfer.**

OM8302 - Survey of Research Literature in Information Technology Planning and Delivery (4 quarter credits). This doctoral seminar course reviews the IT Management research literature focusing on the process of applying information technology to the support of organizational goals. This includes organizational alignment, strategic system planning, and the application system delivery process. **Available online only. Cannot be fulfilled by transfer.**

OM8303 - IT Technical Foundations (4 quarter credits). This doctoral seminar course focuses on theory and research that address the technical foundations of the Information Technology Management discipline. Topics include a wide range of technologies, processes, and methods, with a particular emphasis on emerging technologies and concepts. **Available online only. Cannot be fulfilled by transfer.**

OM8304 - IT Delivery (4 quarter credits). This doctoral seminar course concentrates on the behavioral aspects of deploying information technology in organizations. During this course, the learners examine and evaluate IT deployment-related literature from both academic and practitioner sources, survey both achievements and failures in the field, and identify various research frontiers associated with it. **Available online only. Cannot be fulfilled by transfer.**

OM8305 - IT Strategy and Management (4 quarter credits). This doctoral seminar course focuses on organizational issues related to developing IT strategy and managing IT staff and functions. It examines 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. **Available online only. Cannot be fulfilled by transfer.**

OM8450 - Theory of Organizational Improvement (4 quarter credits). This course examines historical, contemporary, and emerging theories of organizational improvement. Continuous improvement, balanced scorecard, Malcolm Baldrige and other relevant theories may be addressed. The focus of this course is on understanding the theoretical foundations of these improvement philosophies and on recognizing their impact on organizational outcomes.

OM8451 - Process Analysis (4 quarter credits). This course examines various approaches to measuring and assessing process and business outcomes. Statistical process control, process capability analysis, design of experiments and other relevant measurement approaches may be addressed. The focus of this course is on developing an appreciation for the variety of approaches to organizational measurement, on understanding appropriate applications, and in measuring the outcomes of planned change initiatives. **Prerequisite(s): OM7080. Available online only. Cannot be fulfilled by transfer.**

OM8910 - Teaching Practice Seminar (4 quarter credits). This seminar covers the practice fundamentals for professionals choosing to prepare themselves for a teaching career in management education. Syllabus and course development, online and classroom instruction, as well as the fundamentals of human development in the classroom are explored. **Prerequisite(s): Completion of program core courses. Available online only. Cannot be fulfilled by transfer.**

OM8920 - Leadership Practice Seminar (4 quarter credits). This seminar covers the practice fundamentals for professionals choosing to prepare themselves for an executive leadership role. The frameworks of the strategic thought-leader of the organization are explored, preparing learners for the role, activities and leadership

realities of the top leadership in today's complex and diverse organizations. **Prerequisite(s): Completion of program core courses. Available online only. Cannot be fulfilled by transfer.**

OM8930 - Consulting Practice Seminar (4 quarter credits). This seminar covers the practice fundamentals of professionals choosing to prepare themselves for an executive consulting leadership role. The role of consultant, organizational assessment, intervention planning, intervention execution, measurement and consultant exit strategies are reviewed, preparing the learner for executive consulting practice. **Prerequisite(s): Completion of program core courses. Available online only. Cannot be fulfilled by transfer.**

OM8999 - Special Topics in Organization and Management (4 quarter credits). Learners propose appropriate course topics that address a specific issue or problem in the field. Proposals must be submitted to the mentor for approval. **PhD learners only: To be completed in a directed-study format.**

OM9050 - Special Topics in Information Technology Management (4 quarter credits). This course provides an opportunity to engage in an in-depth study within the area of information technology management. Theory, research, and application of subject matter are constructed to focus on specific subject matter using the special topics course format. 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 a directed-study format.**

OM9051 - Special Topics in Leadership (4 quarter credits). This course provides an opportunity to engage in an in-depth study within the area of leadership. Theory, research, and application of subject matter are constructed to focus on specific subject matter using the special topics course format. 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 a directed-study format.**

OM9052 - Special Topics in Human Resource Management (4 quarter credits). This course provides an opportunity to engage in an in-depth study within the area of human resource management. Theory, research, and application of subject matter are constructed to focus on specific subject matter using the special topics course format. 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 a directed-study format.**

OM9984 - Doctoral Comprehensive Examination I (4 quarter credits). In the first course of the comprehensive examination and dissertation sequence, learners examine the key components

in the comprehensive examination. The course includes an overview of the comprehensive examination process and the university's expectations of academic honesty and integrity and introduces the four core themes of the examination and the evaluation criteria. Structured study groups are established and resources on the core themes are provided. Course requirements include completion of the overview and a preliminary conference call with the comprehensive examination committee and development of a schedule for the final oral examination. Grading for this course is S/NS. **Prerequisite(s): All required and elective course work completed with a GPA of 3.0 or better. Cannot be fulfilled by transfer.**

OM9985 - Doctoral Comprehensive Examination II (4 quarter credits). Learners and their comprehensive examination committee members each develop one comprehensive examination question to address one of the four core themes. Learners write answers to the comprehensive examination questions, which are evaluated by the committee using analytical point-scale scoring rubrics. Upon passing the written examination, learners complete the comprehensive examination final oral defense conference call and are eligible for enrolling in the first dissertation course upon passing their defense. Grading for this course is S/NS. **Prerequisite(s): OM9984. Cannot be fulfilled by transfer.**

OM9996 - Dissertation Research I (4 quarter credits). This course is intended for learners who have completed all required and elective courses and the comprehensive examination. This course is the first of a series of four courses designed to assist learners in the development and successful completion of the dissertation. The purpose of this first course is to support learners in gaining approval of the dissertation committee and to create a preliminary draft of the dissertation proposal that can be approved by the learner's faculty mentor, who also serves as the chair of the learner's dissertation committee. **Prerequisite(s): OM9985 or OM9995. Cannot be fulfilled by transfer.**

OM9997 - Dissertation Research II (4 quarter credits). This course is intended for learners who have completed a preliminary draft of their dissertation proposal. It will support them as they prepare and submit the IRB application, conduct field tests as required and approved by the committee, and complete development of the final proposal. To complete this course learners will schedule and pass the proposal completion conference with the mentor and committee. **Prerequisite(s): OM9996. Cannot be fulfilled by transfer.**

OM9998 - Dissertation Research III (4 quarter credits). This course is intended for learners who have successfully passed their proposal completion

conference. It will provide support as they conduct a research project that is consistent with the terms and conditions of the approved proposal. To complete this course, learners will complete the collection and analysis of data and be ready to start the final writing of their dissertation chapters. **Prerequisite(s): OM9997. Cannot be fulfilled by transfer.**

OM9999 - Dissertation Research IV (4 quarter credits). Once learners have completed their research project, this course will provide support as they revise earlier chapters of the dissertation (Chapters 1-3) and prepare Chapters 4 and 5 for review and approval by the committee. A required milestone of this course will be the successful completion of the dissertation completion conference with the mentor and committee. Once the dissertation completion conference is successfully passed, this course guides learners through the final stages of preparing the dissertation for publication. Through a step-by-step process, learners work with a facilitator to produce a professional-looking final manuscript that reflects the quality of the research effort expended and presents the learner, the committee, the school, and Capella University in the best possible light to the scholarly community. **Prerequisite(s): OM9998. Cannot be fulfilled by transfer.**

Harold Abel School of Psychology Courses

PSY7002 - Advanced Writing Concepts (4 quarter credits). The four distinguishing characteristics that define quality writing are organization, readability, effectiveness, and elegance. This course concentrates on the last two. Effectiveness refers to the tone of the language: passionate, but not emotional. How strongly the writer makes the argument is important. Elegance implies writing with simplicity and grace, eliminating wordiness and meaningless words, with clear and concise expression as the goal. Through discussion and written exercises, learners will develop skills in these two areas. **This course cannot be used as an elective.**

PSY7004 - Graduate Writing for ESL/EFL Learners (4 quarter credits). This course introduces non-native speakers of English to graduate-level academic writing. Learners will develop an understanding of the assumptions and intentions that underlie advanced academic writing as it is done in the United States. Learners will develop skills in producing effective advanced academic writing including skills in combining facts and opinions from multiple sources. Learners will develop linguistic and content editing skills so that they will be able to continue to improve their own academic writing after they leave the course. **This course cannot be used as an elective.**

PSY7006 - Research and Writing for Graduate Learners (4 quarter credits). This course is designed to prepare graduate learners for the rigors of academic writing. Academic writing requires a series of related critical thinking and writing skills, including: understanding the nature of academic research; developing strong arguments based on primary and secondary research; evaluating, summarizing, paraphrasing, and citing sources; drafting, revising, and editing multiple drafts of major projects; and producing clear, accurate, and error-free prose. Because this is a writing course, learners should expect to write a lot: the course includes weekly writing assignments, several short writing projects, and one long writing project. Learners will submit a final portfolio at the end of the course. **This course cannot be used as an elective.**

PSY7011 - Foundations of Psychology - Master's Learners (5 quarter credits). Learners describe professional roles, organizations, licensure requirements and codes of ethics in the field of psychology. Learners identify and describe their choice of study in psychology and the educational steps necessary to accomplish their goal. PSY7011 and PSY7012 must be taken concurrently by master's learners in their first quarter. **Cannot be fulfilled by transfer.**

PSY7012 - Master's Learner Success Lab (non-credit). This lab is designed to provide new master's learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a degree completion plan. PSY7012 is an advisor-led course taken in the first quarter in conjunction with PSY7011, and carries no credit. **Cannot be fulfilled by transfer.**

PSY7021 - Foundations of Psychology - Doctoral Learners (5 quarter credits). This introductory course requires the articulation of a professional identity based on doctoral level training in psychology. Learners describe professional roles, organizations, licensure requirements, and codes of ethics in the field of psychology. Learners identify and articulate their choice of study in psychology and the educational steps necessary to accomplish their goal. PSY7021 and PSY7022 must be taken concurrently by PhD learners in their first quarter. **Cannot be fulfilled by transfer.**

PSY7022 - Doctoral Learner Success Lab (non-credit). This lab is designed to provide new doctoral learners the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. It is specifically designed to provide doctoral learners the tools

Graduate Course Descriptions, *continued*

they will need to successfully complete their program and dissertation. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a degree completion plan. PSY7022 is an advisor-led course taken in the first quarter, in conjunction with PSY7021, and carries no credit. **Cannot be fulfilled by transfer.**

PSY7050 - Writing Skills for Psychology Learners (5 quarter credits). This course aims to refine the basic skills necessary for professional writing. Through weekly exercises, the course instructs learners in composing clear, concise, technical, and grammatical language that reflects their personal writing style. Through short writing assignments, the course also prepares learners to construct paragraphs using established methods of development, such as definition, description, classification, and process. The course does not require a research project or paper.

PSY7110 - History and Systems of Psychology (5 quarter credits). This course examines historical and contemporary schools of psychology with an emphasis on key contributors to the discipline. Paradigmatic approaches (e.g., behavioral, cognitive, psychoanalytic, humanistic, etc.) are analyzed in relation to the cultural context existing in the United States at the close of the twentieth century. Special emphasis is given to systems of psychology that have emerged in response to radical and rapid social changes experienced since mid-twentieth century and to implications of those systems for professional practice.

PSY7210 - Lifespan Development (5 quarter credits). A comprehensive survey of contemporary and classical theory and research related to physical, cognitive, psychological, and social development throughout the lifespan. Particular attention will be given to topics in the areas of human development that have applications for psychologists working in clinical, educational, and organizational settings.

PSY7220 - Child Psychology (5 quarter credits). An overview of major theories and current research in child development. Biological and psychosocial factors will be examined. Topics to be considered are normal development, the role of attachment processes, influence of trauma on development, family factors, and the influence of community and societal factors on child development.

PSY7225 - Child and Adolescent Psychology (5 quarter credits). This course focuses on the study of children and adolescents from infancy through adolescence. Learners apply in-depth knowledge of the physical, cognitive and psychosocial development of 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 will integrate the cognitive, emotional, and social process within these developmental stages.

PSY7230 - Adolescent Psychology (5 quarter credits). An overview of major theories and current research in the area of adolescent development and behavior. Biological and psychosocial factors will be examined. Topics to be considered are normal development, the influence of trauma on development, family factors, peer influences, and the influence of school, community, and societal factors on development. Prevention and treatment of behavioral problems will be considered.

PSY7240 - Adult Psychology (5 quarter credits). An analysis of major contemporary theories and research on continuity and change during the period of maturity, from the end of the dependency of childhood to the beginning of the dependency of old age. Application of current theory and research to the workplace, family and social relationships, and psychological changes to the self will be explored.

PSY7310 - Biological Basis of Behavior (5 quarter credits). Introduction to the biological basis of behavior including an overview of genetic factors, functional neuroanatomy, and physiology in relation to such topics as sensation, movement, motivation, emotion, sleep, learning and memory, consciousness, and abnormal behavior. Special attention will be given to the relationship between brain functions and behavioral disorders (e.g., addictions, eating disorders, effects of chronic stress, learning disorders, sexual dysfunctions, sleep disorders, and mood disorders).

PSY7320 - Advanced Biological Psychology (5 quarter credits). An examination of the biological factors related to psychopathology. Special emphasis will be given to research problems and methods currently being explored in biological psychology. Topics to be covered are the role of genetic factors in psychopathology, the influence of physical and emotional trauma on brain function, biological considerations in treatment planning, addictive phenomena, and other clinically relevant subjects. **Prerequisite(s): PSY7310. Cannot be fulfilled by transfer.**

PSY7330 - Psychopharmacology (5 quarter credits). This course explores the behavioral and therapeutic effects of psychoactive drugs. It includes topics such as synaptic transmission, behavioral role of specific neuromodulatory systems, pharmacological treatment of mental and neurological disorders, addiction, and the various side effects of psychoactive drugs. Attention will be given to drug effects on learning, creativity, memory, sleep, perception, and sexual functioning. The efficacy of treating patients with a combination of psychotherapy and psychotropic

medication for a number of diagnosed mental disorders will be examined, including depression, bi-polar disorder, anxiety, obsessive compulsive behavior, schizophrenia, and childhood disorders. **Prerequisite(s): PSY7310.**

PSY7340 - Human Sexuality (5 quarter credits). An investigation of sexuality within the larger context of human experience and individual development. Emphasis is placed on physical and psychosexual development; frequency and significance of various types of sexual behavior; health related issues; and the application of scientific information to sexual issues and problems. Issues to be addressed are sexual deviation, sexual inadequacy, treatment of sexual problems, and concerns of special and diverse populations.

PSY7410 - Psychology of Learning (5 quarter credits). Classical areas of learning theory are surveyed, including instrumental and classical conditioning paradigms, habituation, reinforcement variables, stimulus generalization and transfer, and memory. Current theory, relevant research, and application to clinical, educational, and organizational settings are also reviewed in this course.

PSY7421 - Cognitive/Affective Psychology (5 quarter credits). Introduction to the normal and psychopathological factors of cognitive and emotional functions on behavior. These include learning, perception, imagining, language, memory, reasoning, affective processes, and judging. The course examines the organization of the perceptual world into a unified and hierarchical pattern of belief, attitudes, and expectancies. These dynamics will be applied to contemporary issues and psychological problems in human behavior.

PSY7510 - Psychology of Personality (5 quarter credits). An examination of the assumptions, constructs, and processes of personality as these are expressed in the major theoretical writings. Reviewed are the psychodynamic, behavioral, structuralist, humanistic, existentialist, socialist, feminist, and cognitive theories of personality. Research on normal and abnormal constructs of personality will be reviewed. Contemporary issues and problems in personality theory and types will be addressed.

PSY7520 - Social Psychology (5 quarter credits). Overviews behavior that is influenced by the presence of others, or behavior that is under the control of society. Interpersonal relationships, social cognition, social inference, emotion, and personality will be considered. The social psychology of decision making, attitude formation, and social attribution will be reviewed and applied to contemporary issues. Application of social psychological theory and research will be applied to various clinical, educational, and organizational settings.

PSY7530 - Group Psychology (5 quarter credits).

Considers influence processes important in group settings, including conformity, rejection of deviant group members, and minority member influence. Also reviews research on stages of group development, the formation of group norms, communication among group members, group decision making, leadership, and group productivity.

PSY7540 - Multicultural Perspectives in Human Behavior (5 quarter credits).

An examination of substantive and theoretical issues concerning the application of psychological principles in a variety of culturally diverse populations. Issues to be addressed are the role of culture-specific programming, special issues and needs of cultural subgroups, and psychological approaches to working with culture-specific issues. Current theory and research will be applied to specific clinical, educational, and organizational issues.

PSY7542 - Ethics and Multicultural Issues (5 quarter credits).

This course examines professional ethics and issues of cultural diversity important to professional practice. Current standards of practice for professional psychology will be reviewed emphasizing guidelines by professional organizations and state regulations. Learners will evaluate recent research and theory surrounding the issues of cultural diversity and psychological concepts. Learners will assess situations in which ethical dilemmas or diversity issues are important with strategies for addressing them.

PSY7610 - Tests and Measurements (5 quarter credits).

Introduction to the general area of mental measurement. Theory and content of measuring devices in the fields of intelligence, interests, personality, and special aptitudes will be reviewed. Includes an analysis of the psychometric procedures used to develop and validate educational and psychological instruments. Attention will be given to the appropriate applications of each type of methodology. Specific techniques used to facilitate proper interpretation of test scores such as percentiles, standard errors of measurement, validity and reliability indices, and standard scores will be discussed. The professional standards for test development and use will also be covered. Ethical and legal considerations of testing and research with human participants as set forth by the American Psychological Association (APA) are also considered as a part of this course.

PSY7612 - Functional Based Assessment (5 quarter credits).

Learners will apply functional behavior assessments in the development of behavioral support plans. Learners gain knowledge and experience in working collaboratively with others to design strategies that help students who exhibit challenging behaviors to be more successful in school. Learners will apply various strategies including the implementation of

environmental supports and skills training, as well as behavioral interventions. **Prerequisite(s): PSY7610.**

PSY7620 - Inferential Statistics (5 quarter credits).

Application of parametric statistical procedures to psychological research and the strengths and limitations of conducting quantitative studies. Sampling issues, experimental design, and concerns of internal validity will be examined. Tests of difference between and among groups and correlation will be studied. This course may involve the use of software in the analysis of data sets provided by the instructor.

PSY7625 - Advanced Inferential Statistics (5 quarter credits).

Multivariate analysis including step-wise and multilinear regression are examined in this course. Learners are expected to demonstrate proficiency in the use of software packages appropriate to dissertation level research. **Prerequisite(s): PSY7620. Cannot be fulfilled by transfer.**

PSY7630 - Qualitative Analysis (5 quarter credits).

This course covers qualitative methods appropriate to content of phenomenological, observational, and ethnological research. Emphasis will be given to such methods as case studies, interviews, narrative journals, and field surveys. Data analysis techniques for qualitative data will be covered.

PSY7640 - Methods of Clinical Inquiry (5 quarter credits).

This course presents a theoretical and practical review of ways in which psychologists can demonstrate accountability in a broad range of settings. The application of scientific methods to problems of human behavior will be demonstrated. Topics considered are methods of field research, program evaluation, the role of empirical validation of treatment methods, and the strengths and limitations of various methods of inquiry.

PSY7650 - Research Methods (5 quarter credits).

A review of behavioral science research designs and methods appropriate for applied psychologists. Topics include philosophy of science, ethical issues in research with human subjects, hypothesis formulation, experimental and quasi-experimental designs, measurement, descriptive designs, and the analysis and interpretation of data. Application of research methods to clinical, organizational, and educational settings will be emphasized. Application of the skills gained in the course will be applied to the learner's dissertation and other research projects.

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. Relationship 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.**

PSY8090 - Counseling Theories (5 quarter credits).

This course offers learners an overview of major theories of counseling, the assumptions that underlie these theories as well as the historical and cultural context in which they developed. In addition, the course will explore the specific techniques, research, limitations, and ethical issues associated with these theories. Finally, learners will have the opportunity to develop their integrative understanding of these theories.

PSY8091 - Group Counseling (5 quarter credits).

This course explores the theories and techniques that underlie the use of the group format in counseling. The course will examine the dynamics of group facilitation, therapeutic movement within groups, and group development. Additional topics include the use of groups across the intervention spectrum (prevention to tertiary), issues specific to particular populations, and integration of developmental theory within group counseling and co-facilitation.

PSY8092 - Counseling Skills and Procedures (5 quarter credits).

This course focuses on the specific skills that underlie the counseling relationship. From the development of the therapeutic alliance through termination, counseling relies on the intentional use of skills to promote client growth and development. This course provides an introduction into the basic skills and core conditions associated with effective counseling practice. This course is paired with a residential component intended to assist learners in achieving behavioral proficiency in the skills. The residential component will involve the use of role-playing and other simulation techniques to provide feedback to learners.

PSY8093 - Professional Standards and Ethics of Counseling (5 quarter credits).

Through the use of case examples, learners will explore the application of professional and personal codes of the ethics to the practice of counseling. Ethical guidelines applicable to the multiple professional roles associated with counseling will be explored. Strategies and methods for identifying ethical conflicts and the appropriate professional response will be emphasized.

PSY8110 - Teaching Psychology (5 quarter credits).

This course will review traditional and current methods of formulating objectives of instructions; examination of student characteristics which affect learning; discussion of basic learning processes; analysis of instructional variables which affect learning; selection of instructional methods, technologies, and materials; evaluation of learning outcomes; and evaluation of the instructional methods and systems appropriate to teaching psychology courses.

Graduate Course Descriptions, *continued*

PSY8120 - Computer-Mediated Instruction/Learning (5 quarter credits). Theory and applications of computer software to improve learning, productivity, and personal satisfaction in information processing and cognitive tasks. Human information processing models and cognitive theories will provide a theoretical basis for how to facilitate complex human learning. Applications to local access networks and distance learning will be considered. Current online instructional resources will be examined.

PSY8130 - Adult Learner in the Classroom (5 quarter credits). This course reviews the special issues related to education of adult populations in traditional and distance education programming. Topics covered include learning styles, tenets of adult education, curriculum considerations in design of adult education, implementing advanced technological methods, and the various uses of emerging technological developments.

PSY8140 - Mentoring Psychological Research (5 quarter credits). Covers the psychologist's role in teaching research design, execution, analysis of data, and interpretation of results. Attention will be given to writing skills necessary for preparation of publication-ready manuscripts. Emphasis is on the collaborative and consultative roles necessary for successful adult learning.

PSY8150 - Learning Disabilities in the Classroom (5 quarter credits). This course provides an introduction to the topic of learning disabilities in the classroom. Theoretical perspectives, characteristics, etiology, assessment, and remediation of learning disabilities will be examined. Learners will be introduced to recent trends and research related to identification and educational treatment practices. Concomitant exceptionalities, diversity, service delivery models, and teaching strategies will also be explored.

PSY8160 - Strategies for Career and Life Planning (5 quarter credits). This course presents a survey of current methods and criteria used in career development, placement, and follow-up. Attention will be given to career entry, mid-career transition, and special needs of handicapped and disadvantaged populations. Application of current theory and research to clinical, educational, and organizational settings will be considered.

PSY8170 - Principles of Instructional Design (5 quarter credits). Application of learning principles and cognitive information processes to the acquisition of classroom educational outcomes. Emphasis is given to the design of instructional strategies that meet the educational learning needs of individual students.

PSY8182 - Field Experience in Educational Psychology (5 quarter credits). The purpose of this supervised field experience is to permit learners to gain experience in three areas of higher education: (a) teaching, (b) research, and (c) administration. This field experience will consist of

at least 100 hours. The required course participation will provide the equivalent of 30 of those hours. In addition, ten hours will be in each of the three areas of experience under the supervision of a professor holding a doctoral degree in psychology. The remaining 40 hours will be distributed among the three areas so that most hours will be spent in the area of least previous experience held by the learner. **Prerequisite(s): All required courses completed at the 7000 level, plus PSY8110, PSY8130, and PSY8330. Cannot be fulfilled by transfer.**

PSY8210 - Principles of Psychopathology (5 quarter credits). An examination of the assessment and treatment of various forms of psychopathology. The etiology of psychopathology, current methods of psychological assessment, research on psychodynamics, and existing treatment methods will be reviewed. The politics of mental disorders, emerging diagnoses, and other contemporary issues will be addressed.

PSY8220 - Advanced Psychopathology (5 quarter credits). This course will examine theory and research associated with major psychological disorders and will emphasize the transition from concepts and terminology of DSM-IV to actual clinical situations. Learners will examine in depth the concepts of psychopathology with an emphasis on areas related to the learner's practice emphasis. In particular, learners will familiarize themselves with applications of theoretical concepts in a clinical setting. Additional topics include the controversy of "empirically validated" treatments, the interplay of social and biological factors in etiology and treatment, and review of Axis I and II disorders. **Prerequisite(s): PSY8210. Cannot be fulfilled by transfer.**

PSY8230 - Psychological Testing (5 quarter credits). This course covers the administration of psychological tests and behavioral measures associated with the assessment of cognitive and intellectual functioning, special aptitudes, functioning, and achievement. Learners enrolled in this course will be expected to be proficient, at the conclusion of the course, in the administration and scoring of instruments to assess the above behavioral domains, and to appropriately report the findings of such assessments to lay and professional audiences. Ethical and professional standards in the use of psychological tests are also covered. Learners enrolled in this course are expected to either purchase or gain access to the use of standard and commonly used tests of cognitive function, adaptive functioning, and achievement. **Prerequisite(s): PSY7610. This course is restricted to learners in the clinical, counseling, or school psychology specializations only. There is a residency requirement associated with this course. Test kits will be required, and a limited supply are available for rental at psytestkits@capella.edu. Learners are**

required to obtain the test kits from another source if none are available to rent through Capella. Cannot be fulfilled by transfer.

PSY8231 - Psychological Assessments for School Psychologists I (5 quarter credits). Learners demonstrate mastery of the diagnostic issues important for individual assessment within a multiculturally diverse population of school-age children, using norm-referenced assessment tools, including intelligence (verbal and non-verbal), achievement, adaptive behavior, and curriculum-based measures. Learners will synthesize norm-referenced assessment with observational assessments to create psychological reports appropriate to the audience. Specific measures covered include standard and widely-used instruments for assessing cognitive function and intelligence, achievement, adaptive behavior, and other assessments of developmental integration.

Prerequisite(s): PSY7610. This course is restricted to learners in the clinical, counseling, or school psychology specializations only. There is a residency requirement associated with this course. Test kits will be required, and a limited number are available for rental at psytestkits@capella.edu. Learners are required to obtain the test kits from another source if none are available to rent through Capella. Cannot be fulfilled by transfer.

PSY8232 - Psychological Assessments for School Psychologists II (5 quarter credits). Learners demonstrate mastery of the diagnostic issues important in the social-emotional functioning and personality assessment of a multi-culturally diverse population of school age children. Learners will conduct clinical interviews and behavioral observations as well as synthesize and interpret data from teacher, parent, and self-report behavior rating scales, as well as objective and projective techniques. Learners will score, interpret and integrate the results to make recommendations and write psychological reports. **Prerequisite(s): PSY7610, PSY8231. This course is restricted to learners in the clinical, counseling, or school psychology specializations only. There is a residency requirement associated with this course. Test kits will be required, and a limited supply are available for rental at psytestkits@capella.edu. Learners are required to obtain the test kits from another source if none are available to rent through Capella. Cannot be fulfilled by transfer.**

PSY8240 - Advanced Psychological Testing (5 quarter credits). The course covers the administration of such measures of psychosocial functioning as the MMPI-2, the MMPI-A, and related measures of personality. The use of these instruments in assessing psychopathology and for treatment planning is a major focus of this course. The assimilation of psychosocial measures with cognitive and achievement measures to achieve a comprehensive appraisal of the individual in a

social context is an important goal of the course. Preparation of psychological reports and the consultation process are emphasized. Learners enrolled in this course are expected to purchase or acquire access to MMPI-2 or the MMPI-A and related measures of psychosocial functioning. **Prerequisite(s): PSY7610, PSY8230. This course is restricted to learners in the clinical, counseling, or school psychology specializations only. There is a residency requirement associated with this course. Test kits will be required, and a limited supply are available for rental at psytestkits@capella.edu. Learners are required to obtain the test kits from another source if none are available to rent through Capella. Cannot be fulfilled by transfer.**

PSY8251 - Neuropsychological Assessments (5 quarter credits). Current theory, methods and research in neuropsychological assessment of mental disorders. Administration of test batteries and preparation of psychological reports are required in this course. **Prerequisite(s): PSY7610, PSY8230, PSY8240. This course is restricted to learners in the clinical, counseling, or school psychology specializations only. There is a residency requirement associated with this course. Test kits will be required, and a limited supply are available for rental at psytestkits@capella.edu. Learners are required to obtain the test kits from another source if none are available to rent through Capella. Cannot be fulfilled by transfer.**

PSY8310 - Theories of Psychotherapy (5 quarter credits). This course involves discussion and elaboration of the major schools of psychotherapy, their underlying assumptions and clinical techniques, and methods of intervention. The application of these theories and techniques to the change of human behavior and the analysis of clinical cases for treatment planning will be covered. Client-therapist process issues, treatment outcome considerations, current research supporting the efficacy of treatment methods, and ethical issues will be considered.

PSY8311 - Group Psychotherapy (5 quarter credits). This course reviews the historical development, major theories, current research, and clinical procedures of group counseling and psychotherapy. Course content includes the role of the leader and leadership styles, mechanics of co-therapy, group development, methods of group intervention, designing special function groups, and handling of critical incidents within groups. Emphasis will be placed on developing clinical competence by applying theory and research to the group experience.

PSY8312 - Clinical Interventions (5 quarter credits). This course reviews the basic issues and skills necessary to function in a clinical setting. The course begins with an exploration of one's motivations for working in the psychology profession. The course previews basic psychotherapy skills such as

warmth, empathy, concreteness, confrontation, motivational interviewing, treatment planning, case management, and clinical documentation. This course has a required residency.

PSY8315 - Research in Psychotherapy and Empirically Supported Treatments (5 quarter credits). This course reviews the research and research methods used to understand the complex dynamics of psychopathology and psychotherapy. Attention will be given to the application of scientific thinking to clinical questions. Demonstration of treatment efficacy, clinical epistemology, myths of psychotherapy, empirical treatments, and difficulties with measurement of psychological variables will be covered.

PSY8330 - Ethics and Standards of Professional Practice (5 quarter credits). This course examines the historical origins of professional ethics, including issues affecting education, psychotherapy, law, and institutional guidelines or protecting human participants in research. The current standards of practice for professional psychology will be reviewed. Attention will be given to identifying effective methods for addressing ethical dilemmas and to current ethical issues in professional psychology.

PSY8331 - Principles of School Psychology (5 quarter credits). This course examines the practice of school psychology, its history and current trends. Attention is given to how school psychologists are part of the school organization and participate as members of the educational team. Legal, social, and professional considerations influencing the work of the school psychologist are also considered. The application of psychological research and theory in the context of the practice of school psychology will be reviewed.

PSY8332 - Advanced Methods in School Psychology (5 quarter credits). This course explores the major areas that practicing school psychologists will encounter. Special emphasis is placed on social functioning including violence in the schools. Anger control management, peer mediation, and the teaching of social skills are topics that will assist school psychologists in dealing with current needs and concerns. Other topics to be covered are: HIV-AIDS, ADHD, autism, Asperger's syndrome, retardation, Down's syndrome, visual and auditory disabilities, retention, talented and gifted, preschool, and school phobia. Issues of privacy, confidentiality, and ethics will also be examined. **Cannot be fulfilled by transfer.**

PSY8335 - Consultation and Collaboration in the School (5 quarter credits). This course examines the optimal approaches within the school setting for effective consultation and collaboration. Learners will synthesize results of assessments and formulate effective ways to communicate with parents, school administrators and teachers, and

other support service providers. Learners will demonstrate the ability to facilitate understanding of assessment outcomes and implementation of interventions.

PSY8336 - Organization and Operation of the School (5 quarter credits). Learners demonstrate a mastery of general education, special education, and other educational and related services that school psychologists need in order to work in schools. Learners will undertake a systems analysis of schools and other settings to propose how best to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

PSY8337 - Legal and Ethical Issues in the School (5 quarter credits). Learners will apply legal and ethical guidelines to various situations encountered in the practice of school psychology. Learners will incorporate important issues such as privacy, informed consent, confidentiality, record keeping, ethical, and legal issues into psycho-educational assessments, and school related interventions. Learners will identify ethical considerations involved when faced with testing in school settings.

PSY8340 - Psychology and the Law (5 quarter credits). Psychology is viewed and evaluated as an analytic tool within the legal system. This course explores the relevance of psychological methods, theory, and empirical findings for such issues as copyright, deterrence, human responsibility, desegregation, discrimination, privacy, rights of mental patients, and jury dynamics. Emphasis is on the accurate application of scientific method within the legal process. **Prerequisite(s): PSY8210.**

PSY8350 - Techniques of Forensic Practice (5 quarter credits). A survey of the current techniques of forensic practice. Included are forensic testing, expert witness techniques, reporting forensic findings, and mental-health law. Current standards of professional practice and ethical issues will be reviewed. **Prerequisite(s): PSY8210, PSY8230, PSY8240, PSY8340.**

PSY8360 - Current Issues and Trends in Forensic Practice (5 quarter credits). This course is an analysis of the current issues within forensic psychology. It includes 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 psychological and legal fields. Emphasis will be placed on the application of scientific methods to forensic situations. **Prerequisite(s): PSY8210, PSY8230, PSY8240, PSY8340, PSY8350.**

PSY8371 - Strategies of Clinical Supervision and Consultation (5 quarter credits). This course provides an overview of the theory, basic functions, and methods of clinical supervision. Some of the

Graduate Course Descriptions, *continued*

topics to be covered are the supervisory contract and relationship, the various styles of supervision, the legal and ethical issues related to clinical supervision, and methods of supervision including case consultation, video supervision, live supervision, and co-therapy as supervision. A review of the research on supervision will be included, and these findings will be applied to the delivery of supervisory services. Learners will be encouraged to develop their own theory and approach to clinical supervision.

PSY8377 - School Psychology Practicum I (3 quarter credits). The school psychology practicum is the first integrated field experience of school psychology training. It incorporates all academic and clinical skills learned to date and provides the first significant opportunity to apply the skills of the school psychology practitioner in a real work setting. The full practicum experience, along with its two courses, School Psychology Practicum I and II, is conducted over two quarters for a total of 350 hours combining direct and indirect activities at the field site and in the virtual classroom. This intense experience gives the learner the opportunity to both observe and practice, to be part of the daily life of a school setting while under the guidance of an experienced school psychologist supervisor. This is the time to put newly acquired skills into practice, to apply previously learning to the acquisition of new skills, to develop broader perspectives on professional issues — and generally to prepare for the higher expectations of internship and ultimately independent practice. The practicum courses combine academic preparation and field experiences, emphasizing practical issues that impact the everyday practice of school psychology. There is less emphasis on the empirical literature and more on its applications, less emphasis on academic assignments and more on field-based activities. Course discussions are intended to be as much a support system for addressing concerns that arise in the field as an opportunity to share ideas and information. Essentially, all previous program course work culminates in the practicum and the practicum is direct preparation for internship. **Prerequisite(s): All master's courses in school psychology completed as stipulated by the current *Field Training Manual* and PSY8150, PSY8232, PSY8332, PSY8337.**

PSY8378 - School Psychology Practicum II (2 quarter credits). The second quarter of the school psychology practicum continues the integrated field experience of school psychology training. It incorporates all academic and clinical skills learned to date and builds on the skills and knowledge acquired in the first practicum course. In the second practicum course, learners spend less time observing their supervisor and more time practicing skills under close supervision. The full practicum experience, along with its two courses, School Psychology Practicum I and II, is conducted

over two quarters for a total of 350 hours combining direct and indirect activities at the field site and in the virtual classroom. This intense experience gives the learner the opportunity to both observe and practice, to be part of the daily life of a school setting while under the guidance of an experienced school psychologist supervisor, and to synthesize these site experiences with academic knowledge from previous course work. The school psychology program culminates in the practicum and its two courses, which are direct preparation for the internship. **Prerequisite(s): All master's courses in school psychology completed as stipulated by the current *Field Training Manual* and PSY8150, PSY8232, PSY8332, PSY8337, PSY8377.**

PSY8380 - Issues and Challenges of Supervision (5 quarter credits). This course addresses the special clinical issues, emerging theoretical and research trends, and ethical and legal concerns involved with various models of clinical supervision. The course will focus on developing the identity and orientation of the clinical supervisor.

PSY8385 - School Psychology Internship I (5 quarter credits). This course runs parallel to and complements the intensive, supervised field training experience which assures completion of activities necessary in becoming a competent professional school psychologist. The purpose is the integration and application of skills that address the competencies of professional practice outlined by professional standards in the field. The internship provides supervision as well as formative and summative performance-based evaluation of the intern's work. The internship requires at least 1200 hours with a minimum of 600 hours in schools, full time over one academic year. **Prerequisite(s): All courses completed, including practicum (PSY8377 and PSY8378), approval of the internship application by the director of training. Refer to the current *Field Training Manual* for further details. Cannot be fulfilled by transfer.**

PSY8386 - School Psychology Internship II (5 quarter credits). This course is a continuation of the previous quarter of internship, PSY8385. **Prerequisite(s): PSY8385. Cannot be fulfilled by transfer.**

PSY8387 - School Psychology Internship III (5 quarter credits). This course is a continuation of the previous two quarters of internship, PSY8385 and PSY8386. **Prerequisite(s): PSY8385, PSY8386. Cannot be fulfilled by transfer.**

PSY8391 - Master's Practicum I (5 quarter credits). Supervised training appropriate to the master's level in psychological testing, interviewing, assessment, intervention techniques, community consultation, and applied research in a setting selected by the learner and approved by the director of training. The online course emphasizes increased awareness of the learner's

clinical strengths and limitations, psychological assessment and rudimentary understanding of DSM-IV, introduction to treatment planning, case documentation, ethical issues, and working with specific clinical populations. **Prerequisite(s): All required courses completed, approval of the practicum application by the director of training. Refer to the current *Field Training Manual* for further details. Cannot be fulfilled by transfer.**

PSY8392 - Doctoral Practicum I (5 quarter credits). Supervised training appropriate to the doctoral level in psychological testing, interviewing, assessment, intervention techniques, community consultation, and applied research in a setting selected by the learner, and approved by the director of training. The online course emphasizes increased awareness of the learner's clinical strengths and limitations, psychological assessment and rudimentary understanding of DSM-IV, introduction to treatment planning, case documentation, ethical issues, and working with specific clinical populations. **Prerequisite(s): All required courses completed, approval of the practicum application by the director of training. Refer to the current *Field Training Manual* for further details. Cannot be fulfilled by transfer.**

PSY8393 - Master's Practicum II (5 quarter credits). Continued supervised training in professional psychological issues with particular emphasis on DSM-IV Axis I. The online seminar with the instructor and enrolled learners provides the opportunity for in-depth examination appropriate to the master's level of various psychopathological conditions in addition to the field supervision experience. **Prerequisite(s): PSY8391. Cannot be fulfilled by transfer.**

PSY8394 - Doctoral Practicum II (5 quarter credits). Continued supervised training in professional psychological issues with particular emphasis on DSM-IV Axis I conditions. The online seminar between the instructor and enrolled learners provides the opportunity for in-depth examination appropriate to the doctoral level of various psychopathological conditions in addition to the field supervision experience. **Prerequisite(s): PSY8392. Cannot be fulfilled by transfer.**

PSY8395 - Master's Practicum III (5 quarter credits). Continued supervised training in professional psychological issues with particular emphasis on DSM-IV Axis II conditions, V codes, and other psychosocial concerns. The online seminar with the instructor and enrolled learners provides the opportunity for in-depth examination appropriate to the master's level of various psychopathological conditions in addition to the field supervision experience. This course is designed for learners whose state regulatory or licensure boards require more than two academic quarters of practicum or those learners who have an ongoing desire to extend their field training. **Prerequisite(s): PSY8393. Cannot be fulfilled by transfer.**

PSY8396 - Doctoral Practicum III (5 quarter credits). Continued supervised training in professional psychological issues with particular emphasis on DSM-IV Axis II conditions, V codes, and other psychosocial concerns. The online seminar with the instructor and enrolled learners provides the opportunity for in-depth examination appropriate to the doctoral level of various psychopathological conditions in addition to the field supervision experience. This course is designed for learners whose state regulatory or licensure boards require more than two academic quarters of practicum or those learners who have an ongoing desire to extend their field training. **Prerequisite(s): PSY8394. Cannot be fulfilled by transfer.**

PSY8397 - Advanced Practicum (5 quarter credits). Continued supervised training in professional psychological issues with particular emphasis on case presentations. This course provides an opportunity to develop case presentations for the purpose of obtaining consultations from colleagues about treatment issues. The online seminar with the instructor and enrolled learners provides the opportunity for in-depth examination of various psychopathological conditions and treatment issues in addition to the supervision experience. **Prerequisite(s): PSY8396. Cannot be fulfilled by transfer.**

PSY8401 - Internship I (5 quarter credits). An intensive, closely-supervised experience working with a broad range of clients in various institutions and settings. Emphasis is on the application of psychological principles and techniques learned in academic courses, development of diagnostic and clinical skills, and clarification of one's personal strengths and limitations as a clinician. **Prerequisite(s): All courses completed, including practicum course(s) and approval of the internship application by the director of training. Refer to the current *Field Training Manual* for further details. Cannot be fulfilled by transfer.**

PSY8402 - Internship II (5 quarter credits). This course is a continuation of the previous quarter of internship, PSY8401. **Prerequisite(s): PSY8401. Cannot be fulfilled by transfer.**

PSY8403 - Internship III (5 quarter credits). This course is a continuation of the previous quarter of internship, PSY8402. **Prerequisite(s): PSY8401 and PSY8402. Cannot be fulfilled by transfer.**

PSY8404 - Internship IV (5 quarter credits). This course is a continuation of the previous quarter of internship, PSY8403. **Prerequisite(s): PSY8401, PSY8402, and PSY8403. Cannot be fulfilled by transfer.**

PSY8410 - Substance Abuse Therapies (5 quarter credits). A review of traditional and nontraditional approaches to treatment. Topics to be covered are in- and out-patient treatment programming, self-help groups, utilization of community resources and alternative treatment approaches, and the use

of individual, group, and family psychotherapy. Current trends in service delivery will be considered, particularly in light of ongoing changes in the health care delivery system.

PSY8420 - Multicultural Issues in Addiction (5 quarter credits). This course involves examination of ethnic and cultural issues that influence the etiology, perception, and treatment of compulsive and addictive behavior problems. Topics to be considered are the need for specialized treatments and training, the needs of various special populations, the impact of racial identity on self-perception, and culture-specific methods of treatment. Emphasis will be placed on the application of scientific research and theory to clinical work.

PSY8430 - Issues and Trends in Addiction/Compulsion Treatments (5 quarter credits). This course reviews current developments, research, and trends within the addiction field. Emphasis will be placed on gaining a current understanding of substantive issues in the field. Possible topics to be considered are developments in psycho-pharmacological treatment of addictions, the influences of managed care on treatment, ethics, the use of Internet resources in the field, the changing role of the counselor, and emerging treatment approaches.

PSY8440 - Substance Abuse Program Evaluation (5 quarter credits). This course will cover various methods appropriate for field experimentation and program evaluation. Topics will include quasi-experimental designs, sampling procedures, and issues associated with program evaluation. Ethical issues related to field research will also be covered.

PSY8450 - Compulsive Behavior and the Disturbance of the Self (5 quarter credits). This course defines the nature of addictive and compulsive behavior problems, discusses the development of the addiction model and its tenets, and reviews the literature regarding the validity and efficacy of treatment approaches based on the addiction model. Alternatives to the addiction model will be discussed, including cognitive behavior therapy. An understanding of the Compulsive Behavior Model, a psychodynamically oriented model, will be developed and covered in detail.

PSY8460 - Dual Diagnosis in Mental and Addictive Disorders (5 quarter credits). This course addresses the complexities of comorbidity, diagnosis, and treatment of clients with various addictive disorders and mental illness (both Axis I and Axis II disorders). Current research and theory on the etiology, psychodynamics, and treatment will be reviewed, as well as specific methods of psychotherapy and the role of pharmacotherapy. Case studies will be used to illustrate course content and develop clinical skills. Emphasis will be placed on the application of scientific research to the clinical and programmatic settings.

PSY8510 - Family Systems Theories (5 quarter credits). Families will be studied as systems from a theoretical, clinical, and research perspective. Emphasis will be on family development, family transitions, assessment, and intervention. Systems oriented assessment models will be explored. Strategies for initial interviews, hypothesis formulation, designing a strategy for intervention, and the process of termination will be covered.

PSY8520 - Couples Therapy (5 quarter credits). An overview of theory and research on marriage and the couple relationship in contemporary society. Topics covered include relationship development, maintenance, and termination; conflict-resolution skills; communication styles and skills; couple adjustment and assessment of interpersonal relationships; cultural variations; and issues related to gender. Major approaches to couple therapy will be reviewed.

PSY8530 - Family Therapy (5 quarter credits). This course is an analysis and comparative study of the prominent schools of thought within the field of family psychology, their tenets, therapeutic strategies, and techniques. Structural, strategic, transgenerational, behavioral, communication, and analytical approaches to family therapy will be discussed.

PSY8540 - Current Issues and Methods in Family Research (5 quarter credits). This course provides an overview of measurement of family variables, complexities of family research design, data collection, and analysis. Topics include current scales of measurement, validity and reliability, experimental and non-experimental designs, and approaches to integrating clinical research and practice. Special attention will be given to the current factors in family research. **Prerequisite(s): PSY8510 or PSY8530.**

PSY8550 - Bereavement and Loss Therapy (5 quarter credits). This course covers the process and impediments to dealing with expected and traumatic losses. Topics considered are the phases of bereavement, special issues involved with suicide survivorship, coping with loss following chronic illness, the role of emotion in the grief process, and the clinical methods of bereavement treatment. Current theory, relevant research, and application to clinical, educational, and organizational settings are considered in this course.

PSY8560 - Principles of Family Pathology (5 quarter credits). This course offers a conceptualization of pathology based on a family systems model. The understanding of the etiology and maintenance of pathology will be understood as a function of family interaction and family structure rather than of individual dynamics. Topics to be considered are styles of family interaction, family boundaries, family roles, and the family life cycle.

Graduate Course Descriptions, *continued*

PSY8570 - Family Systems Approach to Addictive Behavior Problems (5 quarter credits).

This course reviews current theory and research on family dynamics and treatment methods of addictive and compulsive behavior problems. A variety of theoretical approaches to treatment will be covered including the disease model, brief therapy, structural/strategic therapy, and psychoanalytically oriented treatment. Special topics to be included are the role of the 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 special 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 will be emphasized.

PSY8620 - Environmental Health and Behavior (5 quarter credits). This course examines the emerging literature supporting the capacity for self-control in managing personal health care. Emphasis will be given to relationships between nutrition, exercise, and wellness. Psychoneuroimmunology and the use of autogenic techniques to treat somatoform disorders will be examined. Behavior medicine and the role of the psychologist in the health care setting will be explored.

PSY8630 - Health Care Delivery (5 quarter credits). An examination of the role of the psychologist as a health care provider within managed health care. Consultative and collaborative roles for the psychologist will be reviewed. Working in an integrated and interdisciplinary team environment will be explored along with alternative health care delivery models.

PSY8640 - Community Psychology (5 quarter credits). This course addresses the role of the psychologist as an agent of change in the community. Attention will be given to the social change strategies community-oriented psychologists can use in facilitating community improvements and alleviating adverse social conditions. Legal, social policy, medical, familial, and psychological viewpoints will be considered in the analysis of community problems and their prevention. Topics considered are child abuse, delinquency, crime, poverty, powerlessness, inadequate social support, and forms of discrimination.

PSY8650 - Innovative Health Care Practices (5 quarter credits). This course examines the emerging trends in health practices. Topics to be considered are integrating spiritual resources into treatment, "alternative" therapies, current issues in mind/body relationships, and the impact of managed care in the delivery of psychological services. Emphasis will be given to interdisciplinary practice and collaborative relationships.

PSY8660 - Coping with Chronic Physical Illness (5 quarter credits). This course examines the psychological impact of a variety of medical conditions and their bio-psycho-social etiologies and treatments. Emphasis is placed on the role of the interdisciplinary team in treatment planning and implementation. Pain syndromes such as headaches, back pain, gastrointestinal disorders, and auto-immune diseases are covered. Other chronic diseases will also be examined.

PSY8670 - Cognitive/Affective Basis of Physical Illness (5 quarter credits). This course emphasizes the assessment and treatment of psychosomatic conditions from a cognitive/affective perspective. Assessment and treatment interventions from this perspective are applied to patients with acute and chronic conditions housed both in medical care facilities and treated as out-patients. The use of self-instruction strategies, relaxation techniques, imagery, meditation, hypnosis, and other stress management strategies are reviewed.

PSY8710 - Principles of Organizational Psychology (5 quarter credits). This course reviews theories and research on psychological issues relevant to organizational behavior. Topics include job satisfaction, testing and performance assessment, organizational communication, training and consultation, equipment and environmental design, group decision making, performance monitoring, and incentive motivation. Ethical considerations of leadership in modern organizations are also addressed.

PSY8720 - Psychology of Leadership (5 quarter credits). Current theory on leadership, relevant research, and case studies will provide a comprehensive review of the various models of leadership. Applications to clinical, educational, and organizational settings are also reviewed in this course. Special topics include team building, leading groups, styles of leadership and multicultural issues related to leadership. Learners will develop their own theory of leadership based on synthesis of the course material.

PSY8730 - Consultation Psychology (5 quarter credits). The various roles of consultants, current theory of consultation, ethical considerations, relevant research, and the consultant-client relationship are covered in this course. Psychologists' contributions to clinical, educational, and organizational settings are reviewed in this course. Discussion of critical incidents and cases will be part of the course.

Learners will be encouraged to develop a plan to identify and market to appropriate potential clients for consultation.

PSY8734 - Workplace Violence and Sexual Harassment (5 quarter credits). This course covers the most recent legal updates concerning workplace violence and sexual harassment. Additional issues will include assessment of potentially violent employees, dispelling myths surrounding violence and harassment in the workplace, familiarization with policies and procedures to deal with these issues, and understanding the general management impact of these phenomena.

PSY8735 - Managing Problem Personnel (EAP Issues) (5 quarter credits). This course examines the tests and interventions used to address employees' needs when psychological problems or substance abuse issues are evident. Psychopharmacological and psychotherapeutic treatments, as well as issues of confidentiality, will be addressed.

PSY8740 - Personnel Psychology (5 quarter credits). Introduces problems and research relevant to personnel issues in organizations. Topics include individual differences; selection of personnel; test theory; performance appraisal; equal employment opportunity legislation, regulation, and litigation; and assessing bias in selection. Application of theory and research to corporate and educational settings will be emphasized.

PSY8750 - Managing Psychological Services (5 quarter credits). This course will address some of the challenges that face practitioners in psychology over the next decade. We will investigate and study issues such as managed care; diversified group practice, including new client populations; ethical conflicts in psychology; contemporary legal challenges such as suicidal or violent clients, risk management, and expert witness testimony; psychological record-keeping; marketing psychological services; and contemporary business practices in professional psychology. Learners will be encouraged to develop a plan for professional growth and development.

PSY8760 - Vocational Psychology (5 quarter credits). A comprehensive review of major theories and research in vocational psychology and implications for the work of the counseling and consulting psychologist. Vocational psychology combines an individual's vocational attainment, preparation, and career development. This course is designed to study an individual's occupational behavior, occupational choice, and motivational development surrounding work choice patterns. It is designed for the work of the industrial/ organizational (I/O) practitioner, I/O psychologist, and career counselor, and combines I/O psychology with vocational counseling.

Vocational counseling is a facilitative process for individuals who are making career choices, career transitions, and seeking occupational attainment.

PSY8765 - Testing and Assessment in Workplace Psychology (5 quarter credits). A review of theories and research methods specifically geared to workplace psychology and consultation assessment methods including employee and organizational assessment, psychometric testing, pre-employment testing, vocational and career assessment, workplace performance assessment, and quantitative and qualitative principles specifically designed for research in the workplace. This course is geared to the I/O psychologist, professional consultant, human resources manager, and other professionals involved in workplace testing, assessment, methods, and interventions. **Prerequisite(s): PSY7610.**

PSY8770 - Performance Enhancement and Motivation (5 quarter credits). Concepts and methods in the study of motivation of employees; determinants of employee attitudes and job satisfaction; and the various methods of modification of attitudes and morale in corporate and educational settings. Specific methods for optimizing performance at the executive and managerial levels will be addressed.

PSY8780 - Psychology of Organizational Ergonomics in the Workplace (5 quarter credits). The study of the interface between individuals, workplace design, and their work environments. Topics include ergonomics as responsive to social change in industry, computerization, human-computer interaction, automation, and information display. Specific approaches to work design include anthropometry, biomechanics, and physiological considerations in the work environment.

PSY8785 - Compensation and Benefits Planning Psychology (5 quarter credits). This course emphasizes workplace compensation issues and benefits planning. Current trends in compensation issues, the process of job evaluation, establishing pay rates, and conducting salary surveys are covered. Employee benefit planning, employee insurance services, retirement planning, workplace options, and flexible workplace programs are also addressed.

PSY8790 - Workplace Safety and Health Psychology (5 quarter credits). This course addresses contemporary employee safety and health issues in the workplace. Topics include OSHA awareness, management's commitment to a safe work environment, conducting safety surveys, preventing accidents, and health problems associated with work and occupational stress.

PSY8810 - Geriatric Psychology (5 quarter credits). Age-related cognitive and personality changes in the elderly are examined, along with an analysis of the causes and mechanisms of aging. Content includes interpersonal relationships between the aged individual and significant others (especially family members), and the importance of

these relationships for further development and aging. Psychological interventions appropriate to the treatment of disorders of the elderly and current research supporting the treatment of cognitive dysfunction of the aged are also explored. The characteristics of successful aging will be reviewed.

PSY8820 - Research in the Aging Process (5 quarter credits). A comprehensive review of past and current research, as well as research methods and trends in the area of aging. Content includes biological factors, cognitive and personality change, interpersonal and family relationships, spiritual concerns, and relevant medical factors. Attention will be given to factors which facilitate successful negotiation of age-related issues. Learners will examine aspects of human aging both in contemporary American society and cross-cultural and ethnic perspectives.

PSY8840 - Principles of Sport Psychology (5 quarter credits). This course overviews the field of sport psychology. It will cover a broad range of topics that will be investigated in greater detail in additional courses. Topics include personality, attention, anxiety and arousal, arousal adjustment strategies, cognitive-behavioral intervention, causal attribution, motivation, self-confidence, psychology, and social issues of sport. The learner will leave this course with an eclectic understanding of sport psychology.

PSY8841 - Performance Enhancement in Sports (5 quarter credits). Performance enhancement is the most common issue dealt with by sport psychologists. How to increase an individual's performance through mental strategies in the arena of sport is a critical factor in the success of an athlete. This course will examine the mechanisms by which athletes can exceed their perceived physical limitations. Strategies such as visualization, meditation, hypnosis, autogenic training, biofeedback, and progressive relaxation will be examined.

PSY8842 - Applied Sport Psychology (5 quarter credits). This course will take the theoretical concepts learned in PSY8840 and demonstrate their practical application to the field of sport psychology. The focus of this course is on how the sport psychologist interacts with individuals within a sport context. How to provide effective professional guidance in the areas of learning, motivation, and social interaction will be examined, as will mental training for performance enhancement. Issues such as referrals, drug abuse, burnout, injury, and termination from athletics will be explored.

PSY8843 - Exercise Psychology (5 quarter credits). Covers all psychological aspects related to exercise. Theoretical foundations of reasons people exercise, exercise adherence, personality factors in exercise, and the psychological effects of exercise will be investigated. In addition, applied issues such as motivation, cognitive and

behavioral change strategies, leadership, and counseling in exercise will be addressed.

PSY8844 - Psychology of Injury (5 quarter credits). This course will examine the effects of the injured athlete. The psychological factors of injury from athlete, coach, physician, and sport psychologist's points of view will all be investigated. The behavioral risk factors, injury prevention, and over-training will be studied as a means of prevention. Injury assessment and the management of injury treatment from assessment to recovery will be a central focus, which will also include the biomedical issues of injury. The course will also cover the interaction of the sport psychologist and the sport medicine team.

PSY8845 - Current Issues in Sport Psychology (5 quarter credits). In-depth reading and critical analysis into current issues in sport psychology. The content of this course examines in-depth current research and theoretical directions in the field of sport psychology.

PSY8990 - Independent Readings (5 quarter credits). In-depth reading and critical analysis into specific topic areas in psychology under the guidance of the course instructor. May only be taken once.

PSY9101 - Master's Integrative Project (5 quarter credits). This capstone project provides learners in the academic tracks an opportunity to demonstrate mastery of knowledge, scholarship, and research proficiencies in the identified field of psychology. **Prerequisite(s): All courses completed. Cannot be fulfilled by transfer.**

PSY9150 - Master's Final Project (5 quarter credits). This capstone project provides learners in the professional tracks an opportunity to demonstrate mastery of knowledge, scholarship, and practice proficiencies in the identified field of psychology. **Prerequisite(s): All courses completed. Cannot be fulfilled by transfer.**

PSY9984 - Doctoral Comprehensive Examination I (5 quarter credits). In the first course of the comprehensive examination and dissertation sequence, learners examine the key components in the comprehensive examination. The course includes an overview of the comprehensive examination process and the university's expectations of academic honesty and integrity and introduces the four core themes of the examination and the evaluation criteria. Structured study groups are established and resources on the core themes are provided. Course requirements include completion of the overview and a preliminary conference call with the comprehensive examination committee and development of a schedule for the final oral examination. Grading for this course is S/NS. **Prerequisite(s): All required and elective course work completed with a GPA of 3.0 or better. Cannot be fulfilled by transfer.**

Graduate Course Descriptions, *continued*

PSY9985 - Doctoral Comprehensive Examination II (5 quarter credits). Learners and their comprehensive examination committee members each develop one comprehensive examination question to address one of the four core themes. Learners write answers to the comprehensive examination questions, which are evaluated by the committee using analytical point-scale scoring rubrics. Upon passing the written examination, learners complete the comprehensive examination final oral defense conference call and are eligible for enrolling in the first dissertation course upon passing their defense. Grading for this course is S/NS. **Prerequisite(s): PSY9984. Cannot be fulfilled by transfer.**

PSY9301 - Dissertation Research I (5 quarter credits). Learners begin to demonstrate proficiency in independent research in a selected area of psychology during this first of four courses. Learners will complete a series of online modules designed to familiarize them with professional guidelines and federal rules concerning human participants in research. These modules must be passed to receive a PSY9301 grade. A preliminary draft of the dissertation prospectus is approved by the committee chair by the end of this course. **Prerequisite(s): All courses including PSY8920 or PSY9985. Cannot be fulfilled by transfer.**

PSY9302 - Dissertation Research II (5 quarter credits). Learners continue to demonstrate proficiency in independent research in a selected area of psychology during this second of four courses. Learners gain approval of the final draft of their prospectus, submit their human participant in research applications to their specialization chairs, and pass the proposal completion conference call while in this course. **Prerequisite(s): PSY9301. Cannot be fulfilled by transfer.**

PSY9303 - Dissertation Research III (5 quarter credits). Learners continue to demonstrate proficiency in independent research in a selected area of psychology during this third of four courses. Learners gain approval of their human participant in research applications, collect data, and gain dissertation committee approval of the results chapter of the dissertation while enrolled in this course. **Prerequisite(s): PSY9302. Cannot be fulfilled by transfer.**

PSY9304 - Dissertation Research IV (5 quarter credits). Learners continue to demonstrate proficiency in independent research in a selected area of psychology during this fourth of four courses. Learners gain dissertation committee approval of the final chapter and the complete dissertation manuscript while enrolled in this course. The final course requirement is passing the dissertation completion conference call. **Prerequisite(s): PSY9303. Cannot be fulfilled by transfer.**

Harold Abel School of Psychology Academic Residencies

Academic residencies are required of all PsyD learners, master's learners in clinical psychology, counseling psychology, and school psychology, and specialist certificate learners in school psychology. **There is no credit attached to the residencies.**

PSY-R6300 - Clinical Psychology Year-in-Residence Extended Seminar I (weeks 1 and 2). The clinical year-in-residence, for clinical track PsyD learners only, begins with the opening weekend (see Psy-R 6301), and the first two-week extended seminar. The extended seminar provides learning resources and experiences that support training needs in clinical psychology and fulfill residency requirements. The extended seminar includes a variety of formal and informal activities designed to orient and socialize learners to the Harold Abel School of Psychology, Capella University, and to clinical psychology. They provide a stimulating learning environment and help learners to think critically. The extended seminar plays an important role in socializing learners into the profession of psychology. The extended seminar offers plenary presentations and lectures; small labs designed to offer training in basic individual interviewing skills and empirically supported treatments and in psychological testing skills. There are opportunities for individual mentoring and advising, specialization and school meetings, social and networking activities, and other interactive learning activities. Learners and faculty have the opportunity to hear guest speakers, attend evening programs, and engage in social activities. Development of the learner's cohort (which remains together for the remainder of the year-in-residence) begins at the extended seminar. Computer labs and library facilities are available to learners. This residency is taken by all PsyD learners in the clinical specializations.

PSY-R6310 - Clinical Psychology Year-in-Residence Extended Seminar II (weeks 1 and 2). The clinical year-in-residence closes with the second two-week extended seminar, held after Psy-R6311. This extended seminar continues developing the learner's professional identity as a clinical psychologist. In addition to plenary presentations and lectures, the learners in the year-in-residence make short professional presentations to their peers, continue training in empirically supported assessment and treatment approaches, and present their portfolios to a committee of the clinical faculty. Successful presentation of the portfolio (the learner's record of their achievements in the Harold Abel School of Psychology to date) is required for passing the year-in-residence, and must be completed before making application for internship. Computer labs and library facilities are available to learners. There are workshops to prepare learners for the

comprehensive examination, dissertation research, and the internship. This residency is taken by all PsyD learners in the clinical specialization.

PSY-R6320 - Counseling Psychology Year-in-Residence Extended Seminar I (weeks 1 and 2). The counseling year-in-residence, for counseling track PsyD learners only, begins with the opening weekend (see Psy-R 6321), and the first two-week extended seminar. The extended seminar provides learning resources and experiences that support training needs in counseling psychology and fulfill residency requirements. The extended seminar includes a variety of formal and informal activities designed to orient and socialize learners to the Harold Abel School of Psychology, Capella University, and to counseling psychology. They provide a stimulating learning environment, and help learners to think critically. The extended seminar plays an important role in socializing learners into the profession of psychology. The extended seminar offers plenary presentations and lectures; small labs designed to offer training in basic individual interviewing skills and empirically supported treatments, and in psychological testing skills. There are opportunities for individual mentoring and advising, specialization and school meetings, social and networking activities, and other interactive learning activities. Learners and faculty have the opportunity to hear guest speakers, attend evening programs, and engage in social activities. Development of the learner's cohort (which remains together for the remainder of the year-in-residence) begins at the extended seminar. Computer labs and library facilities are available to learners. This residency is taken by all PsyD learners in the counseling specialization.

PSY-R6330 - Counseling Psychology Year-in-Residence Extended Seminar II (weeks 1 and 2). The counseling year-in-residence closes with the second two-week extended seminar, held after Psy-R6331. This extended seminar continues developing the learner's professional identity as a counseling psychologist. In addition to attending plenary presentations and lectures, the learners in the year-in-residence make short professional presentations to their peers, continue training in empirically supported assessment and treatment approaches, and present their portfolios to a committee of the counseling faculty. Successful presentation of the portfolio (the learner's record of their achievements in the Harold Abel School of Psychology to date) is required for passing the year-in-residence, and must be completed before making application for internship. Computer labs and library facilities are available to learners. There are workshops that prepare learners for the comprehensive examination, dissertation research, and the internship. This residency is taken by all PsyD learners in the counseling specialization.

PSY-R6340 - School Psychology Year-in-Residence Extended Seminar I (weeks 1 and 2).

The school psychology year-in-residence, for master's learners in school psychology only, begins with the opening weekend (see Psy-R 6341) and the first two-week extended seminar. The extended seminar provides learning resources and experiences that support training needs in school psychology and fulfill residency requirements. The extended seminar includes a variety of formal and informal activities designed to orient and socialize learners to the Harold Abel School of Psychology, Capella University, and to school psychology. They provide a stimulating learning environment, and help learners to think critically. The extended seminar plays an important role in socializing learners into the profession of psychology. The extended seminar offers plenary presentations and lectures; small labs designed to offer training in basic individual interviewing skills and empirically supported treatments and in psychological testing skills. There are opportunities for individual mentoring and advising, specialization and school meetings, social and networking activities, and other interactive learning activities. Learners and faculty have the opportunity to hear guest speakers, attend evening programs, and engage in social activities. Development of the learner's cohort (which remains together for the remainder of the year-in-residence) begins at the extended seminar. Computer labs and library facilities are available to learners. This residency is taken by all master's learners in the school psychology specialization.

PSY-R6350 - School Psychology Year-in-Residence Extended Seminar II (weeks 1 and 2).

The school psychology year-in-residence closes with the second two-week extended seminar, held after Psy-R 6347. This extended seminar continues developing the learner's professional identity as a school psychologist. In addition to plenary presentations and lectures, the learners in the year-in-residence make short professional presentations to their peers, continue training in empirically supported assessment and treatment approaches, and present their portfolios to a committee of the school psychology faculty. Successful presentation of the portfolio (the learner's record of their achievements in the Harold Abel School of Psychology to date) is required for passing the year-in-residence, and must be completed before making application for internship. Computer labs and library facilities are available to learners. This residency is taken by all specialist certificate learners in school psychology.

PSY-R6061 - Psychology PhD Colloquium Track I.

Through the residential colloquia, Capella learners gain a stronger sense of academic community by networking and discussing course work, projects, and research issues face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application

of critical thinking and integrates knowledge to professional and research issues. Track I offers basic or introductory workshops in the following six content areas:

- Area 1: Developing the scholar-practitioner
- Area 2: Critical analysis skills
- Area 3: Research skills
- Area 4: Professional communication skills
- Area 5: Development of learning communities
- Area 6: Psychology-specific content and offerings

PSY-R6062 - Psychology PhD Colloquium Track II.

Through the residential colloquia, Capella learners gain a stronger sense of academic community by networking and discussing course work, projects, and research issues face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of critical thinking and integrates knowledge to professional and research issues. Track II offers intermediate workshops in the following six content areas:

- Area 1: Developing the scholar-practitioner
- Area 2: Critical analysis skills
- Area 3: Research skills
- Area 4: Professional communication skills
- Area 5: Development of learning communities
- Area 6: Psychology-specific content and offerings

PSY-R6063 - Psychology PhD Colloquium Track III.

Through the residential colloquia, Capella learners gain a stronger sense of academic community by networking and discussing course work, projects, and research issues face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of critical thinking and integrates knowledge to professional and research issues. Track III offers advanced workshops in the following six content areas:

- Area 1: Developing the scholar-practitioner
- Area 2: Critical analysis skills
- Area 3: Research skills
- Area 4: Professional communication skills
- Area 5: Development of learning communities
- Area 6: Psychology-specific content and offerings

PSY-R6161 - Psychology MS Colloquium Track I.

Through the residential colloquia, Capella learners gain a stronger sense of academic community by networking and discussing course work, projects, and research issues face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of critical thinking and integrates knowledge to professional and practice issues. Track I offers basic or introductory workshops in the following content areas: effective interviewing skills and skills in psychological assessment (administration and scoring of Wechsler series).

PSY-R6162 - Psychology MS Colloquium Track II.

Through the residential colloquia, Capella learners gain a stronger sense of academic community by

networking and discussing course work, projects, and research issues face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of critical thinking and integrates knowledge to professional and research issues. Track II offers intermediate workshops in the following content areas: counseling and psychotherapy interventions; psychological testing skills (including tests of achievement and adaptive functioning); and group counseling skills.

PSY-R6163 - Psychology MS Colloquium Track III.

Through the residential colloquia, Capella learners gain a stronger sense of academic community by networking and discussing course work, projects, and research issues face-to-face with fellow learners and faculty. This experience provides a learning environment that fosters the application of critical thinking and integrates knowledge to professional and research issues. Track III offers advanced workshops in the following content areas: psychological assessment skills (including test selection and interpretation) and ethical applications and solutions.

Harold Abel School of Psychology Weekends-in-Residence Courses

PSY-R6341-PSY-R6344. The weekends-in-residence introduce master's learners in school psychology to content and competencies related to the online specialization courses in their degree programs.

PSY-P6345-PSY-R6347. The weekends-in-residence introduce school psychology specialist certificate learners to content and competencies related to the online specialization courses in their degree programs.

Graduate Course Descriptions, *continued*

School of Technology Courses

TS5004 - Technical Communications (4 quarter credits). This course provides the necessary skills for communicating technical information to various stakeholders in organizations including customers, users, managers, and peers. The course focuses on the fundamentals of technical communication in the electronic workplace, emphasizing clarity and organization. Learners engage in exercises that focus on technical writing, editing, and online communication, and apply their skills across a broad range of activities, including the preparation of an effective résumé, writing a technical report, creating professional development plans and writing a proposal. Techniques presented are intended to help learners develop an appreciation for format and content. This course will also prepare learners for project documentation requirements throughout their program, as well as throughout their professional careers. This course should be taken during the first quarter of enrollment. **Cannot be fulfilled by transfer or petition.**

TS5005 - Master's Learner Success Lab (non-credit). This lab is designed to provide new master's learners with the knowledge and skills they need to be successful in their academic programs. The lab familiarizes learners with the Capella online environment and support resources provided to ensure success. Learners build skills in the selection and use of methods, techniques, and library resources. Working with the academic advisor, learners will develop a degree completion plan. This is an advisor-led course taken in the first quarter in conjunction with TS5004. **Cannot be fulfilled by transfer or petition.**

TS5110 - Enterprise System and Application Development (4 quarter credits). This course covers dynamic HTML, JavaScript, Java Applets, cascading style sheets, and design templates. The course also includes an introduction to CGI programming, server side includes (SSI), and extensible markup language (XML). Learners apply their knowledge as they use a professional interactive development environment (IDE) to develop a Web application during this course showing mastery of one or more of the Internet application technologies. Prior to taking this class, learners must have fundamental knowledge of Web site development, and have a fundamental knowledge of programming.

TS5111 - Overview of Enterprise Applications (4 quarter credits). Since the Web has become an intrinsic component of enterprise business process, an IT professional must understand its structure, and its utility to the enterprise. This course provides an overview of the components of the Web and identifies how its components are utilized by various parts of an enterprise (i.e. marketing, operations, etc.). Learners will be introduced to the Web by creating a Web site with

an industry standard Web development tool. Learners will explore a functional, business supporting Web site and identify the roles of key Web components (Web page, server-side script, database, etc.). Characteristics of a well-designed Web page will be explored. Learners will also understand the role of the standards supporting the Web (XHTML, XML, CGI). Learners will be able to select the most appropriate option for hosting a Web application based on business requirements. This course is oriented towards those learners not pursuing the System Design and Programming specialization.

TS5120 - Project Management for Technology Professionals (4 quarter credits). The course focuses on defining management techniques for planning, estimating, and facilitating successful enterprise Internet, intranet, and extranet application projects. Learners will define a project, develop work breakdown structures, project schedules, and determine how to coordinate the various resources. Special attention will be devoted to the special skills needed to lead and manage cross-functional and multinational teams in a virtual team environment. This course will include methods for managing new application development projects as well as the selection, installation, and integration of third-party software applications. Techniques will be introduced to help keep projects on track and enhance team motivation. In addition, planning, time management, and risk management activities will be introduced that will assist learners throughout their program, as well as throughout their professional careers.

TS5130 - System Development Theory and Practice (4 quarter credits). This course focuses on the software engineering fundamentals that can be applied to enterprise-wide software application development. Advanced techniques for requirements analysis, functional specifications, system design, implementation, testing and maintenance are covered. Other topics to be discussed are portability, reusability, prototyping and performance measurement. As a result of this course, learners compare theory with actual practice and ultimately develop a model for developing Web-based, enterprise-wide, Internet systems that can be used in their organizations. Learners must have fundamental knowledge of programming prior to taking this course.

TS5140 - System Usability Analysis and Design (4 quarter credits). This course provides an overview of the theoretical aspects of human-computer interaction and then concentrates on giving the learner practical guidelines, strategies and methods for designing successful user interfaces. User-centered design approaches are covered that can be applied to enterprise Internet applications using a personal computer desktop interface, personal digital assistant (PDA) interface, cell phone interface, or any smart appliance interface. Local language considerations

for e-business and other enterprise Internet applications will be introduced. This course covers techniques for analyzing user needs, synthesizing user goals, and ensuring the completed application satisfies customer requirements.

TS5150 - Enterprise Application Testing (4 quarter credits). This course will take learners through an effective, step-by-step methodology for testing enterprise Internet applications. The course will focus on mission critical aspects of e-commerce Web-based applications, but the methodology can be applied to any Internet application. Learners will be introduced to the quality attributes of Web-based applications including interesting content, a unique product or service at a reasonable price, and swift and reliable fulfillment. Learners will gain an appreciation for the importance of systematic testing to facilitate continuous improvement in usability, performance, security, availability and interoperability. This course will give learners the tools and knowledge to ensure their enterprise Internet application satisfies the expectations of customers.

TS5151 - Quality Assurance (4 quarter credits). This class will present the practical application of quality assurance principles in technology. This course will present tools, techniques, quality improvement, and statistical processes for determining quality assurance. Real-world examples, cases, and models will be examined to evaluate how to apply quality assurance in technology. Learners will explore industry standard quality assurance processes like the Software Engineering Institute (SEI) Capability Maturity Model (CMM) or the American Society for Quality (ASQ) Six Sigma. As a result of this course, learners will be able to compare quality principles with actual practices and will ultimately be able to apply these principles in technology professions and in their organizations.

TS5160 - Business Foundations (4 quarter credits). This course provides IT learners with a foundation of business concepts. Learners will analyze organizational structures, operational processes, and financial measures, as well as key business communication concepts and techniques. Successful completion of this course will help learners better understand how IT integrates with the enterprise as a whole through the analysis and application of fundamental business processes, theories, and techniques.

TS5230 - Evolving Legal Issues for IT Professionals (2 quarter credits). This course focuses on legal issues surrounding computer technologies and, in particular, the challenges posed to the computer professional. Researching current events and conducting Internet searches will be utilized to facilitate discussions in an ever-changing environment. Learners will choose the area of discussion that best suits their needs for professional growth. Learners will critically analyze a legal issue and prepare a case study related to

copyright and trademark issues, privacy, governmental regulation, or ethics.

TS5250 - Overview of the eXtensible Markup Language (XML) (2 quarter credits). This course provides an in-depth overview of the eXtensible Markup Language (XML). Understanding the mechanisms behind XML is crucial to understanding its potential and effectively managing development projects that use it. Learners will be introduced to mechanisms that will help them develop the thought processes necessary to analyze the return on investment (ROI) of using this technology on a particular project. Topics include domain standards and how XML supports these standards. Learners will focus on the types of new applications that can effectively be implemented using XML and associated technologies.

TS5270 - Cyber Threats to Enterprise Security (2 quarter credits). This course is designed for IT managers, executives, network and system administrators, and other IT professionals that need to develop a working knowledge and vocabulary for assessing their organization's risk to hackers and cyber terrorists. This course will survey the key terms and concepts necessary for enterprise security, including the tools, techniques, and strategies that are most often used to break into networks and associated databases. Learners will become familiar with the basic steps that are used by these attackers. This course will provide learners with a framework for assessing an organization's security risk from attackers and creating an action plan.

TS5271 - Network Security Solutions for the Enterprise (2 quarter credits). This course is designed for network designers, system administrators, and other IT professionals who need to develop strategies and countermeasures for the various cyber threats to an enterprise network. This course will discuss current network security solutions to protect an organization from exposure internally (attacks from within) and externally (Internet). Specific strategies to guard against the most common intrusion will be discussed, including firewalls, gateways, and proxy servers. Authentication and encryption techniques will also be discussed. Case studies are used to better understand the impact of good security solutions. Lab exercises will be used to give learners experience with network security solutions. **Prerequisite(s): Learners should have a good knowledge of networking concepts OR have taken TS3151 - Fundamentals of Network Systems prior to taking this course.**

TS5281 - Java Programmer Practicum (2 quarter credits). This course provides practice preparing for Sun Microsystems' Certified Java Programmer examination. Since the examination for this certification touches on a very broad spectrum of Java knowledge and experience, this course organizes the required knowledge and focuses on

topics likely to be included in the exam. The course also allows learners to receive and provide support as they prepare for the certification exam.

Prerequisite(s): TS5502 - Programming Strategies and TS5513 - Advanced Programming Strategies or some formal training in Java and a minimum of two years of Java programming experience.

TS5282 - Java Developer Practicum (2 quarter credits). This course provides practice preparing for Sun Microsystems' Certified Java Developer examination. Since the examination for this certification touches on a very broad spectrum of Java knowledge and experience, this course organizes the required knowledge and focuses on topics likely to be included in the exam. The course allows learners to receive and provide support as they prepare for the certification exam. Learners will also complete a Java application that demonstrates mastery of GUI development (Swing), network interfaces (RMI), and database usage (JDBC) while interfacing with existing code to prepare for the programming portion of developer certification. **Note: Learners must have earned Sun Java Programmer certification in order to take the Sun Java Developer certification examination. Prerequisite(s): TS5502 – Programming Strategies and TS5513 – Advanced Programming Strategies.**

TS5500 - Systems Analysis and Design (4 quarter credits). This course examines the process of analyzing and designing enterprise-wide systems. Although the focus is upon the traditional system development methods, alternative methods are also described. These alternative methods include object-oriented, rapid application development and joint applications development. Within the course, learners develop a variety of models including data, process, network, and object models. In addition, learners are exposed to application architectures and the design process. Various systems analysis and design tools are used as part of the process. Learners will develop skills to better understand how to specify and design systems that solve business problems and accomplish improvements in business processes.

TS5501 - Database Analysis and Design (4 quarter credits). This course introduces database analysis, database design, and N-tiered client server database systems. Topics include database structures, data dictionaries, data analysis, normalization, and common database applications. Learners develop an application in a popular database system. Advanced discussion topics include database scripting (SQL), API interfaces, database connectivity technologies (ODBC/JDBC), concurrency control, database security, and data warehousing multi-dimensional databases and data mining methods that extract useful information from the data warehousing. A problem-based approach using SQL is used in this course.

TS5502 - Programming Strategies (4 quarter credits). This course provides a foundation for the learner interested in learning Java. The course will also explore the aspects of Java that make it one of the most popular and dynamic programming environments available to the IT professional. The course is hands-on, with numerous programming exercises to further develop programming skills. The course will cover Java programming syntax, Java concepts, data types and methods, classes and class hierarchies, Applet and application creation, Java Swing, error handling and exceptions, and introduce Java Database Connectivity (JDBC). **Prerequisite(s): TS5505 or some programming experience in C, C++, or Visual Basic, (etc.) upon school approval.**

TS5503 - Advanced Enterprise System Development (4 quarter credits). This course extends the topics covered in TS5110 by examining several mechanisms for interfacing with back-end databases, including Rapid Application Development (RAD) techniques, to support dynamically created Web content from server-side databases. This course covers Active Server Pages (ASP) and introduces Java Server Pages (JSP) and more advanced technologies supporting reusable business logic on the server. Enterprise Java Beans (EJBs) capabilities and contexts for use are also introduced. Distributed object technology are also explained and compared. The course also describes how extensible markup language (XML) is utilized for spontaneous data exchange between two Internet applications. In addition, this course covers mechanisms to improve performance of Internet applications. **Prerequisite(s): TS5110, TS5501, TS5502 or equivalent Java experience upon school approval.**

TS5504 - Wireless Web Design and Development (4 quarter credits). This course provides an overview of the evolving wireless technologies and the Wireless Application Protocol (WAP). WAP is the de facto worldwide standard for providing Internet communications and advanced telephony services on digital mobile phones, pagers, personal digital assistants, and other wireless terminals. Learners will use simulation software to design and debug wireless Web applications using wireless markup language (WML) or handheld device markup language (HDML) for Internet-enabled phones. This course provides an introduction to related technologies and includes an overview of mobile telephony architecture.

TS5505 - Object-oriented Design and Development (4 quarter credits). This course introduces object-oriented analysis and design concepts using the Universal Modeling Language (UML) and the Java programming language. Sound practices for the design, construction, testing and debugging of object-oriented software applications are emphasized. Specific attention is given to the use of use cases as a

Graduate Course Descriptions, *continued*

means of describing behavioral software requirements. This course also introduces patterns and object-oriented architectures. A problem-based approach to object-oriented analysis and design concepts is used in this course.

TS5506 - Graphics and Multimedia (4 quarter credits). The course introduces graphics and multimedia technologies, as learners create a Web interactive animation project. Activities include illustrating with Flash, using animation techniques and special effects. Flash files produce resizable compact full-screen navigation interfaces, technical illustrations, long-form animations, and other dazzling site effects. Flash enables Web designers to import artwork from their favorite bitmap or illustration programs, apply transparency, create morphing effects, add interactivity and sound, and animate them over time. Unlike bitmapped images that are optimized for a single resolution, vector images can adapt to multiple display sizes and resolutions. This is ideal for displaying Web sites uniformly on set-top boxes, hand-held computers, or PCs. This course will also cover how to embed exported Flash movies into HTML documents for play in a browser. **Prerequisite(s): TS5110 or equivalent experience upon school approval.**

TS5507 - Network Technology (4 quarter credits). This course presents an overview of network technology. Learners consider video systems, local area networks, wide area networks, wireless systems, satellite communications, Internet and the World Wide Web, cable networks, and voice and data communications. Learners will also be introduced to Frame Relay, DSL, ATM, SONET, and the OSI Model. The course will focus on understanding the impact of network technologies on the performance of Web-based applications, including security, privacy, and reliability. Learners completing this course will develop competencies associated with the Cisco Certified Network Associate (CCNA) certification.

TS5508 - Enterprise System Security (4 quarter credits). This course provides an overview of network security and information systems. This course is geared for the information technology professional tasked with establishing security strategies to protect their organization from exposure to the Internet, or the IT professional who needs to design applications that enable data security, privacy, and confidentiality. The course presents strategies to guard against hackers and forms of viruses, examines firewalls and gateways, and explores authentication and encryption techniques. The course also covers a list of the most often used methods for attacking a network system and how to defend against them. Case studies are used to better understand the impact of poor security on an enterprise.

TS5509 - Legal Considerations in Information Technology (4 quarter credits). This course focuses on the legal issues surrounding computer technologies and in particular the challenges posed to information technology professionals by the growth of the Internet and the Web. Topics include intellectual property issues such as copyright and trademark issues, privacy, governmental regulation and ethics. Learners will analyze a variety of problem-based scenarios to develop an understanding of their legal responsibilities as computer professionals.

TS5510 - Ethical Considerations in Technology Applications (4 quarter credits). This course uses specific case examples and projects to explore the ethical and human dimensions of information technology within organizations and in relationships with customers, partners, and society. Human factors in information technology will be studied considering a technologist's impact in the work place and his/her responsibilities regarding the decision-making process.

TS5511 - Organizational Impacts to Technology Adoption (4 quarter credits). This course examines integration of technology with business and organizational realities, highlighting areas of leadership, business models, organizational change, roles and responsibilities, and organizational norms. Learners begin to understand the organizational/business requirements necessary to develop technology and to be able to more effectively lead the development and adoption of new enterprise-wide systems within the organization. IT professionals must understand the organizational aspects as they design/develop new IT systems or they run the risk of developing systems that will never be adopted. This course focuses on managing a technology that already exists. Through a case study method, this course incorporates an analysis of organizational culture, an important first step in the technology adoption process.

TS5512 - Enterprise System Integration (4 quarter credits). This course surveys the critical technology tips and strategies for integrating large enterprise systems. The course will provide a rich blend of research knowledge and practical experience from respected consultants and IT professionals. The course will provide the learner with a number of effective solutions to real-world problems associated with system integration technologies and methodologies. The course will focus on the importance of aligning strategies, processes, and information technologies, as well as understanding current and future architecture frameworks.

TS5513 - Advanced Programming Strategies (4 quarter credits). This course extends the topics discussed in TS5502 by covering several advanced features of Java programming. It is intended for learners who understand the fundamental Java

programming concepts and who now want to explore some of the advanced Java programming topics. The primary focus of this course is on the advanced features and libraries of the Java2 platform; this knowledge is essential to programming in the application server environment. The learner will be able to create a client-server Java application utilizing remote method invocation (RMI) and a Swing-based applet interface. **Prerequisite(s): TS5502 or equivalent experience upon school approval.**

TS5514 - Advanced Graphics and Multimedia (4 quarter credits). This course builds competencies for developing Web sites containing more complex, interactive, and interesting multimedia features by integrating theory with practice. This course assumes experience in Web site design and with multi-media tools like Flash, Fireworks, and Photoshop. This course will extend the learner's capability of using these techniques and tools through the development of a business-quality Web site. Learners will be able to use the theory behind vector graphic and image manipulation to more effectively utilize these techniques. Vector graphic techniques will be utilized to pre-process images for use in Flash-supported Web pages. Learners will import several types of multimedia artworks into Flash to create interesting animated Web pages. Learners will learn how to create interactive movies that let the user control aspects of the movie presentation. Since this is a graduate level class, learners will be encouraged to explore other areas of computer graphics and multimedia technology as they relate to Web site development. **Prerequisite(s): TS5506 or significant experience in Web site development, including experience with Flash, Fireworks, Photoshop, and other image processing tools upon school approval.**

TS5515 - Advanced Wireless and Mobile Development (4 quarter credits). Mobile Web interfaces are maturing and becoming readily more available. This course emphasizes how aspects of Web technology (XML, XHTML, and JSP) are used to support interactive wireless Web applications. The wireless application protocol (WAP) will be presented in detail including current news on latest changes to this developing industry standard. Learners will explore how Web markup language (WML) and WMLScript are utilized to create an interactive Web telephony application (WTA). The use of Web transport layer security (WTLS) and its importance in developing secure wireless application will be explored. The remainder of the class will be devoted to server side support of wireless applications. Aspects of Servlet/JSP that are relevant to WAP will be explored, particularly the unique support for session management. The learner will use XSLT to transform XML documents into WML to create WAP supported Web pages. Learners will work through a number of computer labs to reinforce

the above concepts. **Prerequisite(s): TS5503 and TS5504 or equivalent experience upon school approval.**

TS5516 - Client Server Architecture and Design (4 quarter credits). This course focuses on the networking concepts and skills necessary to plan, install, configure and manage a local area network (LAN). Other topics covered in this course include security, printing, and troubleshooting. Upon completion, learners will have a solid understanding of network administration at the LAN level. In addition, learners will be able to take one of the industry certification exams. Basic understanding of networking concepts is required prior to taking this course.

TS5517 - Network Enterprise Architecture and Design (4 quarter credits). This course is a continuation of TS5516 focusing on the enterprise network. Topics in this course include designing Wide Area Networks (WANs), directory services, connectivity issues and procedures, remote access, network traffic management, network security and monitoring multi-protocol wide area networks. Upon completion, learners will have a solid understanding of network administration at the WAN. In addition, learners will be able to take one of the industry certification exams.

TS5518 - Advanced Network Technology – Routing (4 quarter credits). This course is a continuation of TS5507, focusing on designing wide area networks at the advanced level and focusing on planning and configuring large scalable networks based on multi-protocol Internet works. Upon completion, learners will have a solid understanding of implementing, designing, and configuring large scalable networks using queuing, tunneling, route distribution, route maps, BGP, EIGRP, OSPF, and route summarization. In addition, learners will be able to take one of the industry certification exams. It is recommended that learners earn certification as a Cisco Certified Network Associate (CCNA) prior to registering for this course.

TS5520 - Operation System Theory and Application (4 quarter credits). This course provides the learner with a sound foundation in operation system principles. The concepts of resource management, scheduling, and concurrency management and device management will be covered. The mechanisms used to support network interfaces including interfaces to the Internet and LANs will also be introduced. The concepts of administering an operating system will be discussed to provide an understanding of user access and operating system security. Finally, the concept of operating system performance issues will be discussed to provide an understanding of the importance of operating system configuration upon application performance. Examples will be provided both from Unix-based and Windows-based operating systems. At the conclusion of the course, learners will be able to compare how each

system implements the key concepts listed above to be able to determine the applicability of the system to an operational environment.

TS5521 - Advanced Network Technology – Switching (4 quarter credits). This course allows learners to build on the skills from TS5507 - Network Technology, focusing on advanced multiplexer switching technologies and techniques used by some of the major telecommunication companies to provide advanced switch configuration, Spanning Tree Protocol (STP) implementation, and Virtual Private Networks (VLANs). Topics in this course are complemented by those in the other two advanced network technology courses, TS5522 and TS5523. In addition, learners will be able to take one of the industry certification exams. The School of Technology recommends that learners earn certification as Cisco Certified Network Associates (CCNA) prior to enrolling in this course. **Prerequisite(s): TS5507 or equivalent experience.**

TS5522 - Advanced Network Technology – Remote Access (4 quarter credits). This course allows learners to build on the skills from TS5507 – Network Technology, focusing on the advanced technologies and techniques that are being used to plan, design, implement, configure, and monitor remote access and dial-up techniques that provide remote connectivity using PPP, ISDN, Frame Relay, and authentication. The course also allows learners to explore technologies such as DSL, cable modem, and VPN. Topics in this course are complemented by those in the other two advanced network technology courses, TS5521 and TS5523. In addition, learners will be able to take one of the industry certification exams. The School of Technology recommends that learners earn certification as Cisco Certified Network Associates (CCNA) prior to enrolling in this course. **Prerequisite(s): TS5507 or equivalent experience.**

TS5523 - Advanced Network Technology – Troubleshooting (4 quarter credits). This course allows learners to build on the skills from TS5507 – Network Technology, focusing on the advanced troubleshooting skills and techniques that are used on large scale and multi-protocol Internet works. Topics in this course are complemented by those in the other two advanced network technology courses, TS5521 and TS5522. Special emphasis will be placed on troubleshooting Ethernets, Token Ring, routing, routed ISDN, PPP, Frame Relay, VLAN, and WAN networks and protocols. In addition, learners will be able to take one of the industry certification exams. The School of Technology recommends that learners earn certification as Cisco Certified Network Associates (CCNA) prior to enrolling in this course. **Prerequisite(s): TS5507 or equivalent experience.**

TS5524 - Advanced Project Management (4 quarter credits). This course focuses on advanced project management topics and

techniques for successful projects. An initial assessment of the learner's project management competencies and skills will be conducted along with the establishment of a professional development plan. The course will provide an in-depth look at scope, time, cost, and quality management based upon a real-world case study scenario. Attention will be paid to the process of joint project planning sessions to increase the effectiveness of project planning. Learners will discover the importance of properly recruiting, organizing, and managing the project team. Techniques will be discussed to help keep projects on track through proper monitoring, control, and closeout methods. The course will provide tools that the project manager may use throughout their professional careers.

TS5525 - Project Risk Management (4 quarter credits). This course addresses the important elements of risk management, including risk planning, identifying risk, quantifying risk, impact analysis, development of appropriate responses, and risk control. Learners will gain an appreciation of the systematic process of identifying, analyzing, and appropriately responding to project risk. The course will look at the probability and consequences of maximizing positive events and minimizing the probability and consequences of negative events. Learners will have a better understanding of risk and how to appropriately apply it to projects.

S5526 - Leadership and Human Resource Management (4 quarter credits). This course focuses on organizational planning, staff acquisition, and team development, which includes assigning project roles, responsibilities, and reporting relationships, staffing, motivation, leadership, team development, and conflict resolution. Learners will gain an understanding of the processes required to make effective use of people and resources on a project. The relationship between human resource management and project management will be explored along with how it relates to the project life cycle. Techniques will be covered regarding interfacing with project stakeholders, designing effective organizational structures, dealing with conflict on projects, communication, and managing stress. Practical self-assessment exercises will be used to determine learners' communication, conflict resolution, and leadership styles in addition to power orientation, personality type, and motivation to manage.

TS5527 - Procurement Management (4 quarter credits). This course presents the major processes used in project procurement management, including: planning, solicitation, source selection, contract administration, and contract closeout. Each area of the procurement process will be reviewed sequentially and salient points discussed. Procurement management will be considered from the perspective of the buyer and seller

Graduate Course Descriptions, *continued*

relationship, which includes the processes required to obtain goods and services based upon project scope. Other project management areas that relate to procurement management will be discussed.

TS5528 - Project Integration Management (4 quarter credits). This course introduces the learner to key components for project integration management and the processes required to ensure that elements of a project are properly coordinated. Learners will be challenged to look for ways to bring excellence to their projects. The role of the project manager as an integrator will be discussed along with the tradeoffs among competing objectives and alternatives. The need for a project management strategy and an understanding of stakeholder identification and analysis will be discussed. The importance of a comprehensive approach to change control will be reviewed and highlighted. Learners will gain an understanding of overall project management, including successful project implementation, systems thinking, problem solving, and the skills, roles, and expectations of project managers.

TS5529 - Component Development – Java Framework (4 quarter credits). This course introduces the key concepts supporting Web enterprise component development through an examination of the key features of Java 2 Enterprise Edition (J2EE), a framework for developing reusable and portable enterprise components. Learners study the architecture of J2EE to understand key components for creating applications. Learners will create a servlet based application supported by an industry standard application server utilizing a JSP based user interface. Learners will understand how XML is used to configure an enterprise component application and explore the main types of EJBs and when and where to use them. The concepts of security relative to enterprise components will also be discussed. Learners completing this course will develop competencies associated with the Sun certified Web component developer for J2EE platform certification and the enterprise architect for J2EE technology certification. **Prerequisite(s): TS5503 and TS5513 or equivalent experience upon school approval.**

TS5530 - Component Development – Microsoft Framework (4 quarter credits). This course will examine the architecture of .NET and also explore how applications utilize this architecture to create .NET enabled applications. The Microsoft .NET technology will become the backbone of Microsoft's network solutions and development environment. Migration from COM to .NET will be discussed including its enhanced support for the object-oriented programming model. Also, the impact of .NET on current Microsoft technologies will be explored. .NET Web Services will be presented clarifying its role in supporting Web application development. Learners gain experience with ASP.NET to create a .NET enabled

Web application. C# examples will be presented in light of its support for .NET. **Prerequisite(s): TS5503 or equivalent experience upon school approval.**

TS5531 - Security Management Practices (4 quarter credits). This course, which includes aspects from the disciplines of networking, database management, and project management will enable IT professionals to identify, develop, and implement security policies for an information system and its physical environment (i.e. network interface). Essential to this is operations security. Legal and investigative concepts regarding information security will be discussed as well as the necessity for network and physical security. This class will cover proactive practices including business continuity planning (BCP) and disaster recovery planning in order to maintain information integrity. This course also explores areas of operations security.

TS5532 - Secure System Development and Cryptology (4 quarter credits). Applications and the operating systems supporting them must be designed securely to protect access to enterprise data. Communications between these systems also must occur securely to prevent unauthorized access to the data or corruptions of the data. This course will explore the key concepts of operating system and application design from the perspective of security and emphasize the importance of securing database access. It will also illustrate the importance of software development and maintenance processes that impact security. Further, this course analyzes how cryptography addresses the principles, means, and methods of disguising information to ensure its integrity, confidentiality, and authenticity. **Prerequisite(s): Learners should understand basic algorithm construction.**

TS5536 - Ethical and Legal Considerations in Information Technology (4 quarter credits). This course focuses on the ethical and legal issues surrounding computer technologies within an organization. This course uses specific case examples and projects to explore the various human dimensions of information technology and researches the relationships with customers, partners, and society. Topics include intellectual property rights, privacy, governmental regulations, and the individuals' responsibilities in the decision-making process.

TS5537 - Project Portfolio Management (4 quarter credits). This course studies project management from an organizational standpoint allowing holistic view of IT projects across the enterprise. The learner will gain skills in analyzing project proposals to best align projects with key business strategies. Various project characteristics are discussed and reviewed for their impact on the business and technology infrastructure of the enterprise including risk, cost, and strategic benefits.

TS5538 - Programming Strategies – Microsoft Environment C# (4 quarter credits). This course provides an introduction to the C# language and implementing C#-based applications using the .NET Framework. The course is oriented toward the learner with some programming experience in strongly-typed languages such as C, C++, or Java. Starting with the basics of the C# language such as built-in data types, operators, and control structures, the course migrates to an introduction to how C# implements the foundation of OOP such as extending classes through inheritance, interfaces, and polymorphism. The course teaches learners how to utilize Microsoft's Visual Studio IDE (Integrated Development Environment) to create, compile, and deploy C#-based applications. Hands-on lab exercises throughout each unit provide learners with experience creating and debugging C# applications and assemblies. **Prerequisite(s): TS5504 or prior programming experience in C, C++, or Java.**

TS5540 - Introduction to XML and Web Services (4 quarter credits). This course provides a comprehensive overview of the eXtensible Markup Language (XML) and the fundamental technologies that underlie Web services. Understanding the mechanisms behind XML and Web services is crucial to understanding its potential and effectively implementing these technologies. Learners will create XML documents, schemas, and stylesheets for transforming XML. In addition, learners will discover how to create SOAP messages and integrate services through various Web Service technologies such as WSDL. **Prerequisite(s): TS5503 - Advanced Enterprise System Development or equivalent server-side development knowledge and intermediate-level programming knowledge in a programming language such as Java, C#, C++, or Perl (i.e., TS5513 - Advanced Programming Strategies) upon school approval.**

TS5590 - Web Development and Networks (4 quarter credits). This course will enable learners with little prior IT knowledge to understand fundamental concepts of IT and be prepared for future courses in the program. It is crucial to understand the role of the Web and Web-based applications in today's business environment. It is also essential to understand how business and data communications are supported through network devices and software. This course provides an overview of Web applications and how they are utilized to support business needs. It also presents the basic concepts of computer networks and an overview of various methods of creating and supporting internal and external computer networks. In both areas learners will be able to compare various options in Web application development or networks and select the most appropriate solution.

TS5591 - Programming and Database Systems (4 quarter credits). This course will enable learners with little prior IT knowledge to understand fundamental concepts of IT and be prepared for future courses in the their program. It is crucial to understand the role of software development in today's business environment. It is also essential to understand how data is managed, accessed, and utilized in decision-making processes. An overview of the basic concepts of the software development process is presented. Learners will become familiar with programming through updating existing applications in an industry standard programming language (i.e., Visual Basic). This course also provides an overview of database principles enabling the learner to construct a simple database and access its information through an application interface. Learners will modify existing programs to access a database and develop useful reports. In both areas, learners will be able to compare various options in application development and database technology to select the most appropriate solution for their business environment.

TS5899 - Special Topics in Technology (4 quarter credits). This course enables learners to propose and conduct a study of special topics of interest related to information technology. Appropriate course topics address an area of study that complement the learner's past experience and learning objectives. The results of the study must exhibit a graduate-level mastery of the topic area. Special permission is required for registration.

TS5990 - Integrative Project (4 quarter credits). This course enables learners to demonstrate proficiency in integrating learning from their course work at Capella University. Learners prepare a project plan that includes proposed topic area, deliverables, dates when they will be completed, and the associated learning that will be exhibited. Upon approval from their instructor, learners execute their project plans. The learner will record weekly status on their progress, issues, key decisions, and learning. At the conclusion of the course, learners complete their projects and summarize their results on their Capella University Web sites. Learners should plan to take TS5990 during their last quarter. **Cannot be fulfilled by transfer.**

Colloquia and Residencies

COL-R5921 - MS Colloquium Track I. The first master's residential colloquium is the initial track of the residency sequence and should be completed during the first two quarters of enrollment.

COL-R5922 - MS Colloquium Track II. The second colloquia will be taken approximately during the second year of enrollment (master's learners completing in fewer than three years may take their colloquia more closely together, the second colloquium near the midpoint of their programs).

COL-R5923 - MS Colloquium Track III. The third colloquia will be taken approximately during the third year of enrollment (master's learners completing in fewer than three years may take their colloquia more closely together).

COL-R8921 - PhD Colloquium Track I. Track I is taken before completing 56 earned and transferred credits. Learners are strongly encouraged to complete this colloquium within their first quarter of enrollment.

COL-R8922 - PhD Colloquium Track II. Track II is taken as learners are completing 57-72 credits, while they are immersed in their required course work.

COL-R8923 - PhD Colloquium Track III. Track III is taken while learners are completing 73-96 credits (for HASOP learners, 73-95 credits). Since the final 24 (or 30) credits earned in the doctoral program are tied to the completion of the comprehensive examination and dissertation, Track III prepares learners for their comprehensive examination questions, for completing their dissertations, and for life after graduation.

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.

University President

Michael J. Offerman
BA, University of Iowa
MS, University of Wisconsin-Milwaukee
EdD, Northern Illinois University

Provost

Karen J. Viechnicki
BA, Beaver College
MA, University of Akron
PhD, Kent State University

Vice Provost, Academic Affairs

Interim Registrar
Ronald O. Anderson
BA, Saint Olaf College
MA, University of Minnesota
PhD, University of Minnesota

Vice Provost, Assessment and Institutional Research

Dana Offerman
BA, Kent State University
MA, Kent State University
PhD, University of Wisconsin-Madison

Chancellor

Stephen G. Shank
BA, University of Iowa
MA, The Fletcher School
JD, Harvard Law School

Vice President, Advising and Academic Support

Lisa Wheeler
BS, University of Wisconsin-Madison
MEd, Springfield College
EdD, University of St. Thomas

Executive Director, Undergraduate Programs

Valerie S. Perkins
BA, Chicago State University
MA, Governor's State University
EdD, Northern Illinois University

Director, Academic Research Support

Tsuey-Hwa Chen
BA, National Taiwan University
PhD, University of Minnesota

Director of Curriculum Development

Tina M. Stavredes
BS, University of Minnesota
MEd, University of Minnesota
PhD, University of Minnesota

Director of Faculty Diversity and Engagement

Cecilia Stanton
BA, Bloomfield College
MA, Lehigh University

Director of Financial Aid

Tim Lehmann
BA, Concordia College
MBA, Capella University

Board of Directors

The board of directors provides oversight and guidance to Capella University in its policies and programs.

Ruby Howard Braye
Wayne "Buck" Buchanan, PhD
Patti Garyon Corey
James V. Gambone, PhD
William Harvey, EdD
Michael Offerman, EdD
Paul Schroeder, MBA
Stephen G. Shank (emeritus), JD
Joan C. Stoner, EdD
Priscilla McNulty (secretary), JD

School Directories

School of Business

Executive Director

Kurt R. Linberg, PhD

Faculty Directors

Melissa Hartman, DBA
Michael J. Miller, MBA
Barbara Butts Williams, PhD
Linda Suzanne Wing, PhD

Faculty Chairs

Sheila Fournier-Bonilla, PhD
Lee L. Gremillion, DBA
J. Dennis Hart, MBA
Lawrence K. Wang, PhD
Michael Williams, PhD

Core Faculty

Cheryl Bann, MBA
Tsun Chow, PhD
George Ecker, PhD
Stephanie Fraser-Beekman, PhD
Larisa V. Genin, DBA
Martha Hollis, PhD
Forest Jourden, PhD, JD
Joseph LeVesque, DBA
William Reed, PhD
Shelley Robbins, PhD
Gary Robinson, PhD
Robert Rodriguez, PhD
Deborah Snyder, PhD
Susan Stehlik, MS
Linda Terry, PhD
John Whitlock, PhD

School Administration Staff

Becky Copper, MA
Irina Cudo, BS
Margaret Eastman, BA
Emil E. Gerth, BA
Dana Hillesheim, BA
Kevin D. Krier, MBA
Sandy Leppanen, BA
Christina Newell
Amy J. Petterson, BS
Margaret Pidde
Lora Roussanova, MBA
Sandra Running, MA

Doctoral Academic Advisors

Diane L. Dick, MA
Douglas Gorsuch, MBA
Shelly Grothe, MS
Barbara Pappenfus, MS

Doctoral Advising Assistant

Jonathan Gehrz, BA

Master's, MBA, Bachelor's, and Certificate Academic Advisors

Amy Beuchler-Steubing, MA
Scott Coenen, MS
Jenelle Davis, MS
Meredith McCann, MS
Julie McNamara, MS
John Murphy, MSE
Sidney Smith, MS

School Directories, continued

School of Business, continued

Advising Assistants

Jesmia Avery, BA
Jillian Robole, BS
Kim Staley, BA

School of Education

Executive Director

James Wold, PhD

Faculty Director

Harry McLenighan, PhD

Faculty Development and Colloquia Director

Keith Johansen, PhD

Interim Faculty Directors

Ed Gould, EdD
Griffin Walling, EdD

Faculty Chairs

Phil Corkill, EdD
Beverly Enns, EdD
Christine Jax, PhD
Nancy E. Thornton, PhD

Interim Faculty Chair

Sonja Irlbeck, EdD

Senior Faculty

Elizabeth Bruch, EdD
Bruce Francis, PhD
Jerome Halverson, EdD
Mark H. Rossman, EdD

Core Faculty

Jamie Barron, EdD
Kathryn Campbell, EdD
Cheryl Doran, PhD
Pam Hanfelt, PhD
Alyce LeBlanc, PhD
Michael Medley, EdD
Dennis Mills, PhD
Larry Reynolds, PhD
Leone Snyder, MS
Kim Spoor, PhD

School Administration Manager

Michael Higgs, BA

School Administration Staff

Sue Arakawa, MS
Andrea Armagost, BA
Michelle Beinmer, MEd
Erin Hocking, BA
Katy Kessler, BA
Alison Milston, BS
Brenda Samson, BS
Lisa White, BA

Doctoral Academic Advisors

Christine Keith, MS
Lynn Riskedal, PhD
Kim Smieja, MA
Shannon Smith, PhD
Carley Watts, MA

School of Education, continued

Doctoral Advising Assistant

Jonathan Gehrz, BA

Master's and Certificate Academic Advisors

Sarah Horst, MA
Jody Janati, MA
Carrie-Beth Schrader, MS

Master's and Certificate Advising Assistant

Sheridan Panasuk, BA

School of Human Services

Executive Director

Pamela K. S. Patrick, PhD

Faculty Chairs

Douglas Bird, PhD
Janice J. Caron, EdD
Thomas (Bill) Clyburn, PhD
Joanna Oestmann, EdD

Core Faculty

Amanda Costin, PhD
John Darland, PhD
Richard Flor, PhD
Suzanne Holmes, DPA
Randy Johnson, PhD
Mee-Gaik Lim, PhD
Charles Lorbeer, PhD
Christopher Lucies, EdD
Ron Muchnick, PhD
Sherri Muchnick, PhD
Angie O'Malley, PhD
AnnaLynn Schooley, PhD
Ken Szymkowiak, PhD
Charles Tiffin, PhD
Alice Yick Flanagan, PhD

School Administration Manager

Jennifer Morgan, MAT, PMP

School Administration Staff

Stacey Barenbaum, BA
Amy Dorn-Fernández, BA
Terri Edington, BS
Michael Galegher, BA
Amy Landgren, BA
Beth O'Hara Muller, BA
Siri Spong, BS

Doctoral Academic Advisors

Lou Branca, MS
Naomi Nelson, MA
Susan Browender, MA

Doctoral Advising Assistant

Nicole Lovald, BA

Master's and Certificate Academic Advisors

Jessica Evenson, MS
Erin Holm, MS
Kathryn O'Connell, MA
Adam Soderlind, MA

School of Human Services, continued

Advising Assistant

Andrea Baker, BA

Harold Abel School of Psychology

Executive Director

Bruce J. Weiss, PhD

Faculty Director

Gail Lorenz, PhD

Director of Residence

William Percy, PhD, LP, LMFT

Director of Training

Jody Neuman-Aamlie, PhD, LP

Associate Director of Training

Vesna Hampel, PhD

Faculty Chairs

Sharlene Adams, PsyD
Malcolm Gray, PhD
Garvey House, PhD
Nancy Piotrowski, PhD
Robert Schnedler, PhD, LP
Karen Yasgoor, PhD, SPHR

Interim Faculty Chairs

Gail Lorenz, PhD
David Sarnoff, PhD, ABPP
Laren Winter, EdD

Senior Faculty

Brian Austin, PhD

Core Faculty

Leigh Baldwin, PhD
Rebecca D.B. Behrend, PhD, LP
David Chapman, PsyD
Bruce Fischer, PhD, LP, LMFT
Victoria A. Gamber, PhD
John Gonsiorek, PhD
Chris Heffner, PsyD
Catherine E. James, PhD, LPC, NCC
Sheldon Kleine, PhD, LP
Gina Langan, PhD
Jeffrey Leichter, PhD, LP
Marilyn Marks-Frey, PhD, ABPP
Wayland Secrest, PhD
Christine Woolf, PhD

School Administration Manager

Jane Bradley-Durfee, MBA, PMP

School Administration Staff

Mark Anderson, BA
Maggie Cocherell, BA
Kyle DeLaHunt, BA
Kelly Dunlop, MHR
Tracy Emanoff, MA
Benjamin Imker, MA
Jennifer Meyer, BA

Doctoral Academic Advisors

Ellen Carey, MA
Laura Jarrett, PhD
Vera Kovacovic, PhD
Kathe Pelletier, MA

School of Psychology, continued

Doctoral Advising Assistant

Nicole Lovald, BA

Master's and Certificate Academic Advisors

Julie Andraesen, MS
Nicole Franklin, MA
Heather Sorrell, MA
Brenda Thorsen, MEd

Master's and Certificate Advising Assistant

Sheridan Panasuk, BA

School of Technology

Executive Director

Kurt R. Linberg, PhD

Faculty Directors

Paul Coverstone, PhD
Jack Krichen, MS

Core Faculty

Sharon Bender, PhD
Karen Bernard, MBA
Steven Brown, PhD
Eileen Dittmar, MA
Paul Gold, MS
Kris Jamsa, PhD
Joseph Johnson, MBA
Nancy Johnson, PhD
Kristina Luopa, MS
Jerry Minshall, MS
Keith Morneau, EdD
Rebecca Snarski, MS

School Administration Manager

Janice Aanenson, MEd

School Administration Staff

Brad Berkland, MA
Michelle Faucher, BA
Jeff Guhin, BS
Juanita Ikuta, MS
Brian Imholte, BS
Bill Kuchar
Mike Moffitt, BS
Robin Schwartz, MS
Kim Wapola, BS

Master's, Bachelor's, and Certificate Academic Advisors

Jason Bauer-Clapp, MA
Nancy Bois, MA
Tracy Griffin, MA
Kelly Kubicek, MA
Sarah Meyer, MA
Joseph Mitzel, JD
Kyle Munoz, MA
Nancy Olson, MA

Advising Assistant

Joshua Blaeser, BS

Faculty

Senior Faculty

- Austin, Brian**, BA, Monmouth College; MS Ed, Southern Illinois University; PhD, Southern Illinois University; postdoctoral certificate in Clinical Psychology, University of North Carolina – Greensboro
- Bruch, Elizabeth**, BA, Elmhurst College; MS, Indiana University – Fort Wayne; PhD, University of Wisconsin – Madison
- Francis, J. Bruce**, BA, University of Detroit – Detroit; MA, University of Detroit – Detroit; PhD, University of Michigan – Ann Arbor
- Halverson, Jerome**, BA, Saint Mary's University; MA, Saint Louis University; MEd, Saint Mary's University; PhD, Michigan State University
- Rossman, Mark H.**, BA, New York University; MS, University of Bridgeport; MHL, Ottawa University – Ottawa; EdD, University of Massachusetts – Amherst

Core and Adjunct Faculty

A

- Abraham, JoAnn**, BA, University of South Dakota; MBA, University of St. Thomas
- Acadia, Phyllis**, BA, The City College of Liberal Arts and Science; MS, The City College; MA, Fielding Graduate Institute; PhD, Fielding Graduate Institute
- Ackerman, Rosalie**, BS, Iowa State University; MS, Iowa State University; PhD, Iowa State University
- Adams, Anna**, BA, Catawba College; MA, The George Washington University
- Adams, Katherine**, BA, St. Olaf College; MS, Winona State University
- Adams, Richard**, BA, VT College of Norwich University; MBA, Baker College
- Adams, Sharlene**, BA, Manchester College; MS, Northeastern State University; PsyD, Forest Institute of Professional Psychology
- Adkins, Mac**, BA, Heritage Christian University; MA, Southern Christian University; MDiv, Southern Christian University; EdD, Auburn University – Auburn
- Akhavan-Majid, Roya**, BA, University of Minnesota – Twin Cities; MA, University of Minnesota – Twin Cities; PhD, University of Minnesota – Twin Cities
- Akins, William**, BA, San Francisco State University; MS, Kansas State University
- Allen, Carolyn**, BA, Pennsylvania State University; MSS, Bryn Mawr College; MA, Temple University; PhD, Temple University
- Allen, Dwight**, AB, Stanford University; MA, Stanford University; EdD, Stanford University
- Almasude, Amar**, BA, Evergreen State College; MA, Ohio University, Athens; PhD, Ohio University
- Almasude, Joanna**, BA, Ohio University, Athens; MA, Ohio University, Athens
- Andberg, Wendy**, BA, University of Minnesota; MA, University of Minnesota; PhD, University of Minnesota

- Andersen, Jill**, BS, Augustana College; MS, Cardinal Stritch University
- Andrews, Letitia**, BA, BS Roosevelt University; MeD, National-Louis University; PhD, Capella University
- Ansoorian, Andrew**, BS, James Madison University; MS, California State University – San Bernardino
- Anthony, Kimberly**, BS, East Carolina University, Greenville; MA, Mary Baldwin College; PhD, Capella University
- Armer, Laura**, BS, Sam Houston State University; BA, Sam Houston State University; MS, University of Houston, Clear Lake
- Aronson, Daniel**, AB, UC Berkeley; MBA, MIT Sloan School
- Astacio, Victor**, BA, Central Bible College; MS, Miami Institute of Psychology; PsyD; Carlos Albizu University; PhD, Carlos Albizu University
- Auten, Anne**, BA, Michigan State University; MEd, University of Illinois at Urbana-Champaign; PhD, University of Minnesota – Twin Cities
- Auxier, C.R.**, BA, Graceland College; MS, Central Missouri State University; MA, Adams State College; PhD, Idaho State University
- Avella, Joseph**, BS, Rensselaer Polytechnic Institute; MA, The Catholic University of America; MBA, Capella University; PhD, The Catholic University of America
- Azar-Dickens, John**, BA, Armstrong Atlantic State University; MS, Augusta State University; PhD, Union Institute & University

B

- Babb, Danielle**, BS, University of California – Riverside; MBA, University of Redlands; PhD, Capella University
- Bail, David**, BA, University of Cincinnati; MBA, University of Phoenix
- Bailey, Barbara**, BBA, Georgia State University; MS, Georgia State University; PhD, Georgia State University
- Balch, David**, BS, California State University – Los Angeles; MBA, Pepperdine University; PhD, United States International University
- Baldwin, Leigh**, BA, Western Kentucky University; MS, Eastern Kentucky University; EdS, University of Kentucky – Lexington; PhD, University of Kentucky – Lexington
- Ballinger, Marcia**, BS, University of Minnesota; MA, University of Minnesota; PhD, Capella University
- Banescu, B. Chris**, BS, New York University; JD, Southwestern University School of Law
- Bangert, Arthur**, BA, Kent State University; MS, Youngstown State University; EdD, University of South Dakota; EdS, University of Nebraska-Kearney
- Bann, Cheryl**, BA, University of Minnesota; BS, University of Minnesota; MBA, University of St. Thomas
- Banton, Mernoush**, MBA, University of Miami; MS, Florida International University; DBA, Nova Southeastern University
- Barker, Gwen**, BS, University of Wisconsin-River Falls; MBA, University of Minnesota, Twin Cities
- Baron, Augustine**, BA, Loyola University – New Orleans; MA, University Of Illinois – Urbana-Champaign; PsyD, University of Illinois – Urbana-Champaign
- Barron, Jamie**, BS, University of Pittsburgh; MEd, Indiana University of Pennsylvania; EdD, Indiana University of Pennsylvania
- Barrow, Lisa**, BA, Capital University; MS, Buffalo State College; DM, University of Phoenix.
- Bartelme, Lois**, BA, Mt. Holyoke College; MA, University of Alabama; PhD, University of Iowa
- Barton, Brian**, BS, University of Michigan; MBA, University of Michigan
- Barton, Craig**, BS, Wayne State University; MS, Central Michigan University; PhD, Wayne State University
- Bassett, Caroline**, BA, Tufts University; MA, University of Vermont; PhD, University of Iowa
- Baumberger, Julie**, BS, Dakota State University; MEd, South Dakota State University; EdD, University of South Dakota
- Bayer, Sam**, BS, University of Florida; PhD, University of Florida
- Beazley, Jackson**, BS, University of Maryland; MA, Chapman University; EdD, Arizona State University
- Bechtold, Brigid**, BA, College of Saint Benedict; MA, St. Cloud State University; MA, Fielding Graduate Institute; PhD, Fielding Graduate Institute
- Beekman, Carl**, BS, Indiana University – Terre Haute; MS, Indiana University; PhD, Union Institute & University
- Behrend, Rebecca**, BA, Gustavus Adolphus College; MDiv, Moravian Theological Seminary; MSE, University of Wisconsin; PhD, Walden University
- Belos, Vernon**, BA, Trent University – Ontario; MA, Ottawa University; EdD, Nova Southeastern University
- Bemker, Mary**, BS, Indiana University; BS, Spalding College; MS, Indiana University; PsyD, Spalding University; MS, University of Alabama – Birmingham; DSN, University of Alabama – Birmingham
- Bender, Eugene**, BA, Brooklyn College; MSW, Columbia University; EdD, Jewish Theological Seminary of America
- Bender, Sharon**, BA, Thomas Edison State College; MS, ISIM University; MBA, ISIM University; PhD, Capella University
- Benedict, Norma**, BA, University of Arizona; MSW, Arizona State University; PhD, Walden University
- Benraouane, Sid**, BA, University of Algiers; MA, University of Minnesota, Twin Cities; PhD, University of Minnesota, Twin Cities
- Benson-Quaziana, Marcella**, BS, University of Iowa; MA, University of Iowa; MSW, University of Washington; MA, Fielding Graduate Institute; PhD, Fielding Graduate Institute
- Benton, Bradley**, BS, Morningside College; MBA, University of Nebraska

Berg-O'Toole, Carol, BS, North Dakota State University; MA, University of Minnesota; PhD, University of Minnesota; JD, University of Minnesota

Bernard, Karen, BS, Bemidji State University; MBA, UNC Chapel Hill

Berry, Gregory, BEd, University of Alberta; MBA, University of Alberta; PhD, University of Alberta

Bertrand, Art, BS, Westfield State College; MA, American International College; PhD, University of Connecticut

Bigelow, Robert, BA, University of New Mexico; JD, Georgetown University

Bird, Douglas, BS, University of Wisconsin; MS, Gannon University; PhD, Capella University

Blagg, Michael, BS, Eastern Illinois University; MBA, Eastern Illinois University

Bly-Turner, Margaret, BS, University of New York State; MPSSc, Pennsylvania State University; PhD, Oklahoma State University

Bobbie, Gloria, BA, Plattsburgh College of SUNY; MALS, Plattsburgh State University College

Bolland, Eric, BA, University of Wisconsin – Madison; MA, University of Wisconsin – Madison; DBA, Nova Southeastern University

Bor, Aaron, BS, Drexel University; MA, University of Denver; EdD, University of Northern Colorado – Greeley

Born, Apiwan, BS, Chulalongkorn University; MS, Mississippi State University; MBA, Mississippi State University; PhD, Southern Illinois University

Bostain, Nancy, BA, University of Cincinnati; MS, New Mexico Highlands University; PhD, Walden University

Boyd, David, BA, University of Illinois – Urbana-Champaign; MBA, Golden Gate University; PhD, Walden University

Boyd, Michael, BA, Jacksonville University; MBA, University of North Florida

Brain, Hank, BS, Florida Southern College; MA, University of Phoenix

Brant, Curtis, BA, Kent State University; MA, Bowling Green State University; PhD, Bowling Green State University

Brashears, Michael, BA, Azusa Pacific University; MA, Azusa Pacific University; PsyD, Azusa Pacific University

Braye, Rubye, BA, Hollins University; MBA, Boston University; PhD, Walden University

Brehm, William, BA, SUNY, Albany; MS, Springfield College; PhD, Walden University

Brewer, Jackie, BA, Ottawa University; MA, Ottawa University; PhD, Capella University

Britten, Jody, BS, University of Nebraska; MEd, University of Kansas; PhD, University of Kansas

Bronner, Julia, CTN, Transcultural Nursing Society; BSN-College of St. Teresa; MS, Winona State University; PhD, Capella University

Brown, Jeffrey, BS, Yale University; MS, University of St. Thomas

Brown, Mary, CISSP; BA, Metro State University

Brown, Steven, BS, City College of New York; MBA, Pace University; PhD, Nova Southeastern University

Brown, William R., BBA, Eastern Kentucky University – Richmond; BA, University of Kentucky – Lexington; MA, Eastern Kentucky University – Richmond; EdD, Nova Southeastern University

Bruch, Daniel, BA, Carthage College – Kenosha; MA, Northern Illinois University – DeKalb; MDiv, Concordia Theological Seminary – Fort Wayne; DMin, Concordia Theological Seminary – Fort Wayne; PhD, University of Wisconsin – Madison

Brue, Alan, BA, State University of New York – New Paltz; MA, University of Florida; EdS, University of Florida; PhD, University of Florida

Buchen, Irving, BA, New York University; MA, New York University; PhD, Johns Hopkins University

Buck, Douglas, BS, Wright State University; MS, American University; MBA, University of Dayton; DPA, Nova University

Buffkin, Sally, BSBA, University of Wisconsin – Eau Claire; MBA, University of Central Florida

Bullock, Cheryl, BA, Sangamon State University; MA, University of Illinois at Urbana-Champaign; PhD, University of Illinois at Urbana-Champaign

Burkett, William, BS, Palm Beach Atlantic College; MS, Nova Southeastern University; PhD, Nova Southeastern University

Busby, Nora, BS, Florida State University; MS, Florida State University; EdD, Nova Southeastern University

Butler, Clifford, BS, California State Polytechnic University; MBA, Golden Gate University; DBA, Nova Southeastern University

Butler, Robert, BA, Arizona State University; MA, University of Colorado-Boulder

Butts Williams, Barbara, BA, Morgan State University; MA, Hamline University; MA, Fielding Graduate Institute; PhD, Fielding Graduate Institute

C

Cadogan, Rochelle, BS, University of Wisconsin, Stout; ME-PD, University of Wisconsin, La Crosse; PhD, Capella University

Caffaro, John, BA, Long Island University; MA, United States International University; PhD, Fielding Graduate Institute

Callender, Stephen, BA, Davidson College; MS, Virginia Polytechnic Institute and State University; EdD, Virginia Polytechnic Institute and State University

Campbell, Kathryn, BA, University of California – Los Angeles; MS, Dominican University of California; EdD, University of the Pacific

Carlstedt, Roland, BA, Western State College of Colorado; MA, Saybrook Graduate School; PhD, Saybrook Graduate School

Carlson, Jacqueline, BS, University of Washington – Seattle; MS, University of Wisconsin – Madison; PhD, University of Wisconsin – Madison

Caraballo, Ervin, BA, Inter American University of Puerto Rico; MBA, Webster University; DBA, Nova Southeastern University

Caron, Janice J., BS, University of New Hampshire; MEd, Salem State University; EdD, Sarasota University

Carter, Hellen, BA, Arizona State University; MS, Northern Arizona University; PhD, Walden University

Casey, Rickey, BS, University of the Ozarks; MBA, University of Central Arkansas; DBA, Nova Southeastern University

Casey, Russell, BS, Wesley College; MBA, Delaware State University; DBA, Nova Southeastern University

Cattapan, Mary Catherine, BS, University of Illinois-Chicago; MBA, DePaul University

Chabies, Carole, BA, University of Washington; MA, University of Wisconsin-Madison; PhD, University of Wisconsin-Madison

Chang, Judy, BS, Old Westberry College; MS, Florida Institute of Technology

Chapman, David, AB, University of Missouri; MA, Luther Theological Seminary; MA, University of St. Thomas; PsyD, University of St. Thomas

Chappell, Kelly, BA, University of South Carolina; MA, University of South Carolina; PhD, University of South Carolina

Chin, Darian, BA, University of Southern California; MA, California State University – Los Angeles; MBA, California State University – Los Angeles

Chow, Tsun, BS, University of California – Los Angeles; PhD, University of California – Berkeley

Christiansen, Bryan, BS, The University of the State of New York; MBA, Capella University

Chuang, Jo-Yu "Roy", BS, Tamkang University – Taiwan; MS, The Ohio State University; MBA, Baker University

Clekis, Joanna, BA, Eckerd College; MA, Georgia State University; EdD, University of Sarasota (see Oestmann, Joanna)

Cleveland, Darrell, BA, Temple University; MsEd, Saint Joseph's University; PhD, University of North Carolina – Chapel Hill

Clyburn, Thomas W., BA, Eckerd College; MA, Vermont College of Norwich University; PhD, Walden University

Coito, Deborah, BA, Humboldt State; MFA, CalArts, Los Angeles

Conrad, Rita M., BS, Illinois State University; MEd, Arizona State University; PhD, Florida State University

Contreras, Carlos, BA, University of Texas-Austin; MA, University of Texas – Austin; PhD, University of Texas – Austin

Cook, James H., BS/BA, Henderson State University; MBA, Henderson State University; EdD, University of Arkansas – Little Rock

Cooke, Christine, BA, Regis College; MA, University of New Hampshire; PhD, University of Memphis

Cooke, Phyllis, BA, Baldwin Wallace College; MA, Cleveland State University; PhD, Kent State University

Faculty, continued

Cooper, Mark, BS, Youngstown State University; MA, Towson State University; PhD, Kent State University

Coppola, Nicholas, BSc, Liverpool University, England; BA, State University of New York, Potsdam; MSA Central Michigan University; MHA, Baylor University; PhD, Virginia Commonwealth University - Richmond

Corkill, Phil, BA, Wesleyan University; MAEd, Northern Illinois University - DeKalb; EdD, Northern Illinois University - DeKalb

Coronna, Mark, BS, University of Wisconsin - Madison; MS, University of Wisconsin - Madison

Costello, Richard, BS, North Carolina State University - Raleigh; MA, North Carolina State University - Raleigh

Costin, Amanda, BA, University of Vermont; MEd, University of Virginia; PhD, Kent State University

Coverstone, Paul, BA, Marshall University; MS, ISIM University; PhD, Capella University

Covington, Marsha, BA, California State University - Sacramento; MEd, Montana State University - Bozeman; EdD, Montana State University - Bozeman

Cox, Carol, BS, Northern Michigan University; MA, Northern Michigan University

Coxon, Valerie, BS, University of Washington; MS, University of Washington; PhD, University of Washington

Craig, Jeanne Anne, BS, Ball State University; MEd, University of Washington; PhD, Fielding Graduate Institute

Crawford, Linda, BA, Emmanuel College; PhD, University of Minnesota - Minneapolis

Crawford, Theresa, BS, Ohio State University; MS, Ohio State University; PsyD, University of Denver

Cree, Lisa, BA, Southern Illinois University; MA, Roosevelt University; PhD, California School of Professional Psychology

Crelin, Sheryl, BS, Southern Connecticut State University; MA, University of Phoenix

Crews, Catherine, BA, Newcomb College of Tulane University; MA, University of Kentucky; PhD, University of Kentucky

Crews, Gordon, BS, University of South Carolina; MS, University of South Carolina; PhD, University of South Carolina

Crocker, Olga, BEd, University of Alberta; MEd, University of Alberta; MBA, University of Alberta; PhD, University of Washington

Crocker, Ruth, BS, Saint Joseph's College; MS, University of Wisconsin - Milwaukee; MS University of Wisconsin - Stout; PhD Saybrook Graduate School

Cruz, Norberto, BS, Northwest Missouri State University; MS, Northwest Missouri State University; EdD, Virginia Polytechnic Institute and State University

Cunat, Patricia, BA, University of Wisconsin - Eau Claire; MBA, University of St. Thomas

Cunningham, Neil, BA, Metropolitan State University

Czelusniak, Vernon, BA, St. Leo College; MS, Florida International University; PhD, Nova Southeastern University

D

Dahlen, Penny, BA, The College of Idaho; MEd, Colorado State University; EdD, Idaho State University

Damiani, Joseph, BA, Ohio Northern University; MSW, University of Michigan; PsyS, Center for Humanistic Studies; PhD, Union Institute & University

Daniels, Dawn, BS, East Carolina University, Greenville

Darland, John, BA, Hamline University; MPP, Humphrey Institute of Public Affairs; PsyD, Minnesota School of Professional Psychology

Davidson, Karen, BS, University of Illinois - Urbana-Champaign; MBA, DePaul University

Davis, Charles, BS, Oklahoma State University; MA, Harvard University; MBA, Columbia University; PhD, University of Houston

Davis, Phillip, BS, Texas State University - Corpus Christi; MS, Texas State University - Corpus Christi; EdD Nova-Southeastern University

DeCaro, Frank, BBA, St. Francis College; MBA, Long Island University; PhD, New York University

DeNigris III, John, BS, Indiana University; MBA, Florida Metropolitan University; PhD, Walden University

Dennis, Alan, BS, West Virginia University - Parkersburg; MS, West Virginia University - Morgantown

Dereshiwsky, Mary, BS, Southern Connecticut State University; MS, University of New Haven; PhD, University of Massachusetts - Amherst

Dervis, Jocelyn, BS, University of Central Florida; MBA, Southeastern University

Desjardins, Louis, BScA, Laval University; MScA, Laval University

Deubel, Patricia, BS, Ohio University; MS, Ashland College; PhD, Nova Southeastern University

Deuser, William, BA, Kent State University; MA, University of Missouri - Columbia; PhD, University of Missouri - Columbia

Devin, Tricia, CCRN, University of Alberta; BA, Pepperdine University; MAPA, Pepperdine University; PhD, William-Lyon International University; EdD, Pepperdine University

DeWitt, Douglas, BA, University of Redlands; MA, University of Redlands; PhD, Claremont Graduate University

Dhawan, Amrita, BA, University of Dehli; MA, University of Dehli; PhD, Columbia University

Dheeriya, Prakash, B.Com., University of Bombay; MBA, University of Bombay; PhD, University of North Texas

Diaz, Gustavo, BS, University of Costa Rica; MA, Pennsylvania State University, University Park; ME, Pennsylvania State University, University Park

DiBella, Anthony, BA, Trinity College; MA, American University; MBA, University of Rhode Island; PhD, Massachusetts Institute of Technology

Dickey, Corinne, BA, University of Minnesota; MA, University of Minnesota; PhD, University of Minnesota

DiMatteo, Donna, BA, University of San Diego; MS California School of Professional Psychology - San Diego; MS (2nd), California School of Professional Psychology - San Diego; PhD, California School of Professional Psychology - San Diego

Dittmar, Eileen, BS, Western Michigan University; MA, Western Michigan University

Domine, Lawrence, BA, University of Wisconsin - Milwaukee; MS, University of Wisconsin - Milwaukee

Dominguez, Cesar, BE, Universidad Tecnologica del Centro, Valencia, Venezuela; MA, Hamline University

Doran, Cheryl, BA, California State University - Sonoma-Rohnert Park; BBA, Boise State University; MS, Capella University; PhD, Capella University

Driver, Thomas, BS, Park College; MPA, Golden Gate University; MA, Liberty University; PhD, Walden University

Drogosz, Lisa, BA, Ohio University; MA, The University of Akron; PhD, The University of Akron

Duchac, Neil, BS, University of Dayton; MS, University of Dayton; PhD, University of Toledo

Duff, Susan, BA, Illinois Institute of Arts; MA, University of Phoenix

Durham, Alexis, BA, New College; MA, University of Pennsylvania; PhD, University of Pennsylvania

Duva, Chris, BA, California State University; MA, California State University; PhD, University of British Columbia

Dykman, Charlene, BA, Saginaw Valley State University; MA, Michigan State University; MBA, University of Houston; PhD, University of Houston

E

Ecker, George, BA, Cornell University; MA, Cornell University; PhD, Stanford University

Eckstein, Daniel, BA, Presbyterian College; MA, University of South Carolina; PhD, University of South Carolina

Eggersman, Denise, BS, Kennesaw State University; MS, University of Phoenix; PhD, Capella University

Elkin, Randy, BA, Iowa State University; PhD, Iowa State University

Elmore, Robert, BM, Eastern Illinois University - Charleston; MS, University of Illinois - Urbana; PhD, University of Minnesota - Twin Cities

Embar-Seddon, Ayn, BS, University of Pittsburgh; BA, University of Pittsburgh; MA, Edinboro University of Pennsylvania; PhD, Indiana University of Pennsylvania

Emerick, Timothy, BA, California State University; BTh, L.I.F.E. Bible College; MDiv, Azusa Pacific University; MA, California State University; PhD, Saybrook Graduate Research Institute

Emmons, Kate, BA, University of California - Santa Cruz; MA, University of California - Santa Barbara; PhD, University of California - Santa Barbara

Enns, Bev, BA, Bemidji State University; MS, Bemidji State University; EdS, University of St. Thomas; PhD, University of St. Thomas

Enright, Mary, BA, University of Wisconsin-Madison; MA, University of Wisconsin – Madison; PhD, University of Wisconsin – Madison

Evans, Mary, BA, University of Connecticut; MBA, Syracuse University; PhD, Syracuse University

Everette, Pauline, BA, Wayne State University; MSW, Wayne State University; PhD, Capella University

F

Fischer, Bruce, BA, University of Minnesota; MS, University of Minnesota; PhD, University of Minnesota

Fischer, Joshua T., BA, Oral Roberts University; MA, Oral Roberts University; PhD, Oklahoma State University

Fisher, Deborah, RN, North Dakota State University; BA, Boise State University; MA, Idaho State University; PsyD, University of Northern Colorado

Fitzgerald, Shawn M., BA, Lebanon Valley College; MEd, The University of Toledo; PhD, University of Toledo

Flood, Dennis, BS, University of Nebraska – Omaha; MS, University of Nebraska – Omaha; PhD, University of Nebraska – Lincoln

Flor, Richard, BS, University of Wisconsin; PhD, University of Minnesota

Florin, Juan, BA, University of Illinois – Urbana-Champaign; MBA, University of Illinois – Urbana-Champaign; PhD, University of Connecticut

Flynn, John, BS, SUNY – Cortland; MS, Indiana University; EdD, Indiana University

Fok, Matt, BS, California Polytechnic State University; MBA, University of San Francisco

Forbes, Judith, BA, California State University – Fullerton; MS, California State University – Fullerton; MBA, California State University – Fullerton; PhD, Claremont Graduate University

Ford, Thomas, BS, Widener University; MBA, Widener University; EdD, Widener University

Fournier-Bonilla, Sheila, BS, Rensselaer Polytechnic Institute; MS, Rensselaer Polytechnic Institute; PhD, Texas A&M University

Fox, Frank, BS, Richmond Professional Institute; MA, University of Southern California; PhD, University of Wisconsin – Madison

Framan, Ted, BS, University of Southern California; MBA, University of Texas – Austin

Franklin, Paul, BS, Rockhurst University; MS, University of Missouri – Kansas City; MBA, Keller Graduate School of Management

Fraser-Beekman, Stephanie, BS, Indiana University; MA, Fielding Graduate Institute; PhD, Fielding Graduate Institute

Freville, Michael, BS, Western Kentucky University; MS, U.S. Army War College; MA, Western Kentucky University; PhD, University of Kentucky

G

Gable, Karla, BA, Arizona State University; MA, Arizona State University; MC, Arizona State University

Gamber, Victoria, BA, University of Oklahoma; PhD, University of Pittsburgh

Garber, Michael, BS, University of Toledo; MBA, Illinois Benedictine College; PhD, Benedictine University

Gardner, LeGrande, BS, Georgia Southern University; MA, Georgia Southern University; PhD, Virginia Polytechnic Institute and State University

Garsombke, H. Perrin, BS, California State University – Los Angeles; MBA, University of California – Los Angeles; PhD, University of California – Los Angeles

Genin, Larisa, BS, University of San Francisco; MBA, Golden Gate University; DBA, Golden Gate University

Genin, Vladimir, BS, Kalinin Polytechnic University; MS, Kalinin Polytechnic University; PhD, Moscow State Technical University

Geran, Brenda, BS, University of Tennessee – Chattanooga; MBA, University of Tennessee – Chattanooga; PhD, University of Tennessee

Gibson, Adrienne, BA, Rutgers University; MNS, Arizona State University; ScEdD, Curtin University – West Australia

Ginther, Dean, BA, DePauw University; MA, University of Illinois – Urbana-Champaign; PhD, University of Illinois – Urbana-Champaign

Giraud, Gerald, BS, Regents College; MA, University of Nebraska – Lincoln; PhD, University of Nebraska – Lincoln

Glazer, Hilda, BA, Beaver College; MS, University of North Texas; EdM, Rutgers, The State University; EdD, Rutgers, The State University

Glidewell, Reba, BA, Arkansas Tech University; MS, University of Southern Mississippi; PhD, University of Southern Mississippi

Godbey, George, BA, Wichita State University

Gold, Paul, BA, Metropolitan State University; MS, St. Mary's University of Minnesota Graduate School

Goldberg, Edward, BS, University of New Haven; MBA, University of New Haven; DM, University of Phoenix

Golin, Daniel, BA, Vassar College; MS, Colorado State University; PhD, Colorado State University

Gonsiorek, John, BA, State University of New York; MA, University of Minnesota; PhD, University of Minnesota

Gontarz, Michael, BA, University of Dallas; MS Ed, University of Wisconsin-LaCrosse; EdD, Indiana University; CAGS, University of Wisconsin – LaCrosse

Gordon, Jean, BS, University of Miami; MS, Nova Southeastern University; DBA, Nova Southeastern University

Gotches, Gregory, BS, University of Illinois – Chicago; MA, University of Illinois – Chicago; MS, Benedictine University

Gould, Edward, BA, California State University; MS, San Diego State University; EdD, University of Nevada – Reno

Goulet, Wayne, BA, St. John's College; MDIV, St. John's College; MA, Northern Arizona University; PhD, Northern Arizona University

Graham, Robert, BS, Buffalo State College; MS, Canisius College; EdD, University of Sarasota

Grant, Keith, BS, Davenport University; MA, Central Michigan University; PhD, Union Institute & University

Gray, Malcolm, BS, Oklahoma State University; MA, Oklahoma State University; PhD, University of Colorado – Boulder

Greene, David, BA, University of Utah – Salt Lake City; BS, University of Utah – Salt Lake City; MA, California School of Professional Psychology – San Diego; PhD, California School of Professional Psychology – San Diego

Green, Katherine E., BS, Regents College; MS, Troy State University; PhD, University of Tennessee

Green, Kerry, BS, Central Washington University; MA, University of Phoenix

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

Gregoire, Rogier, EdD, Harvard Graduate School of Education

Greif, Toni, BA, Fairfield University; MBA, University of Connecticut; MA, The Fielding Institute; PhD, The Fielding Institute

Gremillion, Lee, BA, Louisiana State University; MBA, Columbus State University; DBA, Harvard University

Grillo, Joseph, BA, The American University; PsyD, The American School of Professional Psychology (Argosy University – Washington DC)

Gripper, Albert, BS, Norfolk State University; MBA, City University – Bellevue; PhD, Walden University

Grunwald, Cristie, BS, Texas Tech University; MA, University of Texas – San Antonio; PhD, University of Texas – Austin

Guerrazzi, Elaine R., BS, Illinois State University; MA, Ohio State University; PhD, Ohio State University

Gull, Gregory, BS, West Chester University; MA, Pennsylvania State University; PhD, Union Institute & University

H

Haan, Perry, BS, Ohio State University; MBA, Xavier University; DBA, University of Sarasota

Hackett, Jill, BA, Vassar College; Ed.M., Harvard Graduate School of Education; PhD, Union Institute & University

Hagedorn, Rodney, BS, Minnesota State University – Mankato; MBA, Drake University; MS, Iowa State University

Faculty, continued

Hall, Tawanna, BS, University of Alabama; MS, Troy State University; EdS, Troy State University; PhD, Florida State University

Ham Garth, Phyllis, BA, Roosevelt University; MA, Governor's State University; MSW, University of Chicago; EdD, Northern Illinois University

Hammond, Lois, BBA, University of Arkansas – Little Rock; MS, University of Arkansas – Fayetteville; DBA, Nova Southeastern University

Handley, Kevin, BS, Virginia Tech; MA, Fairleigh Dickinson University; PhD, Fairleigh Dickinson University

Hanfelt, Pam, BA, Ottawa University – Phoenix; MA, Ottawa University – Phoenix; PhD, Capella University

Hannon, John, BIE, University of Dayton; MBA, University of Dayton; DBA, Nova Southeastern University

Hanson, JoAnn, BA, University of Wisconsin – Milwaukee; MA, University of Wisconsin – Milwaukee; PhD, University of Wisconsin – Madison

Hardt, Paul, BS, University of Minnesota – Twin Cities; EdD, University of Minnesota – Twin Cities

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

Hart, J. Dennis, BS, Ohio State University; MBA, Central Michigan University

Hartman, Melissa, BBA, Wichita State University; MS, Wichita State University; DBA, University of Sarasota

Harvan, Jill, BA, Keene State College; MEd, Central Connecticut State University; MSW, Barry University; PhD, University of Georgia

Hashmi, Ali, BS, University of Maryland; MS, George Washington University; MBA, Carnegie Mellon University

Heffner, Chris, BA, Malone College; MS, Nova Southeastern University; PsyD, Nova Southeastern University

Helwig, Steven, BS, University of Phoenix; MS, Capella University

Henry, Kathleen, BS, University of Southern Illinois; MA, Fielding Graduate Institute; PhD, Fielding Graduate Institute

Herr, John, BS, Elizabethtown College; MS, American University; MA, Fielding Graduate Institute; PhD, Fielding Graduate Institute

Herrera, Jennifer, BA, Dallas Baptist University; MBA, Dallas Baptist University

Hillesheim, Gwen, BS, Mankato State University; MS, Mankato State University; EdD, University of St. Thomas

Hilliard, Pearl, BA, Manchester Polytechnic; BA, University of the Witwatersrand; MS, California State University-Northridge; EdD, University of Southern California

Hines, Ava, BS, Spelman College; MSPH, University of North Carolina

Hinrichs, M. Virginia, BA, Miami University of Ohio; BS, St. Ambrose University; MM, Northwestern University; MOB, Benedictine University; PhD, Benedictine University

Hirschhorn, Dan, BA, John Hopkins University; MS, John Hopkins University; JD, Touro Law School

Hiss, Arlene, BS, High Point University; MBA, Azusa Pacific University; PhD, United States International University

Hobbs, Stephen, BA, Lakehead University; MS, University of Calgary; EdD, Nova Southeastern University

Hockin, Robert, BA, Moravian College; MA, University of Minnesota; MBA, University of Pennsylvania; PhD, University of Minnesota

Hoehn, Lilburn, BS, University of Missouri; MEd, University of Missouri; PhD, Michigan State University

Hoekstra, Perry, BS, Minnesota State University; MS, University of St. Thomas

Hokanson, Brad, BA, Carleton College; BArch, University of Minnesota – Twin Cities; MArch, Harvard University; PhD, University of Minnesota – Twin Cities

Hollis, Martha, BA, The College of William and Mary; MS, George Washington University; PhD, Arizona State University

Holm, Maudie, BA, Cleveland State University; MEd, Cleveland State University; PhD, Cleveland State University

Holmes, Suzanne, BA, University of California; MA, George Washington University; DPA, University of LaVerne

Holzberg, Carol S., BA, McGill University; MA, University of Iowa; PhD, Boston University

House, Garvey, BS, Texas Christian University; MS, Texas A&M University; PhD, Texas A&M University

Horgen, Jerold, BS, Minnesota State University – Mankato; MS, Minnesota State University – Mankato; EdS, Minnesota State University – Mankato; EdD, University of North Dakota

Hotaling, Marjorie, BA, Allegheny College; MEd, Kutztown University; EdS, Ball State University; EdD, Ball State University; Post EdD, Chapman University

Howard, Ronald, MS, Florida A&M University; PhD, Florida State University

Howell, Cynthia, BA, College of William and Mary; MA, Western Washington University; EdD, Northern Arizona University

Hruskocyc, Carole, BA, Purdue University; MA, Purdue University; PhD, Purdue University

Huenefeld, Nancy, BA, University of Arizona; MS, University of Kentucky – Lexington; PhD, Pennsylvania State University

Hughes, Gail, BSc, 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

Hurd, Fred Coy, BA, Arkansas State University; MPA, University of Arkansas; PhD, University of Arkansas

I

Igein, Godwin, BBA, University of Texas – El Paso; MBA, City University – Bellevue; MA, Union Institute and University; PhD, Union Institute and University

Ingman, Ann, BA, California State University – Long Beach; MA, United States International University – Irvine; EdD, United States International University – San Diego

Inserto, Fathiah, Diploma, University of Singapore; MA, Fielding Graduate Institute; PhD, Fielding Graduate Institute

Irlbeck, Sonja, BS, Montana State University – Bozeman; MA, University of Minnesota – Twin Cities; EdD, University of Minnesota – Twin Cities

Isenhart, Carl, BA, DePauw University; MS, Indiana State University; MBA, University of St. Thomas; PsyD, University of Denver

J

Jacobs, Howard R., BA, Fairleigh Dickinson University; MA, Montclair State University; PhD, Walden University

Jacobs, Robert, BA, William Paterson College; MA, University of Southern California; MA, United States International University; PsyD, United States International University

James, Catherine, BA, Metropolitan State College; MA, University of Colorado; PhD, Walden University

James, Suzanne, BS, Iowa State University; MS, Iowa State University; PhD, University of Minnesota

Jamsa, Kris, BS, United States Air Force Academy; MS, University of Nevada, Las Vegas; MBA, San Diego State University; PhD, Arizona State University

Jarvis, Sara, BA, University of Florida; MEd, University of Florida; EdS, University of Florida; PhD, Union Institute & University

Javetz, Esther, BA, Tel Aviv University; MA, Ohio State University; PhD, Ohio State University

Jax, Christine, BA, University of Minnesota; MA, Hamline University; PhD, University of Minnesota

Jean, Rojeanne, BA, Florida International University; MS, Florida International University; PhD, Union Institute & University

Jerome, Lawrence, BS, Florida State University; MS, Florida State University

Jin, Zhenu, BA, Shanghai Teachers' University; MA, University of Houston; MBA, University of Houston; PhD, University of Houston

Johansen, Keith J., BS, University of Minnesota – Minneapolis; MS, Queens College – New York; MA, New School for Social Research – New York; PhD, University of Minnesota – Minneapolis

Johll, Michael, BA, University of Wisconsin – Madison; PhD, State University of New York at Buffalo

Johnson, Joseph, BS, University of Wisconsin – Stevens Point; MBA, University of Minnesota

Johnson, Judith, BS, Central Michigan University; MA, Central Michigan University

Johnson, Nancy, BS, University of Minnesota; MBA, University of Minnesota; PhD, Walden University

Johnson, Randy, BA, Valdosta State University; MRC, University of Florida; EdD, Argosy University

Jourden, Forest, BA, San Jose State University; PhD, Stanford University; JD, Stanford University

Judson, G. Thomas, BA, Lafayette College; MA, Lehigh University

K

Kavanaugh, Frank, BA, Lake Forest University; PhD, Union Institute & University

Kavar, Louis, BA, Duquesne University; MA, Duquesne University; PhD, University of Pittsburgh

Kavli, Suzanne, BS, University of North Dakota; MS, North Dakota State University; MS, North Dakota State University; PhD, Capella University

Kays, Elena, BFA, Centenary College; MA, East Stroudsburg University; PhD, Capella University

Kelley, George, BA, Seattle University; MS, Marylhurst University; MA, University of Portland; MBA, Marylhurst University

Kellogg, E Susan, BA, University of Cincinnati; MA, Syracuse University; MBA, Loyola College – Maryland; PhD, Union Institute & University

Kelly, Dawn, BA, University of Illinois – Urbana-Champaign; MBA, University of Illinois – Urbana-Champaign; PhD, Northwestern University

Kepford, Lori, BA, Bluffton College; MA, Bowling Green State University; PhD, Bowling Green State University

Klein, Bernard, BA, Los Angeles State University; BS, San Jose State University; MA, Los Angeles State University; PhD, Walden University

Klein, Carin, BS, Barry University; MS, Rutgers University; DPA, Nova Southeastern University

Klein, Richard, BA, Ohio State University; MA, Kent State University; PhD, Kent State University

Kleine, Sheldon, BA, Temple University; MA, Trenton State College; PhD, Purdue University

Klimoski, Victor J., BA, Saint John's University; MA, Saint John's University; MS, St. Cloud State University; PhD, University of Minnesota

Klocinski, John, BBA, University of Toledo; MEd, University of Toledo; EdS, University of Toledo; PhD, University of Toledo

Kochanowski, Yvonne, BA, Mundelein College; MBA, Loyola University of Chicago; MPA, University of Southern California; DPA, University of Southern California

Koelln, Rebecca, BA, Augsburg College; MA, Augsburg College; PhD, University of Minnesota

Kortens, Tony, BS, Massey University – New Zealand; MA, The Fielding Institute; PhD, The Fielding Institute

Korn, Leslie E., MA, Lesley University; MPH, Harvard School of Public Health; PhD, Union Institute & University

Korth, Sharon, BS, Miami University – Oxford; MEd, Miami University – Oxford; EdD, University of Cincinnati

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

Kozoll, Charles, BS, University of Michigan; MA, Boston University; EdD, Columbia University

Krebs, Krista, BA, University of Nebraska; MS, Iowa State University; PhD, Iowa State University

Krichen, Jack, BS, University of Wisconsin – Milwaukee; MS, University of St. Thomas

Krolik, James, BS, Eastern Michigan University – Ypsilanti; MA, Eastern Michigan University – Ypsilanti; PhD, University of Michigan – Ann Arbor

Kroll Wheeler, Joann, BS, Troy State University; MS, Troy State University; PhD, University of West Florida

Krout, Jill, BSB, University of Minnesota; MBA, University of Minnesota

Kuo-Newhouse, Amy M., BA, National Kaohsiung Normal University; ME-PD, University of Wisconsin – River Falls; PhD, University of Minnesota – Twin Cities

Kutchins, Carol, BA, Furman University; EdS, University of South Carolina; PhD, Georgia State University

Kuther, Tara, BA, Western Connecticut State University; MA, Fordham University; PhD, Fordham University

Kyle, Patricia, BA, Arizona State University; MeD, Idaho State University; EdS, Idaho State University; EdS, University of Idaho; PhD, University of Idaho

L

Lacey, Tracey, BS, University of Georgia; MS, Southern Polytechnic State University; PhD, Capella University

Lahoud, Hilmi, CCAI; BS, Campbell University; MS, Capella University

Laibe, Michael, BS, Indiana University; MA, Indiana University; PhD, Fielding Graduate Institute

Lao, Teresa, BA, Ateneo University; MA, Ball State University; PhD, New Mexico State 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

Langan, Gina, BA, Oakland University; MA, Wayne State University; PhD, Wayne State University

Larson, Milan, BA, Concordia College – Moorhead; MBA, University of Colorado – Denver; PhD, University of Nebraska

Latham, John, BS, Wayland Baptist University; MBA, Chapman University; PhD, Walden University

Lattas, Robert, BS, DePaul University; MBA, Indiana University; JD, Indiana University

LaVake, Jeff, BA, University of Wisconsin – Eau Claire; MBA, University of Minnesota – Twin Cities

Lavelle, Michael, BS, North Dakota State University; MS, University of Mary

Lawrence, Dennis, BA, Rockhurst University; MA, University of Kansas; EdD, University of Kansas

Lawson, Sandra, BA, Fisk University; MSW, Howard University; PhD, Walden University

Leary, Margaret, BS, University of Phoenix; MBA, University of Phoenix

LeBlanc, Alyce, BMus, Oberlin College – Oberlin; Staatsexamen, Hochschule für Musik – Cologne, Germany; MS, University of Southern California – Los Angeles; PhD, Old Dominion University – Norfolk

Lee, Tyjaun, BSS, Ohio University – Athens; MEd, Ohio University – Athens; PhD, Ohio University – Athens

Lees, Martin, BS, McMaster University; MS, Central Michigan University; MD, University of Ottawa; PhD, Walden University

Leichter, Jeff, BS, University of California – Irvine; MA, California School of Professional Psychology; PhD, California School of Professional Psychology

Lepervanche, Jose, License, Venezuelan Naval Academy; MS, Massachusetts Institute of Technology

Leslie-Toogood, Adrienne, BA, University of Manitoba; MA, University of Manitoba; PhD, University of Manitoba

Lessner, Janet E., BA, University of Michigan; MA, University of Iowa; PhD, University of Iowa

Lester, Cherri, BS, University of Wyoming; MS, University of Wyoming; PhD, University of Wyoming

LeVesque, Joseph, BA, Our Lady of the Lake University; MBA, University of Dallas; DBA, University of Sarasota

Levine, Peter, BS, University of West Florida; MS, West Coast University; DBA, California Coast University

Levinskas, Antanas, BA, Governors State University; MA, Arizona State University; PhD, Arizona State University

Leyba, Michael, BS, Southern Illinois University at Carbondale; EdM, Boston University; EdD, Pepperdine University

Lim, Mee-Gaik, BS, University of Montevallo; MA, Southwestern Baptist Seminary; PhD, Texas Woman's University

Linberg, Kurt, BS, University of Wisconsin – Stout; MS, University of St. Thomas; PhD, Walden University

Lindgren, Michelle, BS, North Dakota State University; MBA, North Dakota State University

Livingood, Richard, BS, Bob Jones University; MA, Liberty University; PhD, Capella University

Faculty, continued

Locklear, Bruce, BA, St. Andrews Presbyterian College; MPA, University of North Carolina; EdD, St. Mary's University

Loehrer, Rebecca, BA, Baylor University; MS, Radford University; PhD, Texas A&M University

Lohmann, Ursula, BS, Georgetown University; MA, American University; PhD, American University

Longo, Nancy, BA, University of Southern California; MEd, University of Southern California; PhD, University of Southern California

Lorbeer, Charles, BA, Florida State University; MSW, Florida State University; PhD, Walden University

Lorenz, Gail, BA, Carleton College; MA, University of Minnesota; PhD, University of Minnesota

Lucies, Christopher, BS, Lesley College; MS, Lesley College; EdD, University of Sarasota

Ludwig, Germain, BA, SUNY-Buffalo; MS, American University; MA, Columbia University; EdD, Columbia University

Luopa, Kris, BA, University of Minnesota – Duluth; MS, Capella University

M

Machnic, John, BA, Niagara University; MA, Ball State University; PhD, Virginia Polytechnic Institute and State University

Maione, Paul, BA, State University of New York; MA, Hofstra University; PhD, Nova Southeastern University

Majzner, Gerald, BS, Embry-Riddle Aeronautical University; MS, Embry-Riddle Aeronautical University

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 – West Point; MS, Indiana University; MA, Central Michigan University; MS, West Coast University; MBA, Pepperdine University; PhD, University of Southern California

Manderscheid, Steven, BS, St. Cloud State University; MEd, University of Minnesota

Mannion, Michele, BA, Boston College; M.Ed., Harvard University; PhD, The Pennsylvania State University

Markos, Laura, BA, North Central College – Illinois; MBA, Northern Illinois University; MA, Fielding Graduate Institute; PhD, Fielding Graduate Institute

Marks-Frey, Marilyn, BA, Roosevelt University; MS, Illinois Institute of Technology; PhD, Illinois Institute of Technology

Matias, Haziell, PMP, BA, Stella Maris College; MBA, University of St. Thomas

Mayberry, Ed, BS, Northern Illinois University – DeKalb; MS, Northern Illinois University – DeKalb; EdD, Northern Illinois University – DeKalb

McCoy, Douglas, BS, Illinois State University; MS, Illinois State University; EdD, Northern Illinois University

McCracken, Holly, BA, Illinois Wesleyan University – Bloomington; MA, University of Illinois – Springfield

McCready, Douglas Jackson, BA, University of Windsor; MS, University of London; PhD, University of Alberta

McDaniel, Garry, BS, Texas State University; MEd, Texas State University; EdD, University of Texas – Austin

McDermott, James, BS, North Dakota State University; MS, University of Texas – Tyler; EdD, Texas A&M University

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 University; MS, Ransselaer Polytechnic Institute; PhD, Walden University

McGlynn, Maureen, BA, Immaculate Heart College; MA, Pacific Oaks College; PhD, Capella University

McLenighan, Harry, BA, University of Minnesota – Twin Cities; MA, University of St. Thomas; EdD, University of St. Thomas

McMeans, Juliana, BS, Clarion University; MA, Saint Francis University; EdD, University of Hartford

McNaughton, Robert “Drumm”, BS, U.S. Naval Academy; MA, Fielding Graduate Institute; PhD, Fielding Graduate Institute

Medley, Michael R., BS, University of Phoenix; MBA, University of Phoenix; EdD, Pepperdine University

Melaragno, Ralph, BA, University of California – Los Angeles; MA, California State University – Los Angeles; PhD, University of Southern California

Mendes, Ernie, BA, San Diego State University; MS, San Diego State University; PhD, Walden University

Menzel, Lydia, BA, University of Connecticut; MA, University of Connecticut; EdD, Harvard University

Meyers, Ann, BME, Wittenberg University; MA, Ball State University; PhD, Walden University

Mikell, Ted, BS, Mississippi State University; MBA, Amber University; MM, University of Dallas; PhD, Nova Southeastern University

Miller, Michael, BA, St. John's University; MBA, University of Minnesota – Twin Cities

Mills, Dennis W., BA, Western Washington University; MEd, Western Washington University; PhD, University of Minnesota – Twin Cities

Minchella, K., BS, Mercy College of Detroit; MEd, Wayne State University; PhD, Wayne State University

Minelli, Mark, BS, Central Michigan University; MA, Central Michigan University; MPA, Western Michigan University; PhD, Union Institute & University

Minshall, Jerry, BA, Coe College; MS, University of Pittsburgh

Mirabella, James, BS, United States Air Force Academy; MBA, Auburn University; DBA, Nova Southeastern University

Misite, Phyllis, BS, Framingham State College; MA, Boston College; PhD, Boston College

Mondell, Kathleen, BSJ, Ohio University; MA, University of Toledo; PhD, University of Toledo

Moore, Julia, BS, University of Houston; MS, University of Houston; MS, University of Houston; PhD, Mississippi State University

Moredock, Randy, BA, University of New Mexico; MS, Miami University; PhD, University of North Dakota

Morris, Johnny, BBA, University of Miami; MBA, Nova Southeastern University; PhD, Capella University

Morneau, Keith, BS, Florida Institute of Technology; MS, George Mason University; EdD, Pepperdine University

Mosely, Alisa, BS, Florida A&M University; MBA, Florida A&M University; PhD, University of Nebraska

Mottaz, Carole, BA, University of Lancaster – Lancaster, England; BS, University of Wisconsin – River Falls; MST, University of Wisconsin – River Falls; EdD, University of St. Thomas

Muchnick, Marc, BA, University of Texas – Austin; MA, California School of Professional Psychology; PhD, California School of Professional Psychology

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

Muldrow, Edward, BA, Philander Smith College; MHA, Governors State University; MSW, University of Houston; PhD, University of Houston

Mulligan, R. David, BS, Villanova University; MBA, Duke University; PsyD, Rutgers University

Munns, Carol J. BS, Bemidji State University; MA, College of St. Thomas; EdD, University of St. Thomas

Murphy, Annemarie, BA, State University of New York; MS, Rutgers University; PhD, Rutgers University

Murrey, Gregory, BA, Brigham Young University; MHA, Brigham Young University; MS, Washington State University; PhD, Washington State University

Myers, Carmen, BA, University of South Florida; MEd, North Carolina State University; PhD, Florida State University – Tallahassee

N

Nadeem, Mohammed, BS, Osmania University; MS, Osmania University; MS, National University; PhD, Union Institute & University

Nardone, Colleen, BA, University of Minnesota – Twin Cities; MA, University of Minnesota – Duluth; PhD, University of North Dakota

Narjes, Shayne, BS, Mankato State University; MBA, University of St. Thomas – Minnesota

Narveson, Ray, BA, Concordia University; MA, University of Minnesota; PhD, University of Minnesota

Natale, Samuel, BA, LaSalle University; MA, University of Maryland; MDiv, Weston School of

Theology; DPhil, University of Oxford, England

Nelson, Wayne, BA, Portland State University; MA, Portland State University; MA, California State University; MBA, City University; PhD, Oregon State University

Newell, Ron, BS, St. Olaf College; MS, Mankato State University; EdD, University of South Dakota

Newman-Lee, Adell, BA, Western Illinois University; MA, Western Illinois University; EdD, Northern Illinois University

Noah, Benjamin, BS, University of the State of New York; MS, Eastern Washington University; PhD, Walden University

Nocita, Andrew, BA, Michigan State University; MA, Miami University; PhD, Miami University

Noe, Nancy, BS, Portland State University; MA, Oregon State University

Nolan, James, BA, Ohio State University – Columbus; MA, Ohio State University – Columbus; PhD, Ohio State University – Columbus

Noronha, Lavina, BA, Mangalore University, India; MSW, Mangalore University, India; PhD Mangalore University, India; PhD, University of Illinois at Urbana-Champaign

Nwugwo, Boniface, BS, State University of New York; MPA, State University of New York; MS, Rochester Institute of Technology; PhD, Capella University

O

Oberhoff, Randall, BS, University of Houston; MEd, University of Houston; PhD, University of Texas – Austin

O'Boyle, Irene, BS, Central Michigan University; MA, Central Michigan University; PhD, Union Institute & University

O'Connor, R.D. "Buck," BS, University of Southern Mississippi; MS, University of Southern Mississippi; PhD, University of Southern Mississippi

O'Malley, Angie, BS, Purdue University; MA, Montclair State University; PhD, Oklahoma State University

Odumade, Olibunmi, BS, University of Minnesota; MS, University of Wisconsin – Madison

Oestmann, Joanna, BA, Eckerd College; MA, Georgia State University; EdD, University of Sarasota

Old, Harold, BS, Marquette University; MA, Western Michigan University; PhD, Michigan State University

Olsen-Murray, Jo, BS, University of Wisconsin – Superior; MS, University of Wisconsin – Superior; EdD, University of St. Thomas

Onderdonk, James C., BA, The College of William and Mary; MS, Old Dominion University; PhD, Old Dominion University

Oomen, Jody, BA, Brigham Young University; MS, Brigham Young University; PhD, Texas Woman's University

Osterholm, Karen, BA, Sam Houston State University; MS, Texas A&M University; PhD, Texas A&M University

Ottomanelli, Gennaro, BS, Manhattan College; MS, Fordham University; PhD, New York University

P

Padula, Laura, BS, Barry University; MBA, Nova Southeastern University

Pal-Freeman, Bill, BA, Park College; MBA, University of North Dakota

Palloff, Rena, BA, University of Wisconsin – Madison; MSSW, University of Wisconsin – Milwaukee; MA, Fielding Graduate Institute; PhD, Fielding Graduate Institute

Palma de Schrynemakers, Gladys, BA, Saint John's College; MS, City College of New York; MA, Columbia University; EdD, Columbia University

Parscal, Tina, BA, Regis College; MSS, University of Colorado

Pascarelli, Richard, BA, San Francisco State University; MBA, San Francisco State University

Patrick, Pamela K.S., BS, University of Hawaii; MS, University of California, San Francisco Medical Center; MA, University of Hawaii; PhD, University of Hawaii

Patton, Jennifer, BS, Portland State University; MS, California State University

Paulissen, May, BA, University of Texas – Austin; MA, University of Texas – Austin; PhD, University of Houston

Percy, Bill, BA, St. John's College; MA, Goddard College; PhD, Union Institute & University

Perone, Gerald, BS, University of Dayton; MBA, Marist College

Perry, David, BEd, University of Saskatchewan; MA, Gonzaga University; MA, Gonzaga University; PhD, Gonzaga University/Texas A&M University

Persky, Barry, BA, Brooklyn College; MS, Brooklyn College; MS, Bank Street College; PhD, New York University

Petrick, Jane, BA, Barnard College; MA, Columbia University; MS, State University of New York; PhD, The Saybrook Institute

Phillips, Elaine, BS, Southern Illinois University; MA, Indiana University; MA, University of St. Thomas; EdS, University of Minnesota

Pietrzak, Dale, BS, Minnesota Bible College; MA, University of South Dakota; EdD, University of South Dakota

Pimpinelli, Angelo, BA, University of South Florida; MS, Nova Southeastern University; PhD, Union Institute & University

Piotrowski, Nancy A., BA, Rice University; MA, University of Houston – University Park; PhD, University of Houston – University Park

Pizur, Tony, BA, Canisius College; MA, Brown University; PhD, International University of Kyrgyzstan

Plante, Julie, BS, University of Wisconsin – River Falls; MA, Concordia University – St. Paul

Pogue, Laura, BBA, University of Michigan – Ann Arbor; MBA, University of Michigan – Ann Arbor; DM, University of Phoenix

Poindexter, James, BS, University of Southern California; MBA, Rochester Institute of Technology; JD, Texas Southern University; PhD, Walden University

Polakoff, Michael, BA, State University of New York – Binghamton; MBA, State University of New York – Binghamton; PhD, State University of New York – Binghamton

Posner, Rita, BA, Fairleigh Dickinson University; MA, Fairleigh Dickinson University; PhD, Seton Hall University

Premo, William, BA, Cardinal Stritch College; MA, Alfred Adler Institute; PhD, Walden University

Price, Tim, BS, Pennsylvania State University; MBA, University of South Florida; PhD, University of South Florida

R

Raghavan, Gayathri, BE, University of Madras; MS, Capella University

Raghavan, Srinivasa, BS, University of Madras; MS, University of Madras; MBA, Keller School of Management; PhD, Capella University

Raman, Pattabi, BSc, University of Dehli; MSc, University College of Science and Technology; PhD, University of Calcutta, India; EdD, University of Massachusetts

Ratcliff, Terry, BS, University of Idaho – Moscow; MEd, Arizona State University – Tempe; EdD, University of California – Berkeley

Ray, Ted, BS, University of North Carolina – Pembroke; MA, University of North Carolina – Pembroke; EdD, Nova Southeastern University

Reason, Casey, BA, Bowling Green State University; MA, Bowling Green State University; PhD, Bowling Green State University

Redden, Charlotte, BA, Indiana State University – Terre Haute; MA, University of Denver; MA, University of Colorado – Denver; PhD, University of Denver

Reddout, Jeffery, BS, Cornell University; MS, Syracuse University; PhD, Syracuse University

Reed, Linda, BS, Wright State University; MS, Wright State University; PhD, Walden University

Reed, William, BS, Thomas Edison State College; MS, Thomas Edison State College; PhD, Union Institute & University

Reinke, Gary, BS, University of Wisconsin – LaCrosse; MS, Central Michigan University

Reynolds, Larry, BSEd, Washington University – St. Louis; MEd, Washington University – St. Louis; PhD, University of Oregon – Eugene

Richards, Thomas, BA, San Jose State University; MA, San Jose State University; PhD, University of Massachusetts

Faculty, continued

Riley Ordu, Sharon, BA, Georgia State University – Atlanta; MEd, West Georgia College – Carrollton; EdS, West Georgia College – Carrollton; EdD, South Carolina State University – Orangeburg

Ripley, David, BS, Oregon State University; MBA, Golden Gate University; PhD, University of Tennessee – Knoxville

Rivera, Luis, BA, St John's University; MA, New School University; PhD, New School University

Robbani, Mohammad G., BS, University of Dhaka – Bangladesh; MS, University of Dhaka – Bangladesh; MBA, University of Massachusetts – Amherst; PhD, Florida International University

Robbins, Shelley, BS, University of Illinois – Urbana-Champaign; MBA, University of Chicago; PhD, Northwestern University

Roberts, William, BA, Southwestern University; MS, Texas A&M University; PhD, Iowa State University; PsyD, Southern California University for Professional Studies

Robinson, Gary, BA, Southern Illinois University; PhD, Case Western Reserve University

Robinson, Mary, BS, Duke University; MBA, North Carolina State University; PhD, North Carolina State University

Rochester, Donna, BS, Central Michigan University; MS, Central Michigan University

Rodriguez, Robert, BS, St. Cloud State University; MS, Keller Graduate School of Management; PhD, Benedictine University

Rogers, Carolyn B., BS, Morgan State University; MA, University of South Carolina – Columbia; PhD, Capella University

Rogers, Debra, BS, University of Phoenix; MS, University of Phoenix; PhD, University of Phoenix

Rogers, Gary, BA, University of Florida; MA, Webster University; PhD, Walden University

Rommel, Gary, BS, Loyola College; MSEE, University of Virginia; PhD, University of Massachusetts

Ronneberg, Jeffrey, BA, Augsburg College; MS, Minnesota State University – Mankato; EdD, University of Minnesota – Twin Cities

Roper, Greg, BA, California Baptist University; MS, Keller Graduate School of Management; PhD, Benedictine University

Ross, William, BA, Luther College; BA, Luther College; MA, Northern Arizona University; EdD, Texas Southern University

Rossman, Maxine, BS, New York University; MS, University of Bridgeport; MHL, (Honorary), Ottawa University; EdD, University of Massachusetts

Rostal, Pam, BA, College of St. Teresa; BS, University of Minnesota; MS, University of St. Thomas; PhD, Nova Southeastern University

Rounds-Bryant, Jennifer, BS, Northern Illinois University; MA, University of North Carolina; PhD, University of North Carolina

Rowden, Robert, BS, Edison State College; MBA, Brenau University; PhD, Georgia State University

Rudolph, James, BA, University of New Mexico; MA, University of New Mexico; PhD, Lehigh University

Rusaw, A. Carol, BA, Lake Superior State University; MA, University of Missouri – Kansas City; MPA, Golden Gate University; MA, Hartford Seminary; EdD, Virginia Polytechnic Institute and State University

Rutkowski, Kevin, BS, University of Michigan

Ryser, Rudolph, PhD, Union Institute & University

S

Sabet, Behrooz, BSc, Tehran College of Economics, Tehran; MEd, State University of New York at Buffalo; EdD, State University of New York at Buffalo

Sahlin, Julie, BBA, Campbell University; MS, Central Michigan University

Salice, Barbara, BA, University of Hawaii; MEd, University of Hawaii; EdD, University of Southern California

Salinas, Albert, BS, New Mexico State University; MBA, Harvard University

Salmons, Janet, BS, Cornell University; MA, Empire State College

Sankovich, Laura, BA, DePaul University; MBA, Webster 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 – Lexington

Saxton, Susan, BA, Wellesley College; MSBA, Boston University; PhD, Capella University; PhD, Capella University

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

Schooley, AnnaLynn, BA, Western Illinois University; MS, Nova Southeastern University; PhD, Nova Southeastern University

Schreiber, Mary, BBA, Sul Ross University; MBA, Liberty University; PhD, Walden University

Schreiber, Nancy, BA, Oberlin College; MA, University of Detroit; PhD, University of Detroit

Schuldes Michael, BS, University of Wisconsin; MS, Naval Postgraduate School; MS Colorado Technical University; PhD, Colorado Technical University

Secret, Wayland, BA, University of California – Santa Cruz; MA, University of Oregon; PhD, University of Oregon

Sessoms, Isaiah, BA, Kentucky State University; MA, California Lutheran College; PhD, Cornell University

Sharghi, Einollah George, BS, National University of Iran; MS, University of Dallas; DBA, United States International University

Sheedy, Patrick, BA, College of St. Theresa; JD, St. Mary's University; PhD, Marquette University

Sherr, Robert, BA/BS, San Diego State University; MBA, Thunderbird/American Graduate School of International Management

Shiflet, E. Stone, BA, UNC-Chapel Hill; MA, Western Carolina University; ABD, University of South Florida

Simmons, Stephen, BS, Central Connecticut State University; MBA, Florida Metropolitan University

Sims, Roderick, BA, Macquarie University; Diploma of Education, Sydney Teacher's College; MA, Macquarie University; PhD, University of Wollongong

Singh, Raj, BS, University of Allahabad; MIE, Asian Institute of Technology; MS, University of Southern California; PhD, University of Southern California

Small, Linwood, BA, Wesleyan University; MA, University of Florida; PhD, University of Florida

Smith, Douglas E., BBA, Western Michigan University; MBA, Nova Southeastern University; DBA, Nova Southeastern University

Smith, Mark, BA, Purdue University; MBA, Webster University

Smith, Robert E., BS, Baptist College; MA, Webster University; MS, Troy State University; EdS, University of West Florida; EdD, University of West Florida

Smith, W. James, BS, California State University – San Jose; MA, Brigham Young University

Snarski, Rebecca, BA, University of Alaska; MS, Capella University

Snyder, Deborah, BA, Wayne State University; MBA, Wayne State University; PhD, Wayne State University

Snyder, Leonard, BA, Metropolitan State University; MA, University of Minnesota – Twin Cities; PhD, University of Minnesota – Twin Cities

Snyder, Leone, BS, University of Minnesota – Twin Cities; MEd, University of Minnesota – Twin Cities

Spangenburg, Janice, BA, Saint Leo College; MS, Troy State University; MA, The Fielding Institute; PhD, Regent University

Spaulding, Elaine, AB, Wheaton College; MSW, Smith College; PhD, Smith College

Spector, Kathleen, BS, Charter Oak State College; PhD, Union Institute & University

Spender, J.C., BA, Oxford University; MA, Oxford University; PhD, Manchester Business School UK

Spicer, Vivian, BA, State University of New York – Stony Brook; MA, State University of New York – Stony Brook; EdD, Nova Southeastern University

Spoor, Kimberly, BA, College of St. Scholastica; EdM, Harvard Graduate School of Education; PhD, Capella University

St. Germaine, Jacquelyn, BS, Old Dominion University; MS Ed, Old Dominion University; MA, Pepperdine University; PhD, University of Arizona

Stanford, Naomi, BA, University of Sheffield; MEd, University of New Castle; MSc, South Bank University; PhD, University of Warwick – UK

Stark, Peter, BS, Northwestern University; MBA, Pepperdine University

Stauber, Randy, MS, Capitol College

Stechschulte, Paula, BS, Eastern Michigan University; MS, Central Michigan University; PhD, Capella University

Stehlik, Susan, BS, University of Wisconsin – Madison; MS, New School University

Stein, Jack, BS, Union College; MSW, New York University; PhD, Walden University

Steinhagen, Thomas, BS, University of Cincinnati; MBA, Nova Southeastern University; DBA, Nova Southeastern University

Stewart, Jeff, BS, Western Carolina University; MA, University of Alabama; PhD, University of Alabama

Stone, Suki, BA, National College of Education; MS, University of Wisconsin – Milwaukee; PhD, San Diego State University and Claremont Graduate School

Stottlemeyer, Diane, BA, Indiana University; MS, California State University

Strickland, Cyd, BA, Antioch University; MA, Fielding Graduate Institute; PhD, Fielding Graduate Institute

Strom, Mary, BS, Moorhead 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

Sullivan, Jacquelyn, BS, Capella University

Sullivan, John, BS, Lynn University; MS, National-Lewis University; PhD, Capella University

Superville, Claude, BBA, Florida International University; MS, University of Alabama; PhD, University of Alabama

Suter, Marcia C., BA, Colorado State College; MEd, University of Nebraska – Lincoln; MA, University of Nebraska – Lincoln; PhD, Capella University

Sze, David, BA, Harvard University; MS, University of Chicago; MS, University of Chicago; PhD, University of Chicago

Szostek, Lynn, BA, Missouri Valley College; MA, Antioch University; PhD, The Union Institute

Szymkowiak, Ken, BA, Temple University; MA, University of Hawaii; PhD, University of Hawaii

T

Taylor, Sharon, BSBA, University of Colorado at Boulder; MBA, Regis University

Taylor, Susan S., BS, University of Minnesota; MS, Florida State University; PhD, Florida State University

Teel, J. Howard, BA, Samford University; MDiv, Southwestern Baptist Seminary; MRE-SW, Carver School of Social Work; PhD, University of Louisville

Terlizzi, Charlene, BA, Mundelein College; MA, Adler School of Professional Psychology; PsyD, Adler School of Professional Psychology

Terry, Linda, BA, Goddard College; MA, Goddard College; MA, Fielding Graduate Institute; PhD, Fielding Graduate Institute

Thomas, Jerry, BS, Mississippi College; MBA, Mississippi College

Thornton, Nancy E., BA, College of St. Catherine; MS, Washington University; PhD, Arizona State University

Tierney, Erika, BA, University of Colorado – Boulder; MA, University of Colorado – Boulder; PhD, University of Minnesota – Twin Cities

Tiffin, Charles, BAS, Guilford College; MA, Duke University; PhD, Union Institute & University

Tischler, James, BA, Indiana University of Pennsylvania; MBA, University of Pittsburgh

Tousignant, Steven, BS, University of St. Thomas; MS, University of St. Thomas

Trapani, Michael, BA, Stetson University; MS, Nova Southeastern University; EdD, Nova Southeastern University

Tovbin, Paul, BA, Lvov University; MBA, Fordham University; PhD, Institute of World Economy

Tran, Vincent, BS, Florida Atlantic University; MS, Florida Atlantic University

Troiani, Joseph, BA, Northeastern Illinois University; MHSA, Governors State University; MA, Fielding Graduate Institute; PhD, Fielding Graduate Institute; MSSJ, Joint Military Intelligence College

Trollip, Stanley R, BSc, University of the Witwatersrand – South Africa; MSc, University of Illinois – Urbana-Champaign; PhD, University of Illinois – Urbana-Champaign

Trow, Timothy, BA, University of Oklahoma; MEd, University of Minnesota – Twin Cities

Trunk, Barry, BA, University of California – Los Angeles; MA, California State University – Long Beach; PhD, Ohio State University

Tucker, Lewis, BS, The Pennsylvania State University; MBA, Columbia University; PhD, The Pennsylvania State University

Tungaturti, Lakshmi, BA, Osmania University; MBA, Louisiana Tech

Tvorik, Stephen, BS, Ohio University; BFA, Ohio University; MA, New Mexico State University; MBA, LaVerne University; PhD, Walden University

V

Vail, Thomas, BS, Florida State University; MTh, Harding Graduate School of Theology; PhD, Saybrook Institute

Van Haveren, Richard, BS, Carroll College; MS Ed, University of Miami; PhD, Oklahoma State University

van Langen, Cornelus, BA, Brigham Young University – Provo; MA, Brigham Young University – Provo

Van Rekom, Petti, BA, University of California – Los Angeles; MA, California State University – Los Angeles; EdD, University of Southern California

Vance, Joel, BA, Morehouse College; MA, Keller Graduate School of Management

Vandermark, Mark, BS, Arizona State University; MA, The Fielding Institute; PhD, The Fielding Institute

Vogele-Welch, Deborah, BA, Hawaii Pacific University; MA, Professional School of Psychological Studies; PhD, Union Institute & University

Voigt, Lisa, BS, University of Wisconsin – Milwaukee; MBA, Cardinal Stritch University

Volk, Ted, BS, Ladoga University; MS, Ladoga University

von Ber, Ina, BA, United States International University; MA, United States International University; PhD, United States International University

Vucetic, Jelena, BS, University of Belgrade; MS, University of Belgrade; MBA, University of Phoenix; PhD, University of Belgrade

W

Walkup, Louise, BA, Eastern Connecticut State University; MA, Central Michigan University; MA, Holy Apostles College and Seminary

Wallace, James, BS, United States Military Academy – West Point; MBA, Harvard University

Walling, Griffin, BS, Hobart College; MS, State University of New York – Albany; EdD, State University of New York – Albany

Wang, Lawrence, BA, Christ's College; MS, Virginia Commonwealth University; MA, University of Cincinnati; PhD, University of Cincinnati

Warren, Stephanie, BA, Duke University; MS, University of Pittsburgh; PhD, University of Pittsburgh

Waters, Rhonda, MEd, Cambridge College; PhD, The Union Institute

Watson, Robert, BS, Brigham Young University; MBA, Indiana University

Waugh, Wendy, BS, Wayne State College; BA, Wayne State College; MS.Ed, University of Nebraska – Kearney; MBA, Chadron State College; PhD, Capella University

Waynick, Randall, BA, Michigan State University; MS, Central Michigan University

Wederski, Lonnie, BA, Ottawa University; MBA, University of Phoenix; PhD, Walden University

Weiss, Bruce, BA, Hunter College; MA, University of Toledo; PhD, University of Maryland

Wellington, Eric R., BA, Youngstown State University; MA, West Chester University; PhD, Capella University

Welp, Michael, BS, Iowa State University; MS, American University/NTL Institute; PhD, Fielding Graduate Institute

Faculty, continued

Welstead, Callie, BA, Fordham University; MEd, Beaver College; PhD, Walden University

Wencel, Janice, BA, Elmira College; MS, Florida State University – Tallahassee; PhD, Florida State University – Tallahassee

Wentz, Jan, BA, Gettysburg College; MA, Northern Illinois University

Whiddon, Jana, BS, Florida Southern College; MS, Troy State University-Florida Region; PhD, Barry University

Whipple, Thomas, BS, Eastern Michigan University; MEd, Bowling Green State University; PhD, Bowling Green State University

Whitby, Anita, BA, University of Arkansas; JD, University of Arkansas

Whitlock, John, BA, St. Mary's University – San Antonio; MA, Ball State University; PhD, Bowling Green State University

Whitman, Mary, BA, University of Minnesota – Duluth; MS, University of Minnesota – Duluth; DBA, University of Sarasota

Wilcox, Bonita, BS, Edinboro State College; MEd, Edinboro State College; PhD, University of Pittsburgh

Wilkins, Nancy, BS, St. Cloud State University; MS, Mercy College

Wilkinson, Lee, BA, Syracuse University; MS, State University of New York; EdS, Nova University; EdD, University of Sarasota

Williams, Julia M, BS, University of Minnesota – Twin Cities; MA, University of St. Thomas

Williams, Michael, BM, New England Conservatory of Music; MM, New England Conservatory of Music; MS, Fordham University; PhD, Fordham University

Williamson, Gordon, BA, University of Portland; MS, Portland State University; PhD, University of Maryland

Wilson, Elizabeth, BS, Thomas Edison State College; MBA, Colorado State University; PhD, The Fielding Institute

Wilson, Jeanette, BS, Manchester College; MS, Ohio State University; PhD, University of Tennessee

Wing, Linda, BS, Minnesota State University – Mankato; MBA, University of St. Thomas; MA, Fielding Graduate Institute; PhD, Fielding Graduate Institute

Wingfield, Barry, BA, Harding University; MS, Texas A&M University; PhD, University of Louisiana at Monroe

Winter, Laren, BS, Kansas State University; MS, Kansas State University; MDiv, The University of South Sewanee; EdD, University of Northern Colorado

Wold, James, BA, St. Mary's University; MS, University of St. Thomas; PhD, Vanderbilt University

Wold, William F., BA, Saint Mary's College; MA, College of Saint Thomas; MA, Saint Mary's University; EdD, Saint Mary's University

Wolf, Peter, BS, University of Washington; BA, K.U. Leuven; PhD, Pennsylvania State University

Wolskee, Patricia, BA, Catholic University of America; MA, Catholic University of America; PhD, Catholic University of America

Woods, Manuel, BA, University of Minnesota; MEd, University of Hartford; PhD, University of Minnesota

Woolf, Christine, BA, Oglethorpe University; MA, University of South Florida; EdS, University of South Florida; PhD, University of South Florida

Worthington, Michael T., BS, Campbell College; MSE, University of Wisconsin – Superior; PhD, Capella University

Y

Yasgoor, Karen, BA, University of Cincinnati; MA, Pepperdine University; PhD, Walden University

Yellen, Richard, BS, San Jose State; MBA, University of California – Los Angeles; PhD, University of Arizona – Tucson

Yick Flanagan, Alice, BA, Williams College; MSW, Columbia University; PhD, University of California, Los Angeles

Z

Zerwekh, JoAnn, BSN, University of Arizona – Tucson; MSN, University of Texas – Arlington; EdD, East Texas State University – Commerce

Zimmermann, Sandra, BA, University of California, Santa Barbara; MSW, University of California, Los Angeles; PhD, Walden University

Zuba, Marge Tye, BA, St. Mary-of-the-Woods College; MSW, University of Illinois – Chicago; PhD, Northern Illinois University – DeKalb

Zwengelberg, Mark, BS, University of Minnesota – Twin Cities; MS, University of Wisconsin – Madison; PsyD, Florida Institute of Technology

Advising and Academic Support

Andreasen, Julie, BS, Park University; MS, Capella University

Avery, Jesmia, BA, University of Minnesota – Twin Cities

Baker, Andrea, BA, Saint Norbert College

Bauer-Clapp, Jason, BA, Hamline University; MA, University of Minnesota – Twin Cities

Blaeser, Joshua, BS, Metropolitan State University

Bois, Nancy, BA, The College of St. Scholastica; MA, The College of St. Scholastica

Boyum-Breen, Trenda, BA, Concordia College – Moorhead; MS, Winona State University

Branca, Lou, BA, University of Minnesota – Twin Cities; MS, Capella University

Bromenshenkel, Lisa, BS, Mankato State University; MEd, Texas Tech University

Browender, Susan, BA, University of Wisconsin-Madison; MA, Hamline University

Buechler-Steubing, Amy, BS, University of North Dakota; MS, University of Texas – San Antonio

Carey, Ellen, BA, Western Washington University; MA, University of Northern Colorado; MA, University of Minnesota – Twin Cities

Chabries, Carole, BA, University of Washington; MA, University of Wisconsin – Madison; PhD, University of Wisconsin – Madison

Christiansen, Ann, BA, College of St. Teresa; MAT, Saint Louis University; EdD, University of Minnesota – Twin Cities

Coenen, Scott, BS, University of Minnesota – Twin Cities; MS, Colorado State University

Cunningham, Neil, BA, Metropolitan State University

Davis, Jenelle, BS, University of Wisconsin – Stevens Point; MS, Minnesota State University – Mankato

Dick, Diane L., BA, The College of St. Scholastica; MA, University of Minnesota – Duluth

Eakins, Daniel, BA, Metropolitan State University; MA, University of St. Thomas

Evenson, Jessica, BS, North Dakota State University; MS, St. Cloud State University

Franklin, Nicole, BA, North Central University; MA, St. Mary's University of Minnesota

Gasche, Mark, BA, Cornell College; MA, University of Minnesota – Twin Cities

Gehrz, Jonathan, BA, College of William and Mary

Gorsuch, Douglas, BSBA, Cardinal Stritch University; MBA, Cardinal Stritch University

Griffin, Tracy, BS, Northwestern College; MA, Saint Mary's University of Minnesota

Grothe, Shelly, BA, University of Wisconsin – Eau Claire; MS, University of Wisconsin – LaCrosse

Holm, Erin, BSEd, Northwestern University; MS, University of Wisconsin – Madison

Horst, Sarah, BA, Carthage College; MA, College of St. Scholastica

Hussin, Kate, BA, University of Wisconsin - Oshkosh; MALS, University of Wisconsin - Oshkosh

Janati, Jody, BS, St. Cloud State University; MA, North Dakota State University

Jarrett, Laura, BA, University of Missouri - Columbia; MA, University of Minnesota - Twin Cities; PhD, University of Minnesota - Twin Cities

Keith, Christine, BA, St. Olaf College; MS, Indiana State University

Kovacovic, Vera, BA University of Minnesota - Duluth; MA, University of Minnesota - Twin Cities; PhD, University of Minnesota - Twin Cities

Kubicek, Kelly, BA, College of St. Benedict; MA, University of Minnesota - Twin Cities

Kuchar, Tamara, BA, University of Wisconsin - Stevens Point; MS, Minnesota State University - Mankato

Langer - McNeil, Jeana, BA, University of St. Thomas; MA, Bowling Green State University; MA, Bowling Green University

Lapid, Patricia, BA, Cardinal Stritch University; MBA, Boston University

Lovald, Nicole, BA, St. Cloud State University

McCann, Meredith, BS, Winona State University; MS, Winona State University

McNamara, Julie, BS, University of Wisconsin - River Falls; MS, Capella University

Maxwell, Diana, BMed, Sam Houston State University; Med, University of North Texas

Mejia, Leslie, BAS, University of Minnesota - Duluth; MA, University of Minnesota - Twin Cities

Meyer, Sarah, BA, University of Minnesota - Twin Cities; MA, University of Minnesota - Twin Cities

Mitzel, Joseph, BA, University of Notre Dame; JD, University of Minnesota - Twin Cities

Munoz, Kyle, BA, Winona State University; MA, Saint Mary's University

Murphy, John, BS, University of Wisconsin - River Falls; MSE, University of Wisconsin - River Falls

Nelson, Naomi, BRE, Okanagan Bible College; MA, Saint Mary's University of Minnesota

O'Connell, Kathryn, BS, University of Wisconsin - Madison; MA, University of St. Thomas

Olson, Nancy, BA, Metropolitan State University; MA, Saint Mary's University of Minnesota

Panasuk, Sheridan, BA University of Minnesota - Twin Cities

Pappenfus, Barbara, BS, University of Wisconsin - Stout; MS, University of Wisconsin - Stout

Pelletier, Kathe, BA, University of Illinois - Urbana-Champaign; MA, University of St. Thomas

Rehfeld, Rebecca, BA, Augsburg College; MS, Capella University; PhD, Capella University

Riskedal, Lynn, BS, University of Illinois at Urbana-Champaign; MExtEd, University of Illinois at Urbana-Champaign; PhD, University of Minnesota - Twin Cities

Robole, Jillian, BS, University of Wisconsin - LaCrosse

Rossman, Maxine, BS, New York University; MS, University of Bridgeport; EdD, University of Massachusetts

Ryan, Melissa, BA, St. Cloud State University; MA, Roosevelt University Chicago

Schrader, Carrie-Beth, BA, University of Minnesota - Duluth; MS, Minnesota State University - Mankato

Schreck, Richard, BA, Illinois State University; MA, University of Illinois at Urbana-Champaign

Shiflet, E. Stone, BA, UNC Chapel Hill; MA, Western Carolina University; ABD, University of South Florida

Smieja, Kim, BA, University of Minnesota - Twin Cities; MA, University of St. Thomas

Smith, Shannon, BA, University of Virginia; MA, University of Wisconsin - Madison; PhD, University of Wisconsin - Madison

Smith, Sidney, BA, Texas Woman's University; MS, Minnesota State University - Mankato

Soderlind, Adam, BS, University of Wisconsin - Superior; MA, Minnesota State University - Mankato

Sorrell, Heather, BS, University of Wisconsin - River Falls; MA, Saint Mary's University of Minnesota

Staley, Kim, BS, University of Minnesota - Twin Cities

Thorsen, Brenda, BA, University of Minnesota - Duluth; MEd, University of Minnesota - Twin Cities

Tuma, Linda, BA, Augsburg College

Watts, Carley, BA, Gustavus Adolphus College; MA, University of Minnesota - Twin Cities

Wheeler, Lisa, BS, University of Wisconsin - Madison; MEd, Springfield College; EdD, University of St. Thomas

MBA Coaches

Alexander-Stearns, Cheryl, BA, University of Minnesota; Certification for Coaching, Center for Character Based Leadership

Augsburger, Richard, BS, The Ohio State University; PhD, Northwestern University; coaching certificates, DePaul University/Linkage, Inc.

Cerchio, Patrick, BS, Fairleigh Dickinson University; MBA, Fairleigh Dickinson University; Certified Coach Program - Coach Training Alliance

Cocking, Jane, BA, Goddard College; Master Certified Coach, International Coach Federation

Jeddeloh, Steven, BS, Mankato State University; MEd, University of Minnesota - St. Paul; MEd, University of Minnesota - St. Paul; MA, The Fielding Institute; PhD, The Fielding Institute

Kuentz, Mary, BS, Southern Illinois University-Edwardsville; Certified Professional Co-Active Coach, The Coaches Training Institute

Lasley, Martha, BS, Mansfield University; MBA, Syracuse University; Leadership and Co-Active Coaching, The Coaches Training Institute; Executive Coaching, Corporate Coach University

Lennox, Susan, BA, Douglass College; MA, Fielding Graduate Institute; JD, Harvard Law School; Certified Focusing Trainer, The Focusing Institute

Lindblad, Mark, BA, University of California-Santa Barbara; MIM, Thunderbird/American Graduate School of International Management; Certified Professional Co-Active Coach, The Coaches Training Institute

Miller, Barbara, BA, Vanderbilt University; MA, University of Minnesota; Professional Certificate in Individual and Organizational Coaching, Hudson Institute

Miner, Louise, BA, Bryn Mawr College; MEd, Antioch New England Graduate School; Advanced Coaching Training; Mobius, Inc.; The Coaches Training Institute

Nelson-Garrison, Marcy, BA, University of Iowa; MA, St. Mary's University of Minnesota; Certified Professional Co-Active Coach, The Coaches Training Institute

Orem, Sara, BA, University of Minnesota; MA, United Theological Seminary of the Twin Cities; MA, Fielding Graduate Institute; PhD, Fielding Graduate Institute; Certification Intensive, Coach Phil.com

Pointer, Todd, BBA, University of Wisconsin-Eau Claire; MA, Saint Mary's University of Minnesota; Certified Professional Co-Active Coach, The Coach Training Institute

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 - Moorhead; MS, University of Wisconsin - Madison; Institute of Life Coach Training

Faculty, *continued*

MBA Coaches, continued

Solberg-Tapper, Pamela, BS, University of Wisconsin-Superior; MS, University of Saint Francis; Certified Co-Active Professional Coach, The Coaches Training Institute; Certified Coach Master

Sumner, Jennifer, BA, Chatham College; MEd, University of Pittsburgh; PhD, International College; coach training, Personnel Decisions Inc, Center For Creative Leadership, and Academy for Coach Training

Woodbridge, Elizabeth, BS, University of Kentucky; Certified Professional Co-Active Coach, The Coaches Training Institute

Young, Martha, BA, University of Michigan; MBA, University of Michigan; JD, University of Michigan; Coach Training Certificate, Goldwin Coaching

State Regulatory Information

Capella University is licensed, registered, or certified in the following states:

Alabama Department of
Postsecondary Education
P. O. Box 302101
Montgomery, AL 36130-2101
(334) 242-2900

Arizona Department of Education
1535 West Jefferson
Phoenix, AZ 85007
(602) 542-4391

The educational administration and school psychology specializations are conditionally approved by the Arizona Department of Education through November 2004. Capella is currently pursuing full approval.

Arizona State Board for Private Postsecondary
Education
1400 W. Washington, Room 260
Phoenix, AZ 85007
(602) 542-5709
<http://azppse.state.az.us>

Arkansas Higher Education Coordinating Board
114 E. Capitol
Little Rock, AR 72201-3918
(501) 371-2065

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain minimum standards have been met under the rules and regulations implementing institutional certification as defined in Arkansas Code §6-61-301. The Doctor of Philosophy in Organization and Management does not meet requirements for teacher or administrator licensure in Arkansas.

Colorado Commission on Higher Education
1380 Lawrence Street, Suite 1200
Denver, CO 80204
(303) 866-2723

Florida Commission for Independent Education
2650 Apalachee Parkway
Tallahassee, FL 32301
(850) 245-3200

Georgia Nonpublic Postsecondary Education
Commission
2189 Northlake Parkway
Building 10, Suite 100
Tucker, GA 30084-4113
(770) 414-3235

Illinois Board of Higher Education
431 East Adams St., Second Floor
Springfield, IL 62701-1418
(217) 782-8548

Kentucky Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601-8204
(502) 573-1555

Minnesota Higher Education Services Office
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
(651) 642-0533

Capella University is registered with the Minnesota Higher Education Services Office. Registration is not an endorsement of the institution. Registration does not mean that credits earned at the institution can be transferred to other institutions or that the quality of the educational programs would meet the standards of every student, educational institution, or employer.

Ohio State Board of Career Colleges and Schools
35 East Gay Street, Suite 403
Columbus, OH 43215-3138
(614) 466-2752

Capella University is registered with the Ohio State Board of Career Colleges and Schools, and the undergraduate and graduate certificate programs have program authorization under the provisions of Chapter 3332 of the Ohio Revised Code and the standards, rules and regulations of the Ohio State Board of Career Colleges and Schools. Registration No. 04-03-1709T.

State Council of Higher Education for Virginia
James Monroe Bldg., 9th Floor
101 N. 14th Street
Richmond, VA 23219
(804) 225-2609

Washington Higher Education Coordinating Board
P. O. Box 43430
Olympia, WA 98504-3430
(360) 753-7800

Capella University is authorized by the Washington Higher Education Coordinating Board and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until March 4, 2005 and authorizes Capella University to advertise and recruit for the following degree programs: Bachelor of Science in Business; Master of Business Administration; Master of Science in Organization and Management; Doctor of Philosophy in Organization and Management; Master of Science in Education, Doctor of Philosophy in Education; Master of Science in Human Services; Doctor of Philosophy in Human Services; Master of Science in Psychology; Doctor of Philosophy in Psychology; Doctor of Psychology; Bachelor of Science in Information Technology; and Master of Science in Information Technology. Any person desiring information

about the requirements of the Act or the applicability of those requirements to the institution may contact the board at P.O. Box 43430, Olympia, WA 98504-3430, (306) 753-7869.

Wisconsin Educational Approval Board
30 W. Mifflin St., 9th Floor
Madison, WI 53707-8696
(608) 266-1354

Rights to Change Requirements

Neither the Capella University catalog, nor any of the information and requirements contained herein, constitute a contract or create any contractual commitments between Capella University and any student, any prospective student, or any third party. The information and program requirements contained in this Capella University catalog are regularly updated and are subject to change without notice. All updates to the catalog will be posted on Capella's Web site.



CAPELLA UNIVERSITY

telephone 612.659.5100 • *toll-free* 1.888.CAPELLA • *fax* 612.659.5061
e-mail info@capella.edu • *web* www.capella.edu
225 SOUTH SIXTH STREET • NINTH FLOOR • MINNEAPOLIS, MINNESOTA 55402

2004-2005 University Catalog, Volume 04-05, No. 2

Catalog Addendum

Effective April 4, 2005

Page 50 - School of Education Degree Programs

The following new specializations have been added in the School of Education.

Master of Science (MS) in Education

Reading and Literacy

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

Learners in this master's specialization will demonstrate and further build the research-based knowledge, skills, and attitudes of exceptional elementary and secondary teachers. The specialization is designed for licensed K-12 classroom teachers who want to enhance the reading skills of their students and to impart best practices and key instructional strategies to peers and others involved in teaching reading. Capella learners completing the reading and literacy specialization are prepared to assess student reading and provide reading instruction employing multiple modalities and learning styles based on assessment data as well as to develop, implement, and adapt the reading curriculum within and across grade levels at the school site. The specialization courses present a host of research-based concepts, demonstrate those concepts in action, and provide opportunities to put those concepts into practice.

Thirteen Required Courses + Lab **43 quarter credits**

Core courses:

- ED5007 Foundations of Educational Leadership (6 quarter credits)
- ED5005 Master's Learner Success Lab (non-credit)
- ED5501 Assessment and Improvement of Instruction (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)

Specialization courses:

- ED5551 Developing Fluent Readers (3 quarter credits)
 - ED5552 Teaching Comprehension Strategies (3 quarter credits)
 - ED5553 Assessment-based Reading Instruction (3 quarter credits)
 - ED5554 Socio-cultural Context of Reading Instruction (3 quarter credits)
 - ED5555 Foundational Theories in Reading Instruction (3 quarter credits)
 - ED5556 Reading and Literacy Practicum (3 quarter credits)[†]
 - ED5557 Reading and Literacy Portfolio Review (3 quarter credits)[†]
- | | |
|---|---------------------------|
| One Elective Course | 4 quarter credits |
| <i>Choose any 4-credit graduate course.</i> | |
| Total | 47 quarter credits |

[†]ED5556 and ED5557 must be taken concurrently

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

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

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

Master of Science (MS) in Education

Enrollment Management

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

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

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

Eight Required Courses + Lab **32 quarter credits**

Core courses:

- ED5004 Societal and Cultural Change
 - ED5005 Master's Learner Success Lab (non-credit)
 - ED5006 Survey of Research Methodology
- Specialization courses:
- ED5601 Enrollment Management in Higher Education
 - ED5603 Essentials of Effective Retention in Higher Education
 - ED5605 Applying Technology to Enrollment Management
 - ED5607 Financial Aid and Enrollment Management
 - ED5609 Communications and Marketing in Enrollment Management
 - ED5611 Strategic Enrollment Planning[†]

Continued

Four Elective Courses	16 quarter credits
<i>Recommended elective courses:</i>	
ED7703	Student Development Challenges and Successes
ED7713	Student Advising and Retention
ED841	History of Higher Education
ED7540	Leadership in Higher Education
ED855	Higher Education Administration
ED834	Higher Education and the Law
ED840	The Politics of Higher Education
ED837	Funding and Managing the Educational Enterprise
	OR
Choose any graduate course(s)	
Total	48 quarter credits

+ Capstone course

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

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

Page 90 - Graduate Course Descriptions

The following graduate courses have been added in the School of Education.

Reading and Literacy Specialization Courses

ED5551 - Developing Fluent Readers (3 quarter credits). This three-credit course for K-12 teachers focuses on the competencies learners need to develop fluent reading across grade levels for speakers of English and English learners. Topics include phonemic awareness; phonological structure of English; morphological structure of English; decoding/work attack strategies; spelling; importance of extensive practice; decodable texts; skills and strategies to develop independent readers; reading and writing practice, including writing to reinforce reading, connected texts, and transfer of strategies from primary language reading skills to English language reading skills; and strategies and materials for struggling readers.

ED5552 - Teaching Comprehension Strategies (3 quarter credits). This three-credit course for K-12 teachers focuses on developing the knowledge and skills needed to teach reading comprehension. Topics include the development of reading comprehension; the role of academic language and of background knowledge;

vocabulary development and concept formation; narrative and expository text analysis; thinking strategies (inference, summarization, predicting, questioning, clarifying); study strategies (summarizing, predicting, questioning, clarifying); independent reading of high quality books; development of listening and reading comprehension skills; multicultural literature and informational text; scaffolding strategies for the English language learner; motivational strategies; knowledge and skills for applying literature and expository text with children and adolescents; and improving comprehension strategies.

ED5553 - Assessment-based Reading Instruction (3 quarter credits). This three-credit course for K-12 teachers addresses the competencies necessary to use effective assessment and evaluation to develop, deliver, and modify reading and writing instruction for all students. Specifically, the course covers selection, use, and interpretation of reading and writing assessments; assessment of knowledge and skills with English proficient learners as well as English language learners; formal and informal assessment strategies and tools; communicating assessment results to parents, administrators, teachers, school board members, and students; aligning assessments with instructional programs; effective assessment-based intervention programs; and using instructional technology for assessment and instruction.

ED5554 - Socio-cultural Context of Reading Instruction (3 quarter credits). This three-credit course for K-12 teachers addresses the competencies necessary for implementing assessment-based intervention strategies at early and intermediate reading levels. Learners study research-based intervention models and develop skills in effective interventions, taking into account home and community literacy practices and English language proficiency. Topics also include aligning ongoing assessment with reading and writing intervention programs; flexible groupings; small group and one-on-one techniques; instructional technology; scaffolding strategies; student and family support networks; and comprehension for older, struggling readers.

ED5555 - Foundational Theories in Reading Instruction (3 quarter credits). This three-credit course for K-12 teachers reviews and explores the research in reading and language arts and its implications for student assessment and instruction. Topics include knowledge of and instructional experience related to how children learn to read; the phonological and morphological structure of English; orthography/spelling; second language acquisition; the relationship between language, spelling, reading, and writing; balanced comprehensive literacy instruction; reading and writing skills for the English proficient learner and the English language learner; respect for ethnic, cultural, gender, linguistic, and socioeconomic differences; and the writing process (pre-writing, drafting, revising, editing, and publishing).

ED5556 - Reading and Literacy Practicum (3 quarter credits). Learners must have completed all course work except ED5557 - Reading and Literacy Portfolio Review, before enrolling in ED5556 - Reading and Literacy Practicum. These two courses, the culmination of the reading and literacy specialization, are taken concurrently. ED5556 extends the guided practice provided during the previous specialization courses by engaging learners in 45 hours of documented, mentored work in a classroom, of which a minimum of 15 hours will be observed by the mentor or practicum instructor, along with 15 hours of practicum seminars. The practicum is restricted to sites that can provide learners with balanced, comprehensive reading and language arts instruction and can ensure that each learner has diverse experiences that include teaching English language learners, beginning readers, and students with reading problems. Learners practice assessing struggling readers at two or more reading levels including the non-reader level and one or more higher levels.

ED5557 - Reading and Literacy Portfolio Review (3 quarter credits). Learners must have completed all course work except ED5556 - Reading and Literacy Practicum, before enrolling in ED5557 - Reading and Literacy Portfolio Review. These two courses, the culmination of the reading and literacy specialization, are taken concurrently. ED5557 is the course in which master's learners complete and present their portfolio, a document that demonstrates their mastery of the specialization outcomes. The portfolio review is conducted by the Capella ED5557 instructor following the completion of the reading and literacy practicum. This experience allows learners to demonstrate what they know and have accomplished related to reading and literacy.

Enrollment Management Specialization Courses

ED5601 - Enrollment Management in Higher Education (4 quarter credits). This course offers a comprehensive overview of the recruitment strategies in enrollment management and introduces fundamental recruitment concepts, practices, and techniques utilized in successful enrollment management programs. The course is designed to broaden and deepen knowledge and understanding of basic concepts and best practices in enrollment management.

ED5603 - Essentials of Effective Retention in Higher Education (4 quarter credits). This course provides a comprehensive overview of the fundamentals and best practices of effective student retention in higher education. In this course learners analyze and interpret a significant body of research on student retention and apply this knowledge to the enrollment management profession.

ED5605 - Applying Technology to Enrollment Management (4 quarter credits). Learners are introduced to basic concepts in higher education enrollment management technology. The focus of the course is on technologies used in the effective management of enrollment in colleges and universities. Learners develop an understanding of technologies currently used in recruitment and retention and synthesize and apply emerging technologies to the field of enrollment management.

ED5607 - Financial Aid and Enrollment Management (4 quarter credits). This course explores the nature and role of financial aid in student recruitment and retention. The course is designed for those applying financial aid principles and regulations to effective enrollment management strategies. Learners enrolled in this course synthesize knowledge acquired from other courses and as practitioners with financial aid principles and policies.

ED5609 - Communications and Marketing in Enrollment Management (4 quarter credits). This course provides a comprehensive understanding of the purpose and power of targeted communications and marketing strategies and tactics in enrollment management. Learners analyze existing communications and other marketing documents and prepare a strategic plan to improve marketing for higher education institutions.

ED5611 - Strategic Enrollment Planning (4 quarter credits). This course introduces basic concepts of strategic planning for higher education including environmental scanning, data collection and analysis, quantifying annual and long-term goals, developing enrollment management strategies, and developing and implementing action plans. Learners develop a strategic enrollment plan and learn how to tie that plan to the institution's strategic plan. Course topics include building institutional support for the strategic enrollment management plan and mobilizing human and financial resources. This is the capstone course for the enrollment management specialization and includes the project required for the master's degree.

Page 31 - Tuition and Fees

The following tuition and fees apply to Master of Science (MS) programs in the School of Education.

MASTER OF SCIENCE (MS) PROGRAM SCHOOL OF EDUCATION	
Tuition Per 6-Credit Course	\$2,025
Tuition Per 4-Credit Course	\$1,350
Tuition Per 3-Credit Course	\$1,050
MS Graduation Fee	\$350

ERRATA

Page 49 - School of Education Degree Programs, University Catalog, January 2005

The PhD specialization in **training and performance improvement** is correct with the following change: choose **three** specialization courses (not four) from the appropriate list. * *

Training and Performance Improvement

The PhD in education with a specialization in training and performance improvement is designed for experienced career professionals who wish to advance to leadership roles such as chief learning officer, training director, professor, or manager of learning and performance improvement. Required courses like Managing Training and Performance Improvement will broaden and deepen the learner's understanding of both strategic and tactical issues that are important to the success of any performance improvement intervention. The entire doctoral experience is designed to help create reflective scholar-practitioners and innovative thinkers with advanced skills in critical thinking, research, and problem solving. The curriculum is based on ASTD's Human Performance Improvement model.

Residency Requirement(s):

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

Eighteen Required Courses + Lab **72 quarter credits**

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

Specialization courses (suggested sequence as follows):

- ED7631 Introduction to Training and Performance Systems
- ED7641 Needs Assessment: Models and Procedures
- ED7652 Evaluating Training and Performance Improvement Systems
- ED7662 Designing Training and Performance Solutions
- ED7672 Delivery Systems for Training and Performance Improvement
- ED7674 Managing Training and Performance Improvement
- ED502 Survey of Human Resource Development Research
- ED9984 * Doctoral Comprehensive Examination I
- ED9985 * Doctoral Comprehensive Examination II
- ED9996 * Dissertation Research I
- ED9997 * Dissertation Research II
- ED9998 * Dissertation Research III
- ED9999 * Dissertation Research IV

**** Choose three from the following courses:**

- ED830 Coaching for High Performance
- ED839 International Aspects of Adult Education
- ED851 Principles of Learning and Instructional Design
- ED7210 The Delivery of Distance Education
- ED7673 The Future of Corporate and Technical Training: Topics and Trends
- ED8111 The Historical and Social Foundations of Education

Elective Courses **48 quarter credits**
Choose any graduate course(s). Internship courses may be selected to fulfill up to eight quarter credits of the elective requirement.

Total **120 quarter credits**